



COE COLLEGE

ACADEMIC CATALOG 2017-2018

PREFACE

Non-Discrimination

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

Higher Education Opportunity Act

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.

Equal Opportunity in Employment

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

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) prohibit the College from releasing grades or other information about academic standing to parents unless the student has released such information in writing. Further information concerning Coe College procedures in compliance with FERPA is available in the Office of the Registrar and included on p. 45 of this catalog.

Solomon Amendment of 1997

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

Reservation of the Right to Modify

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

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CATALOG 2017-2018

COE COLLEGE

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 (metropolitan population 175,000). The city is easily accessible by the interstate highway system, bus services and several airlines.

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

ENROLLMENT — The student body of over 1,400 students represents most states and approximately 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 500,000 volumes and 16,000 pieces of media, and subscribes to 3,500 print and online periodical subscriptions providing access to over 100 databases. Coe's library offers students a variety of research assistance, study areas, a small theater, preview viewing room, a media editing room, and a 3D printer and laser cutter. The Library houses the Learning Commons and the colleges permanent art collection.

ACCREDITATION — Coe is accredited by the North Central Association of Colleges and Schools, the American Chemical Society, the National Association of Schools of Music, the Commission on Accreditation of Athletic Training Education, and the Iowa Department of Education. The baccalaureate degree in nursing at Coe College is accredited by the Commission on Collegiate Nursing Education (<http://aacn.nche.edu/ccne-accreditation>). Copies of accrediting statements are available in the Office of the Provost.

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

ACADEMIC PROGRAM — Academic programs are offered in managerial or public accounting, African American studies, American studies, art, art history, Asian studies, athletic training, biology, business administration, chemistry, communication studies, computer science, economics, elementary education, English, film studies, French, French studies, general science, German, German studies, history, international business, international economics, international studies, literature, mathematics, music (B.A. or B.M.), nursing (B.S.N.), philosophy, physical education, physics, political science, psychology, religion, social & criminal justice, sociology, Spanish, Spanish studies, theatre arts, writing. Interdisciplinary and/or collateral majors are also available in biochemistry, creative writing, environmental science, environmental studies, gender and sexuality studies, molecular biology, neuroscience, organizational science, and public relations. Coe also offers certificate programs in primary and secondary 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 students enrolled during the 2016-17 academic year totaled more than \$35,600. The total cost of full-time tuition, room, board, and activity fee for the 2017-18 academic year is \$51,560.

HISTORY OF COE COLLEGE

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

With Jones' blessing, the Cedar Rapids Collegiate Institute was incorporated in 1853 by a group of Cedar Rapids leaders chaired by Judge George Greene. They used Daniel Coe's money to purchase two downtown lots for the school and 80 acres of farmland on what was then the edge of town. The farm evolved into today's campus. In 1868, in a failed attempt to secure the Lewis Parsons estate, the trustees renamed the school Parsons Seminary. After a period of severe financial difficulties, the institution was reestablished in honor of its original benefactor as the Coe Collegiate Institute in 1875. T.M Sinclair, founder of the Sinclair Meat Packing Company, played the key financial role in the final step toward the firm establishment of Coe College. Sinclair liquidated all the debt from Parsons Seminary and the Cedar Rapids Collegiate Institute. The Sinclair gift made it practical for the property of the Coe Collegiate Institute - including the original land paid for by Daniel Coe - to be transferred to Coe College with the Iowa Presbyterian Synod to assume major responsibility for the institution. Coe College has operated continuously since its incorporation under that name on Feb. 2, 1881. From the first, the College was committed to intellectual excellence. It has continued in this tradition ever since.

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

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

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

HISTORY OF COE COLLEGE, CONT.

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, provost, 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. In 2012 and 2013, Peterson Hall of Science was completely renovated to support Coe's science programs.

To further enhance the campus environment, Coe completed the largest capital project in its history in 2017. Make Your Move – the Campaign for Eby and Hickok – included \$24 million in essential enhancements, including an Athletic and Recreation Complex project as well as the renovation and expansion of Hickok Hall, one of the college's main academic buildings. The result is vastly improved academic, recreational, wellness and competition facilities to benefit future generations of students.

**2017 – 2018 ACADEMIC CALENDAR
FALL TERM 2017**

All Faculty and Staff Conference	Aug. 18 (Fri.)
New students arrive / Opening Convocation	Aug. 19 (Sat.)
New student orientation	Aug. 19 – 22 (Sat. – Tues.)
Registration for entering students / Residence halls open for returning students	Aug. 22 (Tues.)
Classes begin	Aug. 23 (Wed.)
Last day to add or drop courses online	Aug. 29 (Tues.)
No classes (holiday) - Labor Day	Sept. 4 (Mon.)
Last day to drop courses (<i>requires consent of instructor</i>)	Sept. 5 (Tues.)
Date of Record	Sept. 8 (Fri.)
Last day to change method of grading for first 7-week courses	Sept. 15 (Fri.)
Family Weekend	Sept. 22 – 24 (Fri. – Sun.)
Last day to withdraw from first 7-week courses	Sept. 22 (Fri.)
Meeting of Board of Trustees	Oct. 12 – 13 (Thurs. – Fri.)
Last day to change method of grading for Fall Term / Begin second half of Fall Term	Oct. 13 (Fri.)
Homecoming	Oct. 14 (Sat.)
Fall Term Break	Oct. 19 - 20 (Thurs - Fri.)
Advising Season	Oct. 23 – Nov. 10
Last day to withdraw from Fall Term courses	Nov. 3 (Fri.)
Last day to change method of grading for second 7-week courses	Nov. 9 (Thurs.)
Registration for Spring Term 2018	Nov. 14 – 15 (Tues. – Wed.); Nov. 17 (Fri.)
Last day to withdraw from second 7-week courses	Nov. 17 (Fri.)
Thanksgiving Recess	after last class Friday, Nov. 17 (Fri.) – Nov. 27 (8 a.m.) (Mon.)
Last Day of Fall Term classes	Dec. 8 (Fri.)
Reading Day	Dec. 9 (Sat.)
Final Exams	Dec. 11 – 14 (Mon. – Thurs.)
Residence halls close	Dec. 16 (noon) (Sat.) – Jan. 7 (8 a.m.) (Sun.)

SPRING TERM 2018

New student orientation	Jan. 6 (Sat.)
Residence halls open for returning students	Jan. 7 (Sun.)
Classes begin	Jan. 8 (Mon.)
Last day to add or drop courses online	Jan. 12 (Fri.)
NO DAY CLASSES (holiday) - Martin Luther King, Jr., Day - Evening classes will meet	Jan. 15 (Mon.)
Last day to drop courses (<i>requires consent of instructor</i>)	Jan. 19 (Fri.)
Date of Record	Jan. 22 (Mon.)
Last day to change method of grading for first 7-week courses	Jan. 31 (Wed.)
Last day to withdraw from first 7-week courses	Feb. 9 (Fri.)
Meeting of Board of Trustees	TBD (Sat. – Sun.)
Last day to change method of grading for Spring Term	Feb. 27 (Tues.)
Begin second half of Spring Term	Feb. 27 (Tues.)
Spring Term Recess begins	after last class March 2 (Fri.)
Residence halls close	March 3 (noon) (Sat.) – March 11 (8 a.m.) (Sun.)
Advising Season	March 12 – 30
Classes resume	March 12 (Mon.)
Last day to withdraw from Spring Term courses	March 22 (Thurs.)
Last day to change method of grading for second 7-week courses	March 28 (Wed.)
Registration for Fall Term 2018	April 2 – 3 (Mon. – Tues.); April 5 (Thurs.)
Last day to withdraw from second 7-week courses	April 6 (Fri.)
Student Research Symposium - NO DAY CLASSES - Evening classes will meet	April 10 (Tues.)
Last Day of Spring Term classes	April 25 (Wed.)
Reading Day	April 26 (Thurs.)
Final Exams	April 27, April 30- May 2 (Fri., 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.)

MAY TERM 2018

Classes begin	May 9 (Wed.)
Meeting of Board of Trustees	May 18 – 19 (Fri. – Sat.)
Last day to change method of grading for May Term	May 21 (Mon.)
Last day to withdraw from May Term courses	May 24 (Thurs.)
No classes (holiday) - Memorial Day	May 28 (Mon.)
Last Day of May Term classes	June 1 (Fri.)
Residence halls close (6 p.m.)	June 2 (Sat.)

**2018 – 2019 ACADEMIC CALENDAR
FALL TERM 2018**

All Faculty and Staff Conference	Aug. 17 (Fri.)
New students arrive / Opening Convocation	Aug. 18 (Sat.)
New student orientation	Aug. 18– 21 (Sat. - Tues)
Residence halls open for returning students/ Registration for entering students	Aug. 21 (Tues.)
Classes begin.....	Aug. 22 (Wed.)
Last day to add or drop courses	Aug. 28 (Tues.)
No classes (holiday) - Labor Day	Sept. 3 (Mon.)
Date of Record	Sept. 7 (Fri.)
Last day to change method of grading for first 7-week courses	Sept. 14 (Fri.)
Family Weekend	Sept. 14 – 16 (Fri. – Sun.)
Last day to withdraw from first 7-week courses.....	Sept. 24 (Mon.)
Homecoming.....	Sept. 29 (Sat.)
Last day to change method of grading for Fall Term	Oct. 10 (Wed.)
Fall Term Break	Oct. 11 – 12 (Thurs - Fri.)
Begin second half of Fall Term	Oct. 15 (Mon.)
Meeting of Board of Trustees	TBD
Last day to withdraw from Fall Term courses	Oct. 26 (Fri.)
Last day to change method of grading for second 7-week courses	Nov. 2 (Fri.)
Registration for Spring Term 2019	TBD
Last day to withdraw from second 7-week courses	Nov. 12 (Mon.)
Thanksgiving Recess	after last class Nov. 16 (Fri.) – Nov. 26 (8 a.m.) (Mon.)
Last Day of Fall Term classes.....	Dec. 7 (Fri.)
Reading Day.....	Dec. 8 (Sat.)
Final Exams	Dec. 10 – 13 (Mon. – Thurs.)
Residence halls close	Dec. 14 (noon) (Fri.) – Jan. 10 (8 a.m.) (Sun.)

SPRING TERM 2019

New student orientation	Jan. 11 (Fri.)
Residence halls open for returning students	Jan. 13 (Sun.)
Classes begin.....	Jan. 14 (Mon.)
Last day to add or drop courses	Jan. 18 (Fri.)
NO DAY CLASSES (holiday) - Martin Luther King, Jr., Day - Evening classes will meet	Jan. 21 (Mon.)
Date of Record	Jan. 28 (Mon.)
Last day to change method of grading for first 7-week courses	Feb. 6 (Wed.)
Last day to withdraw from first 7-week courses.....	Feb. 14 (Thurs.)
Meeting of Board of Trustees	TBD
Last day to change method of grading for Spring Term.....	Mar. 1 (Fri.)
Spring Term Recess begins.....	after last class March 1 (Fri.)
Residence halls close	March 2 (noon) (Sat.) – March 10 (8 a.m.) (Sun.)
Classes resume	March 11 (Mon.)
Begin second half of Spring Term	March 11 (Mon.)
Last day to withdraw from Spring Term courses	March 27 (Wed.)
Last day to change method of grading for second 7-week courses	April 3 (Wed.)
Registration for Fall Term 2019	TBD
Last day to withdraw from second 7-week courses	April 12 (Fri.)
Student Research Symposium - NO DAY CLASSES - Evening classes will meet	April 16 (Tues.)
Last Day of Spring Term classes	April 30 (Tues.)
Reading Day.....	May 1 (Wed.)
Final Exams	May 2 – 3, 6 - 7 (Thur - Fri, Mon. – Tues.)
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	TBA (Fri. – Sat.)

MAY TERM 2019

Classes begin.....	May 15 (Wed.)
Last day to change method of grading for May Term	May 20 (Mon.)
Last day to withdraw from May Term courses.....	May 23 (Thurs.)
No classes (holiday) - Memorial Day	May 27 (Mon.)
Last Day of May Term classes.....	June 7 (Fri.)
Residence halls close (6 p.m.).....	June 4 (Sat.)

THE EDUCATIONAL PROGRAM

Coe College grants the undergraduate degrees of Bachelor of Arts (B.A.), Bachelor of Music (B.M.), and Bachelor of Science in Nursing (B.S.N.). The Bachelor of Arts degree (See p. 12) is earned upon fulfillment of the conditions described below, including a major chosen from over 50 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 B.M. The B.M. degree requirements for students who wish to pursue music as a profession or to prepare to teach music, can be found on page 134. The requirements for a B.S.N. degree can be found on page 153.

THE ACADEMIC CALENDAR

The academic year consists of three terms. (See Academic Calendar, pp. 8-9) Students normally take four course credits in the Fall Term and four course credits in the Spring Term. Thus, eight course credits are completed in an academic year. During optional May Term, students may enroll for up to one course credit in one of the limited selection of courses. Independent studies, directed readings, and individual internships are not offered during May Term. (The maximum course load is described in *College Regulations*, p. 37.)

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 (cc) with grades leading to a cumulative grade point average (GPA) of 2.0 or higher. (One course credit is equivalent to four semester hours.) No more than a total of two course credits from courses which are less than .5 credit can be used to meet the 32-credit graduation requirement. No more than eight course credits earned of Advanced Placement or International Baccalaureate credit can be used to satisfy this requirement.

Students must meet one of the following requirements:

- 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.M., B.S.N.) after satisfactorily completing 40 course credits and the requirements for both degrees. However, a simultaneous Bachelor of Music plus a Bachelor of Arts with a music major is not permitted.

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

To participate in Commencement exercises, students must submit a completed *Intent to Graduate* form to the Office of the Registrar, preferably by the end of the junior year, but no later than the November before Commencement.

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 with at least 40% of the major course credits taken at Coe. Students must earn a cumulative GPA of at least 2.0 as well as meet any GPA or grade requirements in their area of study.

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

Transfer Student Information

To honor its mission and to preserve its academic integrity as a liberal arts institution, the College accepts a course in transfer if that course meets the spirit of the College's mission and is from a regionally accredited institution. This section includes information, in addition to that included in the section, *Graduation Requirements* (see p. 10), germane to students who are transferring to Coe College from another college or university.

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

Transfer credits earned after high-school graduation and before Coe matriculation count towards the eight term, full-time residence requirement. (See p. 201.) Full-time enrollment may include participation in Coe College exchange programs, ACM off-campus study programs, and other approved off-campus study programs.

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

- **First-Year Experience.** Transfer students are not required to fulfill the requirements of the First-Year Experience, if they have completed at least one full-time college term since graduation from high school.
- **Writing Emphasis.** 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 fewer than 8.00 course credits earned after graduation from high school to Coe. 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 as determined by the Registrar.
- **Academic Practicum.** Transfer students are required to fulfill this requirement.

AREAS OF STUDY

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

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

AREAS OF STUDY (MAJORS) FOR B.A.

Accounting, Managerial	Elementary Education	Mathematics
Accounting, Public	English	Music
African American Studies	Film Studies	Philosophy
American Studies	French	Physical Education
Art	French Studies	Physics
Art History	General Science	Political Science
Asian Studies	German	Psychology
Athletic Training	German Studies	Religion
Biology	History	Social & Criminal Justice
Business Administration	Interdisciplinary Studies*	Sociology
Chemistry	International Business	Spanish
Communication Studies	International Economics	Spanish Studies
Computer Science	International Studies	Theatre Arts
Economics	Literature	Writing (Rhetoric)

* A coherent interdisciplinary sequence of courses devised by the student, in consultation with faculty, suited to the student's individual goals and approved by the Academic Policies Committee. (See p. 130)

In addition to the areas of study/majors listed above, the following **COLLATERAL MAJORS** are offered, which require a student to satisfy the requirements of a major from the list above in addition to the selected collateral major.

Biochemistry	Molecular Biology
Creative Writing	Neuroscience
Environmental Science	Organizational Science
Environmental Studies	Public Relations
Gender and Sexuality Studies	

AREAS OF STUDY (MINOR) FOR B.A.

Anthropology
Classical Studies
Secondary Education

AREAS OF STUDY (MAJORS) FOR B.M.

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

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

Nursing

ACADEMIC ADVISING

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

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

FIRST-YEAR EXPERIENCE

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

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

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

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

In keeping with the mission of the First-Year Experience to introduce students to the wide range of campus engagement opportunities at the heart of a liberal arts learning community, students attend a variety of cultural events.

WRITING EMPHASIS COURSES

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

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

Undergraduate degree-seeking* students

- who start at Coe College or who transfer fewer than 8 course credits earned after graduation from high school must complete at least 5 writing emphasis courses.
- who transfer at least 8 but fewer than 16 course credits to Coe, earned after graduation from high school, must complete at least 3 writing emphasis courses.
- who transfer 16 or more course credits to Coe, earned after graduation from high school, must complete at least 2 writing emphasis courses.

*Students seeking a second undergraduate degree at Coe should see page 10.

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, p. 178-180) General Education or major 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” (2.0) or better may be accepted to meet an individual requirement.

Advanced Placement and International Baccalaureate courses may not be used to meet any part of this requirement. No more than two courses with the same prefix may be used to fulfill the General Education Core Requirements, except for the use of the following honors courses for students accepted in the Honors Program.

HON-705 Culture and Revolution (*fulfills the Humanities Core or Social Science Core requirement within the Liberal Arts Core*)

HON-715 Style and Transformation in the Arts (*fulfills the Fine Arts Core requirement within the Liberal Arts Core*)

HON-725 Continuity and Transition in Non-Western Societies (*fulfills the Non-Western Perspectives option within the Diverse Cultural Perspectives Core requirement*)

HON-735 Topics in Scientific Inquiry (*fulfills the Natural Sciences and Mathematics Core requirement within the Liberal Arts Core*)

A. Liberal Arts Core

1. A total of at least one course credit in the **Fine Arts Core** (courses with a prefix of ARH, ART, FLM, MU, MUA, THE)
2. A total of at least two course credits in the **Humanities Core** (courses with a prefix of AAM, AMS, CLA, COM, CRW, ENG, FRE, GER, 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

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

Completion of one of the following options (*See p. 15-17 for descriptions and approved courses*):

- 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 fulfill one of the Humanities Core course requirements*)

Diverse Cultural Perspectives: 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.

ANT-116	Cultural Anthropology	IS-116	Introduction to International Studies
ANT-226	Topics in Anthropology	IS-126	Human Rights Work with Burmese Migrants in Thailand
ANT-426	Advanced Topics in Anthropology		
ARH-106	World Art	IS-216	Human Right Work with Burmese Migrants in Thailand
ASC-106	May Term in Asia		
ASC-176	China and Japan	IS-316	Topics in International Studies
ASC-186	Modern South Asia	JPN-106	Images of Foreign Culture
BUS-446	International Business Management	MU-166	Topics in Music
BUS-466	Advanced Topics in Marketing	PHL/REL-206	Buddhist Thought
BUS-476	Advanced Topics in Management	POL-196	Topics in Political Science
COM-236	Intercultural Communication	POL-266	Latin American Politics
ECO-336	Divergent Economic Growth	POL-276	African Politics
ECO-436	Economic Development	POL-286	Asian Politics
ECO-446	International Economics	POL-386	International Development
ENG-116	Human Rights and Literature	REL-036	Eastern Religions
ENG-186	Gender and Literature	REL-116	Buddhism
ENG-216	Introduction to Postcolonial Literature	REL-136	Religions of China
		REL-196	Hinduism
ENG-246	Global Anglophone Literature	REL-226	Religions of China: Daoism
ENG-416	Studies in Global Anglophone Literature	REL-236	Zen Buddhism
		REL-296	Topics in Religion
FLM-256	Film Topics	REL 306	Comparative Religion
FRE-146	French Literature in Translation	REL-336	Tibetan Buddhist Culture
FRE-446	Colonial and Multicultural Narratives	REL-396	Advanced Topics in Religion
		RHE-146	Memoir and Culture
FSA-146	Turkey: History and Culture	SPA-336	Hispanic Life and Culture
GS-216	Gender in the Non-Western World	SPA-346	Introduction to Hispanic Literature
HIS-136	East Asian Civilization	SPA-416	Spanish American Short Story
HIS-246	History of Modern China	SPA-426	Spanish American Short Fiction
HIS-256	History of Modern Japan	SPA-456	Hispanic Drama: Latin America
HIS-286	Modern Middle East	SPA-466	Hispanic Poetry: Latin America
HIS-316	Topics in History	SPA-476/ -486	Topics in Hispanic Literature
HIS-756	Seminar in Modern East Asian History	THE-406	Special Topics: Theatre of Film
		WSH-126	Topics in Washington, D.C

Diverse Cultural Perspectives: 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-107	Intro to African American Studies	ENG-707	Seminar in Literature
AAM/ENG-267	African American Lit	FLM-257	Film Topics
AAM/ENG-367	Studies in African American Literature	GS-107	Introduction to Gender and Sexuality Studies
AAM-447/ -457	Directed Studies in African American Studies	GS-207	Dress, Gender and Identity
AAM-777/ -787/ -797	Seminar in African American Literature	GS-247	Gender and Sexuality Studies Symposium
AMS-107	Introduction to American Studies	GS-327	Theory and Methods in Gender and Sexuality Studies
AMS-217/ -317	Topics in American Studies	GS-387	Topics in Gender and Sexuality Studies
ARH-107	Gender and Art	HIS-217	The American War in Vietnam
ARH-297	Topics in Art History	HIS-227	The American Civil War
ARH-307	Modern and Contemporary Art	HIS-267	The American West
BUS-137	Environmental Law: The Wilderness Act and the Battle over the Boundary Waters	HIS-317	Topics in History
BUS-387	Advanced Topics in Human Resource Management	HIS-347	African American History
BUS-437	Strategic Compensation	HIS-357	Native American History
BUS-457	Employment and Discrimination Law	HIS-397	Women in America
BUS-467	Consumer Behavior	HIS-487	American Colonial History
COM-157	Introduction to Media Analysis	MU-157	Introduction to Jazz History
COM-237	Interpersonal Communication	NUR/PSY-237	Human Sexuality
COM-337	Persuasion	NUR-297	Parent Child Relationships
COM-357	Sex, Race, and Gender in the Media	NUR-387	Alternative Therapies for Health and Healing
COM-437	Special Topics in Applied Communication	PE-347	Adapted Physical Education
COM-447	Special Topics in Production	PHL-277	Philosophy of Gender and Race
COM-457	Special Topics in Media Studies	POL-207	Religion and American Politics
COM-467	Special Topics in Public Discourse	POL-277	Women and Politics in the U.S.
ECO-317	Labor Economics	REL-217	Religion in America
ECO-457	U.S. Economic History	RHE-137	Creative Nonfiction and American Culture
EDU-257	Exceptional Learners	RHE-277	Cultural Studies
EDU-327	Foundations of Reading	RHE-357	Environmental Rhetoric
EDU-337	English Language Learners	RHE-407	Topics in Communication Studies
EDU-387	Human Relations	SOC-107	Introduction to Sociology
ENG-117	Asian American Literature	SOC-207	Sociology of the Family
ENG-127	Exploring Literature	SOC-217	Sociology of Religion
ENG-187	Gender and Literature	SOC-227	Aging and Society
ENG-327	Literature of the American Renaissance	SOC-237	Topics in Sociology
ENG-337	American Realism and Naturalism	SOC-247	Sociology of Race
ENG-347	Studies in Modern or Contemporary American Literature	SOC-417	Sociology of Sex and Sexuality

Diverse Cultural Perspectives: 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.

ANT-228	Topics in Anthropology	HIS-388	Renaissance and Reformation
ANT-428	Advanced Topics in Anthropology or Archaeology	MU-458	Music History and Literature III
ARH-118	History of Western Architecture	NUR-268	Cultural Diversity and Health
ARH-128	Introduction to Art History	PHL-128	Morality and Moral Controversies
ARH-218	The World of Renaissance Art	PHL-138	Freedom, State, and Society
ARH-238	Old World/New World: Art of Exploration	POL-108	Introduction to Politics
ARH-248	The Grand Tour	POL-248	Political Violence and the Violent
ARH-258	Art, Industry and Objectness	POL-258	World Politics
ARH-298	Topics in Art History	POL-298	European Politics
ART-228	Art, Industry and Objectness	POL-398	Religion and World Politics
CLA-108	Images of Foreign Culture	PSY-208	Gender Psychology
ENG-128	Exploring Literature	REL-048	Western Religions
ENG-188	Gender and Literature	REL-128	Judaism
ENG-418	Studies in Transatlantic Literature	REL-138	Modern Judaism
FLM-258	Film Topics	REL-148	Islam
FRE-148	French Literature in Translation	REL-178	Christianity
FRE-158	France and the Francophone World	REL-278	Mysticism
FRE-438	Women in French	REL-338	Modern Religious Thought
GER-108	Images of Foreign Culture	SOC-238	Topics in Sociology
GER-148	German Literature in Translation	SOC-328	Urban Sociology
GER-158	Germany Today	SOC-338	Political Sociology
GER-168	Holocaust and Memory	SPA-108	Images of Foreign Culture
HIS-318	Topics in History	SPA-148	Spanish Literature in Translation
HIS-328	Modern France	SPA-258	Spanish Language Learning
HIS-338	The French Revolution	SPA-338	Hispanic Life and Culture: Europe
HIS-368	Latin America	THE-188	History of Theatre and Drama I
HIS-378	The World at War	THE-198	History of Theatre and Drama II
		THE-288	History of Dress
		THE-408	Special Topics in Theatre or Film

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 Internship Specialist 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 extend the educational component of the experience significantly, an internship may earn two credits. Application for non-departmental, two-credit internships requires consultation with the Internship Specialist and approval of the Committee on Petitions; departmental two-credit internships, when permitted, are overseen by the department.

A maximum of 2.0 course credits may be counted toward the 32 credits required for graduation through Internships, Career Related Career Investigations, or Community-Based Project. (See p. 49) In extraordinary circumstances, a student may apply to the Committee on Petitions to enroll for a 3.0 course 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.

Students interested in internships should consult with the Internship Specialists, located in the Center for Creativity and Careers, and/or with the appropriate department.

This list includes courses that count as internship credit:

AAM-895: Internship in African American Studies	INT-800: Summer Internship (non-credit bearing)
ARH-895: Internship in Art History	INT-895: Interdisciplinary Internship
ANT-895: Internship in Anthropology	MTH-895: Internship in Mathematics
ARH-895: Internship in Art History	NUR-895: Internship in Nursing
ART-895: Internship in Art	PE-895: Internship in Physical Education, Health, and Recreation
AT-895: Internship in Athletic Training	PHL-895: Internship in Philosophy
BIO-895: Internship in Biology	PHY-895: Internship in Physics
BUS-895: Internship in Business	POL-895: Internship in Political Science
CHM-895: Internship in Chemistry	PR-895: Internship in Public Relations
COM-895: Internship in Journalism/Communication	PSY-895: Internship in Psychology
CRW-895: Internship in Creative Writing	REL-895: Internship in Religion
CS-895: Internship in Computer Science	SCI-895: Health Sciences Internship
EDU-895: Internship in Education	SCJ-895: Internship in Social and Criminal Justice
ENG-895: Internship in English	SOC-895: Internship in Sociology
FLM-895: Internship in Film	SPA-895: Internship in Spanish
FRE-895: Internship in French	THE-895: Internship in Theatre Arts
GER-895: Internship in German	WSH-815: Internship Seminar
HIS-895: Internship in History	
INT-115 May Term Southern Africa	

Students completing internships that are not department specific should register for one of the INT-8__ courses on p. 47. (See the *Coe Student Accounts Handbook* for fee.)

PRACTICUM

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

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

Depending upon the type selected, some practica are graded A-F, while others are 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 (15-week) Off-Campus Study
2. Wilderness Field Station Summer Courses
3. Honors Thesis or Honors Project, etc. as stated
4. Independent Project (* requires department approval for practicum credit in list of courses that follows):
5. †Internship (See a complete listing of internships on p. 18)
6. †Community-Based Project (See course description on p. 46)

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

AAM-815: Independent Study

AMS-815: Independent Study

ANT-205: Archaeological Field School

ANT-805 Research Participation

ANT-815: Independent Study

ARH-402 Senior Seminar II & Senior Project

ART-845: Directed Studies in Art

ART-402 Senior Seminar II & Senior Exhibition

AT-40_ : Clinical Athletic Training

(successful completion of sequence of AT-20_ / -30_ and -40_ required to receive full credit)

BIO-115: Marine Biology

BIO-585: Advanced Biology Laboratory I

BIO-805: Research Participation

BIO-815: Independent Study

BUS-805: Research in Business

BUS-815: Independent Study

CBP-325: Community-Based Project

CHM-805: Undergraduate Summer Research

CHM-815: Independent Study

*COM-815: Independent Study in Communication Studies

CRW-075: Advanced Literary Magazine Editing (two terms)

CRW-505: Manuscript Workshop

CS-815: Independent Study

ECO-805: Research in Economics

ECO-815: Independent Study

EDU-215: Practicum in Education

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-815: Independent Study

EDU-935/ -985: Student Teaching in Art, Music or Physical Education

ENG-815: Honors Research

PRACTICUM, CONTINUED

ENG-845: Directed Studies in English
FLM-815: Independent Project
FRE-815: Independent Study
FRE-845/ -855: Directed Reading
*GER-815: Independent Study
GER-845/ -855: Directed Reading
GS-405: Gender and Sexuality Studies Capstone
HIS-815: Independent Study
MTH-815: Independent Study
MU-535: Student Teaching in the Elementary School
MU-585: Student Teaching in the Secondary School
MU-815: Independent Study
MUA-800: Senior Recital (0.0 credit)
NUR-455: Leadership and Contemporary Issues in Nursing/Clinical Application
NUR-815: Independent Study
PE-815: Independent Study
PHL-800: Philosophy Colloquium (0.0 credit)
PHL-815: Independent Study
PHL-845: Directed Readings in Philosophy
PHY-535,-545: Advanced Laboratory I and II
PHY-815: Independent Study
POL-815: Independent Study
PRC-800: Practicum Experience
PSY-365: Research Participation
PSY-565: Advanced Experimental Psychology
PSY-815: Independent Study
PSY-895: Internship in Psychology
REL-815: Independent Study
REL-845: Directed Readings in Religion
RHE-825: Publications Practicum
RHE-845: Directed Studies in Writing
SCJ-815 Independent Study in Social and Criminal Justice
SOC-365 Research Participation I
SOC-815: Independent Study
SOC-865,-875,-885: Career Related Independent Investigation
SPA-815: Independent Study
SPA-845/ -855: Directed Reading
THE-640: Advanced Projects in Design and Technical Production
THE-650: Advanced Projects in Acting
THE-690: Advanced Projects in Directing
THE-815: Independent Study in Theatre Arts

SPECIAL PROGRAMS AND OPPORTUNITIES

CLINICAL LABORATORY SCIENCES/MEDICAL TECHNOLOGY

Hadow (Program Director).

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.

COLLEGE SCHOLARS PROGRAM

Westberg, Steffens-Moran (Program Directors).

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, for a letter grade.
3. maintain a minimum GPA of 3.3 in the intensive composition course, the four Scholars program seminars, as well as the overall course work.

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. (See p. 46-47 for descriptions and course offerings.)

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.

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 University may not be on academic probation (See p. 41) and may not have been dismissed from Coe College. Prior to registering, students must submit a cross-registration request form to the Registrar, who grants approval to students wishing to register at Mount Mercy University. If the course is to be counted toward a major or minor, the approval of the appropriate Coe department chair is also required. Declarations of 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.

DEAN'S LIST

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

ENGLISH AS A SECOND LANGUAGE PROGRAM

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

Coe College offers several programs. The Intensive English Language program (IELP) accepts students whose TOEFL score falls below 500. IELP students enroll in 20 hours of ESL courses per week for one or two terms. The English Academic Bridge (ELAB) program accepts students whose TOEFL score falls lower than 520, the Admission requirement. ELAB students enroll in two ESL and two Coe-credit courses. (Admission to ELAB does not constitute admission to Coe College.) The Summer Academic Orientation program (SAOP) accepts students who intend to study abroad in the United States or Canada. SAOP students enroll in 20 hours of ESL courses per week for the first two weeks of August. Additionally, Coe international students who are not enrolled in an ESL program may register for ESL courses that suit their language needs.

HONORS PROJECTS & GRADUATING WITH DISTINCTION

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

1. earned at least a 3.2 cumulative grade point average for all courses taken at Coe College,
2. earned at least a 3.5 GPA (or higher if set higher in the program in which you are pursuing distinction) in the courses taken toward the major or minor in which distinction is sought,
3. earned at least 14 course credits of graded courses at Coe College,
4. satisfactorily completed an honors project in a major or minor,
5. completed the "Graduating with Distinction Form" found on my.coe and submitted it to the Office of the Registrar no later than March 1 of the Spring Term before graduation,
6. submitted 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.

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.

PRE-PROFESSIONAL PROGRAMS

Pre-Architecture

J. Rogers (Program Director).

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 and art history department advisor, in addition to the courses completed for the major.

Pre-Law

J. Christensen & A. Golden (Program Directors).

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

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

Health Professions

Storer (Program Director).

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

PROFESSIONAL SCHOOL DEGREE COMPLETION PLAN

Students who complete three years of course work 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 Provost and Dean of the Faculty before transferring to the professional institution and (2) one year of full-time acceptable study there.

COOPERATIVE DEGREE PROGRAM WITH THE UNIVERSITY OF IOWA'S COLLEGE OF PUBLIC HEALTH

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

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

Credits earned on off-campus programs are applied toward graduation on the same basis as credits earned on campus. Any academic credit earned from programs not sponsored by Coe may be transferred back to the College in accordance with the College's general policy on transfer credit. 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

New York Term

The New York Term is open to all students who meet the basic requirements for off-campus study. Usually 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 five, 0.4 credit courses: art, music, theatre, dance, and film. A faculty member for each area grades the respective course. An independent study, project, or case study, directed to the student's interest and approved by the College, completes the program. (See p. 47 for descriptions and course offerings.) **NOTE:** *New York Term is not being offered Spring Term 2018.*

Washington Term

B. Nesmith (Program Director).

The Washington Term is open to all students who meet the basic requirements for off-campus study. Students accepted for Washington Term spend Fall or Spring Term in the nation's capital. Washington provides an unusual opportunity to study national politics and government and to enjoy a variety of cultural activities in the fine arts. (See p. 49 for descriptions and course offerings.)

Wilderness Field Station

Ellis (Program Director).

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

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

INTERNATIONAL PROGRAMS

Asia Term

Nordmann (Program Director).

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

Students take four credits of course work, typically one credit of Asian Tonal Languages, one credit of Asian studies, and two credits of independent study. In some iterations of the program, students take an elective course in art, English, history, sociology, education, or another discipline, depending on the field of the instructor leading the program, and one credit of independent study. (See p. 46 for descriptions and course offerings.)

EUROPEAN CREDIT TRANSFER SYSTEM (ECTS)

ECTS credits are a relative rather than an absolute measure of student workload. They specify how much of a year's workload a course unit represents at the institution or department allocating the credits. ECTS is thus based on a full student workload and not limited to contact hours only.

In ECTS, 60 credits represent the workload of a normal undergraduate academic year of study and normally 30 credits for a semester and 20 credits for a term. Thus, ECTS credits will normally be transferred to Coe College at a rate of 8 ECTS credits:1 Coe credit.

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. Although some programs provide grades in the courses, all grades transfer back to Coe as S/U. For detailed information and applications, students should contact directors for each program or visit http://www.acm.edu/off_campus_study/index.html

OCC-342 — AMSTERDAM: SCIENCES, GLOBAL HEALTH, AND INTERDISCIPLINARY STUDIES AT VU AMSTERDAM

Chaimov (Program Director).

The Vrije Universiteit Amsterdam, where students live and study, is best known for its strong life and earth science programs, especially global health, biology, biomedicine, neuroscience, and environmental science. Students enroll in classes at VU Amsterdam with Dutch and other international students and choose elective courses, taught in English, in subjects across the sciences, humanities, social sciences, and interdisciplinary areas. Sustainability and innovation are woven into the fabric of daily life in the Netherlands, and the city of Amsterdam offers lively music and arts scenes in addition to its picturesque canals and historic architecture.

Learn more at http://www.acm.edu/off_campus_study/Amsterdam.html.

OCC-310 — BOTSWANA: DEVELOPMENT IN SOUTHERN AFRICA

Lanegran (Program Director).

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.

Learn more at <http://www.acm.edu/programs/1/botswana/index.html>.

OCC-311 — BRAZIL CULTURE, COMMUNITY, & LANGUAGE AT POC-RIO

Affatigato (Program Director).

Students deepen their knowledge and understanding of various issues in contemporary Brazil and advance their knowledge and use of the Portuguese language while enrolled in courses at Pontificia Universidade Católica do Rio de Janeiro (POC-Rio). This program is available to students at all levels of proficiency and knowledge in Portuguese language and Brazilian society.

Learn more at http://www.acm.edu/programs/43/Brazil_PUC_Rio/index.html

OCC-315 — BRAZIL SEMESTER EXCHANGE PROGRAMS

Falk (Program Director).

Students 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 as well as intensive Portuguese language. This program is available to students from all majors. 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>

OCC-320— CHICAGO PROGRAM (Entrepreneurship track)

Kuennen (Program Director).

OCC-323— CHICAGO PROGRAM (Urban Studies track)

Shelby (Program Director).

OCC-325 — CHICAGO PROGRAM (Arts track)

Wolverton (Program Director).

Students choose from a variety of courses focused on arts and creativity, innovation and entrepreneurship, and urban studies and social justice, which provide an opportunity for in-depth academic immersion in a particular subject area related to the city. Independent study projects and internships allow students to tailor their experience to their particular interests. While living in Chicago, students attend a range of cultural events and work with local artists, professionals, and social activists throughout the city.

Learn more at <http://www.acm.edu/programs/18/chicago/index.html>

OCC-330 — COSTA RICA: COMMUNITY ENGAGEMENT IN PUBLIC HEALTH, EDUCATION, & THE ENVIRONMENT

Mason-Browne (Program Director).

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.

Learn more at <http://www.acm.edu/programs/3/slacs/index.html>

OCC-335 — COSTA RICA: FIELD RESEARCH IN THE ENVIRONMENT, SOCIAL SCIENCES & HUMANITIES

Hadow (Program Director).

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.

Learn more at <http://www.acm.edu/programs/4/fieldresearch/index.html>

OCC-340 — FLORENCE: ARTS, HUMANITIES, & CULTURE

Kann (Program Director).

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.

Learn more at <http://www.acm.edu/programs/6/florence/index.html>

OCC-345 — INDIA: CULTURE, TRADITIONS, & GLOBALIZATION

Hatchell (Program Director).

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.

Learn more at <http://www.acm.edu/programs/5/india/index.html>

OCC-312 — INDIA: DEVELOPMENT STUDIES & HINDI LANGUAGE

Hatchell (Program Director).

Students gain insight into Indian culture and society through a wide-ranging exploration of issues related to development. There are two program options—a spring semester or a winter quarter/trimester. The program begins in January, and all students will spend 11 weeks in Pune, taking classes focused on Indian culture, development issues in India, and Hindi language. Students doing the semester-length program spend an additional month in the city of Jaipur, continuing with intensive Hindi language studies and participating in a development studies practicum with a non-governmental organization (NGO). This month in Jaipur gives semester students the opportunity to experience a different region of India, looking at issues related to Indian society and development from a new perspective, and gaining practical experience with a local NGO.

Learn more at http://www.acm.edu/programs/40/india_development/index.html

OCC-350 — JAPAN STUDY

Nordmann (Program Director).

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

Learn more at <http://www.acm.edu/programs/8/japan/index.html>

OCC-295 — JORDAN: MIDDLE EAST & ARABIC LANGUAGE STUDIES

Fairbanks (Program Director).

This program offers students rich resources to deepen their knowledge and understanding of the Middle East and Jordanian culture. AMIDEAST, a leading American non-profit organization engaged in international education, training, and development activities in the Middle East and North Africa., has partnered with the ACM to offer off-campus study for students from the U.S. at the organization's facility in Amman. Students study the Arabic language, take two elective courses taught in English, conduct an independent study project, live with a Jordanian family, and participate in a variety of excursions and cultural activities.

Learn more at <http://www.acm.edu/programs/38/jordan/index.html>

OCC-355 — LONDON AND FLORENCE: ARTS IN CONTEXT

Kann (Program Director).

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).

Learn more at <http://www.acm.edu/programs/7/lonflo/index.html>

OCC-360 — NEWBERRY SEMINAR: RESEARCH IN THE HUMANITIES

Swenson Arnold (Program Director).

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

Learn more at <http://www.acm.edu/programs/14/newberry/index.html>

OCC-365 — OAK RIDGE SCIENCE SEMESTER

St. Clair, Wu (Program Directors).

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

Learn more at <http://www.acm.edu/programs/15/oakridge/index.html>

OCC-314 — SHANGHAI: PERSPECTIVES ON CONTEMPORARY CHINA

Chen (Program Director).

The Shanghai program, based at East China Normal University (ECNU), is designed for students with interests in anthropology, economics, environmental studies, geography, international relations, politics, sociology, and urban studies in the context of China's rapid urbanization and economic rise. This program offers a glimpse into the challenges contemporary China faces—managing its natural resources, environmental quality, and public health, while building a future that balances growth with quality of life. And because Shanghai is a global city that attracts an international population, students with little or no background in Chinese language will find it easy to navigate and can ultimately immerse themselves in all the city has to offer.

Learn more at <http://www.acm.edu/programs/42/Shanghai/index.html>

OCC-370 — TANZANIA: ECOLOGY & HUMAN ORIGINS

Sanchini (Program Director).

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.

Learn more at <http://www.acm.edu/programs/9/tanzania/index.html>

URB-535/ -545 — URBAN EDUCATION STUDENT TEACHING IN CHICAGO

Wolfe (Program Director).

Students engage in an urban student teaching experience with support and guidance — both inside and outside the classroom — to foster their learning and growth as teachers. Each fall and spring semester, students develop their professional skills as they work alongside mentor teachers in Chicago schools. In the weekly seminar, they connect educational theory to their experiences teaching in the classroom. The program emphasizes collaborative learning, as students conduct an ongoing and informal discussion with a network of peers who share similar situations in their teaching placements. Program participants also have extensive opportunities to enjoy the city's tapestry of cultures and people.

Learn more at <http://www.acm.edu/programs/28/urbaneducation/index.html>

EXCHANGE PROGRAMS

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

Any student who applies for one of these programs must have completed at least one year of continuous study at 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 helps arrange 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. Grades from exchange programs transfer to Coe as S/U.

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.

OCC-205 — COE/KONGJU NATIONAL UNIVERSITY (SOUTH KOREA)

Nordmann (Program Director).

Course offerings in Business, Economics, and Asian studies. Exchange students from Coe are responsible for all expenses associated with housing and board at Kongju National University.

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

OCC-210 — COE/CHIANG MAI UNIVERSITY (THAILAND)

Chaimov (Program Director).

Exchange students from Coe are responsible for all expenses associated with housing and board at Chiang Mai University. The students are provided with board and housing, if on-campus housing is available. Coe students usually pursue an independent research project based on prior study in Thailand, as CMU offers no courses in English.

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

OCC-213 — COE/RANGSIT UNIVERSITY (THAILAND)

Chaimov (Program Director).

Exchange students from Coe are responsible for all expenses associated with housing and board at Rangsit University. Coe students are responsible for securing their own accommodations. Rangsit University is a private university in Bangkok that offers a number of English language bachelor degree programs.

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

OCC-215 — COE/MID SWEDEN UNIVERSITY (SWEDEN)

Carstens (Program Director).

Courses in English are available in business, social sciences, environmental studies, biology, and computer science. Exchange students from Coe are responsible for all expenses associated with housing and board at Mid Sweden University.

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

OCC-220 — COE/NAGOYA-GAKUIN UNIVERSITY (JAPAN)

Nordmann (Program Director).

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

Exchange students from Coe 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.

Credits earned from the Nagoya-Gakuin exchange program are evaluated on an S/U basis.

OCC-225 — COE/ NORTHERN IRELAND SCHOLARS PROGRAM (NORTHERN IRELAND, UK)

Farrell (Program Director).

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

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

OCC-230 — COE/UNIVERSITY OF JAUME I (CASTELLO, SPAIN)

Fuertes-Arboix (Program Director).

Courses in Spanish in a wide range of topics. 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. Housing options include home-stay with a local family. UJI requires Coe students to have completed two Spanish courses at Coe.

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

OCC-235 — COE/SOOKMYUNG UNIVERSITY (SOUTH KOREA)

Nordmann (Program Director).

Over 100 courses offered in English on areas including the arts, linguistics, literature, business, biology, and political science. Exchange students from Coe are responsible for all expenses associated with housing and board at Sookmyung University.

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

OCC-240 — COE/UNIVERSITY OF LANDAU (GERMANY)

Chaimov (Program Director).

Courses in English are available in German culture and literature, art, English literature and linguistics, and other topics. Also a wide range of subject areas taught in German. 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.

OCC-245 — COE/UNIVERSITY OF QUEBEC (CHICOUTIMI, CANADA)

Janca-Aji (Program Director).

Courses in French in a wide range of topics. Exchange students from Coe are responsible for all expenses associated with housing and board at UQAC.

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

OCC-250 — COE/IZMIR INSTITUTE OF TECHNOLOGY (TURKEY)

Akgun (Program Director).

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

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

OCC-255 — COE/UNIVERSITY OF VALENCIENNES (FRANCE)

Janca-Aji (Program Director).

Students choose from courses in English on business, communications, and marketing or a wide range of courses in French. 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.

OCC-260 — COE/NATIONAL UNIVERSITY OF VILLA MARIA (ARGENTINA)

Mason-Browne (Program Director).

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

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

OCC-265 — COE/ ISTANBUL KEMERBURGAZ UNIVERSITY (TURKEY)

Yarbrough (Program Director).

Teaches entire majors in English in psychology, sociology, international relations, political science, economics, business. See the Director of Off-Campus Programs for information regarding housing and additional expenses.

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

OCC-270 — COE/ASHESI UNIVERSITY COLLEGE (GHANA)

Eichhorn (Program Director).

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

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

OCC-275 — COE/UNIVERSITY OF SALFORD (ENGLAND)

Kuennen (Program Director).

Coe students study business at the Salford Business School, near Manchester. Exchange students from Coe are responsible for all expenses associated with housing and board at Salford.

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

OCC-285 — COE/UNIVERSITY OF NEUCHATEL (SWITZERLAND)

Janca-Aji (Program Director).

Coe students who pass a French language proficiency exam can take courses at the Institute of French Language and Civilization. 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 Neuchatel.

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

OCC-290 — COE/ JINAN UNIVERSITY (CHINA)

Nordmann (Program Director).

Located in southern China, this international university offers courses in English in international economics and business, journalism, computer science, and Chinese studies as well as the study of Chinese language. See the Director of Off-Campus Programs for information regarding housing and additional expenses.

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

OCC-291 — COE/ ISTANBUL KULTUR UNIVERSITY (TURKEY)

Yarbrough (Program Director).

Offers English curriculum in psychology, business, economics, international relations, and other areas. See the Director of Off-Campus Programs for information regarding housing and additional expenses.

Credits earned from the Istanbul Kultur University exchange program are evaluated on an S/U basis.

CAMPUS RESOURCES

Libraries

The College libraries—Stewart Memorial Library, located at the center of the campus and Fisher Music Library in Marquis Hall—contain over 500,000 volumes and 16,700 pieces of media. Current subscriptions to some 3,250 periodicals and serials are maintained in print or electronic format, and over 200,000 electronic resources with books and journal volumes added annually.

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

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

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

Art Collections

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

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

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

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

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

Information Technology

The Department of Information Technology provides a wide range of software and hardware support to the College and manages my.coe.edu. The computer facilities consist of over 1,800 computer ports on a fully-integrated campus-wide local area network, including Ethernet gaming ports 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; 200 computers available for student use located throughout the academic and residential buildings. Full Internet services are provided. The college's URL is www.coe.edu. Student-owned personal computers, either PC or Macintosh, which meet college-specified minimum requirements, can be connected to the campus network. Information Technology staff, located in Voorhees Hall, provide technical support and training for the departmental offices.

Public Events and Artists-in-Residence

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

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.

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.

Coe Learning Commons

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

STUDENT DEVELOPMENT & CAMPUS LIFE

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

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 Student Development Committee 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 Reference Book

The *Student Reference Book* outlines the College's expectations for responsible behavior reflecting maturity, mutual respect, and cooperation among all members of the Coe community. The Student Development Division develops policies for conduct procedures, residence hall living, student organizations, and other areas of student affairs for approval by the Board of Trustees. The *Student Reference Book* 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 Development, Wellness, and Writing) include students appointed by the Student Senate as voting members. The Conduct Hearing Board, composed of five students, two faculty members, and one Student Development staff member, is responsible for hearing student conduct 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. 201) The residence halls and apartments vary in style, size, and personality. All of the residential facilities have generous visitation policies, and campus life functions around the concept of the living units.

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

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.

Religious Life

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

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

Diversity & Inclusion

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

Campus Activities

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

Student Activity Groups

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

Athletics

Coe College sponsors 21 athletic teams that compete in the Iowa Intercollegiate Athletic Conference (IIAC) of NCAA Division III. Our goal is to provide our student athletes with positive educational and athletic experiences. Through hard work, intense training, and positive interactions with coaches, student athletes are provided opportunities to succeed. The College recognizes that many of its students enjoy participating in organized athletics or watching athletic contests as forms of recreational campus life. Basketball, volleyball, softball, table tennis, flag football, and wrestling are representative events in a year-round intramural program for both men and women. All students are eligible to participate.

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 grill. Charlie's is a relaxing place to meet friends or take in one of the many performances.

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

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

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

COLLEGE REGULATIONS AND POLICIES

EFFECTIVE CATALOG

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

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

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.

First Course Grading For Non-Traditional Students

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

Satisfactory-Unsatisfactory Graded Courses

Courses are graded A-F unless otherwise indicated in the course description that only S/U is an option (e.g., student teaching, internships). Courses graded S/U count as credits towards graduation but do not affect the student's GPA. In addition, students may opt to take up to four A-F graded courses on an S/U basis.

The following regulations apply:

1. The instructor may not be informed of the student's request for S/U grading and must provide the Registrar with an appropriate letter grade.
2. 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 for which they elected S/U grading to satisfy the requirements for a major, or minor.
 - 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.
3. 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. See Academic Calendar (pp. 8-9) for official dates.
4. A student's request for S/U grading may be nullified at any time before graduation 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.
5. 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 Committee on Petitions.

When students opt for S/U grading, the Office of the Registrar converts any grade a faculty member provides of C or better to an S, and any grade of C- or lower to a U.

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, must have settled their account with the Business Office, and must meet with their Academic Advisor. Registrations are canceled for failure to pay fees on time.

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

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

Changes in Registration

1. Unless done during open online enrollment, a registration form must be filed with the Office of the Registrar and signed by the student's advisor.
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:
 - If a student drops a course when 2/3 or less of the Term is completed, a W will be entered on the student's permanent record. This will not affect the student's GPA.
 - If a student officially drops a course after 2/3 of the Term is completed, a WF will be entered on the student's permanent record. This will affect the student's GPA.
 - A withdrawn course, regardless of the date withdrawn, counts as a course when calculating satisfactory academic progress (p. 210) for financial aid.

For courses spanning a fraction of a Term, the last date to withdraw with a 'W' will be calculated using the 2/3 fraction. See Academic Calendar (pp. 8-9) for official dates for full-term and half-term courses.

Course Load

A student is full time for the Fall or Spring Term when enrolled for three or more course credits. A student enrolled for less than this course load is a part-time student. For financial aid purposes, half-time is defined as enrollment in no fewer than two course credits in each of the Fall and Spring Terms; three-fourths is defined as enrollment in no fewer than 2.5 course credits in each of the Fall and Spring Terms.

A student must petition to register for five or more course credits in a Fall or Spring 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). Students may not register for more than one course credit during May Term.

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 Provost and Dean of the Faculty.

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

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

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

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

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

Procedure

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

If warranted, the instructor will send a report to the Provost, with a copy given to the student, which details the nature of the violation and the steps taken to address it. The Provost will send a letter to the student reiterating the incident, describing the sanction, and informing the student of the right to appeal. The report and letter from the Provost will remain on file in the Academic Affairs Office until five years after the student's graduation or severance from Coe. The Vice President for Student Development will be notified that a report has been filed. Information in the file will be confidential, to be shared only at the discretion of the Provost and Dean of the Faculty for a legitimate educational or legal purpose.

Appeals/Process

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

The 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 Development, and the Provost 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 as an observer. The student and the instructor will each appear as witnesses and each may request that other pertinent witnesses appear.

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

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
0.0 - 4.0	1.50
4.1 – 7.9	1.75
8.0 – 11.9	1.80
12.0 – 15.9	1.90
16.0 +	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
0.0 - 4.0	0.50
4.1 – 7.9	1.00
8.0 – 11.9	1.50
12.0 – 15.9	1.70
16.0 – 19.9	1.80
20.0 – 23.9	1.90
24 +	2.00

When the Academic Standing Committee recommends that a student be dismissed from the College for academic reasons, the Provost and Dean of the Faculty, as chair of the committee, will send a letter to any student dismissed for the first time, by registered mail, at least five business days before the stated 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, e-mail, or by registered mail to the Office of the Provost, 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 a letter of support for immediate readmission from a faculty advisor or other faculty or staff member at Coe, if the letter can shed light on the student's ability and motivation to do well in future academic endeavors.

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 immediately through appeal, 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 appeal in writing to Coe's Provost and Dean of the Faculty, Academic Standing Committee chair, 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 process at Coe College, whether through withdrawing or taking a leave of absence, is initiated by the student. The exit procedure is initiated in the Learning Commons (Stewart Memorial Library) and begins with an interview with the Associate Dean of Student Academics or the Director of the TRIO-Academic Achievement Program. At the interview, the student is given an official exit form on which to secure signatures from the following: the Business Office, to verify a balance due or a credit to be refunded, as well as Perkins Loan information; the Office of Financial Aid, 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 completed exit form is returned to the Learning Commons which will then notify other pertinent areas of the student's withdrawal.

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

If a student withdraws from all courses during a period of enrollment for which he or she received financial aid, the Office of Financial Aid will determine how much, if any, of the student's financial aid proceeds must be returned to the College, based on a federally mandated refund formula. (See *Return of Title IV Funds/Institutional Refund Policy*, p. 204)

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

Leave of Absence

A student may find it necessary to interrupt a program of study at the College. Under this condition, the student may apply for a leave of absence. A leave of absence may be granted for a period not to exceed 12 months, 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 Office of 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 request that all previous work at Coe be re-evaluated by the Registrar on the same basis as credits offered in transfer. Re-evaluation means that only courses with grades of C or better will be counted for credit toward graduation. All courses affected by the re-evaluation and the grade earned for each course will remain on the student's permanent record but will not factor into the cumulative GPA or be counted toward graduation.

TRANSCRIPT EVALUATION POLICIES

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

General Policy on Transfer Credit

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

Evaluation of Credits in Transfer

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

Junior or Community College Credit

No more than 50% of the course credits required for a degree at Coe will be accepted in transfer from junior colleges, and only courses completed before the student achieves junior status (16 course credits) will be accepted from 2-year institutions. 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 of completion of the course by the Registrar. Departments must approve in advance any courses counting toward a major, a minor, or teacher certification requirements. Credit from junior or community colleges is not accepted for students who have junior or higher status at Coe.

Evaluation of Credits for Graduation

The Office of the Registrar certifies the completion of general degree (See p. 10) and general education requirements (See p. 14). Credits toward a major, minor, endorsement, license, authorization, etc. are approved by the appropriate department chair, administrative coordinator, or by Academic Policies Committee for interdisciplinary majors.

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.

Updating Course Work

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

ADVANCED PLACEMENT (AP)

Coe College's Advanced Placement code is 6101.

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

INTERNATIONAL BACCALAUREATE (IB)

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

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.

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.

PARTICIPATION IN COMMENCEMENT

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

Pending Graduates

Students who need to earn no more than 2.0 course credits to complete all graduation requirements may be permitted to participate in Commencement exercises as long as the remaining course credits are scheduled to be completed by August 15 of that year.

Pending graduates will be listed in the Commencement booklet, but since Latin honors (see p. 22) are bestowed only after all graduation requirements are met, they cannot be listed in the Commencement booklet for Latin honors, although any earned honors will be listed on their diploma and transcript.

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 Clearinghouse); or a student serving on an official committee, such as an admission, petitions, retention, honors recognition, disciplinary, or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

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

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

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

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

COURSES OF INSTRUCTION

ACADEMIC PROGRAMS

—ASIA TERM

ASC-195 Asian Tonal Languages

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

ASC-186 Modern South 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.)

ASC-815/ -825 Independent Study

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

—COMMUNITY-BASED PROJECT

CBP-325 Community-Based Project

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

—FIRST-YEAR SEMINAR

FS-110 First-Year Seminar

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

—FOREIGN LANGUAGE

FSA-100 Study Abroad

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

FSA-146 Turkey: History and Culture

Study abroad course on the history and culture of Turkey. An exploration of a unique secular-Muslim society. Particular historical focus is on Istanbul and ancient cities on Aegean coast. Prerequisite: consent of instructor. (Offered May Term only)

—HONORS

HON-205 Honors Composition

Designed to encourage critical thinking and reflection. Students write essays on a series of connected subjects. The course includes discussions on education reform ideas, action research, student-driven education, the passion of life-long learning, global citizenship, community advocacy and civic engagement. 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 develop students' understanding of the course topic sufficiently for them to focus on particular scientific questions. Experimental approaches to these questions are discussed and developed into research projects. Results are shared and integrated, providing group members with greater knowledge of the course topic and an acute awareness of the process and limitations of science.

—INTERNSHIPS

INT-115 May Term Southern Africa

Provides opportunities for students to interact with a wide variety of communities in southern Africa, all of which are currently stressed by impacts of the HIV/AIDS pandemic and climate change. Students learn how communities provide health care delivery, nutritional support and access to clean water, which are needed to sustain the quality of human life in the region. Experiences provide hands-on opportunities for students to assist community change in these areas. Prerequisite: consent of instructor. (Offered May Term only)

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 determined by the supervising faculty member. S/U basis only. May be taken more than once. Prerequisites: consent of the department in which the student is completing the internship and completion of the appropriate internship documents.

INT-895 Interdisciplinary 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.

—NEW YORK TERM

See description, p. 24

NYT-705 Fine Arts in New York City

Consists of five half-credit courses: art, film, music, theatre, and dance. Students attend approximately 35 concerts, plays, and dance performances and make frequent visits to museums, galleries, and artists' studios. Each of these events is accompanied by discussion and seminar sessions with members of the resident New York Term faculty. (0.4 course credit for each course. Total of 2.0 course credits upon completion of the five courses.)

NYT-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 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 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.

—OCCASIONAL COURSES

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

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

CHM-002 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-003 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-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)

CS-115 Introduction to Computing

A broad overview of the field of computing. Intended for students wishing to take only one course in computing. Students study the foundations of computing and are introduced to programming using a high-level language. Topics include computer architecture, security, cryptology, networking, operating systems, database systems, computer graphics, and algorithms. This course does not satisfy any of the requirements for a major in the mathematical sciences.

EDU-405 Understanding Early Adolescence

An extension of the study of human development, focusing on the growth and development of the middle school age child. Special attention is given to the emotional, physical, and cognitive characteristics and needs of middle school age children for teachers in grades five through eight.

EDU-415 Middle School Curriculum and Instruction

Introduction to the organization, structure, and sequence of learning experiences for middle grade students. Addresses such issues as curriculum integration, teaching teams, pedagogical practices for middle school, and developmental appropriateness across the range of school subjects. Prerequisite: Practicum in Education (EDU-215).

EDU-430 Middle School Social Studies

Overview of the middle school social studies curriculum. A content course with a primary focus on geography and its relation to U.S. and world history. Prerequisite: Practicum in Education (EDU-215). (0.5 course credit)

EDU-440 Middle School Mathematics

Overview of the middle school mathematics curriculum. A content course with a primary focus on algebra, problem solving, and number theory. Prerequisite: Practicum in Education (EDU-215). (0.5 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 taken more than once 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-215 Modern English Literature

Reading and discussion of selected works in English Literature from Shakespeare to the present. May be taken more than once, with consent of instructor, provided the topics are substantially different. May be taken more than once 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 taken more than once, with consent of instructor, provided the topics are substantially different. A maximum of one course credit may be counted toward a major in English.

NUR-255 Topics in Health Care

Offers selected topics on specific health care and/ or nursing issues, problems, interventions, and theories. Content varies as determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: sophomore standing. (Offered on an occasional basis)

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-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.

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.

—SKILLS DEVELOPMENT**SKD-025 College Foundations**

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

—WASHINGTON TERM**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., supervised by one of the resident staff of the Washington Term. Students establish learning goals and prepare a portfolio that documents their learning and places it in the larger context of the literature on American or international politics. S/U basis only. One course credit may be counted toward a major in political science with consent of department, if credit has not already been received for Internship in Political Science (POL-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. S/U basis only. (1.0 course credit)

DEPARTMENTAL PROGRAMS

—ACCOUNTING, MANAGERIAL

See p. 76

—ACCOUNTING, PUBLIC

See p. 77

—AFRICAN AMERICAN STUDIES

Naick (Administrative Coordinator).

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

African American Studies Major

1. AAM-107 Introduction to African American Studies
2. HIS-145 History of the United States to 1865
3. One of the following:
 - HIS-155 History of the United States Since 1865
 - HIS-227 The American Civil War
4. AAM/ENG-267 African American Literature
5. Two terms of AMS-100 Interdisciplinary Studies Colloquium
6. Four additional courses, at least two of which are numbered 300 or above, chosen from the following:
 - a. Core courses:
 - AAM-367 Studies in African American Literature
 - AAM-447/ -457 Directed Studies in African American Studies
 - AAM-777/ -787/ -797 Seminar in African American Literature
 - AAM-895 Internship in African American Studies
 - EDU-387 Human Relations
 - HIS-155 History of the United States Since 1865 (if not used to satisfy #3 above)
 - HIS-227 The American Civil War (if not used to satisfy #3 above)
 - MU-157 Introduction to Jazz History
 - b. Elective courses:

When topic is appropriate, as determined by the African American Studies administrative coordinator.

 - AMS-217/ -317 Topics in American Studies: United States Pluralism
 - AMS-8_5 Independent Study
 - ARH-297 Topics in Art History: U.S. Pluralism
 - ENG-127 Exploring Literature: United States Pluralism
 - ENG-187 Gender and Literature: United States Pluralism
 - ENG-347 Studies in Modern or Contemporary American Literature
 - ENG-8_5 Independent Study
 - ENG-845 Directed Studies in English
 - HIS-397 Women in America
 - HIS-725 Seminar in American History I
 - HIS-735 Seminar in American History II
 - HIS-8_5 Independent Study
 - SOC-237 Topics in Sociology: United States Pluralism
 - SOC-328 Urban Sociology
 - SOC-745 Capstone Seminar in Sociology
7. AAM-815 Independent Study (completed during the senior year)

African American Studies Minor

1. AAM-107 Introduction to African American Studies
2. AAM/ENG-267 African American Literature
3. One of the following:
 - HIS-145 History of the United States to 1865
 - HIS-155 History of the United States Since 1865
 - HIS-227 The American Civil War
4. One term of AMS-100 Interdisciplinary Studies Colloquium
5. Two additional courses from either list 6a or 6b above for the major

COURSES IN AFRICAN AMERICAN STUDIES

AAM-107 Introduction to African American Studies

What is African American culture, and what accounts for its cultural distinctions? This course introduces students to the study of African American culture and the field of the African American Studies. Through an interdisciplinary approach (literature, history, music, art, film) students examine central themes and key debates pertinent to African American culture and history from its beginning to the present.

AAM-267 African American Literature

See also English (ENG-267), p. 111

Reading and discussion of the writings of African Americans, with emphasis on the 20th century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different.

AAM-367 Studies in African American Literature

See also English (ENG-367), p. 112

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

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 taken more than once for credit with consent of African American Studies administrative coordinator.

AAM-777/ -787/ -797 Seminar in African American Literature

Intensive study of selected works and subjects in African American literature. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different. Prerequisites: junior standing and The Art of Literary Research (ENG-301).

AAM-815 Independent Study

Study of individually chosen research topics in African American studies under the direction of a faculty member in the area. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Introduction to African American Studies (AAM-107) or African American Literature (AAM-267); consent of African American Studies administrative coordinator 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 supervised by the African American Studies administrative coordinator in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course may count toward elective credit for a major or minor in African American studies with consent of African American Studies administrative coordinator. 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. 16)
 - b) One course must be in economics (ECO), political science (POL), sociology (SOC), or 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. 16)

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 and Sexuality Studies, and African American Studies. May be taken more than once 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 supervised by the American Studies Committee. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.

—ANTHROPOLOGY (MINOR ONLY)

Fairbanks, G'sell.

Anthropology Minor

1. One of the following:
ANT-109 Introduction to Archaeology: Method and Theory
ANT-116 Cultural Anthropology
2. ANT-215 Ethnographic Methods
3. One of the following:
ANT-225 Topics in Anthropology or Archaeology
ANT-226 Topics in Anthropology: Non-Western Perspectives
ANT-228 Topics in Anthropology or Archaeology: Diverse Western Perspectives
4. One of the following:
ANT-425 Advanced Topics in Anthropology or Archaeology
ANT-426 Advanced Topics in Anthropology: Non-Western Perspectives
ANT-428 Advanced Topics in Anthropology or Archaeology: Diverse Western Perspectives
5. ANT-515 Anthropological Theory
6. One additional anthropology course

Students must take at least one course focused on archaeology and one focused on anthropology.

The following courses do not satisfy any of the requirements for a minor in anthropology:

- ANT-805 Research Participation
- ANT-815 Independent Study
- ANT-895 Internship in Anthropology

COURSES IN ANTHROPOLOGY

ANT-109 Introduction to Archaeology: Method and Theory

An introduction to the theoretical approaches and field methodologies of archaeology. The goal of this class is to familiarize the student with the history and theoretical frameworks of archaeology, in addition to the scientific methods with which material culture is collected, investigated, and evaluated. Major topics and themes covered in this class include: archaeological theory, excavation and survey, artifact analysis, death, social systems, economy, religion, and ethical practices in cultural heritage management.

ANT-115 Ancient Greece: History as Archaeology

Explores the various ways in which archaeology can inform our understanding of ancient Greek history by visiting the monuments, museums, and archaeological sites in modern Greece. The course emphasizes the combination of the historical textual evidence and the ancient physical evidence to enrich our understanding of Greek social, political, and cultural history. (Offered May Term only)

ANT-116 Cultural Anthropology

An introduction to cultural anthropology, presenting its place within the broader discipline of anthropology and outlining its characteristic methodological and theoretical approaches to the study of human life. The course emphasizes the diversity of approaches to common human experiences in a variety of cultural contexts.

ANT-125 Art and Archaeology of the Classical World

A survey of the art, architecture, and archaeological remains of the Greek and Roman civilizations from early Aegean Bronze Age cultures to the fall of the Roman empire.

ANT-215 Ethnographic Methods

An introduction to ethnographic research methods, presenting a number of tools for collecting and analyzing ethnographic data. The course emphasizes the relationship between research questions and the methodological tools used by anthropologists to study those questions. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-225 Topics in Anthropology or Archaeology

A focused examination of an anthropological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.

ANT-226 Topics in Anthropology: Non-Western Perspectives

A focused examination of an anthropological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.

ANT-228 Topics in Anthropology or Archaeology: Diverse Western Perspectives

A focused examination of an archaeological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.

ANT-415 Ancient Greek Pottery Studies

Considers Greek ceramics from both scientific and iconological perspectives. Students study issues of production, construction and distribution and then look at Greek pottery iconographically, focusing on the major stylistic periods but emphasizing regional variations through Greece. Discussions of connoisseurship and themes prevalent in Greek vase-painting such as death, myth, and gender round out the course's survey of evidence. Prerequisite: consent of instructor.

ANT-425 Advanced Topics in Anthropology or Archaeology

Same as ANT-225, except at an advanced level. Prerequisite: Introduction to Archaeology (ANT-109) or Cultural Anthropology (ANT-116) or consent of instructor.

ANT-426 Advanced Topics in Anthropology: Non-Western Perspectives

Same as ANT-226, except at an advanced level. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-428 Advanced Topics in Anthropology or Archaeology: Diverse Western Perspectives

Same as ANT-228, except at an advanced level. Prerequisite: Introduction to Archaeology (ANT-109) or Cultural Anthropology (ANT-116) or consent of instructor.

ANT-515 Anthropological Theory

An examination of the historical development of anthropological theory, emphasizing American, British and French traditions from the 19th century through the present. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-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. May be taken for an X status grade with consent of instructor prior to registration. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: Cultural Anthropology (ANT-116) and consent of the instructor. (Offered by arrangement)

ANT-815 Independent Study

Independent study under faculty guidance of a research problem chosen by the student. May be taken for an X status grade with consent of instructor prior to registration. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: Previous or concurrent enrollment in Anthropology Theory (ANT-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)

—ART AND ART HISTORY

Goodson, Kann (Chair), Knight-Lueth, Rogers, Thompson, Thorud.

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

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

Art Major

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

1. ARH-128 Introduction to Art History
2. Two 100-level ART- courses
3. Two 200-level ART- courses (A maximum of one credit earned through partial-credit WKS- workshops offered by the art and art history department may count toward this requirement.)
4. One additional 200-level Art History course
5. One of the following:
ARH-310 Contemporary Art, Theory and Criticism
ARH-307 Modern and Contemporary Art
6. Four of the following:
ART-301 Focus Course: Creative Process (0.25 course credit)
ART-302 Focus Course: Portfolio Development (0.25 course credit)
ART-303 Focus Course: Contemporary Artistic Practice (0.25 course credit)
ART-311 Focus Course: Artist Statements/Talks (0.25 course credit)
ART-312 Focus Course: Website Development (0.25 course credit)
ART-313 Focus Course: Critique (0.25 course credit)
ART-391 Focus Course: Topics in Studio Art (0.25 course credit)
7. Junior Review
This requirement must be completed no later than the second term of the junior year and is assessed by the art and art history faculty. The material submitted at the Junior Review will be related to the senior graduation requirement, which is a demonstration of proficiency through a public exhibition of artwork, with accompanying publicity materials, website and resume.
8. ART-401 Senior Seminar I
9. ART-402 Senior Seminar II & Senior Exhibition

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

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

Art Minor

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

1. ARH-128 Introduction to Art History
2. Two 100-level ART- courses
3. One 200-level ART- course
4. One additional 100-level ART- course or 200-level ART- course. With consent of department chair, courses listed under #6 above may count toward this requirement.
5. One 200-level ARH- course

Further information for all these requirements and programs is available from the art and art history department.

COURSES IN ART

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. This course does not satisfy the College's general education fine arts core group requirement. Prerequisite: admission to the Education Program or approval of the education department. (0.5 course credit)

100-level courses are open to any student and may offer the opportunity to explore two or more areas of artmaking in a studio environment.

ART-100 Art Lab

May be taken more than once. Corequisite: Art, Life, and Experience (ART-111), Interconnectivity (ART-121), Do, Undo, Redo (ART-131), Ceramics: Form, Function, and Meaning (ART-135), Constructed Realities (ART-141), Illuminated Pixels (ART-145), Movement (ART-170). (0.0 course credit)

ART-101 Works on Paper: Two-Dimensional Design

An exploration of the use of the formal elements as well as the unifying principles of design. Various media is used to create different content and artistic expression. Technical tools include digital media, printmaking, and collage.

ART-111 Art, Life, and Experience

Explores art making through the lens of shared experiences. In an increasingly global society artmaking provides a place to ask and answer questions about what makes us human. Tradition, ritual, religion, everyday objects, activities and more provide the opportunity to identify common and unifying threads. These threads become a context for making art that address larger more universal issues. A variety of media are used including clay, sculptural materials, drawing, photography, and digital media. Corequisite: Art Lab (ART-100)

ART-115 Drawing: Observation and Interpretation

An introductory studio course in the use of a variety of drawing media. Students are challenged to observe the visual world around them and to respond to that observation with interpretive choices in mark-making and composition to produce visual expression. Media may include graphite, charcoal, brush and ink, pastels, and collage.

ART-121 Interconnectivity

Focuses on the creation of art that connects with other academic disciplines as well as concepts in the world beyond the studio. Art is made in response to history, literary sources, scientific explorations, and more using media such as clay, sculptural materials, collage and puppetry to explore different modes of art making. Corequisite: Art Lab (ART-100)

ART-125 Painting: Representation and Expression

An introductory studio course. Students receive instruction in using painting media to represent, amplify, and interpret the world around them. Students are also encouraged to discover the expressive possibilities in relationships of color, shape, texture and mark-making through work with oil paint and other painting materials and surfaces.

ART-131 Do, Undo, Redo

Explores the artistic process through revisional and iterative processes. Practices the inherent creative aspects of making, unmaking and remaking in response to these various states of transformation. Artworks are made using clay and other sculptural materials while documenting the exploratory processes through drawing, photography and more. Corequisite: Art Lab (ART-100)

ART-135 Ceramics: Form, Function, and Meaning

Focuses on the creation of wheel thrown and handbuilt objects within the context of a social and cultural lens. Explores the relationship between making and meaning in the 21st century. Projects focus on functional work and its uses. Corequisite: Art Lab (ART-100)

ART-141 Constructed Realities

Explores the ability to imagine. Using digital and material tools, students construct non-existent realities. May include interacting with storytelling, digital programs, "set" construction, world-building exercises and a cumulative, self-directed final project, using the tools and medium of choice. Corequisite: Art Lab (ART-100)

ART-145 Illuminated Pixels

Defines the digital world as a mosaic of glowing pixels. Students use pixels to build works of luminescent contemporary art, using software, hardware and output methods. Software may include Adobe Photoshop, Illustrator, Premiere, and AfterEffects. Other tools may include printers, scanners, projectors, cameras, etc.

Corequisite: Art Lab (ART-100)

ART-151 Layers of Meaning

A studio course in which students pursue meaning through multiplicity of imagery. Some work may be done in collage, but other materials and techniques, such as drawing, painting, and digital art, are used to juxtapose and layer imagery and meaning.

ART-155 Photography: Light Writing

A studio course in the discipline of photography that explores the ways that a photographic image can be viewed and interpreted. The course includes readings and research on the masters of photography. Technical skills include historic black and white analog photography including manual camera controls, film and print processing.

ART-170 Movement

A survey of time-based arts: animation, film, video art, sound, live art and performance. Students are instructed how to use still images, combine them into a sequence to create movement, build that into an audiovisual experience, drop the recording device and step into live-ness. Course surveys contemporary artists as well as critical theories and uses these as inspiration for a series of “moving” projects. Students discuss these works in a formal environment, establishing the skills needed for successful art critiques. Corequisite: Art Lab (ART-100)

ART-175 Printmaking: A Graphic Art Form

An introduction to the highly experimental medium of printmaking. The print holds a unique place in the studio arts in that it allows artists to work with multiples of an image, records states of development and uses the process itself as a way of exploring the transformation and evolution of ideas. Technical skills include: drawing, monotype, drypoint, intaglio, woodcut, and collagraph.

ART-191 Topics in Studio Art

See also Art History (ARH-191), p. 62

Introductory studio art course that focus on a specific theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different.

200-level courses offer students the opportunity to expand their technical and conceptual skills at a more advanced level. Courses numbered ART- 200-249 are offered without prerequisite and open to any student.

Courses numbered ART- 250-299 have one or more prerequisites.

ART-203 SpaceTime

Considers the interconnectedness of time and space in current scientific theory. Students develop works that use these elements as primary tools, in which objects, bodies, sound waves and photons move through space. Students look at projection and surfaces, manipulating light, physics and diagrams, objects that move, cultivated experiences, live and public art, interactive video art, sound art and many more art-making ideas and tools, as well as contemporary artists who deal with this topic. Corequisite: Art Lab (ART-200)

ART-211 Art and Power

Examines how artists make work to effect social and political change. In studying examples from the Renaissance to the 21st century, the power of images and objects to depict human struggle will be explored. Modes of making such as narrative, assemblage, design and media will influence the making of sculptural works that emphasize experimentation. Traditional materials such as wood, plaster, clay and non-traditional methods and materials including found objects, temporal work in the environment, installation and performance are used. Corequisite: Art Lab (ART-200)

ART-213 Color and Design

A studio course in the theory and practice of color, with emphasis on the use of color as a compositional element.

ART-228 Art, Industry and Objectness

See also Art History (ARH-258), p. 63

Focuses on the relationship between art, mass production and the steady, habitual effort of making. Topics of inquiry include the Arts and Crafts Movement, the birth of industry and technology, and how 20th and 21st-century artists have responded to the frenzy of mass production and consumerism. Artworks are created using varying

methods of mass production such as wheel throwing, mold making and surface decoration techniques as a way to explore repetitive modes of making. Corequisite: Art Lab (ART-200)

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 Education Program.

ART-231 Open Studio

Independent work in the studio with a midterm and final critique. S/U basis only. May be taken more than once. This course does not satisfy any of the requirements for a major or minor in art. Prerequisites: two courses in art at the 100- or 200-level. (0.25 credit)

ART-251 Narratives

Explores the basic theories and formal aspects of story, structure and character through readings, workshops, writing exercises and most importantly a series of artworks. At the very center, stories are constructed of the ebb and flow of conflict and the development of characters. There are many structures, principles and conventions that have developed over time, which must be evaluated, put to use and shattered. In this course, storytelling is used as a bridge to creating work in a chosen medium. Corequisite: Art Lab (ART-200) Prerequisite: any 100-level ART-course.

ART-252 Mark Making

An intermediate studio course in which students develop artwork using materials and techniques that involve mark making. These may include painting and drawing on various surfaces, or digital painting. Through guided projects and independent work, students explore the connections between form and expression, with the aim of developing a visual language that is uniquely their own. Prerequisite: any 100-level ART- course.

ART-253 Advanced Photography: Bridging the Gap

An intermediate studio course in photography. This course bridges the divide between analog and digital photography. Technical processes include a hybrid use of the large-format camera with scanning and digital manipulations in Photoshop. Prerequisite: Photography: Light Writing: (ART-155).

ART-261 Non-Fiction

Looking at "true" art and films, students create work that exhibits truth. Students delve into what that could mean, and the slipperiness of the dichotomy of true versus false. A variety of mediums are utilized in order to achieve some kind of truth, whether that is through documentary film, socially-conscious art or some other means. Corequisite: Art Lab (ART-200) Prerequisite: any 100-level ART- course.

ART-263 Graphic Design Studio

Focuses on graphic design and the communication arts industry. Projects use traditional and digital tools, materials and procedures with a focus on finding creative visual solutions to communication problems. Prerequisite: Illuminated Pixels (ART-145), or Workshop: Digital Toolbox (WKS-204), or Workshop: Vector Graphics (WKS-213), or consent of instructor.

ART-264 The Human Form

A studio course focusing on the observation and interpretation. Working from life, students develop skills in capturing the gesture and form of the body and use those skills to create interpretive and expressive artworks, principally using drawing materials, but also exploring with paint and other materials. Prerequisite any 100-level ART- course.

ART-271 Typography and Design

An investigation of the history, theory and practice of letterforms and typography in graphics, advertising, design and visual communication. Projects address principles of typography, letter structure, typeface selection, fundamentals of computer typesetting, and typographic layout. Prerequisite: Illuminated Pixels (ART-145), or Workshop: Digital Toolbox (WKS-204), or Workshop: Vector Graphics (WKS-213), or consent of instructor.

ART-273 Screen Printing

A studio course that utilizes silkscreen printing as a medium that can be integrated with photography, digital imagery, and three-dimensional objects. Course offers an exploration of the formal elements of design with an emphasis on the use of color. Coursework includes studio production, lectures, demonstrations and critiques. Prerequisite any 100-level ART- course.

ART-274 Multiples in Printmaking

A studio course that utilizes intaglio and lithography as a medium to explore artistic vision, personal imagery and design. Using the process of intaglio, students investigate the states of development of an image by printing multiple variations of the plate. Using the process of lithography, students learn how to create a limited edition of prints. Prerequisite any 100-level studio ART- course.

ART-291 Advanced Topics in Studio Art

See also Art History (ARH-391), p. 64

Advanced studio art course that focuses on a specific theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: any 100- or 200-level ART- course or consent of instructor.

FOCUS COURSES

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

ART-301 Focus Course: Creative Process

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Students propose, iterate, and produce an object or set of objects in an exploration of their own creative process. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-302 Focus Course: Portfolio Development

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. This course is intended to help students develop a portfolio that reflects the breadth and skills of their own artistic practice and production. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-303 Focus Course: Contemporary Artistic Practice

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Students read and discuss the writing and work of a selection of contemporary artistic practitioners. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-311 Focus Course: Artist Statements/Artist Talks

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Students are guided through the construction of artist statements and artist talks to present their work to a wider public. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-312 Focus Course: Website Development

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Students are guided through best practices in the process of developing and maintaining a professional website. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-313 Focus Course: Critique

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Critique is the mainstay of artistic practice, and this course offers students the opportunity to practice and improve this important skill set. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-391 Focus Course: Topics in Studio Art

An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. This advanced studio art course focuses on a specific theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

ART-401 Senior Seminar I

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

ART-402 Senior Seminar II & Senior Exhibition

Advanced research in studio art. Emphasis is on preparation of work toward the senior exhibit. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: successful completion of Senior Seminar I (ART-401).

ART-815 -Independent Study

Independent work on a selected project under the direction of a faculty member of the department. Prerequisite: consent of instructor.

ART-845/-855 -Directed Studies in Art

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

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 and art history 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.

WORKSHOPS

Technical Skills Workshop courses (0.25 and 0.5 course credit) are designed to provide technical knowledge and support for artistic exploration.

WKS-201 Workshop: Studio Lighting/The Portrait

An introduction to studio lighting for photography. Following a review of the history of the photographic portrait, students learn the basics of studio lighting for expressive portraits. (0.5 course credit)

WKS-202 Workshop: Encaustic Painting

An introduction to encaustic painting. Encaustic, one of the oldest painting mediums, is pigment suspended in wax. Projects help students learn the technical process and explore the expressive potential of the medium. (0.5 course credit)

WKS-203 Workshop: Egg Tempera Painting

An introduction to egg tempera painting. Egg tempera was the most common painting medium before the introduction of oil paint. Projects help students learn the technical process and explore the expressive potential of the medium. (0.5 course credit)

WKS-204 Workshop: Digital Toolbox

An introduction to Adobe Photoshop as an art-making tool through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. (0.5 course credit)

WKS-211 Workshop: Design Thinking Project

Learn to solve real world problems using design thinking processes. (0.5 course credit)

WKS-212 Workshop: 3D Modeling and Output

An introduction to 3D modeling software. Course culminates in outputting the final project by means of a 3D printer or other means appropriate to the project. (0.5 course credit)

WKS-213 Workshop: Vector Graphics

An introduction to vector graphics programs such as Adobe Illustrator as art-making tools through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. (0.5 course credit)

WKS-214 Workshop: Stop Motion

An introduction to stop-motion animation as an art-making tool, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. (0.5 course credit)

WKS-221 Workshop: Woodshop

An overview of proper and safe use of all woodshop tools. Basic maintenance and care of equipment and tools are also addressed. (0.25 course credit)

WKS-241 Workshop: Topics

Investigates specific topics and/or tools in art-making. (0.5 course credit)

WKS-251 Workshop: Sound

An introduction to sound as an art medium, using recording devices, software and installation, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. Prerequisite: Illuminated Pixels (ART-145), or Movement (ART-170), or Narratives (ART-251), or SpaceTime (ART-203). (0.5 course credit)

WKS-252 Workshop: Motion Graphics

An introduction to digital kinetic graphics programs, specifically Adobe AfterEffects among others, as art-making tools, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. Prerequisite: Illuminated Pixels (ART-145), or Movement (ART-170), or Narratives (ART-251), or SpaceTime (ART-203), or Workshop: Vector Graphics (WKS-213). (0.5 course credit)

WKS-253 Workshop: Competitions

This 7-week workshop is designed to prepare artists for submissions, be that galleries, grants, festivals or graduate schools. Learn about what makes submissions attractive and improve your submission materials, including artist resumes, proposals, statements, etc. To be most successful, students should have a project in mind or already near completion. Prerequisite: at least two ART- courses or consent of instructor. (0.5 course credit)

WKS-291 Workshop: Advanced Topics

This course will investigate specific topics and/or tools in art-making. Prerequisite: at least two ART- courses or consent of instructor. (0.5 course credit)

—ART HISTORY

Art History Major

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

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

1. ARH-128 Introduction to Art History
2. Four additional courses approved by the department, chosen from the following:
Courses in Art History (ARH-____)
ANT-125 Art and Archaeology of the Classical World
HIS-318 Topics in History
3. One of the following
ARH-310 Contemporary Art, Theory and Criticism
ARH-307 Modern and Contemporary Art
4. Four of the following:
ARH-311 Focus Course: Research in Art History and Visual Culture (0.25 course credit)
ARH-313 Focus Course: Contemporary Issues in Art History and Visual Culture (0.25 course credit)
ARH-321 Focus Course: Theory and Practice in Art History and Visual Culture (0.25 course credit)
ARH-323 Focus Course: Curatorial Conversations (0.25 course credit)

The Focus Course requirement is considered a coherent set of experiences that can be tailored to student needs. The completion of four Focus Courses is considered as a single course credit with respect to Graduation Requirements (see *Catalog*, page 9).

5. One 100- or 200-level ART-course
6. Junior Review
This requirement must be completed no later than the second term of the junior year and is assessed by the art and art history faculty. The material submitted at the Junior Review will be related to the senior graduation requirement, which is a demonstration of proficiency through a major research project.
7. ARH-401 Senior Seminar I
8. ARH-402 Senior Seminar II & Senior Project

NOTE: *Scheduling may be planned to allow at least one term of study off-campus at one of the approved foreign or domestic programs. With departmental approval, up to three courses from these programs may count toward the four additional courses required in item 2 above.*

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

Art History Minor

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

1. ARH-128 Introduction to Art History
2. Three additional art history courses, one of which must be numbered 200 or above.
3. One of the following
ARH-310 Contemporary Art, Theory and Criticism
ARH-307 Modern and Contemporary Art
4. One 100- or 200-level ART-course

COURSES IN ART HISTORY

ARH-106 World Art

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

ARH-107 Gender and Art

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.

ARH 108 The Power of Images

An examination of the power of visual imagery to inspire, represent, instruct, provoke, deny, impassion, persuade and more. From nature to the built environment, from the screens of our devices to objects in museums, ours is a visual world. Investigations range from historical to contemporary imagery, and the tools from the theoretical to the material. In this course students learn to understand, navigate, and recreate the global visual languages that shape our lives.

ARH-128 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.

ARH-118 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.

ARH-191 Topics in Art History

See also Art (ART-191), p. 57

A study of a selected topic or theme in art history or visual culture. Topics vary, and may include: Art Markets and Collectors; The Art of Pilgrimage; History of Photography. May be taken more than once for credit, provided the topics are substantially different.

ARH-201 Art and Architecture of the Middle Ages

Explores the art and architecture of the medieval world both chronologically and thematically. The course examines issues such as patronage of the arts, pilgrimage, the cult of saints, the arts as a medium of cultural exchange, and the role of the artist in the Middle Ages. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.

ARH-218 The World of Renaissance Art

Explores the visual culture of Europe from the 14th through the 16th centuries, focusing on topics such as competition, display, devotion, portraits, the printing revolution, death, and gender issues. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.

ARH-211 Modern and Contemporary 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 (ARH-128) or History of Western Architecture (ARH-118) or consent of instructor.

ARH-231 19th-Century Art

Focuses on the sweeping transformations in the creation, production and consumption of visual culture in the 19th century. The rapidly changing aesthetics of the dawning modern era generated passionate debates about the creation and reception of art during this period. This course uses these debates as a series of touchstones for understanding the visual and social landscape of the times. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.

ARH-238 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 (ARH-128) or consent of instructor.

ARH-248 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 (ARH-128) or consent of instructor.

ARH-258 Art, Industry and Objectness

See also Art (ART-228), p. 57

Focuses on the relationship between art, mass production and the steady, habitual effort of making. Topics of inquiry include the Arts and Crafts Movement, the birth of industry and technology, and how 20th and 21st-century artists have responded to the frenzy of mass production and consumerism. A series of collaborations and assignments explore the intersection of history, making and meaning.

ARH-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. May be taken more than once for credit, provided the topics are substantially different.

ARH-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. May be taken more than once for credit, provided the topics are substantially different.

ARH-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. May be taken more than once for credit, provided the topics are substantially different.

ARH-307 Modern and Contemporary Art

Traces the development of major artistic movements in the 20th century to the more contemporary trends of the 21st century. Topics include: Post-Impressionism, Cubism, Futurism, Surrealism, German Expressionism, Dada, Pop Art, Minimalism, Conceptual Art, Postmodernism, installation, new media, performance, and digital production and distribution. Prerequisites: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.

ARH-310 Contemporary Art, Theory and Criticism

Investigates issues in contemporary art. Focuses on art of the late 20th and early 21st centuries, considering stylistic, historical, and theoretical developments. Prerequisite: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.

ARH-311 Focus Course: Research in Art History and Visual Culture

An abbreviated course offered seven weeks of a term. This course focuses on refining research and writing skills for long and short research projects. (0.25 course credit)

ARH-313 Focus Course: Contemporary Issues in Art History and Visual Culture

An abbreviated course offered seven weeks of a term. This course explores current trends and issues from inside and outside the discipline of art history. (0.25 course credit)

ARH-321 Focus Course: Theory and Practice in Art History and Visual Culture

An abbreviated course offered seven weeks of a term. Students examine art historical tools and theories past and present, as well as considering those that might point toward the future of art history and visual studies. (0.25 course credit)

ARH-323 Focus Course: Curatorial Conversations

An abbreviated course offered seven weeks of a term. This course focuses on the role of curation in museums, galleries, and other institutions. Curatorial work involves a variety of skills, including art historical knowledge, and all is discussed in this hands-on course. (0.25 course credit)

ARH-391 Advanced Topics in Art History

See also Art (ART-291), p. 59

Advanced study of a selected topic or theme in art history. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.

ARH-401 Senior Seminar I

Advanced research in art history. Emphasis is on preparation of work toward the senior project. Only art history majors are admitted to this course. Prerequisites: declared major in art history, completion of four 300-level ARH- partial-credit courses and successful completion of Junior Review.

ARH-402 Senior Seminar II & Senior Project

A major art historical research project in art history or visual culture. Projects may involve written research papers, projects in visual culture or art history, or be 'hybrid' projects that involve both making art and contextualizing visual culture in a larger cultural/social framework. Projects are completed under the supervision of a faculty member of the art and art history department. Prerequisite: Successful completion of-Senior Seminar I (ARH-401).

ARH-815 Independent Study in Art History

Independent work on a selected project under the direction of a faculty member of the Art and Art History department. Prerequisite: consent of instructor.

ARH-845/855 Directed Studies in Art History

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

ARH-895 Internship in Art History

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

—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:
 - an ACM overseas study program (India Studies or Japan Study)
 - a Coe foreign exchange program (Chiang Mai University of Thailand, Nagoya Gakuin University of Japan, or Sookmyong University in South Korea)
 - Coe's Asia Term (see p. 24)
3. Four courses, chosen from the following, in consultation with the Asian Studies administrative coordinator:
ASC-106 May Term in Asia
ASC-176 China and Japan
ECO-436 Economic Development **or** ECO-446 International Economics
ENG-246 Global Anglophone Literature (when appropriate)
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: Non-Western Perspectives (when appropriate)
HIS-756 Seminar in Modern East Asian History
POL-286 Asian Politics
REL-036 Eastern Religions
PHL/REL-206 Buddhist Thought
a second term of an overseas study program

Asian Studies Minor

1. One of the following:
HIS-316 Topics in History: Non-Western Perspectives
ASC-186 Modern South Asia
2. Five courses, chosen from the following, in consultation with the Asian Studies administrative coordinator:
ASC-176 China and Japan
ECO-436 Economic Development **or** ECO-446 International Economics
ENG-246 Global Anglophone Literature (when appropriate)
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: Non-Western Perspectives (when appropriate)
HIS-756 Seminar in Modern East Asian History
POL-286 Asian Politics
REL-036 Eastern Religions
PHL/REL-206 Buddhist Thought

COURSES IN ASIAN STUDIES

ASC-106 May Term in Asia

Study abroad in Asia during May Term supervised by a Coe faculty member. Sites and content varies depending on the instructor. When appropriate, may count as a course in the major. May be taken more than once if offered in different locations. Prerequisite: consent of instructor. (Offered May Term only)

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.

—ATHLETIC TRAINING

Chandler, Libby (Chair), McCarthy.

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 at least 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-100 Basic Athletic Training
2. AT-20 / -30 / -40 Clinical Athletic Training
3. AT-225 Clinical Examination of the Lower Extremity
4. AT-220 Clinical Examination of the Lower Extremity Laboratory
5. AT-235 Clinical Examination of the Upper Extremity
6. AT-230 Clinical Examination of the Upper Extremity Laboratory
7. AT-375 General Medical Conditions
8. AT-385 Therapeutic Modalities
9. AT-395 Therapeutic Exercise
10. AT-390 Therapeutic Exercise Laboratory
11. AT-505 Administration of Athletic Training
12. BIO-155 Organismal and Ecological Biology
13. BIO-215 Human Anatomy
14. BIO-210 Human Anatomy Laboratory
15. BIO-225 Human Physiology
16. PE-115 Fundamentals of Exercise and Nutrition
17. PE-435 Methods of Teaching Strength Training and Conditioning
18. PE-495 Kinesiology
19. PE-525 Physiology of Exercise
20. PSY-115 Introductory Psychology

COURSES IN ATHLETIC TRAINING

AT-100 Basic Athletic Training

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

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 supervised by 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/-220 Clinical Examination of the Lower Extremity & Laboratory

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

AT-235/-230 Clinical Examination of the Upper Extremity & Laboratory

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

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/-390 Therapeutic Exercise & Laboratory

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

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 (COLLATERAL MAJOR)

Dean (Administrative Coordinator).

Collateral Major in Biochemistry

Concurrent completion of a primary major in chemistry, including Calculus II and two General Physics courses is required. Students choosing a collateral major in biochemistry may not select a collateral major in molecular biology.

1. BIO-145/ -140 Cellular and Molecular Biology
2. CHM-431/ -431L Biochemistry
3. CHM-432/ -432L Protein Biochemistry
4. 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 #4 are strongly encouraged, especially for those planning graduate study.

—BIOLOGY

R. Christensen, Cozine, Ellis, Hadow, Howard, Illes, Keyes, Leonardo (Chair), Leveille, Lo, Sanchini, Storer.

In addition to a major in biology, the biology department offers collateral majors in **ENVIRONMENTAL SCIENCE**, **MOLECULAR BIOLOGY** (see p. 69), and **NEUROSCIENCE** (see p. 152). The biology program provides students with an early introduction to experimental design and use of instrumentation to investigate properties of cells and organisms. Opportunities to work one-on-one with faculty, in honors and independent study work or in research participation, is also available to students.

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-202 Topics in Evolution
5. BIO-205/ -200 General Botany and Laboratory
6. BIO-235/ -230 Genetics and Genetics and Laboratory
7. One of the following:
BIO-355,-350 Animal Physiology and Laboratory
BIO-370/ -375 Integrated Human Physiology and Laboratory
8. Three biology electives with the associated laboratories
9. CHM-101/ -101L General Chemistry I and Laboratory
10. CHM-101/ -102L General Chemistry II and Laboratory
11. One of the following:
MTH-135 Calculus I (strongly recommended for students considering attending graduate school)
STA-100 Statistical Foundations (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)
STA-100 Statistical Foundations (7 weeks) **and** STA-130 Experimental Design (7 weeks)
12. Attendance to research seminars in junior and senior years

Strongly recommended:

One of the following sequences:

- PHY-115/ -110 Basic Physics I & Laboratory and PHY-135/ -130 Basic Physics II & Laboratory
PHY-215/ -210 General Physics I & Laboratory and PHY-225/ -220 General Physics II & Laboratory

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

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

—MOLECULAR BIOLOGY (COLLATERAL MAJOR)

Leonardo (Administrative Coordinator).

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

Collateral Major in Molecular Biology

Concurrent completion of a primary major in biology is required. Students choosing a collateral major in Molecular Biology may not select the collateral major in Biochemistry.

1. CHM-221 Organic Chemistry I
2. CHM-321 Organic Chemistry II
3. CHM-322 Organic Laboratory
4. BIO-345/ -340 Techniques in Molecular Biology and Laboratory
5. BIO-405 Current Topics in Molecular Biology
6. One of the following:
CHM-431/ -431L Biochemistry and Laboratory
CHM-432/ -432L Protein Biochemistry and Laboratory
7. One of the following sequences:
BIO-415/ -410 Developmental Biology and Laboratory
BIO-455 -450 Molecular Neurobiology and Laboratory
BIO-515/ -510 Microbiology and Laboratory
BIO-525/ -520 Cell Physiology and Laboratory

Strongly recommended:

One of the following sequences:

- PHY-115 Basic Physics I and PHY-135 Basic Physics II
PHY-215 General Physics I and PHY-225 General Physics II

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 (molecular biology, environmental science, neuroscience). 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-200 General Botany Laboratory (0.2 course credit)
BIO-210 Human Anatomy Laboratory (0.2 course credit)
BIO-230 Genetics Laboratory (0.2 course credit)
BIO-250 Integrated Human Anatomy Laboratory (0.2 course credit)
BIO-290 Spatial Ecology Laboratory (0.2 course credit)
BIO-340 Techniques in Molecular Biology Laboratory (0.5 course credit)
BIO-350 Animal Physiology Laboratory (0.2 course credit)
BIO-360 Comparative Chordate Anatomy Laboratory (0.2 course credit)
BIO-370 Integrated Human Physiology Laboratory (0.2 course credit)
BIO-380 Behavior and Ecology of Vertebrates Laboratory (0.2 course credit)
BIO-410 Developmental Biology Lab (0.2 credit course)
BIO-450 Molecular Neurobiology Laboratory (0.2 credit course)
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. Includes lecture and laboratory. This course does not satisfy any of the requirements for a major in biology.

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. Includes lecture and laboratory. Prerequisite: consent of instructor. (Offered May Term only)

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 three hour laboratory per week. Designed for students with allied health career interests. This course does not satisfy any of the requirements for a major in biology. Prerequisite: Cellular and Molecular Biology (BIO-145).

BIO-202 Topics in Evolution

Investigates the roles of selective and non-selective evolutionary mechanisms, especially as they affect adaptation, speciation, and extinction. Selected aspects of the fossil record and current theories of hominid evolution are also part of the course. Counts as a non-lab science course. Prerequisites: Cellular and Molecular Biology (BIO-145).

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). This course does not satisfy any of the requirements for a major in biology. Credit is given for Human Anatomy (BIO-215) or Integrated Human Anatomy (BIO-245), not both.

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 and one two-hour recitation per week. This course does not satisfy any of the requirements for a major in biology. Prerequisites: Human Anatomy (BIO-215) and either Cellular and Molecular Biology (BIO-145) or Organismal and Ecological Biology (BIO-155).

BIO-235 Genetics

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

Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), and Organismal and Ecological Biology (BIO-155).

BIO-230 Genetics Laboratory

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

BIO-245 Integrated Human Anatomy

Integrates macroscopic human anatomy at the organ and organ system levels with microscopic study of histology and development from an evolutionary and sometimes experimental perspective. Three lectures per week.

Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150). Credit is given for Integrated Human Anatomy (BIO-245) or Human Anatomy (BIO-215), not both.

BIO-240 Integrated Human Anatomy Laboratory

Three hours per week concurrent with Integrated Human Anatomy (BIO-245) (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-280 Animal Behavior Laboratory

Three hours per week. Concurrent with Animal Behavior (BIO-285). (0.2 course credit)

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

Three hours per week. Concurrent with Spatial Ecology (BIO-295). (0.2 course credit)

BIO-335 Boreal Mammalogy

The study of mammals of Minnesota and the natural history, form/function relations, behavior, distributions, and interaction with their environment and other organisms. Class activities include direct observations, reading tracks and "sign." Live-trap mark and recapture studies supplemented by readings, lectures, and discussions. (Offered summers at the Wilderness Field Station)

BIO-345 Techniques in Molecular Biology

An intensive introduction to biological molecular techniques. Students learn how to manipulate recombinant DNA and express and detect protein products in prokaryotic systems. Course methods include cloning, restriction, mapping, ligation, labeling, purification, elution, blotting, hybridization, agarose, and acrylamide gels, protein expression and detection, and immunological techniques. On completing the course, students should have a working knowledge of most methods used in molecular biology research. Course consists of two discussion sessions per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Genetics (BIO-235) and Laboratory (BIO-230), General Chemistry I and Laboratory (CHM-101/-101L), and General Chemistry II and Laboratory (CHM-102/-102L).

BIO-340 Techniques in Molecular Biology Laboratory

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

BIO-355 Animal Physiology

Study of how organ systems in animal species solve the fundamental problems of staying alive. This includes how to obtain energy, how to procure the raw materials necessary for constructing their bodies, how to gain oxygen from the environment, how to get rid of unneeded substances and toxic materials. The course addresses how these ends are achieved through the cooperation of cells, tissues, organs, and organ systems in a variety of organisms including mammals, birds, reptiles, amphibians, and fish as well as selected invertebrates. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155).

BIO-350 Animal Physiology Laboratory

Three hours per week concurrent with Animal Physiology (BIO-355). (0.2 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. Prerequisite: Cellular and Molecular Biology (BIO-145), Organismal and Ecological Biology (BIO-155) and 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-375 Integrated Human Physiology

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

BIO-370 Integrated Human Physiology Laboratory

Three hours per week. Concurrent with Integrated Human Physiology (BIO-375). (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 Topics in Evolution (BIO-202).

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-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-455 Molecular Neurobiology

Study of the organization and function of the nervous system, focusing on both cellular physiology and functional neuroanatomy. Topics include the cellular and molecular properties of brain cells, the neurological basis of behavior, and disorders of the nervous system. Three lectures per week. Prerequisites: Organismal and Ecological Biology Laboratory (BIO-150), General Chemistry II and Laboratory (CHM-102/-102L), and Genetics (BIO-235) and Laboratory (BIO-230).

BIO-450 Molecular Neurobiology Lab

Three hours per week. Concurrent with Molecular Neurobiology (BIO-45X). (0.2 course credit)

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-221) and Organic Laboratory (CHM-322) 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 General Chemistry I and Laboratory (CHM-101/-101L).

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-221) with Organic Laboratory (CHM-322) or Genetics (BIO-235).

BIO-530 Environmental Microbiology Laboratory

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

BIO-585/ -595 Advanced Biology 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 Biology Laboratory I (BIO-585) may be repeated as Advanced Biology Laboratory II (BIO-595). S/U basis only. Prerequisites: Genetics (BIO-235) and consent of instructor. (Offered May Term only)

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. S/U basis only. May be taken for an X status grade with consent of instructor prior to registration. Research participation credit does not satisfy any of the requirements for a major in biology. (0.2 – 1.0 course credit)

BIO-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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Courses providing appropriate background for the project selected and consent of department chair.

BIO-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.

OCC-365 Study and Research at Oak Ridge Laboratory

See description, p. 28

SCI-895 Health Sciences Internship

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. S/U basis only. (Offered May Term only)

—BUSINESS ADMINISTRATION AND ECONOMICS

Baranowski, Carstens (Chair), Chen, J. Christensen, Dittmer, Eichhorn, Hall, Knudson, Kuennen, Melcher, Nguyen, Trout, Westberg, Wu.

The Stead Department of Business Administration and Economics offers majors in **ACCOUNTING**, **BUSINESS ADMINISTRATION**, **ECONOMICS**, **INTERNATIONAL BUSINESS**, and **INTERNATIONAL 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 study of business administration is designed to develop in its students a high degree of competence in the application of business theories and sound judgment to the solution of business operating problems. Graduates are able to contribute effectively to the activities of their organizations by applying business skills required to plan, analyze, and control company activities. Beyond enhancing the value of a firm, the graduate should have a firm knowledge from which to achieve professional growth in the workplace and/or graduate school. Students majoring in business administration have two options: the business administration major and the international business major (see p. 124). The business major is designed to prepare students in the core areas of business administration, with specific focus on management, finance, and marketing. Students are also provided the opportunity to specialize in a particular area through selection of elective courses. The international business major is designed to prepare students for specific challenges related to operating an organization in an international context.

Because of significant overlap in the business administration and the international business requirements, only one of the two majors may be elected by a student. See p. 124 for the International Business major requirements.

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 Principles of 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 Corporate Finance
 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 course work in accounting and business subjects. Students majoring in accounting, business, or economics are required to have a minimum of 24 of their 150 semester hours in financial accounting, auditing, taxation, and management accounting courses above the elementary level. If students majoring in any other field wish to become a CPA in Iowa, they must, in addition, complete at least 24 semester hours in business-related courses (not including internships). (One course credit completed at Coe is counted as four semester hours.)

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

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-145 Personal Financial Analysis and Planning

A study of important personal financial decisions made over an individual's lifetime. This course provides the perspective and tools needed to make intelligent personal financial decisions. The course also challenges students to look at current events affecting personal finance from a public policy perspective, allowing them to develop informed opinions. Topics covered include understanding personal income taxes, buying a home, using credit wisely, and planning for retirement, among others. Open to all students. This course does not satisfy any of the requirements for a major or minor in Business Administration.

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 corporations.

BUS-215 Principles of Accounting II

Continuation of the study of financial accounting, including the statement of cash flow. A study of managerial accounting and the analysis of financial information for management decision making. Prerequisite: Principles of Accounting I (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) or knowledge of Excel, junior 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.

ECO-245 Principles of Environmental Economics

See Environmental Studies, p. 116

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-270 Business Sustainability and the Environment

See Environmental Studies, p. 116

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. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Computers in Business (BUS-215 125) or consent of instructor. Some topics may require completion of or concurrent registration in relevant courses in the department. (0.5 course credit)

BUS-299 Environmental Law and Policy

See Environmental Studies, p. 116

ECO-305 Money and Banking

See Economics, p. 79

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. 84

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).

ECO-325 Collective Bargaining

See Economics, p. 79

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 Principles of 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. 80

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. 80

ECO-415 Intermediate Price Theory

See Economics, p. 80

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 alternate years)

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). (Offered alternate years)

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. 80

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). (Offered alternate years)

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: Principles of Marketing (BUS-355).

BUS-461 Marketing Decision-Making & Strategy

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: Principles of Marketing (BUS-355).

ECO-465 Public Finance

See Economics, p. 80

BUS-465 Advanced Topics in Marketing

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

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. Prerequisite: Principles of Marketing (BUS-355).

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: Principles of 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 taken more than once 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. Prerequisite: Principles of Management (BUS-275).

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. 81

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. (Offered alternate years)

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). (Offered alternate years)

BUS-525 Corporate Finance

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. 81

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). (Offered alternate years)

ECO-545 Mathematical Economics

See Economics, p. 81

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 taken more than once 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 I (BUS-405) and Intermediate Accounting II (BUS-415). (Offered alternate years)

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 taken more than once 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. May be taken for an X status grade with consent of instructor prior to registration. 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. May be taken for an X status grade with consent of instructor prior to registration. 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. 17) S/U basis only. 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. Students majoring in economics have two options: the economics major and the international economics major (see p. 124). The economics major 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. The international economics major is designed to allow students who are interested in international studies to explore issues of development, growth, and international finance, using the tools of economic analysis.

Because of significant overlap in the economics and the international economics requirements, only one of the two majors may be elected by a student. Students majoring in economics or international economics may not minor in either economics or international economics. See p. 124 for the International Economics major and minor requirements.

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

NOTE: 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. One of the following:
BUS-340 Applied Regression Analysis
An 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-155 The Economics and Ethics of Alternative Energies

Focuses on the economics and ethics of energy choices, with some emphasis on climate change and other concerns related to energy use, including the science behind climate change and various alternative energies. The course examines a broad array of issues related to energy and more specifically, alternatives to petroleum-based sources of energy such as biomass, wind, and solar. Energy choices and policies are analyzed using a variety of methods, such as benefit-cost, equity, program evaluation (both monetary and non-monetary), and social benefits versus economic impact. The course includes travel to regional organizations that develop and produce these technologies; guest lectures from national and state experts on the economics of energy, energy policy, and the science behind various energies; case studies; and class discussion. Students gain a broad understanding of factors considered in energy development and policy. This course may be used to satisfy the requirements for a major in Environmental Studies but does not satisfy any of the requirements for a major or minor in economics. (Offered May Term only)

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-245 Principles of Environmental Economics

See Environmental Studies, p. 116

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).

BUS-350 Principles of Finance

See Business Administration, p. 74.

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).

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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Principles of Macroeconomics (ECO-205), Principles of Microeconomics (ECO-215), and consent of instructor.

ECO-815 Independent Study

See also Business Administration (BUS-815), p. 77

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

—CHEMISTRY

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

The chemistry department seeks to support Coe's mission by providing students with top-quality instruction and research opportunities. The department offers a major and minor in **CHEMISTRY** as well as collateral majors in **BIOCHEMISTRY** (see p. 62), **ENVIRONMENTAL SCIENCE** (see p. 107), and **NEUROSCIENCE** (see p. 140). Students considering a chemistry major may continue research in a graduate program, pursue a career in the health sciences or teach science at the secondary level.

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

In addition to a major in **CHEMISTRY**, the chemistry department also offers an **AMERICAN CHEMICAL SOCIETY CERTIFIED CHEMISTRY MAJOR** (see p. 8X). This major might be considered by students interested in chemistry as a career.

Chemistry Major

1. CHM-101/ -101L General Chemistry I and Laboratory
 2. CHM-102/ -102L General Chemistry II and Laboratory
 3. CHM-221 Organic Chemistry I
 4. CHM-211/ -211L Analytical Chemistry and Laboratory
 5. CHM-341/ -341L Physical Chemistry I and Laboratory
 6. Three additional courses to be chosen from the list of advanced chemistry electives below:
 - CHM-321 Organic Chemistry II
 - CHM-322 Organic Laboratory
 - CHM-411 Advanced Analytical Chemistry
 - CHM-421 Advanced Organic Chemistry
 - CHM-422 Synthesis Laboratory
 - CHM-431/ -431L Biochemistry and Laboratory
 - CHM-432/ -432L Protein Biochemistry and Laboratory
 - CHM-441 Physical Chemistry II
 - CHM-441/ -451L Inorganic Chemistry and Laboratory
 - CHM-442 Materials Physics and Chemistry
 7. MTH-145 Calculus II
 8. PHY-215,-210 General Physics I & Laboratory
 9. PHY-225/ -220 General Physics II & Laboratory
 10. One of the following combinations:
 - CHM-705 Seminar in Chemistry I **and** CHM-715 Seminar in Chemistry II
 - OCC-365 Study and Research at Oak Ridge Laboratory **and** CHM-715 Seminar in Chemistry II
- Recommended:*
MTH-255 Calculus III

American Chemical Society Certified Chemistry Major

1. Completion of a major in chemistry, including Calculus II and two General Physics courses
2. All of the following:
 - CHM-321 Organic Chemistry II
 - CHM-322 Organic Laboratory
 - CHM-422 Synthesis Laboratory
 - CHM-431/ -431L Biochemistry and Laboratory
 - CHM-451/ -451L Inorganic Chemistry and Laboratory
3. Two of the following:
 - CHM-411 Advanced Analytical Chemistry
 - CHM-421 Advanced Organic Chemistry
 - CHM-432/ -432L Protein Biochemistry and Laboratory
 - CHM-441 Physical Chemistry II
 - CHM-442 Materials Physics and Chemistry
4. One of the following:
 - CHM-805 Undergraduate Summer Research
 - CHM-815 Independent Study
 - OCC-365 Study and Research at Oak Ridge Laboratory

Chemistry Minor

1. CHM-101/ -101L General Chemistry I & Laboratory
2. CHM-102/ -102L General Chemistry II & Laboratory
3. Four chemistry electives numbered 200 or above

COURSES IN CHEMISTRY

CHM-001/-001L Selected Concepts in Chemistry and Laboratory

A consideration of the basic principles of chemistry and applications of chemistry in contemporary society. Three class meetings and one laboratory per week. This course does not satisfy any of the requirements for a major or minor in chemistry.

CHM-021/-021L Introduction to Organic and Biological Chemistry and Laboratory

Designed as a course for pre-nursing student. Topics in introductory organic and biological chemistry include drugs, proteins, and DNA. Laboratory component involves basic experimental techniques in organic chemistry and biochemistry. Three class meetings and one laboratory per week. This course does not satisfy any of the requirements for a major or minor in chemistry. 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-101/-101L General Chemistry I and Laboratory

A foundational treatment of atoms and molecules. Explores the nature of chemical bonding and how the macroscopic properties of substances can be interpreted in terms of atomic and molecular structure. Laboratory work emphasizes experimental techniques and the acquisition and analysis of experimental data. Three class meetings and one three-hour laboratory per week. Prerequisite: secondary school chemistry or consent of instructor.

CHM-102/-102L General Chemistry II and Laboratory

A continuation of CHM-101. Topics include chemical kinetics, thermodynamics, equilibria, and redox chemistry. Three class meetings and one three-hour laboratory period per week. Prerequisite: General Chemistry I and Laboratory (CHM-101) or consent of instructor.

CHM-211 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: General Chemistry II and Laboratory (CHM-101/-102L). Corequisite: Analytical Chemistry Laboratory (CHM-211L).

CHM-211L Analytical Chemistry Laboratory

An introduction to experimental analytical chemistry, including titrimetric, potentiometric, spectroscopic, and chromatographic techniques. Two three-hour laboratories per week. Prerequisite: General Chemistry II and Laboratory (CHM-102/-102L). Corequisite: Analytical Chemistry (CHM-211). (0.5 course credit)

CHM-221 Organic Chemistry I

A study of the chemistry of carbon compounds, emphasizing reaction mechanisms and the influence of structure on the physical and chemical properties of these substances. Topics include alkanes, alkenes, alkynes, and other functional groups, as well as stereochemistry, ring systems, spectroscopy, and substitution and elimination reactions. This course is the first of a two-term organic chemistry sequence appropriate for students in chemistry and biological sciences, as well as those pursuing pre-medical, pre-dental, and pre-veterinary programs. Prerequisite: General Chemistry II and Laboratory (CHM-102/-102L) or consent of instructor.

CHM-321 Organic Chemistry II

A continuation of Organic Chemistry I (CHM-221). This course covers reactions of aromatic carbonyl compounds, amines, and carbohydrates. Prerequisite: Organic Chemistry I (CHM-221).

CHM-322 Organic Laboratory

Laboratory work in synthesis; infrared and *nmr* spectroscopy; gas, thin layer and column chromatography; distillation; and crystallization. Underlying principles discussed. One 1.5 hour discussion meeting and two three hour laboratories per week. Prerequisite: previous or concurrent registration in Organic Chemistry II (CHM-321).

CHM-341/-341L Physical Chemistry I and Laboratory

Study of chemical systems from a molecular basis. Basic concepts of kinetic molecular theory, quantum mechanics and thermodynamics applied to molecular structure and chemical change. Fundamentals of electronic structure of atoms and molecules and interaction of matter with light. Three class meetings and one three-hour, (0.0 course credit) laboratory per week. Prerequisites: General Chemistry II (CHM-102), General Physics I & Laboratory (PHY-215), and Calculus II (MTH-145).

CHM-411 Advanced Analytical Chemistry

Theory and applications of instrumental methods for chemical analysis. Methods include spectroscopy, voltammetry, advanced chromatographic methods, and mass spectrometry. Prerequisite: Physical Chemistry I (CHM-341). (Offered alternate years)

CHM-412 Environmental Analysis

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-211). Corequisite: Environmental Analysis Laboratory (CHM-412L). (Offered alternate years)

CHM-412L 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-211). Corequisite: Environmental Analysis (CHM-412). (0.5 course credit)

CHM-421 Advanced Organic Chemistry

Extensive survey of synthetic and mechanistic implications of many organic reactions. Recent chemical developments and the use of the original scientific literature emphasized. Prerequisite: Organic Laboratory (CHM-322). (Offered alternate years)

CHM-422 Synthesis Laboratory I

Synthesis and characterization, inorganic and organometallic compounds based on current chemical literature. One class meeting and two laboratories per week. Prerequisite: Organic Laboratory (CHM-322). (Offered alternate years)

CHM-431/-431L Biochemistry and Laboratory

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-322).

CHM-432 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.

Prerequisites: Cellular and Molecular Biology (BIO-145) and Organic Chemistry II (CHM-321). Corequisite: Protein Biochemistry Laboratory (CHM-432L). (Offered alternate years)

CHM-432L Protein Biochemistry Laboratory

Advanced methods and tools of protein purification and analysis, protein engineering and kinetics. One three-hour laboratory period per week. Corequisite: Protein Biochemistry (CHM-432). (0.2 course credit)

CHM-441 Physical Chemistry II

Study of quantum mechanics, molecular spectroscopy, rates and mechanisms of chemical reactions and thermodynamics of change and equilibrium from classical and statistical perspectives. Prerequisite: Physical Chemistry I (CHM-341) or consent of instructor.

CHM-442 Materials Physics and Chemistry

Study of the structure and properties of modern materials, including glasses, polymers, metals, semiconductors, and superconductors. Mechanical, thermal, optical, magnetic, and electrical properties are examined and related to structure. Prerequisite: Electromagnetism (PHY-415) or Physical Chemistry I (CHM-341) or consent of instructor. Corequisite: Materials Physics and Chemistry Laboratory (CHM-442L).

CHM-442L Materials Physics and Chemistry Laboratory

Measurement of structure/property characteristics of materials using a variety of instrumentation. Materials studied include glasses, polymers, metals, semiconductors, and superconductors. Prerequisite: previous or concurrent registration in Materials Physics and Chemistry (CHM-442). (0.2 course credit)

CHM-451 Inorganic Chemistry

Structures and properties of selected ionic and covalent inorganic substances, coordination complexes and electron deficient compounds, general acid base theory, and inorganic reactions in solution. Prerequisite: Physical Chemistry I (CHM-341). (Offered alternate years)

CHM-451L 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-451). (0.2 course credit) (Offered alternate years)

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 scientific communication skills. Required for all majors in chemistry. Prerequisites: Organic Chemistry I (CHM-221) and junior standing or consent of department chair. (Each seminar: 0.25 course credit)

CHM-805 Undergraduate Summer Research

Prerequisite: consent of department chair.

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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.

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.

OCC-365 Study and Research at Oak Ridge Laboratory

See description, p. 28

SCI-895 Health Sciences Internship

See description, p. 75

—**CLASSICAL STUDIES (MINOR ONLY)**

Ziskowski (Administrative Coordinator), Langseth.

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, and archaeology. 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 Classical Studies administrative coordinator.

ANT-125 Art and Archaeology of the Classical World

CLA-108 Images of Foreign Culture

CLA-135 Basic Greek

CLA-145 Selected Readings in Ancient Greek

CLA-155 Latin and Greek Origins of Medical Terminology

CLA-115 Basic Latin

CLA-125 Selected Readings in Latin

CLA-215/ -225/ -235/ -245 Topics in Greek

CLA-255 Topics in Classical Studies

CLA-845/ -855/ -865/ -875 Topics in Latin

ENG-115 The Classical Tradition

ENG-201 Ancient Mythology

HIS-275 Ancient Greek History

HIS-285 History of Ancient Rome

HIS-318 Topics in History (when topic is appropriate, as determined by the Classical Studies administrative coordinator)

HUM-115 Greek Civilization

HUM-125 Roman Civilization

PHL-220 Ancient Greek Philosophy

COURSES IN CLASSICAL STUDIES

CLA-108 Images of Foreign Culture

A course dealing with the picture of human activity and values given in foreign short stories, novels, films, and other works of art, as well as in historical documents and the like. It celebrates and explores the special character of a national or ethnic identity with reference to either the French-speaking world, Spain and/or Latin America, Germany, Asia, or the world of Greek and Roman antiquity. Topics vary from year to year. Taught in English.

CLA-255 Topics in Classical Studies

A study of a selected theme or topic in Classical Studies. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.

CLA-115 Basic Latin

See description, p. 139

CLA-125 Selected Readings in Latin

See description, p. 139

CLA-135 Basic Greek

See description, p. 125

CLA-145 Selected Readings in Ancient Greek

See description, p. 125

CLA-155 Latin/Greek Origins of Medical Terminology

See description, p. 125

CLA-215/ -225/ -235/ -245 Topics in Greek

See description, p. 125

CLA-845/ -855/ -865/ -875 Topics in Latin

See description, p. 139

—COMMUNICATION STUDIES

Donofrio (Chair), Harmsen, Hodges, Steffens-Moran.

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.

Communication Studies Major

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

1. COM-125 Fundamentals of Public Speaking
2. COM-381 Research Methods in Communication Studies
3. RHE-200 Rhetorical Theory & Practice
4. One course in applied communication:
COM-236 Intercultural Communication
COM-237 Interpersonal Communication
COM-331 Group Communication
COM-337 Persuasion
COM-435/-437 Special Topics in Applied Communication
5. One course in production:
COM-241 Introduction to Multimedia Journalism
COM-341 Digital Storytelling
COM-445/-447 Special Topics in Production
RHE-225 Journalism and Media Writing Workshop
6. One course in media studies:
COM-151 Introduction to New Media Studies
COM-157 Introduction to Media Analysis
COM-357 Sex, Race, and Gender in the Media
COM-455/-457 Special Topics in Media Studies
7. One course in public discourse:
COM-161 Visual Rhetoric
COM-361 Communication & Social Change
COM-362 U.S. Public Address
COM-465/-467 Special Topics in Public Discourse
8. One of the following:
A Communication Studies course numbered 400 or above (if not used to satisfy a requirement above)
COM-815 Independent Study in Communication Studies (with departmental approval)
9. Two additional Communication Studies courses

Communication Studies Minor

A minor in communication studies requires a minimum cumulative 2.0 GPA in all courses counted toward the minor.

1. COM-125 Fundamentals of Public Speaking
2. COM-381 Research Methods in Communication Studies
3. RHE-200 Rhetorical Theory and Practice
4. Two additional Communication Studies courses

COURSES IN COMMUNICATION STUDIES

COM-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.

COM-151 Introduction to New Media Studies

Exploration of the theoretical and practical questions surrounding digital or computer-mediated communication technologies. This introductory course examines how changes to the technologies for the creation, display, and circulation of messages influence meaning making.

COM-157 Introduction to Media Analysis

Exploration of important theories, concepts and terms in media studies. This course examines the production, circulation, and reception of content and provides an introduction to media analysis.

COM-161 Visual Rhetoric

Examination of the persuasive power of visual symbols. The course provides an introduction to foundational concepts in the study of rhetoric and cultivates ways of thinking needed to critically analyze visual forms of symbolic expression.

COM-236 Intercultural Communication

Exploration of the role of communication in constructing, navigating, and challenging various markers of similarity and difference.

COM-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.

COM-241 Introduction to Multimedia 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.

COM-312 Topics in Communication

Focuses on pedagogy, tutoring techniques, research, presentation strategies, and the conventions and strategies in communication. Designed for Speaking Center personnel, instruction takes place in weekly group meetings and individual conferences. May be taken more than once for credit for a maximum of 1.2 credits. (0.3 course credit)

COM-331 Group Communication

Introduces the basic theories and principles of group communication, including group development, leadership, and conflict resolution. Study and practice of techniques aimed at improving a group communication.

Prerequisites: junior standing or consent of instructor.

COM-337 Persuasion

Investigation of the nature and process of persuasion. This course provides practice constructing and analyzing persuasive messages and campaigns. Prerequisite: junior standing or consent of instructor.

COM-341 Digital Storytelling

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 Multimedia Journalism (COM-241) or Journalism and Media Writing Workshop (RHE-225).

COM-357 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. Prerequisites: junior standing or consent of instructor.

COM-361 Communication & Social Change

Study of the role of communication as a vehicle for social change. Analysis of the discourse used in social movements from the 1960s to the present. Course combines an emphasis on discourse analysis with opportunities for contemporary application. Prerequisite: junior standing or consent of instructor.

COM-362 U.S. Public Address

Examination of the rhetorical strategies deployed throughout U.S. history to shape beliefs about community, public life, and American identity. Prerequisite: junior standing or consent of instructor.

COM-381 Research Methods in Communication Studies

Exploration of the major approaches to conducting research in Communication Studies. This course serves as the foundation for more complex forms of critical and/or qualitative analysis. Prerequisite: Rhetorical Theory & Practice (RHE-200).

COM-435/-437 Special Topics in Applied Communication

Exploration of a topic within the field of applied communication. Course work includes a substantive research project, and oral presentations. May be taken more than once for credit with consent of department chair. Can satisfy the DCP requirement when topic is appropriate. Prerequisites: Rhetorical Theory and Practice (RHE-200) and Research Methods in Communication Studies (COM-381).

COM-445/-447 Special Topics in Production

Exploration of a topic within the field of production. Course work includes a substantive research project, and oral presentations. May be taken more than once for credit with consent of department chair. Can satisfy the DCP requirement when topic is appropriate. Prerequisites: Rhetorical Theory and Practice (RHE-200) and Research Methods in Communication Studies (COM-381).

COM-455/-457 Special Topics in Media Studies

Exploration of a topic within the field of media studies. Course work includes a substantive research project, and oral presentations. May be taken more than once for credit with consent of department chair. Can satisfy the DCP requirement when topic is appropriate. Prerequisites: Rhetorical Theory and Practice (RHE-200) and Research Methods in Communication Studies (COM-381).

COM-465/-467 Special Topics in Public Discourse

Exploration of a topic within the field of public discourse. Course work includes a substantive research project, and oral presentations. May be taken more than once for credit with consent of department chair. Can satisfy the DCP requirement when topic is appropriate. Prerequisites: Rhetorical Theory and Practice (RHE-200) and Research Methods in Communication Studies (COM-381).

COM-815 Independent Study in Communication Studies

Independent research projects in communication studies. May be taken for an X status grade with consent of instructor prior to registration. May be taken more than once for credit for a maximum of 2.0 credits. A maximum of one course credit may count toward a communication studies major or minor. Prerequisite: consent of instructor. (0.5 or 1.0 course credit)

COM-895 Internship in Journalism/Communication

An internship with a focus on journalism or communication supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. A maximum of one credit may count toward a major or minor in communication studies or writing with the consent of department chair. Prerequisites: junior standing and consent of department chair.

—COMPUTER SCIENCE

Hostetler, Hughes.

The department of mathematical sciences offers a complete range of courses, with majors and minors available in both **MATHEMATICS** and **COMPUTER SCIENCE**, as well as courses in statistics (see p. 188) for additional breadth. The department adheres to its belief that the mathematical sciences and the habits of mind that they engender are perfect components of a fine liberal arts education.

Computer Science Major

1. CS-125 Computer Science I
2. CS-135 Computer Science II
3. CS-145 Foundations of Computer Science
4. CS-215 Data Structures and Algorithms
5. CS- 245 Object Oriented Programming
6. MTH-135 Calculus I
7. MTH-215 Foundations of Advanced Mathematics
8. Two of the following:
CS-320 Operating Systems
CS-340 Programming Languages
CS-390 Software Engineering
9. Two additional Computer Science Courses numbered 200 or above

Computer Science Minor

1. CS-125 Computer Science I
2. CS-135 Computer Science II
3. CS-145 Foundations of Computer Science
4. CS-245 Object Oriented Programming
5. Two additional computer science courses numbered 200 or above

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 mathematics or computer science. This course satisfies the non-lab science course requirement.

NOTE: Students who have already received credit for CS 125 or higher will not receive credit for Computers and Society (CS-105).

CS-125 Computer Science I

An introduction to computer science with an emphasis on problem solving through programming. Students learn to conceptualize, plan and implement programs in a modern programming language. Topics include data representation and manipulation, control structures, and subtask decomposition. Students experiment with basic concepts during regularly scheduled laboratory sessions. This course satisfies the non-lab science course requirement.

CS-135 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-145 Foundations of Computer Science

An introduction to the mathematical foundations of computer science and basic computer system organization. Topics include: number systems, representation of data, digital logic, circuitry, the VonNeumann architecture, computational complexity, state machines and simple automata. Prerequisite: Computer Science I (CS-125).

CS-215 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-135).

CS-235 Net-Centric Computing

A study of the structure, design and implementation of applications enabled by networking technologies. This course examines the fundamentals of network programming and the client-server architecture as well as exploring the role of protocols, authentication, distributed objects and security. Students also gain experience building and deploying web-based applications. Prerequisite: previous or concurrent enrollment in Computer Science II (CS-135) or consent of instructor.

CS-245 Object Oriented Programming

A study of the structure and design of larger scale programs using an object-oriented approach. Emphasizes key concepts of object-oriented programming including: encapsulation, inheritance, and polymorphism. Additional contemporary code mechanisms, such as events, exceptions and interfaces are also explored. Prerequisite: Computer Science II (CS-135).

CS-320 Operating Systems

Explores the role of the operating system as an intermediary between the user, software and hardware of a computers system. Includes a system-level view of how the machine resources such as the processor, memory, and storage are managed. Prerequisite: Computer Science II (CS- 135).

CS-340 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-215) or consent of instructor.

CS-390 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. Students are also exposed to modern software development tools to facilitate activities such as unit testing and version control. Prerequisite: Advanced Object Oriented Programming (CS-245) or consent of instructor.

CS-410 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: Foundations of Computer Science (CS-145) or consent of instructor.

CS-430 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-135) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.

CS-450 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-215) or consent of instructor.

CS-452 Interactive Systems Design

Explores the design, implementation, and evaluation of interactive systems through study of both mainstream and emerging interface technologies. Examines how human cognitive and ergonomic constraints drive the success or failure of technological solutions. Prerequisite: Object Oriented Programming (CS-245) or consent of instructor.

CS-470 Database Systems and Data Management

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. Additional topics include managing unstructured data and data mining techniques. Prerequisites: Computer Science II (CS-135) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.

CS-490 Mobile Computing

A study of the opportunities and constraints associated with developing applications intended to run on mobile platforms. Students learn to utilize several core APIs (e.g. connectivity, location-based services, and multimedia) as they develop and deploy mobile applications. Additional emphasis is placed on user interface design. Prerequisite: Object Oriented Programming (CS-245) 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-215) or consent of instructor.

CS-815 Independent Study

An opportunity for independent and intensive study in computer science. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.

CS-895 Internship in Computer Science

Investigation of a career area related to the student's interest in computer science supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in computer science. Prerequisites: junior standing and consent of department chair.

—CREATIVE WRITING (COLLATERAL MAJOR)

Sodeman (Administrative Coordinator).

The creative writing program (within the English Department) offers instruction in writing fiction, poetry, playwriting, and screenwriting. 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.

Collateral Major in Creative Writing

Concurrent completion of any of the majors listed on p. 12 of the Catalog is required. Students choosing a creative writing major or minor may not select 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. CRW-105 Topics in Creative Writing
2. Two of the following:
 - CRW/THE-200 Beginning Playwriting (The One-Act Play)
 - CRW-280 Poetry Workshop 1
 - CRW-290 Fiction Workshop 1
3. 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
4. Two courses in English (ENG-___) one of which must be ENG-281 or above.
5. 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
6. CRW-505 Manuscript Workshop
7. Senior Reading: a public reading from the final manuscript completed in CRW-505.

Creative Writing Minor

1. CRW-105 Topics in Creative Writing
2. 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
3. One course in English (ENG-__)
4. 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

COURSES IN CREATIVE 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. S/U basis only. May be taken more than once for credit for a maximum of 1.6 credits. (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 course credit may count toward a creative writing collateral major. May be taken more than once 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 taken more than once, 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. 192

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.

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

See also Theatre Arts (THE-300), p. 193

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).

CRW-350 Screenwriting

Survey of multiple modes of writing for moving image productions. May include examination of dramatic narrative screenplay fundamentals such as structure, character, scene development, theme, and story; the documentary treatment, including research, interviewing, and post-production writing; and experimental and multimedia writing. Students develop the tools and vocabulary to analyze their own writing. Screenings of a range of film and video works conducted in class and by assignment. Prerequisite: any CRW- or FLM- course.

WORKSHOPS IN CREATIVE WRITING

Workshops in poetry and fiction usually meet concurrently with 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 taken more than once, 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 administrative coordinator.

CRW-895 Internship in Creative Writing

Exploration of a career area related to Creative Writing. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in 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 administrative coordinator.

For additional writing and journalism courses, see Rhetoric, p. 176.

—DANCE (COURSES ONLY)

Maxwell Rezabek.

COURSES IN DANCE

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)

—ECONOMICS

See p. 83

—EDUCATION

Bevins, Condon, Dabroski, Haynes-Moore, Hayes (Chair), Johnson, Keeley, Lankema, Neilly, Neumann, Wolfe. 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 education department has the responsibility for coordinating the efforts of the College to provide such a program.

Basic college requirements and those for a major area give students a well-rounded general education.

Professional courses in education provide a foundation in principles and practices of teaching. Students gain

practical experience in applying professional and general education through field experiences and, if pursuing licensure, through student teaching in area schools.

Students who successfully complete Coe's 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 Education at Coe*, available from the Education Office, Stuart Hall 409A, and online. The Education Office maintains records regarding Iowa licensure requirements. Students should consult a faculty member in the education department to arrange their respective courses of study.

The 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 Education Program

The education department offers a major in **ELEMENTARY EDUCATION**, a minor in **SECONDARY EDUCATION**, and courses leading to three types of teacher licensure: K-6 classroom (elementary education); 5-12 content area (secondary education) and K-12 "specials" content area (art, music, physical education). 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 Education Program before being allowed to enroll in practicum and methods courses. Admission to Coe College does not guarantee admission to the Education Program. Relevant information related to applying to the Education Program is found in the *Student Guide to Education at Coe*.

Students must be admitted to the 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 Education Program and prior to student teaching. Students who wish to continue in the 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 Education 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 education department.

The Education Committee has responsibility for review of the 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. A grade of "C" (2.0) or higher must be earned in all courses counted toward a major or minor in education and in courses with which students are earning a secondary education endorsement.
3. Performance in education courses taken (determined, in part, by ratings on Teaching Dispositions form)
4. The essay completed on the application form
5. Satisfactory completion of basic skills testing as required by the Iowa Department of Education. (Consult the Education Office for information on the test currently in use and minimum passing scores. Test administration fees are the responsibility of the student.)
6. Other relevant information as provided by the chair and faculty of the education department and comments from faculty in classes the student is enrolled in or has recently taken.

Following consideration and action by the 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 Education at Coe*.

Admission of Graduates of Other Institutions to the Education Program

Subject to review by the Education Committee, Coe may admit to the 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 Education Program at Coe, must complete two additional courses at Coe in the major area, with a grade of "C" (2.0) 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 course work for the elementary education major without student teaching and are advised on supplementary course work to support their goals.

Elementary Education Emphasis in Art

Students should consult the Department Chair for appropriate courses.

Elementary Education Emphasis in Biology

1. BIO-145 Cellular and Molecular Biology
2. BIO-155 & BIO-150 Organismal and Ecological Biology and Laboratory
3. Three courses and associated labs selected from the following:
 - BIO-105 Introduction to Environmental Studies
 - BIO-165 Introduction to Ornithology
 - BIO-175 Field Botany
 - BIO-285 Animal Behavior
 - BIO-385 Natural History of Animals

Elementary Education Emphasis in Business Administration

Students should consult the Department Chair for appropriate courses.

Elementary Education Emphasis in Chemistry

Same as Chemistry Minor. Students who wish to be recommended to teach chemistry at the secondary level must complete the minor.

Elementary Education Emphasis in Computer Science

1. Requirements 1-5 of the Computer Science Minor
2. One additional course in computer science

Elementary Education Emphasis in Economics

Same as the Economics Minor.

Elementary Education Emphasis in English

Same as the English Minor.

Elementary Education Emphasis in French

Same as the French Minor.

Elementary Education Emphasis in German

Same as the German Minor.

Elementary Education Emphasis in History

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. One History course in a non-Western area
6. One elective in History

Elementary Education Emphasis in Mathematics

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-215 Foundations of Advanced Mathematics
4. MTH-265 Linear Algebra
5. MTH-305 Advanced Geometry
6. STA-100 Statistical Foundations (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)

Elementary Education Emphasis in Philosophy

1. Two of the following:
PHL-220 Ancient Greek Philosophy
PHL-230 Medieval Thought: Faith and Reason
PHL-240 Early Modern Philosophy
PHL-335 Late Modern Philosophy
2. Four additional philosophy courses

Elementary Education Emphasis in Physical Education

See Kinesiology, p. 135.

Elementary Education Emphasis in Physics

1. PHY-215 General Physics I & Laboratory –OR– PHY-115 Basic Physics I & Laboratory
2. PHY-225 General Physics II & Laboratory –OR– PHY-135 Basic Physics II & Laboratory
3. PHY-145 Modern Astronomy & Laboratory
4. One of the following:
PHY-125 Electronics & Laboratory
PHY-325 Digital Electronics & Laboratory
5. Two additional physics courses

Elementary Education Emphasis in Political Science

1. POL-108 Introduction to Politics
2. POL-115 American National Government and Politics
3. Four additional political science courses

Elementary Education Emphasis in Psychology

1. PSY-115 Introductory Psychology
2. One term of college level statistics
3. PSY-225 Introduction to Biopsychology
4. Three of the following:
PSY-235 Abnormal Psychology
PSY-305 Developmental Psychology
PSY-335 Social Psychology
PSY-385 Learning and Behavior
PSY-405 Memory and Cognition
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

Elementary Education Emphasis in Religion

1. One of the following:
REL-036 Eastern Religions
REL-048 Western Religions
2. Five additional religion courses

Elementary Education Emphasis in Sociology

Same as the Sociology Minor.

Elementary Education Emphasis in Spanish

Same as the Spanish Minor.

Elementary Education Emphasis in Theatre Arts

Same as the Theatre Arts minor.

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 in the next paragraph.

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 earn at least a 2.7 GPA in the following:

- 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. 142). Music Education students take Practicum in Music Education/Field Study (MU-205) in place of Practicum in Education (EDU-215).

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: 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 Education at Coe*. Students should consult department members for assistance in adding these endorsements to their elementary teaching license.

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.

Iowa Distribution Requirements for all students seeking licensure

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." For elementary education majors, these requirements are met by completing the State of Iowa Distribution requirement listed in the Elementary Education Major section below. While the state's distribution requirements are consistent with Coe's general education requirements, they are not automatically met by these requirements. Education students should consult with their advisors to coordinate this mandate with the selection of courses for general education. See General Education, p 14.

State of Iowa Distribution requirements for elementary education majors:

1. One mathematics course with a prefix of MTH or STA
2. One American History course (See History, p. 128)
3. One of the following:
 - EDU-337 English Language Learners
 - EDU-342 Literature K-12

NOTE: *Not all Coe majors align perfectly with State of Iowa requirements for licensure. Students should check endorsement requirements on the education website, reference the Student Guide to Education at Coe, or consult with a member of the education faculty.*

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.

Completion of a major in **elementary education** requires:

1. All of the following 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 *State of Iowa Distribution Requirements*, p. 104)
One of the following:
A college-approved minor concentration
A six-credit “elementary emphasis” (see p. 102-103.)
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 cumulative GPA of 2.7 or higher for the following professional education courses:
EDU-205 Educational Foundations
EDU-215 Practicum in Education
EDU 219: Educational Technology Lab (0.0 cc)
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-337 English Language Learners or EDU-342 Literature K-12
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.*

Secondary Education Minor

1. All of the following 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 *State of Iowa Distribution Requirements*, p. 104).
Fulfillment of the general licensure grade point requirement (minimum 2.7 cumulative and in the major).
A recommendation by the appropriate department in which licensure is sought.
Completion of a major in one or more teaching fields. Teaching field(s) must be in subjects ordinarily taught in the secondary schools and for which Coe has approval by the Iowa Department of Education.
2. A GPA of 2.7 or higher in the following professional education courses:
EDU-205 Educational Foundations
EDU-215 Practicum in Education
EDU 219: Educational Technology Lab (0.0 cc)
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 K-12 Schools
MU-410 Choral Music Methods **and** MU-415 Instrumental Music Methods for the Choral Teacher (0.5 cc)
MU-420 Instrumental Music Methods **and** MU-425 Choral Music Methods for the Instrumental Tchr. (0.5 cc)
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 Student Teaching in Art, Music or Physical Education: Grades 5-12
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.

Student Teaching

Permission to student teach requires approval of the 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 Education Office.

When an application for permission to student teach is considered, the student's standing in the 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 education department faculty.

Student teaching is the culminating experience of the 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 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 Student Teaching in Art, Music or Physical Education: Grades K-8
EDU-985 Student Teaching in Art, Music or Physical Education: Grades 5-12
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 Education Program and meet requirements for student teaching.

Students participating in the Ninth-Term/Fifth-Year Programs are eligible for a 60% discount on full-time tuition, if the following criteria are met: 1) the student must be in good standing with the college (not on academic probation); 2) the student must be registered as a full-time student; 3) the student must have completed 32 course credits, sixteen of which were taken at Coe; and 4) the student must not have previously received the age discount. Students who have satisfactorily completed four years of full-time registration at Coe may also apply for this reduction. Students continue to be eligible to apply for student loans and any available federal and state

government grants. This reduction can only be given for a maximum of two terms and applies only to regular full-time tuition charges for undergraduate campus-based programs. Applications for tuition reduction are available from the Education Office.

Exemptions from these requirements may be granted in unusual circumstances with the approval of the Provost and Dean of the Faculty and the education department chair. A written request for such consideration, detailing the circumstances and rationale, should be made to the education department chair.

COURSES IN 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 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 Education Program and Educational Foundations (EDU-205) or consent of department chair.

EDU-219: Educational Technology Lab

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

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 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 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 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 Education Program or consent of department chair. (Offered Fall Term)

EDU-337 English Language Learners

An introduction to the issues of language and literacy acquisition for English Language Learners. This class includes a focus on oral communication and K-12 literature. It is appropriate for teachers of non-native English students and international teaching of English. Prerequisite: sophomore standing or consent of instructor.

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 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 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 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 Education Program, Teaching Language Arts (K-6) (EDU-345), Teaching Reading (EDU-355), and Content Area Literacy and Language (EDU-332).

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-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 K-12 Schools

A study of the methods of foreign language instruction in elementary and secondary schools, 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. May be taken for an X status grade with consent of instructor prior to registration.

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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.

EDU-895 Internship in Education

Exploration of a career area related to schools supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. A reflective paper analyzing the experience is required. May be completed during any term in which schools are in session. May include teaching, administrative, and/or counseling duties. S/U basis only. This course does not satisfy any of the requirements of the Education Program. Prerequisites: Educational Foundations (EDU-205) and consent of department chair.

—ENGLISH

Aspengren, Colville, Golden, Hausknecht, Naick, Salesses, Shaw, Sodeman (Chair), Twemlow.

The study of English allows students to explore a wide range of literary and cultural productions from varied parts of the world. Our courses develop habits of mind that are fundamental to liberal education, including the ability to read critically, to think creatively, and to write clearly and with verve.

In consultation with their advisors, English majors are able to design personalized programs of study that attend to the historical and geographical range of literatures in English. Students considering graduate work in literature should consult with English faculty to plan a rigorous course of study that would typically include an honors thesis and coursework in a foreign language.

English Major

1. ENG-101 Introduction to Literary Studies: The Art of Reading and Writing
2. ENG-281 Literatures in English to 1800
3. ENG-291 Literatures in English after 1800
4. ENG-301 The Art of Literary Research
5. Three English courses numbered 305 or above, one of which must be in British literature before 1800.
6. Two additional English course credits, one of which may be in Creative Writing or in French, German, or Spanish literature in translation (FRE-145, FRE-146, FRE-148, GER-148 or SPA-148).
7. ENG-701-Seminar in Literature or ENG-707 Seminar in Literature: United States Pluralism

English Minor

The minor in English consists of five course credits, including Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) and two English courses numbered 300 or above. One course in Creative Writing (CRW-) or in French, German, or Spanish literature in translation (FRE-145, FRE-146, FRE-148, GER-148, or SPA-148) may count toward the five course credits.

—COURSES IN LITERATURE

ENG-101 Introduction to Literary Studies: The Art of Reading and Writing

Study of selected works of fiction, poetry, and drama with an emphasis on close reading and expository writing. This course introduces terms and skills necessary for further literary study.

ENG-115 The Classical Tradition

Study of ancient Greek, Roman, or other classical literature, read in translation. This course focuses on the diverse genres of classical literature, including epic, lyric, and drama, while attending to its continuities with medieval continental literature.

ENG-116 Human Rights and Literature

Study of literary works that represent and reimagine issues of human rights in the twentieth and twenty-first centuries.

ENG-117 Asian American Literature

Reading and discussion of literature by Asian Americans and an introduction to its literary, cultural, and historical context.

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-186 Gender and Literature: Non-Western Perspectives

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

ENG-187 Gender and Literature: United States Pluralism

Examination of a particular author, theme, region, or genre in the context of gender and sexuality studies. Course focuses on topics related to United States pluralism, such as American Women Writers or Gender and Race in American Literature.

ENG-188 Gender and Literature: Diverse Western Perspectives

Examination of a particular author, theme, region, or genre in the context of gender and sexuality studies. Course focuses on topics related to Western cultural diversity, such as Gender Identity in Literature, Renaissance Women Writers, Women's Autobiography.

ENG-201 Ancient Mythology

Study of the myths of the ancient Greeks and Romans, while briefly touching on their Near Eastern predecessors as a way of investigating the character of myth and the purpose it plays in society. We examine these myths not only through the ancient texts, but by studying theoretical models and approaches to mythology.

ENG-216 Introduction to Postcolonial Literature

Study of twentieth-century prose and poetry arising out of the cultural, social, economic, and legal harms of imperialism and colonization.

ENG-246 Global Anglophone Literature

Exploration of literatures in English arising from nations, regions, or persons beyond Britain and the U.S., with primary emphasis on the twentieth and twenty-first centuries. May include relevant writings on imperialism, postcolonialism, and emigration.

ENG-267 African American Literature

See also African American Studies (AAM-267), p. 51

Reading and discussion of the writings of African Americans, with emphasis on the twentieth century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different.

ENG-275 Contemporary Literature

Study of American or British literature from 1945 to the present.

ENG-281 Literatures in English to 1800

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

ENG-291 Literatures in English after 1800

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

ENG-301 The Art of Literary Research

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

ENG-327 Literature of the American Renaissance

Study of literature from 1830 to the Civil War or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-105) or consent of instructor.

ENG-337 American Realism and Naturalism

Study of literature from the Civil War to World War I, or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-10X) or consent of instructor.

ENG-347 Studies in Modern or Contemporary American Literature

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

ENG-367 Studies in African American Literature

See also African American Studies (AAM-367), p. 51

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

ENG-415 Studies in European Literature

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

ENG-416 Studies in Global Anglophone Literature

Focused study of selected works in English arising from nations, regions, or persons beyond Britain and the U.S., including ethnic minority and indigenous communities. This course explores the legacies and effects of postcolonialism and globalization in relation to issues of race, gender, religion, and economic inequality. May focus on writers from one particular region or may take a comparative global approach. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

ENG-418 Studies in Transatlantic Literature

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

ENG-445 The Age of Chaucer

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

ENG-455 Shakespeare: Comedies and Romances

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

ENG-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. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

ENG-475 British Renaissance Literature

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

ENG-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. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

ENG-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. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

ENG-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, and Wilde. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

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: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

ENG-525 Studies in Modern or Contemporary British Literature

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

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-701 Seminar in Literature

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

ENG-707 Seminar in Literature: United States Pluralism

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

ENG-815 Honors Research

Development and completion of an honors thesis under the direction of a faculty member of the department. Normally taken in Fall Term of the senior year for an X status grade. Prerequisites: Seminar in Literature (ENG-701) or Seminar in Literature: United States Pluralism (ENG-707) 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. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in English, but with consent of rhetoric department chair, one credit from an appropriate internship may satisfy the requirements for a minor in writing. Prerequisites: junior standing and consent of department chair.

—ENVIRONMENTAL SCIENCE (COLLATERAL MAJOR)

St. Clair, Sanchini (Administrative Coordinators).

Collateral Major in Environmental Science

Concurrent completion of a primary major in biology or chemistry is required.

1. One of the following combinations:

Biology majors:

MTH-135 Calculus I

BIO-535/ -530 Environmental Microbiology and Lab.

or

Chemistry majors:

MTH-145 Calculus II

PHY-215/-210 General Physics I & Laboratory

PHY-225/-220 General Physics II & Laboratory

CHM-412/ -412L Environmental Analysis and Lab. **or** BIO-535/-530 Environmental Microbiology and Lab.

2. BIO-295/ -290 Spatial Ecology and Laboratory

3. CHM-221 Organic Chemistry I

4. CHM-211/ -211L Analytical Chemistry and Laboratory

5. Two of the following with the associated laboratories:

BIO-115 Marine Biology

BIO-165 Introduction to Ornithology

BIO-175 Field Botany

BIO-185 Entomology

BIO-275 Aquatic Ecology

BIO-385/ -380 Behavior and Ecology of Vertebrates

BIO-505/ -500 Ecology

BIO-515/ -510 Microbiology

CHM-411 Advanced Analytical Chemistry

CHM-805 Independent Study

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 (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)

STA-100 Statistical Foundations (7 weeks) **and** STA-130 Experimental Design (7 weeks)

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

—ENVIRONMENTAL STUDIES (COLLATERAL MAJOR)

St. Clair (Administrative Coordinator).

The Environmental Studies Major is a collateral, interdisciplinary program which requires students to study environmental issues using the techniques and perspectives from a variety of academic disciplines.

In the sophomore or junior year, a student intending to complete an environmental studies collateral submits a proposal to the Environmental Studies administrative coordinator, outlining the plan of study for the major and describing plans for independent research, internship, or off-campus study. Students seeking this collateral major should submit this document prior to enrollment in EVS-515 Topics in Environmental Studies.

In addition to the requirements listed below, before undertaking a practicum experience, each student is strongly encouraged to consult with the Environmental Studies administrative coordinator to identify a practicum experience that supports his or her study of environmental issues.

Students choosing a collateral major in environmental studies may not select the collateral major in environmental science.

Collateral Major in Environmental Studies

Concurrent completion of any of the majors listed on p. 12 of the Catalog is required.

1. BIO-105 Introduction to Environmental Studies
2. BIO-155/ -150 Organismal and Ecological Biology **and** Laboratory
3. ECO-205 Principles of Macroeconomics
4. ECO-245 Principles of Environmental Economics
5. One of the following:
 - BUS-299 Environmental Law and Policy
 - PHL-205 Environmental Ethics
6. One of the following:
 - BUS-240 Statistical Analysis
 - BUS-340 Applied Regression Analysis
 - PSY-301 Statistical Methods and Data Analysis
 - SOC-235 Methods of Sociological Research
 - STA-100 Statistical Foundations (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)
 - STA-100 Statistical Foundations (7 weeks) **and** STA-130 Experimental Design (7 weeks)
 - STA-315 Probability and Statistics I
7. EVS-515 Topics in Environmental Studies
8. Four courses to be chosen as indicated from the three lists below. Courses with a substantial focus on environmental content and relevant to a student's particular course of study may be substituted to fulfill this category, subject to prior approval by the Environmental Studies administrative coordinator.
 - a. One or more of the following **Natural Science** courses:
 - BIO-165 Introduction to Ornithology
 - BIO-175 Field Botany
 - BIO-185 Entomology
 - BIO-285 Animal Behavior (**NOTE: Taught at the Wilderness Field Station**)
 - BIO-295/ -290 Spatial Ecology and Laboratory
 - CHM-011 Selected Concepts in Chemistry **or** CHM-101/-101L General Chemistry I and Laboratory
 - b. One or more of the following **Social Science** courses:
 - BUS-137 Environmental Law: The Wilderness Act and the Battle for the Boundary Waters
 - BUS-270 Business Sustainability and the Environment
 - BUS-299 Environmental Law and Policy (if not used to satisfy #5)
 - ECO-155 The Economics and Ethics of Alternative Energies
 - ECO-215 Principles of Microeconomics
 - POL-115 American National Government and Politics
 - POL-386 International Development
 - SOC-328 Urban Sociology
 - c. One or more of the following **Humanities** courses:
 - PHL-205 Environmental Ethics (if not used to satisfy #5)
 - RHE-335 Writers Colony (when topic is appropriate to major)
 - RHE-345 Nature Writing
 - RHE-357 Environmental Rhetoric

COURSES IN ENVIRONMENTAL STUDIES

BUS-270 Business Sustainability and the Environment

Examines the global trend of the increasing attention organizations are giving to environmental and sustainability issues, including evaluation of successful business practices being pursued by leading corporations. Consideration is given to why and how corporations are embracing such trends. Topics covered include eco-labeling, corporate environmental strategies, NGO-business partnerships, and emerging markets for environmental goods and services. Significant attention is given to global warming concerns and the emerging strategies for measuring and reducing the carbon footprint of business.

BUS-299 Environmental Law and Policy

An introduction to the law and surrounding policies pertaining to environmental issues such as pollution, population, economic growth, and energy. The course focuses on the analysis of existing federal statutory efforts, such as the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and the Resource Conservation and Recovery Act. Attention is also given to environmental enforcement issues and the role of the regulatory agency. This course does not satisfy any of the requirements for a major in business administration.

ECO-245 Principles of Environmental Economics

An introduction to the economics of the environment and natural resource allocation. This course is focused on optimal resource allocation and the problems associated with externalities and public goods in the context of a market economy. Environmental issues and policy are analyzed using standard economic models. This course may be used to satisfy the requirements for a major in Environmental Studies but does not satisfy any of the requirements for a major or minor in economics. Prerequisite: Principles of Macroeconomics (ECO-205).

EVS-515 Topics in Environmental Studies

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

—FILM STUDIES

Golden (Administrative Coordinator)

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

Film Studies Major

A major in film studies requires ten courses taken from each of the three disciplines represented in the major.

1. ART-170 Movement
2. FLM-105 Introduction to Film
3. FLM-300 Film Analysis
4. FLM-325 Film History
5. FLM-815 Independent Project in Film
6. Five courses chosen from the following, in consultation with the Film Studies administrative coordinator. At least two of the courses must be completed at the 300 level or above, and no more than two courses may be selected with the same prefix.
 - ART-145 Illuminated Pixels
 - ART-155 Photography: Light Writing
 - ART-203 SpaceTime
 - CRW/THE-200 Beginning Playwriting (The One-Act Play)
 - CRW-350 Screenwriting
 - Five terms of FLM-010 Film Festival (0.2 cc)
 - FLM-250 Film Topics
 - FLM-256 Film Topics: Non-Western Perspectives
 - FLM-257 Film Topics: United States Pluralism
 - FLM-258 Film Topics: Diverse Western Perspectives
 - FLM-455 Advanced Topics in Film
 - FLM-705 Seminar in Film
 - FLM-895 Internship in Film
 - MU-140 Film Music

MU-195 Electronic Music
 THE-130 Technical Production 1
 THE-140 Design for the Stage
 THE-290 Directing I
 THE-430 Lighting Design
 THE-440 Scene Design
 THE-480 Costume Design
 THE-490 Directing II

Film Studies Minor

A minor in film studies requires six courses chosen in consultation with the Film Studies administrative coordinator.

1. ART-170 Movement
2. FLM-105 Introduction to Film
3. FLM-300 Film Analysis
4. FLM-325 Film History
5. One of the following:
 ART-145 Illuminated Pixels
 ART-155 Photography: Light Writing
 CRW/THE-200 Beginning Playwriting (The One-Act Play)
Five terms of FLM-010 Film Festival (0.2 course credit)
 FLM-250 Film Topics
 FLM-256/ -257/ -258 Film Topics
 MU-140 Film Music
 MU-195 Electronic Music
 THE-130 Technical Production I
 THE-140 Design for the Stage
 THE-290 Directing I
 THE-430 Lighting Design
 THE-440 Scene Design
 THE-480 Costume Design
6. One of the following:
 ART-203 SpaceTime
 CRW/THE-300 Advanced Playwriting (The Full-Length Play)
 CRW-350 Screenwriting
 FLM-455 Advanced Topics in Film
 FLM-705 Seminar in Film
 FLM-895 Internship in Film
 THE-490 Directing II

COURSES IN FILM STUDIES

FLM-010 Film Festival

An activity course in which students see a group of related films. S/U basis only. May be taken more than once for credit for a maximum of 1.0 credit. This course does not satisfy the College's general education fine arts core group requirement. (0.2 course credit)

FLM-105 Introduction to Film

Provides an historical understanding of film art as well as a basic critical perspective. This course surveys basic technical elements of film as well as major genres and cultural themes. Students view a wide spectrum of film and are introduced to the special vocabulary associated with film.

FLM-250 Film Topics

Includes a brief introduction to film analysis, but focuses on a specific topic such as: adaptations, a genre, a period, an individual director, a studio. May be taken more than once, with consent of instructor, provided the topics are substantially different.

FLM-256 Film Topics: Non-Western Perspectives

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

FLM-257 Film Topics: United States Pluralism

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

FLM-258 Film Topics: Diverse Western Perspectives

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

FLM-300 Film Analysis

Provides practice in the application of major film theories. Subject areas include *auteur* theory, genre theory, image and montage, narrative form, and digital technologies. Prerequisite: Introduction to Film (FLM-105) or consent of the Film Studies administrative coordinator.

FLM-325 Film History

Familiarizes students with the history of film from the beginning to the present. Additional viewing time outside of class is required.

FLM-350 Advanced Topics in Film

Advanced study of a selected topic or method in cinematic production. Example topics: Documentary, Interactive Multimedia, Motion Graphics, Advanced Editing, Producing, and Directing. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Introduction to Film (FLM-105) and Movement.

FLM-705 Seminar in Film

Work in an advanced topic in film analysis. Prerequisite: Film Analysis (FLM-300)

FLM-815 Independent Project in Film

Independent study on an advanced film project chosen by the student, under the direction of a faculty member of the department. With consent of instructor prior to registration, may be taken for an X status grade. May be taken more than once for credit. A maximum of one course credit may count toward a film studies major. Prerequisite: Film Analysis (FLM-300) (Offered by arrangement)

FLM-895 Internship in Film

An internship with a focus on film production. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisite: junior standing and consent of the Film Studies administrative coordinator.

—FRENCH / FRENCH STUDIES

Agostini-Corbett, Janca-Aji.

French Major

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

Students who major in French complete a minimum of eight courses in French beyond Intermediate French II (FRE-225). French Literature in Translation (FRE-145,-146,-148) or France and the Francophone World (FRE-158) may be taken as one of the eight. French Composition and Conversation (FRE-315), Introduction to French Literature (FRE-335), and History of French: Language and Culture (FRE-345) are required unless equivalent courses are taken during a study abroad program. One 300- or 400-level course in French must be taken in the senior year. 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. A short exit exam and interview is required during the final term before graduation.

French Minor

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

The minor in French consists of a minimum of four courses beyond Intermediate French II (FRE-225), including French Composition and Conversation (FRE-315), and either Introduction to French Literature (FRE-335) or History of French: Language and Culture (FRE-345), although both are strongly encouraged. French Literature in Translation (FRE-145,-146,-148) or France and the Francophone World (FRE-158) may be taken as one of the four. A short exit exam and interview is required during the final term before graduation.

French Studies Major

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

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. A short exit exam and interview is required during the final term before graduation.

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 centering on a theme, genre, time period, or author. Students preparing a French major or minor must write a paper in French. Taught in English.

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

Same as French Literature in Translation (FRE-145) except selected works focus on francophone writers from Africa, Asia, or the Caribbean.

FRE-148 French Literature in Translation: Diverse Western Perspectives

Same as French Literature in Translation (FRE-145) except selected works focus on diverse Western perspectives: women's writing, gay and lesbian literature, or Québécois literature.

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. Prerequisite: Intermediate French I (FRE-215) or consent of instructor.

NOTE: *FRE-225 is also designed for students with 2-4 years of high-school French but not yet ready for FRE-315.*

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 be followed by Introduction to French Literature (FRE-335) or History of French: Language and Culture (FRE-345), in the following term. Prerequisite: Intermediate French II (FRE-225) or consent of instructor.

FRE-335 Introduction to French Literature

Close reading and critical analysis of different genres of literary texts through discussion, performance, and imitation. Students learn to use literary theory, to write, revise, and edit longer papers, and to develop their own creative voices in French. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.

FRE-345 History of French: Language and Culture

Investigates the interrelated developments of French language, history, thought, and the arts to provide a solid foundation for the study of literature and culture. Films, performances, and a trip to a major art museum are required aspects of the course. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.

FRE-405 Topics in Genre Studies

A course focusing on the development of and diversity within genres of French Literature. Topics, which vary from term to term, include: Reinventing the Novel, Poetry and Performance, The Art of the Tale, Novels and their Film Adaptations. May be taken more than once for credit for a maximum of 3.0 credits. Prerequisite: Introduction to French Literature (FRE-335) or History of French: Language and Culture (FRE-345).

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

Closely examines texts for public performance that 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 their own subversive texts. Prerequisite: Introduction to French Literature (FRE- 335) or History of French: Language and Culture (FRE-345).

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 (FRE-335) or History of French: Language and Culture (FRE-345).

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 (FRE-335) or History of French: Language and Culture (FRE-345).

FRE-446 Colonial and Multicultural Narratives

A study of the history of "la francophonie" in terms of France's colonial experiments, and their literary legacies, and current issues of immigration and multiculturalism. Includes novels and films from France, Cameroon, Senegal, Canada, Morocco, and Martinique. Prerequisite: Introduction to French Literature (FRE- 335) or History of French: Language and Culture (FRE-345).

FRE-452 Advanced Language Skills and Translation Workshop

Focus on improving linguistic skills and deepening understanding of how French is used in a variety of contexts and media through intensive practice translating from and into French. May be taken more than once for credit for a maximum of 3.0 credits. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.

FRE-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: Writing and Painting in 19th-century Paris, Contemporary Writing in French, Postcolonial Lives. May be taken more than once for credit for a maximum of 3.0 credits. Prerequisite: Introduction to French Literature (FRE- 335), or History of French: Language and Culture (FRE-345).

FRE-815 Independent Study

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

FRE-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 more than once for credit. Prerequisite: Introduction to French Literature (FRE-335) or consent of instructor.

FRE-895 Internship in French

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

—**GENDER AND SEXUALITY STUDIES (COLLATERAL MAJOR)**

Janca-Aji (Administrative Coordinator).

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

Collateral Major in Gender and Sexuality Studies

Concurrent completion of any of the majors listed on p. 12 of the Catalog is required.

1. GS-107 Introduction to Gender and Sexuality Studies
2. GS-327 Theory and Methods in Gender and Sexuality Studies
3. GS-405 Gender and Sexuality 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:
 - ARH-107 Gender and Art
 - COM-357 Sex, Race, and Gender in the Media
 - ENG-187/ -188 Gender and Literature: United States Pluralism
 - FRE-438 Women in French (taught in French)
 - GER-445 Race, Class and Gender (in German)
 - GS-207 Dress, Gender, and Identity
 - GS-216 Gender in the Non-Western World
 - GS-247 Gender and Sexuality Studies Symposium
 - GS-387 Topics in Gender and Sexuality Studies
 - 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
 - SOC-417 Sociology of Sex & Sexuality
 - THE-288 History of Dress
 - b. One or more courses from the following lists of component courses to bring the total number of elective courses to seven:
 - COM-236 Intercultural Communication
 - COM-237 Interpersonal Communication
 - EDU-387 Human Relations
 - ENG-485 Restoration and Eighteenth-Century British Literature
 - ENG-515 The Nineteenth-Century British Novel
 - RHE-277 Cultural Studies
 - SOC-207 Sociology of the Family
 - c. When topic is appropriate, as determined by Gender and Sexuality Studies administrative coordinator:
 - ENG-125/ -127/ -128 Exploring Literature
 - ENG-347 Studies in Modern or Contemporary American Literature
 - ENG-701 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 Advanced Topics in Religion
 - RHE-407 Topics in Communication Studies: United States Pluralism
 - SOC-425 Social Change

Gender and Sexuality Studies Minor

1. GS-107 Introduction to Gender and Sexuality Studies
2. GS-327 Theory and Methods in Gender and Sexuality Studies
3. GS-405 Gender and Sexuality Studies Capstone
4. At least two courses from list 4a above for the collateral major.
5. 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 AND SEXUALITY STUDIES

GS-107 Introduction to Gender and Sexuality Studies

An examination of the ways in which societies shape our notions of gender, including, but not limited to, how class, race, and sexual orientation influence this process. Topics for lecture, discussion, and readings are selected by the instructor and are drawn from a variety of academic fields.

GS-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.

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-247 Gender and Sexuality Studies Symposium

Specific topics vary from year to year. The course may include films, guest speakers, participation in a service-learning or oral history project, and field trips. May be taken more than once, provided the topics are substantially different. Prerequisite: Introduction to Gender and Sexuality Studies (GS-107) or consent of instructor.

GS-327 Theory and Methods in Gender and Sexuality Studies

Offers a thorough introduction to critical theories and methods in feminist and queer studies with particular emphasis on historical foundations, questions of power and discourse, intersectionalities, and global perspectives. A research project using feminist or queer theory is required. Prerequisite: Introduction to Gender and Sexuality Studies (GS-107) and completion of one elective that counts toward a Gender and Sexuality Studies major. (Offered Spring Term, alternate years)

GS-387 Topics in Gender and Sexuality Studies

Focuses on specific authors, events, or issues in feminist, queer, and masculinity studies. May be taken more than once, provided the topics are substantially different. Prerequisite: Introduction to Gender and Sexuality Studies (GS-107) or consent of instructor.

NOTE: *Students are encouraged to complete Theory and Methods in Gender and Sexuality (GS-327) before enrolling in GS-387.*

GS-405 Gender and Sexuality Studies Capstone

Integrates skills and methods acquired through Gender and Sexuality Studies course work and requires that the student make a public contribution to the community. During the course of the term, the student: 1) EITHER completes a self-designed project OR participates in a group oral history project that studies issues of gender and/or sexuality at Coe; 2) participates in a specified number of related campus or community events, with either direct involvement in or written response to each; and 3) presents a public capstone project. Participation by consent of directing faculty member after submission and acceptance of proposal for project to the Gender and Sexuality Studies administrative coordinator. Prerequisites: completion of three courses required for the Gender and Sexuality Studies major and previous or concurrent enrollment in Theory and Methods in Gender and Sexuality Studies (GS-327).

NOTE: *Students are encouraged to meet with the Gender and Sexuality Studies administrative coordinator the term prior to enrolling in GS-405.*

—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.

General Science Major

Students choosing a collateral major in the natural sciences or Neuroscience may not select the major in General Science.

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

A major in general science requires a minimum of thirteen course credits from the natural science areas of biology, chemistry, mathematics, and physics. At least seven of these 13 course credits must be above the introductory level and at least two course credits must be in biology.

1. Six course credits in one of the four natural science areas
2. Five course credits in a second natural science field (or mathematics through Linear Algebra (MTH-265))
3. Two course credits in a third natural science field

Satisfactory completion of comprehensive requirements in each of the major areas.

—GERMAN / GERMAN STUDIES

Carlson, Chaimov (Chair).

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" (2.0) or higher must be earned in all courses counted toward a major in German.

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" (2.0) or higher must be earned in all courses counted toward a minor in German.

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

German Studies Major

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

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

A course dealing with the picture of human activity and values given in foreign short stories, novels, films, and other works of art, as well as in historical documents and the like. It celebrates and explores the special character of a national or ethnic identity with reference to either the French-speaking world, Spain and/or Latin America, Germany, Asia, or the world of Greek and Roman antiquity. Topics vary from year to year. Taught in English.

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), 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. May be taken for an X status grade with consent of instructor prior to registration. 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. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in German. Prerequisites: junior standing and consent of department chair.

—GREEK (COURSES ONLY)

Langseth.

COURSES IN GREEK**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-155 Latin/Greek Origins of Medical Terminology

Examines the origins of contemporary medical terminology, in part by studying the development of a distinct technical vocabulary, with historical roots in the Greco-Roman, Arabic, and Modern-European worlds, which developed as physicians discovered distinct ways of communicating both with their patients and with each other.

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.

—HISTORY

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

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

History Major

1. Four courses in one of these two combinations:
HIS-115 The History of Western Civilization to 1500
HIS-125 The History of Western Civilization Since 1500
HIS-145 History of the United States to 1865 **or** HIS-155 History of the United States Since 1865
One additional U.S. History course
or
HIS-145 History of the United States to 1865
HIS-155 History of the United States Since 1865
HIS-115 The History of Western Civilization to 1500 **or** HIS-125 The History of Western Civ. Since 1500
One additional European History course
2. HIS-205 The Historian's Craft
3. One of the following:
HIS-136 East Asian Civilization
HIS-246 History of Modern China
HIS-256 History of Modern Japan
4. One of the following:
HIS-725 Seminar in American History I
HIS-735 Seminar in American History II
5. One of the following:
HIS-715 Seminar in Ancient History
HIS-745 Seminar in Modern European History
HIS-756 Seminar in Modern East Asian History
6. Three additional history courses

NOTE: *With departmental approval, successful completion of the ACM Newberry Seminar: Research in the Humanities Program off-campus study experience may be used to satisfy either #4 or #5 above.*

History Minor

- One of the following combinations:
HIS-115 The History of Western Civilization to 1500
HIS-125 The History of Western Civilization Since 1500
One course in United States history
One course in Asian history
Two additional history courses approved by the department
or
HIS-145 History of the United States to 1865
HIS-155 History of the United States Since 1865
One course in European history
One course in Asian history
Two additional history courses approved by the department

COURSES IN HISTORY

EUROPEAN 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-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-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-328 Modern France

An examination of the major political, cultural, and social developments in France from the end of the French Revolution to present day, with an emphasis on the changes and shifts in French national identity and global relations.

HIS-338 The French Revolution

An investigation of the origins and course of the French Revolution from the Ancien Regime to 1815. The course covers the Enlightenment, the collapse of the *Ancien Regime*, the opening of the Revolution, the Terror, and Napoleon.

HIS-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.

HIS-378 The World at War

An upper-level course that takes a global approach to the more than thirty years of warfare which comprise World War I, World War II, and the inter-war period. Focus is on political, cultural and social effects through a study of historical documents, period literature, and film.

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, and the Protestant and Catholic Reformations.

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-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.

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 1603-1815 with emphasis on the English Revolutions, the age of Absolute Monarchy, the Enlightenment, the decline of the *Ancien Regime*, the French Revolution, the Napoleonic era, and concluding with the Congress of Vienna.

U.S. HISTORY**ECO-457 U.S. Economic History**

See Economics, p. 86

HIS-145 History of the United States to 1865

A survey of relations between indigenous, European, and African peoples in places that would become the United States from the colonial era through the Civil War. Topics include European colonization; indigenous resistance; racial slavery; the American Revolution and creation of the United States; westward territorial expansion; and the Civil War.

HIS-155 History of 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-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.

HIS-227 The American Civil War

An examination of the causes, course, and consequences of the American Civil War. Topics include slavery; emancipation; race relations; roles of diverse Americans in the conflict; political issues; military strategies; trials and triumphs of Reconstruction; and legacies of the conflict.

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-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-347 African American History

An examination of changes and continuities in the lives of African Americans from the colonial era to the present. Emphases include the origins and evolving nature of slavery, race, and racism; development of African-American culture, individual struggles for freedom and civil rights; migrations; segregation; and large-scale movements for social and political change.

HIS-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.

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-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-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.

ASIAN HISTORY

HIS-136 East Asian Civilization

A survey of East Asian civilization with primary emphasis on China, Japan and Korea, from each nation's origins to 1700. Particular attention is paid to cultural and political factors.

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-286 Modern Middle East

A survey of recent history of the Middle East, from the 1800s to the present with an emphasis on the 20th century. Course focuses on the Middle East in its global interactions.

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)

METHODS AND RESEARCH

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-715 Seminar in Ancient History

An intensive reading and research seminar on a selected topic in the history of the ancient world. Prerequisite: The Historian's Craft (HIS-205) and junior standing.

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: The Historian's Craft (HIS-205) and junior standing.

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: The Historian's Craft (HIS-205) and junior standing.

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. Prerequisite: The Historian's Craft (HIS-205) and junior standing.

HIS-756 Seminar in Modern East Asian History

An intensive reading and research seminar on selected topics in the 19th- and 20th-century history of China, Japan and Korea. Prerequisite: The Historian's Craft (HIS-205) and junior standing.

OTHER HISTORY COURSES

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-815 Independent Study

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

HIS-895 Internship in History

Part-time work experience for one term in a history-related field supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in history. Prerequisites: junior standing and consent of department chair.

—HUMANITIES (COURSES ONLY)

COURSES IN HUMANITIES

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.

—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 (Provost).
4. An interdisciplinary major may include an internship.

INT-895 Interdisciplinary Internship

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

—INTERNATIONAL BUSINESS

Students majoring in business administration have two options: the **BUSINESS ADMINISTRATION** major (see p. 75) and the **INTERNATIONAL BUSINESS** major. The international business major is designed to prepare students for specific challenges related to operating an organization in an international context. Because of significant overlap in the business administration and the international business requirements, only one of the two majors may be elected by a student.

International Business Major

1. BUS-205 Principles of Accounting I
2. ECO-205 Principles of Macroeconomics
3. ECO-215 Principles of Microeconomics
4. BUS-240 Statistical Analysis
5. One of the following:
 - BUS-245 Human Resource Management
 - BUS-275 Principles of Management
6. BUS-315 Business Law I
7. BUS-446 International Business Management
8. One of the following:
 - BUS-466 Advanced Topics Marketing: Non-Western Perspectives
 - ECO-336 Divergent Economic Growth
 - ECO-436 Economic Development
 - ECO-446 International Economics
9. ECO-495 International Finance
10. Two courses in foreign language numbered 115 or above
11. One of the following:
 - A semester abroad
 - A May Term abroad
 - A capstone project in international business, supervised by a member of the business faculty

—INTERNATIONAL ECONOMICS

Students majoring in economics have two options: the **ECONOMICS** major (see p. 83) and the **INTERNATIONAL ECONOMICS** major. The international economics major is designed to allow students who are interested in international studies to explore issues of development, growth, and international finance, using the tools of economic analysis. Because of significant overlap in the economics and the international economics requirements, only one of the two majors may be elected by a student. Students majoring in economics or international economics may not minor in either economics or international economics.

International Economics Major

1. ECO-205 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. ECO-336 Divergent Economic Growth
4. ECO-405 Intermediate Macroeconomics
5. ECO-415 Intermediate Price Theory
6. ECO-436 Economic Development
7. ECO-446 International Economics
8. ECO-495 International Finance
9. ECO-525 Econometrics
10. Two courses in foreign language numbered 115 or above
11. One of the following:
 - A semester abroad
 - A May Term abroad
 - A capstone project in international economics, supervised by a member of the economics faculty

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

International Economics Minor

1. ECO-205 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. ECO-336 Divergent Economic Growth
4. ECO-436 Economic Development
5. ECO-446 International Economics
6. ECO-495 International Finance

—INTERNATIONAL STUDIES

Chaimov (Administrative Coordinator).

International Studies Major

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

1. IS-116 Introduction to International Studies
2. ANT-116 Cultural Anthropology
3. POL-258 World Politics
4. ECO-205 Macroeconomics
5. Two foreign language courses, intermediate or advanced, in the same language
6. A term-long study abroad experience, subject to prior approval by the International Studies program committee.
7. IS-800 International Studies Colloquium

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

International Studies Major — The Global South track

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

1. Seven international studies core courses (See above.)
2. ECO-215 Microeconomics
3. Two courses to be chosen as indicated from the two lists below.
 - a. One of the following:
 - ECO-436 Economic Development **or**
 - Subject to prior approval by the International Studies administrative coordinator:
 - ECO-336 Divergent Economic Growth
 - ECO-446 International Economics
 - b. One of the following:
 - POL-386 International Development **or**
 - Subject to prior approval by the International Studies administrative coordinator:
 - POL-310 International Organizations
4. Two or more additional courses from either the courses under #3 or any of the following, subject to prior approval by the International Studies administrative coordinator. (Not more than one of these two courses can be from political science and not more than one of these two courses can be from economics.). At least one course must be completed at the 300 level or above.
 - ANT-226/ -426 Topics in Anthropology
 - GS-216 Gender in the Non-Western World
 - HIS-246 History of Modern China
 - HIS-286 Modern Middle East
 - HIS-316 Topics in History: Non-Western Perspectives
 - HIS-368 Latin America
 - IS-316 Topics in International Studies: Non-Western Perspectives (when appropriate)
 - POL-266 Latin American Politics
 - POL-276 African Politics
 - POL-286 Asian Politics

International Studies Major — International Relations track

International Relations combines theoretical approaches to and empirical knowledge of state and non-state actors, power, and international structures.

1. Seven international studies core courses (see p. 132)
2. POL-108 Introduction to Politics
3. POL-310 International Organizations
4. Three courses to be chosen as indicated from the two lists below. No more than two of these three courses can be completed in the Political Science department.
 - a. One of the following:
 - HIS-217 The American War in Vietnam
 - HIS-246 History of Modern China
 - HIS-256 History of Modern Japan
 - HIS-368 Latin America
 - POL-266 Latin American Politics
 - POL-276 African Politics
 - POL-286 Asian Politics
 - POL-298 European Politics
 - b. Two of the following:
 - ANT-226/ -426 Topics in Anthropology (when appropriate)
 - ECO-446 International Economics
 - ECO-495 International Finance
 - HIS-286 Modern Middle East
 - HIS-495 U.S. Diplomatic History
 - HIS-535 Recent American History II
 - IS-315, IS-316 Topics in International Studies (when appropriate)
 - POL-305 Terrorism
 - POL-365 American Foreign Policy
 - POL-386 International Development
 - POL-398 Religion and World Politics

International Studies Major — Global Cultural Studies

Global Cultural Studies emphasizes the complex and interconnected issues regarding countries in a specific region of the world.

Contemporary European Studies

1. Seven international studies core courses (see p. 132)
2. HIS-465 20th-Century Europe
3. POL-298 European Politics
4. Three of the following, two of which must be numbered 300 or above. At least two academic disciplines must be represented.
 - ARH-211 Modern and Contemporary Architecture
 - ARH-248 The Grand Tour
 - ARH-307 Modern and Contemporary Art
 - ENG-525 Studies in Modern or Contemporary British Literature
 - FRE-158 France and the Francophone World
 - FRE-432 French Cinema and Contemporary Culture
 - GER-168 Holocaust and Memory
 - GER-445 Race, Class, and Gender
 - HIS-328 Modern France
 - HIS-405 History of Modern England
 - IS-315 Topics in International Studies (when appropriate)
 - MU-458 Music History and Literature III
 - REL-138 Modern Judaism
 - REL-148 Islam
 - REL-178 Christianity
 - THE-198 History and Theatre and Drama IIA course approved by the International Studies administrative coordinator

COURSES IN INTERNATIONAL STUDIES

IS-116 Introduction to International Studies

A range of case studies introduces students to the nomenclature and analytical approaches of international studies. Focus areas include migration and human geography; global economics, trade, and development; global governance; media and culture across borders. Global health, the environment, and gender issues are also included.

IS-126 Human Rights Work with Burmese Migrants in Thailand

Offers the opportunity during a May-Term residency at a school on the border of Thailand and Myanmar to gain an understanding of the lives of Burmese youth who live as educational migrants in Thailand. Through teacher/pupil interactions and tutoring, students learn about the conditions that drive Burmese children from their homeland to seek an education in a foreign country and about the challenges these children face far from home. Students also gain insight into the rewards and pitfalls of international humanitarian work. Prerequisite: consent of instructor. (Offered May Term only).

IS-315 Topics in International Studies

A study of a selected topic or theme in international studies. Topics vary and may include interdisciplinary approaches to human migration, transitional justice, human rights. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to International Studies (IS-116) or consent of instructor.

IS-316 Topics in International Studies: Non-Western Perspectives

Same as Topics in International Studies (IS-315) except selected works focus on Non-Western Perspectives.

IS-800 International Studies Colloquium

Majors are required to discuss a set of readings to foster synthesis across the various tracks, submit 15-25 pages of finished writing on an issue in International Studies, and present their work orally to students and faculty. The Colloquium is usually taken during Spring Term of the senior year. Satisfactory completion of the Colloquium is required for graduation with a major in international studies. S/U basis only. Prerequisite: consent of instructor. (0.5 course credit)

—JAPANESE (COURSES ONLY)

Potter.

COURSES IN JAPANESE

JPN-106 Images of Foreign Culture

A course dealing with the picture of human activity and values given in foreign short stories, novels, films, and other works of art, as well as in historical documents and the like. It celebrates and explores the special character of a national or ethnic identity. Topics vary from year to year. Taught in English.

JPN-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.

—**KINESIOLOGY**

Atwater, Brendes, Carley, Chandler, Galbraith, Griffith, Lacayo, LeFevre, Libby, McCarthy, Molinari, Parks, Rice, E. Rodgers, Rydze (Chair), Walters.

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

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 & Laboratory
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 & Laboratory
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 & Laboratory
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 Advanced Weight Training
PE-050 or PE-060 Movement Training
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 & Laboratory
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 & Laboratory
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 & Laboratory (PE-175).

State of Iowa Coaching Authorization

1. PE-175 Prevention and Care of Athletic Injuries & Laboratory
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 insult. 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 & Laboratory

Principles of human biology, hygienic applications to the care of the body, and the effects of alcohol and substance abuse. Also covered is the nature of injuries frequently sustained in athletic participation and the control, handling, and care of injuries. This course does not satisfy any of the requirements for a major in athletic training. Credit is given for Prevention and Care of Athletic Injuries & Laboratory (PE-175) or Basic Athletic Training (AT-100), not both.

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 taken more than once 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 that discusses different strength and conditioning techniques used to program workouts for students, athletes, and members of the community. The course examines physiological factors, such as volume, intensity, rest, frequency, duration, and the acute and chronic effects of exercise. Students design and evaluate their own strength and conditioning programs based on the needs of the individual. Prerequisite: Methods of Teaching Strength Training and Conditioning (PE-435).

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

Application of resistance and movement training techniques. Topics include methods of teaching progressions for resistance training, flexibility, speed/agility training, stretching, plyometrics, safety, successful routines, and exercise prescription for beginning to advanced trainees. Prerequisites: Organismal and Ecological Biology (BIO-155), either Human Anatomy (BIO-215) or Anatomy and Physiology (BIO-055), and junior standing.

NOTE: *Students are encouraged to complete Advanced Weight Training (PE-050/-060) and Movement Training (PE-050/-060) before enrolling in PE-435.*

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. May be taken for an X status grade with consent of instructor prior to registration. 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. Not available to prospective teachers in physical education. A minimum of 140 hours on-site experience is required. S/U basis only. One credit may be counted toward a major in physical education. Prerequisites: declared major in physical education or interdisciplinary major and consent of department chair.

—LATIN (COURSES ONLY)

Langseth.

COURSES IN LATIN

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 fewer than 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-155 Latin/Greek Origins of Medical Terminology

Examines the origins of contemporary medical terminology, in part by studying the development of a distinct technical vocabulary, with historical roots in the Greco-Roman, Arabic, and Modern-European worlds, which developed as physicians discovered distinct ways of communicating both with their patients and with each other.

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.

—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:

1. ENG-301 The Art of Literary Research
2. One of the following:
LIT-705 Seminar in World Literature
a course by arrangement chosen in consultation with Literature Administrative Coordinator
3. Two foreign language courses in the same language, intermediate or advanced, taken at Coe College with permission of Literature Administrative Coordinator.
4. At least one literature course taught in a foreign language
5. Six courses to be chosen in consultation with the Literature Administrative Coordinator as indicated from the two lists below. No more than three from the English department can be counted in the six courses.
 - a) At least four courses from the following list:
courses in literature in translation
courses in English and American literature and in creative writing offered by the English department
literature courses taught in a foreign language
linguistics courses offered by the English or foreign language departments
Independent Study
 - b) One or more courses from the following list of core courses to bring the total number of elective courses to six:
ENG-187 Gender and Literature: United States Pluralism
ENG-201 Ancient Mythology
AAM/ENG-267 African American Literature

SENIOR SEMINAR COURSE

LIT-705 Seminar in World Literature

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

—**MATHEMATICAL SCIENCES**

Cross (Chair), Herron, Miller, Van Niewaal, White.

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

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

NOTE: *A course in statistics and a course in geometry are required for the Iowa teaching endorsement in mathematics at either the elementary or secondary school level. Students planning to teach should consult with faculty in the education department.*

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

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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: appropriate background courses depending on the nature of the work planned and consent of department chair.

MTH-895 Internship in Mathematics

Investigation of a career area related to the student's interest in mathematics supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in mathematics. Prerequisites: junior standing and consent of department chair.

—MOLECULAR BIOLOGY (COLLATERAL MAJOR)

See p. 69

—MUSIC

Anderson, Benson, Blair, Carson, Fairfield, Falk, Henry, Lawrence, Naylor, Reznicow, Schaefer, Shanley, Songer, Titus, Weiler, B. Wolgast (Chair).

Teaching Artists: Bird, Brewer, Brumwell, Dohse, Fleer, Hall, Harris, Holmes-Bendixen, Kimber, Marrs, Morton, Nagle, Neher, Nothnagle, Phelps, Rothrock, M. Wolgast.

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

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

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

BACHELOR OF MUSIC

Candidates for the **BACHELOR OF MUSIC** degree must successfully complete:

1. Six theory and history courses with a grade of “C” (2.0) or higher:
MU-115 Theory of Music I
MU-125 Theory of Music II
MU-215 Theory of Music III
MU-255 Music History and Literature I
MU-355 Music History and Literature II
MU-458 Music History and Literature III
2. MU-285 Conducting I
3. First-Year Experience requirements (see p. 13)
4. The writing emphasis requirement of the general education requirements for the B.A. degree (see p. 13)
5. The Keyboard Fundamentals Examination* by the end of the sophomore year. Exceptions must be approved by a majority vote of the music faculty. After successful completion of this examination, credits may be accumulated toward a secondary performance area in piano.
**A description of this examination is given in the Coe College Music Department Faculty/Student Handbook at http://www.coe.edu/adademics/music/music_degreeplans.*
6. The Bachelor of Music Advanced Standing Assessment (BMASA), an audition evaluation whereby the music faculty assesses the suitability of a student for student teaching or for the presentation of a senior recital. Students performing at the approved level are permitted to register for lessons and classes at the Advanced Level, leading to student teaching or the presentation of a senior recital. Students who are not recommended for study at the Advanced Level are required to select a degree program other than the Bachelor of Music program, or to reapply in a later term.
7. The Senior Assessment Examination in the final term prior to graduation.
8. One of the four areas of study applicable towards the Bachelor of Music degree:

Composition

1. MU-195 Electronic Music
2. MU-225 Theory of Music IV
3. MU-245 Advanced Counterpoint
4. MU-445 Orchestration
5. Eight terms of participation in the Applied Music Course (see p. 146), which must include four terms each of MUA-092 and MUA-093
6. 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 below may not.)
7. Two courses in French or German in consecutive terms (may not be used to satisfy the humanities requirement of #6)
8. Two additional non-music courses
9. MUA-800 Senior Recital

Keyboard and Instrumental Performance

1. MU-225 Theory of Music IV
2. Four of the following:
MU-140 Film Music
MU-151 Record Label
MU-157 Introduction to Jazz History
MU-165/ -166 Topics in Music
MU-185 Diction for Singers
MU-195 Electronic Music
MU-245 Advanced Counterpoint
MU-261 Production Techniques
MU-270 Musical Theatre Acting
MU-375 Survey of Vocal Literature
MU-385 Conducting II
MU-445 Orchestration
MU-815 Independent Study
One course credit in MUA-courses beyond those required in the Applied Music Course. (See p. 146)
3. Eight terms of participation in the Applied Music Course. (See p. 146)
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. MU-185 Diction for Singers
 2. MU-225 Theory of Music IV
 3. MU-375 Survey of Vocal Literature
 4. Four of the following:
MU-140 Film Music
MU-151 Record Label
MU-157 Introduction to Jazz History
MU-165/ -166 Topics in Music
MU-195 Electronic Music
MU-261 Production Techniques
MU-245 Advanced Counterpoint
MU-270 Musical Theatre Acting
MU-375 Survey of Vocal Literature
MU-385 Conducting II
MU-445 Orchestration
MU-815 Independent Study
- One course credit in MUA-courses beyond those required in the Applied Music Course. (See p. 146)
5. Eight terms of participation in the Applied Music Course. (See p. 146)
 6. One course each from the social sciences, natural sciences, and humanities. (New York Term may be used to satisfy the humanities requirements.)
 7. Two courses in French or German in consecutive terms (may not be used to satisfy the humanities requirement of #6)
 8. MUA-800 Senior Recital

Music Education (Vocal or Instrumental)

To complete the Vocal or Instrumental Music Education area of study in four years, a student must begin the sequence of courses during the first year. A student entering either area of study 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. EDU-205 Educational Foundations
2. EDU 219 Educational Technology Lab (0.0 cc)
3. EDU-235 Educational Psychology and Development
4. EDU-257 Exceptional Learners
5. EDU-387 Human Relations
6. MU-205 Practicum in Music Education
7. MU-385 Conducting II
8. MU-405 Elementary and General Music Methods (0.5 cc)
9. One of the following:
MU-410 Choral Music Methods **and** MU-415 Instrumental Music Methods for the Choral Teacher (0.5 cc)
MU-420 Instrumental Music Methods **and** MU-425 Choral Music Methods for the Instrumental Teacher (0.5 cc)
10. MU-535 Student Teaching in the Elementary School
11. MU-585 Student Teaching in the Secondary School
12. Seven terms of participation in the Applied Music Course. (See p. 146)
13. Fulfillment of the general licensure grade point requirement (minimum 2.7 cumulative and in the major)

NOTE: *A recital is not required to complete the music education area of study but may be given with the approval of the studio instructor.*

BACHELOR OF ARTS: Music Major

Candidates for the **BACHELOR OF ARTS** degree with a major in music must successfully complete:

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. 146)
6. One of the following:
MU-255 Music History and Literature I
MU-355 Music History and Literature II
7. One of the following (if not used to satisfy #6):
MU-140 Film Music
MU-151 Record Label
MU-157 Introduction to Jazz History
MU-165/ -166 Topics in Music
MU-185 Diction for Singers
MU-195 Electronic Music
MU-225 Theory of Music IV
MU-255 Music History and Literature I
MU-261 Production Techniques
MU-270 Musical Theatre Acting
MU-285 Conducting I
MU-355 Music History and Literature II
MU-375 Survey of Vocal Literature
8. the Senior Assessment Examination in the final term prior to graduation

Musical Theatre Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Musical Theatre. Concurrent completion of a major in music with voice as the primary instrument is required. A minimum of 6.4 course credits must be taken that do not count toward a major in music.

1. THE-150 Acting I
2. THE-170 Voice and Diction
3. THE-270 Musical Theatre Acting
4. Two terms of MUA-522 Voice (0.6 cc) with musical theatre repertoire (may not be used to satisfy the requirement of #1)
5. One additional course credit in practical musical theatre chosen from a combination of the following:
MUA-080 Musical Theatre Practicum (0.5 cc)
MUA-132 Opera Workshop (0.2 cc)
A musical theatre internship approved by the music or theatre arts department
6. Six seven-week dance courses (DAN-010 through DAN-045) (0.2 cc)

Jazz Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Jazz. Concurrent completion of a major in music is required. A minimum of 6.1 course credits must be taken that do not count toward a major in music.

1. MU-157 Introduction to Jazz History
2. MU-225 Theory of Music IV
3. Five terms of MUA-011 Jazz and Improvisation Lab (0.1 cc)
4. Seven terms of MUA-012 Jazz Ensemble (0.2 cc)
5. Two terms of MUA-351 02 Piano: Arranging (.3 cc)
6. Two terms of MUA 351 03 Piano: Jazz (.3 cc)
7. One of the following:
AAM-107 Introduction to African American Studies
AMS-107 Introduction to American Studies

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. 146) Individual partial credit courses may not accumulate toward credit for a minor in music.

Departmental Notes

- Private music lessons are available for credit only. Declared music majors who have achieved junior status (see p. 38) 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. 201). Students who have not attended three lessons by the end of the third week of classes are dropped from music lessons and may be reinstated only by petition. After the third week of lessons, students will be charged for the full term, even if they choose to drop.
- Attendance at the numerous musical events on campus throughout the year is an essential part of the student's musical training. Students taking lessons for 0.6 credit must attend a specific number of these events each term **and** the weekly Recital Hour. They must also perform in Recital Hour once each term, except for the first term of the first year of study.

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

Prerequisite: an audition; consent of department chair.

APPLIED MUSIC CLASSES

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

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

APPLIED BRASSES

MUA-441 Trumpet (0.3 cc)
MUA-442 Trumpet (0.6 cc)
MUA-443 Trumpet (Advanced Standing) (0.6 cc)
MUA-451 F Horn (0.3 cc)
MUA-452 F Horn (0.6 cc)
MUA-453 F 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 COMPOSITION

MUA-091 Composition (0.3 cc)
MUA-092 Composition (0.6 cc)
MUA-093 Composition (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-032/-042/-052/-062/-072/-262
Pedagogy/Literature (*offerings vary each term*) (0.2 cc)
MUA-143 Instrumental Techniques: Strings (0.3 cc)
MUA-153 Instrumental Techniques: Single Reeds & Flute (0.3 cc)
MUA-163 Instrumental Techniques: Double Reeds (0.3 cc)
MUA-173 Instrumental Techniques: High Brass (0.3 cc)
MUA-183 Instrumental Techniques: Low Brass (0.3 cc)
MUA-193 Instrumental Techniques: Percussion (0.3 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)

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-080 Musical Theatre Practicum

Practical involvement in a mainstage production of a musical as a vocal or instrumental performer, accompanist, or vocal coach stage manager, assistant director, dramaturge, or in another capacity as approved by the faculty. May be taken more than once. Prerequisite: an audition. (0.5 course credit)

MUA-083 Concert Choir

Membership determined by audition. The ensemble offers students the opportunity to perform a wide variety of repertoire covering many styles from the Renaissance through the 21st centuries. The Concert Choir also occasionally combines with the Symphony Orchestra to present large masterworks, and tours on a regular basis. (0.3 course credit)

MUA-112 Choral Chamber Ensemble

Membership determined by audition. The Choral Chamber Ensemble offers students the opportunity to perform in a wide variety of vocal and choral styles, with an emphasis on repertoire for smaller vocal ensemble including vocal jazz, madrigals, pop, and music of other cultures. The Choral Chamber Ensemble may perform either on or off campus and tours on an occasional basis. (0.2 course credit)

MUA-122 Chorale

Open to all interested musicians 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)

MUA-132 Opera Workshop

Open to all vocal musicians. Students will study stage acting, movement, and character development within the sphere of opera performance. Students will rehearse and memorize excerpts from the operatic repertoire and perform them in front of an audience. Audition required. (0.2 course credit)

MUA-284 Applied Music: Special Topics

Private study in Applied Music topics not offered in MUA course listings for music majors or other interested and qualified students. The course provides extended, yet tangible, instruction and/or research pertaining to the student's specific applied music specialty or related music interest area. Prerequisites: consent of instructor and department chair. (0.3 and 0.6 course credit)

GENERAL SURVEY COURSES

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 Experiencing Music

Provides a framework for informed music listening and for developing an appreciation for a diverse variety of musical styles. Emphasis is on traditional classical music, with some attention to jazz, electronic, and avant-garde styles. Attendance at live concerts is an integral part of the course. This course does not satisfy any of the requirements for a major in music.

MU-151 Record Label

Team-oriented class environment offering students practical experience operating 399 Records, a student-run record label. Students make all business and creative decisions, including discovering and developing performing artists on campus, recording, promoting and distributing a finished music product each term. May be taken more than once. (0.5 course credit)

MU-161 Hip-Hop Workshop

Blend of seminar and studio sessions focusing on hip-hop repertoire, beat arrangement and lyrical structure. Additional emphasis on vocal recording and editing proficiency, as well as active listening exercises to better apply music production techniques to original student works. Participation in the creative process is required and collaboration among students is encouraged. (Offered May Term only)

MU-140 Film Music

An introduction to the history, principles, and techniques of music in film. In addition to lecture, film viewing and analysis, critical reading and response, student presentations, and short film-music projects elucidate the genre.

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.

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 taken more than once 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.

Prerequisite: consent of instructor.

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-261 Production Techniques

For music majors and students with basic knowledge of music theory. An introduction to essential music technology competencies, including notation software, hard-disk recording, and sound reinforcement equipment. Elements of contemporary song arrangement and multitrack mixing are also covered. Prerequisite: Music Fundamentals (MU-055) or consent of instructor. (0.5 course credit)

MU-270 Musical Theatre Acting

See also Theatre Arts (THE-270), p. 192

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.

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 Spring Term, odd-numbered years)

COMPOSITION COURSES

MU-195 Electronic Music

Overview of pioneers and technological advancements that influenced new forms of experimental sound art and commercial music. Examination of stigmas associated with electronic music culture, such as copyright infringement and drug abuse. Students are introduced to the fundamentals of acoustics and sound design through audio production software, with hands-on projects detailing methods for sampling, synthesis, MIDI sequencing and remixing. No music background required.

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, alternate years)

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 III (MU-215) or consent of instructor.

MU-385 Conducting II

Continuation of Conducting I. Prerequisite: Conducting I (MU-285).

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-375 Survey of Vocal Literature

Broad overview of vocal literature (art song, opera, oratorio) from Western Europe and the Americas. Prerequisite: Music History II (MU-355) or consent of instructor. (Offered alternate years)

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.

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 Education Program, or consent of department chair. (Offered Spring Term)

MU-405 Elementary and General Music Methods

Objectives, problems, and methods of teaching elementary music and general music in the schools. Course surveys elementary and general music curricula and develops a functional knowledge of: organization and management; fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities expected. Directed observation in elementary schools required. Prerequisite: Practicum in Music Education (MU-205). (0.5 course credit) (Offered Spring Term)

MU-410 Choral Music Methods

Objectives, problems, and methods of teaching choral music in the schools. General survey of elementary and secondary choral music curricula and develops a functional knowledge of: organization and management; the changing voice; beginning, intermediate, and advanced choral techniques. Directed observation in elementary and secondary schools required. Credit is given for Choral Music Methods (MU-410) or Choral Music Methods for the Instrumental Teacher (MU-425), not both. Prerequisite: Practicum in Music Education (MU-205) (Offered Spring Term)

MU-415 Instrumental Music Methods for the Choral Teacher

Objectives, problems, and methods of teaching instrumental music in the schools. General survey of elementary and secondary instrumental music curricula. Students are introduced to: concert band and orchestral techniques; jazz band techniques; marching band techniques; beginning, intermediate, and advanced band and orchestral techniques. Credit is given for Instrumental Music Methods (MU-420) or Instrumental Music Methods for the Choral Teacher (MU-415), not both. Prerequisite: Practicum in Music Education (MU-205) (0.5 course credit) (Offered Spring Term)

MU-420 Instrumental Music Methods

Objectives, problems, and methods of teaching instrumental music in the schools. General survey of elementary and secondary instrumental music curricula and develops a functional knowledge of: organization and management; concert band and orchestral techniques; jazz band techniques; marching band techniques; beginning, intermediate, and advanced band and orchestral techniques. Directed observation in elementary and secondary schools required. Credit is given for Instrumental Music Methods (MU-420) or Instrumental Music Methods for the Choral Teacher (MU-415), not both. Prerequisite: Practicum in Music Education (MU-205). (Offered Spring Term)

MU-425 Choral Music Methods for the Instrumental Teacher

Objectives, problems, and methods of teaching choral music in the schools. General survey of elementary and secondary choral music curricula. Students are introduced to the changing voice and to beginning, intermediate, and advanced choral techniques. Credit is given for Choral Music Methods (MU-410) or Choral Music Methods for the Instrumental Teacher (MU-425), not both. Prerequisite: Practicum in Music Education (MU-205). (0.5 course credit) (Offered Spring Term)

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. 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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: background courses and consent of department chair.

—**NEUROSCIENCE (COLLATERAL MAJOR)**

Baker (Administrative Coordinator).

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

Collateral Major in Neuroscience

1. BIO-145/ -140 Cellular and Molecular Biology **and** Laboratory
2. BIO-155/ -150 Organismal and Ecological Biology **and** Laboratory
3. BIO-255/ -250 Experimental Human Physiology **and** Laboratory
4. CHM-101/-101L General Chemistry I and Laboratory
5. CHM-102/-102L General Chemistry II and Laboratory
6. PSY-115 Introductory Psychology
7. PSY-225 Introduction to Biopsychology
8. PSY-485 Drugs and Behavior
9. PSY-525 Behavioral Neuroscience
10. Four courses chosen from the lists below. Unless explicitly listed, associated laboratories are recommended, but not required.
 - a. Biology
 - BIO-202 Topics in Evolution
 - BIO-215 Human Anatomy **or** BIO-245 Integrated Human Anatomy
 - BIO-235 Genetics
 - BIO-285/ -280 Animal Behavior and Laboratory
 - BIO-345/ -340 Techniques in Molecular Biology and Laboratory
 - BIO-415 Developmental Biology
 - BIO-445/ -440 Molecular Neurobiology and Laboratory
 - BIO-525 Cell Physiology
 - b. Chemistry
 - CHM-211 Analytical Chemistry
 - CHM-221 Organic Chemistry I
 - CHM-321 Organic Chemistry II
 - CHM-421 Advanced Organic Chemistry
 - CHM-431/ -431L Biochemistry and Laboratory
 - CHM-432 Protein Biochemistry
 - Psychology
 - PSY-235 Abnormal Psychology
 - PSY-305 Developmental Psychology
 - PSY-385 Learning and Behavior
 - PSY-445 Health Psychology
 - PSY-565 Advanced Experimental Psychology (when research topic is appropriate, as determined by the neuroscience administrative coordinator)
 - PSY-705 Seminar in Psychology (when seminar topic is appropriate, as determined by the neuroscience administrative coordinator)
 - c. Philosophy
 - PHL-245 Philosophy of Mind

—NURSING

Boley, Bursch, Copper, Everson, Harmon, Scott, Steward, Taylor, Tobin (Chair), Umbarger-Mackey.

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

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

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

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

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

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

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

Candidates for the **BACHELOR OF SCIENCE IN NURSING** degree must satisfactorily complete:

1. The general education requirements. (See p. 14)
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 Human Physiology
Chemistry	CHM-021/ -021L 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 (7 weeks) and STA-110 Inferential Statistics (7 weeks)
3. NUR-100 Nursing Issues (0.2 course credit) (Pre-nursing students must enroll each term of the first year. A maximum of two seminars may be counted for credit toward graduation.)
4. NUR-200 Nursing Issues II (0.2 course credit) (Pre-nursing students must enroll each term of the sophomore year. A maximum of two seminars may be counted for credit toward graduation.)

5. Nine non-clinical theory course credits:
 - NUR-300 Art and Science of Nursing
 - NUR-305 Information Literacy and Management (0.5 cc)
 - NUR-345 Mental Health Nursing
 - NUR-360 Pharmacological Principles (0.5 cc)
 - NUR-375 Legal and Ethical Issues in Nursing
 - NUR-400 Community and Population Oriented Nursing
 - NUR-401 Maintaining Wellness in Aging and Chronicity
 - NUR-425 Nursing Research
 - NUR-495 Maternal Newborn Nursing
6. Four two-course-credit clinical courses:
 - NUR-315/NUR-310 Pathophysiology and Assessment/Clinical Application
 - NUR-355/NUR-350 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.

DEPARTMENTAL NOTES:

In order to successfully complete a course and be promoted to successive courses, students must

- Achieve a minimum grade of C (2.0) in all nursing courses; a grade of C- (1.7) or lower requires the student to repeat the course.
- Achieve a cumulative average of 72% on all exams in a given course.

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 more than once for credit for a maximum of 0.4 credit. 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 more than once for credit for a maximum of 0.4 credit. Prerequisite: Nursing Issues (NUR-100) or sophomore standing. (0.2 course credit)

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. 170

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

NUR-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-305 Information Literacy and Management

Introduces the student to the intellectual language, vocabulary, and expectations used in making nursing decisions in practice. Discusses concepts such as data gathering using search methods, organizing, synthesizing and critical evaluation. Data information, knowledge, and standardized nursing language are discussed. Prerequisite: acceptance into the Bachelor of Science Nursing degree or consent of instructor. (0.5 course credits)

NUR-315/-310 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-345/-340 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-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 Literacy and Management (NUR-305). (2.0 course credits)

NUR-360 Pharmacological Principles

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

NUR-375 Legal 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: previous or concurrent registration in Nursing Research (NUR-425).

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/-410 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. Prerequisite: Introductory Concepts in Nursing/Clinical Application (NUR-355). (2.0 course credits)

NUR-425 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 are discussed. Prerequisites: Information Literacy and Management (NUR-305).

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. Prerequisite: Advanced Concepts in Nursing/Clinical Application (NUR-415). (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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: junior standing and consent of instructor.

NUR-895 Internship in Nursing

A clinical practicum on an inpatient health care unit supervised by a faculty member of the department and a professionally prepared R.N. preceptor. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisite: Introductory Concepts in Nursing/Clinical Applications (NUR-355) and consent of department chair.

—**ORGANIZATIONAL SCIENCE (COLLATERAL MAJOR)**

Farrell (Administrative Coordinator).

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

Collateral Major in Organizational Science

Concurrent completion of a primary major in psychology is required.

1. All of the following quantitative/methodological core courses:
BUS-340 Applied Regression Analysis
PSY-475 Testing and Measurement
2. All of the following organizational core courses:
BUS-245 Human Resource Management
BUS-315 Business Law I
PSY-245 Organizational Psychology
PSY-465 Industrial Psychology
3. Four elective courses to be chosen as indicated from the two lists below.
 - a. At least two of the following courses:
BUS-275 Principles of Management
BUS-325 Business Law II
BUS-375 Business Ethics
BUS-387 Advanced Topics in Human Resource Management
BUS-395 Organizational Behavior
BUS-437 Strategic Compensation
BUS-457 Employment and Discrimination Law
BUS-705 Seminar in Management
 - b. No more than two of the following courses:
PSY-335 Social Psychology
PSY-385 Learning and Behavior
PSY-495 Personality
PSY-705 Seminar in Psychology (if topic is appropriate)
4. One of the following, subject to prior approval by the Organizational Science administrative coordinator:
BUS-805 Research in Business (with business administration departmental approval)
BUS-895 Internship in Business (with business administration departmental approval)
PSY-565 Advanced Experimental Psychology
PSY-895 Internship in Psychology

—PHILOSOPHY

Hoover, Javoroski, Lemos (Chair), McCormick.

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” (2.0) or higher must be earned in all courses counted toward a major in philosophy.

1. Two of the following, one of which must be either 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. Three additional 300-level philosophy courses:
3. Five additional philosophy courses, at least two of which must be numbered 200 or above
4. PHL-800 Philosophy Colloquium (non-credit bearing)

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

Philosophy Minor

1. Two of the following, one of which must be 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 additional 300-level philosophy course

COURSES IN PHILOSOPHY

INTRODUCTORY COURSES

Category A: General Introductions

The following courses, all numbered PHL-105, are different versions of the same course. They share overlapping content and focus on the development of the same skills. Students can receive credit for only one PHL-105: Introduction to Philosophy course.

PHL-105 Introduction to Philosophy: Minds, Knowledge, and Value

Examines what philosophers think about some of the most basic questions in life. What is real? What does it mean to have a mind? Could minds have an existence independent from our bodies? Is there anything we can know with absolute certainty? Are there objective moral values, and if so, could we know what they are? May not be taken more than once for credit.

PHL-105 Introduction to Philosophy: God, Self, and Free Will

Focuses on questions about the nature and existence of God, human nature, personhood, and free will. Is there evidence for the existence of God and is the presence of suffering in the world consistent with God’s existence? Are human beings merely material beings or might we have non-physical minds or souls? What are persons and what constitutes personal identity over time? What does it mean to have free will? Do we possess free will? May not be taken more than once for credit.

PHL-105 Introduction to Philosophy: Masterworks

Central philosophical debates encountered through the examination of important classical and modern texts from the history philosophy. Readings in the course focus on several major works from philosophers such as Plato, Descartes, Hume, Marx, and Sartre who discuss the meaning of life, belief in God, the mind-body problem, relativism of truth, and other important philosophical concerns. May not be taken more than once for credit.

PHL-105 Introduction to Philosophy: Science Fiction and Philosophy

Uses science fiction as a springboard for thinking about classic issues and problems in philosophy. Sci-fi classics such as *The Matrix*, *Bladerunner*, and *Surrogates*, raise fundamental philosophical questions such as: What is the difference between appearance and reality and how can we distinguish between them? What is it to be a person? Should we think that all and only human beings can be persons? What is a good human life? Is a pleasant life sufficient for living a good life? In this course, such questions are examined through the lens of both philosophy and science fiction. May not be taken more than once for credit.

Category B: Ethical and Political Issues

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-138 Freedom, State, and Society

Addresses questions of our relation to society and to the state in particular. How much freedom should individuals be given over their own lives? What would an ideal society look like? What demands could social and political institutions legitimately make on us in the name of social order? Works from such philosophers as Plato, Rousseau, and Marx may be considered alongside literary texts such as *Utopia* or *Brave New World*.

PHL-165 Bio-medical Ethics

Addresses a variety of issues in medical ethics and introduces various moral frameworks for thinking about these issues. Students are introduced to ethical theories, such as utilitarianism and Kantianism, and how they can be applied in the context of medical ethics. Topics addressed in the course are likely to include: abortion, euthanasia, paternalism, and patient autonomy, organ transplants and scarce medical resources, and genetic screening, among others.

PHL-205 Environmental Ethics

Serves as a general introduction to environmental ethics. Students receive instruction in ethical theory and how it can be applied to issues in environmental ethics. Some topics likely to be addressed in the course are: defining our obligations to future generations, the definition of wilderness, sustainable agriculture, animal rights, anthropocentrism, the nature of the value of wilderness, environmental holism, and ecofeminism.

Category C: Logic

PHL-115 Logic

An introduction to the discipline of logic on an elementary level. This course introduces skills that are essential to good critical reasoning—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.

INTERMEDIATE COURSES

PHL-206 Buddhist Thought

See also Religion (REL-206), p. 174

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

PHL-210 Topics in Philosophy

An examination of a selected topic in philosophy. Topics vary depending on the instructor. May be taken more than once for credit, provided the topics are substantially different.

PHL-220 Ancient Greek Philosophy

A survey of the central ideas and figures in the philosophy of the ancient Greek world. Figures studied include the pre-Socratic philosophers, Socrates, Plato, and Aristotle.

PHL-230 Medieval Philosophy

A survey of the major philosophical and theological ideas of the Middle Ages. Special emphasis is placed on the writings of such thinkers as Augustine, Anselm, and Thomas Aquinas. (This course is also applicable to the major in Religion.)

PHL-235 Philosophy of Science

An examination of the nature of scientific activity and theory. Views of scientific method are considered, in addition to the ways in which scientific theories develop. Both classical theories of science focusing on the structure of scientific explanation and more recent views focusing on the dynamic nature of science are considered. Attention is

also given to the question of whether different branches of science have different types of explanation. Some previous experience with science helpful.

PHL-240 Early Modern Philosophy

An examination of the metaphysical and epistemological theories of major European philosophers of the 17th and 18th centuries. Readings are drawn from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

PHL-245 Minds, Brains and Robots

An examination of the central issues in the philosophy of mind. The primary focus of this course is on the nature of consciousness and its relation to the physical processes of the body. Questions to be addressed include the following: are the mind and brain distinct entities? Can inner awareness be produced by non-brain-like things, particularly machines? Does it make sense to think of the self as a unitary entity that underlies one'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 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 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.

ADVANCED SEMINARS

PHL-305 Contemporary Continental Philosophy

An examination of central philosophical topics and themes of philosophy on the European continent since 1900 e.g., structuralism, critical theory, and post-structuralism. Readings are drawn from such philosophers as Saussure, Habermas, Derrida, Foucault, and Lyotard. Prerequisite: two courses in philosophy or consent of instructor.

PHL-315 Advanced Topics in Philosophy

An examination of a selected topic in philosophy. Topics vary depending on the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: two courses in philosophy or consent of instructor.

PHL-320 Seminar in Ethics

An advanced research seminar dealing with central topics in normative ethics and/or metaethics. Topics addressed may include: utilitarianism, Kantianism, Aristotelian virtue theory, moral realism, ethical relativism, etc. In this course emphasis is placed on the development of student research projects on central topics in ethical theory. Prerequisite: two courses in philosophy or consent of instructor.

PHL-335 Late Modern Philosophy

An examination of the works of influential European thinkers of the late 18th and 19th century. The course begins with the study of German idealism, a movement that includes philosophers such as Kant, Fichte, and Hegel, followed by an examination of later 19th-century figures such as Marx and Nietzsche. Prerequisite: at least one previous course in philosophy or consent of instructor.

PHL-345 Philosophy of Language

Questions how linguistic signs allow us to communicate meaning. Does meaning become established by reference to objective content that is independent of individual speakers? Or, is meaning a function of private mental states in the minds of language users? These questions belong to the field of semantics or philosophy of language, which studies the nature of meaning and reference in linguistic systems. Course materials primarily consist of works from contemporary philosophy. Prerequisites: two courses in philosophy or consent of instructor.

PHL-355 Seminar in Metaphysics

An advanced research seminar dealing with central topics in metaphysics. Topics addressed may include: the nature and existence of God, the nature of the self and personal identity, free will, etc. In this course emphasis is placed on the development of student research projects on central topics in metaphysics. Prerequisite: two courses in philosophy or consent of instructor.

PHL-365 Philosophy of Art and Aesthetic Experience

Investigates the nature of art and aesthetic experience. Are there objective standards for judging art? What does it mean to have an aesthetic experience? What role does the ugly or horrible play in aesthetic life? Why does art primarily rely on visual or auditory media—can there be an aesthetics of touch, taste, or smell? These questions belong to the study of aesthetics, which focuses on the nature of art and experiences associated with artistic media. Course content includes both classical and contemporary works in aesthetics. Prerequisites: two courses in philosophy or consent of instructor.

PHL-385 Seminar in Philosophy of Religion

An advanced research seminar dealing with central topics in the philosophy of religion. Topics addressed may include: the evidence for God, non-evidential defenses of the rationality of religious belief, miracles, the problem of evil, etc. In this course emphasis is placed on the development of student research projects on central topics in the philosophy or religion. Prerequisites: two courses in philosophy or consent of instructor.

PHL-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. May be taken for an X status grade with consent of instructor prior to registration. 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 supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in philosophy. Prerequisites: declared major in philosophy, junior standing, and consent of department chair.

—PHYSICAL EDUCATION (SEE KINESIOLOGY)

—PHYSICS

Affatigato, Akgun (Chair), Duru, Feller, Wetzel.

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

Physics Major

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

1. PHY-215/ -210 General Physics I & Laboratory **or** PHY-115/ -110 Basic Physics I & Laboratory
2. PHY-225/ -220 General Physics II & Laboratory **or** PHY-135/ -130 Basic Physics II & Laboratory
3. PHY-235/ -230 Modern Physics & Laboratory
4. PHY-415 Electromagnetism
5. Five additional physics courses with any associated laboratories, 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.

NOTE: *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 Term of the first year, but the program may be completed by starting mathematics in the Fall Term of the sophomore year.

Physics Minor

1. PHY-215 General Physics I & Laboratory **or** PHY-115 Basic Physics I & Laboratory
2. PHY-225 General Physics II & Laboratory **or** PHY-135 Basic Physics II & Laboratory
3. PHY-235 Modern Physics & Laboratory
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. This course satisfies the non-lab science course requirement.

PHY-115/-110 Basic Physics I & Laboratory

A non-calculus survey course in the basic principles of physics. One (0.0 course credit) 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/-120 Electronics & Laboratory

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, (0.0 course credit) laboratory weekly. This course satisfies the general education laboratory science requirement. Prerequisite: competence in algebra.

PHY-135/-130 Basic Physics II & Laboratory

Continuation of Basic Physics I. Prerequisite: Basic Physics I & Laboratory (PHY-115) or consent of instructor.

PHY-145/-140 Modern Astronomy & Laboratory

An introduction to the objects and phenomena found in the universe, including the solar system, planets, moons, comets, meteors, the sun, stars, birth and death of stars, neutron stars, pulsars, black holes, galaxies, quasars, and cosmological evolution. Laboratory activities required. This course satisfies the general education laboratory science requirement. Prerequisite: competence in algebra.

PHY-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. This course satisfies the non-lab science course requirement. Prerequisite: previous musical experience is helpful, but not necessary.

PHY-195/-190 Holography and Optics & Laboratory

The making and understanding of holograms are used as the focus for a basic physics course in waves and optics. Includes one two-hour, (0.0 course credit) lab per week. This course satisfies the general education laboratory science requirement.

PHY-215/-210 General Physics I & Laboratory

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/-220 General Physics II & Laboratory

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 & Laboratory (PHY-215) or consent of instructor. (Offered Spring Term)

PHY-235/-230 Modern Physics & Laboratory

Introductory study of the phenomena, techniques, and models of modern physics including quantum phenomena, special relativity physics, and their interpretive models. Laboratory activities required. Prerequisites: Calculus II (MTH-145) and General Physics II & Laboratory (PHY-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 & Laboratory (PHY-225) and Calculus III (MTH-255) or consent of instructor.

PHY-325/-320 Digital Electronics & Laboratory

Integrated circuit devices and their applications: the basic logic gates, counters, displays, flip-flops, multiplexers, memories. Some acquaintance with DC circuit concepts and with the binary number system desirable. Includes one two-hour, (0.0 course credit) lab weekly. This course satisfies the general education laboratory science requirement.

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 & Laboratory (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 & Laboratory (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 & Laboratory (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 & Laboratory (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-805 Summer Research

May be taken more than once for credit for a maximum of 2.0 credits. Prerequisite: 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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: demonstrated initiative and self-discipline, four courses in physics, and consent of department chair.

PHY-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.

OCC-365 Study and Research at Oak Ridge Laboratory

See description, p. 28

Prerequisites: General Physics I & Laboratory (PHY-215), General Physics II & Laboratory (PHY-225), Modern Physics & Laboratory (PHY-235), Advanced Laboratory I (PHY-535) or Independent Study (PHY-815) and admission to program.

—POLITICAL SCIENCE

Barrow (Chair), Husom, Lanegran, B. Nesmith.

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

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 authoritarianism, nationalism, human rights, communism, 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 toward a 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 rise of non-state actors, 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 ongoing challenges of development. Topics include political culture, political economy, political violence, the impact of U.S. policies, and the changing relationship between religion and politics. 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 such as 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 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

Examines 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; sustainable development; the roles of the World Bank and International Monetary Fund, as well as non-governmental organizations; and conflicting theories of development. Readings and discussions also touch on the question of 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 junior 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 junior 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 junior 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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: two completed courses in the relevant area at the 300- or 400-level and consent of department chair.

POL-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 a political science major for successful completion, unless The Washington Experience (WSH-805) is completed for credit toward a major. Prerequisite: consent of department chair.

WSH-115 Topics in Washington, D.C.

See description, p. 46

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

See description, p. 46

WSH-805 The Washington Experience

See description, p. 46

WSH-815 Internship Seminar

See description, p. 46

—PSYCHOLOGY

Baker, Chihak, Dunn, Farrell (Chair), Kelly, Recker, Penalver, Tallman, 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 students majoring in psychology.

In addition to a major in **PSYCHOLOGY**, the psychology department also offers collateral majors in **NEUROSCIENCE** (see p. 140) and **ORGANIZATIONAL SCIENCE** (see p. 144).

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.

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
 - PSY-295 Applied Contemporary Psychology and PSY-895 Internship in Psychology
7. Four additional psychology courses, three of which must be selected from the following:
 - PSY-235 Abnormal Psychology
 - PSY-245 Organizational Psychology
 - PSY-305 Developmental Psychology
 - PSY-335 Social Psychology
 - PSY-385 Learning and Behavior
 - PSY-410 Counseling Psychology
 - PSY-445 Health Psychology
 - PSY-465 Industrial Psychology
 - PSY-475 Testing and Measurement
 - PSY-485 Drugs and Behavior
 - PSY-495 Personality
 - PSY-525 Behavioral Neuroscience

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. Prerequisite: 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. 154

This course does not satisfy any of the requirements for a major in psychology.

PSY-245 Organizational Psychology

Scientific study of how human attitudes and behavior are affected by organizational characteristics. Involves the application of psychological research and theories in organizational settings. Major topics include motivation, leadership, team performance, job attitudes, organizational justice, and organizational culture. Prerequisite: Introductory Psychology (PSY-115).

PSY-295 Applied Contemporary Psychology

Addresses complex interpersonal, cultural, ethical, and legal issues that may arise in psychology-related professional settings, using established theoretical and practical frameworks. Taken prior to Internship in Psychology (PSY-895), this course allows students to explore various psychology-related careers and develop some of the applied knowledge necessary for entry into such careers. Prerequisites: Introductory Psychology (PSY-115), a declared major in psychology, and sophomore standing, or consent of instructor.

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. Prerequisites: Introductory Psychology (PSY-115) and sophomore standing.

PSY-405/-400 Memory and Cognition & Laboratory

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-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-445 Health Psychology

An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include stress, coping, compliance with medical advice, health promotion, disease prevention, pain, chronic illness (e.g., cardiovascular disease, cancer, AIDS), and health behaviors (e.g., smoking, diet, exercise). Prerequisites: Research Methods (PSY-200) and Introduction to Biopsychology (PSY-225) or consent of instructor.

PSY-465 Industrial Psychology

The scientific study of making decisions about and developing people within organizations. Examines, from a psychological perspective, procedures aimed at improving productivity, and fairness in work settings. Students in the course complete multiple applied projects. Major topics include job analysis, employee selection, performance evaluation, and employee training and development. Prerequisites: junior standing and 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-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 taken more than once for credit. A maximum of one course credit may be counted toward a major in psychology. Prerequisites: Research Methods (PSY-200) and a declared major in psychology.

PSY-705 Seminar in Psychology

Intensive study of a topic selected by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Statistical Methods and Data Analysis (PSY-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. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Research Methods (PSY-200), a declared major in psychology and consent of instructor.

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

—PUBLIC RELATIONS (COLLATERAL MAJOR)

Carstens (Administrative Coordinator), Pritchard.

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

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

Collateral Major in Public Relations

Concurrent completion of any of the majors listed on p. 12 of the Catalog is required.

1. One of the following:
 - ART-065 Works on Paper: Two-Dimensional Design
 - ART-145 Illuminated Pixels
 - ART-155 Photography: Light Writing
 - ART-263 Graphic Design Studio
2. PR-205 Public Relations
3. BUS-355 Principles of Marketing
4. BUS-460 Advertising
5. One of the following:
 - COM-241 Introduction to Multimedia Journalism
 - RHE-225 Journalism and Media Writing Workshop
6. One of the following (producing a portfolio of writings related to the field of public relations):
 - RHE-415 Advanced Writing Workshop
 - BUS-461 Marketing Decision-Making & Strategy
7. 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
8. Three of the following. No more than two courses may be selected from within any one department. (Students majoring in Business Administration may select no more than one course with a BUS prefix. Students majoring in Communication Studies or in Writing may select no more than one course with an RHE prefix.)
 - ART-065 Works on Paper: Two-Dimensional Design (if not used to satisfy #1)
 - ART-145 Illuminated Pixels (if not used to satisfy #1)
 - ART-155 Photography: Light Writing (if not used to satisfy #1)
 - ART-203 SpaceTime
 - ART-253 Advanced Photography: Bridging the Gap
 - ART-263 Graphic Design Studio (if not used to satisfy #1)
 - BUS-205 Principles of Accounting I
 - BUS-275 Principles of Management
 - BUS-375 Business Ethics
 - BUS-461 Marketing Decision-Making & Strategy (if not used to satisfy #6)
 - 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
 - COM-125 Fundamentals of Public Speaking
 - COM-157 Introduction to Media Analysis
 - COM-337 Persuasion
 - COM-341 Digital Storytelling
 - RHE-225 Journalism and Media Writing Workshop (if not used to satisfy #5)
 - RHE-265 Professional Writing
 - RHE-415 Advanced Writing Workshop (if not used to satisfy #6)

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

—RELIGION

Chaplin, Hatchell, McGrath, Kensky.

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.

Religion Major

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

1. One of the following:
REL-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 of the following:
REL-116 Buddhism
REL-136 Religions of China
REL-196 Hinduism
6. Five additional religion courses, at least three of which are numbered 300 or above

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, Islam, Christianity, Buddhism, Hinduism, Chinese Religions.
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.

Recommended beginning courses for those contemplating a major in religion are: Introduction to Religion (REL-010), Belief and Unbelief (REL-015), Eastern Religions (REL-036), or Western Religions (REL-048). 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-116 Buddhism

An introduction to the Buddhist religion, including its history, philosophy, ritual, meditation, and popular practice. Course materials include Buddhist histories and religious texts, as well as contemporary anthropological materials and film.

REL-128 Judaism

The basic beliefs and practices of Judaism, from the prophetic period to the present. This course and the Modern Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.

REL-136 Religions of China

An introduction to religion in China, with particular focus on the three major traditions of Confucianism, Taoism, and Buddhism. Course materials include readings from major texts of each tradition, as well as histories, anthropological studies, literature, and film.

REL-138 Modern Judaism

A study of selected issues in Enlightenment or post Enlightenment Judaism as reflected, for example, in the history of the Jewish people, rabbinic teachings and Jewish theological scholarship, or Jewish literature. This course and the Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.

REL-148 Islam

An introductory overview of Islam as an Abrahamic faith, a global civilization, and an integral facet of the American religious experience.

REL-178 Christianity

A study of the beliefs and practices of Christianity from its earliest formulations to the modern world. Special attention is paid to essential tenets of Christian faith, elements of Christian practice, and divergences between Catholic, Protestant, and Orthodox Christianities.

REL-196 Hinduism

An introduction to the Hindu religion, including its history, philosophy, ritual, meditation, and popular practice. Course materials include Hindu histories and religious texts, as well as contemporary anthropological materials, literature, and film.

REL-206 Buddhist Thought

See also Philosophy (PHL-206), p. 159

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

REL-215 The Rise of Christianity

An examination of how Christianity grew from a small band of Jewish followers of Jesus to the dominant religion in the Roman Empire. Attention is paid to crucial figures such as Paul of Tarsus, Irenaeus of Lyons, and Augustine of Hippo, among others.

REL-226 Religions of China: Daoism

An introduction to China's Daoist tradition, beginning with its early literature like the Dao-de-jing and the Zhuang-zi and examining several later Daoist movements in China. The course also examines other Chinese religious and intellectual traditions that have influenced Daoism, including Confucianism and Buddhism. Course materials include histories, translations of Daoist literature, accounts of contemporary Daoists, and film.

REL-236 Zen Buddhism

An introduction to the Zen tradition of Buddhism beginning with its origins in China and also examining its traditions in Japan. The course examines other Chinese religious and intellectual traditions that helped shape the Zen tradition, with particular influence on Daoism. Course materials include histories, translations of Zen literature, autobiography, and film.

REL-336 Tibetan Buddhist Culture

Introduces students to the lived experience of Buddhists on the Tibetan plateau and in Nepal. The course discusses the history of religion in Tibet, as well as the major doctrines of Tibetan Buddhism. Particular attention is also paid to Tibetan religious culture and popular religious practices. Course materials include Tibetan literature, histories, biographies, and film, as well as anthropological studies of Tibetan societies.

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-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.

TOPICAL 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-295 Topics in Religion

An examination of a selected topic in religious studies. Content varies from year to year. May be taken more than once for credit.

REL-296 Topics in Religion: Non-Western Perspectives

Same as Topics in Religion (REL-295) except the course focuses on topics related to non-Western cultures. Content varies from year to year. May be taken more than once for credit.

REL-338 Modern Religious Thought

A survey of the religious thinkers and themes of the 20th century. Various religious outlooks, ranging from conservative to radical, are explored, as are alternative conceptions of God, religion, and salvation. Prerequisite: one course in religion or consent of instructor.

REL-385 Advanced Topics in Religion

Seminar examining a selected topic in religious studies. Content varies from year to year. May be taken more than once for credit. Prerequisite: one course in religion or consent of instructor.

REL-396 Advanced Topics in Religion: Non-Western Perspectives

Same as Advanced Topics in Religion (REL-385) except the course focuses on topics related to non-Western cultures. Content varies from year to year. May be taken more than once for credit. 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. May be taken for an X status grade with consent of instructor prior to registration. 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

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

—RHETORIC

Carr, J. Nesmith.

The Rhetoric Department offers a major and a minor in both **COMMUNICATION STUDIES** (see p. 92) and **WRITING** (see p. 176) and is responsible for offering courses in the study and practice of academic prose, non-fiction writing, journalism, and communication studies.

—WRITING

The writing major (within the Rhetoric department) is designed to help students become skilled, reflective writers capable of composing texts in a variety of genres, responding effectively to diverse rhetorical situations.

Writing Major

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

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.

1. COM-125 Fundamentals of Public Speaking
2. RHE-200 Rhetorical Theory & Practice
3. One of the following:
 - COM-241 Introduction to Multimedia Journalism
 - RHE-225 Journalism and Media Writing Workshop
4. One of the following:
 - RHE-255 The Essay
 - RHE-277 Cultural Studies
5. Six courses, at least three of which are numbered 300 or above, chosen from the list below. No more than two courses from CRW may count toward the major. Students majoring in Communication Studies may select no more than two additional courses with a COM prefix.
 - COM-241 Introduction to Multimedia Journalism (if not used to satisfy requirement #3)
 - COM-341 Digital Storytelling
 - COM-312 Topics in Communication (4 terms)
 - COM-337 Persuasion
 - COM-815 Independent Study in Communication Studies (when project content is appropriate)
 - COM-895 Internship in Journalism/Communication
 - 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-137 Creative Nonfiction and American Culture
 RHE-146 Memoir and Culture
 RHE-175 Writer's Studio (2 terms)
 RHE-210 Journalism Practicum (5 terms)
 RHE-225 Journalism and Media Writing Workshop (if not used to satisfy requirement #3)
 RHE-230 Grammar and Style Workshop
 RHE-255 The Essay (if not used to satisfy requirement #4)
 RHE-265 Professional Writing
 RHE-277 Cultural Studies (if not used to satisfy requirement #4)
 RHE-285 Technical Writing and Information Design
 RHE-335 Writers Colony
 RHE-345 Nature Writing
 RHE-357 Environmental Rhetoric
 RHE-375 Advanced Writers Studio (2 terms)
 RHE-405/ -407 Topics in Communication Studies
 RHE-415 Advanced Writing Workshop (if not used to satisfy requirement #6)
 RHE-425 Topics in Writing and Rhetorical Studies
 RHE-825 Publications Practicum
 RHE-845 Directed Studies in Writing (if not used to satisfy requirement #6)

6. One of the following:

RHE-415 Advanced Writing Workshop
 RHE-845 Directed Studies in Writing
 An Honors Thesis

Writing Minor

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

1. RHE-200 Rhetorical Theory and Practice
2. Four courses, at least three of which are numbered 300 or above, chosen from the list below. No more than one course from CRW may count toward the minor. Students majoring in Communication Studies may select no more than 1 course with a COM prefix for the writing minor.

COM-241 Introduction to Multimedia Journalism
 COM-341 Digital Storytelling
 COM-312 Topics in Communication (4 terms)
 COM-337 Persuasion
 COM-815 Independent Study in Communication Studies (when project content is appropriate)
 COM-895 Internship in Journalism/Communication
 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
 HON-205 Honors Composition
 RHE-137 Creative Nonfiction and American Culture
 RHE-146 Memoir and Culture
 RHE-175 Writer's Studio (2 terms)
 RHE-210 Journalism Practicum (5 terms)
 RHE-225 Journalism and Media Writing Workshop
 RHE-230 Grammar and Style Workshop
 RHE-255 The Essay
 RHE-265 Professional Writing
 RHE-277 Cultural Studies
 RHE-285 Technical Writing and Information Design

RHE-335 Writers Colony
RHE-345 Nature Writing
RHE-357 Environmental Rhetoric
RHE-375 Advanced Writers Studio (2 terms)
RHE-405/ -407 Topics in Communication Studies
RHE-415 Advanced Writing Workshop (if not used to satisfy requirement #3)
RHE-425 Topics in Writing and Rhetorical Studies
RHE-825 Publications Practicum
RHE-845 Directed Studies in Writing (if not used to satisfy requirement #3)

3. 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: *Offered to ESL students only.*)

SEMINARS IN WRITING

The two writing seminars (RHE-137, RHE-146) 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. Whether concentrating on non-fiction texts in American culture, non-Western memoirs and or media texts, students analyze the diverse genres with the goal of understanding their own cultural experiences and creating their own writings. Written assignments concentrate on strategies for analyzing and responding to various texts. Each course involves research and one or more documented papers. (Maximum of two seminars may be taken for credit toward graduation.)

RHE-137 Creative Nonfiction and American Culture

Introduces the field of creative nonfiction and examines how American authors have portrayed and interpreted economic, ethnic, racial, social, political, and cultural tensions through a diverse blend of genres. Working in both print and non-print media, students compose their own texts in creative nonfiction genres such as journals, essays, short memoirs, literary journalism, and personal narratives.

RHE-146 Memoir and Culture

Introduces students to the genre of memoir and the use of personal narrative to explore social and cultural issues. Selection of memoirs and travel literature focuses on life in Africa, Asia, and South America. Writing assignments encourage students to examine their own personal and cultural experiences and traditions.

RHE-175 Writers Studio

A small-group workshop to help students develop basic writing, revising, and editing skills. May be taken more than once for credit for a maximum of 1.0 credit. **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-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 taken 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 course credit may count toward a writing minor and

no more than one course credit may count toward graduation. Credit for Journalism Practicum is regarded as internship credit. (0.2 course credit)

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-230 Grammar and Style Workshop

Examines various grammatical principles that provide structure to language and explores the stylistic choices available to writers. Focuses on the rhetorical use of grammar and style to affect meaning, express power relations, and persuade readers. Analysis of published writers and extensive practice in writing helps students develop stylistic versatility and effectiveness.

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-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 personnel, instruction takes place in weekly group meetings and individual conferences. May be taken more than once for credit for a maximum of 1.2 credits. (0.3 course credit)

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 more than once for credit for a maximum of 1.0 credit. No more than 1.0 credit may be earned by enrolling in RHE-175 and RHE-375. (0.5 course credit)

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 taken more than once for credit with consent of department chair.

Prerequisites: Rhetorical Theory and Practice (RHE-200) and either Interpersonal Communication (COM-237), Intercultural Communication (COM-236), or Group Communication (COM-331).

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. Prerequisites: junior standing and completion of two writing courses that count toward a writing major or minor.

RHE-425 Topics in Writing and Rhetorical Studies

Exploration of a topic in writing and rhetorical studies. May be taken more than once for credit with consent of department chair.

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. S/U basis only. No more than 2.0 course credits may be applied to graduation requirements. A maximum of one course credit may be applied to a writing major or minor. (0.5 or 1.0 course credit per term)

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 taken more than once for credit with consent of department chair. Prerequisite: completion of three composition courses in the rhetoric or English departments.

—SECONDARY EDUCATION (MINOR ONLY)

See Education, p. 100

—SOCIAL & CRIMINAL JUSTICE

L. Barnett (Administrative Coordinator)

The Social & Criminal Justice Program offers students an opportunity to immerse themselves in an interdisciplinary major that draws from Coe's rich tradition in the liberal arts, as well as the pre-professional opportunities at the college. Core courses in the major address multifaceted questions surrounding restorative, retributive, procedural, and distributive justice. While many programs addressing such issues are housed in the field of criminal justice studies, the SCJ faculty teach topics within the major from varying perspectives and disciplines, introducing students to the ways in which matters of justice are at work in — and essential to — many areas of study.

The major is both local and global in nature, exhibiting the possibilities and limitations of social and criminal justice initiatives in the Cedar Rapids community, while also navigating matters of human rights and comparative justice systems that reveal our connections to the broader world.

Through interdisciplinary engagement and a required practicum, the SCJ program demonstrates for students how a multiplicity of voices and viewpoints can help to shape new ideas about the impact of social justice initiatives upon the criminal justice system, and the foundations of individual and collective community engagement.

Social & Criminal Justice Major

1. SCJ-101 Introduction to Social and Criminal Justice
2. SCJ-201 Law Enforcement and Corrections
3. SOC-235 Methods of Sociological Research
4. PHL-285 Law, Morality, and Punishment
5. SCJ-350 Human Rights and Comparative Justice Systems
6. SOC-351 Criminology
7. One of the following:
 - STA-100 Statistical Foundations (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)
 - STA-100 Statistical Foundations (7 weeks) **and** STA-130 Experimental Design (7 weeks)
 - BUS-240 Statistical Analysis
 - PSY-301 Statistical Methods and Data Analysis

8. Three courses, chosen from the following, in consultation with the student's advisor and/or the Social & Criminal Justice administrative coordinator. No more than two courses may be selected from the same prefix.

ARH-107 Gender and Art
BUS-425 Fraud Examination
COM-237 Interpersonal Communication
COM-357 Sex, Race, and Gender in the Media
COM-361 Communication and Social Change
COM-362 U.S. Public Address
ECO-115 Intro to Political Economy
EDU-387 Human Relations
ENG-116 Human Rights and Literature
ENG-216 Postcolonial Literature
GS-107 Intro to Gender and Sexuality Studies
HIS-145 History of the US to 1865
HIS-155 U.S. History since 1865
HIS-347 African American History
HIS-357 Native American History
HIS-397 Women in America
HIS-525 Recent American History I
IS-126 Human Rights Work with Burmese Immigrants in Thailand
PHL-128 Morality and Moral Controversies
PHL-205 Environmental Ethics
PHL-265 Political Philosophy
PHL-270 Ethical Theory
PHL-277 Philosophy of Gender and Race
POL-305 Terrorism
POL-350 U.S. Social Policy Process
POL-375 The Constitution and Individual Liberties
PSY-235 Abnormal Psychology
PSY-245 Organizational Psychology
PSY-335 Social Psychology
PSY-385 Learning and Behavior
PSY-410 Counseling Psychology
PSY-485 Drugs and Behavior
REL-217 Religion in America
SCJ-190 Topics in Social and Criminal Justice
SCJ-220 Juvenile Delinquency and the Justice System
SCJ-301 Criminal Law and the Fourth, Fifth, and Sixth Amendments
SCJ-390 Advanced Topics in Social and Criminal Justice
SOC-207 Sociology of the Family
SOC-247 Sociology of Race
SOC-328 Urban Sociology
SOC-338 Political Sociology
SOC-355 Deviant Behavior
SOC-425 Social Change
A course approved by the Social & Criminal Justice administrative coordinator

9. One of the following capstone projects:
SCJ-815 Independent Study in Social and Criminal Justice
SCJ-895 Internship in Social and Criminal Justice
OCC-323 Chicago Program (if internship/independent study has SCJ focus)
WSH-000 Washington Term (if internship has SCJ focus)

As a capstone experience, it is expected that students will carry out the project during the junior or senior year, after completing the majority of the required coursework. Students are expected to consult with the SCJ administrative coordinator prior to beginning their projects.

10. SCJ-800 Social & Criminal Justice Colloquium -- Non-Credit Bearing

COURSES IN SOCIAL & CRIMINAL JUSTICE

SCJ-101 Introduction to Social and Criminal Justice

Explores components of justice. Focus is on understanding the nature and goals of social and criminal justice issues and policies, including an analysis of globalization, consumer culture, and social privilege. Considers the history, structure, functions, and philosophy of justice. This course includes a required civic engagement component.

SCJ-190 Topics in Social and Criminal Justice

A focused examination of an issue, problem, theory, or methodology related to social and criminal justice. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. (0.5 or 1.0 course credit)

SCJ-201 Law Enforcement and Corrections

Examines the structure and function of law enforcement policies and techniques along with practices, policies, and agencies involved in corrections systems. Reviews the historical development of law enforcement and corrections, including challenges facing correctional populations. Explores the principles and practices of treatment accorded to suspects and offenders in various settings. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).

SCJ-220 Juvenile Delinquency and the Justice System

Overview of delinquent behavior and juvenile justice system responses to delinquency. Addresses historical precedents and philosophical reasons for treating juveniles differently from adults. Also considers methodological problems and theoretical controversies in delinquency research, and the goals and effectiveness of juvenile justice systems. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).

SCJ-301 Criminal Law and the Fourth, Fifth, and Sixth Amendments

Study of criminal law including the general elements of crime, the specific criminal offenses, legal justification defenses, and conspiracy. Additionally, the course offers a general understanding of an accused's rights under the Fourth, Fifth, Sixth Amendment of the U.S. Constitution. Prerequisite: junior standing or consent of instructor.

SCJ-350 Human Rights and Comparative Justice Systems

Introduces philosophical and legal questions surrounding "human rights," analyzing the ways that the language of human rights permeates questions of civil rights and social justice in both international and domestic settings.

SCJ-390 Advanced Topics in Social and Criminal Justice

Advanced study of an issue, problem, theory, or methodology related to social and criminal justice. Contents varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Introduction to Social and Criminal Justice (SCJ-101) and Methods of Sociological Research (SOC-235). (0.5 or 1.0 course credit)

SCJ-800 Social & Criminal Justice Colloquium — Non-Credit Bearing

Majors discuss and present their work that is a requirement of their capstone projects. It is expected that Colloquium is taken during or following the completing of the capstone internship/independent study. Satisfactory completion of the Colloquium is required for graduation with a major in Social & Criminal Justice. S/U basis only. (0.0 course credit)

SCJ-815 Independent Study in Social and Criminal Justice

Independent study under faculty guidance of a research problem chosen by the student. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Methods of Sociological Research (SOC-235), junior standing, and declared major in Social & Criminal Justice.

SCJ-895 Internship in Social and Criminal Justice

Investigation of a career area related to the student's interest in social and criminal justice supervised by a faculty member in cooperation with the Center for Creativity and Careers. A minimum 140 hours of on-site experience is required. S/U basis only. Prerequisites: junior standing, declared major in Social & Criminal Justice, and consent of Social & Criminal Justice administrative coordinator.

—SOCIOLOGY

L. Barnett (Chair), Bowman, Cragoe, K. Rodgers.

The sociology department, which also offers a minor in anthropology, offers a rigorous curriculum in support of Coe's mission of providing students with a high quality liberal arts education and preparing students intellectually, professionally, and socially to lead productive and satisfying lives in the global society of the 21st century. The department serves this mission through an integrated series of courses designed to promote students' awareness and understanding 21st- century social problems, including the enduring presence of social inequality.

Sociology Major

1. SOC-107 Introductory Sociology
2. SOC-235 Methods of Sociological Research
3. SOC-535 Sociological Theory
4. SOC-745 Capstone 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 (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)
STA-100 Statistical Foundations (7 weeks) **and** STA-130 Experimental Design (7 weeks)

Sociology Minor

1. SOC-107 Introductory Sociology
2. SOC-235 Methods of Sociological 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:

SOC-275/ -285/ -295 Directed Reading
SOC-365/ -375 Research Participation I, Research Participation II
SOC-815 Independent Study
SOC-865/ -875/ -885 Career-Related Independent Investigation
SOC-895 Internship in Sociology

COURSES IN SOCIOLOGY

SOC-107 Introductory Sociology

An introduction to sociology, the scientific study of human social behavior. The course explores the place of the discipline in the social sciences and the interplay of theory and empirical evidence in building an understanding of society, and it provides exposure to a wide range of research topics and results from different areas of study in the field.

SOC-207 Sociology of the Family

Sociological description and analysis of the family as a major social institution. Topics covered may include, but are not limited to: the various ways in which “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 on an occasional basis)

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 Sociological 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-236 Topics in Sociology: Non-Western Perspectives

Same as Topics in Sociology (SOC-237) except topic(s) relate to non-Western cultures.

SOC-237 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 taken more than once for credit, provided the topics are substantially different. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor. (Offered on an occasional basis)

SOC-238 Topics in Sociology: Diverse Western Perspectives

Same as Topics in Sociology (SOC-237) except topic(s) relate to diverse Western cultures. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-247 Sociology of Race

An analysis of the social, political, and economic contexts that shape how people experience race in the United States. Topics are not limited to, but may include: the historical emergence of race, contemporary and historical definitions of racial categories, harmonious and discordant interracial interactions, stereotyping, discrimination, racism, race and crime, economic inequality, and changing racial demographics. Efforts are made throughout the course to make the material relevant to current social and political events. Prerequisite: Introductory Sociology (SOC-107) 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. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-338 Political Sociology

Examines the interconnections between politics and society. Emphasis is on the relationship between the state and social structures of capitalist societies. Theoretical, historical, and comparative materials are considered. Topics may include political power, the politics of the welfare state, policy-making, and political participation. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-351 Criminology

Examines the social meaning of criminal behavior. Looks at the relationship between crime and society—in particular, how the production and distribution of economic, political, and cultural resources shape the construction of “law” and “crime”. Includes a comparison of different types of crime, criminals, and victims, as well as at efforts to understand and control them. Prerequisite: Introductory Sociology (SOC-107)

SOC-355 Deviant Behavior

Emphasis on theories and research in understanding deviant behaviors and deviant careers. Approaches include learning, strain, conflict, and labeling theories. Prerequisite: Introductory Sociology (SOC-107) 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-417 Sociology of Sex & Sexuality

Examines how social contexts in the United States shape sexuality. Gender is a significant theme throughout the course, with a focus on topics such as past and current research about sexual behavior and identities; the social construction of sexual orientations; connections among ethnicity, race, and sexuality; domestic and international sex work; sexual violence. Prerequisite: Methods of Sociological Research (SOC-235) or consent of instructor.

SOC-425 Social Change

Theories of change applied to substantive areas (for example, modernization, economic development or restructuring, social values, and social definitions), selected by the instructor. The course addresses the differential experiences of the consequences of change among various social groups. Prerequisite: Methods of Sociological 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 Sociological 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 Sociological Research (SOC-235) and three other sociology courses above the introductory level or consent of instructor.

SOC-745 Capstone Seminar in Sociology

Concepts, theories, and methodologies learned in previous sociology courses are applied to the intensive study of a topic selected by the instructor. Prerequisite: Sociological Theory (SOC-535), and senior standing, or consent of department chair.

SOC-815 Independent Study

Independent study under faculty guidance of a research problem chosen by the student. May be taken for an X status grade with consent of instructor prior to registration. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: Previous or concurrent enrollment in Sociological Theory (SOC-535), 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. S/U basis only. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: declared major in sociology, junior standing, or consent of department chair.

—SPANISH / SPANISH STUDIES

Fuertes-Arboix, Garcia-Mariño, Mason-Browne.

Spanish Major

A grade of “C” (2.0) or higher must be earned in all courses counted toward a major in Spanish. Students who major in Spanish complete a minimum of eight courses in Spanish beyond 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 a major in Spanish, 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” (2.0) or higher must be earned in all courses counted toward a minor in Spanish. The minor in Spanish requires the completion of four courses beyond 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 a minor in Spanish.

Spanish Studies Major

A grade of “C” (2.0) or higher must be earned in all courses counted toward a major in Spanish Studies.

The Spanish Studies major requires: 1) successful completion of four courses beyond 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

A course dealing with the picture of human activity and values given in foreign short stories, novels, films, and other works of art, as well as in historical documents and the like. It celebrates and explores the special character of a national or ethnic identity with reference to either the French-speaking world, Spain and/or Latin America, Germany, Asia, or the world of Greek and Roman antiquity. Topics vary from year to year. Taught in English.

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. Prerequisite: appropriate Spanish Placement exam results or consent of instructor.

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. Prerequisite: appropriate Spanish Placement exam results or consent of instructor.

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), Spanish Review and Preparation (SPA-135), appropriate Spanish Placement exam results or consent of instructor.

SPA-258 Spanish Language Learning in Spain

Study abroad course supervised by a Coe faculty member. Intensive exposure to Spanish language and culture at a university in Spain includes three hours of Spanish daily and an additional hour studying the culture and traditions of Spain. Prerequisite: consent of instructor. (Offered May Term only)

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. Prerequisite: Intermediate Spanish II (SPA-225), appropriate Spanish Placement exam results or consent of instructor.

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. Prerequisite: Spanish Composition and Conversation (SPA-315).

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. Prerequisite: Spanish Language and Literature (SPA-325).

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-339 Spanish for Health Care

Focuses on providing Spanish language proficiency for students planning careers in the area of healthcare. Emphasis is placed on the healthcare vocabulary and the culture of the Latino population living in the United States. Local outreach is a required component of this course. Students visit local health clinics, where they are able to volunteer, using their knowledge of Spanish and working as translators. Prerequisite: Intermediate Spanish II (SPA-225) or consent of instructor.

SPA-345 Introduction to Hispanic Literature

An introduction to the study of Peninsular and Spanish-American literary works, with an emphasis on basic critical concepts, terminology, and methods. A wide range of texts is studied, beginning with poems and short narratives, and ending with longer works. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325). (Offered alternate years)

SPA-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. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-349 Business Spanish

Focuses on providing Spanish language proficiency for students planning careers in business. Emphasis is placed on the different cultures of Spanish-speaking countries in the business world. Local outreach is a required component of this course. Students visit local businesses, where they learn about the culture of the Spanish-speaking business world. Prerequisite: Intermediate Spanish II (SPA-225) or consent of instructor.

SPA-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. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-466 Hispanic Poetry: Latin America

An introduction to Latin American 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-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 to term as determined by the instructor. May be taken more than once, 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. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-815 Independent Study

Independent investigation of a selected project in Spanish under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.

SPA-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 more than once for credit.

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. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in Spanish. Prerequisites: junior standing and consent of department chair.

—STATISTICS (COURSES ONLY)

Cross.

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 seven 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. Course work 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.

—THEATRE ARTS

D. Barnett, Downes, Ganfield, Rezabek (Dance), Schmidt, Slavin, Wolverton (Chair).

The Theatre Arts program is designed to provide a balance between academic and experiential learning for all interested students. The goal is to offer opportunities for student participation in all aspects of theatre, on stage and in the classroom, and to enrich the cultural and academic life of the College.

The program accommodates both majors and minors through courses focused on theatrical history, theory and literature, as well as through training in acting, directing, design, and theatrical production. This foundation prepares students for graduate study and for any field that values high-level communication skills, as well as for careers in theatre as teachers, artists, technicians, or managers.

As a means of helping students prepare for graduate study and/or a professional career, all majors are required to present an audition piece or a portfolio for annual review beginning in their second year. The senior seminar provides a capstone experience, giving students an opportunity to reflect on their development as theatre artists, and to examine theatre as a collaborative art form.

For the campus community at large, as audience members or as occasional participants, the program offers a wide range of drama selected both to educate and to entertain.

Theatre Arts Major

Theatre Arts Core Courses (required of all students majoring in theatre arts):

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 Minor

The minor in theatre arts consists of six theatre arts courses.

Theatre Arts students select one of the following **emphases**: general, acting, directing, musical theatre, and technical theatre/design.

General

5. Eight core courses (see p. 189)
6. Three additional theatre arts courses, chosen with departmental approval.

Acting

1. Eight core courses (see p. 189)
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-105 Introduction to Philosophy
- PSY-115 Introductory Psychology

Directing

1. Eight core courses (see p. 189)
2. THE-250 Acting II
3. THE-490 Directing II
4. One additional course in acting or design

Strongly recommended:

ARH-118 History of Western Architecture
COM-237 Interpersonal Communication
THE-350 Advanced Acting: Shakespeare
THE-430 Lighting Design
THE-440 Scene Design
THE-480 Costume Design
THE-690 Advanced Projects in Directing
Any other art history course

Musical Theatre

1. Eight core courses (See p. 189)
2. MU-115 Theory of Music I
3. THE-170 Voice and Diction
4. THE-270 Musical Theatre Acting
5. Four terms of MUA-522 Voice (0.6 cc)
6. One additional course credit in practical musical theatre chosen from a combination of the following:
MUA-080 Musical Theatre Practicum (0.5 cc)
MUA-132 Opera Workshop (0.2 cc)
A musical theatre internship approved by the music or theatre arts department
7. Six seven-week dance courses (DAN-010 through DAN-045) (0.2 cc)

Technical Theatre/Design

1. Eight core courses (see p. 189)
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: Observation and Interpretation
ART-145 Illuminated Pixels
ARH-118 History of Western Architecture
ART-264 The Human Form
Any other art history course
PHY-125 Electronics & Laboratory

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. 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). May be taken more than once. 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. 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. (Offered Fall Term)

THE-140 Design for the Stage

Examines the design process for all aspects of theatre design (costume, scenery, and lighting). Specific topics include the design elements, script analysis, research, basic drawing, basic drafting, and presentation techniques. A series of projects and readings introduce students to the basic language of visual story telling. Additional time outside of class is necessary to complete projects. (Offered Spring Term)

THE-145 Viewpoints Ensemble Work

A course designed to provide students with a comprehensive understanding of Viewpoints Technique for actors. Viewpoints is a "philosophy translated into a technique for training performers, building ensemble and creating movement for the stage." Students working within a group dynamic learn to access acutely their centers of awareness and intensify their ability to work in the "here and now." Hands-on training is supplemented by readings, quizzes and journal writing. (Offered Fall Term, alternate years)

THE-150 Acting I

Stanislavsky-based, comprehensive introduction to the elements of acting for the stage. Through theatre games, improvisations, exercises, and partnered work on scenes grounded in realism, students learn to identify and personalize a character'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.

THE-160 Movement for the Stage

Designed to help students learn the effective use of the body as a component of the acting process. Physical expression in movement and gesture is developed by way of in-class exercises and improvisations, leading to the solo and collaborative creation of movement pieces for performance. Skills of concentration, breath control, partner awareness, and physical characterization are also fostered in this work.

THE-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.

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. May be taken more than once for credit. A maximum of two course credits may be counted toward a major or minor in theatre arts. (Offered Spring Term)

THE-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. 98

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

THE-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.

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

See also Music (MU-270), p. 149

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.

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. 99

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. (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 taken more than once, provided the topics are substantially different. With departmental approval, this course may be used to satisfy the requirements for a major in theatre arts.

THE-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 taken more than once, provided the topics are substantially different. With departmental approval, this course may be used to satisfy the requirements for a major in theatre arts.

THE-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. May be taken for an X status grade with consent of instructor prior to registration. 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 Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. One internship credit may be used to satisfy the requirements for a major in theatre arts. Prerequisites: junior standing, declared major in theatre arts, and consent of department chair.

—WRITING

See Rhetoric, p. 180

RESERVE OFFICER TRAINING CORPS

—AEROSPACE STUDIES

Clark, Spyker.

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-010 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. (0.25 course credit)

MSA-011 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-010) (0.25 course credit)

MSA-012 Foundations of the U.S. Air Force II

Continuation of MSA-010. (0.25 course credit)

MSA-013 AFROTC Leadership Laboratory

See MSA-011. Corequisite: Foundations of the Air Force II (MSA-012) (0.25 course credit)

MSA-020 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. (0.25 course credit)

MSA-021 AFROTC Leadership Laboratory

See MSA-011. Corequisite: Evolution of USAF Air & Space Power I (MSA-020). (0.25 course credit)

MSA-022 Evolution of USAF Air & Space Power II

Continuation of MSA-020. Air power from post-World War II environment to present; emphasis on developments in U.S. Air Force. (0.25 course credit)

MSA-023 AFROTC Leadership Laboratory

See MSA-011. Corequisite: Evolution of USAF Air & Space Power II (MSA-022) (0.25 course credit)

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. (0.75 course credit)

MSA-131 AFROTC Leadership Laboratory

See MSA-011. Corequisite: Air Force Leadership Studies I (MSA-130). (0.25 course credit)

MSA-132 Air Force Leadership Studies II

Continuation of MSA-130. Prerequisite: junior standing or consent of instructor. (0.75 course credit)

MSA-133 AFROTC Leadership Laboratory

See MSA-011. Corequisite: Air Force Leadership Studies II (MSA-132). (0.25 course credit)

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. (0.75 course credit)

MSA-141 AFROTC Leadership Laboratory

See MSA-011. Corequisite: National Security Affairs & Preparation for Active Duty I (MSA-140). (0.25 course credit)

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. (0.75 course credit)

MSA-143 AFROTC Leadership Laboratory

See MSA-011. Corequisite: National Security Affairs & Preparation for Active Duty I (MSA-142). (0.25 course credit)

MSA-150 Readings in Contemporary Military Issues

Individual research. May be taken more than once. Consent of Department Head required. (0.25 – 0.75 course credit)

MSA-151 AFROTC Leadership Laboratory

See MSA-011. (0.0 course credit)

MSA-153 AFROTC Leadership Laboratory

See MSA-011. (0.0 course credit)

—MILITARY SCIENCE

Guderski.

Army ROTC Courses

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

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. (0.25 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. (0.25 course credit) (Offered Spring Term; Fall Term by arrangement)

MIL-103 Innovative Team Leadership

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and 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. (0.5 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-104 Foundations of Tactical Leadership

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

ADVANCED 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-227), 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 Fitness Training

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

MIL-105 Adaptive Tactical Leadership

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. Students' tactical leadership abilities are developed to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC). Co-requisite: 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. (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-106 Leadership in Changing Environs

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

MIL-107 Developing Adaptive Leaders

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. (0.75 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. (0.75 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 0.25 to 0.75 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. (0.25 to 0.75 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 call (1-877-CALL-COE) 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 select Saturdays 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, 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 (1020 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 a conditional status 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 26.

Methods of Application

Coe provides students with three application options and deadlines:

1. Students have the opportunity to apply for admission using a binding **Early Decision Plan**. It is understood that students will apply under one early decision plan. A completed application must be postmarked or electronically submitted no later than November 15 to be considered for Early Decision. Applicants are notified by December 15 or as soon as possible after their files are complete. Three decisions can be given: admit, deny or defer to regular decision. If an applicant is admitted under early decision, they are expected to submit a \$250 non-refundable enrollment fee.
2. 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 or electronically submitted 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 who intend to enroll at Coe must submit a \$250 non-refundable enrollment fee by May 1 to reserve a place in the fall class.
3. Students applying under the **Regular Decision Plan** should have a completed application postmarked or electronically submitted by March 1. Applicants are notified on or before March 15 or as soon as possible

after their files are complete. All accepted applicants who intend to enroll at Coe must submit a non-refundable \$250 enrollment fee 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. official results of either the SAT or ACT examination
3. an official high school transcript

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 online at www.coe.edu/apply.

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 \$250 enrollment fee 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 10 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. 43)

New students may enroll at the College at the beginning of the Fall Term or Spring Term. (Students should consult the academic calendar, pp. 8-9, 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 for admission
2. official certified translated copy of all secondary school work and college (if applicable)
3. certified copy of all national exam results ('O' levels, 'A' levels, GCE, SLC, WAEC, etc.)
4. results from IELTS, TOEFL, etc. (if English is not first language) and SAT/ACT exams
5. completed financial documents (International Student Certification of Finances and certified bank statement).

An English Language Academic Bridge Program exists for students with a TOEFL score between 500-520 pBT or 61-67 iBT. A combination of English courses and degree-seeking courses will be provided for the first academic term.

An intensive English as a Second Language Program is available for secondary school graduates with TOEFL scores below 520 pBT or 61 iBT. Coe has a full-time International Student Advisor, and the Office of Diversity and Inclusion 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.

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.

The Coe College annual fees and student accounts policies can be found in the *Coe Student Accounts Handbook* located at: <http://www.coe.edu/campuslife/studentservices/businessoffice>.

Full-Time and Part-Time Students

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

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

Enrollment Fee

A \$250 non-refundable enrollment fee is paid to the College by the accepted candidate.

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 student newspaper, literary magazine, and social events. Expenses not covered by the Comprehensive Fee include some music lessons, books, linen service, personal expenses, certain specific campus events, and health and accident insurance.

Comprehensive Fee 2017-2018 (For Full-Time Students)	
Tuition	\$42,090
Board	\$4,790
Room	\$4,350
Student Fees (Health Services & Activity Fee)	\$340
Total On-Campus Resident	\$51,570

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 Residence Life Office and must be renewed each year. Students who violate the residence requirement are charged full room and board costs for the entire year.

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 director as to the cost (and other details) of each program. This charge could vary significantly from the cost of remaining on campus. The tuition charged for Fall or Spring Term off-campus programs will be Coe's tuition or the tuition for the off-campus program if greater than Coe's tuition. In addition to tuition, Coe will charge the off campus program fee as billed by the off campus program. 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.**

GENERAL FINANCIAL REGULATIONS

1. Registration is not completed and a student is not enrolled in classes until College charges are paid in full or satisfactory arrangements are made in writing with the Business Office.
2. At the discretion of the College administration, a student may be suspended for non-payment of indebtedness to the College. If the account is later paid, the student may seek reinstatement.
3. No diploma, certificate, official transcript, letter of honorable dismissal, 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 Development. The residence halls are open during the fall break and Thanksgiving recess. Meals are served during the fall break but not during Thanksgiving recess. 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 Development.
5. The College reserves the right to revise charges as conditions may warrant.

PAYMENT POLICY

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

Monthly Payment Plan

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

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

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

Late Payments

College charges to be paid on the regular term payment schedule (August 1 and January 1) are subject to a late payment charge of 1.25% per month (or fraction thereof) on the full amount that is past due. This is equivalent to an annual rate of 15%.

FINANCIAL IMPACT OF WITHDRAWING OR CEASING ATTENDANCE IN ALL COURSES

Official Withdrawal from all Courses

Students who withdraw from or cease attendance in all of their courses before they complete at least 60 percent of the term have the responsibility of initiating the official withdrawal process. (see page 39)

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

Unofficial Withdrawal from all Courses

Students who did not earn credit for any of the courses they were registered for in a given term and did not officially withdraw or otherwise provide notice of their intent to withdraw, must be considered "unofficially withdrawn". Federal regulations mandate that, unless it can be documented that a student was in attendance past the 60 percentage point in time of the term, a federal Title IV refund calculation, using the withdrawal date of either the midpoint of the term or the last date of attendance at a documented academically related activity, must be performed.

A student's withdrawal date is:

The date, as determined by the institution, that the student began the withdrawal process prescribed by the institution (See p. 42);

- OR The date, as determined by the institution, that the student otherwise provided official notification to a designated office (see p. 42) of his or her intent to withdraw;
- OR If the student ceased attendance without providing official notification, the mid-point of the term;
- OR The student's last date of attendance at a documented academically related activity.

Federal Title IV Refund Calculation / Policy

In accordance with federal regulations, a Title IV refund calculation must be performed for students that are recipients of Federal Student Aid (FSA) who cease attendance in all courses before the 60 percentage point in time, including students who are expelled, or are granted a leave of absence. The FSA programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, Federal Perkins Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq Afghanistan Service Grant, and other Title IV Programs. The Coe College Office of Financial Aid determines, based on the *federally mandated formula, the amount of FSA assistance students have earned based on the date in the term a student is considered to be withdrawn. An example of the refund calculation is published online in the Financial Aid Handbook (www.coe.edu/fahandbook) and a handout may be obtained from the Financial Aid Office.

Return of Financial Aid Funds Policy Steps

- Step 1: Determine the percentage of enrollment period completed by the student. If the calculated percentage is equal to or greater than 60%, the student has "earned" all aid for the enrollment period and no adjustment in financial aid occurs.
- $$\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$$
- Step 2: Apply the percentage completed to the Title IV aid award to determine the student's eligibility for financial aid prior to the withdrawal.
- $$\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$$
- Step 3: Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid program.
- $$\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$$
- If the aid already disbursed equals the earned aid, no further action is required.
 - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
 - If the aid already disbursed is less than the earned aid, a late disbursement may be made to the student.

Step 4: Determine if the institution and/or the student must return the unearned funds.

Total Aid – Earned Aid = Unearned aid that must be returned (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 Coe College Office of Financial Aid is required to return any unearned FSA funds that were applied towards institutional charges within 45 days in the following order:

- Direct Unsubsidized Stafford Loan
- Direct (Subsidized) Stafford Loan
- Perkins Loan
- Direct Graduate PLUS Loan (for graduate students)
- Direct PLUS Loan (for parents of undergraduate students)
- Pell Grant
- SEOG
- TEACH Grant
- Iraq Afghanistan Service Grant

The student will be informed by the Office of Financial Aid of the type and amount of FSA program funds that are being returned on his/her behalf. The student is required to return unearned aid that was directly disbursed to the student. Unearned loan funds must be repaid by the student under the terms and conditions of the promissory note. The amount of unearned grant funds a student must return is limited to the amount by which unearned grant funds disbursed to the student exceed half of the original grant award by \$50 or more. A student must repay an overpayment of grant funds in full or make satisfactory repayment arrangements with the college or the Department of Education within 45 days of the date of notification. If payment is not received, the college is required to report the student to the National Student Loan Data System (NSLDS) and the U.S. Department of Education's Debt Resolution Services. Failure to repay an overpayment of grant funds will result in the loss of federal aid eligibility.

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

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

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

* the federal work-sheet used to calculate the amount of FSA assistance earned is available from the Office of Financial Aid upon request.

Institutional Refund Calculation/Policy

The Office of Financial Aid will follow the federal Title IV Refund Calculation/ Policy in determining the amount of earned and unearned institutional and state assistance.

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

May term (optional)

The first May Term course taken by a student is a non-tuition charge term for all Coe full-time degree-seeking students enrolled in the Spring Term, therefore, no Title IV aid or institutional aid is awarded to students. A \$625 fee per May Term course will be assessed for subsequent May Term courses taken by a student. Please see the *Coe Student Accounts Handbook* for more information about May Term.

Enrollment Status Changes

Changes in enrollment status from full-time to part-time may affect a student's financial assistance. Students should consult with the Office of Financial Aid to discuss how enrollment changes will affect their financial aid.

Part-Time Students

A part-time student withdrawing from all courses 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 *Return of Title IV Funds/Institutional Refund Policy* (see p. 204) which credits earned aid and assessed charges on a prorated basis predicated on the term/session enrolled.

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.

Trustee Scholarships and Heritage Awards

Academic scholarships and awards are based on high school academic record and test scores (ACT or SAT). Consideration may be given to leadership abilities, letters of recommendation, and/or community involvement, as well. Additional information can be obtained from the Office of Admission.

Legacy Award

Awards are available to children or grandchildren of Coe alumni.

Sibling Award

Awards are available to siblings of current students or siblings of Coe alumni.

International Scholarships

International students may qualify for academic or visual and performing arts scholarships.

Transfer Scholarships

Transfer students who have at least a 3.0 GPA may qualify for academic and talent based scholarships. Students may be eligible to compete for full and partial scholarships.

Visual and Performing Arts Scholarships

Students with outstanding ability in art, music or theatre may compete for a scholarship. These scholarships are available to majors and non-majors. Additional scholarship opportunities for those majoring in music include the Marshall Full-Tuition scholarship and the Basler Vocal Music Scholarship.

National Merit Finalists

Full-tuition scholarships are awarded for National Merit Finalists if Coe is listed as first choice of schools with the National Merit Scholarship Corporation on May 1 of the student's senior year. National Merit awards are equal to the full-time tuition of the recipient's entry year and renew yearly at the same rate.

International Full-Tuition Scholarship

The International Full-Tuition Scholarship will be given to one student who demonstrates high academic achievement and financial need. This award is equal to the full-time tuition of the recipient's entry year and renewed yearly at the same rate.

WILLISTON JONES FULL-TUITION SCHOLARSHIPS

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

The Distinguished Trustee Scholarship

This scholarship is awarded to high academic students with the potential to positively impact our campus.

The Diversity Leadership Scholarship

Coe believes educational experience is strengthened by the inclusion of strong voices from diverse backgrounds. This scholarship is awarded to students from historically underrepresented populations.

The Marshall Music Scholarship

Open to prospective students who have the motivation and background necessary to pursue the Bachelor of Music degree.

The Sustainability Scholarship

This scholarship is awarded to students who show passion and concern for our environment.

The Impact Award

The Coe College community values the ability each student has to make an impact on campus. This award recognizes this relationship the student has with the campus community. Eligible students are notified of the requirements to receive this award upon admission to the College.

Renewal Criteria

All scholarships are renewable on an annual basis. Renewal is contingent on full-time study and will not exceed eight terms of full-time study.

The renewal for the Williston Jones, Trustee, and Visual and Performing Arts scholarships will be based on Satisfactory Academic Progress (SAP). See p. 210 for SAP GPA and pace standards. Winners of music and theatre scholarships must meet participation criteria as specified in their award letter. Full criteria for renewal of all scholarships are outlined in scholarship notification letters.

Students who fall below the required academic scholarship criteria or determine that they no longer desire to continue meeting requirements for a competitive scholarship should contact the Office of Financial Aid 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

A detailed description of all financial aid programs and student financial aid eligibility requirements is contained in the Coe College [Financial Aid Handbook](#). The *Financial Aid Handbook* is available on the College website and a paper copy can be obtained from the Office of Financial Aid.

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

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

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

New students must accept their financial aid award by submitting a \$250 enrollment fee by May 1 for the Fall Term. Extensions may be requested by contacting the Office of Financial Aid. 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 Office of Financial Aid. These supporting documents may include, but are not limited to, copies of student and parent IRS tax transcripts from a prior tax year, verification of untaxed income received, family size and the number of family members attending college during the next academic year. Returning students selected for verification will not receive a financial aid award letter until all requested documents are received and reviewed by the Office of Financial Aid. 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 Office of Financial Aid 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 Office of Financial Aid

will contact students if clarification is needed on any of the data reported on the FAFSA. If corrections to the FAFSA are necessary, the Office of Financial Aid 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.

The value of a **Coe Grant** is influenced by a student's financial need. The amount of the Coe Grant can vary from year to year, depending on changes in family income, room and board charges, and the availability of funding.

Coe has many endowed scholarships that have been established by generous alumni and friends of the college. Income from these scholarships is used primarily to support Coe funded merit- and need-based aid. Students awarded Coe aid may be asked to complete an 'Endowed Scholarship Application.' The Financial Aid Office will use information from this application to match students with endowed scholarships. Students designated to have their Coe aid funded by an endowed scholarship may be contacted by the Coe College Advancement Office with information about their donor. (Note: Endowed scholarship funds support Coe funded aid already granted to the student. Under no circumstances will the student receive additional funding beyond what has already been listed on the financial aid award letter.) Endowed scholarship funds are vital sources of assistance for many of our students. It will be requested that each student receiving funds from an endowed scholarship write a letter of thanks to the donor or the designated official. Donor information and letter suggestions will be provided by the Office of Advancement.

The **Federal Pell Grant** program is designed to provide financial assistance to eligible undergraduates.

Application is made by filing a Free Application for Federal Student Aid (FAFSA).

The Federal Pell Grant program provides grants to full- and part-time students and may be used at any eligible college or university that the student attends as an undergraduate or until the student receive a first baccalaureate degree. The award amount may vary according to the cost of the institution and the number of hours for which a student is enrolled. A student may receive no more than the equivalent of 12 full-time term awards. Students must be enrolled for three or more course credits per term to receive the full award. At press time, the current 2017-18 Federal Pell grants awards range from \$590 up to \$5,920. However, final Pell Grant amounts are subject to the federal budget process and could very well be reduced. These grants are generally available to families with modest incomes.

The **Federal Supplemental Educational Opportunity Grants (SEOG)** program provides financial grant assistance to Pell Grant eligible undergraduates with exceptional financial need which, for the purposes of this program, is defined as those with the lowest EFC. The grants are made from funds provided by the federal government to Coe College. The College, in turn, selects needy students who have applied for financial aid and meet awarding criteria established by the federal government. SEOG awards at Coe are based on the availability of funding and can range from \$100 up to \$1,000 per academic year. These funds are limited and not all students who qualify can be assured that they will receive a SEOG grant.

The **Iowa Tuition Grants (ITG)** is available to qualified, undergraduate Iowa residents who are enrolled at least one quarter time (one course credit) at a private college in Iowa. A student may receive the ITG for no more than eight full-time terms. The ITG is based on financial need and a FAFSA filing deadline of July 1, for a student to be considered for this award. Application to receive the ITG at Coe can be made by listing Coe College on the FAFSA. The maximum full-time award for the 2017-18 academic year is \$5,650.

National Presbyterian Scholarships are offered to members of the Presbyterian Church (U.S.A.) who plan to attend one of the participating Presbyterian colleges, including Coe College. Students must file a separate application to the Presbyterian Church (U.S.A.) by December 1. Only incoming first-year students may apply for these need-based renewable scholarships. (Applicants must complete the FAFSA to renew the scholarship.)

NON-NEED BASED GIFT AID

The **Education Assistance for College and Higher Education (TEACH)** program is designed to provide financial assistance of up to \$4,000 per academic year to current and prospective teachers. The current award amount for the 2017-18 academic year is \$3,736. To qualify for a TEACH Grant a student must have scored above the 75th percentile on any portion of the ACT or SAT (including composite scores) or have a 3.25 cumulative grade point average. First-year students must have a final cumulative high school grade point average of at least a 3.25 and upperclassmen must maintain a minimum cumulative GPA of 3.25 each Term. In addition, a

recipient must serve as a full-time teacher in a high-need field, in a school serving low-income students for at least four academic years within eight years. If a student does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Federal Direct Stafford Loan with interest accruing at a fixed 3.76 percent from the time the grant was disbursed.

Active Duty Military Benefits

An individual who is currently serving in the military or who is the spouse or dependent child of a service member who is currently serving on active duty, may be eligible for funding offered through the Department of Defense Tuition Assistance program. Applicants are encouraged to check their eligibility status and amount for which they qualify with their Service prior to enrolling.

Iowa National Guard Educational Assistance Grant

The Iowa National Guard Educational Assistance Grant (NGEAP) provides annual awards to Iowa National Guard members who attend eligible Iowa colleges and universities. Eligibility is determined by the Iowa Adjutant General. Maximum individual awards cannot exceed the current average resident tuition rate at Iowa Regent Universities. The maximum award amount for the 2016-17 academic year was \$6,658.

ROTC Scholarships and Grants are available through Coe College. The College ROTC program provides on-campus leadership training in conjunction with a student's current curriculum. The scholarship provides payment of up to full tuition and fees for a given academic year and approximately \$600 per term for books, and a subsistence allowance of up to \$500 per month up to 10 months per academic year. ROTC-eligible students should contact the Office of Financial Aid to determine the impact this scholarship will have on their total financial aid package.

Veterans' Benefits

The Veterans Administration administers programs for veterans and service people seeking assistance for education and training. A veteran or dependent of a veteran who plans to receive educational benefits, as determined by the Department of Veteran Affairs, should contact the Registrar's Office well in advance of enrollment to request certification. Additional information about veterans' benefits at Coe College, such as the application process for the various programs, available resources, as well as withdrawal and readmit policies for service members, can be found on the Coe College Admission/Financial Aid webpage.

The **Yellow Ribbon GI Educational Enhancement Program** is a provision of the Post- 9/11 Veterans Educational Assistance Act of 2008. The program is designed to supplement the Post- 9/11 tuition benefit, which is limited to the highest public in-state undergraduate tuition. Under the Yellow Ribbon program, Coe College entered into an agreement with the Department of Veterans Affairs to jointly pay the portion of an eligible veteran's net tuition and fees that exceed the maximum amount otherwise provided by the Post- 9/11 GI Bill. Veterans are encouraged to visit the VA's Yellow Ribbon webpage to determine their eligibility. While not required to file a FAFSA, applicants are strongly encouraged to do so in order to potentially maximize federal and/or state benefits.

Vocational Rehabilitation Benefits

The Division of Vocational and Rehabilitation of the Iowa Department of Public Instruction or a similar division in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Division of Vocational Rehabilitation, 801 Bankers Trust Building, Des Moines, IA 50309, or the student's home state office.

TUITION DISCOUNTS

Continuing Student Discount

Undergraduate and Post-baccalaureate students who do not qualify for Coe scholarships and grants may contact the Office of Financial Aid to determine if they qualify for a tuition discount.

Teacher Education Discount

Qualifying education students enrolled in Coe's Ninth-Term/Fifth-Year programs may obtain applications from the education department for a discount of up to 60% of regular full-time tuition charges. Students should contact the Education Department for detailed instructions and deadlines for applying (Rates subject to change).

Accounting Discount

Full-time students who are pursuing a major in public accounting, have not completed their degree requirements in four years, and are in good academic standing receive a tuition discount of 60% of regular tuition charges in their fifth consecutive year of study. (Rates subject to change).

FEDERAL SELF-HELP AID

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

Work-Study Awards provide part-time employment on campus and at area non-profit agencies and in local schools.

Federal Perkins Loans – This program will be discontinued on October 1, 2017. After this date no new loans can be made to new or existing borrowers.

This loan must be repaid by the student and are available to qualifying students. Application is made to Coe by filing the FAFSA. The amount of a Federal Perkins Loan will depend on financial need and available funds. Federal Perkins Loan funds are limited and priority is given to those students meeting the filing deadline who demonstrate exceptional financial need. The federal maximum loan limit is \$5,500 per year, not to exceed \$11,000, until the student has completed two years of undergraduate course work and with an aggregate limit of \$27,500 as an undergraduate. Due to limited funding, the maximum Perkins loan award at Coe is typically no more than \$3,000 per academic year.

William D. Ford Federal Direct Stafford Loans must be repaid by the student. The Federal Direct Stafford (FDS) loan program allows students to borrow low-interest loans directly from the federal government. To qualify for a FDS loan, a student must file the FAFSA, be admitted to a degree or certificate program, and be enrolled at least half-time. (2.0 course credits)

Loan Types

There are two types of Federal Direct Stafford loans: subsidized and unsubsidized. The interest rate for loans processed during the 2017-18 academic year is fixed at 4.45 percent. A 1.069% origination fee is subtracted from the loan funds. Please note, interest rates, subsidies, and origination fees may change. Updated information will be published as it becomes available.

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

Once a student is no longer enrolled at least half-time, repayment begins after a 6 months grace period. During the grace period, the student will receive repayment information from the loan servicer, including the first payment due date. Information on the servicer assigned to a student's loans can be looked up on the National Student Loan Data System (NSLDS) at: www.nsls.ed.gov

Federal Direct Parent Loan for Undergraduate Student's (PLUS) Parents who can demonstrate good credit may borrow the difference between the student's costs of attendance less financial assistance. Both custodial and non-custodial parents can borrow through the PLUS loan program in order to meet their obligation to the student's costs at Coe. The interest rate is fixed at 7.0%. A 4.264% origination fee is subtracted from the loan funds. Repayment begins 60 days after the loan is fully disbursed unless the borrower requests to defer payment while the student is enrolled.

Federal Direct PLUS Loan Program for Graduate Students must be repaid by the student. The terms and conditions applicable to the Parent PLUS Loan (made to parents of dependent students) also apply to PLUS Loans made to graduate students.

GENERAL POLICIES

Financial Aid Satisfactory Academic Progress Policy — Academic Year 2017-2018

The Office of Financial Aid 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, state, and institutional 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. Students should contact the Office of Financial Aid with questions regarding the intent or the interpretation of these standards.

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 Course Credits Attempted**</i>	<i>Cumulative minimum GPA</i>
0 - 4.0	1.5
4.1 - 7.9	1.75
8.0 - 11.9	1.8
12.0 - 15.9	1.9
16 and above	2.0

A student in a graduate program must meet the minimum GPA standard established by the academic department.

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

<i>Total Course Credits Attempted**</i>	<i>Minimum Percentage of Attempted Course Credits Completed</i>
0 - 7.9	58%
8 - 15.9	64%
16 and above	70%

*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 six (6.0) course credits. Enrollment in a minimum of three (3.0) 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

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.

Financial Aid Warning

A student who does not meet the minimum SAP standards for GPA and Pace will be placed on Financial Aid Warning for the subsequent term. Federal financial aid can be received during a Financial Aid Warning Term. A Financial Aid Warning notice is sent to the student by the Office of Financial Aid 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 Office of Financial Aid 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 Office of Financial Aid by the stated deadline 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 is granted a 100% 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 meet the terms of the plan in order to receive federal financial aid.

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 Office of Financial Aid 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 GRADES 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 Office of Financial Aid 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 Office of Financial Aid. *Failed courses* that are repeated are counted as attempted and earned hours and therefore impact the cumulative GPA.

Status Marks of: W and WF

Courses for which a grade of W is recorded count as attempted credits. Courses for which a grade of WF is recorded count as attempted credits and impact GPA.

Part-Time Students

Coe grants and scholarships are not available to students who are enrolled part-time (fewer than 3.0 course credits). Federal and state grants and loans are available to part-time students at pro-rated amounts. Students changing their status from full-time to part-time must contact the Office of Financial Aid. To be eligible for a federal Direct Stafford student loan, a student must be enrolled for a minimum of two course credits. Students who are enrolled for fewer than two course credits do not qualify for an in-school deferment status on existing federal loans.

Fifth Year of Study

Financial aid beyond eight terms is generally limited to federal and state aid. Students are encouraged to file a Free Application for Federal Student Aid (FAFSA) for federal and state financial aid, although both types of financial aid also have statutory limits. For students who received a federal Pell grant, the equivalent of 12 full-time terms is the maximum. Beginning with the 2013-2014 academic year, new Stafford loan borrowers may only receive subsidized loans for a maximum of 150% (six years of full-time study) of the published length of their academic program. For students receiving the Iowa Tuition Grant, eight full-time terms is the maximum. Federal and state financial aid eligibility ends once students have satisfied all requirements for their particular areas of study. (See *Financial Aid Satisfactory Academic Progress Policy*, p. 210, for additional restrictions.)

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

Withdrawal and Leave of Absence from the College

When a student withdraws or takes a leave of absence from all classes during a term, it is the responsibility of the college to calculate a return of Title IV funds according to federal policy. (See *Return of Title IV Funds/Institutional Refund Policy*, p. 204) Students who are granted a leave of absence, and are not attending college elsewhere during the leave, generally are eligible to have their academic and talent based scholarships renewed upon their return. Renewal of these scholarships is contingent upon meeting Satisfactory Academic Progress (p. 210). 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 Office of Financial Aid. 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 Office of Financial Aid 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 Office of Financial Aid. Outside assistance may include, but is not limited to: scholarships, tuition reimbursement, private student loans, etc. These funds may cause a change in financial aid eligibility.

Appeals

A student has the right to appeal any decision concerning financial aid eligibility or award to the Director of Financial Aid. To do so, contact the Director of Financial Aid.

Off-Campus Study

Coe-administered financial aid, with the exception of tuition-exchange programs, 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 Office of Financial Aid for more information.

DIRECTORIES

THE FACULTY

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

Associate Professor of Physics, (2015) 2011.

B.S., 1996, Middle East Technical University, Turkey; Ph.D., 2003, University of Iowa.

BRIE SWENSON ARNOLD

Associate Professor of History, (2015) 2009.

B.A., 1999, Concordia College; M.A., 2004, Ph.D., 2008, University of Minnesota.

LARRY D. ATWATER

Assistant Professor of Kinesiology, 1990.

B.A., 1982, Coe College; M.A., 1988, Northeast Missouri State University.

RYAN BARANOWSKI

Assistant Professor of Stead Department of Business Administration and Economics, 2013.

B.A., 2008, Coe College; M.A., 2010, Ph.D., 2013, University of California, Irvine.

MARIE BAEHR

Special Assistant to the President; 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

Professor of Psychology, 2012 (1999).

B.A., 1992, Coe College; M.S., 1994, Ph.D., 1997, Iowa State University.

DENNIS BARNETT

Professor of Theatre Arts, 2016 (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

Professor of Political Science, 2013 (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.

MICHELLE BLAIR

Assistant Professor of Music, 2017 (2015).

B.M., 2009, Southwestern University; M.M., 2012, University of Texas at Arlington; D.M.A., 2015, University of Houston.

EMILY BOWMAN

Associate Professor of Sociology, 2017 (2011).

B.A., 2000, Hanover College; M.A., 2004, Ph.D., 2012, Indiana University.

DEREK N. BUCKALOO

William R. and Winifred Shuttleworth Professor of History, 2016 (2002).

B.A., 1990, Stanford University; M.A., 1997, Ph.D., 2002, Emory University.

HEIDE BURSCH

Assistant Professor of Nursing, 2014 (2013).
B.S.N., 1981, M.S.N., 2006, Ph.D., 2012, University of Iowa.

ALLISON CARR

Assistant Professor of Rhetoric, 2014.
B.A., 2005, Coe College; M.A., 2009, Ph.D., 2014, University of Cincinnati.

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

Elnora H. and William B. Quarton Associate Professor of Business Administration and Economics, 2016 (2010).
B.S., 1996, National Taiwan University; M.B.A., 2003, University of California, Irvine; Ph.D., 2010, University of California, Santa Cruz.

BENJAMIN CHIHAK

Assistant Professor of Psychology, 1017.
B.A., 2000, Macalester College; Ph.D., 2007, University of Minnesota.

JOSHUA CHRISTENSEN

Assistant Professor of Stead Department of Business Administration and Economics, 2015.
B.A., 2003, Wartburg College; J.D., 2011, University of Iowa College of Law.

RANDOLPH N. CHRISTENSEN

Associate Professor of Biology, 2011 (2006).
B.S., 1995, Brigham Young University; Ph.D., 2001, The Ohio State University.

JOAN COPPER

Assistant Professor of Nursing, 2013.
B.S.N., 1993, Coe College; M.S.N., 2006, Clarke College; D.N.P., 2013, Allen College

CASSY COZINE

Assistant Professor of Biology, 2015.
B.S., 2001, University of Southern Mississippi; Ph.D., 2006, University of Iowa Carver College of Medicine.

NICHOLAS G. CRAGOE

Visiting Assistant Professor of Sociology, 2017.
B.A., 2008, Beloit College; M.A., 2011, California State University, East Bay; Ph.D., 2017, University of Illinois – Urbana-Champaign.

GAVIN MORRISON CROSS

Professor of Statistics, 2015 (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.

MARIA A. DEAN

Ben Peterson Professor of Chemistry, 2009 (1994).
B.S., 1985, University of Colorado, Colorado Springs; Ph.D., 1991, University of Nebraska-Lincoln.

CYNTHIA DITTMER

Assistant Professor of Business Administration, 2017.

B.B., 1980, Western Illinois University; M.Acc, 2005, St. Ambrose University; Ph.D., 2014, Capella University.

THERESA A. DONOFRIO

The Esther and Robert Armstrong Assistant Professor of Communication Studies, 2013.

B.A., 2004, Miami University; M.A., 2008, University of Maryland.

DEANNA DOWNES

Visiting Assistant Professor of Theatre, 2017.

B.A., 1997, Eastern University; M.F.A., 20014, Columbia University School of the Arts; Ph.D., 2015, University of Colorado Boulder.

WENDY DUNN

James Y. Canfield Professor of Psychology and Executive Director of Planning, 1992 (1980).

B.S., 1974, M.S., 1975, Iowa State University; Ph.D., 1979, Ph.D., 1993, University of Iowa.

FIRDEVS DURU

Assistant Professor of Physics, 2017 (2012).

B.S., 2001, Bosphorous University; M.S., 2006, Ph.D., 2007, University of Iowa.

RICHARD G. EICHHORN

The Henry B. Tippie Professor of Business and Economics and Director of First-Year Experience, 2014 (2000).

B.S., 1991, University of Tulsa; M.A., 1995, Ph.D., 1999, Colorado State University.

JESSE ELLIS

Assistant Professor of Biology, 2015.

B.A., 2001, Lewis & Clark College; Ph.D., 2008, Cornell University.

JULIE FAIRBANKS

Associate Professor of Anthropology, 2017 (2009).

B.S., 1993, Georgetown University; M.A., 1996, Harvard University; Ph.D., 2007, Indiana University.

MARC FALK

Pearl M. Taylor Associate Professor of Music, 2010 (2004).

B.A., 1994, Macalester College; M.M., 2000, University of Minnesota; D.M.A., 2006, University of Iowa.

SARA K. FARRELL

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.

MÓNICA FUERTES-ARBOIX

William P. and Gayle S. Whipple Associate Professor of Humanities, 2013 (2007).

Licenciatura, Universitat Central de Barcelona, Universitat Autònoma de Barcelona; Ph.D., 2006, Ohio State University.

AUDREY GOLDEN

Assistant Professor of English, 2015.

B.A., 2006, Wesleyan University; J.D., Wake Forest University School of Law, 2009; Ph.D., University of Virginia, 2014.

LUCILLE GOODSON

Associate Professor of Art, 2000 (1985).

B.A., 1980, Black Hills State College; M.F.A., 1985, Indiana University.

HARLO HADOW

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.

CHRISTOPHER HATCHELL

Associate Professor of Religion, 2017 (2011).

B.A., 1992, Columbia University; M.A., 2002, Ph.D., 2009, University of Virginia.

GINA HAUSKNECHT

John William King Professor of Literature and Creative Writing; Associate Dean of Student Academics, 2008 (1994).

B.A., 1986, Oberlin College; M.A., 1989, Ph.D., 1993, University of Michigan.

DAVID HAYES

Vice President for Advancement; Professor of Business Administration, 2015 (2003)

B.A., 1993, Coe College; J.D., 1996, University of Iowa; L.L.M., 2009, University of Iowa Law School.

NANCY HAYES

Associate Professor of Education, 2013 (2009).

B.A., 1989, University of Illinois, Urbana-Champaign; M.A., 1993, Pennsylvania State University;

Ph.D., 2004, University of Iowa.

WILLIAM KENT HERRON

Professor of Mathematics, 1980 (1968).

B.A., 1962, University of Dubuque; M.S., 1964, Ph.D., 1970, University of Iowa.

NATHAN HODGES

Assistant Professor of Communication Studies; Director of Speaking Center, 2016.

B.S., 2010, Manchester College; M.A., 2012, Central Michigan University; Ph.D., 2016, University of South Florida.

JEFFREY L. HOOVER

Howard Hall Professor of Philosophy, 2002 (1988).

B.A., 1979, Eastern Mennonite College; M.A., 1983, Ph.D., 1988, University of Notre Dame.

ELIZABETH HOOVER DE GALVEZ

Head of Reference; Social Sciences Librarian, 2014.

B.A., 2007, M.A., 2008, University of Iowa.

TERRY R. HOSTETLER

Professor of Mathematics and Computer Science, 2006 (1991).

A.B., 1980, Augustana College; M.S., 1982, University of Illinois; Ph.D., 2002, University of Iowa.

STEPHEN B. HUGHES

Assistant Professor of Computer Science, 2014.

B.S., 1995, Dickinson College; M.S., 1997, Indiana University; Ph.D., 2005, University of Pittsburgh.

JILL A. JACK

Associate Professor; Director of Library Services, 2011 (2007).

B.S., 1981, University of Iowa; M.A., 1985, M.L.S., 1995, Indiana University.

JOYCE M. JANCA-AJI

Associate Professor of French, 2015 (2005).

B.A., 1988, Southern Illinois University-Carbondale; M.A., 1992, Ph.D., 2004, Indiana University at Bloomington.

CHRISTOPHER JOHNSON

Assistant Professor of Education, 2017.

B.S., 2007, Florida Agricultural & Mechanical University; M.E., 2009; Ph.D., 2016, The University of Georgia.

ANDREA KANN

Robert O. Daniel Associate Professor of Art, 2013 (2009).

B.A., 1985, Amherst College; M.A., 1996, Ph.D., 2002, University of Iowa.

BETHANY A. KEENAN

Associate Professor of History, 2015 (2009).

B.A., 1997, Douglass College, Rutgers; M.A., 2001, The State University of New Jersey; M.A., 2003, Ph.D. 2009, University of North Carolina – Chapel Hill.

SCOUT KELLY

Assistant Professor of Psychology, 2017.

B.A., 2008, University of Puget Sound; M.A., 2014; Ph.D. ABD, 2017, Kent State University.

MEIRA Z. KENSKY

Joseph E. McCabe Associate Professor of Religion, 2015 (2009).

B.A., 1999, Sarah Lawrence College; M.A., 2001, Ph.D., 2009, University of Chicago Divinity School.

SARAH KRESS

Assistant Professor of Education, 2014 (2008).

B.A., 2002, Coe College; M.S., 2006, Drake University.

ROBERT D. KUENNEN

Assistant Professor of Stead Department of Business Administration and Economics, 2003.

B.A., 1993, University of Notre Dame; M.B.A., 1996, University of Iowa.

KIMBERLY RAE LANEGAN

Associate Professor of Political Science, 2010 (2005).

B.A., 1987, Grinnell College; M.A., 1991, Ph.D., 1997, University of Florida.

JOHN PAUL LEMOS

McCabe Professor of Philosophy, 2009 (1994).

B.A., 1985, University of the South; Ph.D., 1993, Duke University.

MICHAEL R. LEONARDO

Professor of Biology, 2016 (2003).

B.A., 1987, Knox College; M.A., 1990, Ph.D., 1993, Southern Illinois University, Carbondale.

CHAD LIBBY

Assistant Professor; Director of Athletic Training Education, 2009 (2001).

B.S., 1993, Morningside College; M.S., 1995, Louisiana State University.

DAVID LO

Assistant Professor of Biology, 2013.

B.A., 2004, Concordia College; Ph.D., 2009, University of North Dakota.

RANELLE KNIGHT LUETH

Assistant Professor of Art History; Gallery Director

B.A., 1999, South Dakota State University; M.A., 2006, University of Iowa.

NICHOLAS J. MASON-BROWNE

Joanne M. Pochobradsky Associate Professor of Spanish, 1996 (1990).

B.A., 1974, The University of British Columbia; M.A., 1982, M.A., 1983, Ph.D., 1990, University of Iowa.

SHAUN McCARTHY

Assistant Professor; Senior Athletic Trainer, 2015 (2001).

B.S., 1979, Western Illinois University; M.S., 1989, University of Iowa.

PETER N. McCORMICK

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.

DAVID McINALLY

President; Professor of Education, 2014.

B.S., 1983; M.A., 1989, The University of Akron; Ed.D., 2004, The University of Pittsburgh.

CARRIE MELCHER

Assistant Professor of Stead Department of Business Administration and Economics, 2016.
B.S., Ohio State University; M.P.H., Drake University.

BRITTNEY MILLER

Assistant Professor of Mathematics, 2016.
B.S., 2010, University of Southern California; Ph.D., 2016, Purdue University.

PATRICK NAICK

Associate Professor of English, 2014 (2007).
B.A., 1996, University of California; M.A., 2000, Purdue University; M.A., 2003, Ph.D., 2008, University of Iowa.

BRUCE F. NESMITH

Joan and Abbott Lipsky Professor of Political Science and Director of Washington Term, 2004 (1989).
B.A., 1981, North Central College; M.A., 1984, Ph.D., 1987, University of Illinois.

JANE NESMITH

Assistant Professor of Rhetoric; 2015 (1994).
B.A., 1984, The College of Wooster; M.A., 1986, Indiana University; Ph.D., 1995, University of Iowa.

VINH Q. NGUYEN

Louie J. and Ella Pochobradsky Associate Professor of Business Administration, 2013 (2007).
B.A., 1996, National Economics University, Vietnam; M.B.A., 2000, Asian Institute of Technology, Thailand;
Ph.D., 2010, Mississippi State University.

DAVID A. NORDMANN

Henrietta Arnold Associate Professor of History, 2008 (2002).
B.A., 1987, Coe College; M.A., 1989, University of Kansas; Ph.D., 2001, Indiana University.

PAULA O'LOUGHLIN

Provost and Dean of the Faculty; Professor of Political Science, 2016.
B.A., 1986, Smith College; Ph.D., 1998, University of Minnesota.

RENEE MICHELLE PENALVER

Visiting Assistant Professor of Psychology, 2017.
B.A., 2011, California State University; M.A., 2014; Ph.D., 2017, the University of Texas at El Paso.

LAURA RISKEDAHL

Instructor and Head of Audiovisual, 2008.
B.A., 2003, University of Northern Iowa; M.A., 2007, University of Iowa.

KATIE RODGERS

Assistant Professor of Sociology, 2014 (2013).
B.A., 2003, Coe College; M.A., 2006, Rutgers University.

JENNIFER ROGERS

Assistant Professor of Art, 2015.
B.A., 2003, Coe College; M.F.A., 2007, University of Minnesota.

ELAINE CARR RYDZE

Assistant Professor of Kinesiology, 1994.
B.S., 1977, Michigan State University; M.A., 1981, University of Iowa.

MARTIN ALAN ST. CLAIR

Professor of Chemistry, 2007 (1993); Associate Dean of Faculty Development (2017).
B.S., 1983, Butler University; Ph.D., 1989, California Institute of Technology.

MATTHEW SALESSES

Assistant Professor of English, 2017.
B.A., 2004, University of North Carolina at Chapel Hill; M.F.A., 2009, Emerson College.

PAULA J. SANCHINI

Henry and Margaret Haegg Professor of Biology, 1992 (1986, also 1982-84).
B.A., 1973, Hartwick College; Ph.D., 1981, University of Colorado – Boulder.

STEVEN SHANLEY

Assistant Professor of Music, 2011.
B.M., 1999, University of Northern Iowa; M.E., 2006, University of Minnesota.

AMBER SHAW

Assistant Professor of English, 2013.
B.A., 2004, Rhodes College; M.A., 2006, Ph.D., 2012, University of Georgia.

STEVEN SINGLETON

Professor of Chemistry, 2016 (1998).
B.S., 1987, Fort Lewis College; Ph.D., 1994, University of Denver.

MELISSA SODEMAN

Associate Professor of English, 2013 (2007).
B.A., 1999, University of Washington – Seattle; M.A., 2002, Ph.D., 2007, University of California – Los Angeles.

LORALEE SONGER

Assistant Professor of Music, 2014.
B.A., College; University.

PAUL STORER

Associate Professor of Biology, 2014 (2009).
B.S., 1992, Allegheny College; M.S., 1994, Duquesne University; Ph.D., 2001, Loyola University, Chicago.

SCOTT J. STOUDET

Associate Professor of Chemistry, 2005 (2000).
B.A., 1989, Pennsylvania State University; Ph.D., 1995, Michigan State University.

BENJAMIN TALLMAN

Assistant Professor of Psychology, 2014.
B.A., 2004, Coe College; Ph.D., 2011, University of Iowa.

PETER JOHN THOMPSON

Marvin D. Cone Professor of Art, 2006 (1993).
B.A., 1981, M.A., 1985, M.F.A., 1986, University of Iowa.

JOSH THORUD

Assistant Professor of Art, 2016.
B.A., 2010, University of Iowa; M.F.A., 2015, Virginia Commonwealth University.

MARY TOBIN

Associate Professor of Nursing, 2012 (2003).
B.S.N., 1986, Iowa Wesleyan College; M.A., 1991, Ph.D., 2011, University of Iowa.

KEVIN TROUT

Assistant Professor of Stead Department of Business Administration and Economics, 2015 (2008).
B.S., Utah State University; M.A., 2003, University of Nebraska – Lincoln.

NICHOLAS TWEMLOW

Assistant Professor of English, 2013.
B.G.S., University of Kansas; M.F.A., University of Iowa.

MICHELLE UMBARGER-MACKEY

Assistant Professor of Nursing, 2016.
B.S.N., 1997; M.S.N., 2003; Ph.D., 2012, University of Iowa.

CALVIN VAN NIEWAAL

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.

DREW WESTBERG

Assistant Professor of Economics, 2015.

B.A., 2005, Coe College; M.S., 2014, University of Missouri - Kansas City.

JONATHAN J. WHITE

W. Kent Herron Professor of Mathematics, 2016 (2002).

B.A., 1990, Coe College; M.S., 1992, University of Iowa; Ph.D., 2003, University of Oklahoma.

CHRISTY WOLFE

Assistant Professor of Education, 2006.

B.A., 1989, Saint Mary's College; J.D., 1998, Ph.D., 2007, University of Iowa.

BRETT A. WOLGAST

Velma J. MacMillan Assistant Professor of Piano; College Organist, 2014 (1992).

B.M., 1983, Kansas State University; M.A., 1986, M.F.A., 1986, D.M.A., 1994, University of Iowa.

SUSAN WOLVERTON

Professor of Theatre Arts, 2001 (1986).

B.A., 1982, Carleton College; M.F.A., 1985, University of Iowa.

MICKEY TAI CHUEN WU

George R. Baker Professor of Business Administration and Economics, 1993 (1979).

B.A., 1975, Berea College; M.A., 1977, Ph.D., 1979, University of Kentucky.

HONGBO XIE

Instructor and Head of Library Technical Services, 2005.

B.S., 1982, Nanjing Institute of Meteorology, Nanjing, China; M.A., 2005, University of Iowa.

NÚKHET D. YARBROUGH

Stead Family Professor of Psychology, 1999 (1985).

B.A., 1976, The Lindenwood Colleges; M.A., 1978, Bogazici (Bosphorus) University; Ph.D., 1985, University of Georgia.

ANGELA ZISKOWSKI

Assistant Professor of History, 2012.

B.A., 2002, University of Cincinnati; M.A., 2004, Ph.D., 2011, Bryn Mawr College.

FACULTY EMERITI

(Dates in parentheses indicate years of active faculty service.)

CHARLES WILLIAM AUKEMA, M.F.A.

Professor of English, Emeritus (1971-2016).

JOHN A. BECKELMAN, M.F.A.

Robert O. Daniel Professor of Art, Emeritus (1978-2015).

EDMUND BURKE, Ph.D.

Professor of Humanities, Emeritus (1974-2012).

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).

JAMES P. COTTINGHAM, Ph.D.

Professor of Physics, Emeritus (1989-2011).

ROBERT DANIEL DREXLER, Ph.D.

William P. and Gayle S. Whipple Professor of English, Emeritus (1974-2016).

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).

JEANNINE HAMMOND, Ph.D.
Joanne M. Pochobradsky Professor of French, Emerita (1973-2006).

DWIGHT W. HANSEN, M.A.
Associate Professor of Stead Department of Business Administration and Economics, Emeritus (1978-2016).

TERRY L. HELLER, Ph.D.
Howard Hall Professor of English, Emeritus (1975-2013).

GLENN ALFRED JANUS, Ph.D.
Henrietta Arnold Professor of History, Emeritus (1971-2011).

ROGER P. JOHANSON, Ph.D.
Professor of Education, Emeritus (1986-2015).

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).

BARBARA LAREW, Ph.D.
Elnora H. and William B. Quarton Professor of Business Administration and Economics, Emerita (1981-2017).

JAMES BRIAN LARKIN, Ph.D.
Professor of Spanish, Emeritus (1961-1990).

DONALD JOHN LISIO, Ph.D.
Henrietta Arnold Professor of History, Emeritus (1964-2001).

MARGIE VATHAUER MARRS, M.A.
Pearl M. Taylor Professor of Music, Emerita (1978-2014).

ROBERT L. MARRS, Ph.D.
The Esther and Robert Armstrong Professor of Rhetoric, Emeritus (1986-2014).

MICHAEL McDONALD, M.A.
Professor of Business Administration and Economics, Emeritus (1981-2005).

TERRY FUELLING McNABB, Ph.D.
Professor of Education, Emerita (1995-2016); Associate Dean of the Faculty (2010-2015).

EVELYN J. MOORE, Ph.D.
Professor of Nursing, Emerita (1983-2014).

THOMAS B. MOYE, Ph.D.
Professor of Psychology, Emeritus (1989-2017).

JERRY MICHAEL OWEN, Ph.D.
Alma A. Turechek Professor of Music, Emeritus (1969-2006).

JAMES R. PHIFER, Ph.D.
President of the College, Emeritus, and Professor of History, Emeritus (1985-2013).

MICHAEL E. PUFALL, Ph.D.
Professor of Theatre Arts, Emeritus (1976-2000).

JAMES H. RANDALL, M.A.
Stead Professor of English, Emeritus (1969-70; 1971-2010).

KURT E. REDBORG, Ph.D.
Professor of Biology, Emeritus (1988-2017).

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).

NEAL WOODRUFF, JR., Ph.D.
Howard Hall Professor of English, Emeritus (1968-1991).

ADJUNCT FACULTY

BÉNÉDICTE A. AGOSTINI-CORBETT
Instructor in French, 2016.
A.A., 2010, Kirkwood College; B.A., 2012; M.A., 2015, University of Iowa.

KATE ASPENGREN
Assistant Professor of English, 2006.
B.A., 1974, M.F.A., 1994, University of Iowa.

JENNA BOLEY
Assistant Professor of Nursing, 2014.
B.S.N., 2007, Coe College.

GEOFF CHAPLIN
Instructor in Religion, 2009.
B.A., 1999, Oberlin College; M.A., 2001, University of Chicago.

JENNIFER COLVILLE
Assistant Professor of English, 2016 (2011).
M.F.A., 1998, Syracuse University; Ph.D., 2008, University of Utah.

EMILY GANFIELD
Adjunct Instructor in Theatre Arts; Costume Shop Manager/Supervisor, 2016.
B.A., 2006, Coe College; M.F.A., 2015, Purdue University.

HELENA GARCIA-MARIÑO
Instructor in Spanish, 2017.
B.A., 2014, Complutense University of Madrid; M.F.A., 2017, The University of Iowa.

JOE HALL
Instructor in Stead Department of Business Administration and Economics, 2006.
B.A., 1998, M.A., 2002, M.F.A., 2004, University of Iowa.

SHAWN P. HARMSSEN

Instructor in Communication Studies, 2016.

B.A., 1995, Wartburg College; M.A., 2005, University of Northern Iowa; Ph.D., 2016, University of Iowa.

ANYA ILLES

Instructor in Biology, 2016.

B.A., 1995, University of California, Santa Cruz; Ph.D., 2011, University of Washington, Seattle.

KARLA KEYES

Instructor in Biology, 2001.

B.A., 1997, Coe College; M.S., 1999, Washington University School of Medicine.

MARY KNUDSON

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.

JOSHUA LANGSETH

Instructor in Humanities, 2010.

B.A., 2003, Concordia College; M.A., 2010; University of Iowa.

KAREN MEADE

Assistant Professor of Chemistry, 2016.

B.S., University of Iowa; M.A., M.S., University of Northern Iowa; Ph.D., 2002, University of Iowa.

KARA RECKER

Visiting Assistant Professor of Psychology, 2014.

B.S., 2002, Arizona State University; Ph.D., 2008, University of Iowa.

SARA BALIK SCOTT

Assistant Professor of Nursing, 2012 (2010).

B.A., 1996, B.S.N., 1997, Coe College; M.S.N., 2010, University of Iowa.

KARLA STEFFENS-MORAN

Assistant Professor of Rhetoric; Coordinator of College Scholars, 2002.

B.A., 1984, Southern Illinois University; M.A., 1987, The Johnson Hopkins University; M.F.A., 1999, University of Iowa.

MARY LOUISE TAYLOR

Instructor in Nursing and Rhetoric, 2004.

B.S.N., 1978, J.D., 1983, M.A., 1995, University of Iowa.

SPECIAL PROGRAM FACULTY

ANNA DREXLER

English as a Second Language.

B.A., 2001, Coe College; M.F.A., 2009, University of Oregon.

RODNEY MAIN

English as a Second Language.

B.A., 1985, University of Northern Iowa.

LINDSEY MULLENBACH, MT (ASCP) CM

Cooperative Program with St. Luke's Clinical Laboratory Sciences/Medical Technology.

B.A., 2008, Wartburg College; M.P.H., 2012, Capella University.

KATHY WELSH

English as a Second Language.

B.A., 1988, M.A., 1993, University of Iowa.

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 3,000, 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: classrooms, faculty offices and *Cosmos* office housed in Struve Communication Center.

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 1920-41 and 1956-58: student union, cafeteria, dining rooms, lounge, meeting rooms, mailroom and service center, offices for student activities, student development, Phifer Commons, student art gallery, and bookstore.

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

Hampton Court East and West—purchased 2012— student housing.

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 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—renovated in 2012—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—renovated in 2010—Charlie's, Grill 155, and Health Services.

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. The library includes: Learning Commons, George T. Henry Archives, audiovisual department, editing room, theatre and preview room, innovation studio, classrooms, study room, and the colleges permanent art collection. The library is an active member in county, state, and national library networks. It is a charter member of the Iowa Private Academic Libraries consortium and the Iowa Academic Library Alliance, 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.

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.

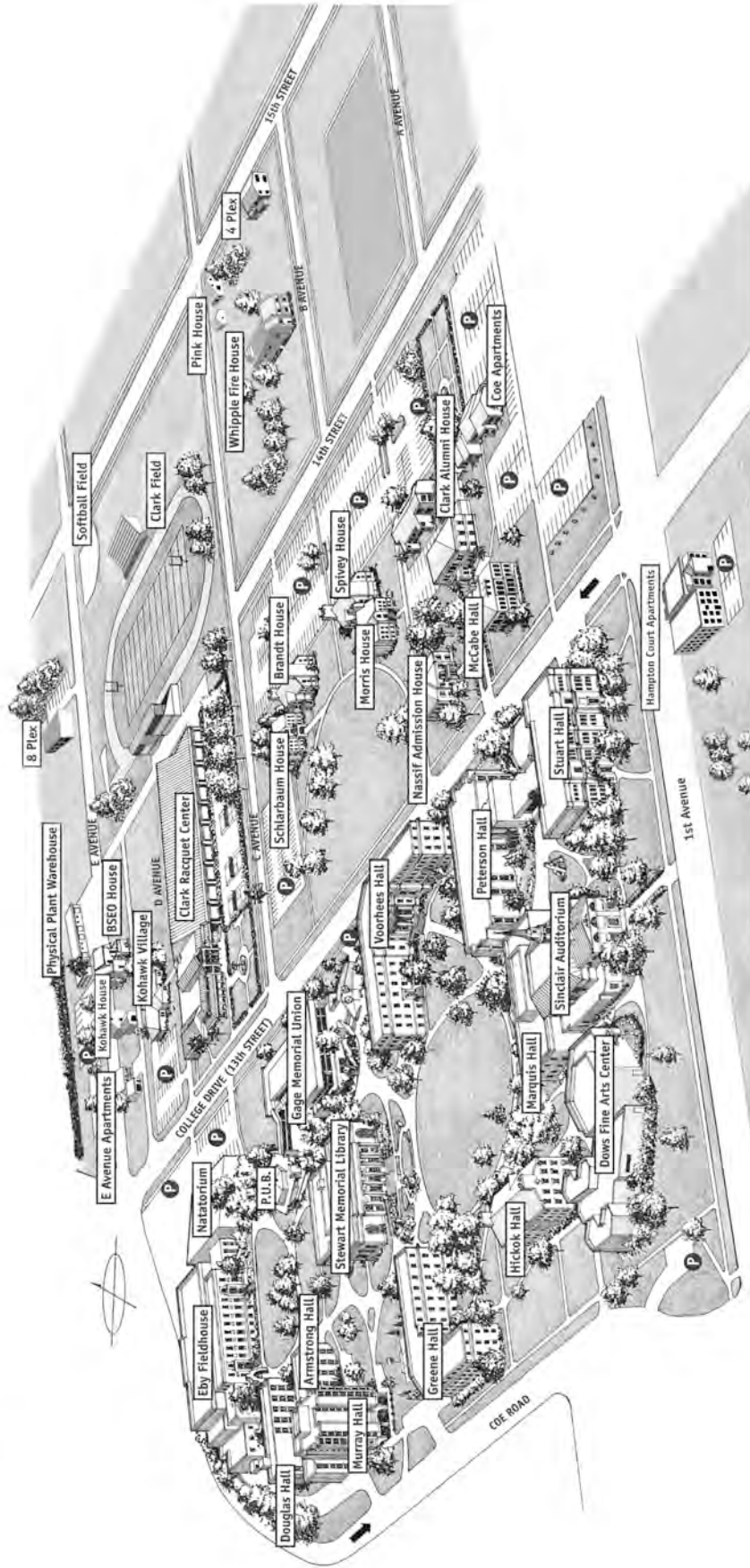
Voorhees Hall—1915 and 1918—gift of Mrs. Elizabeth R. Voorhees: residence hall, Office of Financial Aid, Business Office, Office of the Registrar, and Information Technology Office.

Whipple Fire House - purchased and renovated 2014 - student housing.



COE COLLEGE

Coe makes it possible. You make it happen.



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COE COLLEGE

1220 First Avenue NE
Cedar Rapids, Iowa 52402
www.coe.edu

