



PREFACE

Non-Discrimination

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

Higher Education Opportunity Act (HEOA)

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

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

Equal Opportunity in Employment

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

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) prohibit the College from releasing grades or other information about academic standing to parents unless the student has released such information in writing. Further information concerning Coe College procedures in compliance with FERPA is available in the Office of the Registrar and included on p. 50 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.

THE TABLE OF CONTENTS

MISSION STATEMENT OF THE COLLEGE	6
FAST FACTS	7
2025–2026 ACADEMIC CALENDAR	10
THE EDUCATIONAL PROGRAM.....	11
<i>GRADUATION REQUIREMENTS</i>	11
GENERAL EDUCATION REQUIREMENTS	11
AREAS OF STUDY	22
TOTAL COURSE CREDITS.....	23
ADDITIONAL GRADUATION POLICIES.....	23
<i>TRANSFER STUDENT INFORMATION</i>	24
<i>SECOND BACCALAUREATE DEGREE</i>	24
<i>ACADEMIC ADVISING</i>	25
<i>THE ACADEMIC CALENDAR</i>	25
MAY EXPERIENTIAL TERM (OPTIONAL).....	25
SUMMER TERM (OPTIONAL).....	25
<i>CRIMSON FELLOWS PROGRAM</i>	26
<i>LATIN HONORS</i>	27
<i>DEAN'S LIST</i>	27
<i>CROSS-REGISTRATION WITH MOUNT MERCY UNIVERSITY</i>	27
<i>ENGLISH AS A SECOND LANGUAGE PROGRAMS</i>	28
<i>PRE-PROFESSIONAL PROGRAMS</i>	29
PRE-LAW	29
HEALTH PROFESSIONS	29
<i>CLINICAL LABORATORY SCIENCES/MEDICAL TECHNOLOGY</i>	29
<i>PROFESSIONAL SCHOOL DEGREE COMPLETION PLAN</i>	30
<i>COOPERATIVE DEGREE PROGRAM WITH THE UNIVERSITY OF IOWA'S COLLEGE OF PUBLIC HEALTH</i>	30
<i>OFF-CAMPUS STUDY</i>	30
DOMESTIC PROGRAMS.....	30
INTERNATIONAL PROGRAMS.....	31
CAMPUS RESOURCES	35
STUDENT LIFE.....	36
STUDENT SERVICES.....	37
COLLEGE REGULATIONS AND POLICIES.....	40
<i>EFFECTIVE CATALOG</i>	40

<i>COURSE NUMBERING</i>	40
<i>GRADING</i>	40
<i>CLASS DESIGNATION</i>	42
<i>REGISTRATION</i>	42
<i>ACADEMIC INTEGRITY POLICY</i>	43
<i>ACADEMIC STANDING</i>	44
<i>TRANSCRIPT EVALUATION POLICIES</i>	48
STUDENT NOTIFICATION OF RIGHTS UNDER FERPA	50
COURSES OF INSTRUCTION	52
<i>INDIVIDUALIZED STUDY</i>	52
—INDEPENDENT STUDY.....	52
—DIRECTED LEARNING.....	52
<i>ACADEMIC PROGRAMS</i>	52
—ASIA TERM.....	52
—WORLD LANGUAGE.....	52
—INTERNSHIPS.....	53
—NEW YORK TERM.....	53
—OCCASIONAL COURSES.....	53
—SKILLS DEVELOPMENT.....	54
SKD-115 SUMMER BRIDGE.....	54
—WASHINGTON TERM.....	55
<i>DEPARTMENTAL PROGRAMS</i>	56
—ACCOUNTING, MANAGERIAL.....	56
—ACCOUNTING, PUBLIC.....	56
—AFRICAN AMERICAN STUDIES.....	56
—ANTHROPOLOGY (COURSES ONLY).....	58
—ART AND VISUAL STUDIES.....	59
—ART HISTORY.....	63
—ASIAN STUDIES.....	65
—AVIATION MANAGEMENT AND FLIGHT OPERATIONS (COURSES ONLY).....	66
—BIOCHEMISTRY (COLLATERAL MAJOR).....	69
—BIOLOGY.....	69
—BUSINESS ADMINISTRATION AND ECONOMICS.....	76
—CHEMISTRY.....	94
—CLASSICAL STUDIES (MINOR ONLY).....	97
—COMMUNICATION STUDIES.....	98
—COMPUTER SCIENCE.....	102

—CREATIVE WRITING	104
—DANCE (COURSES ONLY).....	108
—DATA SCIENCE.....	108
—ECONOMICS	111
—EDUCATION	111
—ENGLISH	121
—ENGLISH, CREATIVE WRITING, AND COMMUNICATION STUDIES (COURSES ONLY).....	125
—ENVIRONMENTAL SCIENCE (COLLATERAL MAJOR).....	126
—ENVIRONMENTAL STUDIES (COLLATERAL MAJOR)	127
—GENDER AND SEXUALITY STUDIES (MINOR ONLY).....	129
—GREEK (COURSES ONLY).....	130
—HEALTH AND SOCIETY STUDIES (MINOR ONLY)	131
—HISTORY.....	132
—INTERDISCIPLINARY SCIENCE	138
—INTERDISCIPLINARY STUDIES.....	139
—INTERNATIONAL ECONOMICS	140
—INTERNATIONAL STUDIES.....	140
—JAPANESE (COURSES ONLY).....	143
—KINESIOLOGY.....	143
—LATIN (COURSES ONLY).....	149
—MATHEMATICAL SCIENCES.....	149
—MOLECULAR BIOLOGY (COLLATERAL MAJOR).....	152
—MUSEUM STUDIES (MINOR ONLY)	153
—MUSIC.....	155
—NEUROSCIENCE (COLLATERAL MAJOR).....	162
—NURSING	162
—PHILOSOPHY	167
—PHYSICS	170
—POLITICAL SCIENCE.....	176
—PSYCHOLOGY.....	180
—PUBLIC RELATIONS (COLLATERAL MAJOR).....	184
—RELIGION (MINOR ONLY).....	185
—SECONDARY EDUCATION (MINOR ONLY).....	188
—SOCIAL & CRIMINAL JUSTICE	189
—SOCIOLOGY.....	191
—SPANISH / SPANISH STUDIES.....	194
—SPORTS MANAGEMENT (COURSES ONLY)	198
—STATISTICS (COURSES ONLY)	198

—THEATRE ARTS	199
—RESERVE OFFICER TRAINING CORPS.....	206
ADMISSION.....	211
FINANCIAL INFORMATION.....	214
FINANCIAL AID AND SCHOLARSHIPS.....	218
DIRECTORIES.....	226



COE COLLEGE

**CATALOG
2025–2026**

MISSION STATEMENT OF THE COLLEGE

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

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

Date of publication: 8-20-2025

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 140,000). 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 approximately 1,200 students represents most states and around 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 room, a media editing room, and a 3D printer and laser cutter. The Library houses the Learning Commons and the College's permanent art collection.

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

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

ACADEMIC PROGRAMS — Academic areas of study are offered in managerial or public accounting, African American studies, art, Asian studies, biology, business administration, chemistry, communication studies, computer science, creative writing, data science, economics, elementary education, engineering physics (B.S.E.), English, history, interdisciplinary science, interdisciplinary studies, international economics, international studies, kinesiology, mathematics, music, nursing (B.S.N.), philosophy, physics, political science, psychology, social & criminal justice, sociology, Spanish, Spanish studies, and theatre arts. Collateral majors are also available in biochemistry, environmental science, environmental studies, molecular biology, neuroscience, and public relations. Coe also offers licensure programs in primary and secondary education.

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

FINANCIAL ASSISTANCE — 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. 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. Visit the [Coe College Financial Aid Website](#) for more information.

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 39 areas of study that cover a range of fields. The College awards the following undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Science in Engineering (B.S.E.).

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, 80% of whom hold the highest degree in their field. This means classes are taught by experienced professionals who have in-depth knowledge of their subjects. To provide students with a well-rounded experience and solid preparation for the future, Coe offers, along with quality instruction from superb faculty, an abundance of out-of-class opportunities which include student-faculty collaborative research, honors projects, service learning, and internships. Within one year of graduation, according to the annual survey results from the Center for Creativity and Careers, nearly all 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 Athletic Recreation Center (2017), Clark Racquet Center and athletic fields (1989), Clark Alumni House (1993), Nassif House (1999), and four student apartment buildings (Morris House and Schlarbaum House in 2000, Brandt House and Spivey House in 2002). McCabe Hall (2005), named in honor of former Coe President Joseph E. McCabe, houses the offices of the president, provost, advancement and alumni relations, and the Center for Creativity, Careers and Community (C3) making way for the remodeling of Coe's oldest building, Stuart Hall, and the first significant addition of classroom space since Peterson Hall was built in the 1960s. In 2012 and 2013, Peterson Hall of Science was completely renovated to support Coe's science programs.

To further enhance the campus environment, Coe completed the largest capital project in its history in 2017. Make Your Move – the Campaign for Eby and Hickok – included \$24 million in essential enhancements, including an Athletic and Recreation Complex project as well as the renovation and expansion of Hickok Hall, one of the College's main academic buildings. The result is vastly improved academic, recreational, wellness and competition facilities to benefit future generations of students. In the fall of 2022, the David & Janice McNally Center for Health & Society was dedicated as a hub for immersive health care education and connections to providers in the MedQuarter Regional Medical District.

During the 2025-2026 academic year, the college will offer its online undergraduate degree as well as an aviation management and flight operations program operating out of Coe's Aeronautical Field Station at the Eastern Iowa Airport (CID).

2025–2026 ACADEMIC CALENDAR

FALL TERM 2025

August 20.....	Classes Begin
September 1.....	Labor Day Holiday (No Classes)
October 9–10.....	Fall Term Recess (No Classes)
October 13.....	Begin Second-Half Term Courses
November 24–28.....	Thanksgiving Holiday Recess (No Classes)
December 5.....	Last Day of Fall Term
December 8.....	Reading Day (No Classes)
December 9–12.....	Final Exams

SPRING TERM 2026

January 14.....	Classes Begin
January 19.....	Martin Luther King Jr. Day Holiday (No Classes)
March 5.....	Begin Second-Half Term Courses
March 16–20.....	Spring Term Recess (No Classes)
April 23.....	Student Research Symposium (No Day Classes, Evening Classes Meet)
May 1.....	Last Day of Spring Term
May 4.....	Reading Day (No Classes)
May 5–May 8.....	Final Exams
May 9.....	Honors Convocation / Baccalaureate
May 10.....	Commencement

MAY EXPERIENTIAL TERM 2026

May 13.....	Classes Begin
May 25.....	Memorial Day Holiday (No Classes)
June 5.....	Last Day of May Experiential Term
June 6.....	Residence Halls Close

SUMMER TERM 2026

June 8.....	Summer Term Begins: First Day of Block A and Full-Term Courses
June 19.....	Juneteenth Holiday (No Classes)
July 3.....	Independence Day Holiday (No Classes)
July 13.....	Last Day of Block A Courses
July 14.....	First Day of Block B Courses
August 14.....	Summer Term Ends: Last day of Block B and Full-Term Courses

For a full listing of dates, please visit [www.coe.edu: https://www.coe.edu/why-coe/events/calendar](https://www.coe.edu/why-coe/events/calendar). This website provides a list of all upcoming events.

THE EDUCATIONAL PROGRAM

Graduation Requirements

All students granted an undergraduate degree from Coe must complete the specific requirements for one of three bachelor degrees (Bachelor of Arts [B.A.], Bachelor of Science in Nursing [B.S.N.] or Bachelor of Science in Engineering [B.S.E.]). Students must complete the 5 General Education Requirements (Divisional Requirements, First-Year Experience, Writing Emphasis courses, Diversity Across the Curriculum courses and a Practicum), complete an area of study with at least a 2.0 grade point average (GPA), earn at least 32 course credits (cc) with grades leading to a cumulative GPA of 2.0 or higher, and comply with additional graduation policies listed in this section.

GENERAL EDUCATION REQUIREMENTS

A liberal arts education at Coe College prepares students to engage with the challenges they face as active participants in the twenty-first century. Coe graduates are informed by the knowledge acquired in the liberal arts tradition and equipped with the skills and knowledge that ground meaningful lives and fulfilling careers. Coe graduates are connected and accountable to local, national, and global communities and are prepared to engage with unfamiliar situations, emerging technologies, and diverse perspectives.

Completion of all General Education Requirements is required for all students earning a first B.A., B.S.N., or B.S.E. degree at Coe College. 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. The Office of the Registrar will be responsible for assessing how transfer courses will be applied to the General Education requirements.

Advanced Placement and International Baccalaureate courses may not be used to meet any part of these requirements. No more than two course credits with the same prefix may be used to fulfill the Divisional Requirements. A given course may be able to simultaneously contribute to more than one general education category, as these categories do *not* mutually exclude each other: Divisional Requirements, First-Year Experience, Writing Across the Curriculum, Diversity Across the Curriculum, and Practicum.

Divisional Requirements

Students must complete each of the following requirements. No course can count in more than one divisional requirement.

1. **Fine Arts Requirement** – A total of at least TWO course credits with a prefix of ARH, ART, CRW, MU, MUA, or THE.
2. **Humanities Requirement** – A total of at least TWO course credits with a prefix of AAM, CLA, COM, ENG, HIS, JPN, PHL, REL, or SPA.
3. **Natural Sciences and Mathematics Requirement** – A total of at least ONE course credit with a prefix of BIO, CHM, CS, DS, ENR, MTH, PHY, or STA.
4. **Lab Science Requirement** – A total of at least ONE course credit from courses with a lab component. Students must enroll in and pass both the lab and corresponding lecture to complete this requirement. Lab sections are denoted with an L at the end of their course codes.
5. **Social Sciences Requirement** – A total of at least TWO course credits with a prefix of ANT, ECO, GS, POL, PSY, or SOC.

First-Year Experience

Students who have not yet completed a full-time college term after high school graduation are required to complete a First-Year Experience in their first term at Coe.

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), described in detail in this section of the catalog. Students who drop or fail their First-Year Seminar are required to complete a replacement course designated by the Registrar the following term. The completion of this Spring Term course makes it possible for the student to fulfill the FYS graduation requirement. For students who fail the Fall Term First-Year Seminar, successful completion of the Spring Term course also allows the grade in the FYS to be changed from “F” to “NP” on the transcript.

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

FS-110 First-Year Seminar (WE)

Required of all first-year students who have not yet completed a full-time college term after high school graduation. 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.

Writing Emphasis (WE) Courses

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

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

Undergraduate degree-seeking* students

- who start at Coe College or who transfer fewer than 8 course credits earned after graduation from high school must complete at least 5 writing emphasis courses. Of these 5, one will usually be the FYS. Of the remaining 4, it is recommended (but not required) that at least 1 be taken outside the student’s intended major(s).
- who transfer at least 8 but fewer than 16 course credits to Coe, earned after graduation from high school, must complete at least 3 writing emphasis courses.
- who transfer 16 or more course credits to Coe, earned after graduation from high school, must complete at least 2 writing emphasis credits.

For all students, regardless of transfer credit, it is recommended (but not required) that at least one writing emphasis course be taken in the upper division within the student’s intended major(s). “Upper division” courses are defined in this case as those numbered 300 and above; upper division writing emphasis courses could include both scheduled classroom courses and arranged writing-based capstone projects (such as a thesis). See Departmental Writing Plans for more information on writing in the major(s).

*Students seeking a second undergraduate degree from Coe should see *Second Baccalaureate Degree* p. 24.

Writing Across the Curriculum: Statement of Guiding Principles

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

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

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

having developed the confidence and self-efficacy necessary to adapt or draw from their existing knowledge in order to navigate new contexts.

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

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

Many writing emphasis sections are offered each year. First-Year Seminars (all of which are Writing emphasis), Divisional requirements, Diversity across the Curriculum, or major courses that are also designated as writing emphasis courses may be used to satisfy both requirements.

In this catalog, writing emphasis courses are designated by a (WE) after the course title, e.g. "COM-141 Introduction to Journalism (WE)." In other contexts, the course code may end with a "W" or "WE" (e.g. COM-141-W or COM-141-WE). All sections of such a course, regardless of instructor, will carry writing emphasis credit.

Writing Emphasis Course Listing

AAM-137 African American Literature
ACC-313 Fraud Examination
ACC-413 Auditing
ARH-307 Modern and Contemporary Art
ART-464 Seminar in Art and Visual Studies I
ASC-216 History of Modern Korea
AVM-401 Aviation Management Seminar
BIO-145L Introduction to Biology Laboratory
BIO-155L Organismal and Ecological Biology Laboratory
BIO-205L General Botany Laboratory
BIO-295L Spatial Ecology Laboratory
BIO-325 Microbiology
BIO-425L Ecology Lab
BUS-190 Statistical Analysis
BUS-330 Principles of Marketing
BUS-375 Business Ethics

BUS-387 Advanced Topics in Human Resource Management
BUS-460 Advertising
BUS-461 Marketing Decision-Making & Strategy
BUS-464 Seminar in Management
BUS-470 Strategic Management
CHM-211L Analytical Chemistry Lab
CHM-341 Physical Chemistry I
CHM-422 Synthesis Laboratory
CHM-451L Inorganic Chemistry Lab

Writing Across the Curriculum: Course Listing (continued)

COM-137 Interpersonal Communication
COM-141 Introduction to Journalism
COM-151 Introduction to New Media Studies
COM-157 Introduction to Media Analysis

Writing Emphasis Course Listing (Continued)

COM-231 Communication in Teams
COM-236 Intercultural Communication
COM-241 Multimedia Journalism
COM-257 Sex, Race, and Gender in the Media
COM-267 Environmental Rhetoric
COM-281 Introduction to Research Methods
COM-322 Professional Communication and Writing
COM-323 Relational Communication: Theory and Application
COM-327 Organizational Comm
COM-332 Health Communication
COM-341 Digital Storytelling
COM-377 Language, Power, and Social Change
COM-381 Research Methods in Communication Studies
COM-394 Directed Learning in Communication
COM-435 Advanced Topics in Human Communication
COM-437 Advanced Topics in Human Communication
COM-444 Independent Study in Communication Studies
COM-455 Special Topics in Media Analysis
COM-457 Special Topics in Media Analysis
COM-465 Advanced Topics in Cultural and Critical Communication
COM-467 Advanced Topics in Cultural and Critical Communication
CRW-105 Exploring Creative Writing
CRW-106 Exploring Creative Writing: Non-Western Perspectives
CRW-107 Exploring Creative Writing: United States Pluralism
CRW-125 Introduction to Creative Writing
CRW-135 Writer's Colony
CRW-225 Creative Nonfiction Workshop 1
CRW-255 Playwriting Workshop
CRW-280 Poetry Workshop
CRW-290 Fiction Workshop
CRW-325 Creative Nonfiction Workshop 2
CRW-345 Writing Wilderness
CRW-350 Screenwriting
CRW-355 Playwriting Workshop
CRW-380 Poetry Workshop
CRW-390 Fiction Workshop
CRW-394 Directed Learning in Creative Writing
CRW-455 Playwriting Workshop
CRW-480 Poetry Workshop
CRW-484 Advanced Topics in Creative Writing
CRW-490 Fiction Workshop
CRW-492 Manuscript Workshop
CS-390 Software Engineering
CS-420 Algorithms in Society
CS-452 Interactive Systems Design
ECC-112 Introduction to Writing Center Theory & Practice
ECC-312 Writing Center Theory & Practice
ECC-345 Writing Process
ECO-375 Econometrics
ECO-395 History of Economic Thought
ECO-424 Political Economy
ECO-445 Econometrics II
EDU-105 Foundations of Education
EDU-187 Human Relations
EDU-215 Practicum in Education
EDU-220 Professional Writing for Teachers
EDU-237 English Language Learners
EDU-260 Content Area Language and Literacy
EDU-270 Literature K-12
EDU-305 Methods of Elementary Science
EDU-310 Methods of Secondary Business Education
EDU-311 Methods of Secondary Language Arts
EDU-312 Methods of Secondary Social Studies
EDU-313 Methods of Secondary Mathematics
EDU-320 Methods of Secondary Science
EDU-321 Methods of World Language K-12
EDU-335 Methods of Elementary Mathematics
EDU-345 Methods of Elementary Language Arts
EDU-355 Methods of Elementary Reading
EDU-365 Methods of Elementary Social Studies
EDU-395 Diagnostic Reading and Tutorial
EDU-481 Student Teaching in Art at the Secondary School
EDU-482 Student Teaching in Physical Education at the Secondary School
EDU-483 Student Teaching in Art at the Elementary School
EDU-485 Student Teaching in Physical Education at the Elementary School
EDU-489 Student Teaching in the Senior High School
EDU-490 Student Teaching in Middle School or Junior High School
EDU-491 Student Teaching in the Upper Elementary Grades: Grades 3-6
EDU-492 Student Teaching in the Primary Grades: Grades K-3
ENG-111 Introduction to Literary Studies: The Art of Reading and Writing
ENG-117 Asian American Literature
ENG-127 Social Justice and Literature
ENG-137 African American Literature
ENG-146 Introduction to Postcolonial Literature
ENG-157 Latinx/Chicanx Literature
ENG-206 Gender and Literature: NWP
ENG-207 Gender and Literature: USP
ENG-208 Gender and Literature: DWP
ENG-281 Literatures in English 1800
ENG-291 Literatures in English after 1800
ENG-301 The Art of Literary Research
ENG-312 Studies in Environmental Humanities
ENG-327 Literature of the American Renaissance
ENG-328 Dante's Divine Comedy
ENG-337 American Realism and Naturalism

Writing Emphasis Course Listing (Continued)

- ENG-347 Studies in Modern or Contemporary American Literature
- ENG-357 Studies in Latinx/Chicanx Literature
- ENG-367 Studies in African American Literature
- ENG-375 Studies in European Literature
- ENG-378 Studies in Transatlantic Literature
- ENG-380 The Age of Chaucer
- ENG-382 Shakespeare: Comedies and Romances
- ENG-383 Shakespeare: Tragedies and Histories
- ENG-384 British Renaissance Literature
- ENG-385 Restoration and Eighteenth-Century British Literature
- ENG-388 Romantic Literature
- ENG-390 Victorian Literature
- ENG-392 The Nineteenth-Century British Novel
- ENG-393 Studies in Modern or Contemporary British Literature
- ENG-394 Directed Learning in English
- ENG-454 Honors Research
- ENG-464 Seminar in Literature
- ENG-467 Seminar in Literature: USP
- GS-107 Introduction to Gender and Sexuality
- GS-327 Theory and Methods in Gender and Sexuality Studies
- GS-387 Topics in Gender and Sexuality Studies
- HIS-205 The Historian's Craft
- HIS-208 The First World War
- HIS-216 History of Modern Korea
- HIS-217 The American War in Vietnam
- HIS-218 The Second World War
- HIS-227 The American Civil War
- HIS-238 Modern France
- HIS-246 History of Modern China
- HIS-248 The French Revolution
- HIS-256 History of Modern Japan
- HIS-257 Native American History
- HIS-268 Latin America
- HIS-272 History of Medieval Europe
- HIS-275 Ancient Greek History
- HIS-276 The "Discovery" of America: Clash of Cultures and Alterities
- HIS-278 History of the Holocaust
- HIS-285 History of Ancient Rome
- HIS-286 Modern Middle East
- HIS-288 Renaissance and Reformation
- HIS-292 History of Modern England
- HIS-297 Woman in America
- HIS-300 Public History
- HIS-306 Revolution, Social Struggle, and Testimonio in Latin America 20th Century
- HIS-308 Legacies of the Cold War in Argentina, Peru, Columbia, and Chile
- HIS-316 Topics in History: NWP
- HIS-317 Topics in History: USP
- HIS-318 Topics in History: DWP
- HIS-325 Recent American History I
- HIS-328 Sport and Spectacle in Ancient Greece and Rome
- HIS-335 Recent American History II
- HIS-347 African American History
- HIS-355 19th Century Europe
- HIS-365 20th Century Europe
- HIS-372 Early Modern Europe
- HIS-387 American Colonial History
- HIS-395 United States Diplomatic History
- HIS-444 Independent Study
- HIS-465 Seminar in Ancient History
- HIS-466 Seminar in Modern East Asian History
- HIS-472 Seminar in American History I
- HIS-473 Seminar in American History II
- HIS-474 Seminar in Modern European
- KIN-347 Adapted Physical Education
- KIN-440 Organization and Admin of Physical Education and Athletics
- MTH-215 Foundations of Advanced Mathematics
- MTH-305 Advanced Geometry
- MTH-325 Differential Equations
- MTH-445 Complex Analysis
- MTH-455 Mathematical Modeling
- MTH-484 History of Mathematics
- MU-107 American Music
- MU-384 Conducting I
- MU-385 Conducting II
- NUR-305 Information Literature and Management
- NUR-375 Legal and Ethical Issues in Nursing
- NUR-425 Nursing Research
- NUR-455 Leadership and Contemporary Issues in Nursing
- PHL-105 Introduction to Philosophy
- PHL-128 Morality and Moral Controversies
- PHL-200 Bio-medical Ethics
- PHL-210 Topics in Philosophy
- PHL-220 Ancient Greek Philosophy
- PHL-265 Political Philosophy
- PHL-285 Law, Morality, and Punishment
- PHL-300 Early Modern Philosophy
- PHL-315 Advanced Topics in Philosophy
- PHL-320 Seminar in Ethics
- PHL-355 Seminar in Metaphysics and Epistemology
- PHL-394 Directed Learning in Philosophy
- PHL-444 Independent Study in Philosophy
- PHL-490 Philosophy in Colloquium
- PHL-494 Internship in Philosophy
- PHY-105 Physics: An Historical Approach
- PHY-236 Advanced Laboratory 1
- PHY-246 Advanced Laboratory 2
- PHY-311 Renewable Energy
- PHY-444 Independent Study

Writing Across the Curriculum: Course Listing (continued)

PHY-454 Summer Research
POL-210 Environmental Politics
POL-258 World Politics
POL-266 Latin American Politics
POL-276 African Politics
POL-277 Women and Politics in the United States
POL-286 Asian Politics
POL-298 European Politics
POL-305 Terrorism
POL-310 International Organization
POL-325 The American Congress
POL-345 The American Presidency
POL-350 US Social Policy Process
POL-365 American Foreign Policy
POL-405 Contemporary Political Theory
POL-435 Ancient and Medieval Political Theory
POL-445 Modern Political Theory
PR-205 Public Relations
PSY-200 Research Methods
PSY-295 Applied Career Development in Psychology
PSY-325L Health Psychology Laboratory
PSY-335L Sensation and Perception Laboratory
PSY-355L Personality Laboratory
PSY-464 Seminar in Psychology
REL-101 Introduction to Religion
REL-103 Belief and Unbelief
REL-105 Introduction to Hebrew Bible
REL-108 Western Religions
REL-115 Introduction to New Testament
REL-128 Judaism
REL-136 Religions of China
REL-138 Modern Judaism
REL-148 Islam
REL-206 Buddhist Thought
REL-215 The Rise of Christianity
REL-217 Religion in America
REL-226 Religions of China: Daoism
REL-236 Zen Buddhism
REL-310 Early Christian Gospels
REL-328 Dante's Divine Comedy
REL-330 Topics in Hebrew Bible
REL-336 Tibetan Buddhist Culture
REL-338 Modern Religious thought
REL-365 The Letters of Paul

REL-385 Advanced Topics in Religion
REL-394 Directed Learning in Religion
REL-396 Advanced Topics in Religion: NWP
REL-444 Independent Study in Religion
REL-494 Internship in Religion
SOC-235 Methods of Sociological Research
SOC-450 Sociological Theory
SOC-464 Capstone Seminar in Sociology
SPA-315 Spanish Composition and Conversation
SPA-325 Spanish Language and Literature
SPA-330 Spanish for Heritage Speakers
SPA-336 Hispanic Life and Culture: Latin America
SPA-345 Introduction to Hispanic Literature
SPA-394 Directed Learning
SPA-412 Ecologies: Latin American Environmental
Literature and Cultural Works
SPA-418 Gender and Sexuality in the Hispanic World
SPA-421 Nation, History and Literature
SPA-428 Indigeneity, Blackness, and Ethnic Literatures in
the Hispanic World
SPA-431 Hispanic Graphic Novel: Theory and Practice
SPA-432 Representations of Violence in Hispanic Cultural
Productions
SPA-442 Pop Culture, Media, and Cultural Studies
SPA-443 Cinema and the Politics of Representation
SPA-444 Independent Study
SPA-446 Latin American and Spanish Short Stories
SPA-451 Hispanic Cross-Over Literature: Theory and
Practice
SPA-455 Hispanic Drama and Performance: Theory and
Practice
SPA-457 Latinx Literature
SPA-458 Travel Writing and Transatlantic Literature
SPA-475 Topics in Hispanic Literature
SPA-476 Topics in Hispanic Literature: Latin America
SPA-485 Topics in Hispanic Literature
SPA-486 Topics in Hispanic Literature: Latin America
THE-228 Theatre History I
THE-238 Theatre History II
THE-288 History of Dress
THE-290 Directing I
THE-390 Directing II
THE-464 Senior Seminar
THE-494 Internship in Theatre Arts

Diversity Across the Curriculum

– Students are required to complete at least TWO courses from the Diversity Across the Curriculum course list, where a term-long study away may count as the two required courses as approved by the Registrar.

An essential part of a liberal arts education is to prepare students to live and work in a diverse and interconnected world. Diversity Across the Curriculum courses, offered at all levels across the curriculum, are designed to equip students to engage in effective and respectful civil dialogue in global and local contexts.

Diversity Across the Curriculum: Course Listing

- AAM-107 Intro to African American Studies
AAM-197 Tupac Shakur and the Hip Hop Revolution
AAM-217 Sport and Black Culture
AAM-227 Blackness and Identity in America
ANT-116 Cultural Anthropology
ANT-125 Art and Archaeology of the Classical World
ANT-208 Archaeological Field School
ARH-106 World Art
ARH-107 Gender and Art
ARH-128 Introduction to Art History
ARH-218 The World of Renaissance Art
ARH-248 Baroque, Rococo, and Neoclassicism
ARH-268 History of Architecture
ARH-296 Topics in Art History: Global Perspectives
ARH-297 Topics in Art History: U.S. Pluralism
ASC-106 May Experiential Term in Asia
ASC-176 China and Japan
ASC-186 Modern South Asia
ASC-196 Modern Southeast Asia
BUS-375 Business Ethics (WE)
BUS-446 International Business Management
COM-137 Interpersonal Communication (WE)
COM-157 Intro to Media Analysis (WE)
COM-161 Visual Rhetoric
CON-227 Topics in Communication Studies
COM-236 Intercultural Communication (WE)
COM-247 Topics in Communication Studies
COM-257 Sex, Race, and Gender in the Media (WE)
COM-267 Environmental Rhetoric (WE)
COM-277 Topics in Communication Studies
COM-327 Organizational Comm (WE)
COM-347 Persuasion
COM-377 Language, Power, and Social Change (WE)
COM-437 Advanced Topics in Human Communication (WE)
COM-457 Advanced Topics in Mass Media (WE)
COM-467 Advanced Topics in Cultural and Critical Communication (WE)
CRW-106 Exploring Creative Writing: Non-Western Perspectives (WE)
ECO-237 Labor Economics
ECO-247 Health Economics
ECO-336 Divergent Economic Growth
ECO-436 Economic Development
ECO-446 International Economics
EDU-105 Foundations of Education (WE)
EDU-117 Exceptional Learners
EDU-187 Human Relations (WE)
EDU-237 English Language Learners (WE)
ENG-107 Exploring Literature: United States. Pluralism
ENG-108 Exploring Literature: Diverse Western Perspectives
ENG-117 Asian American Literature (WE)
ENG-127 Social Justice & Literature (WE)
ENG-137 African American Literature (WE)
ENG-146 Postcolonial Literature (WE)
ENG-157 Latinx/Chicanx Literature (WE)
ENG-206 Gender and Literature: Non-Western Perspectives (WE)
ENG-207 Gender and Literature: United States Pluralism (WE)
ENG-208 Gender and Literature (WE)
ENG-327 Literature of the American Renaissance (WE)
ENG-328 Dante's Divine Comedy (WE) (cross-listed with REL-328)
ENG-337 American Realism and Naturalism (WE)
ENG-347 Studies in Modern or Contemporary American Literature (WE)
ENG-367 Studies in African American Literature (WE)
ENG-378 Studies in Transatlantic Literature (WE)
ENG-388 Romantic Literature (WE)
ENG-467 Seminar in Literature: United States Pluralism (WE)
GS-107 Introduction to Gender and Sexuality Studies (WE)

**Diversity Across the Curriculum: Course Listing
(Continued)**

GS-247 Gender and Sexuality Studies Symposium
GS-327 Theory and Methods in Gender and Sexuality Studies (WE)
HIS-136 East Asian Civilization
HIS-208 World War I (WE)
HIS-216 The History of Modern Korea (WE)
HIS-217 The American War in Vietnam (WE)
HIS-218 World War II (WE)
HIS-227 The American Civil War (WE)
HIS-238 Modern France (WE)
HIS-246 The History of Modern China (WE)
HIS-248 French Revolution (WE)
HIS-256 The History of Modern Japan (WE)
HIS-257 Native American History (WE)
HIS-268 Latin America (WE)
HIS-276 The “Discovery” of America: Clash of Cultures and Alterities (WE)
HIS-278 History of the Holocaust (WE)
HIS-286 Modern Middle East (WE)
HIS-288 Renaissance and Reformation (WE)
HIS-297 Women in America (WE)
HIS-306 Revolution, Social Struggle, and Testimonio in Latin America 20th Century (WE)
HIS-308 Legacies of the Cold War in Argentina, Peru, Colombia, and Chile (WE)
HIS-316 Topics in History: Non-Western Perspectives (WE)
HIS-317 Topics in History: United States Pluralism (WE)
HIS-318 Topics in History: Diverse Western Perspectives (WE)
HIS-328 Sport and Spectacle in Ancient Greece and Rome (WE)
HIS-347 African American History (WE)
HIS-387 American Colonial History (WE)
HIS-466 Seminar in Asian History (WE)
IS-116 Intro to International Studies
IS-126 Human Rights Work with Burmese Migrants in Thailand
IS-199 May Experiential Term in the Francophone World

IS-316 Topics in International Studies: Non-Western Perspectives
JPN-115 Elementary Japanese I
JPN-125 Elementary Japanese II
KIN-347 Adapted Physical Education (WE)
MU-107 American Music
MU-108 Queerness in Music: A History
MU-117 Jazz: The Early Years
MU-157 Introduction to Jazz History
MU-166 Music of the World
NUR-315 Pathophysiology and Assessment
NUR-430 Community and Population Oriented Nursing
PHL-105 Introduction to Philosophy (WE)
PHL-128 Morality and Moral Controversies (WE)
PHL-200 Biomedical Ethics (WE)
PHL-265 Political Philosophy (WE)
PHL-285 Law, Morality, and Punishment (WE)
POL-107 Environmental Justice
POL-108 Introduction to Politics
POL-115 American National Government and Politics
POL-258 World Politics (WE)
POL-266 Latin American Politics (WE)
POL-276 African Politics (WE)
POL-277 Women and Politics in the United States (WE)
POL-286 Asian Politics (WE)
POL-296 Topics in Political Science - Non-Western Perspectives
POL-298 European Politics (WE)
POL-350 US Social Policy Process (WE)
PSY-205 Developmental Psychology
PSY-215 Multicultural Psychology
PSY-235 Abnormal Psychology
PSY-245 Organizational Psychology
PSY-255 Social Psychology
REL-101 Introduction to Religion (WE)
REL-106 Eastern Religions
REL-108 Western Religions (WE)
REL-116 Buddhism
REL-128 Judaism (WE)
REL-136 Religions of China (WE)

Diversity Across the Curriculum: Course Listing (Continued)

- REL-138 Modern Judaism (WE)
REL-148 Islam (WE)
REL-178 Christianity
REL-196 Hinduism
REL-207 Apocalypse and Apocalyptic Literature
REL-217 Religion in America (WE)
REL-226 Religions of China: Daoism (WE)
REL-236 Zen Buddhism (WE)
REL-246 Caste and Untouchability in South Asia
REL-296 Topics in Religion: Non-Western Perspectives
REL-328 Dante's Divine Comedy (WE) (cross-listed with ENG-328)
REL-336 Tibetan Buddhist Culture (WE)
SCJ-207 Restorative Justice
SOC-107 Introduction to Sociology
SOC-207 Sociology of the Family
SOC-217 Sociology of Religion
SOC-227 Sociology of Sexuality
SOC-236 Topics in Sociology: Non-Western Perspectives
SOC-237 Topics in Sociology: United States Pluralism
SOC-238 Topics in Sociology: Diverse Western Perspectives
SOC-247 Sociology of Race
SOC-257 Sociology of Health & Medicine
SPA-115 Elementary Spanish I
SPA-125 Elementary Spanish II
SPA-129 Intensive Elementary Spanish I–II
SPA-135 Spanish Review and Preparation
SPA-148 Spanish Literature in Translation
SPA-215 Intermediate Spanish I
SPA-225 Intermediate Spanish II
SPA-258 Spanish Language Learning Abroad
SPA-315 Spanish Composition and Conversation (WE)
SPA-325 Spanish Language and Literature (WE)
SPA-330 Spanish for Heritage Speakers (WE)
SPA-336 Hispanic Life and Culture: Latin America
SPA-338 Hispanic Life and Culture: Europe
SPA-339 Spanish for Health Care
SPA-345 Introduction to Hispanic Literature (WE)
SPA-349 Business Spanish
SPA-412 Ecologies: Latin American Environmental Literature and Cultural Works (WE)
SPA-418 Gender and Sexuality in the Hispanic World (WE)
SPA-421 Nation, History, and Literature (WE)
SPA-428 Indigeneity, Blackness, and Ethnic Literatures in the Hispanic World (WE)
SPA-431 Hispanic Graphic Novel: Theory and Practice (WE)
SPA-432 Representations of Violence in Hispanic Cultural Productions (WE)
SPA-442 Popular Culture, Media, and Cultural Studies (WE)
SPA-443 Cinema and the Politics of Representation (WE)
SPA-444 Independent Study (WE)
SPA-446 Latin American and Spanish Short Stories
SPA-451 Hispanic Cross-Over Literature: Theory and Practice (WE)
SPA-455 Hispanic Drama and Performance: Theory and Practice (WE)
SPA-457 US Latinx Literature (WE)
SPA-458 Travel Writing & Transatlantic Literature
SPA-475/-485 Topics in Hispanic Literature (WE)
SPA-476/-486 Topics in Hispanic Literature: Latin America (WE)
THE-228 History of Theatre and Drama I (WE)
THE-238 History of Theatre and Drama II (WE)
THE-288 History of Dress (WE)
WLC-108 Cultural Studies and Literature in Translation (WE)
WSH-286 Topics in Washington DC: Non-Western Perspectives

PRACTICUM

All Students, except those earning a second degree, must complete at least ONE practicum experience. A practicum experience that integrates academic learning with significant educational experiences beyond the classroom is typically completed in the student's junior or senior year. A practicum experience can consist of an internship, off-campus study, community-based project, honors project, or some other kind of independent activity. Depending on the type selected, some practica are graded A–F, while others are P/NP. Some practica are credit bearing, while others are not. The following list includes acceptable practicum experiences:

1. Full-Term Off-Campus Study
2. May Experiential Term Courses
3. Wilderness Field Station or Archaeological Field School Summer Courses
4. Departmental Honors Project, if transcribed with an appropriate course code
5. Independent Study
6. Student Teaching
7. Internship

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

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

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

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

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

Internships: Course listing

AAM-494 Internship in African American Studies
ARH-494 Internship in Art History
ART-494 Internship in Art
BIO-494 Internship in Biology
BUS-494 Internship in Business
CHM-494 Internship in Chemistry
CS-494 Internship in Computer Science
DS-494 Internship in Data Science
ECC-494 Internship in English, Creative Writing, and Communication Studies
EDU-494 Internship in Education
HIS-494 Internship in History

HSS-494 Health Professions Externship
INT-494 Interdisciplinary Internship
INT-499 Summer Internship (non-credit bearing)
KIN-494 Internship in Physical Education, Health, and Recreation
MS-494 Internship in Museum Studies
MTH-494 Internship in Mathematics
NUR-494 Internship in Nursing
NYT-394 Internship in New York City (New York Term)
PHL-494 Internship in Philosophy (WE)
PHY-494 Internship in Physics

Internships: Course listing (Continued)

POL-494 Internship in Political Science
PR-494 Internship in Public Relations
PSY-494 Internship in Psychology
REL-494 Internship in Religion (WE)
SCJ-494 Internship in Social and Criminal
Justice

SMT-494 Internship in Sports Management
SOC-494 Internship in Sociology
SPA-494 Internship in Spanish
THE-494 Internship in Theatre Arts (WE)
WSH-494 The Washington Experience

Students completing internships that are not department specific should register for one of the INT-494 or INT-499 courses on p. 54 (see the Coe Student Accounts Handbook for fee).

8. Community-Based Project

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

9. Additional practicum courses:

ART-474 Seminar in Art and Visual Studies II &
Thesis Exhibition
BIO-115 Marine Biology
BIO-454 Research Participation
BIO-462 Advanced Biology Laboratory I
BUS-454 Research in Business
CFP-401 Action Research I plus CFP-402 Action
Research II
CHM-454 Undergraduate Summer Research
CRW-112 Advanced Literary Magazine Editing
(two terms)
CRW-492 Manuscript Workshop (WE)
CS-454 Research in Computer Science
DS-454 Research in Data Science
ECO-454 Research in Economics
EDU-215 Practicum in Education (WE)

ENG-454 Honors Research (WE)
MTH-454 Research in Math
MUA-490 Senior Recital
NUR-455 Leadership and Contemporary Issues in
Nursing/Clinical Application (WE)
PHL-490 Philosophy Colloquium (WE) (0.0 credit)
PHY-255 Introduction to Physics Research I
PHY-355 Introduction to Physics Research II
PSY-354 Research Participation
PSY-455 Directed Research Experience
SOC-365 Research Participation I
THE-442 Advanced Projects in Design and
Technical Production
THE-452 Advanced Projects in Acting
THE-462 Advanced Projects in Directing

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 Science in Engineering's area of study is engineering physics. The Bachelor of Arts' areas of study (residential or online), commonly referred to as majors, are listed below.

All students are required to complete one or more areas of study associated with their degree. Bachelor of Arts students should declare a major 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. (Residential Only)

Accounting, Managerial	Data Science	Music
Accounting, Public	Economics	Philosophy
African American Studies	Elementary Education	Physics
Art	English	Political Science
Asian Studies	History	Psychology
Biology	Interdisciplinary Science	Social & Criminal Justice
Business Administration	Interdisciplinary Studies	Sociology
Chemistry	International Economics	Spanish
Communication Studies	International Studies	Spanish Studies
Computer Science	Kinesiology	Theatre Arts
Creative Writing	Mathematics	

* 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.

Collateral Areas of Study

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

Biochemistry	Environmental Studies	Neuroscience
Environmental Science	Molecular Biology	Public Relations

Concentrations within Areas of Study

Offered as an option to students completing specific areas of study, but not as a requirement for any, is the completion of one of the concentrations listed below.

Art	Business Administration	Psychology
Multimedia Graphic Design	Aviation Management	Organizational Science
Media Production	Aviation Management and Flight	
Non-Profit Arts and Creative Leadership	Operations	
	Finance	
	International Business	
	Management	
	Marketing	
	Risk Management/Insurance	
	Sports Management	

Area of Study (Major) for B.A. (Online Only)

Certain majors at Coe College are offered in online modality. The area of study here is offered exclusively online and is available only to non-residential students. Students may matriculate from a residential to online program or vice versa but cannot be simultaneously in both degree programs.

Business Administration with a concentration in Strategic Leadership

Area of Study (Major) for B.S.N.

Nursing

Area of Study (Major) for B.S.E.

Engineering Physics

Minors

Offered as an option to all students, but not a requirement for any, is the completion of one or more minors in the areas listed below. To earn a minor, a student must earn a 2.00 GPA in the courses required for the minor as well as meet specific requirements set forth for the completion of the minor.

African American Studies
Applied Mathematics
Art
Art History
Asian Studies
Biology
Chemistry
Classical Studies
Communication Studies
Computer Science

Creative Writing
Data Science
Economics
English
Gender and Sexuality Studies
Health & Society Studies
History
International Economics
Mathematics
Music

Museum Studies
Physics
Political Science
Religion
Secondary Education
Sociology
Spanish
Theatre Arts

TOTAL COURSE CREDITS

Students must earn at least 32 course credits (cc) with grades leading to a cumulative grade point average (GPA) of 2.0 or higher. Courses are one credit (equal to 4 semester hours or 6 quarter hours) unless otherwise indicated. Students are expected to complete 180 hours of work to earn one course credit, although class times vary from course to course. No more than a total of two course credits from courses which are less than 0.5 credit can be used to meet the 32-credit graduation requirement. No more than eight course credits earned of Advanced Placement or International Baccalaureate credit can be used to satisfy this requirement.

ADDITIONAL GRADUATION POLICIES

Students must meet one of the following requirements:

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

A student may be simultaneously awarded two degrees (B.A., B.S.E., B.S.N.) after satisfactorily completing 40 course credits and the requirements for both degrees. However, a student may not earn both a Bachelor of Science in Engineering and a Bachelor of Arts with a physics area of study.

To participate in Commencement exercises, students must submit a completed *Intent to Graduate* form to the Office of the Registrar, preferably three terms prior to Commencement and no later than the first business day of March in the current academic year.

Graduation audits are conducted by the Registrar's Office in coordination with Department Chairs and Administrative Coordinators only after a student has submitted their Intent to Graduate form, and during the final term of a student's academic program, typically a few months before commencement. Graduation audits are not intended to be advisory, but rather to allow the Registrar's Office to verify that the student has completed all the necessary coursework and requirements to comply with awarding a degree. Students should maintain their own academic record and monitor their overall progress toward completion in consultation with an advisor to ensure all graduation requirements are met.

Transfer Student Information

A transfer student is any student who has completed at least one semester of higher education, enrolled full time, since graduating from high school, before transferring to Coe College. A full-time Coe student who has not yet completed one full-time semester of higher education since graduating from high school is instead considered a Full-Time First-Year (FTFY) student.

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.

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. 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. All other general education requirements (Divisional Requirements, Diversity Across the Curriculum, Writing Emphasis courses, and Practicum) are in effect as described in the General Education Section of this Catalog but may be fulfilled with a transferred degree or coursework. Transfer students with an associate's degree (AA, AS, or AAS with articulation agreement) are exempt from all General Education requirements except for the practicum experience. The Office of the Registrar will be responsible for verifying the associate's degree and for assessing how any transfer courses will be applied to the General Education requirements.

One course credit at Coe equals 4 semester hours or 6 quarter hours. Courses transferred to Coe for at least 0.75 course credit that meet the required learning outcomes (as approved by the Registrar and any relevant departments) can be applied towards graduation requirements. Transfer credits earned after high-school graduation and before Coe matriculation count towards the eight-term, full-time residence requirement (see p. 214). Full-time enrollment may include participation in Coe College exchange programs and other approved off-campus study programs.

Exceptions to the above requirements may be granted to students who are transferring to Coe from other institutions due to the closure of the institution or termination of a student's major field of study. In such circumstances, the Provost and Dean of Faculty may, in writing, grant a waiver for the student if transferring credit from an accredited institution that Coe considers to be of similar quality and nature to other institutions with which Coe previously sought or entered into formal teach-out agreements.

For more information on transfer coursework and transcript evaluation policies, see p. 48.

Second Baccalaureate Degree

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

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

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

Second baccalaureate students are exempt from all five general education requirements. They are not eligible to graduate with Latin Honors or for induction in Phi Beta Kappa or Phi Kappa Phi.

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 and non-academic areas. Students may change advisors at any time upon request to the Registrar.

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

The Academic Calendar

The academic year consists of four terms (see Academic Calendar, p. 10). Students normally take four course credits in the Fall Term and four course credits in the Spring Term. Thus, eight course credits are completed in an academic year. During May Experiential Term, students may enroll for up to one course credit in one of the limited selection of courses. During Summer Term, students may enroll in no more than one course credit per session.

MAY EXPERIENTIAL TERM (OPTIONAL)

Students may enroll for up to one course credit during May Experiential Term from a rotating but limited selection of courses offered. All May Experiential Term courses require consent of instructor prior to registration. These courses provide students the opportunity to make connections between knowledge gained in the classroom and experiences beyond it.

The May Experiential Term courses are expected to have the same amount of contact time and academic rigor per course credit as courses which meet over a Fall or Spring Term. For every 1 course credit of May Experiential Term, students are expected to complete 150 hours of work. Such contact time includes class meetings, lectures by the instructor, supervised course-related activities, and independent out-of-class activities. May Experiential Term courses fulfill the College's general education practicum requirement and provide certain educational benefits through site visits, guest lectures, etc., which also contribute to the contact time for the course.

SUMMER TERM (OPTIONAL)

While summer term has a number of offerings, it is limited in scope and is not considered a regular term. Summer Term courses are intensive in nature and require a substantial student commitment.

In addition to selected regular course offerings, summer term may include experiential opportunities and online courses that are not offered in the academic year. Online Summer Term courses are synchronous and are structured in a way that students receive the same academic content as courses offered face-to-face, with the same academic rigor, expected student learning outcomes, assessment of student learning activities, and opportunity for students to complete a course evaluation.

Students must complete at least one Fall or Spring term at Coe College before enrolling in a summer term offering. In a given summer term, a student may enroll in no more than one course per session. All summer term courses require the consent of the student's academic advisor prior to registration. Not all courses offered in Fall and Spring term are offered in summer.

A student may complete no more than three course credits of Online Summer Term courses during their time at Coe College. For every one course credit of Online Summer Term, students are expected to complete 150 hours of work. Such contact time includes class meetings, lectures by the instructor, course related activities, and independent student work outside of class activities.

Crimson Fellows Program

Westberg (Program Director).

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

1. CFP-104 Topics in Crimson Fellows Program (0.2 cc)
2. CFP-205 Introduction to Engaged Scholarship (WE)
3. CFP-301 Communicating Across Disciplines I (WE) (0.5 cc)
4. CFP-302 Communicating Across Disciplines II (WE) (0.5 cc)
5. CFP-401/402 Action Research: A Project for the Local Good (0.5 cc)

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

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

CFP-104 Topics in Crimson Fellows Program

Reading and discussion of one or more classic texts from across intellectual disciplines. Students are expected to demonstrate mastery of the material and actively engage in class discussions. P/NP basis only. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: consent of instructor. (0.2 course credit)

CFP-145 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. Counts as a humanities divisional requirement.

CFP-155 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. Counts as a humanities divisional requirement.

CFP-175 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. Counts as a humanities divisional requirement.

CFP-184 Topics in Scientific Inquiry

Designed to lead students to an intimate understanding of how the scientific process works and how scientific thought develops. Historical readings and discussions develop students' understanding of the course topic sufficiently for them to focus on particular scientific questions. Experimental approaches to these questions are discussed and developed into research projects. Results are shared and integrated, providing group members with greater knowledge of the course topic and an acute awareness of the process and limitations of science. Counts as a non-lab science divisional requirement. This course does not satisfy any of the requirements for a major in biology.

CFP-205 Introduction to Engaged Scholarship (WE)

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

CFP-301 Communicating Across Disciplines I (WE)

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

CFP-302 Communicating Across Disciplines II (WE)

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

CFP-401 Action Research I

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

CFP-402 Action Research II

Students work in multi-disciplinary teams to conduct a year-long project that addresses a specific challenge/issue for a local community partner (e.g. sustainability, water quality, soil degradation, health care, partner violence, refugees, immigration, civil rights, etc.). Prerequisite: Action Research I (CFP-401) or consent of instructor. (0.5 course credit)

Crimson Fellows Projects & Graduating with Distinction

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

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

Latin Honors

Summa cum laude, *magna cum laude*, and *cum laude* are awarded to graduating seniors who have completed at least 16 credits at Coe College. To receive *summa cum laude*, the student must have a minimum cumulative GPA of 3.90; *magna cum laude*, 3.75; *cum laude*, 3.50.

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 in that term no incomplete marks, no repeat courses, at least three 1.0-credit courses (cross-registered courses only need be 3 semester hours), and at least three letter-graded courses; and 3) ranked in the top ten percent of the student body for that grading period.

Cross-Registration with Mount Mercy University

This agreement:

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

Coe students wishing to enroll at Mount Mercy University may not be on academic probation (see p. 45) and may not have been dismissed from Coe College. Students may only cross register for one course in a term at Mount Mercy.

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

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

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

English as a Second Language Programs

Drexler (Director).

English as a Second Language (ESL) programs at Coe College are designed to support nonnative English-speaking students assimilate into the College and local community through English language instruction.

Coe College offers the following programs:

- English Academic Bridge (ELAB) program. The ELAB program accepts students whose TOEFL score falls below the Admissions requirement of 68 iBT/520 IPT. To be accepted into the ELAB program students must have a minimum TOEFL score of 55 iBT/480 IPT. ELAB students are admitted as undergraduates with the following course requirements in their first term at the College: two ESL courses, First-Year Seminar, and another course of their choice of another Coe-credit course. After their first term, ELAB students work with the program director to create a language support plan.
- Short English Language program (SELP). SELP accepts study abroad students for five to seven weeks during the Spring Term. SELP students enroll in 18 hours of English language course per week, live on campus, and participate in campus and community activities.

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

ESL-180 Topics in Listening

Develops academic listening and note-taking skills with a focus on micro listening such as listening for numbers, word stress, thought groups, and accent differences as well as macro listening like listening for headings, transition words and phrases, and distinguishing main ideas from details. May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

ESL-185 Topics in Speaking

Develops speaking fluency through vocabulary building by using language in authentic contexts and practicing pronunciation by studying language prosody (intonation and rhythm) and morphemes (minimal parts of language). May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

ESL-190 Topics in Structure

Develops grammar with the goal of using accurate grammar in presentations and written work. Students study various grammar points, practice grammar interactively, and integrate learned grammar into presentations and written work on a wide spectrum of topics. May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

ESL-195 Reading Writing Workshop (WE)

Strengthens critical reading, academic writing, and reasoning skills by engaging with a variety of texts. Students identify, challenge, and write arguments by practicing summary, analysis, paraphrase, and response to published work as well as work of their peers. May be taken more than once with consent of the program director provided the topics

are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

ESL-210 Seminar in Culture

Develops language skills and explores American culture through texts, art, film, and community engagement. May be taken more than once with consent of the program director provided the topics are substantially different.

Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

Pre-Professional Programs

PRE-LAW

J. Christensen (Program Director).

The cooperative 3+3 program allows qualified undergraduates from Coe College to earn both a bachelor's degree and a law degree in six years through partnership with the University of Iowa College of Law ("Iowa Law"), Drake University Law School ("Drake Law"), or the Northern Illinois University College of Law ("NIU Law").

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

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

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

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.

Clinical Laboratory Sciences/Medical Technology

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

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

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

Professional School Degree Completion Plan

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

Cooperative Degree Program with the University of Iowa's College of Public Health

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

Off-Campus Study

The College endorses a wide variety of off-campus experiences for students and believes that students can benefit from study in Washington, New York, and the Wilderness Field Station, as well as in programs around the world. Students maintain their eligibility for federal and state financial aid; however, Coe financial aid availability is subject to approval by the Committee on Internationalization.

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, Coe participates in several exchange programs in America and abroad. Students who wish to study off-campus on Coe's sponsored programs must apply to the individual program's director. Student proposals to study on exchange programs must be submitted to the Director of Off-Campus Studies at least six weeks before the end of the term just prior to the off-campus experience. Student proposals to study on all other off-campus programs must be submitted to the Director of Off-Campus Studies by the last day of classes of Fall Term of the academic year prior to the program.

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

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

DOMESTIC PROGRAMS

New York Term

Carson (Program Director)

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

The central course, Fine Arts in New York City (NYT-250), which includes attendance at concerts, theatre, and dance productions as well as tours to art exhibits and film screenings, consists of five components: art, music, theatre, dance, and film. Five resident New York Term faculty members, specialists in each of the subject areas, curate the events and teach their portion of the course. An internship (or other project approved in advance by the College) completes the program.

There is an extra fee for New York Term. All Coe financial aid applies, and students are eligible to apply for additional financial aid based on the additional costs of the term.

(See p. 53 for descriptions and course offerings.)

Washington Term

McNabb (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. 55 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 General Education requirements and can be used as major elective credits. Any course taken at the field station satisfies the College's practicum requirement. The regular application deadline is March 1; the final deadline is April 15, with rolling applications after that date. For more information and application materials, visit The Field Station Webpage: www.coe.edu/academics/coe-difference-centers-and-programs/off-campus-study/wilderness-field-station.

INTERNATIONAL PROGRAMS

Asia Term

Nordmann and Carstens (Program Co-Directors).

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. 52 for descriptions and course offerings.)

Exchange Programs

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

Any student who applies for one of these programs must have completed at least one year of continuous study at their home institution. Students may apply to any appropriate academic program offered at the host institution as full-

time, non-degree seeking, or unclassified students. Any academic credit earned at the host institution is transferred back to the home institution in accordance with the rules of that institution. The length of stay may not exceed one academic year. Upon completion of the time period specified at the host institution, the participating students must return to their home institution. Any extension of stay must be approved by both cooperating institutions. The exchange student must abide by all rules and regulations of the host institution.

An exchange student must register and pay tuition and required fees at his or her home institution. In return, the student receives a tuition waiver at the host institution. The host institution helps arrange the necessary visa documents and also provides appropriate advising and other assistance to the incoming students from Coe College. Please see individual program descriptions for information regarding mechanisms for paying costs of living. 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 official transcripts of grades and credits earned. Grades from exchange programs transfer to Coe as P/NP. Beyond tuition and fees, the participating student is responsible for the following expenses: meal expenses; transportation to and from the host institution; medical insurance and/or medical expenses; textbooks, clothing, and personal expenses; passport and visa costs; and all other debts incurred during the course of the year.

OCC-003 — COE/PALACKY UNIVERSITY (CZECHIA)

Kuennen (Program Director).

Students choose from courses in English in many areas, including History, Religion, Philosophy, Psychology, and Art History. Students pay costs of living at the destination.

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

OCC-004 — COE/UNIVERSITY OF MODENA AND REGGIO EMILIA (ITALY)

Affatigato (Program Director).

Courses in English only in electrical engineering. Students pay costs of living at the destination.

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

OCC-006 — COE/AMERICAN UNIVERSITY OF SHARJAH (UNITED ARAB EMIRATES)

Buckaloo (Program Director).

Students choose from courses in English in Business, International Studies, Communications, Political Science, Business, and Middle Eastern Studies at this US-accredited institution.

Students pay costs of living at the destination. Credits earned on the UAE exchange program are evaluated on a P/NP basis.

OCC-007 — COE/PECS UNIVERSITY (HUNGARY)

McNabb (Program Director).

Students take courses in English in the natural sciences or Psychology. Students pay costs of living at the destination.

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

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

Nordmann (Program Director).

Course offerings in Business, Economics, and Asian studies. Summer short courses may be available. Students pay costs of living at the destination.

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

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

Chaimov (Program Director).

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

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

OCC-213 — COE/RANGSIT UNIVERSITY (THAILAND)

Chaimov (Program Director).

Rangsit University offers English language bachelor's degree programs in communications, international business, and international political economy. Students pay costs of living at the destination.

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

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

Carstens (Program Director).

Courses in English are available in such areas as business, social sciences, and environmental studies. Students pay costs of living at the destination.

Credits earned from the Mid Sweden exchange program are evaluated on a P/NP 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 pay room expenses at Coe College. In return, students receive a room expense waiver. Other costs of living are paid at Nagoya-Gakuin University.

Credits earned from the Nagoya-Gakuin exchange program are evaluated on a P/NP basis.

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

Farrell (Program Director).

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

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

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

Rodríguez Moreno (Program Director).

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

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

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

Nordmann (Program Director).

Courses offered in English on areas including the arts, linguistics, international studies, business, biology, and political science. Students pay costs of living at the destination.

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

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

Chaimov (Program Director).

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

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

OCC-255 — COE/POLYTECHNIC UNIVERSITY OF UPPER FRANCE (FRANCE)

Janca (Program Director).

Students choose from courses in English on business, communications, and marketing or a wide range of courses in French. Students pay costs of living at the destination.

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

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

Rodríguez Moreno (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 cost of living to Coe before departure and must transfer at the same time as an incoming student from UNVM.

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

OCC-265 — COE/ALTINBAS UNIVERSITY (TURKEY)

Duru (Program Director)

Teaches entire majors in English in psychology, sociology, international relations, political science, economics, business. Students pay costs of living at the destination.

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

OCC-270 — COE/ASHESI UNIVERSITY (GHANA)

Eichhorn (Program Director).

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

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

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

Kuennen (Program Director).

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

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

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

Janca (Program Director).

Coe students take courses at the Institute of French Language and Civilization. Students pay costs of living at the destination.

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

OCC-290 — COE/JINAN UNIVERSITY (CHINA)

Nordmann (Program Director).

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

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

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

Duru (Program Director).

Offers English curriculum in psychology, business, economics, international relations, and other areas. Students pay costs of living at the destination.

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

OCC-292 — COE/UNICOLLEGE (ITALY)

Keenan (Program Director).

Offers courses in English in arts management, business, criminology, English, and international studies. Students pay costs of living at the destination.

Credits earned from the Unicollege Exchange are evaluated on a P/NP 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 16,000 pieces of media. Current subscriptions to some 3,500 periodicals and serials are maintained in print or electronic format, and over 200,000 electronic resources with books and journal volumes added annually.

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

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

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

Office of Student Success & Persistence

The Office of Student Success & Persistence (OSSP) provides oversight on retention efforts for all Coe students, with the goal of eliminating barriers and helping students persist to graduation. OSSP prioritizes efforts focused on the first-year transition to help new students acclimate to the college. Success Coaches provide proactive outreach to ensure that students are aware of important information, find community and a sense of belonging, as well as provide connections to resources on campus and in the Cedar Rapids community. The staff in the Office of Student Success and Persistence are available to help first-year students navigate Coe and connect with the people, tools, and resources needed to be successful.

Learning Commons

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

Art Collections

Selections from the College's Permanent Collection of Art totaling over 800 works by 200 artists are displayed in and near many of the campus buildings. Most visible are the large outdoor sculptures on the campus, yet almost every

building features selections from the Permanent Collection. For example, the Ella Poe Burling collection of nineteenth-century American and French art and antiques is exhibited in the upper lobby of Voorhees Hall.

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

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

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

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

Information Technology

The Information Technology Office provides a wide range of technology support to students, faculty and staff. This includes management of computer labs, classroom technology, college-wide software licensing, wi-fi/internet, printers, sound equipment, My Coe (my.coe.edu) and more. Coe's technology facilities include over 3,000 ethernet ports, full ethernet and wi-fi internet services within all campus buildings, 200 public/lab computers available for student use and full access to Google Workplace services. The Office of Information Technology is located in Voorhees Hall. Assistance from the IT staff can be requested through a Help Desk ticket (link found on my.coe.edu).

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 to 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

When possible, 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.

STUDENT LIFE

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

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 is a frequent forum for the resolution of student concerns.

Student Senate

Student Senate is the representative government of Coe students and coordinates many co-curricular activities.

Through the student activity fee, the Senate funds the weekly newspaper, the *Cosmos*, and other student publications.

The Student Activities Committee (SAC) of the Student Senate sponsors bands, comedians, multicultural programming, and other kinds of entertainment and activities.

Student Handbook

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

Committee Participation

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

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 hall (see *On-Campus and Off-Campus Resident Students*, p. 214). 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.

Health and Wellness Office

At Coe, we believe that a strong foundation of health and well-being is essential to academic success and personal growth. The Health and Wellness Office is your on-campus resource for comprehensive, student-centered care designed to support your physical, mental, and emotional health throughout your college journey.

Our office brings together three key areas of support:

- **Health Clinic:** Staffed by qualified medical professionals, the clinic provides routine medical care, preventive services, treatment for minor illnesses and injuries, and support for managing chronic conditions. We are here to help you stay healthy so you can thrive academically and personally.
- **Mental Health and Counseling Services:** Our licensed counselors offer short-term, confidential mental health support to help students navigate personal challenges, stress, and emotional concerns. We also offer crisis intervention, group counseling, and workshops. For students needing ongoing or specialized care, we provide referrals to trusted off-campus providers.
- **Wellbeing Promotion:** We take a proactive approach to student wellness by offering programs, events, and resources that encourage healthy lifestyles, stress management, and self-care. From wellness workshops to peer-led initiatives, our goal is to empower students with the tools and knowledge to maintain their well-being.

Whether you're feeling under the weather, need someone to talk to, or want to build habits for a healthier life, the Health and Wellness Office is here for you. We are committed to providing inclusive, compassionate care that meets the unique needs of our campus community.

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 rooted in the Presbyterian heritage and values of the College, as well as reaching out to the various of spiritual, religious and faith groups on campus. Opportunities for worship, interfaith dialogue, Bible study, retreats, small groups, theological study, outreach, mission, meditation, and fellowship are offered throughout the academic year. There are also several active religious student organizations on campus and a specialized leadership program for students who would like to assist the Chaplain in the programming throughout the year. The Chaplain is available for pastoral care, prayer, theological dialogue, marriage counseling, and other spiritual needs.

Student Development & Support

The Office of Student Development & Support is comprised of the Dean of Students, Coordinator of Student Development & Support, and the College Chaplain. This team works closely with students 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 development and support efforts are encouraged to stop by the Student Life Office in Upper Gage to 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, and the Crimson Singers), 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

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

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

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

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

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.

Course Numbering

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

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	Withdrawn after deadline, equivalent to failure	0.0 grade points per course credit
P	Pass	Credit awarded, no grade points given
NP	Not Pass	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 incomplete grade must be resolved by the end of the fourth full week of the next Fall or Spring semester. 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 and request a later deadline from the Provost for justified cases. The Office of the Registrar will process approved

extensions upon Provost approval; otherwise, the default four-week window will apply. 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 status mark “R” appended to a grade indicates a grade of repeated course. A student may repeat a course previously taken, and registration must indicate this repeat. 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, and initial credit will be lost if a repeated course is failed. 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.

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 while paying half tuition for this one 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.

Courses Graded as Pass/Not-Pass

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

The following regulations apply:

1. Students are permitted to change the method of grading for a course from a letter grade to P/NP. This change is allowed from the start of the term of enrollment through the last day to withdraw from courses during that term.
2. Students may elect to take up to four graded courses during their undergraduate career on a P/NP basis.
However:
 - a. Students cannot use a course for which they elected P/NP grading to satisfy the requirements for a major or minor.
 - b. Students cannot elect P/NP grading while on academic probation, though provisionally-admitted First Year students are allowed the option of P/NP grading.
3. The Registrar will not inform the instructor of the student’s request for P/NP grading and the instructor must provide the Registrar with an appropriate letter grade.
4. A student’s request for P/NP grading may be nullified at any time before the end of the third business day after grades are due in the student’s final term. A written notice must be sent to the Office of the Registrar to communicate the student’s intent to replace the P or NP grade with the instructor’s letter grade.
5. A student’s request to change their method of grading to P/NP in lieu of a letter grade counts as one of the four

P/NP elected courses during the student's undergraduate career, regardless of whether it is later nullified.

6. Ordinarily a student is limited to one course credit per term on an elected P/NP basis. A student wishing to exceed this limitation must present a convincing rationale or significant mitigating circumstances to the Committee on Petitions.

Midterm Grades

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

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

For courses spanning a fraction of a Term, the last date to add or drop without a "W" will be calculated as a proportionate time frame comparatively as full-term courses. Students can withdraw from a course without a WF during the first two-thirds of the term.

3. A student may withdraw from one or more courses with the following results:
 - If a student withdraws from a course when 2/3 or less of the Term is completed, a "W" (withdrawal) grade will be entered on the student's permanent record. This grade will not affect the student's GPA. This is the date listed in the academic calendar as the *Last Day to Withdraw from a course*.

- For courses spanning a fraction of a Term, the last date to withdraw with a “W” will be calculated using the 2/3 fraction. See Academic Calendar (p. 10) for official dates for full-term and half-term courses.
- If a student officially withdraws from a course after 2/3 of the Term is completed, a “WF” will be entered on the student’s permanent record. This will affect the student’s GPA.
- A withdrawn course, regardless of the date withdrawn, counts as attempted credits on the transcript. Therefore, it also counts when calculating academic standing and satisfactory academic progress (see p. 222) for financial aid.

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 fewer than three course credits is a part-time student. For financial aid purposes, half-time is defined as enrollment in no fewer than two course credits in each of the Fall and Spring Terms; three-fourths is defined as enrollment in no fewer than 2.5 course credits in each of the Fall and Spring Terms. Students who have earned a cumulative GPA of 3.4 or above, or have earned both 23 credits and a cumulative GPA of 2.5 or above, may take above 4.99 credits without the need for a petition, but approval must be secured from the Office of the Registrar. Other students must submit a petition to the Committee on Petitions and obtain approval in order to register for five or more course credits. No student shall be permitted to register for over 5.99 credits in each of the Fall and Spring terms. The Committee on Petitions will only consider petitions for above 4.99 credits from those students who have completed at least one term as a full-time student. Students may not register for more than one course credit during May Experiential 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 precondition for intellectual growth. Academic dishonesty is the willful attempt to misrepresent one’s work, cheat, plagiarize, or impede other students’ academic progress. Academic dishonesty interferes with the mission of the College and will be treated with the utmost seriousness as a violation of community standards.

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.

Statement on Generative Technology

Use of generative writing technology (such as ChatGPT or similar) without express permission from your instructor is a form of academic dishonesty. If specific parameters of use are not outlined by an instructor, students should assume use of said technology is prohibited, and that unauthorized use of it will be subject to disciplinary action. Coe College faculty may set parameters for when and how the use of such technology is permissible, as well as how students should document their use of it.

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. other sanction as determined by the instructor, within the framework and grading rubric of the class
3. failure of the class
4. suspension or expulsion

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

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

Procedure

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

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

Appeals Process

The student may appeal the charge and/or the sanction within ten business days of receiving the Provost's letter of notice by emailing the Provost and Dean of the Faculty requesting an appeals hearing. Students wishing to appeal are strongly encouraged to consult with the Associate Dean for Student Academics, who has been designated by the College to help explain the appeals process and work with the student if they choose to appeal.

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

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

Academic Standing

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

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

D/F Notices

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

Academic Warnings

Academic warnings will be issued to students who earn a term grade point average below 2.0 while retaining a cumulative grade point average of 2.0 or higher. Students receiving academic warnings are strongly encouraged to re-evaluate their current approach to their studies and/or their academic plans. They are expected to meet with their academic advisor.

Academic Probation

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

Total Course Credits Attempted	Minimum GPA Levels
0.0 – 4.99	1.50
5.0 – 7.9	1.75
8.0 – 11.9	1.80
12.0 – 15.9	1.90
16.0+	2.00

Students who are placed on probation for academic standing reasons will receive a letter via their Coe email address notifying them of their probation status. To return to good standing and be removed from academic probation, a student shall earn a cumulative GPA greater than the threshold for academic probation as specified above. Students who are placed on academic probation have a maximum of two (2) consecutive terms, excluding May and Summer, to return to good standing before they are subject to academic suspension. In the first probation term, a student on probation is required to enroll in SKD-145 Strategies for Academic Success.

A student on probation is also subject to academic suspension if their cumulative GPA decreases at the end of any term on probation.

Students who are on academic probation:

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

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

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

Academic Suspension

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

Total Course Credits Attempted	Minimum GPA Levels
0.0 – 4.99	0.50
5.0 – 7.9	1.00
8.0 – 11.9	1.50
12.0 – 15.9	1.70
16.0 – 19.9	1.80
20.0 – 23.9	1.90
24 +	2.00

Students who are placed on suspension for academic reasons will receive a letter via their Coe email address notifying them of their suspension status. Suspended students have the right to appeal for immediate readmission if they can provide evidence of circumstances that would warrant reconsideration by the deadline indicated in their suspension letter.

To appeal for immediate readmission:

- A suspended student appealing for readmission must submit a written form that offers an explanation of any circumstances that affected the student’s academic performance, as well as a detailed plan with specific actions that the student will take to improve their academic standing, including how the student will overcome the obstacles that affected their academic performance. The form will be made available to eligible students online, and must be completed by the deadline communicated in the suspension letter in order to be considered. Student appeals will not be considered if required materials are not received by the deadline.
- Following submission of the appeal form, the student must also schedule a hearing with the Academic Standing Committee. At this meeting the student will have the opportunity to respond to questions the Committee may have on the circumstances outlined in the student’s appeal materials.
- A suspended student appealing for readmission is encouraged to request a letter of support for immediate readmission from a faculty advisor or other faculty or staff member at Coe, if the letter can shed light on the student’s ability and motivation to do well in future academic endeavors. Similarly, the student is encouraged to consult with one or more faculty or staff members to prepare a strong case for readmission.

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

Interim Suspension

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

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

Readmission Following Suspension

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

To be considered for readmission, the student must file a request to return with the Associate Dean for Student Academics. In the appeal documentation, the student must present evidence that demonstrates how the circumstances that led to the student’s academic suspension have been addressed, and how the student plans to be successful in his or her academic future. Readmission is determined by the Associate Dean for Student Academics, in consultation with other campus officials as necessary. These officials reserve the right to conduct its own investigation, review the case, and make a final decision concerning the student’s reinstatement to the College. When appropriate, certain academic

stipulations may be applied. If a suspended student provides evidence of successful course completion elsewhere and/or written evidence of motivation and maturity necessary to be academically successful at Coe, the student may be readmitted on probation at Coe.

Exiting the College

The exit process at Coe College, whether through withdrawing or taking a leave of absence, is initiated by the student. Students must contact the Dean of Student Success & Persistence to conduct an exit interview. At the interview, the student is given an official exit checklist that provides information that students should collect from other offices on campus, including the Student Financial Services Office, to verify a balance due or a credit to be refunded; Student Loan information, to be aware of financial aid adjustments; the Library, to ascertain that all materials have been returned; and the Director of Residence Life, to arrange for room checkout. All exiting students will also be asked to complete an exit survey, which can be completed electronically after the exit interview.

If a student withdraws from all courses during a period of enrollment for which they received financial aid, the Student Financial Services Office will determine how much, if any, of the student's financial aid proceeds must be returned to the College, based on a federally mandated refund formula (see *Return of Title IV Funds/Institutional Refund Policy*, p. 215).

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

Leave of Absence

A student may find it necessary to interrupt a program of study at the College. Under this condition, the student may apply for a leave of absence. A leave of absence may be granted for a period not to exceed 12 months. Students may extend a leave of absence to up to a total of 36 months by contacting the Office of the Registrar via email at o-registrar@coe.edu. Students are officially withdrawn from the College upon beginning a Leave of Absence, but they may return to the College without reapplying. Students who neither renew their leave of absence nor return to Coe will have to reapply should they wish to return to the College. Coursework completed while on leave from the College is subject to the same conditions as work in transfer.

Requesting a Leave of Absence

Students planning to take a leave of absence from the College should first consult their academic advisor and then **must declare** their intent. Students should contact the Dean of Student Success & Persistence to initiate the process. Please refer to the previous section on exiting the College for the steps that follow.

On Leave of Absence

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

Returning to Coe after a Leave of Absence

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

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 Experiential Term and Summer Term) and has not completed a Leave of Absence form. This does not apply to students in College-approved for 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.

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 = 6 quarter hours = 1 course credit), if that course meets the spirit of the College's mission and is from a regionally accredited institution. The College can only enter transfer work upon receipt of an official transcript with final grade(s) for the coursework in question. Departments will accept transferred 100- and 200-level course equivalencies toward fulfilling major or minor requirements, unless otherwise noted in a respective department's section of the Catalog. 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. First-year seminars may transfer in for elective credit but will not fulfill other requirements. Neither remedial nor skill-development courses may transfer in. Practicum and Writing Emphasis options may not be transferred in and must instead be taken at Coe except in cases of transfer students with approved degrees. Mathematics courses may only transfer in if they are Calculus I or higher. Coursework of a technical/professional/vocational nature generally will not transfer into Coe.

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), nor for courses on a Satisfactory/Unsatisfactory or Pass/Not Pass basis, unless the institution where the course was taken provides verification that the student earned at least the equivalent of a "C" in the course.

Accepted transfer credit appears on a student's Coe transcript with a grade of "P" (Pass), which does not influence GPA. If an equivalent course is repeated at Coe College, the transfer credit no longer counts toward graduation. In the reverse situation, if the equivalent to a Coe course is taken as a repeat at another institution and transferred in, the original Coe course, and any earned credit associated with it, is forgiven and the transfer work takes its place.

Junior or Community College Credit

No more than 50% of the course credits required for a degree at Coe will be accepted in transfer from 2-year colleges. A maximum of 16 credits (junior standing) will be accepted as transfer credit from the sum of 2-year regionally accredited institutions plus AP/IB scores. Transfer students who complete a regionally accredited A.A. degree program or a regionally accredited college-parallel A.S. degree program will be accorded junior status (16 course credits) at Coe. Transfer students who complete an A.A., A.S., or A.A.S. degree from a regionally accredited institution with which Coe has a specific articulation agreement will be awarded credit consistent with that agreement. A transferred A.A., A.S., or approved A.A.S. degree fulfills the General Education Distribution, Diversity Across the Curriculum, and Writing Emphasis requirements but not the Practicum requirement.

Four-Year College Credit

A maximum of 24 credits (senior standing) will be accepted as transfer credit from the sum of 4-year regionally accredited institutions, plus 2-year regionally accredited institutions, plus AP/IB scores. For information on second-baccalaureate degree students, see p. 24.

European Credit Transfer System (ECTS)

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

In ECTS, 60 credits represent the workload of a normal undergraduate academic year of study and normally 30 credits for a semester and 20 credits for a term. Thus, ECTS credits will normally be transferred to Coe College at a rate of 7.5 ECTS credits: 1 Coe credit.

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.

Evaluation of Credits for Graduation

The Office of the Registrar certifies the completion of area of study and General Education requirements. 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. Departments will accept transferred 100- and 200-level course equivalencies toward fulfilling major or minor requirements, unless otherwise noted in a respective department's section of the Catalog.

Credit by Examination

A maximum of eight course credits (sophomore standing) in satisfaction of degree requirements may be applied from credit earned through the sum of the Advanced Placement (AP) Program and International Baccalaureate (IB). Students may not receive college credit for both AP and IB in areas of similar content.

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. 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 after matriculation to 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. IB credit cannot be used to fulfill any General Education requirement. 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 after matriculation to Coe College, the IB 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, they have completed their Intent to Graduate form, and it has been fully processed and approved by the Registrar's Office. (Intent to Graduate forms will be processed in the order they are received. Submissions past the deadline have no guarantee of being processed for Commencement participation.) In addition, all students, unless excused in writing by the Provost, must complete a survey assessing their educational experience at Coe. All pending graduates must participate in Commencement exercises unless excused in writing by the Registrar.

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 one Commencement exercise provided the remaining course credits are scheduled to be completed within one academic year of their Commencement ceremony. In these instances, a plan for completion must be submitted in writing to the Registrar's Office and approved by the Registrar prior to Commencement. Coe graduates may participate in Commencement no later than one academic year following the conferral of their degree. Pending graduates will be listed in the Commencement booklet, but will not receive their diploma until all graduation requirements are met. Final Latin honors (see p. 27) are bestowed only after all graduation requirements are met, and will be listed on a student's final 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 will make arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.
- the right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend records that they believe are inaccurate or misleading. They should write the College official responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. FERPA was not intended to provide a process to be used to question substantive judgments which are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse); or a student serving on an official committee, such as an admission, petitions, retention, honors recognition, disciplinary, or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

A student is a person who attends or has attended Coe College, as determined by matriculation and enrollment by the first date of an academic term. Coe College obtains written permission from the student before releasing any

information from a student's educational record in most cases. However, as the law allows, on a case-by-case basis, appropriate parts of a student record may be disclosed, without consent of the student, to the following parties:

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

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

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

COURSES OF INSTRUCTION

INDIVIDUALIZED STUDY

—INDEPENDENT STUDY

The one-credit independent study is a student-driven initiative that requires the completion of a minimum of 140 hours of academic work, including meeting with a faculty advisor and performing independent work between meetings. Developed and outlined by the student, an independent study supplements the existing departmental program through more intensive study of a present topic or through examination of topics not comprehensively covered in an existing course. An existing course taken by arrangement does not constitute an independent study. Independent studies are only offered at the 300- and 400- levels and are meant to foster a student's pursuit of career and/or personal goals outside of the classroom. A proposed independent study must receive approval from the respective department chair and be registered through the Office of the Registrar in order to receive credit and count toward the practicum requirement. A student may receive a total of no more than 2.0 credits from independent studies. A student may only repeat an independent study with the same course code if approved by the relevant department chair.

—DIRECTED LEARNING

The one-credit directed learning is an instructor-driven initiative that requires the completion of a minimum of 140 hours of academic work, including meeting with a faculty advisor and performing independent work between meetings. Developed and outlined by the instructor, directed learning helps students specialize in a major or minor. A proposed directed learning must receive approval from the respective department chair and be registered through the Office of the Registrar to receive credit and does not count toward the practicum requirement. A student may receive a total of no more than 2.0 credits from directed learning. A student may only repeat a directed learning with the same course code if approved by the relevant department chair.

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.

ASC-196 Modern South East Asia

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

ASC-444 Independent Study

A student-designed study of some feature of Asian culture, arranged in consultation with the supervising Coe faculty member. May be taken more than once for a maximum of 2.0 credits. Prerequisite: consent of instructor.

—WORLD LANGUAGE

FSA-100 Foreign Study Abroad

Study abroad during May Experiential 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 Experiential 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 Experiential Term only)

WLC-108 Cultural Studies and Literature in Translation (WE)

A topics course, taught in English, that explores shared historical, literary, and cultural themes and experiences in the French and Spanish-speaking worlds. Topics may include the history and literature of slavery and colonization,

environmental humanities, contemporary films and graphic novels, and social justice in globalized contexts. It may be counted for credit toward a Spanish or French and Francophone Studies majors and minors.

—INTERNSHIPS

INT-494 Interdisciplinary Internship

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

INT-499 Summer Internship – Non-Credit Bearing

Supervised summer work or volunteer experience related to a student's career interests. The internship is not credit-bearing; however, it can meet the practicum requirement. A minimum of 140 hours on-site experience is required. The internship must be approved by the Faculty Internship Advisor prior to registration. Students are required to abide by the same guidelines as students completing credit-bearing internships. Satisfactory completion determined by the supervising faculty member. P/NP basis only. May be taken more than once. Prerequisites: consent of the department in which the student is completing the internship and completion of the Internship request form housed on the College's online platform for internships.

—NEW YORK TERM

New York Term is offered every other Spring Term in odd-numbered years. There is an extra fee for New York Term. All Coe financial aid applies, and students are eligible to apply for additional financial aid based on the additional costs of the term.

NYT-250 Fine Arts in New York City

Consists of five components: 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. (Total of 2.0 course credits upon completion of the five components.)

NYT-394 Internship in New York City

Investigates a student's career interests through work or volunteer experience. The internship is supervised by a faculty member of the relevant department, in consultation with Coe's Center for Creativity and Careers. Normally earns 2.0 credits, but may be taken for 1.0 credits when combined with NYT-444.

NYT-444 Independent Study

A plan of study designed by the student in consultation with the student's faculty advisor, and supervised by the on-campus faculty advisor. Subject must be particularly appropriate for study in New York City. Prerequisite: consent of instructor. (Corequisite: NYT-394 for 1.0 credit.)

—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 approved occasional courses include, but are not limited to, the courses listed under their respective departments and described as occasional. Additional approved occasional courses exist that are not listed in this catalog.

Students should note that occasional courses do not necessarily count toward a given major or minor.

—SKILLS DEVELOPMENT

SKD-115 SUMMER BRIDGE

Engages students in a one-week course that takes place prior to Fall Orientation. Students participate in two mini-classes taught by college faculty. Each mini-class is followed by small group discussions regarding course content, learning strategies, college expectations, etc. Additional workshop sessions are held throughout Summer Bridge on topics such as: financial literacy, campus resources, goal setting and academic planning. Summer Bridge also offers opportunities to make social connections through a variety of informal and planned activities. P/NP basis only.

Prerequisite: admission to TRIO Student Support Services. (0.3 course credit)

SKD-120 Concepts of Individualized Learning

Provides a weekly engagement with an academic coach to identify interests and explore strengths, applying this knowledge to the development of a personal academic plan. Topics include: learning strategies, self-regulation, personal and professional growth, goal setting, campus engagement and self-reflection. P/NP basis only. (0.0 course credit)

SKD-125 Learning Lab

Focuses on developing constructive learning habits and techniques to achieve academic pursuits and foster lifelong learning. Units highlight a variety of study strategies, which students experiment with and apply to other courses in which they are concurrently enrolled. Results are presented through written, oral, or graphic reports that encourage collaboration and participation in educational communities. Designed for all levels of learners but may be particularly beneficial for first-year students and sophomores. P/NP basis only. (0.5 course credit)

SKD-130 Personal Finance for College Students

A study of managing finances and making financial decisions that college students encounter. Areas of study for this project-oriented course include student loans, credit cards, savings and investments, cars, living on campus versus apartment living, savings needed for life immediately following graduation, and travel. Prerequisites: Admission to TRIO Student Support Services and consent of instructor. (0.5 course credit)

SKD-135 Library Research Methods

Examines how students currently find, evaluate and use information, critically reflecting on how that information is shaped by political, cultural, and social forces. The course covers the following (1) selecting a manageable, research topic; (2) finding relevant background information on chosen topic using legitimate reference sources; (3) using databases: choosing an appropriate database; identifying keywords; effective search strategies; standardized (controlled) vocabulary; (4) evaluating print and electronic sources for impact, credibility, and point of view or bias; (5) understanding peer review and its role in scholarly communication; (6) Google and the free web; (7) YouTube and podcasts; (8) intellectual property and copyright; (9) visual literacy (10) academic integrity and plagiarism. Appropriate for all students who are interested in improving their research skills. (0.20 credits) (Offered on an occasional basis)

SKD-145 Strategies for Academic Success

Connects students to college resources geared to individual academic goals. Through individualized assignments, students investigate and practice academic habits and skills that lead to academic success: time management, identifying and using resources, understanding academic expectations, applying effective study skills, and mastering college technology. Required for students on academic probation. Offered each term. Prerequisite: academic probation or provisional admission. (0.5 course credit)

SKD-150 Transfer Advisory

Introduces transfer students to resources across Coe College, including digital tools, C3, Academic Tutoring and Coaching, the Writing Center, the Center for Health and Society, and Health and mental health resources. P/NP basis only. Prerequisite: first-term transfer student status. (0.2 course credit)

INT-100 Professionalism and Self Presentation

Introduces students to the fundamentals of job-seeking strategies and professional expectations. Students are guided through development of professional materials, networking techniques, and interviewing skills. This course does not satisfy Coe's practicum requirement.

—WASHINGTON TERM

WSH-284 Topics in Washington, D.C.

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

WSH-286 Topics in Washington, D.C.: Non-Western Perspectives

Same as Topics in Washington, D.C. (WSH-284) except the course focuses on topics related to non-Western cultures. Examples of recent and proposed topics include Globalization and the U.S.; and People, Politics and Cultures of the Middle East.

WSH-464 Washington Term Internship Seminar

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

WSH-494 The Washington Experience

Internship with an organization related to national or international politics in Washington, D.C., supervised by one of the resident staff of the Washington Term. Students establish learning goals and prepare a portfolio that documents their learning and places it in the larger context of the literature on American or international politics. P/NP basis only. One course credit may be counted toward a major in political science with consent of department, if credit has not already been received for Internship in Political Science (POL-494). (2.0 course credits)

DEPARTMENTAL PROGRAMS

—ACCOUNTING, MANAGERIAL

See p. 79

—ACCOUNTING, PUBLIC

See p. 79

—AFRICAN AMERICAN STUDIES

Buckaloo (Administrative Coordinator), Rodgers.

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

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

1. AAM-107 Introduction to African American Studies
2. AAM/ENG-137 African American Literature (WE)
3. HIS-347 African American History (WE)
4. 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
5. Five additional courses, at least three of which are numbered 200 or above, chosen from the following:
 - a. Elective courses:
 - AAM-217 Sport and Black Culture
 - AAM-287 Topics in African American Studies
 - AAM-367 Studies in African American Literature
 - AAM-387 Advanced Topics in African American Studies
 - AAM-447/-457 Directed Learning in African American Studies
 - AAM-467 Seminar in African American Literature
 - AAM-494 Internship in African American Studies
 - COM-236 Intercultural Communication (WE)
 - COM-257 Sex, Race, and Gender in the Media (WE)
 - EDU-187 Human Relations (WE)
 - HIS-145 History of the United States to 1865 (if not used to satisfy #4 above)
 - HIS-155 History of the United States Since 1865 (if not used to satisfy #4 above)
 - HIS-227 The American Civil War (if not used to satisfy #4 above)
 - MU-157 Introduction to Jazz History
 - SOC-247 Sociology of Race
 - b. Elective courses (when topic is appropriate):

These courses can count toward the major or minor as determined by the African American Studies administrative coordinator.

 - ARH-297 Topics in Art History: U.S. Pluralism
 - COM-157 Intro to Media Analysis (WE)
 - COM-161 Visual Rhetoric
 - COM-377 Language, Power, and Social Change (WE)
 - ENG-107 Exploring Literature: United States Pluralism
 - ENG-207 Gender and Literature: United States Pluralism (WE)
 - ENG-347 Studies in Modern or Contemporary American Literature (WE)
 - ENG-394 Directed Learning in English (WE)
 - HIS-297 Women in America (WE)
 - HIS-444 Independent Study (WE)
 - HIS-472 Seminar in American History I (WE)

HIS-473 Seminar in American History II (WE)
SOC-237 Topics in Sociology: United States Pluralism
SOC-464 Capstone Seminar in Sociology (WE)
THE-488 Special Topics in Theatre or Film: Diverse Western Perspectives

6. AAM-444 Independent Study (completed during the senior year)

African American Studies Minor

1. AAM-107 Introduction to African American Studies
2. AAM/ENG-137 African American Literature (WE)
3. HIS-347 African American History (WE)
4. 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
5. Two additional courses from either list 5a or, when appropriate, 5b as listed 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-137 African American Literature (WE)

Cross-listed with English (ENG-137)

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-197 Tupac Shakur and the Hip Hop Revolution

Introduces students to Tupac Shakur. This course will examine one of the most influential personalities in Hip Hop music and Cultural History. Students will engage in his legacy (Son of a Black Panther) and the culture of Hip Hop, analyze poetic lyrics, and explore his life and death.

AAM-217 Sport and Black Culture

Examines through cultural analysis the complex relationships between sport and Black culture. This course addresses the way sport has evolved from being merely a physical activity to a cultural expression in the Black community. This course emphasizes the historical patterns and current conditions of Blacks' participation in sport through various articles, videos, and books. The course also examines how many Black people have used sport as a means of resistance, survival, and social mobility. Students learn to analyze cultural expression, to understand race and its continuing impact in American life, and to understand how various sports pursuits by Black athletes are invested with multiple meanings. Major topics and themes covered include: the concept of race, Black culture, the historical presence of Black athletes in sport, their current impact, and their dominance in certain sports.

AAM-227 Blackness and Identity in America

Gathers a wide range of scholarship about race and identity to explore what race is, why it matters, racial dynamics in organizations, and how best to address them. Students will explore questions of identity, privilege, ethnicity, gender, and class. In this course, "race" is reviewed as a shorthand for the interconnected complexity of race, ethnicity, culture, and color, and will be carefully analyzed to distinguish among such terms and ideas. Students will critically analyze the social construct and the popular understandings of race and identity as reinforced through cultural institutions. Students will understand and evaluate the foundational concepts and theories of race and identity and synthesize their knowledge through research, presentation, and writing.

AAM-287 Topics in African American Studies

Examines an important theme or subject specific to African American experiences and culture. Content varies and is determined by the instructor. Students learn to understand African American experiences in context, to analyze texts

and events from multiple disciplinary perspectives, and to write in clear, analytical prose. May be taken more than once for credit, provided the topics are substantially different.

AAM-367 Studies in African American Literature

See also English (ENG-367)

Course focuses on specific literary genres or time periods and functions as an intermediate course between the introductory African American Literature (AAM-/ENG-137) and the advanced English seminar (particularly Seminar in Literature: United States Pluralism (AAM-/ENG-467)). 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-111) or consent of instructor.

AAM-387 Advanced Topics in African American Studies

Examines an important theme or subject specific to African American experiences and culture. Content varies and is determined by the instructor. Students learn to understand African American experiences in context, to analyze texts and events from multiple disciplinary perspectives, and to write in clear, analytical prose. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to African American Studies (AAM-107) or consent of instructor.

AAM-444 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-137); consent of African American Studies administrative coordinator and submission of a written proposal for a project.

AAM-447/-457 Directed Learning 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-467 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 (WE) (ENG-301). May be taken more than once.

AAM-494 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. P/NP 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.

—ANTHROPOLOGY (COURSES ONLY)

Fairbanks (Administrative Coordinator), Ziskowski

COURSES IN ANTHROPOLOGY

ANT-116 Cultural Anthropology

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

ANT-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-208 Archaeological Field School

Engages in two key components in an interdisciplinary framework: 1) archaeological fieldwork and 2) study of Greece's history and culture through visits to sites in the region. The course takes place in Greece for four to six weeks (late May into early July). Students learn the methodological principles of archaeological fieldwork by participating in activities such as excavation, geophysical survey, and artifact analysis. In addition to work in the field, students receive an introduction to the history and culture of Greece through visits to major archaeological sites in the region. Prerequisite: consent of instructor.

—ART AND VISUAL STUDIES

Carson (Chair-Fall), Escobedo, Kunau, Morrow, Rogers (Chair-Spring).

A major in art or a minor in art, art history, or museum studies provides a foundation in theory and practice. Students focus on making, meaning, and gaining an understanding of visual and contextual history and analysis. In studying the formal, technical and conceptual aspects of art, students learn to communicate effectively with broad and diverse audiences.

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

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 of the following:
 - ART-201 Focus Course: Creative Process (0.5 course credit)
 - ART-209 Focus Course: Professional Practice (0.5 course credit)
 - MS-205 Exhibition Planning (0.5 course credit)
 - MS-215 Exhibition Installation and Lighting (0.5 course credit)
 - ART-/MS-235 Arts Advocacy (0.5 course credit)
 - ART-291 Focus Course: Topics in Studio Art (0.5 course credit)
4. Two 300-level ART- courses
5. One additional 200-level Art History course
6. ARH-307 Modern and Contemporary Art (WE)
7. ART-464 Seminar in Art and Visual Studies I
8. ART-474 Seminar in Art and Visual Studies II & Thesis Exhibition

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 300-level courses.*

Students completing a major in Art may elect also to complete a concentration of courses within a specific discipline in the major. Courses taken to fulfill requirements in the art major may be used to also fulfill requirements in an area of concentration. Students may declare only one concentration. Concentrations are offered in **Multimedia Graphic Design, Media Production and Non-Profit Arts and Creative Leadership**.

To complete a concentration, a student must meet the following requirements:

1. Completion of a major in Art.
2. Completion of five additional courses in which a cumulative 2.0 GPA must be earned. At least three of the five courses must be completed at Coe.

Multimedia Graphic Design Concentration in Art

Recommended courses in the art major: ART-104 Digital Photography, ART-145 Digital Studio, ART-150 Time-Based Media, ART-350 Advanced Digital Research I and ART-355 Advanced Digital Research II, ARH-270 History of Design*

1. ART-363 Graphic Design Studio
2. ART-371 Typography and Design

3. ART-305 Advanced Topics in Graphics Design
4. ARH-270 History of Design
5. BUS-280 Computer Applications: Business Websites AND BUS-281 Computer Applications: Social Media

Media Production Concentration in Art

Recommended courses in the art major: ART-150 Time-Based Media, ART 350 Advanced Digital Research I and ART 355 Advanced Digital Research II

1. ART-150 Time-Based Media
2. ART-350 Advanced Digital Research I
3. COM-151 Introduction to New Media Studies
4. Two of the following:
 COM-157 Introduction to Media Analysis (WE)
 COM-161 Visual Rhetoric
 COM-341 Digital Storytelling (WE)
 CRW-350 Screenwriting (WE)
 ART-494 Internship in Art

Non-Profit Arts and Creative Leadership Concentration in Art

1. MS-283 Arts Administration
2. MS-220 Marketing the Museum (advertising, PR, and donor relations) (0.5 credit)
3. ART-/MS-235 Arts Advocacy (0.5 credit)
4. PR-205 Public Relations (WE)
5. BUS-280 Computer Applications: Business Websites (0.5 credit) AND BUS-281 Computer Applications: Social Media (0.5 credit)
6. ART-494 Internship in Art

Art Minor

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

1. ARH-128 Introduction to Art History
2. Two 100-level ART- courses
3. Two 300-level ART- courses
4. One 200-level ARH- course

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

COURSES IN ART

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

ART-102 Sculpture: Material Investigations

Focuses on how material choices inform meaning. Students will use a variety of traditional and non-traditional materials to make sculptural art objects.

ART-103 Ceramic Sculpture

Provides instruction on the creation of hand-built ceramic sculptures. Projects will utilize pinch, coil building, soft and stiff slab construction, and additive and subtractive processes.

ART-104 Digital Photography

Introduces foundational techniques and processes of digital photography. Students explore the expressive potential of light, composition, and perspective while examining both the historical and contemporary issues associated with the practice. Course includes studio projects, lectures, assigned readings, class discussions, and critiques plus introductory-level instruction in DSLR cameras, light kits, Adobe Creative suite software.

ART-110 Installation Art

Creates art environments that offer a unique experience for the viewer. Projects will include research, planning, drafting, and exhibiting artistic creations in spaces across campus and throughout the local community.

ART-112 Screenprinting

Utilizes silkscreen printing as a medium that can be integrated with photography, digital imagery, and three-dimensional objects. The 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.

ART-115 Drawing

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

ART-125 Painting

Introduces paint media to represent, amplify, and interpret the world. Students are also encouraged to discover the possibilities of color, shape, texture and mark-making.

ART-135 Ceramics: Form, Function, and Meaning

Focuses on the creation of wheel thrown and hand-built objects within the context of a social and cultural lens. Explores the relationship between making and meaning in the 21st century. Projects focus on functional work and its uses.

ART-145 Digital Studio

Explores contemporary digital imaging and design. Students produce a series of studio projects ranging from digital photography, collage, gif animation, vector graphics, and two-dimensional design. Includes introductory-level instruction in digital cameras and Adobe Creative Suite: Lightroom, Photoshop, Illustrator.

ART-150 Time-Based Media

Explores the aesthetic and experiential qualities of time. The course includes readings, discussions, and screenings of historical and contemporary works plus hands-on studio projects using video, sound, performance, installation, and more. Includes introductory-level instruction in digital cameras and Adobe Lightroom and Premiere Pro. Through media production, students cultivate a range of technical skills plus a critical understanding of media culture.

ART-175 Printmaking

Focuses on traditional and contemporary printmaking techniques, introducing students to the fundamentals of materials including paper, ink, presses, and image processing. This course explores the development of technical, compositional, and conceptual skills through the evolution of printmaking's history of multiplicity.

ART-191 Topics in Studio Art

Focuses on a specific theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different. (Offered on an occasional basis)

FOCUS COURSES

Focus Courses are seven-week courses designed to prepare students for serious artistic practice.

ART-201 Focus Course: Creative Process

Applies the tools and methods of the creative processes including critique. Students learn and practice utilizing a variety of tools and techniques that will help them improve their creative practice and critique skills. This course meets weekly for the full term and is designed to prepare the student for serious artistic practice. Prerequisites: two ART-courses (each 1.0 course credit) or consent of instructor. (0.5 course credit)

ART-209 Focus Course: Professional Practice

Assists students with identifying professional goals. Topics include resumes, curriculum vitae, branding and marketing materials, pricing artwork, and developing and maintaining a professional website and online portfolio. This course meets weekly for the full term and is designed to prepare students for serious artistic practice. Prerequisites: two ART-courses (each 1.0 course credit) or consent of instructor. (0.5 course credit)

ART-235: Arts Advocacy

See also Museum Studies (MS-235)

Introduces students to arts advocacy, providing tools to cultivate, promote, sustain, and support the arts. Students will develop and implement arts advocacy programming. This course meets weekly for the full term. Prerequisites: two ART- courses (each 1.0 course credit) or consent of instructor. (0.5 course credit)

ART-291 Focus Course: Topics in Studio Art

Focuses on a specific theme or topic. An abbreviated course offered seven weeks of a term designed to prepare the student for serious artistic practice. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.5 course credit)

300-level courses offer students the opportunity to expand their technical and conceptual skills at a more advanced level.

ART-305 Advanced Topics in Graphic Design

Focuses on a specific advanced theme or topic in graphic design. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: ART-145 Digital Studio, ART-363 Graphic Design Studio, or consent of instructor.

ART-330 Methods of Teaching Art K–12

Includes discussion, lecture, and studio work on campus, as well as experience in public school classes off campus. This course does not satisfy the College's general education fine arts core group requirement *nor does it satisfy major or minor requirements or prerequisites for Art of Art History*. Prerequisite: art major or minor and admission to the Education Program.

ART-340 Advanced 2D Research I

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in one of the following prerequisite courses: ART-115 Drawing, ART-125 Painting, ART-175 Printmaking.

ART-345 Advanced 2D Research II

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in ART-340 Advanced 2D Research I. Prerequisite: ART-340 Advanced 2D Research I.

ART-350 Advanced Digital Research I

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in beginning-level work in one of the following prerequisite courses: ART-145 Digital Studio, ART-150 Time-Based Media, ART-104 Digital Photography.

ART-355 Advanced Digital Research II

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in ART-350 Advanced Digital Research I. Prerequisite: ART-350 Advanced Digital Research I.

ART-360 Advanced 3D Research I

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in beginning-level work in one of the following prerequisite courses: ART-135 Ceramics: Form, Function, and Meaning; ART-103 Ceramic Sculpture; ART-102 Sculpture: Material Investigations; ART-110 Installation Art.

ART-363 Graphic Design Studio

Introduces foundational concepts and practices applied in the visual communications industry. Students design projects using both traditional materials and Adobe Creative Suite software. Prerequisite: Digital Studio (ART-145), or consent of instructor.

ART-365 Advanced 3D Research II

Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in ART-360 Advanced 3D Research I. Prerequisite: ART-360 Advanced 3D Research I.

ART-391 Advanced Topics in Studio Art

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

ART-394 Directed Learning in Art

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

ART-444 Independent Study

Focuses on a topic for independent work on a selected project under the direction of a faculty member of the department. Prerequisite: consent of instructor.

ART-464 Seminar in Art and Visual Studies I (WE)

Prepares students for advanced research in studio art. Emphasis is on preparation of work toward the senior exhibit. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: declared major in art and successful completion of two 100-level ART courses, two 200-level ART courses (one of which could be the ART/MS Arts Advocacy course), and one 300-level ART course.

ART-474 Seminar in Art and Visual Studies II & Thesis Exhibition

Prepares students for advanced research in studio art. Emphasis is on preparation of work toward the senior exhibit. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: successful completion of Seminar in Art and Visual Studies I (ART-464).

ART-494 Internship in Art

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

—ART HISTORY

Art History Minor

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

1. ARH-128 Introduction to Art History
2. Three additional art history courses. One must be ARH-200 or above. One may be a course from the following list:
 - ANT-125 Art and Archaeology of the Classical World
 - HIS-318 Topics in History: DWP (WE)
 - COM-161 Visual Rhetoric
 - COM-257 Sex, Race, and Gender in the Media (WE)
 - MS-105 History of Museums
3. ARH-307 Modern and Contemporary Art (WE)
4. One 100- or 300-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

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

ARH-128 Introduction to Art History

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

ARH-191 Topics in Art History

Focuses on a selected topic or theme in art history or visual culture. Topics vary. May be taken more than once for credit, provided the topics are substantially different.

ARH-201 Art of the Middle Ages

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

ARH-218 The World of Renaissance Art

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

ARH-231 Romanticism, Realism, and Impressionism

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

ARH-248 Baroque, Rococo, and Neoclassicism

Focuses on a thematic exploration of the major art movements in the 17th and 18th centuries, emphasizing the pendulum swings of artistic practice, exploration, and institutional hierarchies. Inclusion of cultural phenomena—the Grand Tour, the Enlightenment, revolutions, and the establishment of academies—factor heavily in this course. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.

ARH-268 History of Architecture

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

ARH-270 History of Design

Discusses the who, what, and when of design practice from the eighteenth century to the present day. Good and innovative design produces creative solutions for a variety of complex social situations; therefore, works by major designers of applied, industrial, and the craft arts will be studied within their historical and cultural contexts.

ARH-296 Topics in Art History: Global Perspectives

Focuses on a selected topic or theme in art history. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.

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

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

ARH-307 Modern and Contemporary Art (WE)

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-391 Advanced Topics in Art History

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

ARH-394 Directed Learning in Art History

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

ARH-444 Independent Study in Art History

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

ARH-494 Internship in Art History

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

—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

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

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

1. One of the following:
 - ASC-186 Modern South Asia
 - HIS-136 East Asian Civilization
2. Participation in one overseas study program in Asia:
 - a Coe foreign exchange program (Chiang Mai University or Rangsit University of Thailand, Nagoya-Gakuin University of Japan, Kongju National University or Sookmyung University in South Korea, or Jinan University in China)
 - Coe's Asia Term (see p. 31)
3. Four courses, chosen from the following, in consultation with the Asian Studies administrative coordinator:
 - ASC-106 May Experiential Term in Asia
 - ASC-176 China and Japan
 - ECO-436 Economic Development **or** ECO-446 International Economics
 - HIS-217 The American War in Vietnam (WE)
 - HIS-246 History of Modern China (WE)
 - HIS-256 History of Modern Japan (WE)
 - HIS-316 Topics in History: Non-Western Perspectives (WE) (when appropriate)
 - HIS-466 Seminar in Modern East Asian History (WE)
 - JPN-115 Elementary Japanese I
 - JPN-125 Elementary Japanese II
 - JPN-215 Intermediate Japanese I
 - JPN-225 Intermediate Japanese II
 - REL-206 Buddhist Thought (WE)
 - POL-286 Asian Politics (WE)
 - REL-106 Eastern ReligionsA second term of an overseas study program

Asian Studies Minor

1. One of the following:
HIS-316 Topics in History: Non-Western Perspectives (WE)
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
HIS-217 The American War in Vietnam (WE)
HIS-246 History of Modern China (WE)
HIS-256 History of Modern Japan (WE)
HIS-316 Topics in History: Non-Western Perspectives (WE) (when appropriate)
HIS-466 Seminar in Modern East Asian History (WE)
JPN-115 Elementary Japanese I
JPN-125 Elementary Japanese II
JPN-215 Intermediate Japanese I
JPN-225 Intermediate Japanese II
REL-206 Buddhist Thought (WE)
POL-286 Asian Politics (WE)
REL-106 Eastern Religions

COURSES IN ASIAN STUDIES

ASC-106 May Experiential Term in Asia

Study abroad in Asia during May Experiential Term supervised by a Coe faculty member. Sites and content vary 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 Experiential 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.

ASC-216 History of Modern Korea (WE)

Cross-listed with HIS 216

Introduces students to modern Korean history by examining Korea's transition from a politically isolated rural state to, in the South, an industrialized country electing its own government and, in the North, a totalitarian state capable of producing nuclear weapons. Students will examine historical documents, literature and film and use class discussion and formal papers to analyze key events such as: Korea's colonization under Japan; the Korean War; South Korea's economic and democratic "miracles;" North Korean communism and nuclear brinksmanship; and South Korea's emergence as a major producer of exported entertainment like K-Pop and K-Drama.

—AVIATION MANAGEMENT AND FLIGHT OPERATIONS (COURSES ONLY)

Coe's aviation program includes flight operations courses and aviation management courses. Students wishing to become qualified as professional pilots will complete both the flight operations courses and the business major with an aviation management and flight operations concentration in preparation for a career as a professional pilot. These students will earn pilot certificates and ratings as part of their four-year degree. The flight operations courses may be taken by only those students who have been admitted into Coe's aviation program. (Please contact the Coe College

Office of Admission to learn how to apply to Coe's aviation program and for more details about the program and its requirements.)

AVIATION MANAGEMENT COURSES

See the Aviation Management Concentration and the Aviation Management and Flight Operations Concentration, Business Administration

AVM-101 Introduction to Aviation Management

Introduces students to the field of aviation management with a focus on the commercial aviation sector. Students study the structure of and the players in the industry, along with specific operational areas and the macro- and micro-environmental factors that affect these operations. Specific topics include aircraft manufacturing and maintenance, aviation operations, aviation regulation, air traffic control, contemporary challenges facing the commercial aviation sector, and careers in aviation. Prerequisite: admission into the aviation program.

AVM-201/-201L Principles of Meteorology and Laboratory

Examines the basic principles of meteorology and how these are applied to decision-making in aviation. Students gain an understanding of topics such as cloud formation, temperature, wind, precipitation, weather systems, hazardous weather, and others that are critical to flight planning and safe flight operations. This course includes three class meetings and one laboratory per week. Prerequisite: Introduction to Aviation Management (AVM-101).

AVM-301 Aerodynamics and Aircraft Performance

Examines aerodynamics concepts, with attention to aircraft performance and aircraft systems of various types of aircraft. Topics include theories of flight and flight factors including airfoil shape; drag; velocity; lift and thrust; and stability and control. Prerequisite: Introduction to Aviation Management (AVM-101).

AVM-302 Human Factors

Focuses on management principles as they relate to effective decision-making and safety issues in aviation. Topics include decision-making theory, contingency theory, group dynamics, teamwork, communication, workload management, crew resource management, and risk management, all in aviation settings. This course counts as an elective in the Business Administration major. Prerequisites: Introduction to Aviation Management (AVM-101) and Principles of Management (BUS-250).

AVM-401 Aviation Management Seminar (WE)

Provides aviation management students the opportunity to synthesize and apply their learning to real-world aviation issues related to safety, cybersecurity, sustainability, airport management, labor relations, crew resource management, changing technology, and various other areas. This course counts as an elective in the Business Administration major. Prerequisite: senior standing in the aviation program or consent of instructor. (Offered Spring Term)

FLIGHT OPERATIONS COURSES

All flight operations courses require admission into Coe's aviation program and a minimum grade of C (2.0) in each flight operations course before beginning the next level course. Students pursuing the Aviation Management and Flight Operations concentration in Business Administration must complete all of the following courses.

AVI-111 Private Pilot Ground

Covers the prerequisites specified in Federal Aviation Regulations, Part 61 and 141 for a private pilot written test. Topics include aerodynamics, airplane systems, airports, airspace communications, Federal Aviation Regulations, navigation, aircraft performance, flight planning and flight physiology. Prerequisites: Admission into the aviation program and current medical certificate. (0.75 course credit)

AVI-121 Private Pilot Lab 1

Provides, along with Private Pilot Lab 2, the knowledge and skill necessary to earn a Federal Aviation Administration (FAA) Private Pilot Certificate with Airplane Single-Engine category and class ratings. This lab includes 22 hours of one-on-one ground instruction, along with 22.5 hours of actual flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Private Pilot practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate and airport security clearance. (0.5 course credit)

AVI-131 Private Pilot Lab 2

Provides, along with Private Pilot Lab 1, the knowledge and skill necessary to earn a Federal Aviation Administration (FAA) Private Pilot Certificate with Airplane Single-Engine category and class ratings. This lab includes 13.5 hours of one-on-one ground instruction, along with 22.3 hours of actual flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Private Pilot practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Private Pilot Ground (AVI-111), and Private Pilot Lab 1 (AVI-121). (0.25 course credit)

AVI-211 Instrument Pilot Ground

Prepares students for the Federal Aviation Administration (FAA) Instrument pilot rating and Instrument rating written examinations. This advanced instrument pilot ground school course includes Federal Aviation Regulations, instrument approach procedures, and instrument enroute considerations. Prerequisites: Current medical certificate and Private Pilot Lab 2 (AVI-131). (0.75 credit)

AVI-221 Instrument Pilot Flight Lab 1

Provides, along with Instrument Pilot Flight Lab 2, the knowledge and skill necessary to earn a Federal Aviation Administration (FAA) Instrument Pilot Rating. This lab includes 20 hours of one-on-one ground instruction along with 20 hours of flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Instrument Rating practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Private Pilot Lab 2 (AVI-131), Instrument Pilot Ground (AVI-211) (or concurrent registration), and consent of instructor. (0.5 course credit)

AVI-231 Instrument Pilot Flight Lab 2

Provides, along with Instrument Pilot Flight Lab 1, the knowledge and skill necessary to earn a Federal Aviation Administration (FAA) Instrument Pilot Rating. This lab includes 15 hours of one-on-one ground instruction along with 15 hours of flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Instrument Rating practical test. Prerequisites: Current medical certificate, airport security clearance, Instrument Pilot Flight Ground (AVI-211) (or concurrent registration), Instrument Pilot Flight Lab 1 (AVI-221), and consent of instructor. (0.25 course credit)

AVI-311 Commercial Pilot Ground

Prepares students for the Federal Aviation Administration (FAA) Commercial Pilot practical test and the Commercial Pilot written examinations. This advanced commercial rating ground school course includes commercial pilot Federal Aviation Regulations, advanced meteorology, advanced airplane systems, advanced radio navigation, physiology of flight, advanced weather, flight planning and commercial maneuvers. Prerequisites: Current medical certificate and Instrument Pilot Flight Lab 2 (AVI-231).

AVI-321 Commercial Pilot Lab 1

Provides, along with Commercial Pilot Lab 2, the knowledge and skill necessary to earn a Federal Aviation Administration Commercial Pilot License. This lab includes 25 hours of one-on-one ground instruction along with 72 hours of flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Commercial Pilot practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Commercial Pilot Ground (AVI-311) (or concurrent registration), and consent of instructor. (0.5 course credit)

AVI-331 Commercial Pilot Lab 2

Provides, along with Commercial Pilot Lab 1, the knowledge and skill necessary to earn a Federal Aviation Administration Commercial Pilot License. This lab includes 28 hours of one-on-one ground instruction along with 47.3 hours of flight training in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Commercial Pilot practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Commercial Pilot Ground (AVI-311) (or concurrent registration), Commercial Pilot Lab 1 (AVI-321), and consent of instructor. (0.5 course credit)

AVI-341 Commercial Multi-Engine Lab

Provides the knowledge and skill necessary to earn a Federal Aviation Administration (FAA) Multi-Engine Commercial Rating. This lab includes instruction in multi-engine operation, 12 hours of one-on-one ground

instruction and 15 hours of flight instruction in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Multi-Engine Commercial practical test. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Commercial Pilot Lab 2 (AVI-331), and consent of instructor. (0.5 course credit)

AVI-411 Flight Instructor Ground

Prepares students for the Federal Aviation Administration (FAA) Certified Flight Instructor and Instrument Flight Instructor practical test and written examinations (total of three written and three practical exams). This flight instructor ground school course includes Federal Aviation Regulations, learning the flight instructor role, demonstrating maneuvers, gaining proficiency demonstrating and explaining maneuvers, refining instructions skills and demonstrating instructional competence. Prerequisites: Current medical certificate and Commercial Pilot Lab 2 (AVI-331).

AVI-421 Flight Instructor Lab

Provides the knowledge and skill necessary to earn a Federal Aviation Administration Flight (FAA) Instructor, Instrument Instructor, and Multi-Engine Instructor License. This lab includes instruction in teaching techniques, 16 hours of one-on-one ground instruction and 30 hours of flight instruction in an airplane or flight training device with an FAA Certified Flight Instructor or solo to gain the level of proficiency required to pass the FAA Flight Instructor practical tests. Instruction includes requirements as listed in the Federal Aviation Regulations. Prerequisites: Current medical certificate, airport security clearance, Flight Instructor Ground (AVI-411) (or concurrent registration), and consent of instructor. (0.5 course credit)

—BIOCHEMISTRY (COLLATERAL MAJOR)

Stead (Administrative Coordinator).

Collateral Major in Biochemistry

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

1. BIO-145/-145L Cellular and Molecular Biology and Laboratory (WE)
2. CHM-431/-431L Biochemistry and Laboratory
3. CHM-432/-432L Protein Biochemistry
4. Two of the following:
 - BIO-325/-325L Microbiology (WE) and Laboratory
 - BIO-345/-345L Techniques in Molecular Biology and Laboratory
 - BIO-405 Current Topics in Molecular Biology
 - BIO-435/-435L Cell Physiology and Laboratory

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

—BIOLOGY

R. Christensen, Cozine, Ellis, Keyes, Leonardo, Leveille, Mitchell, Storer (Chair).

In addition to a major in biology, the college also offers collateral majors in **ENVIRONMENTAL SCIENCE**, **MOLECULAR BIOLOGY**, and **NEUROSCIENCE**. 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

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

1. BIO-145/-145L Cellular and Molecular Biology and Laboratory (WE)
2. BIO-155/-155L Organismal and Ecological Biology and Laboratory (WE)

3. BIO-202 Topics in Evolution
4. BIO-235/-235L Genetics and Laboratory
5. Four biology electives with the associated laboratories (at least three must be 200-level or higher and be designated as major courses)
6. CHM-121/-121L General Chemistry I and Laboratory
7. CHM-122/-122L General Chemistry II and Laboratory
8. 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)
9. Attendance at research seminars in junior and senior years

Strongly recommended:

One of the following sequences:

PHY-165/-165L Basic Physics I & Laboratory and PHY-175/-175L Basic Physics II & Laboratory

PHY-185/-185L General Physics I & Laboratory and PHY-195/-195L General Physics II & Laboratory

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

Laboratory Study in Biology

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

Biology Minor

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

1. BIO-145/-145L Cellular and Molecular Biology and Laboratory (WE)
2. BIO-155/-155L Organismal and Ecological Biology and Laboratory (WE)
3. One of the following series:
 - Two additional biology electives with the associated laboratories (one must be at least a 200-level)
 - One additional biology elective with the associated lab AND BIO-202 Topics in Evolution
4. CHM-121/-121L General Chemistry I and Laboratory
5. CHM-122/-122L General Chemistry II and Laboratory

COURSES IN BIOLOGY

BIO-100 Human Biology

Studies *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. This course does not satisfy any of the requirements for a major in biology.

BIO-100L Human Biology Lab

Three hours per week. Corequisite registration in BIO-100. This course does not satisfy any of the requirements for a major in biology. Nursing majors are not required to take BIO-100L. (0.2 course credit)

BIO-103 Anatomy and Physiology

Introduces the student to the structure, function, and organization of the human body. Designed for non-majors as well as students with health-related career interests. Corequisite registration in BIO-103L. This course does not satisfy any of the requirements for a major in biology or nursing.

BIO-103L Anatomy and Physiology Lab

Three hours per week. Corequisite registration in BIO-103. This course does not satisfy any of the requirements for a major in biology or nursing. (0.2 course credit)

BIO-104 Biodiversity

Introduces students to the current state of terrestrial and aquatic biodiversity, the origin and extinction of species, the value of biodiversity, human effects on biodiversity, biodiversity hotspots, and policies and approaches to conserve biodiversity for the future. (Offered on an occasional basis)

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-111 Urban Ecology

Introduces the ecology of urban systems, investigating how humans and their built environments interact with and form ecosystems. Two main points of view will be represented: the city as an ecological system, and the responses and adaptations of organisms to this ecosystem. Students will also investigate how humans respond to and interact with this biotic and abiotic environment. Three hours per week (Occasional course, offered alternate years.)

BIO-111L Urban Ecology Lab

Three hours per week. Labs will visit relevant areas of Cedar Rapids. Corequisite with Urban Ecology (BIO-111). (0.2 course credit, occasional course, offered alternate years)

BIO-115 Marine Biology

Surveys marine organisms and communities with emphasis on tropical systems. In class components focus on an introduction to marine biology, oceanography, and taxonomy, while the primary field analyses focus on the dynamics of coral reefs, mangroves, 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 Experiential Term only)

BIO-120 Biology, Health & Society

Introduces the basic principles, terms, and technologies needed to understand the role of biology in our lives. This course centers around answering questions in healthcare and in contemporary society, using the application of biological knowledge. Study skills for mastering college biology are also taught. Three lectures and one co-curricular skills workshop per week. Counts as a non-lab science course. This course does not satisfy any of the requirements for a major in biology. (Offered on an occasional basis)

BIO-145 Cellular and Molecular Biology

Studies biology at the cellular and molecular level, including structure and function of cell components, metabolism and energy, and Mendelian genetics. Three lectures per week.

BIO-145L Cellular and Molecular Biology Laboratory (WE)

Introduces students to common biological techniques including enzyme assays and DNA studies. Students are also introduced to experimental design, collection of data, and statistical analysis of data. Instruction in writing of scientific papers is also provided. Three hours per week. Concurrent or previous registration in Cellular and Molecular Biology (BIO-145). Nursing majors are not required to take BIO-145L. (0.2 course credit)

BIO-155 Organismal and Ecological Biology

Studies tissues, organ systems, and reproduction in animals with an emphasis on human biology. Principles of ecology, environmental science and animal behavior are also studied. Three lectures per week.

BIO-155L Organismal and Ecological Biology Laboratory (WE)

Introduces dissection, field biology, and selected statistical analysis of data. Instruction in writing of scientific papers is also provided. Three hours per week. Concurrent or previous registration in Organismal and Ecological Biology (BIO-155). (0.2 course credit)

BIO-165 Introduction to Ornithology

Introduces the behavior, ecology and biology of birds, emphasizing identification of local species and such species' adaptations to their biotic and abiotic environments. Binoculars furnished. This course satisfies the lab science course requirement. Credit is given for Introduction to Ornithology (BIO-165) or Advanced Topics in Ornithology (BIO-303), not both. Offered Spring Term on campus and Summer at the Wilderness Field Station. (This course does not satisfy the requirements for a major in biology.)

BIO-165L Introduction to Ornithology Laboratory

Four hours per week. Corequisite with Introduction to Ornithology (BIO-165). (0.3 course credit)

BIO-175 Field Botany

Investigates tree and wildflower species encountered in Iowa's forests, fields and prairies. Emphasizes hands-on description of structural characteristics, identification of species using a dichotomous key and characteristics of flowering plant families. A basic understanding of the distribution of plants within communities is also developed. A collection of local plants is required. (Offered in May Experiential Term)

BIO-185 Entomology

Introduces the biology of insects and related arthropods, focusing on how homeostatic problems common to all organisms have been solved. Topics include physiology, morphology, systematics, and the relationship among insects, plants, and humans.

BIO-185L Entomology Lab

Three hours per week. 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. Corequisite registration in BIO-185. (0.2 course credit)

BIO-195 Introduction to Microbiology

Studies elementary level principles of microbiology. Special attention is given to the medical aspect of the subject. Three lectures per week. Designed for students with allied health career interests. This course does not satisfy any of the requirements for a major in biology. Prerequisite: Human Biology (BIO-100) or Cellular and Molecular Biology (BIO-145).

BIO-195L Introduction to Microbiology Lab

Three hours per week. Corequisite registration in BIO-195. (0.2 course credit)

BIO-202 Topics in Evolution

Investigates selective and non-selective evolutionary mechanisms operating on populations, especially as they affect adaptation, speciation, and extinction. Selected aspects of the fossil record and current theories of hominid evolution may also be part of the course. Instruction in presentation of scientific papers is also provided. Counts as a non-lab science course. Prerequisites: Cellular and Molecular Biology (BIO-145).

BIO-203 Northwoods Ecology

Examines relationships between organisms and their biotic and abiotic environment with a focus on the near-boreal communities surrounding the field station. Field work augmented by readings, lectures, and discussion covers ecology at the population, community and ecosystem levels. Applications to human ecology in the Boundary Waters Canoe Area Wilderness is integrated into the course as appropriate. Prerequisite: 1 college class that includes ecological topics. (Offered on an occasional basis)

BIO-205 General Botany

Explores the biology of plants at the cellular, tissue and whole plant levels. The influence of environment on metabolism, growth, development and reproduction are themes. Three lectures per week. Prerequisites: Cellular and Molecular Biology and Laboratory (BIO-145/-145L), and Organismal and Ecological Biology (BIO-155).

BIO-205L General Botany Laboratory (WE)

Provides the opportunity for hands-on observations of plant cells, tissues and whole plants, flowers and fruits and to perform experiments related to basic principles of plant biology introduced in lecture. Instruction in library database searches and writing annotated scientific reports is provided. Three hours per week. Concurrent or previous registration in General Botany (BIO-205). (0.2 course credit)

BIO-215 Human Anatomy

Surveys microscopic and gross human anatomy, providing necessary background for students in physiology and body mechanics. Three lectures per week. Prerequisites: Human Biology (BIO-100) or Cellular and Molecular Biology (BIO-145) or Organismal and Ecological Biology (BIO-155). This course does not satisfy any of the requirements for a major in biology. Credit is given for Human Anatomy (BIO-215) or Integrated Human Anatomy (BIO-315), not both. Concurrent registration in Human Anatomy Laboratory (BIO-215L).

BIO-215L Human Anatomy Laboratory

Unites the physical structures with written material to help students conceptualize the intricacies of the human body. Three hours per week. Concurrent registration in Human Anatomy (BIO-215). (0.2 course credit)

BIO-225 Human Physiology

Studies the various systems of the human body, including the application of physiological principles to the health professions. Three lectures per week. This course does not satisfy any of the requirements for a major in biology. Prerequisites: Human Anatomy (BIO-215) and either Human Biology (BIO-100), Cellular and Molecular Biology (BIO-145), or Organismal and Ecological Biology (BIO-155).

BIO-235 Genetics

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

BIO-235L Genetics Laboratory

Three hours per week. Concurrent or previous registration in Genetics (BIO-235). (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 and Laboratory (BIO-145/-145L), or Organismal and Ecological Biology Laboratory (BIO-155/-155L). (Offered summers at the Wilderness Field Station)

BIO-275L Aquatic Ecology Laboratory

Field work at the Wilderness Field Station. Corequisite with Aquatic Ecology (BIO-275). (0.2 course credit)

BIO-285 Animal Behavior

Considers principles and methods in ethology 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 and Laboratory (BIO-145/-145L); Organismal and Ecological Biology and Laboratory (BIO-155/-155L); or Statistical Methods and Data Analysis (PSY-300). (Offered summers at the Wilderness Field Station)

BIO-285L Animal Behavior Laboratory

Field work at the Wilderness Field Station. Three hours per week. Corequisite registration with Animal Behavior (BIO-285). (0.2 course credit)

BIO-295 Spatial Ecology

Investigates 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 and Laboratory (BIO-155/-155L).

BIO-295L Spatial Ecology Laboratory (WE)

Four hours per week. Corequisite registration with Spatial Ecology (BIO-295). (0.3 course credit)

BIO-303 Advanced Topics in Ornithology

An in-depth investigation of the behavior, ecology, evolution and biology of birds, emphasizing identification of local species and such species' adaptations to their biotic and abiotic environments. Binoculars furnished. Prerequisites: One college biology course. Credit is given for Introduction to Ornithology (BIO-165) or Advanced Topics in Ornithology (BIO-303), not both. Offered Spring Term on campus and Summer at the Wilderness Field Station. (Offered on an occasional basis)

BIO-303L Advanced Topics in Ornithology Laboratory

Four hours per week. Corequisite with Advanced Topics in Ornithology (BIO-303). (0.3 course credit) (Offered on an occasional basis)

BIO-315 Integrated Human Anatomy

Integrates macroscopic human anatomy at the organ and organ system levels with microscopic study of histology and development from a clinical perspective. Three lectures per week. Prerequisites: Organismal and Ecological Biology and Laboratory (BIO-155/155L). Credit is given for Integrated Human Anatomy (BIO-315) or Human Anatomy (BIO-215), not both.

BIO-315L Integrated Human Anatomy Laboratory

Studies human anatomy using dissection, models, histological slides, and cadaveric specimens. Students learn to integrate written, verbal and visual material to master anatomical and histological terminology. Three hours per week. Concurrent or previous registration in Integrated Human Anatomy (BIO-315). (0.2 course credit)

BIO-325 Microbiology (WE)

Studies 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 and Laboratory (BIO-145/-145L), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-221) and Organic Laboratory (CHM-322) or Genetics (BIO-235).

BIO-325L Microbiology Laboratory

Four hours per week. Corequisite registration with Microbiology (BIO-325). (0.2 course credit)

BIO-335 Conservation and Ecology of Mammals

Studies mammals of Minnesota and the natural history, form/function relations, behavior, distributions, and interaction with their environment and other organisms. Investigation of how these variables impact conservation. 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-335L Conservation and Ecology of Mammals Laboratory

Field work at the Wilderness Field Station. Corequisite registration with Conservation and Ecology of Mammals (BIO-335). (0.2 credits)

BIO-345 Techniques in Molecular Biology

Introduces students to biological molecular techniques. Methods include RNA, DNA and protein expression analysis and cell culture techniques. On completing the course, students should have a working knowledge of most methods used in molecular biology research. Two sessions per week. Prerequisites: Genetics and Laboratory (BIO-235/-235L), and General Chemistry II and Laboratory (CHM-122/-122L).

BIO-345L Techniques in Molecular Biology Laboratory

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

BIO-355 Animal Physiology

Studies 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 and Biology Laboratory (BIO-145/-145L), and Organismal and Ecological Biology (BIO-155).

BIO-355L Animal Physiology Laboratory

Three hours per week. Corequisite registration with Animal Physiology (BIO-355). (0.2 course credit)

BIO-365 Comparative Chordate Anatomy

Surveys 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-365L Comparative Chordate Anatomy Laboratory

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

BIO-375 Integrated Human Physiology

Studies physiologic functions 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 and Laboratory (BIO-145/-145L), and Organismal and Ecological Biology (BIO-155).

BIO-375L Integrated Human Physiology Laboratory

Three hours per week. Corequisite registration with Integrated Human Physiology (BIO-375). (0.2 course credit)

BIO-385 Behavior and Ecology of Vertebrates

Explores the identification, evolutionary history, and behavioral 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-385L Behavior and Ecology of Vertebrates Laboratory

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

BIO-405 Current Topics in Molecular Biology

Explores primary literature in the field of molecular biology, 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 in several forms. Three lectures per week. Prerequisites: Techniques in Molecular Biology (BIO-345).

BIO-415 Developmental Biology

Explores the developmental processes and changes 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 and Laboratory (BIO-235/-235L).

BIO-415L Developmental Biology Lab

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

BIO-425 Ecology

Studies the interrelationship among organisms and their environments. The structure and dynamics of populations, communities, and ecosystems are examined through lectures and laboratory or field investigations. Three lectures per week. Prerequisites: General Botany (BIO-205) or consent of instructor.

BIO-425L Ecology Laboratory (WE)

Three hours per week. Corequisite registration with Ecology (BIO-425). (0.2 course credit)

BIO-435 Cell Physiology

Studies the content, organization, and function of the cell and its components. 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: Genetics and Laboratory (BIO-235/-235L), and General Chemistry II and Laboratory (CHM-122/-122L).

BIO-435L Cell Physiology Laboratory

Three hours per week. Corequisite registration with Cell Physiology (BIO-435). (0.2 course credit)

BIO-444 Independent Study

Offers students the opportunity to do independent work on a selected project under direction of a member of the department. May be taken more than once for a maximum of 2.0 credits. Prerequisites: Courses providing appropriate background for the project selected and consent of department chair.

BIO-445 Environmental Microbiology

Examines 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 and Laboratory (BIO-145/-145L), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-221) with Organic Laboratory (CHM-322) or Genetics (BIO-235).

BIO-445L Environmental Microbiology Laboratory

Application of theory through developing the technical skills necessary to conduct experiments in modern microbial ecology. Students learn how to select a proper sampling site, collect samples without contamination, and the process of both molecular and culture-based techniques used to study microorganisms from their natural environment. Six hours per week. Corequisite registration with Environmental Microbiology (BIO-445). (0.5 course credit)

BIO-454 Research Participation

Engages students in a research program designed and directed by a biology department faculty member, including some or all of the following: library research, research design, and field or laboratory investigations. Scheduled by arrangement with sponsoring professor with a time requirement of 10 hours per week minimum per course credit. P/NP basis only. May be taken for an X status grade with consent of instructor prior to registration. May be taken more than once for credit for a maximum of 2.0 credits. Research participation credit does not satisfy any of the requirements for a major in biology. (0.2–1.0 course credit)

BIO-455 Molecular Neurobiology

Studies 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 and Laboratory (BIO-155/-155L), and Genetics and Laboratory (BIO-235/-235L).

BIO-455L Molecular Neurobiology Lab

Develops technical skills needed to conduct experiments in modern neurobiology. Students learn how to perform laboratory techniques that look at gene expression and cellular function and acquire an understanding of the process and rationale behind the methods used in neurobiology research. Three hours per week. Corequisite registration with Molecular Neurobiology (BIO-455). (0.2 course credit)

BIO-462/463 Advanced Biology Laboratory I and II

Offers an extensive independent or group investigations of a particular topic in biology. 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-462) may be repeated as Advanced Biology Laboratory II (BIO-463). P/NP basis only. Prerequisites: Genetics and Laboratory (BIO-235/-235L), and consent of instructor. (Offered May Experiential Term only)

BIO-465 Immunology

An integrated series of lectures designed to familiarize students with cellular, molecular and biochemical aspects of the development of the immune system and the immune response, including B- and T-cell function, antibody structure and function, complement, and major histocompatibility complex formation, with special emphasis on the integration of these parts during the response to infectious agents. Special topics include immunomodulation, vaccination, autoimmunity, and neuro-immune interactions. The laboratory component utilizes existing instrumentation in the biology department and cell culture to explore different aspects of the immune system. Three lectures and one three-hour laboratory period per week. Prerequisites: General Chemistry II (CHM-122/-122L), Genetics (BIO-235), and Integrated Human Physiology (BIO-375) (or concurrent enrollment in BIO-375).

BIO-465L Immunology Laboratory

Three hours per week. Corequisite registration with Immunology (BIO-465). (0.2 course credit)

BIO-494 Internship in Biology

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

—BUSINESS ADMINISTRATION AND ECONOMICS

Baranowski, Calman, Carstens, Chen, J. Christensen, Eichhorn (Co-Chair), Hayes, Kuennen (Co-chair), Lensing, Lutz, Melcher, Nguyen, Perry, Westberg.

The Stead Department of Business Administration and Economics offers majors in **ACCOUNTING, BUSINESS ADMINISTRATION, ECONOMICS,** and **INTERNATIONAL ECONOMICS,** and minors in economics and international

economics. Students pursuing one or more of these are strongly encouraged to consult with departmental faculty to develop specific plans of study.

—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. 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.

Business Administration Major

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

1. ACC-171 Principles of Accounting I
2. ECO-175 Principles of Macroeconomics
3. BUS-190 Statistical Analysis (WE)
4. ACC-215 Principles of Accounting II
5. ECO-215 Principles of Microeconomics
6. BUS-315 Business Law I
7. One of the following Management courses:
BUS-250 Principles of Management
BUS-300 Human Resource Management
BUS-387 Advanced Topics in Human Resource Management
BUS-470 Strategic Management (WE)
8. One of the following Marketing courses:
BUS-330 Principles of Marketing (WE)
BUS-460 Advertising (WE)
BUS-465 Advanced Topics in Marketing
BUS-467 Consumer Behavior
9. One of the following Finance courses:
ECO-225 Money and Banking
BUS-350 Principles of Finance
BUS-352 Corporate Finance
BUS-495 Investment Analysis
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.

Concentrations in Business

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

Concentrations are offered in aviation management; aviation management and flight operations; finance; international business; management; marketing; risk management/insurance; and sports management. To complete a concentration, a student must meet the following requirements:

1. Completion of a major in Business Administration
2. Completion of five additional courses in which a cumulative 2.0 GPA must be earned. At least three of the five

courses must be completed at Coe.

Aviation Management Concentration in Business

(This concentration is intended for Coe students who do not plan to complete the flight operations courses.)

1. AVM-101 Introduction to Aviation Management
2. AVM-201/-201L Principles of Meteorology and Laboratory
3. AVM-301 Aerodynamics and Aircraft Performance
4. AVM-302 Human Factors
5. AVM-401 Aviation Management Seminar (WE)

Aviation Management and Flight Operations Concentration in Business

(This concentration is intended for only those Coe students who have been admitted into Coe's aviation program and who plan to take the flight operations courses.)

1. AVM-101 Introduction to Aviation Management
2. AVM-201/-201L Principles of Meteorology and Laboratory
3. AVM-301 Aerodynamics and Aircraft Performance
4. AVM-302 Human Factors
5. AVM-401 Aviation Management Seminar (WE)
6. All Flight Operations courses (See course descriptions starting on p. 66.)

Finance Concentration in Business

1. BUS-350 Principles of Finance
2. BUS-472 Advanced Topics in Finance
3. BUS-495 Investment Analysis
4. Two of the following:
 - ECO-225 Money and Banking
 - ACC-301 Intermediate Accounting I
 - ECO-375 Econometrics
 - ECO-435 Time Series Analysis
 - BUS-454 Research in Business—Birkey Investment Fund
 - ECO-457 U.S. Economic History
 - BUS-472 Advanced Topics in Finance (if the topic is substantially different from when taken to fulfill requirement #2)

International Business Concentration in Business

1. BUS-446 International Business Management
2. Two of the following:
 - BUS-456 Advanced Topics in Global Business
 - ECO-336 Divergent Economic Growth
 - ECO-436 Economic Development
 - ECO-446 International Economics
3. One of the following:
 - One course in a world language numbered 115 or above
 - COM-236 Intercultural Communication (WE)
 - IS-116 Introduction to International Studies
 - POL-258 World Politics (WE)
 - One course with an international focus outside of the department, with approval of the department chair
4. One of the following:
 - A semester abroad
 - A May Experiential Term abroad
 - A capstone project in international business, supervised by a business faculty member
 - An internship in international business, supervised by a business faculty member

Management Concentration in Business

1. BUS-250 Principles of Management
2. Four of the following:
 - BUS-300 Human Resource Management
 - BUS-375 Business Ethics (WE)
 - BUS-387 Advanced Topics in HR Management
 - BUS-395 Organizational Behavior
 - BUS-446 International Business Management
 - BUS-454 Research in Business (when topic is appropriate to management concentration)
 - BUS-464 Seminar in Management (WE)
 - BUS-470 Strategic Management (WE)

Marketing Concentration in Business

1. BUS-330 Principles of Marketing
2. Four of the following:
 - BUS-280 Computer Applications: Business Websites **AND** BUS-281 Computer Applications: Social Media
 - BUS-420 Sports Marketing and Communications
 - BUS-460 Advertising (WE)
 - BUS-461 Marketing Decision-Making and Analysis (WE)
 - BUS-465 Advanced Topics in Marketing
 - BUS-470 Strategic Management (WE)
 - BUS-454 Research in Business (when topic is appropriate to marketing concentration)
 - PR-205 Public Relations (WE)

Risk Management/Insurance Concentration in Business

1. BUS-350 Principles of Finance
2. DS-100 Introduction to Data Science
3. BUS-310 Insurance Company Operations
4. BUS-311 Personal and Business Risk Management
5. One of the following:
 - ECO-247 Health Economics
 - BUS-341 Introductory Business Analytics
 - BUS-411 Advanced Topics in Risk Management/Insurance
 - BUS-454 Research in Business (when topic is appropriate to Risk Management/Insurance concentration)
 - BUS-494 Internship in Business (when internship is appropriate to Risk Management/Insurance concentration)
 - BUS-495 Investment Analysis

Sports Management Concentration in Business

1. SMT-100 Introduction to Sports Management
2. Four of the following:
 - BUS-400 Legal Issues in Sports
 - BUS-420 Sports Marketing and Communication
 - BUS-454 Research in Business (when topic is appropriate to sports management concentration)
 - SMT-300 Sport/Recreation Event Management
 - SMT-454 Seminar in Sports Management
 - SMT-494 Internship in Sports Management

—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

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

1. ACC-171 Principles of Accounting I
2. ECO-175 Principles of Macroeconomics
3. BUS-190 Statistical Analysis (WE)
4. ACC-215 Principles of Accounting II
5. ECO-215 Principles of Microeconomics
6. ACC-301 Intermediate Accounting I
7. ACC-315 Managerial Accounting
8. BUS-315 Business Law I
9. ACC-334 Computer Applications – Accounting
10. ACC-351 Intermediate Accounting II
11. ACC-413 Auditing (WE)
12. ACC-415 Advanced Managerial Accounting

Public Accounting Major

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

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

1. ACC-171 Principles of Accounting I
2. ECO-175 Principles of Macroeconomics
3. BUS-190 Statistical Analysis (WE)
4. ACC-215 Principles of Accounting II
5. ECO-215 Principles of Microeconomics
6. ACC-301 Intermediate Accounting I
7. ACC-315 Managerial Accounting
8. BUS-315 Business Law I
9. ACC-334 Computer Applications – Accounting

10. ACC-351 Intermediate Accounting II
11. ACC-413 Auditing
12. ACC-422 Tax Accounting
13. ACC-463 Advanced Auditing
14. One of the following:
 - BUS-410 Business Law II
 - BUS-412 Entrepreneurship and New Business Formation
 - BUS-464 Seminar in Management (WE)
 - BUS-470 Strategic Management (WE)
15. Three of the following:
 - ACC-313 Fraud Examination (WE)
 - ACC-401 Governmental and Not-For-Profit Accounting
 - ACC-451 Advanced Accounting
 - ACC-472 Advanced Tax Accounting

COURSES IN ACCOUNTING

ACC-171 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.

ACC-215 Principles of Accounting II

Continuation of the study of financial accounting, including the statement of cash flow. A study of managerial accounting and the analysis of financial information for management decision making. Prerequisite: Principles of Accounting I (ACC-171).

ACC-301 Intermediate Accounting I

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

ACC-313 Fraud Examination (WE)

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

ACC-315 Managerial Accounting

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 (ACC-215).

ACC-334 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. P/NP 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)

ACC-351 Intermediate Accounting II

An in-depth study of financial accounting topics. Emphasis is on income determination, evaluation, and presentation of liabilities and owners' equity. Prerequisite: Intermediate Accounting I (ACC-301).

ACC-401 Governmental and Not-For-Profit Accounting

Accounting for governmental entities, accounting for not-for-profit entities, and other related topics. Prerequisite: Intermediate Accounting II (ACC-351).

ACC-413 Auditing (WE)

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 (ACC-215) and junior standing, or consent of instructor. (Offered alternate years)

ACC-415 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 (ACC-315) or consent of instructor.

ACC-422 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 (ACC-215). (Offered alternate years)

ACC-451 Advanced Accounting

A study of business combinations, international business transactions, international subsidiaries, fund accounting, and accounting for partnerships. Prerequisite: Intermediate Accounting (ACC-301/-351). (Offered alternate years)

ACC-463 Advanced Auditing

A continuation of Auditing (ACC-413) 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 (ACC-413). (Offered alternate years)

ACC-472 Advanced Tax Accounting

A continuation of Tax Accounting (ACC-422) 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 (ACC-422). (Offered alternate years)

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-113 Introduction to Management Information Systems

Familiarizes students with management information systems (MIS) used by businesses and organizations to help meet their goals. Students explore the extensive role of information technology in the professional workplace, including technical and managerial aspects. This course does not, on its own nor in combination with another 0.5 credit course, count as one of the two business electives required for a business major. (0.5 course credit) (Offered on an occasional basis)

BUS-115 Business and Society

Introduces the study of the role of business in modern society. Topics include various forms of business organizations, the major functional areas of business, relationships between businesses and their internal and external stakeholders, and how businesses adapt to current issues such as changing societal expectations, diversity in the workplace, influencer culture, generational differences, and technology changes. This course does not satisfy any of the requirements for a major in Business Administration.

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-130 Personal Finance for College Students

Introduces college students to managing personal finances and making financial decisions that they encounter. Areas of study for this project-oriented course include student loans, credit cards, savings and investments, cars, living on campus versus apartment living, savings needed for life immediately following graduation, and travel. Students who have received credit for taking SKD-130 Personal Finance for College Students are not eligible to enroll in this course. (0.5 course credit)

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 in Business Administration.

BUS-170 Business Sustainability and the Environment

See Environmental Studies, p. 127.

BUS-190 Statistical Analysis (WE)

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-250 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-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-280 Business Websites

An examination of the form, function, and creation of B2C (business-to-consumer) and B2B (business-to-business) websites. Students conduct research, develop a fictional business proposal, and build a basic website that promotes products and/or services to businesses or end-user consumers. This course does not, on its own or in combination with another 0.5 course, count as one of the two business electives required for a business major. (0.5 course credit)

BUS-281 Social Media in Business

A survey of social media solutions utilized in the business environment with an emphasis on software usage. Learner-centered research and hands-on experience provide students with a solid understanding of current best practices. Applications explored include: LinkedIn, Skype, FaceTime, YouTube, Facebook, Yelp, Google+, Pinterest, Tumblr, Twitter, Instagram, and Kickstarter. This course does not, on its own or in combination with another 0.5 credit course, count as one of the two business electives required for a business major. (0.5 course credit)

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-125) or consent of instructor. Some topics may require completion of or concurrent registration in relevant courses in the department. This course does not satisfy any of the requirements for a major in Business Administration. (0.5 course credit)

BUS-300 Human Resource Management

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

BUS-305 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-310 Insurance Company Operations

Examines the internal operations of insurance companies and the insurance industry as a whole. Students explore fundamental concepts, including financial operations, underwriting, claims management, risk assessment, regulatory compliance, and marketing within the insurance industry. Emphasis is placed on operational efficiency, financial performance, and emerging industry trends.

BUS-311 Personal and Business Risk Management

Studies the foundational knowledge and practical skills necessary for identifying, assessing, and managing risks encountered in both personal and business contexts. Students examine insurance policy considerations for life, health, property, liability, and casualty insurance.

BUS-315 Business Law I

An introduction to law as an agency of control in the business world. Course topics include: an introduction to business ethics, the sources of law in the United States and their impact on the business community, the role of the judiciary and its impact on social change, basic tort law as it relates to business, contract terminology and functions, the elements of a valid contract, and the law as it relates to agency, employment, and labor. Prerequisite: sophomore standing.

ECO-315 Intermediate Macroeconomic Theory

See Economics, p. 89

ECO-320 Public Finance

See Economics, p. 89

ECO-325 Collective Bargaining

See Economics, p. 89

BUS-330 Principles of Marketing (WE)

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.

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.

BUS-341 Introductory Business Analytics

A spreadsheet-based introductory course to business analytics. Emphasis is placed on fundamental knowledge and practical skills for applying data analysis to business decision making. Topics include data collection, statistical distributions, linear regression, forecasting, simulation, and optimization. Prerequisite: Statistical Analysis (BUS-190) 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-175) and Principles of Microeconomics (ECO-215).

ECO-345 Intermediate Microeconomics

See Economics, p. 89

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-175), Principles of Microeconomics (ECO-215), and Principles of Accounting II (ACC-215).

BUS-352 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).

BUS-375 Business Ethics (WE)

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.

ECO-375 Econometrics

See Economics, p. 89

BUS-387 Advanced Topics in Human Resource Management (WE)

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. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Human Resource Management (BUS-300).

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-250).

BUS-400 Legal Issues in Sports

A study of the legal aspects for the operation and administration of sports programs, competitive athletic programs, and community and commercial fitness programs. Topics such as risk management, gender equity, dispute resolution, and negotiation are included. Prerequisites: Introduction to Sports Management (SMT-100) and Business Law I (BUS-315).

BUS-410 Business Law II

An extended study of traditional business law subjects including: the sales of goods, negotiable instruments, business organizations, securities regulation, bankruptcy, antitrust, consumer law, environmental law, trusts, estate law, property law, and cyberlaw. Prerequisite: Business Law I (BUS-315).

BUS-411 Advanced Topics in Risk Management/Insurance

Examines one or more advanced topics in risk management/insurance. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Insurance Company Operations (BUS-310) and Personal and Business Risk Management (BUS-311).

BUS-412 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-420 Sports Marketing and Communications

An introduction to the field of sports marketing and its role within sports organizations. Marketing mix, marketing research, and consumer behavior principles are used in studying topics such as sport sponsorships, branding, licensing, endorsements, naming rights, sales, fundraising, and public relations. Prerequisites: Introduction to Sports Management (SMT-100) and Principles of Marketing (BUS-330).

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-300).

BUS-441 Advanced Business Analytics

A project-based, advanced study of business analytics. The course offers training of coding with a computer programming language. No prior knowledge of coding is required. Topics learned in Introductory Business Analytics will be implemented in the context of computer coding. A term project with real-world applications is also required. Prerequisite: Introductory Business Analytics (BUS-341).

BUS-444 Independent Study

Independent studies under the direction of a faculty member in some area of business administration. May be taken more than once for a maximum of 2.0 credits. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.

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-300) or Principles of Management (BUS-250).

ECO-446 International Economics

See Economics, p. 89

BUS-454 Research in Business

Research on a selected topic in business, independently or in participation with a business department faculty member. May be taken more than once for a maximum of 2.0 credits. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: junior standing and consent of instructor.

BUS-456 Advanced Topics in Global Business

Examines one or more topics in international business. Example topics include international marketing, international business law, international leadership, international human resource management, and global strategy. May be taken more than once for credit, with consent of department chair, provided the topics are substantially different. Prerequisite: International Business Management (BUS-446).

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-300) and Business Law I (BUS-315).

BUS-460 Advertising (WE)

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 (WE) (BUS-330).

BUS-461 Marketing Decision-Making & Strategy (WE)

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 (WE) (BUS-330).

BUS-464 Seminar in Management (WE)

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 [Principles of Management (BUS-250), Human Resource Management (BUS-300), or Organizational Behavior (BUS-395)], or consent of instructor.

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 (WE) (BUS-330).

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 (WE) (BUS-330).

BUS-470 Strategic Management (WE)

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-472 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-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-250).

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. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Principles of Management (BUS-250).

BUS-485 Investment Fund Management

Examines financial asset portfolio construction and maintenance strategies used in the long-term management of an investment fund. Topics in this seminar include when to sell financial assets, how to evaluate mutual funds and exchange traded funds (ETFs), and the benefits of asset class diversification. Students will study the Birkey Investment Fund portfolio and make recommendations on rebalancing the portfolio through adjustments to its stock portfolio and its mutual fund and ETF holdings. Prerequisite: Research in Business (BUS-454) or permission of instructor. This course does not, on its own or in combination with another 0.5 credit course, count as one of the two business electives required for a business major. (0.5 course credit) (Offered Spring Term)

ECO-485 Mathematical Economics

See Economics, p. 89

BUS-494 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. P/NP 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.

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).

—Online Degree in Business Administration with a Strategic Leadership Concentration

(This degree may be taken only by those Coe students who have been admitted into this program. See p. 23.)

Business Administration Major

A major in business administration requires a minimum cumulative 2.0 GPA in all courses counted toward the major. At least 40% of the courses must be completed at Coe.

1. ACC-171 Principles of Accounting I
2. ECO-175 Principles of Macroeconomics
3. BUS-190 Statistical Analysis (WE)

4. ACC-215 Principles of Accounting II
5. ECO-215 Principles of Microeconomics
6. BUS-315 Business Law I
7. BUS-250 Principles of Management
8. BUS-330 Principles of Marketing (WE)
9. BUS-350 Principles of Finance
10. Two additional business courses numbered 200 or above
- 11.

Concentration in Strategic Leadership

To complete this concentration, a student must meet the following requirements:

- Completion of a major in Business Administration
 - Completion of seven additional courses (listed below). At least five of the seven courses must be completed at Coe.
 - A minimum cumulative 2.0 GPA in all courses counted in the concentration.
1. BUS-300 Human Resource Management
 2. BUS-355 Leadership Principles
 3. BUS-360 Project Management (0.5 course credit)
 4. BUS-361 Leadership Ethics (0.5 course credit)
 5. BUS-362 Teams (0.5 course credit)
 6. BUS-405 Leadership Seminar (0.5 course credit)
 7. BUS-471 Capstone in Strategic Leadership

ONLINE-ONLY COURSES IN BUSINESS

BUS-355 Leadership Principles

Explores the core concepts and strategies essential for effective leadership. Students develop self-awareness, learn how to create purpose and meaning, inspire themselves and others, make ethical decisions, and navigate change effectively. Emphasizing the practical application of leadership theories, the course incorporates readings, exercises, videos, and case studies to equip students with the tools needed to lead confidently and successfully. Prerequisite: Principles of Management (BUS-250).

BUS-360 Project Management

Introduces the fundamentals of project management. Students study how to plan, execute, lead, and close projects within time and budget constraints. Topics covered also include managing risk, monitoring quality, allocating resources, and communicating with project stakeholders. Prerequisite: Principles of Management (BUS-250). (0.5 course credit)

BUS-361 Leadership Ethics

Focuses on the role of leaders in managing conflicts and ethical risks within their organizations. Through readings and case studies, students learn about ethical theory, common ethical dilemmas in business, and the importance of strong moral leadership in ethical decision-making. Prerequisite: Principles of Management (BUS-250). (0.5 course credit)

BUS-362 Teams

Focuses on the use of work teams in organizations and how leaders can effectively build and manage teams. Students study the importance of collaboration, interpersonal dynamics, goal-setting, motivation, conflict resolution, and effective communication within teams. Prerequisite: Principles of Management (BUS-250). (0.5 course credit).

BUS-405 Leadership Seminar

Examines one or more advanced topics in leadership. Example topics include conflict resolution, crisis management, organizational change, negotiation, leadership skills, and organizational communication. With faculty permission, this course may be taken more than once for credit, provided the topics are substantially different. Prerequisite: Principles of Management (BUS-250). (0.5 course credit)

BUS-471 Capstone in Strategic Leadership

Integrates key leadership and business strategy concepts using case studies, simulations, and strategic projects. This course prepares students for leadership roles and professional advancement by sharpening their analytical skills, decision-making capabilities, and strategic thinking. The course fulfills the Coe College general education practicum requirement. Prerequisite: Satisfactory completion of four or more courses from the concentration or consent of instructor.

—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. 140). 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.

Economics Major

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

1. ECO-175 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. ECO-315 Intermediate Macroeconomic Theory
4. ECO-345 Intermediate Microeconomics
5. ECO-375 Econometrics (WE)
6. One of the following Microeconomics Field courses:
ECO-237 Labor Economics
ECO-247 Health Economics
ECO-447 Urban Economics
7. One of the following Macroeconomics Field courses:
ECO-225 Money and Banking
ECO-336 Divergent Economic Growth
ECO-422 Macroeconomics Policy
ECO-446 International Economics
8. One of the following Quantitative or History courses:
Quantitative courses:
ECO-435 Time Series Analysis
ECO-445 Econometrics II (WE)
ECO-485 Mathematical Economics
History courses:
ECO-395 History of Economic Thought (WE)
ECO-424 Political Economy (WE)
ECO-457 U.S. Economic History
9. One of the following Seminars:
ECO-436 Economic Development
ECO-401 Seminar in Macroeconomics
ECO-402 Seminar in Microeconomics
10. Two additional economics courses numbered 200 or higher, with at least one of the two courses 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-365 Abstract Linear Algebra
- ECO-435 Time Series Analysis
- ECO-444 Independent Study
- ECO-454 Research in Economics
- ECO-485 Mathematical Economics

Economics Minor

1. ECO-175 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. One of the following Microeconomics courses:
 - ECO-237 Labor Economics
 - ECO-247 Health Economics
 - ECO-345 Intermediate Microeconomics
 - ECO-447 Urban Economics
4. One of the following Macroeconomics courses:
 - ECO-225 Money and Banking
 - ECO-315 Intermediate Macroeconomic Theory
 - ECO-336 Divergent Economic Growth
 - ECO-422 Macroeconomics Policy
 - ECO-446 International Economics
5. Two additional Economics courses numbered 200 or higher, with at least one of the two courses numbered 300 or higher.

COURSES IN ECONOMICS

BUS-340 Applied Regression Analysis;
BUS-341 Business Analytics;
BUS-441 Advanced Business Analytics;
BUS-495 Investment Analysis;
See Business Administration, p. 76

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 or international 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 or international economics.

DS-120 Sports Analytics

See Data Science, p. 108

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 or international economics. (Offered May Experiential Term only)

ECO-175 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-195 Principles of Environmental Economics

See Environmental Studies, p. 127.

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-175).

ECO-225 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-175) and Principles of Microeconomics (ECO-215).

ECO-237 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-175) and Principles of Microeconomics (ECO-215).

ECO-247 Health Economics

Examines the role of the government in health behaviors and health care. This course will examine the theoretical reasons for government intervention in health behaviors and health care, empirical evidence related to the theory, examples of government intervention, and effects of these interventions on health and economic outcomes. Prerequisite: Principles of Microeconomics (ECO-215).

ECO-315 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-175) and Principles of Microeconomics (ECO-215).

ECO-320 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-175) 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-175) and Principles of Microeconomics (ECO-215).

BUS-340 Applied Regression Analysis

See Business Administration, p. 76

BUS-341 Introductory Business Analytics

See Business Administration, p. 76

ECO-345 Intermediate Microeconomics

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-175) and Principles of Microeconomics (ECO-215).

BUS-350 Principles of Finance

See Business Administration, p. 76

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-175) 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-175) and Principles of Microeconomics (ECO-215).

ECO-375 Econometrics (WE)

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: Both Principles of Macroeconomics (ECO-175) and Principles of Microeconomics (ECO-215) or Data Analysis and Visualization (DS-260).

ECO-395 History of Economic Thought (WE)

A history and comparison of the doctrines of various schools of economic thought from the Mercantilists to the present. Prerequisites: Principles of Macroeconomics (ECO-175), Principles of Microeconomics (ECO-215), and a nearly completed major in economics.

ECO-401 Seminar in Macroeconomics

An advanced study of selected macroeconomic theories and practices. May be taken more than once for credit, provided the topics are substantially different. (See instructor for specific content.) Prerequisite: Intermediate Macroeconomic Theory (ECO-315) or consent of instructor.

ECO-402 Seminar in Microeconomics

An advanced study of selected microeconomic theories and practices. May be taken more than once for credit, provided the topics are substantially different. (See instructor for specific content.) Prerequisite: Intermediate Microeconomics (ECO-345) or consent of instructor.

BUS-441 Advanced Business Analytics

See Business Administration, p. 76

ECO-422 Macroeconomic Policy

Investigates modern Macroeconomic schools of thought as they pertain to the conduct of Macroeconomic Policy following the Great Depression and Keynesian Revolution in Economics. This course will survey the significant contributions of influential thinkers in contemporary Macroeconomics. Prerequisite: Intermediate Macroeconomic Theory (ECO-315).

ECO-424 Political Economy (WE)

Examines alternative approaches to economic theory. This course requires critical engagement with various theoretical frameworks ranging from Marxist to Austrian schools of thought, focusing primarily on the dominant models within each school of thought. Prerequisites: Principles of Macroeconomics (ECO-175) and Principles of Microeconomics (ECO-215).

ECO-435 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 (WE) (ECO-375).

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-175) and Principles of Microeconomics (ECO-215).

ECO-444 Independent Study

Independent studies under the direction of a faculty member in some area of economics. May be taken more than once for a maximum of 2.0 credits. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.

ECO-445 Econometrics II (WE)

Explores the theory and applications of identification strategies used in applied econometrics. This course covers commonly used econometric techniques with cross sectional and panel data including instrumental variables, differences-in-differences, and regression discontinuity design. Prerequisite: Econometrics (WE) (ECO-375).

ECO-446 International Economics

Studies the issues which arise in international trade theory and policy, the theory of exchange rate determination and the balance of payments. Topics emphasized include gains from trade, the patterns of trade, protectionism policies, and how changes in the exchange rates affect international assets and portfolios. Prerequisites: Principles of Macroeconomics (ECO-175) and Principles of Microeconomics (ECO-215).

ECO-447 Urban Economics

Studies the role of urban environments in the economic and social lives of individuals. The course will examine the historical evolution of the city, economic theories of urban formation, and the roles cities play in the contemporary economy. Emphasis will be placed on building, using, and extending core models in urban economic theory to evaluate and assess urban economic policy. Prerequisites: Principles of Macroeconomics (ECO-175) and Principles of Microeconomics (ECO-215).

ECO-454 Research in Economics

Research on a selected topic in economics, independently or in participation with an economics department faculty member. May be taken more than once for a maximum of 2.0 credits. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Principles of Macroeconomics (ECO-175), Principles of Microeconomics (ECO-215), and consent of instructor.

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-175) 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-175) and Principles of Microeconomics (ECO-215).

ECO-485 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-315), and Intermediate Microeconomics (ECO-345) or equivalent.

BUS-495 Investment Analysis

See Business Administration, p. 76

—CHEMISTRY

Edvenson, Singleton, Stead, Stoudt (Chair).

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**, **ENVIRONMENTAL SCIENCE** and **NEUROSCIENCE**. 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**. This major might be considered by students interested in chemistry as a career.

Chemistry Major

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

1. CHM-121/-121L General Chemistry I and Laboratory
 2. CHM-122/-122L General Chemistry II and Laboratory
 3. CHM-211/-211L Analytical Chemistry and Laboratory (WE)
 4. CHM-221 Organic Chemistry I
 5. CHM-341/-341L Physical Chemistry I (WE) 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 (WE)
 - CHM-431/-431L Biochemistry and Laboratory
 - CHM-432/-432L Protein Biochemistry and Laboratory
 - CHM-441 Physical Chemistry II
 - CHM-442 Materials Physics and Chemistry
 - CHM-451/-451L Inorganic Chemistry and Laboratory (WE)
 7. MTH-145 Calculus II
 8. PHY-185/185L General Physics I & Laboratory
 9. PHY-195/195L General Physics II & Laboratory
 10. One of the following combinations:
 - CHM-464 Seminar in Chemistry I **and** CHM-474 Seminar in Chemistry II
 - OCC-365 Study and Research at Oak Ridge Laboratory **and** CHM-474 Seminar in Chemistry II
- Recommended:*
- MTH-255 Calculus III

Chemistry Minor

1. CHM-121/-121L General Chemistry I & Laboratory
2. CHM-122/-122L General Chemistry II & Laboratory
3. Four chemistry electives numbered 200 or above

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 (WE)
CHM-431/-431L Biochemistry and Laboratory
CHM-451/-451L Inorganic Chemistry and Laboratory (WE)
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
4. One of the following:
CHM-444 Independent Study
CHM-454 Undergraduate Summer Research
OCC-365 Study and Research at Oak Ridge Laboratory

COURSES IN CHEMISTRY

CHM-103/-103L 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-111/-111L 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. **Lab is P/NP basis only.** This course does not satisfy any of the requirements for a major or minor in chemistry. Prerequisites: Human Biology (BIO-100) or Cellular and Molecular Biology (BIO-145), and one year of secondary school chemistry or one term of college chemistry; or consent of instructor.

CHM-121/-121L 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. **Lab is P/NP basis only.** Prerequisite: secondary school chemistry or consent of instructor.

CHM-122/-122L 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. **Lab is P/NP basis only.** Prerequisite: General Chemistry I and Laboratory (CHM-121/-121L) 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-122/-122L). Corequisite: Analytical Chemistry Laboratory (CHM-211L).

CHM-211L Analytical Chemistry Laboratory (WE)

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-122/-122L). 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-122/-122L) or consent of instructor.

CHM-321 Organic Chemistry II

Covers reactions of aromatic and carbonyl compounds, amines, and carbohydrates in a continuation of Organic Chemistry I (CHM-221). Prerequisite: Organic Chemistry I (CHM-221).

CHM-322 Organic Laboratory

Introduces techniques for the separation, purification, and synthesis of organic compounds, in addition to chemical and spectroscopic method of characterization. One 1.5 hour and two three-hour laboratories per week. Prerequisite: previous or concurrent registration in Organic Chemistry II (CHM-321).

CHM-341/-341L Physical Chemistry I (WE) 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 & Laboratory (CHM-122/-122L), General Physics I & Laboratory (PHY-185/-185L), 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 & Laboratory (CHM-341/-341L). (Offered alternate years)

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 (WE)

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

Introduces biochemical processes, emphasizing biological oxidation and 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. Prerequisites: Cellular and Molecular Biology (BIO-145) and Organic Chemistry II (CHM-321).

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 and Laboratory (CHM-341/-341L) or consent of instructor.

CHM-444 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-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 and Laboratory (CHM-341/-341L). (Offered alternate years)

CHM-451L Inorganic Chemistry Laboratory (WE)

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-454 Undergraduate Summer Research

Prerequisite: consent of department chair.

CHM-464/-474 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-494 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. P/NP 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.

—CLASSICAL STUDIES (MINOR ONLY)

Keenan (Administrative Coordinator), Ziskowski.

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-155 Latin and Greek Origins of Medical Terminology

CLA-284 Topics in Classical Studies

ENG-110 Ancient Mythology

ENG-115 The Classical Tradition

GRK-115 Basic Greek

GRK-125 Selected Readings in Ancient Greek

GRK-284/-384 Topics in Greek

HIS-275 Ancient Greek History (WE)

HIS-285 History of Ancient Rome (WE)

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

CLA-120 Greek Civilization

CLA-130 Roman Civilization

LTN-115 Basic Latin

LTN-125 Selected Readings in Latin

LTN-284/-384 Topics in Latin

PHL-220 Ancient Greek Philosophy (WE)

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-120 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.

CLA-130 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.

CLA-155 Latin/Greek Origins of Medical Terminology

See description, p. 130

CLA-284 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.

—COMMUNICATION STUDIES

Carr (Chair), Harmsen, Opayemi.

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-101 Introduction to Communication Studies
2. COM-125 Fundamentals of Public Speaking
3. One methods course:
COM-281 Introduction to Research Methods (WE)
COM-381 Research Methods in Communication Studies (WE)
4. **One course in Human Communication:**
COM-137 Interpersonal Communication (WE)
COM-231 Communication in Teams (WE)
COM-225/7 Topics in Communication Studies
COM-322 Professional Communication and Writing (WE)
COM-327 Organizational Communication (WE)
COM-236 Intercultural Communication (WE)
COM-323 Relational Communication: Theory and Application (WE)
COM-332 Health Communication (WE)
COM-435/-437 Advanced Topics in Human Communication (WE)
5. **One course in Mass Media:**
COM-141 Introduction to Journalism (WE)
COM-151 Introduction to New Media Studies (WE)
COM-157 Introduction to Media Analysis (WE)
COM-241 Multimedia Journalism (WE)
COM-245/247 Topics in Communication Studies
COM-257 Sex, Race, and Gender in the Media (WE)
COM-341 Digital Storytelling (WE)
COM-455/-457 Advanced Topics in Mass Media (WE)

6. **One course in Cultural and Critical Communication:**

COM-160 Rhetorical Theory and Practice

COM-161 Visual Rhetoric

COM-267 Environmental Rhetoric

COM-275/277 Topics in Communication Studies

COM-377 Language, Power, and Social Change (WE)

COM-465/-467 Advanced Topics in Cultural and Critical Communication (WE)

7. A Communication Studies (COM) course numbered 400 or above (if not used to satisfy requirement 4, 5, or 6)
8. Three additional courses with a COM prefix; students may count up to 1.0 credits with ECC prefix toward this requirement, including ECC-494 Internship in English, Creative Writing, and Communication Studies

Communication Studies Minor

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

1. COM-101 Introduction to Communication Studies
2. COM-125 Fundamentals of Public Speaking
3. Three additional courses with a COM prefix; students may count up to 1.0 credits with ECC prefix toward this requirement, including ECC-494 Internship in English, Creative Writing, and Communication Studies

COURSES IN COMMUNICATION STUDIES

COM-101 Introduction to Communication Studies

Offers an introduction to the field of communication studies, including areas such as interpersonal, health care, organizational, speech, and mass communication enabling students to delve into the intricacies of how individuals coordinate social meaning and achieve communicative objectives through various channels across diverse contexts. This course offers a solid foundation to pursue upper-level courses in the program, as well as a broader understanding of how to create and evaluate communication in everyday life.

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-137 Interpersonal Communication (WE)

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-141 Introduction to Journalism (WE)

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.

COM-151 Introduction to New Media Studies (WE)

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 (WE)

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-160 Rhetorical Theory & Practice

Explores the forms and functions of written and spoken language, including the study of classical rhetoric (Plato, Aristotle, Quintilian) and recent developments in rhetorical theory.

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-212 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. P/NP 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)

COM-225/227, 245/247, 275/277 Topics in Communication Studies

Offers selected topics on specific concerns, problems, or trends in writing and rhetoric. Content varies as determined by instructor. May be taken more than once for credit, provided topics are distinct.

COM-231 Communication in Teams (WE)

Studies the crucial role of interpersonal communication in enhancing productivity in small groups and work teams. Students examine topics such as group norms, trust, collaboration, defensive and supportive group communication, conflict management strategies, decision-making, problem-solving and creativity techniques for small groups and teams, and leadership styles. Students practice small group communication processes to excel in group settings and drive success in team-oriented projects.

COM-236 Intercultural Communication (WE)

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

COM-241 Multimedia Journalism (WE)

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-257 Sex, Race, and Gender in the Media (WE)

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-267 Environmental Rhetoric (WE)

Examines how authors and organizations have attempted to define and influence the political, economic, social, and ethical debates on key environmental issues with particular attention to the birth and progress of global environmental movements. Students engage in close reading and analysis of a range of arguments and messaging pertaining to such movements.

COM-281 Introduction to Research Methods (WE)

Introduces students to a toolbox for understanding the methods scholars use to address questions pertinent to the field of Communication Studies. Students read, interpret, and evaluate studies and reports in a range of methodologies.

COM-322 Professional Communication and Writing (WE)

Introduces students to essential communication skills for workplace and professional business success. The course will cover interviewing principles and provide opportunities for students to practice relevant skills for achieving specific interviewing goals. By the end of the course, students will learn how to compose various texts—memos, letters/emails, formal/progress and activity reports, sales proposals, plan and execute effective presentations, and adapt their communication style to suit different audiences and workplace settings.

COM-323 Relational Communication: Theory and Application (WE)

Studies the complex dynamics of interpersonal communication within close relationships, including those with family, romantic partners, friends, and kin. Students explore topics on personal and shared experiences with close relationship partners, such as identity (re)construction, uncertainty management, expectancy violation, self-disclosure, privacy management, and stressful life transitions. By the end of the course, students learn how to use effective interpersonal communication skills to navigate relationship initiation, repair, reconciliation, and termination.

COM-327 Organizational Comm (WE)

Examines concepts, theories, and approaches to examine communication within organizational contexts such as government, non-profit organizations, in-person and the virtual workplace. The topics covered in this course include emotional intelligence, conflict, intercultural communication, globalization, crisis, and leadership. Students learn how to implement proper communication practices within everyday organizational life.

COM-332 Health Communication (WE)

Examines the connections among communication, culture, and health. Course content and assignments focus on how one communicates about health in various contexts (family, end-of-life, patient-provider, etc.), cultural influences on healthcare practices, and the role of communication and storytelling in coping with one's body, illness, disability, and death. Prerequisite: junior standing or consent of instructor.

COM-341 Digital Storytelling (WE)

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: Multimedia Journalism (WE) (COM-241) or Introduction to Journalism (WE) (COM-141).

COM-347 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-377 Language, Power, and Social Change (WE)

A survey of advanced theory in Cultural Studies, aiming to familiarize students with the range of questions, artifacts, conditions, and problems scholars of Cultural Studies strive to understand. Anchoring itself in linguistic and rhetorical theories about discourse and meaning, this course is specifically centered on questions of power: how is it constituted, acquired, distributed, and wielded to influence our shared culture of economics, politics, media, identity, and interpersonal relations.

COM-381 Research Methods in Communication Studies (WE)

Explores one or more major approaches to conducting research in Communication Studies. This course serves as the foundation for more complex forms of qualitative and/or quantitative analysis.

COM-394 Directed Learning in Communication (WE)

Designed to explore an area of the discipline that is not covered by existing course offerings. Students create the reading list for the course in consultation with a faculty advisor, prepare for weekly meetings, and regular writing assignments. Prerequisites: junior standing, written consent of the instructor and the departmental petition form.

COM-435/-437 Advanced Topics in Human Communication (WE)

Exploration of a topic within the field of human 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: COM-101 Introduction to Communication Studies and at least two COM- courses numbered 200-399.

COM-444 Independent Study in Communication Studies (WE)

Independent research projects in communication studies. 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: senior standing and consent of instructor. (0.5 or 1.0 course credit)

COM-455/-457 Advanced Topics in Mass Media (WE)

Exploration of a topic within the field of mass media. 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: COM-101 Introduction to Communication Studies and at least two COM- courses numbered 200-399.

COM-465/-467 Advanced Topics in Cultural and Critical Communication (WE)

Exploration of a topic within the field of cultural and critical 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: COM-101 Introduction to Communication Studies and at least two COM- courses numbered 200-399.

—COMPUTER SCIENCE

Hughes, Saha, Stobb.

Computer Science is the study of abstractions and algorithmic processes and how they can be applied to fulfill human information needs. The department of mathematical sciences offers a complete range of courses, with majors and minors available in **COMPUTER SCIENCE, DATA SCIENCE, and MATHEMATICS**, as well as courses in statistics for additional breadth. The department adheres to its belief that the mathematical sciences and the habits of mind that they engender are components of a fine liberal arts education.

Computer Science Major

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

1. CS-125 Introduction to Programming, or commensurate programming experience
2. CS-135 Data Structures
3. One Introductory Mathematics course:
MTH-135 Calculus I
MTH-165 Computational Linear Algebra
4. MTH-215 Foundations of Advanced Mathematics (WE)
5. CS-215 Analysis of Algorithms
6. CS-220 Principles of Computer Systems
7. One of the following:
CS-235 Net-Centric Programming
DS-230 Data-Centric Programming
8. CS- 245 Object Oriented Software Development
9. One Software Development course:
CS-390 Software Engineering (WE)
CS-452 Interactive Systems Design (WE)
CS-490 Mobile Computing
10. One Systems course:
CS-320 Operating Systems
CS-340 Programming Languages
11. One additional Computer Science or Data Science course numbered 300 or higher

Computer Science Minor

1. CS-125 Introduction to Programming
2. CS-135 Data Structures
3. CS-215 Analysis of Algorithms
4. CS-245 Object Oriented Software Development
5. One of the following:
CS-235 Net-Centric Programming
DS-230 Data-Centric Programming
6. One additional Computer Science or Data Science course numbered 300 or higher

COURSES IN COMPUTER SCIENCE

CS-105 Computers and Society

Examines 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.

CS-125 Introduction to Programming

Introduces computer programming as a methodology for problem solving and articulating solutions. 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.

CS-135 Data Structures

Continues the development of programming by focusing on the design and implementation of more complex software structures. This course covers the basics of recursion, pointers, and dynamically allocated data structures. Other topics include efficiency analysis, abstract data types, and the software development life cycle. Prerequisite: Introduction to Programming (CS-125)

CS-215 Analysis of Algorithms

Introduces the definition, implementation, and applications of basic data structures and their operations. Topics include recursive algorithms, complexity analysis, sorting and searching, and problem-solving strategies. Prerequisite: Data Structures (CS-135).

CS-220 Principles of Computer Systems

Studies the low-level operation of computer systems to gain perspective on how computers encode, process and store information in the machine's hardware. Students will progress from the digital logic level through assembly language. Topics include, data representation, computer arithmetic, elementary circuit design, computer organization, instruction sets, memory addressing and control flow. Prerequisite: Introduction to Programming (CS-125)

CS-235 Net-Centric Computing

Studies 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: Data Structures (CS-135)

CS-245 Object Oriented Software Development

Studies 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: Data Structures (CS-135).

CS-320 Operating Systems

Explores the role of the operating system as an intermediary between the user, software and hardware of a computer system. Includes a system-level view of how the machine resources such as the processor, memory, and storage are managed. Prerequisite: Data Structures (CS-135) and Principles of Computer Systems (CS-220)

CS-340 Programming Languages

Introduces 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: Analysis of Algorithms (CS-215)

CS-390 Software Engineering (WE)

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: Object Oriented Programming (CS-245) or consent of instructor.

CS-420 Algorithms in Society (WE)

Explores the impact computer algorithms have on our lives, including the gathering of large collections of personal data by both corporations and governments, and the resulting ethical issues of use and privacy. Topics include: targeted advertising in commerce and politics, artificial intelligence algorithms, machine-human interactions and behavior, and the social power and influence of big data. Prerequisite: Analysis of Algorithms (CS-215).

CS-444 Independent Study

Provides an opportunity for independent and intensive study in computer science. May be taken for an X status grade with consent of the instructor prior to registration. Prerequisite: consent of supervising instructor. (Offered by arrangement)

CS-450 Principles of Computer Graphics

Introduces the fundamentals of computer graphics. Topics include user interface design, input/ output devices, and basic graphics concepts. Prerequisite: Analysis of Algorithms (CS-215)

CS-452 Interactive Systems Design (WE)

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 Software Development (CS-245)

CS-454 Research in Computer Science

Provides an individual or group investigation with a computer science faculty member on a research topic of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course is offered on a P/NP basis and does not satisfy any of the requirements for a major or minor in computer science. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisites: Analysis of Algorithms (CS-215) and consent of supervising instructor. (0.0-1.0 credit; Occasional course, offered by arrangement)

CS-484 Special Topics

An opportunity to study current and topical material unavailable through the regular catalog offerings. Prerequisite: Analysis of Algorithms (CS-215)

CS-490 Mobile Computing

Studies the opportunities and constraints associated with developing applications intended to run on mobile and pervasive platforms. Students learn to utilize several core APIs (e.g. connectivity, location-based services, and multimedia) as they develop and deploy mobile applications. Students will also explore the technology behind “smart” devices and environments. Prerequisite: Object Oriented Software Development (CS-245)

CS-494 Internship in Computer Science

Investigates 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. P/NP 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 supervising instructor. (Offered by arrangement)

—CREATIVE WRITING

Carr (Chair-Fall), Ferguson, LeMay, Shaw (Chair-Spring).

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

Creative Writing Major

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

1. CRW-125 Introduction to Creative Writing (WE)
2. ENG-111 Introduction to Literary Studies: The Art of Reading and Writing (WE)
3. Two of the following:
 - CRW/THE-255 Playwriting Workshop 1 (WE)
 - CRW-225 Creative Nonfiction Workshop 1 (WE)
 - CRW-280 Poetry Workshop 1 (WE)
 - CRW-290 Fiction Workshop 1 (WE)
4. Two of the following:
 - CRW/THE-355 Playwriting Workshop 2 (WE)
 - CRW-325 Creative Nonfiction Workshop 2 (WE)

- CRW-380 Poetry Workshop 2 (WE)
- CRW-390 Fiction Workshop 2 (WE)
- CRW/THE-455 Playwriting Workshop 3
- CRW-480 Poetry Workshop 3 (WE)
- CRW-484 Advanced Topics in Creative Writing (WE)
- CRW-490 Fiction Workshop 3 (WE)
- 5. Two courses in English (ENG-___) one of which must be ENG-281 or above.
- 6. One of the following:
 - One elective from Creative Writing (CRW-___)
 - One elective from English (ENG-___)
 - Two terms of CRW-112 Advanced Literary Magazine Editing
 - COM-267 Environmental Rhetoric (WE)
 - COM-377 Language, Power, and Social Change (WE)
 - One 1.0 elective from English, Creative Writing, and Communication Studies (ECC-___)
- 7. CRW-492 Manuscript Workshop (WE)
- 8. Senior Reading: a public reading from the final manuscript completed in CRW-492.

Creative Writing Minor

- 1. CRW-125 Introduction to Creative Writing (WE)
- 2. Three of the following:
 - CRW/THE-255 Playwriting Workshop 1 (WE)
 - CRW-225 Creative Nonfiction Workshop 1 (WE)
 - CRW-280 Poetry Workshop 1 (WE)
 - CRW-290 Fiction Workshop 1 (WE)
 - CRW-325 Creative Nonfiction Workshop 2 (WE)
 - CRW/THE-355 Playwriting Workshop 2 (WE)
 - CRW-380 Poetry Workshop 2 (WE)
 - CRW-390 Fiction Workshop 2 (WE)
 - CRW/THE-455 Playwriting Workshop 3 (WE)
 - CRW-480 Poetry Workshop 3 (WE)
 - CRW-484 Advanced Topics in Creative Writing (WE)
 - CRW-490 Fiction Workshop 3 (WE)
 - CRW-492 Manuscript Workshop (WE)
- 3. One course in English (ENG-___)
- 4. One of the following:
 - One elective from Creative Writing (CRW-___)
 - One elective from English (ENG-___)
 - One 1.0 elective from English, Creative Writing, and Communication Studies (ECC-___)
 - Two terms of CRW-112 Advanced Literary Magazine Editing
 - COM-267 Environmental Rhetoric (WE)
 - COM-377 Language, Power, and Social Change (WE)

WORKSHOPS IN CREATIVE WRITING

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-225 Creative Nonfiction Workshop 1 (WE) | CRW-380 Poetry Workshop 2 (WE) |
| CRW-255 Playwriting Workshop 1 (WE) | CRW-390 Fiction Workshop 2 (WE) |
| CRW-280 Poetry Workshop 1 (WE) | CRW-455 Playwriting Workshop 3 (WE) |
| CRW-290 Fiction Workshop 1 (WE) | CRW-480 Poetry Workshop 3 (WE) |
| CRW-325 Creative Nonfiction Workshop 2 (WE) | CRW-490 Fiction Workshop 3 (WE) |
| CRW-355 Playwriting Workshop 2 (WE) | CRW-492 Manuscript Workshop (WE) |

COURSES IN CREATIVE WRITING

CRW-105 Exploring Creative Writing (WE)

Explores specific topics, genres, or forms in creative writing through reading, writing, and workshop. Topics vary depending on the instructor. May be taken more than once, with consent of instructor, provided the topics are substantially different.

CRW-106 Exploring Creative Writing: Non-Western Perspectives (WE)

Explores specific topics, genres, or forms in creative writing through reading, writing, and workshop. Topics vary depending on the instructor. Course focuses on topics related to non-Western perspectives. May be taken more than once, with consent of instructor, provided the topics are substantially different.

CRW-107 Exploring Creative Writing: United States Pluralism (WE)

Explores specific topics, genres, or forms in creative writing through reading, writing, and workshop. Topics vary depending on the instructor. Explores works by writers from one of more subgroups in American culture. May be taken more than once, with consent of instructor, provided the topics are substantially different.

CRW-111 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-111 or CRW-112 as a condition of retaining their appointments. Students may not register for both CRW-111 and CRW-112 in the same term. P/NP basis only. May be taken more than once for credit for a maximum of 1.6 credits. (0.2 course credit)

CRW-112 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-111 or CRW-112 as a condition of retaining their appointments. Students may not register for both CRW-111 and CRW-112 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 course credit)

CRW-125 Introduction to Creative Writing (WE)

Studies the line or sentence as the basic unit of creative writing across multiple genres. This class introduces skills necessary for subsequent workshops by examining different ways of looking at the line, including by thinking about sound and meaning and how syntax, diction, and other choices create an overall effect. Focus is on analysis of both published and student-generated work.

CRW-135 Writer's Colony (WE)

An intensive writing workshop taught off campus; students engage in individual and collaborative writing projects. (Offered May Experiential Term only)

CRW-225 Creative Nonfiction Workshop 1 (WE)

Practice in writing a variety of essay forms in nonfiction prose. Students read and discuss essayists chosen to represent a range of prose styles and subjects. Students also practice writing, workshopping, and revising nonfiction essays.

Prerequisite: Introduction to Creative Writing (CRW-125) or consent of instructor.

CRW-255 Playwriting Workshop 1 (WE)

Cross-listed with THE-255

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. Prerequisite: Introduction to Creative Writing (CRW-125) or consent of instructor.

CRW-280 Poetry Workshop 1 (WE)

Special attention to differences between closed forms of traditional rhymed, metrical verse, and open forms, such as non-stanzaic and free verse. Prerequisite: Introduction to Creative Writing (CRW-125) or consent of instructor.

CRW-290 Fiction Workshop 1 (WE)

Emphasis on techniques of setting, plot, characterization, dialogue, timing, and systematic architecture, and on a variety of narrative methods. Prerequisite: Introduction to Creative Writing (CRW-125) or consent of instructor.

CRW-325 Creative Nonfiction Workshop 2 (WE)

Entails advanced study of the essay and other creative nonfiction forms and practice writing creative nonfiction at the advanced level. Prerequisites: Introduction to Creative Writing (CRW-125) and Creative Nonfiction Workshop 1 (CRW-225).

CRW-345 Writing Wilderness (WE)

An immersive writing workshop in which students write about their wilderness travel experiences in original prose and poetry. The focus of the student work will be the intersection of self and place. The class considers the idea of wilderness—as a concept, a place, a political designation, and a state of mind—through the lens of diverse environmental writers, theorists and poets across generations. Representative authors include Sigurd Olson, Annie Dillard, Terry Tempest Williams, Lorine Niedecker, Kimberly Blaeser, William Cronon, Robin Wall Kimmerer and Drew Lanham. Students in the class gain experience, confidence, and proficiency in wilderness travel and ethics.

(Offered summers at the Wilderness Field Station)

CRW-350 Screenwriting (WE)

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- course.

CRW-355 Playwriting Workshop 2 (WE)

Cross-listed with THE-355

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: Playwriting Workshop I (CRW/THE-255).

CRW-380 Poetry Workshop 2 (WE)

Advanced study of poetic forms and practice writing poetry. Prerequisites: Introduction to Creative Writing (CRW-125) and Poetry Workshop 1 (CRW-280).

CRW-390 Fiction Workshop 2 (WE)

Advanced study of the short story and practice writing fiction at the advanced level. Prerequisites: Introduction to Creative Writing (CRW-125) and Fiction Workshop 1 (CRW-290).

CRW-394 Directed Learning in Creative Writing (WE)

Completion of an independent creative writing project under the direction of a faculty member. Registration only after the instructor has approved a written proposal for the project. Prerequisites: two courses in Creative Writing and consent of English department chair.

CRW-455 Playwriting Workshop 3 (WE)

Cross-listed with THE-455

Continued advanced writing, with an emphasis on producing finished plays. Prerequisite: Playwriting Workshop 2 (CRW/THE-355).

CRW-480 Poetry Workshop 3 (WE)

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

CRW-484 Advanced Topics in Creative Writing (WE)

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: Playwriting Workshop 2 (CRW-355), Poetry Workshop 2 (CRW-380) or Fiction Workshop 2 (CRW-390).

CRW-490 Fiction Workshop 3 (WE)

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

CRW-492 Manuscript Workshop (WE)

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: consent of instructor.

—DANCE (COURSES ONLY)

Rezabek.

COURSES IN DANCE

DAN-101 Jazz I

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

DAN-102 Jazz II

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

DAN-111 Modern I

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

DAN-112 Modern II

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

DAN-131 Ballet I

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

DAN-132 Ballet II

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

DAN-141 Tap I

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

DAN-142 Tap II

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

DAN-151 Choreography I

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

DAN-152 Choreography II

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

—DATA SCIENCE

Baranowski, Cross, Eichhorn, Hughes, Stobb.

Data Science is an interdisciplinary study that couples programming skills, statistical methods, and domain specific knowledge to extract meaning, make predictions, and visually present quantitative data. The department of mathematical sciences offers a complete range of courses, with majors and minors available in **COMPUTER SCIENCE**, **DATA SCIENCE**, and **MATHEMATICS**, as well as courses in statistics for additional breadth. The department adheres to its belief that the mathematical sciences and the habits of mind that they engender are components of a fine liberal arts education.

Data Science Major

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

1. DS-100 Introduction to Data Science, DS-101 Data-Driven Design **or** DS-120 Sports Analytics
2. CS-125 Introduction to Programming, or commensurate programming experience
3. One of the following Statistical Foundations courses:
 - a. BUS-190 Statistical Analysis (WE)
 - b. BUS-340 Applied Regression Analysis
 - c. PSY-300 Statistical Methods and Data Analysis
 - d. STA-100 Statistical Foundations (7 weeks) and STA-110 Inferential Statistics (7 weeks)
 - e. STA-100 Statistical Foundations (7 weeks) and STA-130 Experimental Design (7 weeks)
 - f. STA-315 Mathematical Probability
4. DS-230 Data-Centric Programming
5. DS-260 Data Analysis and Visualization
6. ECO-375 Econometrics (WE)
7. DS-315 Machine Learning
8. DS-370 Database Systems and Data Management
9. One of the following Modeling courses:
 - a. DS-415 Deep Learning
 - b. MTH-455 Mathematical Modeling (WE)
 - c. ECO-435 Time Series Analysis
 - d. ECO-445 Econometrics II (WE)
10. Three additional courses from a different discipline numbered 200+ with the same course prefix. These courses should be selected with advice from the Data Science faculty.

Data Science Minor

1. DS-100 Introduction to Data Science, DS-101 Data-Driven Design or DS-120 Sports Analytics
2. CS-125 Introduction to Programming, or commensurate programming experience
3. One of the following Statistical Foundations courses:
 - a. BUS-190 Statistical Analysis (WE)
 - b. BUS-340 Applied Regression Analysis
 - c. PSY-300 Statistical Methods and Data Analysis
 - d. STA-100 Statistical Foundations (7 weeks) and STA-110 Inferential Statistics (7 weeks)
 - e. STA-100 Statistical Foundations (7 weeks) and STA-130 Experimental Design (7 weeks)
 - f. STA-315 Mathematical Probability
4. DS-230 Data-Centric Programming
5. DS-260 Data Analysis and Visualization

COURSES IN DATA SCIENCE

DS-100 Introduction to Data Science

Studies the theory and fundamentals of using data and statistics to make actionable decisions. This course will cover how to organize, process, and visualize data using computational tools. Case studies on the use, misuse, and impact of data on society will be reviewed, with emphasis placed on ethical privacy concerns.

DS-101 Data-Driven Design

Merges design thinking with data science to develop creative, data-driven solutions in a project-based course. The course introduces students to the process of innovation utilizing data in the design thinking process. The course also covers how to use design thinking within the data science process to visualize and analyze data.

DS-120 Sports Analytics

Studies the theory and fundamentals of using data and statistics to make decisions in sports. This course will cover how popular statistics are calculated, where they can be found, what they represent, and how they can be used for objective decision making. Students will be exposed to computer programming languages used in data science to build, clean, and analyze data sets. The four types of data analysis – descriptive, diagnostic, predictive, prescriptive – will be covered with an emphasis on data visualization.

DS-230 Data-Centric Computing

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

DS-260 Data Analysis and Visualization

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

DS-315 Machine Learning

Provides an overview of computational algorithms for learning patterns from data. Students implement and work with a wide range of different algorithms to solve classification, regression, and clustering problems. Topics will include linear and multiple regression, quadratic discriminant analysis, tree-based methods, and support vector machines. Prerequisite: Data Analysis and Visualization (DS-260)

DS-370 Database Systems and Data Management

Studies 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: Data-Centric Programming (DS-230).

DS-415 Deep Learning

Investigates how machine learning algorithms use artificial neural networks to detect highly non-linear patterns in data. This course will explore the foundation of deep learning methods and implement several modern algorithms, including convolutional and generative adversarial networks. Prerequisite: Machine Learning (DS-315)

DS-444 Independent Study

Provides an opportunity for independent and intensive study in data science. May be taken for an X status grade with consent of the instructor prior to registration. Prerequisite: consent of supervising instructor. (Offered by arrangement)

DS-454 Research in Data Science

Provides students with an individual or group investigation with a data science faculty member on a research topic of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course is offered on a P/NP basis and does not satisfy any of the requirements for any major or minor. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisites: Data Analysis and Visualization (DS-260) and consent of supervising instructor. (0.0–1.0 credit; Offered by arrangement)

DS-484 Special Topics

Provides an opportunity to study current and topical material unavailable through the regular catalog offerings. Prerequisite: Data Analysis and Visualization (DS-260) or consent of instructor.

DS-494 Internship in Data Science

Investigates a career area related to the student's interest in data 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.

P/NP basis only. This course does not satisfy any of the requirements for any major or minor. Prerequisites: junior standing and consent of supervising instructor. (Offered by arrangement)

—ECONOMICS

See Business Administration and Economics p. 76

—EDUCATION

Christofferson, Haynes-Moore (Chair), Kigin (Placement Coordinator), Kress, Staeheli.

Art: Rogers; Music: Carson; Physical Education: Libby.

Content Specialists (Part-time): Dykes, Gaylord Robertson, Geers, Hynek, Jameson, Neilly, Sheronick, Zahn.

Student Teaching Supervisors: Bartlett (Director of Student Teaching), Eells, Hubler, Hutcheson, Klostermann, Knight, Law, Oberbroeckling, Pelechek, Siebenga, Streets.

Coe College believes that the most effective preparation for teaching is one that combines a liberal arts education with courses in the theory and practice of teaching. The Education Department has the responsibility for coordinating the efforts of the College to provide such a program.

Basic college requirements and those for a major area give students a well-rounded general education. Professional courses in education provide a foundation in principles and practices of teaching. Students gain practical experience in applying professional and general education through field experiences and, if pursuing licensure, through student teaching in area schools.

Students who successfully complete Coe's Teacher Education Program and student teaching are eligible to apply for an Iowa Initial Teacher License. Teaching licensure is governed by State of Iowa regulations. When changes in licensure requirements occur at the state level, they take precedence over College policies. For the most current policy information, students should consult the *Guide to Teacher Education*, available from the Education Department. The Education Department maintains records regarding Iowa licensure requirements. Students should consult a faculty member in the Education Department to arrange their respective courses of study.

The Teacher Education Program at Coe College is approved by the Iowa Department of Education. Copies of the annual report filed with the Iowa Department of Education are available on request.

Elementary Education Major

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

1. At least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities. **Iowa Distribution Requirements-** a "C" or better in the following courses:
 - One mathematics course with a prefix of MTH or STA
 - One American History course
 - One lab science in BIO or PHY-114 Modern Astronomy
 - One social science course with a prefix of ANT, ECO, POL, PSY, or SOC
2. A K–8 endorsement in Art, English/Language Arts, Spanish, Health, History, Mathematics, Music, Physical Education, Reading, Science, Social Studies, or Speech Communication and Theater.
3. GPA of 2.7 or higher and a "C" or better in the following professional education courses:
 - EDU-105 Foundations of Education (WE)
 - EDU-117 Exceptional Learners
 - EDU-187 Human Relations (WE)

EDU-195 Educational Psychology and Development
 EDU-215 Practicum in Education (WE)
 EDU-219 Instructional Technology for Teaching and Learning (0.5 cc)
 EDU-270 Literature K–12 (WE)
 EDU-275 Mathematics Comprehension for Teaching
 EDU-300 Expressive Methods (0.5 cc)
 EDU-305 Methods of Elementary Science (WE)
 EDU-335 Methods of Elementary Mathematics (WE)
 EDU-345 Methods of Elementary Language Arts (WE)
 EDU-355 Methods of Elementary Reading (WE)
 EDU-365 Methods of Elementary Social Studies (WE)
 KIN-112 Health Education for the Elementary Teacher (0.5 cc)

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.*

Secondary Education Minor

1. *Iowa Distribution Requirements:* a “C” or better in at least one course of the four fields of mathematics, natural sciences, social sciences, and humanities.
2. A grade of “C” or better must be earned in all courses counted toward a major or minor in education and in subject areas in which students intend to teach.
3. Completion of a major in one or more teaching fields with a GPA of 2.7 or higher. Teaching field(s) must be in subjects ordinarily taught in the secondary schools and for which Coe has approval by the Iowa Department of Education. Approved teaching fields include American Government, American History, Art, Basic Science, Biology, Business, Chemistry, Economics, English/Language Arts, Health, Math, Music, Physical Education, Physics, Psychology, Sociology, Spanish, Speech Communication and Theater, and World History.
4. GPA of 2.7 or higher and a “C” or better in the following professional education courses:
 EDU-105 Foundations of Education (WE)
 EDU-117 Exceptional Learners
 EDU-187 Human Relations (WE)
 EDU-195 Educational Psychology and Development
 EDU-215 Practicum in Education (WE)
 EDU-219 Instructional Technology for Teaching and Learning (0.5 cc)
5. One or more of the following Methods courses:
 ART-330 Methods of Teaching Art K–12
 EDU-310 Methods of Secondary Business Education (WE)
 EDU-311 Methods of Secondary Language Arts (WE)
 EDU-312 Methods of Secondary Social Studies (WE)
 EDU-313 Methods of Secondary Mathematics (WE)
 EDU-320 Methods of Secondary Science (WE)
 EDU-321 Methods of World Language K–12 (WE)
 KIN-415 Methods of Teaching Secondary School Physical Education and Health
 MU-361 Choral Music Methods
 MU-363 Instrumental Music Methods

Admission to the Teacher Education Program

The Education Department offers a major in **elementary education**, a minor in **secondary education**, and courses leading to three types of teacher licensure: K-6 classroom (elementary education); 5–12 content area (secondary education) and K-12 “specials” content area (art, music, physical education). Students pursuing any of these options must be admitted to the Teacher Education Program before being allowed to enroll in a practicum course or methods course. Admission to Coe College does not guarantee admission to the Teacher Education Program. Information

related to applying to the Teacher Education Program is found in the *Guide to Teacher Education* available from the Education Department.

State of Iowa licensure requirements specify that a minimum of 80 hours of field experience be completed after admission to the Teacher Education Program and prior to student teaching. Teacher Education Program applications are available online; contact your Education advisor.

The Teacher Education Committee has responsibility for review of the Teacher Education Program, including admission of students into the program. In reviewing applications for admission to the program, the committee considers the following:

1. A “C” or better in two core EDU courses (EDU-105 Foundations of Education strongly recommended)
2. GPA (a minimum of 2.7 is required in education core courses, courses in the major and overall)
3. A grade of “C” or higher must be earned in all courses counted toward a major or minor in education and in subject areas in which students intend to teach.
4. Performance in education courses taken.
5. The essay included on the program application.
6. Other relevant information as provided by the faculty of the Education Department and comments from faculty in classes the student is enrolled in or has recently taken.

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

Graduates/Transfers from Other Institutions

Graduates/transfers from other institutions should submit transcripts and all other relevant materials for review to the Education department chair. In most cases, applicants are required to take a minimum of four EDU courses at Coe, in which at least a 2.7 GPA or higher and a “C” or better is earned, prior to student teaching.

Students who received the highest degree more than 10 years prior to application to the Teacher Education Program must complete two additional courses at Coe in the major area, with a grade of “C” or better, in addition to the required professional education courses.

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.

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.

Iowa Distribution Requirements for All Students Seeking Licensure

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

Elementary Licensure

Requirements:

1. Students licensed at the elementary level, must have a 2.7 GPA or higher and a “C” or better in all courses in their major and in endorsement areas.

2. **Iowa Distribution Requirements-** a “C” or better in the following courses:
 - One mathematics course with a prefix of MTH or STA
 - One American History course
 - One lab science in BIO or Modern Astronomy
 - One social science course
3. GPA of 2.7 or higher and a “C” or better in the following professional education courses:
 - EDU-105 Foundations of Education (WE)
 - EDU-117 Exceptional Learners
 - EDU-187 Human Relations (WE)
 - EDU-195 Educational Psychology and Development
 - EDU-215 Practicum in Education (WE)
 - EDU-219 Instructional Technology for Teaching and Learning (0.5 cc)
 - EDU-270 Literature K–12 (WE)
 - EDU-275 Mathematics Comprehension for Teaching
 - EDU-300 Expressive Methods (0.5 cc)
 - EDU-305 Methods of Elementary Science (WE)
 - EDU-335 Methods of Elementary Mathematics (WE)
 - EDU-345 Methods of Elementary Language Arts (WE)
 - EDU-355 Methods of Elementary Reading (WE)
 - EDU-365 Methods of Elementary Social Studies (WE)
 - KIN-112 Health Education for the Elementary Teacher (0.5 cc)
4. A K–6 Iowa teaching license must be accompanied by at least one K–8 endorsement (state approved specialization in a particular subject area) available at Coe. K–8 endorsements include: Art, English/Language Arts, Spanish, Health, History, Mathematics, Music, Physical Education, Reading, Science, Social Studies, or Speech Communication and Theater. Students should consult their Education advisor for assistance in adding these endorsements to their elementary teaching license.
5. Elementary Education students will demonstrate content area knowledge and pedagogical knowledge of reading by successfully completing the state-required Foundations of Reading exam prior to their student teaching semester. If a passing score has not been achieved, students will be required to take EDU-301 Reading Foundations: Development, Assessment and Instruction and successfully pass with a C or better during the student teaching semester, or before program completion.
6. Student Teaching (4 course credits):
 - EDU-492 Student Teaching in the Primary Grades: Grades K–3 (WE)
 - EDU-491 Student Teaching in the Upper Elementary Grades: Grades 3–6 (WE)
7. Successful completion of Student Teaching Seminar
 - Active engagement in and regular attendance in seminar
 - Dyslexia training
 - Ethics training
 - Mock evaluations
 - CPR card (PE and coaching candidates)
 - Successful completion and presentation of e-portfolio

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

Secondary Licensure

Those interested in teaching at the secondary level must major in one or more teaching fields, minor in education, and meet the state requirements for a 5–12 endorsement (state-approved specialization in a particular subject area). Teaching field(s) must be in subjects taught in the secondary schools and for which Coe has approval by the Iowa Department of Education.

5–12 endorsements include: American Government, American History, Art, Biology, Business, Chemistry,

Coaching (see Kinesiology), Economics, English/Language Arts, Health, Math, Music, Physical Education, Physics, Psychology, Science, Social Studies, Sociology, Spanish, Speech Communication and Theater or World History.

Requirements:

1. Students licensed at the secondary level, must have a 2.7 GPA or higher and a “C” or better in all courses in their major and in endorsement areas.
2. Iowa Distribution Requirements: a “C” or better in at least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities.
3. GPA of 2.7 or higher and a “C” or better in the following professional education courses:
 - EDU-105 Foundations of Education (WE)
 - EDU-117 Exceptional Learners
 - EDU-187 Human Relations (WE)
 - EDU-195 Educational Psychology and Development
 - EDU-215 Practicum in Education (WE)
 - EDU-219 Instructional Technology for Teaching and Learning (0.5 cc)

One or more of the following Methods courses:

- EDU-310 Methods of Secondary Business Education (WE)
 - EDU-311 Methods of Secondary Language Arts (WE)
 - EDU-312 Methods of Secondary Social Studies (WE)
 - EDU-313 Methods of Secondary Mathematics (WE)
 - EDU-320 Methods of Secondary Science (WE)
 - EDU-321 Methods of World Language K–12 (WE)
4. Successful completion of Student Teaching:
 - EDU-489 Student Teaching in the Senior High School (WE)
 - EDU-490 Student Teaching in Middle School or Junior High School (WE)
 5. Successful completion of Student Teaching Seminar
 - Active engagement in and regular attendance in seminar
 - Dyslexia training
 - Ethics training
 - Mock evaluations
 - CPR card (PE and coaching candidates)
 - Successful completion and presentation of e-portfolio

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

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

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

Requirements:

1. Students licensed in art, music, or physical education must earn a 2.7 GPA or higher and a “C” or better in all courses in their major and in endorsement areas (state approved specialization in a particular subject area).
2. Iowa Distribution Requirements: A “C” or better in at least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities.
3. GPA of 2.7 or higher and a “C” or better in the following professional educational courses:
 - EDU-105 Educational Foundations (WE)

EDU-117 Exceptional Learners
EDU-187 Human Relations (WE)
EDU-195 Educational Psychology and Development
EDU-215 Practicum in Education (WE)
EDU-219 Instructional Technology for Teaching and Learning

One or more of the following Methods courses:

ART-330 Methods of Teaching Art K–12
KIN-315 Methods of Elementary School Physical Education and Health
KIN-415 Methods of Teaching Secondary School Physical Education and Health
MU-360 Elementary and General Music Methods
MU-361 Choral Music Methods
MU-363 Instrumental Music Methods

4. Successful completion of Student Teaching:
 - EDU-481 Student Teaching in Art at the Secondary School (WE)
 - EDU-482 Student Teaching in Physical Education at the Secondary School (WE)
 - EDU-483 Student Teaching in Art at the Elementary School (WE)
 - EDU-485 Student Teaching in Physical Education at the Elementary School (WE)
 - EDU-478 Student Teaching in Music at the Elementary School
 - EDU-479 Student Teaching in Music at the Secondary School
5. Successful completion of Student Teaching Seminar
 - Active engagement in and regular attendance in seminar
 - Dyslexia training
 - Ethics training
 - Mock evaluations
 - CPR card (PE and coaching candidates)
 - Successful completion and presentation of e-portfolio

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

Student Teaching

Permission to student teach requires approval of the Teacher Education Committee. Applications are due by February 1 for student teaching the following Fall Term and by September 1 for student teaching the following Spring Term. Applications are available from the Education Office.

When an application to student teach is considered, the student's standing in the Teacher Education Program is reviewed. The committee considers:

1. Recommendations of cooperating teacher(s) during the student's field experience(s).
2. Consultation with student's major department(s).
3. A grade of "C" or better must be earned in all courses counted toward a major or minor in education and in all endorsement areas.
4. GPA (a minimum of 2.7 is required in the professional education courses, courses in the major, and overall).
5. Review by Education Department faculty.

Student teaching is the culminating experience of the Teacher Education Program. It involves observation and active participation in directing learning experiences aligned with professional learning standards in a school classroom, under the supervision of a cooperating teacher and the college supervisor. A minimum of four course credits of student teaching is required. Student teaching in all subjects is available for one to four course credits for students earning both Elementary and Secondary licensure.

Normally, students complete two seven- to eight-week placements, with each placement worth two credits. Successful completion of the student teaching semester, including attendance at and participation in the student teaching

seminar, earns four credits. Student teaching is a full-time obligation, must be completed in one term, and is evaluated on a P/NP basis.

Student Teaching Requirements

1. One or more of the following:
 - EDU-481 Student Teaching in Art at the Secondary School (WE)
 - EDU-482 Student Teaching in Physical Education at the Secondary School (WE)
 - EDU-483 Student Teaching in Art at the Elementary School (WE)
 - EDU-485 Student Teaching in Physical Education at the Elementary School (WE)
 - EDU-489 Student Teaching in the Senior High School (WE)
 - EDU-490 Student Teaching in Middle School or Junior High School (WE)
 - EDU-491 Student Teaching in the Upper Elementary Grades: Grades 4–6 (WE)
 - EDU-492 Student Teaching in the Primary Grades: Grades K–3 (WE)
 - EDU-478 Student Teaching in Music at the Elementary School
 - EDU-479 Student Teaching in Music at the Secondary School
2. Successful completion of Student Teaching Seminar
 - Active engagement in and regular attendance in seminar
 - Dyslexia training
 - Ethics training
 - Mock evaluations
 - CPR card (PE and coaching candidates)
 - Successful completion and presentation of e-portfolio
3. Satisfactory performance in the field as determined by the cooperating teacher and supervisor evaluations.

Ninth-Term/Fifth-Year Programs

Students who want to include more course work in their liberal arts and sciences curriculum in conjunction with completing requirements for elementary and/or secondary teacher licensure may apply for a Ninth-Term/Fifth-Year tuition reduction. Both options are open to all students who have been **admitted** to the Teacher Education Program and meet requirements for student teaching.

Students participating in the Ninth-Term/Fifth-Year Programs are eligible for a 60% discount on full-time tuition, if the following criteria are met:

1. The student must be in good standing with the college (not on academic probation);
2. The student must be registered as a full-time student;
3. The student must have completed 32 course credits, sixteen of which were taken at Coe OR have satisfactorily completed four years of full-time registration at Coe; and
4. The student cannot receive the reduced tuition discount and other Coe scholarships for the same term. If there is remaining scholarship eligibility, the greater of the discounts or the sum of the Coe scholarships will be awarded.
5. The student submits the application by the appropriate deadline:
 - Fall Term: May 1
 - Spring Term: December 1

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. Students must re-apply for the reduced tuition each term. Applications for tuition reduction are available from the Education Department.

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

COURSES IN EDUCATION

EDU-105 Foundations of Education (WE)

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

EDU-117 Exceptional Learners

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

EDU-187 Human Relations (WE)

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. Courses encourages students to build their capacities for recognizing, understanding, and respecting diversity of people and cultures in order to develop constructive interpersonal relationships and favorable learning experiences in the classroom. A 10-hour field experience is required.

EDU-195 Educational Psychology and Development

Introduces 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-215 Practicum in Education (WE)

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

EDU-219 Instructional Technology for Teaching and Learning

Focuses on integrating educational technology for instructional design in the K–12 setting. Application of technological resources, course readings, reflective writing, and exposure to professionals in the field (both local and afar) help students gain the knowledge, skills, and dispositions needed to select, implement, and manage technology. Corequisite: Recommended with Practicum in Education (WE) (EDU-215), but must be taken with a Practicum or Methods course prior to student teaching. (0.5 course credit)

EDU-220 Professional Writing for Teachers (WE)

Mentors students into the crafting of texts used in the professional settings common to K–12 teachers. The course will explore the approaches, strategies, and techniques used by teachers for successful document creation in a variety of educational settings. Emphasis will be placed on creating documents that effectively communicate with parents and other stakeholders, convey professional plans and perspectives, document teaching and learning strategies, and present educational information to a wide range of audiences.

EDU-237 English Language Learners (WE)

Introduces the issues of language and literacy acquisition for English Language Learners. This class includes a focus on oral communication and instructional strategies to support English Language Learners in K–12 classrooms. It is appropriate for teachers of non-native English students and international teaching of English. Prerequisite: sophomore standing or consent of Education department chair. (Offered Spring Term)

EDU-241 Foundations of Reading

Explores 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: sophomore standing or consent of Education department chair. (Offered Spring Term)

EDU-260 Content Area Language and Literacy (WE)

Explores 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-241) or consent of Education department chair. (Offered Fall Term)

EDU-270 Literature K–12 (WE)

Provides students pursuing literature-related studies with models of how teachers use literature to support various levels of readers and content areas in the classroom. The course focuses on the history of children'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. (Offered Fall Term)

EDU-275 Mathematics Comprehension for Teaching

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

EDU-284 Topics in Education

Examines special topics in education. Content varies and is determined by the instructor. Example topics include: Assessment in Education, Educational Law, Leadership in Education, Social-Emotional Teaching and Learning, Current Events in Education. May be taken more than once provided the topics are substantially different.

Prerequisite: Foundations of Education (EDU-105) or consent of instructor. (0.5 course credit)

EDU-300 Expressive Methods

Integrates art, music, and physical education into the regular elementary classroom, Students will study instructional methods for incorporating visual, aesthetic, auditory, and kinesthetic teaching and learning strategies into the classroom. Topics include research on learning styles, development of lessons and classroom management strategies that incorporate movement and creative expression, and alternative assessment as it relates to these strategies.

Diversity issues, non-print materials, and technology tools are integrated. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair. (0.5 course credit) (Offered Fall Term)

EDU-301 Reading Foundations: Development, Assessment and Instruction

Is designed to support teacher candidates in improving their knowledge of evidence-based principles and instructional practices for teaching reading at the elementary level. Topics reviewed include reading terminology, the components of reading, reading theories and application of evidence-based instruction and assessment practices. (0.5 course credit)

EDU-305 Methods of Elementary Science (WE)

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

EDU-310 Methods of Secondary Business Education (WE)

Prepares students for student teaching placement in a secondary business classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. Students will be exposed to strategies for teaching high school general business courses, including accounting, marketing, and economics. This course includes a 60-hour field experience.

Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair.

EDU-311 Methods of Secondary Language Arts (WE)

Prepares students for student teaching in a secondary language arts classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, and learner assessment. Students also experience working with texts such as YA literature, podcasts, novels, poetry, drama, etc. The course includes a 60-hour field experience. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair.

EDU-312 Methods of Secondary Social Studies (WE)

Prepares students for student teaching in a secondary social studies classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 60-hour field experience. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair. (Offered Fall Term)

EDU-313 Methods of Secondary Mathematics (WE)

Prepares students for student teaching in a secondary mathematics classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 60-hour field experience. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair.

EDU-320 Methods of Secondary Science (WE)

Prepares students for student teaching in a secondary science classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 60-hour field experience. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair. (Offered Fall Term)

EDU-321 Methods of World Language K–12 (WE)

Prepares students for student teaching in a world language classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 60-hour field experience. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair.

EDU-335 Methods of Elementary Mathematics (WE)

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

EDU-345 Methods of Elementary Language Arts (WE)

Examines strategies for teaching the interrelated aspects of reading, writing, listening, speaking, spelling, and creative drama as they apply to the functional language of elementary school children. Assessing student literacy competence and planning for instruction are explored. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair. Concurrent registration in Methods of Elementary Reading (EDU-355). (Offered Spring Term)

EDU-355 Methods of Elementary Reading (WE)

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

EDU-365 Methods of Elementary Social Studies (WE)

Examines the content and teaching strategies that collectively form the scope and sequence of elementary school social studies. Geography and ecological anthropology provide a framework for integrating social science disciplines with other subject matter fields, such as children's literature and science. Social issues are investigated on three levels:

in relation to self, one's immediate environment, and the global ecosystem. Prerequisite: Practicum in Education (WE) (EDU-215) or consent of Education department chair. (Offered Fall Term)

EDU-395 Diagnostic Reading and Tutorial (WE)

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

EDU-444 Independent Study

Extensively studies selected problems in the teaching of elementary and secondary school subjects under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of Education department chair.

EDU-454 Research Participation

Provides students engagement in educational research. Students should consult members of the department to determine projected programs. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of Education department chair.

EDU-494 Internship in Education

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

—ENGLISH

Carr (Chair-Fall), Ferguson, Hausknecht, LeMay, Shaw (Chair-Spring), Sodeman.

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

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

English Major

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

1. ENG-111 Introduction to Literary Studies: The Art of Reading and Writing (WE)
2. ENG-281 Literatures in English to 1800 (WE)
3. ENG-291 Literatures in English after 1800 (WE)
4. ENG-301 The Art of Literary Research (WE)
5. Three English courses numbered 305 or above, one of which must be in British literature before 1800. COM-377 Language, Power, and Social Change (WE) can count for this requirement.
6. Two credits from the following options:
 - a. additional English courses
 - b. one Creative Writing course
 - c. one 1.0 credit Spanish literature in translation (SPA-148)
 - d. 1.0 ECC credit
 - e. COM-267 Environmental Communication (WE)
 - f. COM-377 Language, Power, and Social Change (WE)
7. ENG-464 Seminar in Literature (WE) or ENG-467 Seminar in Literature: United States Pluralism (WE)

English Minor

1. ENG-111 Introduction to Literary Studies: The Art of Reading and Writing (WE)
2. Two English courses numbered 300 or above
3. Two credits from the following options
 - a. additional English courses
 - b. one course in Creative Writing
 - c. Spanish literature in translation (SPA-148)
 - d. 1.0 ECC credit
 - e. COM-267 Environmental Communication (WE)
 - f. COM-377 Language, Power, and Social Change (WE)

COURSES IN LITERATURE

ENG-105 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-107 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-108 Exploring Literature: Diverse Western Perspectives

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

ENG-110 Ancient Mythology

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

ENG-111 Introduction to Literary Studies: The Art of Reading and Writing (WE)

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

ENG-112 Environmental Humanities

Introduces fundamental issues, questions, and methods relating to humans and our environment. This course explores how human cultures may participate in the response to environmental challenges through an analysis of various literary works and other forms of cultural production.

ENG-115 The Classical Tradition

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

ENG-117 Asian American Literature (WE)

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

ENG-127 Social Justice and Literature (WE)

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

ENG-137 African American Literature (WE)

Cross-listed with AAM-137

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

ENG-146 Introduction to Postcolonial Literature (WE)

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

ENG-157 Latinx/Chicanx Literature (WE)

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

ENG-175 Contemporary Literature

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

ENG-206 Gender and Literature: Non-Western Perspectives (WE)

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

ENG-207 Gender and Literature: United States Pluralism (WE)

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

ENG-208 Gender and Literature: Diverse Western Perspectives (WE)

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-281 Literatures in English to 1800 (WE)

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 (WE)

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 (WE)

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-111).

ENG-312 Studies in Environmental Humanities (WE)

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

ENG-327 Literature of the American Renaissance (WE)

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-111) or consent of instructor.

ENG-337 American Realism and Naturalism (WE)

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-111) or consent of instructor.

ENG-328 Dante's Divine Comedy (WE)

Cross-listed with REL-328

Explores the vision of the afterlife as imagined by the Florentine poet Dante Alighieri (1265-1320) in his great epic The Divine Comedy. Examines historical, literary, theological, and philosophical issues as our guide takes us through

realms of the damned (Hell), the penitent (Purgatory) and the blessed (Heaven). Seminar consists of close reading and discussion. Prerequisites: Introduction to Literary Studies: The Art of Reading and Writing (ENG-111) or one course in REL, or consent of instructor.

ENG-347 Studies in Modern or Contemporary American Literature (WE)

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-111) or consent of instructor.

ENG-357 Studies in Latinx/Chicanx Literature (WE)

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

ENG-367 Studies in African American Literature (WE)

Cross-listed with AAM-367

Course focuses on specific literary genres or time periods and functions as an intermediate course between the introductory African American Literature (AAM/ENG-137) and the advanced English seminar, particularly Seminar in Literature: United States Pluralism (ENG-467). 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-111) or consent of instructor.

ENG-375 Studies in European Literature (WE)

Study of selected works in English or translation by major European writers. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-111) or consent of instructor.

ENG-378 Studies in Transatlantic Literature (WE)

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-111) or consent of instructor.

ENG-380 The Age of Chaucer (WE)

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-111) or consent of instructor.

ENG-382 Shakespeare: Comedies and Romances (WE)

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-111) or consent of instructor.

ENG-383 Shakespeare: Tragedies and Histories (WE)

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-111) or consent of instructor.

ENG-384 British Renaissance Literature (WE)

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-111) or consent of instructor.

ENG-385 Restoration and Eighteenth-Century British Literature (WE)

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-111) or consent of instructor.

ENG-388 Romantic Literature (WE)

Study of a range of literary works from 1780 to 1830, with emphasis on writings by Blake, Coleridge, Radcliffe, Robinson, Smith, Wollstonecraft, Wordsworth, Austen, Byron, Hemans, 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-111) or consent of instructor.

ENG-390 Victorian Literature (WE)

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-111) or consent of instructor.

ENG-392 The Nineteenth-Century British Novel (WE)

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-111) or consent of instructor.

ENG-393 Studies in Modern or Contemporary British Literature (WE)

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-111) or consent of instructor.

ENG-394 Directed Learning in English (WE)

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.

ADVANCED STUDY IN ENGLISH

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

ENG-454 Honors Research (WE)

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

ENG-464 Seminar in Literature (WE)

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 (WE) (ENG-301), and an English course numbered 305 or above.

ENG-467 Seminar in Literature: United States Pluralism (WE)

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 (WE) (ENG-301), and an English course numbered 305 or above.

—ENGLISH, CREATIVE WRITING, AND COMMUNICATION STUDIES (COURSES ONLY)

Carr (Chair-Fall), Ferguson, Harmsen, Hausknecht, LeMay, Opayemi, Shaw (Chair-Spring), Sodeman.

COURSES IN ENGLISH, CREATIVE WRITING, AND COMMUNICATION STUDIES

ECC-100 English, Creative Writing, and Communication Studies: Inspirations and Aspirations

Allows students to identify and share the values, priorities, and motivations that draw them to a major in English, Creative Writing, or Communication Studies; and demonstrates how knowledge and skills honed within the classroom can be the foundation of different rewarding careers. This course is appropriate for both declared and exploratory majors. It includes values and strengths articulation, informational interviews, guest speakers, and a final collaborative presentation project. It welcomes any student interested in learning how studies in ENG, CRW, and COM can inspire and support a wide range of future paths. The 0.5 course credit does not count toward the ENG, CRW, or COM majors or minors. (0.5 course credit)

ECC-112 Introduction to Writing Center Theory & Practice (WE)

Introduces foundations of writing center theory and pedagogy. Designed for Writing Center consultants who are concurrently beginning work at the writing center. Instruction takes place in weekly group meetings and individual conferences. Offered fall semesters only. (0.3 course credit)

ECC-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.

ECC-312 Writing Center Theory & Practice (WE)

Explores current topics in writing center research. Students plan and complete a project informed by research and share with writing center peers. Offered fall and spring terms. May be taken more than once for credit for a maximum of 0.9 credits. Prerequisite: Introduction to Writing Center Theory & Practice (WE) (ECC-112) (0.3 course credit)

ECC-325 Community-Based Projects: Applied and Public Humanities

Engages students in supervised work on service projects sponsored by external constituencies such as non-profit institutions and community agencies. Students learn how their knowledge and skills gained in ENG, CRW, COM, and other arts and humanities coursework can sustain prolonged engagement in a community setting, providing service and benefits to community and project sponsors and creating connections for future creative and professional growth. A commitment of 70 hours over a single term. The 0.5 course credit does not count toward the ENG, CRW, or COM majors or minors. P/NP basis only. No prerequisites. (0.5 course credit)

ECC-345 Writing Process (WE)

Focuses on established and emergent theories about writing and writers' processes from the disciplines of writing studies. Students will apply select theory and/or research in a self-study of their writing while undertaking a modest independent writing project of their own design, to be included with the self-study and other documents in a portfolio of polished work.

ECC-494 Internship in English, Creative Writing, and Communication Studies

Explores a career area related to English, Creative Writing, or Communication Studies. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. P/NP basis only. A maximum of one credit may count toward a major or minor in English, Creative Writing, or Communication Studies. Prerequisites: junior standing and consent of department chair.

—ENVIRONMENTAL SCIENCE (COLLATERAL MAJOR)

Leonardo (Administrative Coordinators).

Collateral Major in Environmental Science

A major in environmental science requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of a primary major in biology or chemistry is required.

1. One of the following combinations:

Biology majors:

MTH-135 Calculus I

BIO-445/-445L Environmental Microbiology and Lab.

or

Chemistry majors:

MTH-145 Calculus II

PHY-185/-185L General Physics I & Laboratory

PHY-195/-195L General Physics II & Laboratory

BIO-445/-445L Environmental Microbiology and Lab.

2. BIO-295/-295L Spatial Ecology and Laboratory (WE)
3. CHM-211/-211L Analytical Chemistry and Laboratory (WE)
4. CHM-221 Organic Chemistry I

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-325/-325L Microbiology (WE) and Laboratory

BIO-385/-385L Behavior and Ecology of Vertebrates

BIO-425/-425L Ecology and Laboratory (WE)

CHM-411 Advanced Analytical Chemistry

CHM-444 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

COM-267 Environmental Rhetoric (WE)

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)

Ellis (Administrative Coordinator).

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

In the sophomore or junior year, a student intending to complete an environmental studies collateral submits a proposal to the Environmental Studies administrative coordinator, outlining the plan of study for the major and describing plans for independent research, internship, or off-campus study. Students seeking this collateral major should submit this document prior to enrollment in EVS-484 Topics in Environmental Studies.

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

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

Collateral Major in Environmental Studies

A major in environmental studies requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of any of the majors for a B.A. degree listed on p. 22 of the Catalog is required.

1. BIO-105 Introduction to Environmental Studies
2. BIO-155/-155L Organismal and Ecological Biology and Laboratory (WE)

3. ECO-175 Principles of Macroeconomics
4. ECO-195 Principles of Environmental Economics
5. EVS-112 Environmental Law and Policy
6. One of the following:
 - BUS-190 Statistical Analysis (WE)
 - BUS-340 Applied Regression Analysis
 - PSY-300 Statistical Methods and Data Analysis
 - SOC-235 Methods of Sociological Research (WE)
 - 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 Mathematical Probability
7. EVS-484 Topics in Environmental Studies
8. Four courses to be chosen as indicated from the three lists below. Courses with a substantial focus on environmental content and relevant to a student's particular course of study may be substituted to fulfill this category, subject to prior approval by the Environmental Studies administrative coordinator.
 - a. One or more of the following Natural Science courses:
 - BIO-165 Introduction to Ornithology
 - BIO-175 Field Botany
 - BIO-185 Entomology
 - BIO-285 Animal Behavior (**NOTE: Taught at the Wilderness Field Station**)
 - BIO-295/-295L Spatial Ecology and Laboratory (WE)
 - CHM-103/-103L Selected Concepts in Chemistry **or** CHM-121/-121L General Chemistry I and Laboratory
 - b. One or more of the following Social Science courses:
 - BUS-170 Business Sustainability and the Environment
 - ECO-155 The Economics and Ethics of Alternative Energies
 - ECO-215 Principles of Microeconomics
 - EVS-112 Environmental Law and Policy (if not used to satisfy #5)
 - EVS-137 Environmental Law: The Wilderness Act and the Battle for the Boundary Waters
 - POL-115 American National Government and Politics
 - POL-210 Environmental Politics (WE)
 - c. One or more of the following **Humanities** courses:
 - CRW-135 Writer's Colony (WE) (when topic is appropriate to major)
 - COM-267 Environmental Rhetoric (WE)
 - CRW-345 Writing Wilderness (WE)

COURSES IN ENVIRONMENTAL STUDIES (COLLATERAL MAJOR)

BUS-170 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.

ECO-195 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-175).

EVS-112 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.

EVS-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)

EVS-484 Topics in Environmental Studies

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

—GENDER AND SEXUALITY STUDIES (MINOR ONLY)

Janca (Administrative Coordinator).

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

Gender and Sexuality Studies Minor

A minimum cumulative 2.0 GPA is required for courses counting for credit towards a minor in Gender and Sexuality Studies.

1. GS-107 Introduction to Gender and Sexuality Studies (WE)
2. Four courses from the lists below, with at least three core courses. Other courses not listed below may count as electives when topics are appropriate with the consent of the academic coordinator.
3. Completion of an exit survey regarding courses, learning, and applicability, which includes a short essay.

CORE COURSES

ARH-107 Gender and Art

COM-137 Interpersonal Communication (WE)

COM-257 Sex, Race, and Gender in the Media (WE)

COM-323 Relational Communication: Theory and Application (WE)

COM-377 Language, Power, and Social Change (WE)

ENG-206 Gender and Literature: Non-western Perspectives (WE)

ENG-207 Gender and Literature: United States Pluralism (WE)

ENG-208 Gender and Literature: Diverse Western Perspectives (WE)

GS-127 Dress, Gender, and Identity OR THE-288 History of Dress (WE)

GS-247 Gender and Sexuality Studies Symposium

GS-327 Theory and Methods in Gender and Sexuality Studies (WE)

GS-387 Topics in Gender and Sexuality Studies (WE)

HIS-297 Women in America (WE)

NUR/PSY-137 Human Sexuality

POL-277 Women and Politics in the United States (WE)

PSY-208 Gender Psychology

SOC-207 Sociology of the Family

SOC-227 Sociology of Sex & Sexuality

SPA-418 Gender and Sexuality in the Hispanic World (WE)

COMPONENT COURSES

ANT-116 Cultural Anthropology

COM-236 Intercultural Communication (WE)

EDU-187 Human Relations (WE)

ENG-127 Social Justice and Literature (WE) (when applicable, by consent of coordinator)

MTH-105 Math for Social Justice

PSY-215 Multicultural Psychology

COURSES IN GENDER AND SEXUALITY STUDIES

GS-107 Introduction to Gender and Sexuality Studies (WE)

Examines the ways in which gender and sexuality are constructed, performed, and intersect with race, class, ability, nationality, ethnicity, and age in historical and contemporary contexts, particularly with regard to issues of power, privilege, oppression, and marginalization. As a required core course for all Gender and Sexuality Studies minors, its goal is to offer students the necessary critical conceptual and theoretical basis for further inquiry and analysis in core and elective courses. Attendance at community partner guest speaker events is required.

GS-127 Dress, Gender, and Identity

Explores the issues of personal adornment and dress related to the projection of gender and identity. Examples from contemporary cultures around the globe are analyzed and compared following a variety of themes. Those themes include: revealing and concealing gender and/or identity, dress codes as social markers, body image and gender, and group identity through dress and adornment.

GS-247 Gender and Sexuality Studies Symposium

Focuses on specific questions and issues with an emphasis on multiple voices and perspectives, grounded in critical theory and methods. The course may include films, guest speakers, participation in a service-learning or oral history project, and field trips. Specific topics vary from year to year. May be taken more than once, provided the topics are substantially different. Prerequisite: Introduction to Gender and Sexuality Studies (WE) (GS-107) or consent of instructor.

GS-327 Theory and Methods in Gender and Sexuality Studies (WE)

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 (WE) (GS-107) and completion of one elective that counts toward a Gender and Sexuality Studies minor. Can be completed as an independent study with consent of administrative coordinator.

GS-387 Topics in Gender and Sexuality Studies (WE)

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. May be done as an independent study and/or community-based project with consent of the administrative coordinator. Prerequisite: Introduction to Gender and Sexuality Studies (WE) (GS-107) or consent of instructor.

—GREEK (COURSES ONLY)

COURSES IN GREEK

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.

GRK-115 Basic Greek

An intensive examination and analysis of Greek grammar and syntax. Selected readings from works of the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: no prior instruction in Greek or up to two terms of secondary school Greek and consent of instructor.

GRK-125 Selected Readings in Ancient Greek

Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from authors selected from the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: Basic Greek (GRK-115) or two or more terms of secondary school Greek and consent of instructor.

GRK-284/-384 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. May be taken

more than once for credit, provided the topics are substantially different. Prerequisite: Selected Readings in Ancient Greek (GRK-125) or four or more terms of secondary school Greek and consent of instructor.

—HEALTH AND SOCIETY STUDIES (MINOR ONLY)

Guthrie, LeMay (Administrative Coordinators).

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

Health and Society Studies Minor

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

Required Courses

1. PHL-200 Biomedical Ethics (WE)
2. SOC-107 Introductory Sociology
3. One of the following Biology courses:
 - a. BIO-103 Anatomy and Physiology, or
 - b. BIO-120 Biology, Health & Society, or
 - c. BIO-155 Organismal and Ecological Biology
4. Three elective courses from the list below, only (1) one of which may be a 100-level course.

ANT-116 Cultural Anthropology

CLA-155 Latin/Greek Origins of Medical Terminology

COM-137 Interpersonal Communication

COM-236 Intercultural Communication

COM-332 Health Communication

KIN-115 Fundamentals in Exercise and Nutrition

KIN-125 Public & Consumer Health

KIN-155 Substance Abuse

PHL-128 Morality and Moral Controversies

ECO-247 Health Economics

PHY-321 Health Physics

PSY-205 Developmental Psychology

PSY-235 Abnormal Psychology

PSY-325 Health Psychology

PSY-350 Drugs and Behavior

SOC-257 Sociology of Health & Medicine

SPA-339 Spanish for Healthcare

HSS-494 Health Professions Externship

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

COURSES IN HEALTH AND SOCIETY STUDIES

HSS-100 Exploration in Health & Society

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

HSS-300 Learning Strategies for the Health Professions

Explores and reviews interdisciplinary topics that are essential for progressing to and succeeding in the health professions. Particular emphasis is put on the ability to integrate knowledge and analytical skills from across the natural sciences, social sciences and humanities in order to address questions and topics that are pertinent to preparation for entering various health fields. P/NP basis only. Prerequisites: junior standing or consent of instructor. (0.2 course credit)

HSS-494 Health Professions Externship

Offers an intense exploration in the fields of human or animal healthcare, allied health, or auxiliary fields within the healthcare system. Students are placed at local sites and/or in nearby communities with one or more professionals in fields related to the student's interests. A minimum of 140 hours on-site experience is required. P/NP basis only. Prerequisites: junior or senior standing, submission of application in Fall term, and consent of instructor. (Offered May Experiential Term only)

—HISTORY

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

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

History Major

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

1. Four courses in one of these two combinations:

HIS-115 History of Europe to 1500

HIS-125 History of Europe Since 1500

HIS-145 History of 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 History of Europe to 1500 **or** HIS-125 History of Europe Since 1500

One additional European History course

2. HIS-205 The Historian's Craft (WE)

3. One of the following:

HIS-136 East Asian Civilization

HIS-216 History of Modern Korea

HIS-246 History of Modern China (WE)

HIS-256 History of Modern Japan (WE)

4. One of the following:

HIS-465 Seminar in Ancient History (WE)

HIS-466 Seminar in Modern East Asian History (WE)

HIS-472 Seminar in American History I (WE)

HIS-473 Seminar in American History II (WE)

HIS-474 Seminar in Modern European History (WE)

5. Three additional history courses

History Minor

One of the following combinations:

HIS-115 History of Europe to 1500

HIS-125 History of Europe Since 1500

One course in United States history

One course in Asian history

Two additional history courses approved by the department

or

HIS-145 History of 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 BY CONTENT AREA

ASIAN HISTORY

HIS-136 East Asian Civilization

HIS-216 History of Modern Korea (WE)

HIS-246 History of Modern China (WE)

HIS-256 History of Modern Japan (WE)

HIS-316 Topics in History: Non-Western Perspectives (WE)

EUROPEAN HISTORY

HIS-115 History of Europe to 1500

HIS-125 History of Europe Since 1500

HIS-238 Modern France (WE)

HIS-248 The French Revolution (WE)

HIS-272 History of Medieval Europe (WE)

HIS-275 Ancient Greek History (WE)

HIS-285 History of Ancient Rome (WE)

HIS-288 Renaissance and Reformation (WE)

HIS-292 History of Modern England (WE)

HIS-318 Topics in History: Diverse Western Perspectives (WE)

HIS-355 19th-Century Europe (WE)

HIS-365 20th-Century Europe (WE)

HIS-372 Early Modern Europe (WE)

U.S. HISTORY

HIS-145 History of the United States to 1865

HIS-155 History of the United States Since 1865

HIS-217 The American War in Vietnam (WE)

HIS-227 The American Civil War (WE)

HIS-257 Native American History (WE)

HIS-297 Women in America (WE)

HIS-317 Topics in History: United States Pluralism (WE)

HIS-325 Recent American History I (WE)

HIS-335 Recent American History II (WE)

HIS-347 African American History (WE)

HIS-387 American Colonial History (WE)

HIS-395 United States Diplomatic History (WE)

METHODS AND RESEARCH

HIS-205 The Historian's Craft (WE)

HIS-465 Seminar in Ancient History (WE)

HIS-466 Seminar in Modern East Asian History (WE)

HIS-472 Seminar in American History I (WE)

HIS-473 Seminar in American History II (WE)

HIS-474 Seminar in Modern European History (WE)

OTHER HISTORY COURSES

HIS-208 The First World War (WE)

HIS-218 The Second World War (WE)

HIS-268 Latin America (WE)

HIS-276 The "Discovery" of America: Clash of Cultures and Alterities (WE)

HIS-278 History of the Holocaust (WE)

HIS-286 Modern Middle East (WE)

HIS-300 Public History (WE)

HIS-306 Revolution, Social Struggle, and Testimonio in Latin America 20th Century (WE)

HIS-308 Legacies of the Cold War in Argentina, Peru, Colombia, and Chile (WE)

HIS-328 Sport and Spectacle in Ancient Greece and Rome (WE)

HIS-444 Independent Study (WE)

HIS-494 Internship in History

COURSES IN HISTORY

HIS-115 History of Europe to 1500

The development of Western civilization from the earliest times to 1500, with primary emphasis on the culture and thought of the Ancient, Medieval, and Renaissance eras.

HIS-125 History of Europe Since 1500

The development of Western civilization from 1500 to modern times, with emphasis on the cultural and intellectual development of the West and such topics as the Reformation, the Enlightenment, the Industrial Revolution, Imperialism, and the rise of Totalitarianism.

HIS-136 East Asian Civilization

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

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-205 The Historian's Craft (WE)

Introduction to the nature and craft of history. Emphases include use of sources, historiography, philosophy of history, and various forms of historical writing. The capstone assignment is a research paper. Prerequisite: sophomore standing.

HIS-208 The First World War (WE)

Introduces students to the global history of the First World War and the start of the interwar period. The class focuses on the political, cultural, and social effects of the war through a study of historical documents, period literature, and film. Through class discussion, short compositions, response papers, and digital humanities work students will: critically analyze historical documents; identify and evaluate the significance of key actors, events, and ideas of the First World War; and synthesize evidence from to produce effective written and oral arguments.

HIS-216 History of Modern Korea (WE)

Introduces students to modern Korean history by examining Korea's transition from a politically isolated rural state to, in the South, an industrialized country electing its own government and, in the North, a totalitarian state capable of producing nuclear weapons. Students will examine historical documents, literature and film and use class discussion and formal papers to analyze key events such as: Korea's colonization under Japan; the Korean War; South Korea's economic and democratic "miracles;" North Korean communism and nuclear brinksmanship; and South Korea's emergence as a major producer of exported entertainment like K-Pop and K-Drama.

HIS-217 The American War in Vietnam (WE)

Examines the American war in Vietnam from its earliest roots to its latest ramifications and from multiple perspectives. Emphases include the French Indochina War, American policy debate, the sources of American policy, Vietnamese perspectives, and the war in fiction and film.

HIS-218 The Second World War (WE)

Introduces students to the global history of the Second World War, beginning with the interwar period and moving into the start of the Cold War. The course will focus on both the European and Pacific battle and home fronts,

including the Holocaust, through a study of historical documents, period literature, and film. Through class discussion, short compositions, response papers, and digital humanities work students will: critically analyze historical documents; identify and evaluate the significance of key actors, events, and ideas of the Second World War; and synthesize evidence from to produce effective written and oral arguments.

HIS-227 The American Civil War (WE)

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-238 Modern France (WE)

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

HIS-246 History of Modern China (WE)

A history of modern China since 1700. Chinese states and society from the height of Qing culture, through the impact of the West and Japan, the rise of Chinese Republicanism and Marxism, the Liberation of 1949, the Great Leap Forward, the death of Mao Zedong, and rule of Deng Xiaoping, up to the present day.

HIS-248 The French Revolution (WE)

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

HIS-256 History of Modern Japan (WE)

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-257 Native American History (WE)

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-268 Latin America (WE)

Survey of the social, political, economic, and cultural factors of Latin America from the colonial era to the present, with an emphasis on how these factors influence present day Latin America.

HIS-272 History of Medieval Europe (WE)

A survey of Medieval Europe focusing on the intellectual, cultural, religious, artistic, and literary achievements of the High Middle Ages from roughly 1000 C.E. to 1300 C.E.

HIS-275 Ancient Greek History (WE)

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.E.

HIS-276 The "Discovery" of America: Clash of Cultures and Alterities (WE)

Focuses on the biggest empires in the Americas (Maya, Aztec, and Inca) and the process of conquest and colonization after Christopher Columbus' arrival. The students will read accounts written during the 15th–17th centuries and consider how to critically engage them. The class aims to reflect not only on the stories of the conquistadores, but also on those of the conquered people through historical accounts that attempt to give a voice to the voiceless, analyze the challenges of facing a completely unknown culture, and the ethical implications of imposing your values and traditions on others. By the end of the class, the student will be able to provide an overview of the Spanish Conquest, its history, and controversies. Students also will develop skills to analyze primary and secondary sources and write small response papers as well as a small essay that demonstrates an understanding of the time period and the ability to support an argument.

HIS-278 History of the Holocaust (WE)

Introduces students to the examination of the causes, experiences, and legacy of the Holocaust, studying viewpoints of victims, perpetrators, and bystanders. Students will study historical documents and literature as well as audiovisual sources in course discussions and written work as they cover social, cultural, and political history from pre-war

Germany through World War II, and evaluate memory of the Holocaust in the time period since 1945. Through written work and course discussions, students will: identify and evaluate the significance of key actors, events, and ideas connected to the Holocaust; analyze primary and secondary sources; synthesize evidence to produce cogent written and oral arguments; and critically examine understanding of the Holocaust.

HIS-285 History of Ancient Rome (WE)

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.E and C.E.

HIS-286 Modern Middle East (WE)

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-288 Renaissance and Reformation (WE)

The European experience from the waning of the Middle Ages through the period of the religious wars, with the emphasis on art, the rise of nation states, overseas expansionism, the scientific revolution, and the Protestant and Catholic Reformations.

HIS-292 History of Modern England (WE)

A survey of the major constitutional, political, and social developments in England from The Glorious Revolution to the present. Particular attention is paid to the growth of Empire, the Industrial Revolution, the rise of labor, and the effects of The Great War and World War II.

HIS-297 Women in America (WE)

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-300 Public History (WE)

Introduces students to the methods and practices of public history. Public history refers to the many ways history is utilized and applied outside traditional academic research and college classroom settings. Through readings, discussions, site visits, guest speakers, and writing assignments, students will learn about the many ways history is applied, interpreted, and used by museums, historical sites, non-historians, and other publics. They will be introduced to career opportunities in public history and will engage with the cultural and historical resources of Cedar Rapids. Students will analyze primary and secondary sources, refine written and verbal communication skills, and demonstrate an understanding of and ability to use historical research techniques. The course culminates in the production of a hands-on, research-based, collaborative class history project (e.g., exhibit, website, historical markers, etc.) that will serve a public beyond the classroom.

HIS-306 Revolution, Social Struggle, and Testimonio in Latin America 20th Century (WE)

Introduces students to the testimonial literature in Latin America, a genre capable of allowing the oppressed to bring forward their perceptions, world view, and experience of a specific historical moment. This class includes narratives from Guatemala, Nicaragua, El Salvador, México, and Bolivia, among others. It will also include a theoretical segment that will reflect on the advantages and shortcomings of this genre. At the end of the class, students understand and describe major social problems during specific time frames in the 20th century of the nations studied, articulate the characteristics of this genre, and use a testimonio to gain an insight into a sociohistorical event. Through written assignments and discussions students will analyze the experience of marginalized communities in relation to specific institutional policies. The course ends with a testimonio project where students explore the genre using personal experience, family history, or by interviewing an acquaintance that can offer a special insight regarding a social problem.

HIS-308 Legacies of the Cold War in Argentina, Peru, Colombia, and Chile (WE)

Is an interdisciplinary class centered on the relation between the Cold War and the internal violence that several South American nations lived through during the second half of the 20th century. The influence of anti-imperialist ideas throughout Latin America, the development of the guerrilla movement and its revolutions, and the militarized counter-revolution served as the political basis for moments of crisis that each nation endured: The National Reorganization Process in Argentina (1976–1982), the Civil War in Peru (1980–2000), the Military Dictatorship in Chile (1973–1990), and the long-term war in Colombia (1948–present). The classwork with historical and anthropological accounts, testimonios, art, film, and theory to give a more diverse image of experiences and

implications of these events for different sectors of the communities. At the end of the course, the student will understand major Latin American historical trends in relation to the Cold War, as well as the specificities of the conflict in each one of these nations. They also will be able to analyze one of the factors that play a role in the development of these crises through a small research project that is developed by written assignments.

HIS-316 Topics in History: Non-Western Perspectives (WE)

An intensive study of a selected topic (or topics) in history related to non-Western cultures through lectures or group discussion or directed learning or research and writing. (Offered on an occasional basis)

HIS-317 Topics in History: United States Pluralism (WE)

An intensive study of a selected topic (or topics) in history related to United States Pluralism through lectures or group discussion or directed learning or research and writing. (Offered on an occasional basis)

HIS-318 Topics in History: Diverse Western Perspectives (WE)

An intensive study of a selected topic (or topics) in history related to Diverse Western Perspectives through lectures or group discussion or directed learning or research and writing. (Offered on an occasional basis)

HIS-325 Recent American History I (WE)

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-1960s move to the political right. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-328 Sport and Spectacle in Ancient Greece and Rome (WE)

Introduces students to the many forms of public entertainment in ancient Greek and Roman society. These include theater, dramatic festivals, athletic competitions, the origin of the Olympics, gladiatorial combats, chariot racing, as well as processions and sacrifices. In this course, students will demonstrate a recognition of key themes and concepts in the literature, art, and archaeological evidence of the ancient Mediterranean; deconstruct the role of competition and performance in the Classical world; articulate the influence of the ancient Greeks and Romans on modern society; and critically assess the value of ancient texts and other bodies of evidence through written assignments.

HIS-335 Recent American History II (WE)

An examination of American foreign relations from the 1890s to the present, including the World Wars, the Cold War, and the post-9/11 world. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-347 African American History (WE)

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

HIS-355 19th-Century Europe (WE)

The evolution of Europe from the French Revolution to World War I, with an emphasis on such topics as Liberalism, the Industrial Revolution, Nationalism, Marxian Socialism, Imperialism, and Great Power diplomacy.

HIS-365 20th-Century Europe (WE)

A historical survey of modern Europe from 1900 to the present. Emphases are on World War I, the Russian Revolution, the rise of Fascism, Hitler, Nazi Germany, Stalin and Soviet Communism, World War II and the Cold War, as well as the emergence of the European Community (EC) and the collapse of Communism and the Soviet Union.

HIS-372 Early Modern Europe (WE)

The history of Europe from 1603–1815 with emphasis on the English Revolutions, the age of Absolute Monarchy, the Enlightenment, the decline of the *Ancient Regime*, the French Revolution, the Napoleonic era, and concluding with the Congress of Vienna.

HIS-387 American Colonial History (WE)

The history of the American colonies from their founding through the American Revolution, focusing on the diverse perspectives of people varying in religion, ethnicity, and gender, as well as economic and political backgrounds.

HIS-395 United States Diplomatic History (WE)

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-444 Independent Study (WE)

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

HIS-465 Seminar in Ancient History (WE)

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

HIS-466 Seminar in Modern East Asian History (WE)

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.

HIS-472 Seminar in American History I (WE)

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 (WE) (HIS-205) and junior standing.

HIS-473 Seminar in American History II (WE)

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 (WE) (HIS-205) and junior standing.

HIS-474 Seminar in Modern European History (WE)

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 (WE) (HIS-205) and junior standing.

HIS-494 Internship in History

Part-time work experience for one term in a history-related field supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. P/NP 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.

—INTERDISCIPLINARY SCIENCE

Singleton (Administrative Coordinator).

The interdisciplinary science major provides a broad background in the Natural Sciences. The major is suitable for students interested in pre-professional programs such as medicine, dentistry, and engineering, or careers in the health sciences, neuroscience, data analysis, teaching, writing, and other areas that could be augmented with study in the natural sciences. Students interested in pursuing the Interdisciplinary Science major should contact the program coordinator.

Interdisciplinary Science Major

A major in interdisciplinary science requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Students earning a major in the Natural Sciences are not eligible for the Interdisciplinary Science major.

A major in interdisciplinary science requires a minimum of eleven course credits from the natural science areas of biology, chemistry, mathematics, and physics. At least five of these course credits must be above the introductory level and

1. Five course credits in one of the four natural science areas
2. Four course credits in a second natural science field
3. Two course credits in a third natural science field
4. Satisfactory completion of assessment requirement

—INTERDISCIPLINARY STUDIES

The interdisciplinary major is a rigorous academic program in which the individual student assumes primary responsibility for designing their 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 learning 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.

COURSES IN INTERDISCIPLINARY STUDIES

INT-394 Interdisciplinary Directed Learning

Investigates an interdisciplinary topic, not covered by existing course offerings, selected by the student and directed by a faculty instructor to fit the student's particular interests and interdisciplinary educational needs. Students attend regular meetings and turn in assignments as requested by the instructor. Registration only after the instructor has approved a written proposal for the project. May be taken more than once for credit, provided the topics are substantially different. May be used as registration for integrative senior project of the interdisciplinary major.

Prerequisites: Consent of instructor and approval by the Academic Policies Committee.

INT-444 Interdisciplinary Independent Study

Independent study and/or research in a specific interdisciplinary area chosen by the student, under the direction of a topically relevant faculty member, whose consent is required prior to the term of registration. May be used as registration for the integrative senior project of the interdisciplinary major. Prerequisites: Consent of instructor and approval by the Academic Policies Committee.

INT-494 Interdisciplinary Internship

Supervised work or volunteer experience related to the student's career interests. A minimum of 140 hours on-site or remote work experience is required. Authorization and evaluation of the course credit for the internship is determined by the department through which the student is completing the internship. P/NP basis only. Prerequisites: consent of the Internship Faculty Advisor.

—INTERNATIONAL ECONOMICS

Students majoring in economics have two options: the **ECONOMICS** major (see p. 879) 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-175 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. ECO-315 Intermediate Macroeconomics
4. ECO-336 Divergent Economic Growth
5. ECO-345 Intermediate Microeconomics
6. ECO-375 Econometrics (WE)
7. ECO-436 Economic Development
8. ECO-446 International Economics
9. One additional Economics course numbered 200 or higher
10. Two courses in world language numbered 115 or above
11. One of the following:
 - A semester abroad
 - A May Experiential 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-175 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. One additional Economics course numbered 200 or higher

—INTERNATIONAL STUDIES

Janca (Administrative Coordinator).

International Studies Major

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

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 (WE)
4. ECO-175 Macroeconomics
5. Two world language courses, numbered 125 or above in Spanish or French, 115 or above in another language.
6. A term-long study abroad experience, subject to prior approval by the International Studies program committee.
7. IS-464 International Studies Colloquium

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

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
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 course selected in consultation with the International Studies administrative coordinator (priority given to upper-level POL- courses)
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.
 - ASC-186 Modern South Asia
 - ENG-146 Introduction to Postcolonial Literature (WE)
 - HIS-246 History of Modern China (WE)
 - HIS-268 Latin America (WE)
 - HIS-286 Modern Middle East (WE)
 - HIS-316 Topics in History: Non-Western Perspectives (WE)
 - IS-316 Topics in International Studies: Non-Western Perspectives (when appropriate)
 - POL-266 Latin American Politics (WE)
 - POL-276 African Politics (WE)
 - POL-286 Asian Politics (WE)

International Studies Major — International Relations track

International Relations combines theoretical approaches to and empirical knowledge of state and non-state actors, power, and international structures.

1. Seven international studies core courses)
2. POL-108 Introduction to Politics
3. POL-310 International Organizations (WE)
4. Three courses to be chosen as indicated from the two lists below. No more than two of these three courses can be completed in the Political Science department.
 - a. One of the following:
 - ASC-186 Modern South Asia
 - HIS-216 History of Modern Korea

HIS-217 The American War in Vietnam (WE)

HIS-246 History of Modern China (WE)

HIS-256 History of Modern Japan (WE)

HIS-268 Latin America (WE)

POL-266 Latin American Politics (WE)

POL-276 African Politics (WE)

POL-286 Asian Politics (WE)

POL-298 European Politics (WE)

b. Two of the following:

ECO-446 International Economics

HIS-286 Modern Middle East (WE)

HIS-335 Recent American History II (WE)

HIS-395 U.S. Diplomatic History (WE)

IS-315, IS-316 Topics in International Studies (when appropriate)

POL-305 Terrorism (WE)

POL-365 American Foreign Policy (WE)

International Studies Major — Contemporary European Studies

The Contemporary European Studies track emphasizes the study of cultural commonalities and differences in Europe since the mid-19th century.

Contemporary European Studies

1. Seven international studies core courses
2. HIS-365 20th-Century Europe (WE)
3. POL-298 European Politics (WE)
4. Three of the following, two of which must be numbered 300 or above. At least two academic disciplines must be represented.

ARH-248 Baroque, Rococo, & Neoclassicism

ARH-307 Modern and Contemporary Art (WE)

ENG-393 Studies in Modern or Contemporary British Literature (WE)

HIS-238 Modern France (WE)

HIS-278 History of the Holocaust (WE)

HIS-292 History of Modern England (WE)

IS-315 Topics in International Studies (when appropriate)

REL-138 Modern Judaism (WE)

REL-148 Islam (WE)

REL-178 Christianity

THE-238 History and Theatre and Drama II (WE)

A 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 Experiential Term only)

IS-199 May Experiential Term in the Francophone World

Explores the history, culture, and arts in a site within the francophone world. Sites and topics vary by term. May count toward a major or minor if completed in French. Prerequisite: consent of instructor. (Offered May Experiential 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-464 International Studies Colloquium

Synthesizes learning from major courses with a blend of cross-disciplinary readings, career exploration, and an independently designed community-based project. 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. P/NP 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-115 Elementary Japanese I

Beginning Japanese phonology, structure, and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji.

JPN-125 Elementary Japanese II

Continuing study of Japanese phonology, structure and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji. Prerequisite: Elementary Japanese I (JPN-115) or consent of instructor.

JPN-215 Intermediate Japanese I

Reading and discussion of selected Japanese texts, with continued work on grammatical structures. Increased emphasis on kanji. Prerequisite: Elementary Japanese II (JPN-125) 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

Chandler, Kirkpatrick, Libby (Chair), Rydze.

The kinesiology department's program enables students to earn a major in Kinesiology with a concentration in physical education for teacher certification, fitness development-strength & conditioning, fitness development-health & wellness, or Pre-Athletic Training. In Addition, students may complete coursework to fulfill the state of Iowa Board of Educational Examiners requirements for a coaching endorsement, coaching authorization, and a teacher health certification endorsement.

Kinesiology Major

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

Kinesiology Major — Pre-Athletic Training

1. BIO-155 Organismal and Ecological Biology
2. BIO-215/215L Human Anatomy & Laboratory
3. BIO-225 Human Physiology
4. KIN-105 Foundations of Physical Movement
5. KIN-115 Fundamentals of Exercise and Nutrition
6. KIN-275 Prevention and Care of Athletic Injuries & Laboratory
7. KIN-365 Measurements/Evaluation and Prescription in Kinesiology
8. KIN-442 Physiology of Exercise
9. KIN-495 Kinesiology

All of the following courses in the Pre-Athletic Training Group

- KIN-110 Emergency Life Skills (0.5 credit)
- KIN-310 Athletic Injury Evaluation
- KIN-410 Athletic Injury Treatment & Rehabilitation

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

Kinesiology Major — Fitness Development

1. BIO-155 Organismal and Ecological Biology
2. One of the following:
 - BIO-103/103L Anatomy and Physiology and Lab
 - BIO-215 Human Anatomy **and** BIO-225 Human Physiology
3. KIN-105 Foundations of Physical Movement
4. KIN-115 Fundamentals of Exercise and Nutrition
5. KIN-275 Prevention and Care of Athletic Injuries & Laboratory
6. KIN-365 Measurements/Evaluation and Prescription in Kinesiology
7. KIN-440 Organization and Administration of Physical Education, Health, and Athletics (WE)
8. KIN-442 Physiology of Exercise
9. KIN-495 Kinesiology
10. All of the following courses in the **Strength and Conditioning Group**:
 - KIN-103 or KIN-104 Advanced Weight Training
 - KIN-103 or KIN-104 Movement Training
 - KIN-185 Group Exercise
 - KIN-385 Methods of Teaching Strength Training and Conditioning
 - KIN-405 Program Design

or

- All of the following courses in the **Health and Wellness Group**:
- KIN-125 Public and Consumer Health
 - KIN-135 Concepts of Individual Wellness
 - KIN-155 Substance Abuse

Kinesiology Major — Physical Education

Secondary Education Emphasis in Physical Education

1. BIO-155 Organismal and Ecological Biology
2. One of the following:

- BIO-103/103L Anatomy and Physiology & Laboratory
- BIO-215 Human Anatomy **and** BIO-225 Human Physiology
- 3. KIN-105 Foundations of Physical Movement
- 4. KIN-165 Master Activity Class for Teachers
- 5. KIN-225 Motor Learning
- 6. KIN-275 Prevention and Care of Athletic Injuries & Laboratory
- 7. KIN-347 Adapted Physical Education
- 8. KIN-365 Measurement Evaluation and Prescription in Kinesiology
- 9. KIN-415 Methods of Teaching Secondary School Physical Education and Health
- 10. KIN-440 Organization and Administration of Physical Education, Health, and Athletics
- 11. KIN-442 Physiology of Exercise
- 12. KIN-495 Kinesiology

Elementary Education Emphasis in Physical Education

- 1. BIO-155 Organismal and Ecological Biology
- 2. One of the following:
 - BIO-103 Anatomy and Physiology
 - BIO-215 Human Anatomy and BIO-225 Human Physiology
- 3. KIN-105 Foundations of Physical Movement
- 4. KIN-165 Master Activity Class for Teachers
- 5. KIN-225 Motor Learning
- 6. KIN-275 Prevention and Care of Athletic Injuries and Laboratory
- 7. KIN-347 Adapted Physical Education
- 8. KIN-315 Methods of Elementary School Physical Education and Health
- 9. KIN-440 Organization and Administration of Physical Education, Health, and Athletics
- 10. KIN-442 Physiology of Exercise

For additional educational requirements, K-12 Licensure, see p. 113; for Secondary Licensure, see p. 114.

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

- 1. Teaching certification in an academic area
- 2. KIN-110 Emergency Life Skills
- 3. KIN-201 Fundamentals of Coaching
- 4. KIN-275 Prevention and Care of Athletic Injuries & Laboratory

The Coaching Endorsement (#55, K-12) may be granted to any student with teacher certification completing a major in kinesiology and by taking Emergency Life Skills (KIN-110) and either Theory of Coaching (KIN-205) OR Fundamentals of Coaching (KIN 201).

State of Iowa Coaching Authorization

- 1. KIN-110 Emergency Life Skills
- 2. KIN-201 Fundamentals of Coaching
- 3. KIN-275 Prevention and Care of Athletic Injuries & Laboratory

State of Iowa Health Certification Endorsement

- 1. KIN-115 Fundamentals in Exercise and Nutrition
- 2. KIN-125 Public and Consumer Health
- 3. KIN-135 Concepts of Individual Wellness
- 4. KIN-155 Substance Abuse
- 5. KIN-275 Prevention and Care of Athletic Injuries & Laboratory
- 6. One of the following:
 - GS-107 Introduction to Gender and Sexuality Studies
 - KIN-202 Family Life Education
 - SOC-207 Sociology of the Family

COURSES IN KINESIOLOGY

KIN-100/-102/-103/-104 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)

KIN-105 Foundations of Physical Movement

The foundations, historical development, professional qualification, and opportunities in the field of physical education. Movement education theory is studied as it applies to all grade levels along with the study of growth, maturation, physical activity and performance in young adolescents.

KIN-110 Emergency Life Skills

Incorporates the latest principles of emergency care in order to become effective initial responders. Broader discussion will focus on the efficacy of Good Samaritan laws, while at the same time addressing current changes to society as it relates to these laws. In addition, this course will prepare students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies. Students will gain both the competency and proficiencies associated with learning how to respond to breathing and cardiac emergencies. Successful students will receive a certificate for Adult First Aid/CPR/AED. (0.5 credit)

KIN-111 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)

KIN-112 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)

KIN-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 over nutrition are included to provide students with concepts for an enhanced lifestyle.

KIN-125 Public and Consumer Health

Philosophy and practice of public and community health, including economic, sociological, and legal justification. Examination of health care products, services and consumer protection vehicles in today's marketplace. Information and guidelines enable individuals to select health care products and services intelligently.

KIN-135 Concepts of Individual Wellness

Examination of personal health and positive lifestyle through the enhancement of physical, social, and mental/emotional wellness.

KIN-155 Substance Abuse

Effects of drugs on the body, problems and risks of drug abuse, and drug education programs are examined.

KIN-165 Master Activity Class for Teachers

Covers all phases of the teaching methodology. This class assesses the skill acquisition of the learner. Students model instructional procedure. After introduction of the activity or skill, students pre-test, teach, and assess each other in the activity or skill. Activities and skills include the following: Soccer/ Football/Volleyball, Basketball/ Softball/Track and Field, Racquet Activities, Strength Conditioning/Fitness, Cycling/Bowling/ Archery, Dance/Rhythms, and Aquatic Activities.

KIN-185 Group Exercise

Explores the up-to-date, ever-changing, group aerobic activities available in the 21st century. Students discover the advantages and disadvantages, background, physical benefits, and techniques of performing a variety of group aerobic activities. Prerequisite: Foundations of Physical Movement (KIN-105). (0.5 course credit)

KIN-201 Fundamentals of Coaching

Addresses the structure and function of the human body in relation to physical activity, theory and techniques of coaching interscholastic athletics. Topics include professional ethics and legal aspects of coaching as well as the study of human growth and development of children.

KIN-202 Family Life Education

Examines family life and human relationships through the practice of equipping and empowering family members to develop knowledge and skills that enhance well-being. The course will examine human sexuality from a biological, psychological, and social perspective. Topics not limited to reproduction, development, communication and expression will be examined across the lifespan. Perspectives include diversity, variations from the majority, and the influence of gender, race, class, religion, sexual orientation, abilities, age, and culture on sexuality and sexual expression. Topics will also include the understanding of families by using the application of family theory and current research in order to understand family dynamics.

KIN-205 Theory of Coaching

Sports treated from the standpoint of theory and practice. Topics vary from term to term and include, but are not limited to, football, basketball, baseball and softball, wrestling, track, swimming, and volleyball. May be taken more than once for credit, provided the topics are substantially different. (0.5 course credit)

KIN-215 Psychology of Coaching

An introduction to the area of sport psychology, which focuses on the underlying psychological and psychophysiological factors that influence performance in sports and physical activity. The following topics are emphasized: motivation, positive mental attitude (goal setting, self-talk, mental imagery), anxiety/stress, self-confidence, concentration, communication skills, sportsmanship, and psychological preparation for competition.

KIN-225 Motor Learning

Designed to acquaint students with research findings, empirical evidence, and theoretical constructs regarding the learning and teaching of motor skills. Emphasis placed upon the state of the learner, the learning process, and the conditions for learning. Prerequisite: sophomore standing.

KIN-275 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.

KIN-310 Athletic Injury Evaluation

Introduces students to the procedures used in the examination of injuries involving both the upper and lower extremity. This course will develop a student's systematic ability to identify, evaluate, and monitor commonly experienced orthopedic injuries in athletics. Investigation into surface palpation, goniometry, manual muscle, and special testing will be developed. Prerequisite: Prevention and Care of Athletic Injuries & Laboratory (KIN-275).

KIN-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 (WE) (EDU-215) or consent of department chair.

KIN-347 Adapted Physical Education (WE)

A program of activities adapted for individuals with physical disabilities. Development of a rehabilitative exercise program for correction of physical handicaps or deviations.

KIN-365 Measurement/Evaluation and Prescription in Kinesiology

Study of various methods of measurement and evaluation of motor skills and motor performance in physical activity. Construction of skills tests, proper testing procedures, and basic statistics used in evaluating the results covered. Assessment of physical fitness components followed by prescribed activity to improve those components is studied.

KIN-385 Methods 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-103), and junior standing.

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

KIN-405 Program Design

A theory-based course that discusses different strength and conditioning techniques used to program workouts for students, athletes, and members of the community. The course examines physiological factors, such as volume, intensity, rest, frequency, duration, and the acute and chronic effects of exercise. Students design and evaluate their own strength and conditioning programs based on the needs of the individual. Prerequisite: Methods of Teaching Strength Training and Conditioning (KIN-385).

KIN-410 Athletic Injury Treatment & Rehabilitation

Introduces various forms of individualized exercise and rehabilitation programs used in an athletic injury setting. Didactic and laboratory components provide the background and practical application of the principles and techniques related to the rehabilitation of injuries. Students will be able to identify signs and symptoms of the healing process, describe the indications and contraindications of treatment, and instruct patients on proper technique and execution of rehabilitation exercises. Surgical and non-surgical orthopedic injury rehabilitation protocols discussed with a special emphasis given to progressions back to sport. Prerequisite: Prevention and Care of Athletic Injuries & Laboratory (KIN-275) & Kinesiology (KIN-495).

KIN-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 (WE) (EDU-215) or consent of department chair.

KIN-440 Organization and Administration of Physical Education, Health, and Athletics (WE)

Objectives, principles, and methods of organization and administration of physical education, health education, recreation, and athletics in elementary and secondary schools, as well as colleges. Prerequisite: sophomore standing.

KIN-442 Physiology of Exercise

The study and evaluation of the effects of exercise upon the biological control systems of the human body. Topics include bioenergetics, exercise metabolism, endocrine function during and cardiopulmonary response to exercise, neuromuscular function, acid-base regulation, temperature regulation, and the effect of endurance training on various organ systems. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-103).

KIN-444 Independent Study

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

KIN-494 Internship in Kinesiology, Health, and Recreation

Investigation of kinesiology, health, or recreation through voluntary field placement supervised by a faculty member of the department. Not available to prospective teachers in physical education. A minimum of 140 hours on-site experience is required. P/NP basis only. One credit may be counted toward a major in physical education. Prerequisites: declared major in kinesiology or interdisciplinary major and consent of department chair.

KIN-495 Kinesiology

Application of the principles of structure and mechanics involved in human movement. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-103).

—LATIN (COURSES ONLY)

COURSES IN LATIN

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.

LTN-115 Basic Latin

An intensive examination and analysis of Latin grammar and syntax. Selected readings from the great literary works of the Republic and Empire. A combination of lecture, drill work, and discussion. Prerequisite: no prior instruction in Latin or fewer than two terms of secondary school Latin and consent of instructor.

LTN-125 Selected Readings in Latin

Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from selected authors. Combination of lecture, drill work, and class discussion. Prerequisite: Basic Latin (LTN-115) or two or more terms of secondary school Latin and consent of instructor.

LTN-284/-384 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 (LTN-125) or four or more terms of secondary school Latin and consent of instructor.

—MATHEMATICAL SCIENCES

Cross, Hughes, Miller, Saha, Stobb, White (Chair).

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

Mathematics Major

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

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-165 Computational Linear Algebra
4. MTH-215 Foundations of Advanced Mathematics (WE)
5. MTH-255 Calculus III
6. CS-125 Introduction to Programming
7. One Algebra course:
MTH-365 Abstract Linear Algebra
MTH-385 Modern Algebra I
8. One Analysis course:
MTH-415 Real Analysis I
MTH-445 Complex Analysis (WE)
9. Three of the following:
STA-315 Mathematical Probability
STA-325 Mathematical Statistics
MTH-305 Advanced Geometry (WE)
MTH-325 Differential Equations (WE)
MTH-365 Abstract Linear Algebra (if not used to satisfy #7)
MTH-385 Modern Algebra I (if not used to satisfy #7)
MTH-395 Modern Algebra II
MTH-415 Real Analysis I (if not used to satisfy #8)

- MTH-425 Real Analysis II
- MTH-444 Independent Study
- MTH-445 Complex Analysis (WE) (if not used to satisfy #8)
- MTH-455 Mathematical Modeling (WE)
- MTH-463 Set Theory and Topology
- MTH-484 Special Topics (WE)

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

Students choosing a minor in Mathematics may not select a minor in Applied Mathematics.

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-165 Computational Linear Algebra
4. MTH-215 Foundations of Advanced Mathematics (WE)
5. Two of the following:
 - STA-315 Mathematical Probability
 - STA-325 Mathematical Statistics
 - MTH-255 Calculus III
 - MTH-305 Advanced Geometry (WE)
 - MTH-325 Differential Equations (WE)
 - MTH-365 Abstract Linear Algebra
 - MTH-385 Modern Algebra I
 - MTH-395 Modern Algebra II
 - MTH-415 Real Analysis I
 - MTH-425 Real Analysis II
 - MTH-444 Independent Study
 - MTH-445 Complex Analysis (WE)
 - MTH-455 Mathematical Modeling (WE)
 - MTH-463 Set Theory and Topology
 - MTH-484 Special Topics (WE)

Applied Mathematics Minor

Students choosing a minor in Applied Mathematics may not select a minor in Mathematics.

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-165 Computational Linear Algebra
4. CS-125 Introduction to Programming
5. Two of the following:
 - STA-315 Mathematical Probability
 - STA-325 Mathematical Statistics
 - MTH-255 Calculus III
 - MTH-325 Differential Equations (WE)
 - MTH-444 Independent Study
 - MTH-445 Complex Analysis (WE)
 - MTH-455 Mathematical Modeling (WE)
 - MTH-484 Special Topics (WE) (when the topic is appropriate to minor)
 - ECO-375 Econometrics

COURSES IN MATHEMATICS

MTH-105 Math for Social Justice

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, network science, finance, data, statistics, probability, fairness, apportionment, voting theory, and social choice. This course is appropriate for a varied audience. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences. Prerequisite: Some ability in arithmetic, geometry, and elementary algebra.

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-155 Calculus for Engineers

Introduces fundamental concepts of calculus including limits, derivatives, fundamental theorem of calculus, integration and power series, with a focus on solving engineering problems, including those involving kinematics, mechanics, optimization, moments, work, statics.

MTH-165 Computational Linear Algebra

Explores elementary concepts in linear algebra with applications using a computational approach. Topics include matrix computations, Gaussian elimination, determinants, vector spaces, subspaces, bases and dimension, inner product spaces, orthogonality, least squares, linear transformations, eigenvalues and eigenvectors, and matrix factorizations.

MTH-215 Foundations of Advanced Mathematics (WE)

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 Computational Linear Algebra (MTH-165) 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-305 Advanced Geometry (WE)

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 (WE) (MTH-215), or consent of instructor.

MTH-325 Differential Equations (WE)

The theory, solution, techniques, and applications of elementary types of ordinary differential equations. Prerequisite: Calculus II (MTH-145) or consent of instructor.

MTH-365 Abstract Linear Algebra

A proof-based study of concepts of abstract vector spaces, including matrix algebra, subspaces, bases and dimension, inner product spaces, linear transformations, eigenvalues and eigenvectors, and matrix factorizations. Prerequisites: Computational Linear Algebra (MTH-165) and Foundations of Advanced Math (WE) (MTH-215), 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: Computational Linear Algebra (MTH-165) and Foundations of Advanced Math (MTH-215), 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 (WE) (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-444 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 supervising instructor. (Offered by arrangement)

MTH-445 Complex Analysis (WE)

An introduction to the theory, techniques, and applications of functions of a complex variable. Topics include elementary and analytic functions, limits, differentiation, integration, series, mappings, and applications. Prerequisite: Calculus III (MTH-255) or consent of instructor.

MTH-454 Research in Mathematics

Individual or group investigation with a mathematics faculty member on a research topic of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course is offered on a P/NP basis and does not satisfy any of the requirements for a major or minor in mathematics. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisites: Foundations of Advanced Mathematics (WE) (MTH-215) and consent of supervising instructor. (0.0–1.0 credit; Occasional course, offered by arrangement)

MTH-455 Mathematical Modeling (WE)

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: Introduction to Programming (CS-125) and Calculus II (MTH-145)

MTH-463 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 (WE) (MTH-215), or consent of instructor.

MTH-484 Special Topics (WE)

An opportunity to study current and topical material unavailable through the regular catalog offerings. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (WE) (MTH-215), or consent of instructor.

MTH-494 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. P/NP basis only. This course does not satisfy any of the requirements for a major or minor in mathematics. Prerequisites: junior standing and consent of supervising instructor. (Offered by arrangement)

—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

A major in molecular biology requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of a primary major in biology is required. 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/-345L 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-325/-325L Microbiology (WE) and Laboratory
BIO-415/-415L Developmental Biology and Laboratory
BIO-435/-435L Cell Physiology and Laboratory
BIO-455/-455L Molecular Neurobiology and Laboratory

Strongly recommended:

One of the following sequences:

- PHY-165/-165L Basic Physics I and PHY-175/175L Basic Physics II
- PHY-185/-185L General Physics I and PHY-195/-195L General Physics II

—MUSEUM STUDIES (MINOR ONLY)

Rogers (Administrative Coordinator).

The Museum Studies minor is designed to educate and train students in the basic tenets of museum-related work that is applicable to traditional museums of all kinds (art, cultural, thematic, science, etc.), archaeological sites, auction and appraisal houses, historic homes, historical societies, and commercial galleries.

If pursuing another major or minor in a related discipline (Art, Art History, Business, History, Public Relations), you can only double count two courses.

A Museum Studies minor may also complete an Art major or minor or Art History minor, but only two courses may count toward both the major and the minors.

Museum Studies Minor (MS)

1. MS-101 Introduction to Museum Studies
2. MS-105 History of Museums
3. MS-283 Arts Administration
4. One credit from the following:
 - a. MS-201 Curating a College Collection (0.5 credit)
 - b. MS-203 Collection Management and Registration (0.5 credit)
 - c. MS-205 Exhibition Planning and Museum Audiences (0.5 credit)
 - d. MS-215 Exhibition Installation and Lighting (0.5 credit)
 - e. ART-/MS-235 Arts Advocacy (0.5 credit)
 - f. MS-220 Marketing the Museums (advertising, PR, and donor relations) (0.5 credit)
 - g. MS-225 Archives: Care, Management, and Best Practices (0.5 credit)
 - h. MS-395 Topics in Museum Studies (0.5 or 1 credit)
5. One of the following:
 - a. AAM-107 Introduction to African American Studies
 - b. ANT-116 Cultural Anthropology
 - c. ANT-125 Art and Archaeology of the Classical World
 - d. Any 100-level ART course

- e. ARH-106 World Art
 - f. ARH-128 Introduction to Art History
 - g. ARH-307 Modern and Contemporary Art
 - h. BUS-125 Computers in Business
 - i. BUS-250 Principles of Management
 - j. BUS-285 Computer Applications-Advanced Topics
 - k. BUS-330 Principles of Marketing
 - l. BUS-460 Advertising
 - m. BUS-461 Marketing Decision-Making & Strategy
 - n. COM-151 Introduction to New Media Studies
 - o. COM-161 Visual Rhetoric
 - p. COM-231 Communication in Teams (WE)
 - q. COM-322 Professional Communication and Writing (WE)
 - r. COM-327 Organizational Communication (WE)
 - s. COM-377 Language, Power, and Social Change
 - t. DS-100 Introduction to Data Science
 - u. DS-230 Data-Centric Computing
 - v. Any HIS course
 - w. IS-116 Introduction to International Studies
 - x. PR-205 Public Relations
6. MS-494 Museum Studies Internship or ANT-208 Archaeological Field School

COURSES IN MUSEUM STUDIES

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

MS-101 Introduction to Museum Studies

Highlights the multi-faceted world of museum studies, as well as the numerous careers in museums (of various types), commercial galleries, historic homes and sites, auction houses, archives, and more. Features a series of guest lecturers who work with different entities in the Eastern Iowa area. These experts offer valuable insight to the numerous occupational choices—and their historical contexts—under the category of Museum Studies.

MS-105 History of Museums

Reviews the history of museums. Evidence shows that humans have been collecting objects for millennia, and there are many reasons why, ranging from functional to aesthetic to displaying power, wealth, knowledge, and prestige. The evolution of museums from private collections to public institutions is investigated in depth.

MS-201 Curating a College Collection

Implements the full experience of curatorial work. Students will research Coe's Permanent Art Collection in order to craft an exhibition. They will write exhibition proposals, didactic panels, wall labels, extended wall labels, and more.

Prerequisite: MS-101 Introduction to Museum Studies, MS-105 History of Museum Studies, or consent of instructor.

MS-203 Collection Management and Registration

Introduces the organizational practices of art/museum collections. This includes work with databases as well as the best practices for handling artworks and artifacts, for storage and maintenance, and for preservation of materials.

Prerequisite: MS-101 Introduction to Museum Studies, MS-105 History of Museum Studies, or consent of instructor.

MS-205 Exhibition Planning and Museum Audiences

Encourages students to design innovative and engaging exhibitions that enhance audience experiences. Using previously-curated exhibition plans, students map gallery installations using a variety of methods, such as traditional two-dimensional layouts, three dimensional models, and digital software. An additional attention is given to audience reception and the research surrounding memory and museum experiences. Prerequisites: two ART- courses (each 1.0 course credit), or MS-101 Introduction to Museum Studies, or MS-105 History of Museum Studies, or consent of instructor. (0.5 course credit)

MS-215 Exhibition Installation and Lighting

Challenges students to actually install an art exhibition. This includes in-depth instruction on mapping, measuring, and physically installing objects in a gallery setting. In addition to lighting design, students also learn various installation techniques for two- and three-dimensional artwork, video and time-based media, and full gallery installations. This is an essential course for anyone pursuing work as a museum preparator. Prerequisites: two ART- courses (each 1.0 course credit), or MS-101 Introduction to Museum Studies, or MS-105 History of Museum Studies, or consent of instructor. (0.5 course credit)

MS-220 Marketing the Museum

Directs students to analyze and implement best practices for museum advertising and public relations. Additionally, students must think about building donor and community relationships. This is an essential course for anyone pursuing work in museum marketing. Prerequisite: MS-101 Introduction to Museum Studies, MS-105 History of Museum Studies, or consent of instructor.

MS-225 Archives: Care, Management, and Best Practices

Features in-depth, hands-on training with archival material, in addition to a brief academic history of libraries and archives. Projects involve work with Coe's own George T. Henry College Archives or a local museum or historical institution. Prerequisite: MS-101 Introduction to Museum Studies, MS-105 History of Museum Studies, or consent of instructor.

MS-235 Arts Advocacy

Cross-listed with ART-235

Introduces students to arts advocacy, providing tools to cultivate, promote, sustain, and support the arts. Students will develop and implement arts advocacy programming. This course meets weekly for the full term. Prerequisites: two ART- courses (each 1.0 course credit), or MS-101 Introduction to Museum Studies, or MS-105 History of Museum Studies, or consent of instructor. (0.5 course credit)

MS-283 Arts Administration

Cross-listed with: MU-283 and THE-283

Implements the skills and guiding principles of managing arts-related organizations, in particular non-profits. Through collaborative efforts, students learn about project development and implementation, focusing on goal-setting initiatives, financial planning, marketing and advertising, viewership and participation, and audience awareness. Current issues and challenges facing nonprofit arts organizations will be addressed as well. Cross listed with MU-283 and THE-283.

MS-395 Topics in Museum Studies

Examines a topic or theme pertaining to the field of museum studies, such the economics of museums and public institutions, deaccessioning and repatriation, technology in the museum, and controversies facing museums today. Depending on the course material and intended assignments, the course can be taken for 0.5 credits or 1 credit. Prerequisite: MS-101 Introduction to Museum Studies, MS-105 History of Museum Studies, or consent of instructor.

MS-494 Museum Studies Internship

Focuses on an area of interest related to the Museum Studies minor. Requires placement within a museum or museum-related area that is approved by a faculty member associated with the minor. A minimum of 140 hours of on-site experience is required. P/NP basis only. Prerequisites: declared Museum Studies minor, junior standing, and consent of program director.

—MUSIC

Carson (Chair), Lovegood, Shanley.

Teaching Artists: Altfillisch, Bishop, Brumwell, Capistran, Farley, Flee, Hall, Harris, Haselhuhn, Marrs, Morton, Nagel, Nothnagle, Phelps, Reznicow, Rothrock, Terrell, Wissenberg, B. Wolgast, M. Wolgast

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

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

Music Major

Candidates for a major in music must successfully complete:

1. MU-101 Music Fundamentals I
2. MU-107 American Music (WE)
3. MU-166 Music of the World
4. MU-201 Music Fundamentals II
5. MU-384 Conducting I (WE)
6. 4.5 credits of MUA- lessons or ensembles
7. One additional credit in MU- coursework, numbered 300-level or above
8. Students seeking music education licensure must also complete the Secondary Education Minor as listed on page 112 (MU- courses may be used to satisfy #7).
9. The Senior Assessment Examination in the final term prior to graduation.

Jazz Emphasis

Students completing a music 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 6.3 course credits must be taken that do not count toward a major in music.

1. MU-117 Jazz: The Early Years **OR** MU-157 Introduction to Jazz History
2. MU-301 Music Fundamentals III
3. Seven terms of MUA-101 Jazz Band (0.3 cc)
4. Two terms of MUA-102K Piano: Arranging (0.3 cc)
5. Two terms of MUA-103K Piano: Jazz (0.3 cc)
6. AAM-107 Introduction to African American Studies

Music Industry Emphasis

Students completing a music degree may choose to supplement their music major with an Emphasis in Music Industry. Concurrent completion of a major in music is required. A minimum of 6.5 course credits must be taken in addition to those that count toward a major in music.

1. A minimum of 1 credit earned in
MUA-111C Music Production and Engineering (0.3 cc)
Or
MUA-222C Music Production and Engineering (0.6 cc)
2. MU-283 Arts Administration
3. One of the following:
COM-231 Communication in Teams (WE)
COM-322 Professional Communication and Writing (WE)
COM-327 Organizational Communication (WE)
PR-205 Public Relations (WE)
4. One of the following:
BUS-250 Principles of Management
BUS-330 Principles of Marketing (WE)
5. A music industry-related internship or independent study

Pre-Music Therapy Emphasis

Students completing a music degree may choose to supplement their music major with an Emphasis in Pre-Music Therapy. Concurrent completion of a major in music is required.

The Pre-Music Therapy Emphasis is designed to prepare students to apply to a Music Therapy certification program. It is not a free-standing major, and it does not include music therapy courses. Rather, the courses listed below are intended to better prepare music students for future study in Music Therapy at an academic program approved by the American Music Therapy Association. Students must complete all requirements for a Bachelor of Arts in Music, in addition to the courses listed below. These include 5 non-music course credits and 2 additional music course credits for a minimum total of 7 course credits that must be taken in addition to those that count toward a major in music.

Courses taken to satisfy requirements in the Bachelor of Arts in Music may NOT also be used to satisfy the requirements of the Pre-Music Therapy Emphasis below, but all courses MAY be used towards General Education requirements.

1. PSY-100 Introductory Psychology
2. BIO-103 Anatomy and Physiology
3. BIO-100 Human Biology
4. One of the following:
EDU-117 Exceptional Learners
EDU-187 Human Relations (WE)
EDU-195 Educational Psychology and Development
PSY-235 Abnormal Psychology
PSY-270 Learning and Behavior
5. One of the following:
THE-100 Introduction to Theatre
THE-150 Acting I
THE-160 Movement for the Stage
THE-170 Voice and Diction
THE-270 Musical Theatre Acting
6. Two credits (or more) from the following:
MU-301 Music Fundamentals III
Additional terms of ensemble participation, beyond those required for the Bachelor of Arts in Music:
Concert Band (0.3 each), Jazz Band (0.3 each), Concert Choir (0.3 each), Coe Sho Cho (0.3 each) or
Crimson Singers (0.3 each)
Additional terms of lessons, beyond those required for the music major

Strongly recommended:

- MU-108 Queerness in Music: A History
- MU-385 Conducting II (WE)
- Additional music performance courses (ensembles and lessons)
- Additional theatre, art, biology, business, education, psychology, sociology, and statistics courses
- Fulfill the academic practicum requirement with a music therapy-related internship

Music Minor

The minor in music consists of six course credits. At least four of these credits must be MU courses.

Departmental Notes

- Private music lessons are available for credit only. Coe students are charged by term according to the total registered lesson credit. 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.
- Students who register for 0.3 cc (100-level) lessons will receive 13 half-hour private lessons. Students who register

for 0.6 cc (200-level) will receive 13 one-hour private lessons.

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*, music production and engineering, and voice are available to all students who wish to study applied music.

*Prerequisite: proficiency in piano and consent of instructor.

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.

APPLIED BRASSES—LESSONS

MUA-101B Trumpet (0.3 cc)
MUA-202B Trumpet (0.6 cc)
MUA-111B F Horn (0.3 cc)
MUA-212B F Horn (0.6 cc)
MUA-121B Trombone (0.3 cc)
MUA-222B Trombone (0.6 cc)
MUA-131B Low Brass (0.3 cc)
MUA-232B Low Brass (0.6 cc)

APPLIED COMPOSITION AND PRODUCTION— LESSONS

MUA-101C Composition (0.3 cc)
MUA-111C Music Production and Engineering (0.3 cc)
MUA-202C Composition (0.6 cc)
MUA-222C Music Production and Engineering (0.6 cc)

APPLIED KEYBOARD—LESSONS

MUA-101K Piano (0.3 cc)
MUA-102K Piano Arranging Lessons
MUA-103K Piano: Jazz
MUA-202K Piano (0.6 cc)
MUA-304K Piano Accompanying (0.6 cc)
MUA-111K Organ (0.3 cc)
MUA-212K Organ (0.6 cc)
MUA-121K Harpsichord (0.3 cc)
MUA-222K Harpsichord (0.6 cc)

APPLIED PERCUSSION—LESSONS

MUA-101P Percussion (0.3 cc)
MUA-202P Percussion (0.6 cc)

APPLIED STRINGS—LESSONS

MUA-101S Violin (0.3 cc)
MUA-202S Violin (0.6 cc)
MUA-111S Viola (0.3 cc)
MUA-212S Viola (0.6 cc)
MUA-121S Cello (0.3 cc)
MUA-222S Cello (0.6 cc)
MUA-131S String Bass (0.3 cc)
MUA-232S String Bass (0.6 cc)
MUA-141S Harp (0.3 cc)
MUA-242S Harp (0.6 cc)
MUA-151S Guitar (0.3 cc)
MUA-252S Guitar (0.6 cc)

APPLIED VOICE—LESSONS

MUA-101V Voice (0.3 cc)
MUA-202V Voice (0.6 cc)
MUA-300A Alexander Technique (0.3 cc)

APPLIED WOODWINDS—LESSONS

MUA-101W Flute (0.3 cc)
MUA-202W Flute (0.6 cc)
MUA-111W Oboe (0.3 cc)
MUA-212W Oboe (0.6 cc)
MUA-121W Clarinet (0.3 cc)
MUA-222W Clarinet (0.6 cc)
MUA-131W Saxophone (0.3 cc)
MUA-232W Saxophone (0.6 cc)
MUA-141W Bassoon (0.3 cc)
MUA-242W Bassoon (0.6 cc)

COURSES IN MUSIC BY CATEGORY

ENSEMBLES

Ensembles are open, by audition, to all Coe students, as well as being required of all students pursuing a degree in music. Students are encouraged to participate in these ensembles as often as possible.

MUA-100 Concert Band
MUA-101 Jazz Band
MUA-104 Concert Choir

Coe College musicians seeking an orchestral experience are encouraged to participate in the Cedar Rapids Community Orchestra at Kirkwood Community College. Please contact the music office (319-399-8520) for more information about how to earn credit for your participation.

MUA-105 Crimson Singers
MUA-110 Coe Sho Cho
MUA-284 Applied Music: Special Topics

GENERAL SURVEY COURSES

MU-101 Music Fundamentals I
MU-107 American Music
MU-108 Queerness in Music: A History
MU-117 Jazz: The Early Years
MU-140 Film Music

MU-157 Introduction to Jazz History
MU-166 Music of the World
MU-201 Music Fundamentals II
MU-283 Arts Administration
MU-284 Topics in Music

THEORY COURSES

MU-101 Music Fundamentals I
MU-201 Music Fundamentals II

MU-301 Music Fundamentals III

CONDUCTING COURSES

MU-384 Conducting I (WE)

MU-385 Conducting II (WE)

HISTORY COURSES

MU-107 American Music
MU-108 Queerness in Music: A History
MU-117 Jazz: The Early Years

MU-140 Film Music
MU-157 Introduction to Jazz History
MU-166 Music of the World

MUSIC EDUCATION COURSES

MU-360 Elementary and General Music Methods
MU-361 Choral Music Methods

MU-363 Instrumental Music Methods

ADVANCED STUDY IN MUSIC

MUA-490 Senior Recital

MU-444 Independent Study

COURSES IN MUSIC

MU PREFIX

MU-101 Music Fundamentals I

Introduces the materials of music and an understanding of the musical system: melody, harmony, rhythm, notation, songwriting, arranging, aural skills, and technology.

MU-107 American Music (WE)

Examines the diversity of American music ranging from Rock 'n' Roll and Hip Hop to Classical, Jazz, Avant-Garde, and Musical Theatre. Societal influences on American music, including issues of race, gender, and religious prejudice, will be explored within a historical framework.

MU-108 Queerness in Music: A History

Examines queer musical artists throughout history; both those who lived authentic and queer lifestyles, and those who struggled with identity, challenged by society, and closeted at various times of their lives. The course will explore music ranging from classical to vaudeville, from early blues and Jazz Age to present day. Recordings, videos, and discussions will illuminate the historical context of modern-day drag, the stories behind songs, and the influence these songs had over time. Issues related to masculinity, femininity, gender fluidity, cross-dressing, homosexuality, love, race, religion will be addressed.

MU-117 Jazz: The Early Years

Combines an on-campus experience with visits to Memphis, New Orleans, and Nashville. The visit to New Orleans, the birthplace of jazz, introduces students to the early history of one of America's greatest contributions to the world of music. Seeing New Orleans in person helps students understand the geographical, political, and societal influences that shaped the early history of Jazz. Students also visit Beale Street in Memphis and the National Museum of African American Music in Nashville to develop an understanding of the music that preceded and followed New Orleans jazz. Listening to live music is emphasized. Offered May Experiential 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-166 Music of the World

Surveys the music of the world, ranging from Classical and Art Music to Traditional and Popular musics of other nationalities and cultures. Emphasis is on examining these musics in their social, cultural, and historical contexts.

MU-201 Music Fundamentals II

Studies materials of music and the musical system, building on the concepts developed in Music Fundamentals I: melody, harmony, rhythm, notation, songwriting, arranging, aural skills, and technology. Prerequisite: Music Fundamentals I or consent of instructor. Prerequisite: Music Fundamentals I or consent of instructor.

MU-283 Arts Administration

Cross-listed with MS-283 and THE-283

Implements the skills and guiding principles of managing arts-related organizations, in particular non-profits. Through collaborative efforts, students learn about project development and implementation, focusing on goal-setting initiatives, financial planning, marketing and advertising, viewership and participation, and audience awareness. Current issues and challenges facing nonprofit arts organizations will be addressed as well. Cross listed with MS-283 and THE-283.

MU-284 Topics in Music

Centers on a particular musical issue, problem, theory, or methodology. Topics vary, and they include, but are not limited to, Advanced Form and Analysis, Rock and Roll History, Music of the 1960s, 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-301 Music Fundamentals III

Continues the advanced study of the materials of music and the musical system: melody, harmony, rhythm, notation, songwriting, arranging, aural skills, and technology. Prerequisite: Music Fundamentals II or consent of instructor.

MU-360 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. Pre- or co-requisite: Practicum in Education (EDU-215) or consent of Music Department Chair.

MU-361 Choral Music Methods

Objectives, problems, and methods of teaching choral music in the schools. General survey of elementary and secondary choral music curricula and develops a functional knowledge of: organization and management; the changing voice; beginning, intermediate, and advanced choral techniques. Directed observation in elementary and secondary schools required. Prerequisite: Practicum in Education (EDU-215).

MU-363 Instrumental Music Methods

Objectives, problems, and methods of teaching instrumental music in the schools. General survey of elementary and secondary instrumental music curricula and develops a functional knowledge of: organization and management; concert band and orchestral techniques; jazz band techniques; marching band techniques; beginning, intermediate, and

advanced band and orchestral techniques. Directed observation in elementary and secondary schools required.

Prerequisite: Practicum in Education (EDU-215).

MU-384 Conducting I (WE)

Basic conducting techniques: reading, analysis, and interpretation of choral, band, and orchestral literature. Laboratory experience with college ensembles.

MU-385 Conducting II (WE)

Continuation of Conducting I. Prerequisite: Conducting I (MU-384).

MU-444 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.

MUA PREFIX

MUA-100 Concert Band

Open to all woodwind, brass, and percussion players. The ensemble offers students the opportunity to perform some of the great band repertoire of the 20th and 21st centuries, as well as carefully selected transcriptions of orchestral repertoire. A select Wind Ensemble within the Concert Band occasionally performs additional selections from the contemporary repertoire. The Concert Band tours on a regular basis. (0.3 course credit)

MUA-101 Jazz Band

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 Band tours on a regular basis and performs with three to five guest artists each year. (0.3 course credit)

MUA-104 Concert Choir

Performs a wide variety of repertoire covering many styles from the Renaissance through the 21st centuries, in a large, auditioned, mixed ensemble. The Concert Choir performs on and off campus, in both formal and informal concert settings and tours on a regular basis. (0.3 course credit)

MUA-105 Crimson Singers

Performs a wide variety of repertoire from the Renaissance through the 21st centuries in a small, auditioned, mixed singing ensemble. Students in the Crimson Singers are also encouraged to enroll in the Concert Choir. Crimson Singers performs on and off campus, in both formal and informal concert settings and tours on a regular basis. (0.3 course credit)

MUA-110 Coe Sho Cho

Provides an opportunity, through rehearsal and performance, to experience the combination of popular, musical theater, contemporary a cappella and jazz choral literature, as well as choreography, in a medium-sized mixed ensemble. Membership is determined by audition. While previous show choir experience is preferable, it is not required. Students in Coe Sho Cho are also encouraged to enroll in the Concert Choir. Coe Sho Cho performs on and off campus, in both formal and informal concert settings and tours on a regular basis. (0.3 course credit)

MUA-130V Musical Theatre Production Experience

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-284 Applied Music: Special Topics

Private study in Applied Music topics not offered in MUA course listings for music majors or other interested and qualified students. The course provides extended, yet tangible, instruction and/or research pertaining to the student's specific applied music specialty or related music interest area. Prerequisites: consent of instructor and department chair. (0.3 and 0.6 course credit)

MUA-490 Senior Recital

A full-length senior recital in composition or performance area. P/NP basis only. Prerequisite: consent of instructor.

Coe College musicians seeking an orchestral experience are encouraged to participate in the Cedar Rapids Community Orchestra at Kirkwood Community College. Please contact the music office (319-399-8520) for more information about how to earn credit for your participation.

—NEUROSCIENCE (COLLATERAL MAJOR)

Storer (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/-145L Cellular and Molecular Biology **and** Laboratory (WE)
2. BIO-155/-155L Organismal and Ecological Biology **and** Laboratory (WE)
3. BIO-375/-375L Integrated Human Physiology **and** Laboratory
4. CHM-121/-121L General Chemistry I and Laboratory
5. CHM-122/-122L General Chemistry II and Laboratory
6. PSY-100 Introductory Psychology
7. PSY-250 Biopsychology
8. PSY-350 Drugs and Behavior
9. PSY-450 Behavioral Neuroscience
10. Four courses chosen from the lists below. Unless explicitly listed, associated laboratories are recommended, but not required.
 - a. Biology
 - BIO-202 Topics in Evolution
 - BIO-215 Human Anatomy **or** BIO-315 Integrated Human Anatomy
 - BIO-235 Genetics
 - BIO-285/-285L Animal Behavior and Laboratory
 - BIO-345/-345L Techniques in Molecular Biology and Laboratory
 - BIO-415 Developmental Biology
 - BIO-435 Cell Physiology
 - BIO-455/-455L Molecular Neurobiology and Laboratory
 - b. Chemistry
 - CHM-211/-211L Analytical Chemistry and Laboratory (WE)
 - 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
 - c. Psychology
 - PSY-205 Developmental Psychology
 - PSY-235 Abnormal Psychology
 - PSY-270 Learning and Behavior
 - PSY-325/-325L Health Psychology (WE)
 - PSY-455 Directed Research Experience (when research topic is appropriate, as determined by the neuroscience administrative coordinator)
 - PSY-464 Seminar in Psychology (WE) (when seminar topic is appropriate, as determined by the neuroscience administrative coordinator)

—NURSING

Crockett, Crook-Lockwood, Guthrie (Chair), Mulford, Siems.

A description of policies unique to the nursing department is in the *Nursing Student Handbook*. Copies of the handbook 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. The baccalaureate degree program in nursing at Coe College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) and is approved by the Iowa Board of Nursing.

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 Student Handbook*. Transfer students will be considered and advised on an individual basis. Prior to admission to the nursing program, all students must earn a cumulative GPA of at least a 2.70. Additionally, students must possess a valid Licensed Practice Nurse (LPN) license or proof of valid Certified Nursing Assistant (CNA) certification or equivalent. 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. Students are required to complete a criminal background check prior to program entry. Students should self-disclose offenses, as applicable, prior to starting the nursing program and while enrolled in the program. Mandatory Clinical Information (MCI) must be submitted and approved prior to starting the nursing program; more information is available in the *Nursing Student Handbook*.

The nursing department Admission, Promotion, and Retention committee reviews applications and selects and admits candidates who are best qualified to meet the standards of the nursing profession. Admission to the BSN degree program is competitive. Standard and direct entry students are expected to maintain the eligibility requirements as outlined in the *Nursing Student Handbook*.

Nursing students have additional fees while enrolled in the nursing program. More information is available in the Comprehensive Fees list on the Coe website.

DEPARTMENTAL NOTES:

In order to successfully complete a course and be promoted to successive courses, students must

- Achieve a minimum grade of C (2.0) in all nursing courses; a grade of C- (1.7) or lower requires the student to repeat the course.
- Achieve a cumulative average of 72% on all exams in a given course.

Candidates for the **BACHELOR OF SCIENCE IN NURSING** degree must satisfactorily complete:

1. Coe College General Education requirements and 16 course credits prior to nursing program entry.
2. The following required supporting courses, with a grade of C or better:
 - Biology BIO-100 Human Biology **or** BIO-145 Cellular and Molecular Biology. Nursing students are not required to take the lab associated with either BIO-100 or BIO-145.
BIO-195/-195L Introduction to Microbiology and Laboratory
BIO-215/-215L Human Anatomy and Laboratory
BIO-225 Human Physiology
 - Chemistry CHM-111/-111L Introduction to Organic and Biological Chemistry and Laboratory
 - Psychology PSY-100 Introductory Psychology
 - Sociology SOC-107 Introductory Sociology
 - Statistics PSY-300 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.) Course

graded P/NP and students must receive a P to be considered for admission to the nursing program. This course may be waived for transfer students, late nursing major declaration, or early entry nursing admission.

4. NUR-200 Nursing Issues II (0.2 course credit) (Pre-nursing students must enroll each term of the sophomore year.) This course may be waived for transfer students. Course graded P/NP and students must receive a P to be considered for admission to the nursing program. This course may be waived for transfer students, late nursing major declaration, or early entry nursing admission.
5. The following required Nursing courses must be passed with a C or better:
 - NUR-300 Art and Science of Nursing
 - NUR-305 Information Literacy and Management (WE) (0.5 cc)
 - NUR-315/-315L/-315C Pathophysiology and Assessment
 - NUR-345 Mental Health Nursing
 - NUR-355/-355L/-355C Introductory Concepts in Nursing
 - NUR-360 Pharmacological Principles (0.5 cc)
 - NUR-375 Legal and Ethical Issues in Nursing (WE)
 - NUR-415/-415L/-415C Advanced Concepts in Nursing
 - NUR-425 Nursing Research (WE)
 - NUR-430 Community and Population Oriented Nursing
 - NUR-431 Maintaining Wellness in Aging and Chronicity
 - NUR-455/-455C Leadership and Contemporary Issues in Nursing (WE)
 - NUR-495 Maternal Newborn Nursing
6. Complete all required supporting courses and nursing courses with no one specific course repeated more than once and with no more than two different courses repeated due to earning less than a C. This rule applies to courses taken at Coe and other institutions. Actual grades from transferring courses are required to make an admittance determination.

The Nursing Department implements standardized assessment tests throughout the nursing program to assist in preparing students for the NCLEX-RN licensure exam. Additional details will be provided in the affected course syllabi.

Prior to graduation, students will complete a review course for the NCLEX-RN licensure exam arranged by nursing department faculty and will complete the Comprehensive ATI Predictor Exam. More information on this can be found within the Nursing Student Handbook.

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-137 Human Sexuality

Cross-listed with PSY-137

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

NUR-200 Nursing Issues II

An introduction to the nursing profession. The seminar provides an opportunity for pre-nursing students to explore the profession of nursing through discussions regarding the domains of nursing knowledge, nursing roles, and nursing skills. May be taken 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-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 Program; previous or concurrent registration in the following courses: Information Literacy and Management (WE) (NUR-305), Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C) and Pharmacological Principles (NUR-360).

NUR-305 Information Literacy and Management (WE)

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: admission into the Bachelor of Science Nursing Program; previous or concurrent registration in the following courses: Art and Science of Nursing (NUR-300), Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C) and Pharmacological Principles (NUR-360). (0.5 course credits)

NUR-315/-315L/-315C Pathophysiology and Assessment

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 and laboratory components provide opportunities to reinforce psychomotor skills and health assessment skills with diverse individuals across the lifespan as well as implementing safe, basic patient-centered care. **Lab and clinical are P/NP basis only.** Prerequisites: admission to the Bachelor of Science in Nursing Program; previous or concurrent registration in the following course: Art and Science of Nursing (NUR-300), Information Literacy and Management (WE) (NUR-305), Pharmacological Principles (NUR-360). (2.0 course credits)

NUR-345 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: admission into the Bachelor of Science Nursing Program; Art and Science of Nursing (NUR-300), Information Literacy and Management (WE) (NUR-305), Pharmacological Principles (NUR-360), and Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C).

NUR-355/-355L/-355C Introductory Concepts in Nursing

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 and laboratory components provide opportunities to reinforce psychomotor skills

and application of the nursing process in the delivery of safe, evidence-based, holistic care. **Lab and clinical are P/NP basis only.** Prerequisites: admission into the Bachelor of Science Nursing Program; Art and Science of Nursing (NUR-300); Information Literacy and Management (WE) (NUR-305); Pharmacological Principles (NUR-360), and Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C). (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: admission into the Bachelor of Science in Nursing Degree or consent of instructor Program; previous or concurrent registration in the following course: Art and Science of Nursing (NUR-300), Information Literacy & Management (WE) (NUR-305), and Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C). (0.5 course credits)

NUR-375 Legal and Ethical Issues in Nursing (WE)

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: admission into the Bachelor of Science Nursing Program; Art and Science of Nursing (NUR-300), Information Literacy and Management (WE) (NUR-305), Pharmacological Principles (NUR-360), and Pathophysiology and Assessment (NUR-315/NUR-315L/NUR-315C).

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-415/-415L/-415C Advanced Concepts in Nursing

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 and laboratory components provide opportunities to reinforce psychomotor skills and application of the nursing process in the delivery of safe, evidence-based, holistic, patient-centered care. **Lab and clinical are P/NP basis only.** Prerequisite: admission into the Bachelor of Science Nursing Program; Mental Health Nursing (NUR-345), Legal & Ethical Issues in Nursing (WE) (NUR-375), Pharmacological Principles (NUR-360), Introductory Concepts in Nursing/Clinical Application (NUR-355/-355L/-355C). (2.0 course credits)

NUR-425 Nursing Research (WE)

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: admission into the Bachelor of Science Nursing Program; Information Literacy and Management (NUR-305), Mental Health Nursing (NUR-345), Legal & Ethical Issues in Nursing (WE) (NUR-375), Introductory Concepts in Nursing (NUR-355/-355L/-355C).

NUR-430 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: Admission into the Bachelor of Science Nursing Program; Mental Health Nursing (NUR-345), Legal & Ethical Issues in Nursing (WE) (NUR-375), Introductory Concepts in Nursing (NUR-355/-355L/-355C).

NUR-431 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:** Admission into the Bachelor of Science Nursing Program; Advanced Concepts in Nursing (NUR-415/-415L/-415C), Community and Population Oriented Nursing (NUR-430), and Nursing Research (WE) (NUR-425).

NUR-444 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:** admission into the Bachelor of Science Nursing Program; consent of instructor.

NUR-455/-455C Leadership and Contemporary Issues in Nursing (WE)

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.

Clinical is P/NP basis only. **Prerequisite:** admission into the Bachelor of Science Nursing Program; Advanced Concepts in Nursing (NUR-415/-415L/-415C), Community and Population Oriented Nursing (NUR-430), and Nursing Research (WE) (NUR-425). (2.0 course credits)

NUR-494 Internship in Nursing

A clinical practicum on an inpatient health care unit supervised by a faculty member of the department and a professionally prepared R.N. preceptor. A minimum of 140 hours on-site experience is required. P/NP basis only. **Prerequisite:** Introductory Concepts in Nursing (NUR-355/-355L/-355C) and consent of department chair.

NUR-495 Maternal Newborn Nursing

Analyzes previously learned nursing knowledge and skills to provide safe, holistic patient-centered care for diverse individuals and families during normal and high-risk pregnancy, labor, delivery, and the postpartum-neonatal period of life. Includes concepts and issues in reproductive health of men and women using a developmental framework. Surgical, dietary, and pharmacological management are integrated. Clinical component includes patient simulation experiences. **Prerequisite:** admission into the Bachelor of Science Nursing Program; Advanced Concepts in Nursing (NUR-415/-415L/415C), and Nursing Research (WE) (NUR-425).

—PHILOSOPHY

Lemos (Chair).

The Philosophy and Religion Department offers courses designed for students to engage with human thought and practice through the study of important texts and historical evidence as well as recent and contemporary writings. Philosophy and Religion courses help students encounter the diversity of human ideas and religious practice in ways that are thoughtful, respectful, and accurate. Students will grow in their abilities to read texts, construct arguments from evidence, think critically, and communicate accurately and with nuance. Any student seeking a liberal education, whatever the major discipline, will profit from the departmental offerings.

Philosophy Major

A major in philosophy requires a minimum cumulative GPA of 2.0 in all courses counted towards the major.

1. PHL-105 Introduction to Philosophy (WE)
2. PHL-115 Logic
3. PHL-220 Ancient Greek Philosophy (WE)
4. PHL-300 Early Modern Philosophy (WE)
- 5-9. Five additional courses, two of which must be Philosophy courses at the 300-level or higher. With the approval of the Philosophy program faculty, two of these four may be courses taken outside of the Philosophy program.
10. PHL-490 Philosophy Colloquium (WE) (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

Five courses in Philosophy, two of which must be at the 200-level or higher and one of which must be at the 300-level or higher.

COURSES IN PHILOSOPHY

INTRODUCTORY COURSES

The introductory courses listed here are especially well suited for first-year students, as they presuppose no familiarity with college-level writing and reading expectations and there are no prerequisites for these courses.

The various courses numbered PHL-105 are different versions of the same course. They share some 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 (WE)

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 (WE)

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 (WE)

Central philosophical debates encountered through the examination of important classical and modern texts from the history of philosophy. Readings in the course focus on several major works from philosophers such as Plato, Descartes, Hume, Marx, and Sartre who discuss the meaning of life, belief in God, the mind-body problem, relativism of truth, and other important philosophical concerns. May not be taken more than once for credit.

PHL-105 Introduction to Philosophy: Science Fiction and Philosophy (WE)

Uses science fiction as a springboard for thinking about classic issues and problems in philosophy. Sci-fi classics such as *The Matrix*, *Blade Runner*, 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.

PHL-115 Logic

Introduces the discipline of logic on an elementary level. This course teaches skills that are essential to good critical reasoning—how to detect forms of arguments, how to test for validity, and how to construct valid arguments. This course focuses on both formal and informal logic.

PHL-128 Morality and Moral Controversies (WE)

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.

INTERMEDIATE COURSES

The intermediate courses listed here have no prerequisites. However, due to the nature of the readings and course expectations, these courses are more suitable for students in their second, third, or fourth year. In addition, especially competent first-year students and first-years who have already taken at least one other Philosophy course are also well suited for these intermediate courses.

PHL-200 Bio-medical Ethics (WE)

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-210 Topics in Philosophy (WE)

Examines 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 (WE)

Surveys 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-265 Political Philosophy (WE)

Investigates 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-285 Law, Morality, and Punishment (WE)

Addresses key issues in the philosophy of law. Topics may include issues of both distributive justice and retributive justice, the proper limits of state authority in restricting individual liberty, and civil disobedience. Questions addressed in the course may include: On what principled basis should wealth be distributed in society? On what basis is the punishment of persons justified and what forms should punishment take? Should we abolish institutions of punishment? On what principled basis should the state be allowed to infringe upon individual liberty? What constitutes civil disobedience to the laws and under what conditions is civil disobedience justified, if ever?

ADVANCED COURSES

In advanced courses more is expected of students with respect to their philosophical skills and background knowledge. Hence, these courses have prerequisites.

PHL-300 Early Modern Philosophy (WE)

Examines 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. Prerequisite: one course in philosophy or consent of instructor.

PHL-315 Advanced Topics in Philosophy (WE)

Examines 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 (WE)

Examines 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-355 Seminar in Metaphysics and Epistemology (WE)

Examines central topics in metaphysics and epistemology. Metaphysical topics addressed may include: the nature and existence of God, the nature of the self and personal identity, free will, etc. Epistemological topics addressed may include the analysis of knowledge, theories of justified belief, the philosophy of perception, etc. In this course emphasis is placed on the development of student research projects on central topics in metaphysics or epistemology. Prerequisite: two courses in philosophy or consent of instructor.

PHL-394 Directed Learning in Philosophy (WE)

Provides the opportunity for a student to design a course of study fitting 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-444 Independent Study in Philosophy (WE)

Allows for the independent study of 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-490 Philosophy Colloquium — Non-Credit Bearing (WE)

Requires students majoring in Philosophy 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. P/NP basis only. (0.0 credits)

PHL-494 Internship in Philosophy (WE)

Involves the 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. P/NP 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.

—PHYSICS

Affatigato, Akgun, Baehr, Duru (Chair), Feller, Li, Wetzel, Wheaton.

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.

BACHELOR OF ARTS: Physics Major

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

1. PHY-185/-185L General Physics I & Laboratory
2. PHY-195/-195L General Physics II & Laboratory
3. PHY-231 Mathematical Methods for Physicists
4. PHY-235 Modern Physics & PHY-236 Advanced Lab 1 (WE)
5. PHY-265 Electromagnetism
6. Two of the following courses:
 - PHY-275 Classical Mechanics
 - PHY-315 Thermodynamics and Statistical Mechanics
 - PHY-335 Quantum Physics
 - PHY-425 Solid State Physics
7. Four additional physics or engineering physics full-credit courses, all of which must be numbered 150 or above.
8. Comprehensive evaluation
 - Satisfactory completion of written and oral examinations

Recommended:

- CS-125 Introduction to Programming
- CHM-121/-121L General Chemistry I and Laboratory

Physics Minor

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

1. PHY-185/-185L General Physics I & Laboratory or PHY-165/-165L Basic Physics I & Laboratory
2. PHY-195/-195L General Physics II & Laboratory or PHY-175/-175L Basic Physics II & Laboratory
3. PHY-235 Modern Physics & PHY-236 Advanced Lab 1 (WE)
4. PHY-265 Electromagnetism

5. Two additional physics courses approved by the department, both of which must be numbered 150 and above.

Bachelor of Science in Engineering Program

The B.S.E. degree in Engineering Physics requires a minimum cumulative 2.0 GPA in all courses counted towards the major.

Students completing the B.S.E. in Engineering Physics cannot minor in Physics and cannot earn a B.A. degree with a major in physics.

Candidates for the **BACHELOR OF SCIENCE IN ENGINEERING** degree with an area of study in engineering physics must successfully complete:

1. ENR-101 Introduction to Engineering Design or DS-101 Data-Driven Design
2. ENR-101L Engineering Design Lab
3. ENR-145 Computational Methods for Physicists and Engineers
4. PHY-185/-185L General Physics I & Laboratory
5. PHY-195/-195L General Physics II & Laboratory
6. MTH-155 Calculus for Engineers, or MTH-135 Calculus 1 & MTH-145 Calculus 2
7. CHM-121/-121L General Chemistry I and Laboratory
8. PHY-235 Modern Physics and PHY-236 Advanced Lab 1
9. PHY-246 Advanced Lab 2
10. PHY-265 Electromagnetism
11. PHY-245/245L Principles of Analog Electronics and Laboratory
12. PHY-231 Mathematical Methods for Engineering and Physicists
13. ENR-325/325L Principles of Digital Electronics and Laboratory
14. ENR-405 Senior Design 1
15. ENR-415 Senior Design 2
16. Four of the following:
 - ENR-221 Materials Science Engineering 1
 - ENR-321 Materials Science Engineering 2
 - ENR-355 Robotics and Sensors
 - PHY-275 Classical Mechanics
 - PHY-311 Renewable Energy
 - PHY-315 Thermodynamics and Statistical Mechanics
17. One of the following:
 - CHM-122/-122L General Chemistry II and Laboratory
 - One full-credit Physics or Engineering Physics course which must be numbered 150 and above.

COURSES IN PHYSICS

PHY-104 From the Big Bang to the First Humans

Studies the history of evolving Universe starting with the Big Bang all the way to the first humans on the Earth. The conditions in the first moments of the Universe, formation of matter and forces, formation of galaxies, stars and planets, emergence of life on Earth, the evolution of life from the first organisms to the humans, along with very basic science to understand all these phenomena, are covered. (Offered on an occasional basis)

PHY-105 Physics: An Historical Approach (WE)

Introduces 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-114/-114L Modern Astronomy & Laboratory

Introduces 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. **Lab is P/NP basis only.** This course satisfies the general education laboratory science requirement. Prerequisite: competence in algebra.

PHY-121 Everyday Physics

Covers the principle of physics we use in our daily life. Examples from everyday experience are used to explain the fundamental principles of linear and rotational motion, momentum, forces, energy, as well as electricity, magnetism, and medical applications.

PHY-161 Energy: Science and Technology

Covers physics and technology of energy generation, consumption, and conservation. Covers a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, bioenergy, and nuclear energy. Surveys the efficiencies and environmental impacts of energy use in transportation, manufacturing, and buildings.

PHY-165/-165L Basic Physics I & Laboratory

Covers the basic principles of mechanics, dynamics, energy, momentum and rotational motion. One (0.0 course credit) laboratory per week, held jointly with General Physics laboratories, is a required part of this course. **Lab is P/NP basis only.** This course satisfies the general education laboratory science requirement. Previous experience in algebra recommended.

PHY-175/-175L Basic Physics II & Laboratory

Covers basic principles of thermodynamics, electrostatics, magnetism, circuits, light, and optics. One (0.0 course credit) laboratory per week, held jointly with General Physics laboratories, is a required part of this course. **Lab is P/NP basis only.** This course satisfies the general education laboratory science requirement. Prerequisite: Basic Physics I & Laboratory (PHY-165/-165L), or consent of instructor.

PHY-185/-185L General Physics I & Laboratory

Designed as a calculus-based introduction to mechanics to serve as a basis for advanced courses in physics. Kinematics, dynamics, energy, momentum, rotational motion and fluid mechanics are covered. One (0.0 course credit) laboratory per week, held jointly with Basic Physics laboratories, is a required part of this course. **Lab is P/NP basis only.** Previous experience in calculus recommended.

PHY-195/-195L General Physics II & Laboratory

Designed as a calculus-based introduction to thermodynamics, electrostatics, magnetism, circuits, light, and optics. One (0.0 course credit) laboratory per week, held jointly with Basic Physics laboratories, is a required part of this course. **Lab is P/NP basis only.** Prerequisites: General Physics I & Laboratory (PHY-185/-185L) or consent of instructor.

PHY-211 Glass Science

Introduces the physics and chemistry behind the formation and study of glassy materials. The course covers glass making, glass structure and surfaces, property characterization, a wide array of industrial and scientific applications, as well as modern experimental techniques. It is especially suitable in preparation for glass research, and for students interested in a possible career in materials research and/or condensed matter physics. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.

PHY-231 Mathematical Methods for Physicists & Engineers

Studies areas of mathematics that are of fundamental importance in the physical sciences. Topics include vector calculus, eigenvalue problems, curvilinear coordinates, Fourier analysis, introduction to complex variables and differential equations. Prerequisite: Calculus II (MTH-145), or Calculus for Engineers (MTH-155).

PHY-235 Modern Physics

Introduces quantum phenomena, including the wave-particle duality, atomic models, special theory of relativity, Schrodinger's equation and its applications to certain potentials. Corequisite: Advanced Laboratory 1 (PHY-236). Prerequisites: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.

PHY-236 Advanced Laboratory 1 (WE)

Introduces laboratory measurement techniques as applied to modern physics experiments. Experiments from optics and atomic physics. A writing intensive course with laboratory and computer design projects based on applications of modern physics and atomic physics. Corequisite: Modern Physics (PHY-235). (0.5 course credit)

PHY-241 Introduction to Astrophysics

Covers the fundamental concepts in astrophysics: The tools of astronomy, celestial mechanics, interaction of light and matter, telescopes, nature of the stars and their classifications. Other topics include the general overview of the solar

system, and the binary systems. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.

PHY-245/-245L Principles of Analog Electronics and Laboratory

Covers analog devices and components used in electronic circuits and devices, including their applications. Focus on direct current (DC) and single-phase alternating current (AC) circuits, transient analysis of RC, RL, and RLC circuits in sinusoidal steady-state. The topics cover the current and charge relationships, Ohm's Law, resistors, inductors, capacitors, equivalent resistance and impedance, Kirchoff's Laws, Thevenin and Norton equivalent circuits, superposition and source transformation, power and energy, maximum power transfer, first-order transient response, algebra of complex numbers, phasor representation, time domain and frequency domain concepts, and ideal transformers. Prerequisite: General Physics II and laboratory (PHY-195/-195L) or consent of instructor.

PHY-246 Advanced Laboratory 2 (WE)

Continuation of Advanced Laboratory 1. A writing-intensive course that expands the laboratory experiments to nuclear and particle physics, such as Gamma Ray Spectroscopy, Nuclear Magnetic Resonance, Muon Lifetime, and Nuclear radiation. Prerequisite: Modern Physics (PHY-235) and Advanced Laboratory 1 (PHY-236). (0.5 course credits)

PHY-251 Stars and Galaxies

Focuses on the star formation and evolution, as well as the galactic evolution. The formation of the solar system and its implications, the degenerate remnants, and the Milky Way galaxy are covered. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.

PHY-255/-355 Introduction to Physics Research I – II

Contains 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. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.

PHY-265 Electromagnetism

Studies 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. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.

PHY-275 Classical Mechanics

Studies Newtonian, Lagrangian, and Hamiltonian formulations of the laws of motion. Applications to systems of particles, extended objects, and oscillatory systems. Prerequisite: General Physics II & Laboratory (PHY-195/-195L).

PHY-301 Optics and Waves

Covers the theory of modern optics, wave theory of light, as well as mechanical and electromagnetic oscillations. Introducing a variety of topics, including geometrical and physical optics, mathematics of wave motion, propagation, reflection, refraction, phenomenon of resonance in oscillations, and Fourier formalism. Prerequisite: Electromagnetism (PHY-265) or consent of instructor.

PHY-311 Renewable Energy (WE)

Reviews the scientific fundamentals of renewable energy production. Basic thermodynamic principles of the heat engines, the hydrogen production and storage methods are covered. Renewable energy sources including solar, biomass, wind, and ocean engine designs are discussed in detail. Also includes some hands-on projects on solar, wind, and fuel cell systems. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.

PHY-315 Thermodynamics and Statistical Mechanics

Introduces fundamental concepts such as temperature, phase transitions, the first, second, and the 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. Problems will involve theoretical situations, as well as real-life scenarios involving engines, pumps, and energy transfer-related problems in which the students will design their own unique solutions. Prerequisite: Modern Physics (PHY-235) and Advanced Laboratory 1 (PHY-236) or consent of instructor.

PHY-321 Health Physics

Studies the use of physics in medicine. The basic principles of the medical physics applications, such as radiation therapy, dosimetry, computed tomography (CT), positron emission tomography (PET), single photon emission

spectroscopy (SPECT), Magnetic Resonance Imaging (MRI), Nuclear Magnetic Resonance (NMR), and crystallography are covered. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.

PHY-335 Quantum Mechanics

Introduces the formal treatment of quantum mechanics. This course covers the Schrodinger wave equation, the Dirac Braket notation, operator formalism, spin and angular momentum, the wave equation in one and three dimensions, and perturbation theory. Prerequisite: Modern Physics (PHY-235) and Advanced Lab 1 (PHY-236).

PHY-341 Space Plasma Physics

Focuses on the behavior of plasma in space environment. Covers the plasma parameters, waves, the planetary atmospheres, ionospheres, and magnetospheres. Prerequisite: Introduction to Astrophysics (PHY-241) or consent of instructor.

PHY-425 Solid State Physics

Studies 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. Prerequisite: Modern Physics (PHY-235), Advanced Lab 1 (PHY-236), and Mathematical Methods for Physicists (PHY-231); or consent of instructor.

PHY-441 Relativity and Cosmology

An introduction to Einstein's general theory of relativity, as well as the intervals, geodesics, black holes, and close binary star systems. The course starts with an introduction to tensor calculus, then covers the Newtonian, relativistic and observational cosmology, and the physics of the early Universe. Prerequisite: Modern Physics (PHY-235), Advanced Lab 1 (PHY-236), and Mathematical Methods for Physicists (PHY-231); or consent of instructor.

PHY-444 Independent Study (WE)

Allows independent study of topics under the guidance of the department: experimental or pedagogical research on a problem predefined by the student in consultation with the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: demonstrated initiative and self-discipline, four courses in physics, and consent of department chair.

PHY-451 Particle Physics

Reviews the Standard Model, particle detection techniques, and the particle physics experiments. The nuclear weak, strong, and the electromagnetic interactions, Feynman diagrams, quark model, relativistic kinematics are also covered. Prerequisite: Modern Physics (PHY-235) and Advanced Lab 1 (PHY-236), or consent of instructor.

PHY-454 Summer Research (WE)

May be taken more than once for credit for a maximum of 2.0 credits. Prerequisite: consent of instructor.

PHY-464/-474 Junior-Senior Seminar I and II

Brings to students presentations and discussions of advanced topics unavailable through the regular catalog offerings, and appropriate to students enrolled. Prerequisite: Modern Physics (PHY-235) or consent of instructor.

PHY-484 Advanced Topics in Physics

Covers several instructional modules. The content corresponds to material usually covered in the second-semester of an advanced, year-long course. Core modules include quantum mechanics (e.g., Bell's theorem) and electromagnetism (e.g., stress tensor). The four remaining modules are chosen from topics that include optics, fluid dynamics, experimental techniques, nuclear physics, geophysics, advanced classical mechanics, waves, statistical mechanics, and atomic physics. Prerequisite: Quantum Mechanics (PHY-335) and Electromagnetism (PHY-265), or consent of instructor.

PHY-494 Internship in Physics

Investigates 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. P/NP 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.

COURSES IN ENGINEERING PHYSICS

ENR-101 Introduction to Engineering Design

Provides first-year engineering students with an introduction to how to solve open-ended problems in a hands-on manner using critical thinking and workplace skills. Students are expected to work in multidisciplinary teams to learn through doing, with an emphasis on defining and diagnosing the problem through a holistic lens of technology, people, and culture. Course also covers engineering ethics, and requires successfully completing a team design project. Oral and written presentations are required.

ENR-101L Engineering Design Laboratory

Introduces the concepts of engineering design. Topics include 2-dimensional and 3-dimensional drawings, CAD software, 3D printing, and hands-on sessions on building 3D models with various materials, introduction to power tools, and wood machine shop. Corequisite: Introduction to Engineering Design (ENR-101) or DS-130 Innovation by Design is required. (0.5 course credit)

ENR-145 Computational Methods for Physicists and Engineers

Designed to be a survey of the computational methods used by physicists. Students learn basics of Linux systems, C++, Python, Jupyter Notebook, Github, shell scripting, and data analysis tools, such as MATLAB and ROOT. Some Monte Carlo applications for biophysics, particle and medical physics, as well as material science are introduced. The students will learn and apply simulation tools and electronic interfaces in their design projects. This course is project based and requires intensive individual participation in prototyping.

ENR-221 Materials Science Engineering 1

Introduces the relationship of atomic arrangement with microscopic and macroscopic material properties using fundamentals of physics and chemistry. Covers the crystalline and amorphous structures, the defects and grain boundaries, phase diagrams and time-dependency of phase transformation. The emphasis is placed on understanding the different aspects of atomic arrangement and how to analyze them. As an essential component of the class, students will learn how to work with different analysis techniques available in our laboratories and develop a project involving the characterization of an unknown material.

ENR-321 Materials Science Engineering 2

Continuation of Materials Science Engineering 1, this course will follow up by studying the relationship between structure and property, as well as introducing processing methods. Examples of these relationships are mechanical, optical, magnetic, electrical, and thermal properties. As an essential component for the class, students will work in groups to analyze and develop solutions for case studies involving challenges faced by the industry, applying concepts of design thinking. Prerequisite: Materials Science Engineering 1 (ENR-221) or consent of instructor.

ENR-325/325L Principles of Digital Electronics and Laboratory

Introduces digital devices used in modern electronics. Topics covered include logic gates, flip-flops, timers, counters, multiplexing, analog-to-digital and digital-to-analog devices. Emphasis is on constructing, analyzing, verifying, and troubleshooting digital circuits using appropriate techniques and test equipment. Prerequisite: Principles of Analog Electronics and Laboratory (PHY-245/245L).

ENR-355 Robotics and Sensors

Introduces the basics of robotics and automation; mechanical design, principles of motion and kinematics for automated devices. The students will complete projects while learning about the system requirements identification, sensor, and microcontroller integration. The course exposes students to the current research in robotics research such as autonomous vehicles, assistant robots, and field robots for extreme conditions. Prerequisite: Electromagnetism (PHY-265).

ENR-405 Senior Design 1

Introduces final project work. The class is divided into two parts. In the first portion, the students will learn effective team organization, team planning, time management, literature research methods, record keeping, technical writing, professional ethics and development, among other skills required to be an effective engineer in the classroom. In parallel, the students will be developing, under the supervision of a mentor, their project in which they will design a project and execute all steps. Prerequisites: Computational Methods in Physics and Engineering (ENR-145) and senior standing.

ENR-415 Senior Design 2

Continues the work of Senior Design I. At the end of Senior Design 2 students are expected to finalize their project. The course focuses on the development of the scientific project and culmination of a written report and an oral

presentation. The course also includes visits to regional research and manufacturing facilities. Prerequisite: Senior Design 1 (ENR-405).

—POLITICAL SCIENCE

Barrow, Lanegran (Chair), Snyder.

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 a cumulative 2.0 GPA in all courses counted toward the major.

A major in political science requires ten 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. POL-244 Research Methods in Political Science
4. One additional American government course:
POL-245 Political Parties and Elections
POL-277 Women and Politics in the United States (WE)
POL-325 The American Congress (WE)
POL-345 The American Presidency (WE)
POL-350 US Social Policy Process (WE)
5. Two comparative or international politics courses:
POL-258 World Politics (WE)
POL-266 Latin American Politics (WE)
POL-276 African Politics (WE)
POL-286 Asian Politics (WE)
POL-298 European Politics (WE)
POL-305 Terrorism (WE)
POL-310 International Organizations (WE)
POL-365 American Foreign Policy (WE)
6. Four additional political science courses

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

Political Science Minor

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

1. POL-108 Introduction to Politics
2. POL-115 American National Government and Politics
3. POL-244 Research Methods in Political Science
4. One additional American government course:
POL-245 Political Parties and Elections
POL-277 Women and Politics in the United States (WE)
POL-325 The American Congress (WE)
POL-345 The American Presidency (WE)
POL-350 U.S. Social Policy Process (WE)
5. One comparative or international politics course:
POL-258 World Politics (WE)
POL-266 Latin American Politics (WE)

POL-276 African Politics (WE)
POL-286 Asian Politics (WE)
POL-298 European Politics (WE)
POL-305 Terrorism (WE)
POL-310 International Organizations (WE)
POL-365 American Foreign Policy (WE)

6. One additional political science course

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

COURSES IN POLITICAL SCIENCE

POL-107 Environmental Justice

Investigates issues of environmental ethics, Ojibwe culture and the nature of wilderness in the wilderness region known by the Ojibwe as the Arrowhead, the Boundary Waters Canoe Area Wilderness and Quetico Provincial Park. The course raises questions about the history of environmental preservation, environmental law-making at the grassroots, race relations, different models of economic development, environmental and social justice, and the role of Ojibwe communities and government in wilderness preservation. Offered summers at the Wilderness Field Station.

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-210 Environmental Politics (WE)

Brings multiple perspectives to bear and provides a solid foundation for understanding the politics and complexities of environmental issues. Examines actors and issues in environmental policy-making at various levels of government, from the local to the national to the global. Analyzes the reasons for and hindrances to collective action. Students will acquire some tools of "practical politics," including political communications. No prerequisites, but Introduction to Politics (POL-108) is recommended.

POL-244 Research Methods in Political Science

Surveys quantitative and qualitative methods of inquiry in political science. The course will cover the formulation of research questions, theories, and hypotheses, as well as the concepts of measurement, inference, causality, and ethical and normative issues in social science research. Methods of inquiry covered will include survey research, experiments, regression analysis, archival research, and in-depth interviews. Students learn how to conduct original analyses of quantitative data using the statistical computing software R. Prerequisite: sophomore standing or consent of instructor.

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-258 World Politics (WE)

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 (WE)

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 (WE)

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 (WE)

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

POL-284 Topics in Political Science

Intensive reading, study, writing, and discussion dealing with various political science subjects. Examples of recent topics include political violence, environmental politics, and Mexican politics. 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. May be taken more than once for credit, provided the topics are substantially different.

POL-286 Asian Politics (WE)

Examines the broad variety of Asian political systems through case studies of selected countries that are authoritarian, communist, transitioning, or established democracies. Issues confronted include: The East Asian economic miracle, the character of Asian democracies, and the role of ethnicity and religion in politics. The tension in the region between economic growth and political control receives particular attention. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-296 Topics in Political Science: Non-Western Perspectives

Same as Topics in Political Science (POL-284) except the course focuses on topics related to non-Western cultures. May be taken more than once for credit, provided the topics are substantially different.

POL-298 European Politics (WE)

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 (WE)

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 (WE)

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 (WE)

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 (WE)

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 (WE)

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 (WE)

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-405 Contemporary Political Theory (WE)

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 (WE)

Historical survey and argumentative analysis of the ideas of great political thinkers from the 5th-century B.C.E. to the 15th-century C.E. Selections are made from such authors as Plato, Aristotle, Confucius, the Biblical writers, Augustine, and Thomas Aquinas. Prerequisites: Introduction to Politics (POL-108) and junior standing, or consent of instructor.

POL-444 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-445 Modern Political Theory (WE)

Historical survey and argumentative analysis of the ideas of the most important political thinkers from the 16th to the 19th centuries. Selections are made from such authors as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. Prerequisites: Introduction to Politics (POL-108) and junior standing, or consent of instructor.

POL-494 Internship in Political Science

Substantial work or participation in an office, organization, or activity concerned with government and politics, such as a congressional, federal, state, or local government office, a political campaign, or an active interest group. A minimum of 140 hours on-site experience is required. P/NP basis only. One course credit toward a political science major for successful completion, unless The Washington Experience (WSH-494) is completed for credit toward a major. Prerequisite: consent of department chair.

WSH-284 Topics in Washington, D.C.

See description, p. 55

WSH-286 Topics in Washington, D.C.: Non-Western Perspectives

See description, p. 55

WSH-464 Washington Term Internship Seminar

See description, p. 55

WSH-494 The Washington Experience

See description, p. 55

—PSYCHOLOGY

Brown, Castillo, Chihak (Chair), Farrell, Lee, Recker, Stephenson, Toftness.

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

In addition to a major in **PSYCHOLOGY**, the College also offers a collateral major in **NEUROSCIENCE** and a concentration in **ORGANIZATIONAL SCIENCE**.

Secondary Education Certification in Psychology

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

Psychology Major

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

1. PSY-100 Introductory Psychology
2. PSY-200 Research Methods (WE)
3. PSY-295 Applied Career Development in Psychology (WE)
4. PSY-300 Statistical Methods and Data Analysis
5. One of the following:
PSY-455 Directed Research Experience
PSY-494 Internship in Psychology
6. One of the following:
PSY-205 Developmental Psychology
PSY-235 Abnormal Psychology
7. One of the following:
PSY-215 Multicultural Psychology
PSY-245 Organizational Psychology
PSY-255 Social Psychology
8. One of the following:
PSY-250 Biopsychology
PSY-260 Cognitive Psychology
9. One of the following:
PSY-325/-325L Health Psychology and Laboratory (WE)
PSY-335/-335L Sensation and Perception and Laboratory (WE)
PSY-355/-355L Personality and Laboratory (WE)
10. Two additional courses in psychology, one of which must be 300 level or above:

Organizational Science Concentration in Psychology

Students completing a major in Psychology may elect to also complete a concentration in Organizational Science. This concentration is designed to acquaint students with human behavior in organizations from both theoretical and applied perspectives. It 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, and other similar fields.

To complete the Organizational Science concentration, students must meet the following requirements. Courses taken to fulfill the Psychology major may be used to also fulfill requirements in the Organizational Science concentration.

1. Completion of a major in Psychology.
2. Completion of the following six courses in which a cumulative 2.0 GPA must be earned. At least three of the six courses must be completed at Coe.
 - PSY-245 Organizational Psychology
 - PSY-255 Social Psychology
 - PSY-355/PSY-355L Personality and Laboratory
 - PSY-465 Industrial Psychology
 - BUS-300 Human Resource Management
 - BUS-315 Business Law I

COURSES IN PSYCHOLOGY

PSY-100 Introductory Psychology

Introduces students to the basic concepts, theories, and methods in the study of behavior and mental processes. Provides a basic understanding of psychology for interested students, who may take this as their only course in psychology, as well as for future majors.

PSY-137 Human Sexuality

Cross-listed with NUR-137

This course does not satisfy any of the requirements for a major in psychology.

PSY-200 Research Methods (WE)

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-100).

PSY-205 Developmental Psychology

Consideration of the major principles of maturation from conception to death. Critical evaluation of contemporary theories in physical, sensory, cognitive, emotional, and social development. Special attention to empirical, experimental, and theoretical literature related to the developmental process. Prerequisite: Introductory Psychology (PSY-100).

PSY-208 Gender Psychology

Psychological perspectives on the differences and similarities between females and males. Examination of theory and research includes topics such as: hormones and brain structure, intelligence, education, social roles, stereotypes, emotion, health, employment, and relationships. Prerequisite: Introductory Psychology (PSY-100). (Offered on an occasional basis)

PSY-215 Multicultural Psychology

Introduces the principles, theories, and practices of how culture and psychology intersect. Topics may include sexuality, health, power & prejudice, discrimination, communication, acculturation, and cultural development. Prerequisite: Introductory Psychology (PSY-100).

PSY-235 Abnormal Psychology

Examines 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. Prerequisite: Introductory Psychology (PSY-100).

PSY-245 Organizational Psychology

Examines the ways in which 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-100).

PSY-250 Biopsychology

Introduces students to the biological bases of behavior and mental processes. This course emphasizes the cell biology of neurons, neural communication, and the organization of the nervous system. The neurological basis of

psychological processes such as sensation, learning, memory, and cognition are discussed. Prerequisite: Introductory Psychology (PSY-100).

PSY-255 Social Psychology

Examines 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: Introductory Psychology (PSY-100).

PSY-260 Cognitive Psychology

Explores current theories, research findings, and applications in the areas of attention, perception, consciousness, knowledge representation, memory processes, language comprehension and production, inductive and deductive reasoning, evaluation and decision making, human and artificial intelligence, problem solving and creativity, and cross-cultural cognition. Prerequisite: Introductory Psychology (PSY-100).

PSY-270 Learning and Behavior

Examines the ways in which behavior changes as a result of our experiences. The course focuses on roles of respondent and operant learning in the development and expression of adaptive and maladaptive behaviors and emotional responses. Students are provided opportunities to discover how learning principles are applied in contemporary behavior modification and behavior therapy. The role of learning is discussed in contexts such as health-related behaviors, sex and love, self-control, drug addiction, and psychological disorders. Prerequisite: Introductory Psychology (PSY-100).

PSY-295 Applied Career Development in Psychology (WE)

Addresses complex interpersonal, cultural, ethical, and legal issues that may arise in psychology-related professional settings, using established theoretical and practical frameworks. Taken prior to Internship in Psychology (PSY-494), this course allows students to explore various psychology-related careers and develop some of the applied knowledge necessary for entry into such careers. Prerequisites: Introductory Psychology (PSY-100), a declared major in psychology, or consent of instructor.

PSY-300 Statistical Methods and Data Analysis

Introduces students to core topics including 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-325/-325L Health Psychology & Laboratory (WE)

Explores current theories, research findings, and laboratory applications related to the bidirectional relationship between psychological processes (thoughts, emotions, and behaviors) and physical health. Topics include health promotion and health behaviors, disease prevention, stress and coping, compliance with medical advice, pain, chronic illness, and psychological mechanisms of health disparities. Three hours of lecture and three hours of laboratory per week. Prerequisites: Statistical Methods and Data Analysis (PSY-300).

PSY-335/-335L Sensation and Perception & Laboratory (WE)

Explores current theories, research findings, and laboratory applications related to how individuals detect and perceive sensory information in the environment. An overarching theme is how organisms appear to generate accurate percepts despite the limited and ambiguous nature of incoming sensory information. While the primary focus is on human vision, the most extensively studied of the senses, other systems are discussed. Course material covers basic biological structures (e.g. photoreceptors) that detect and transduce environmental energy into electrical impulses transmitted throughout the nervous system. Three hours of lecture and three hours of laboratory per week. Prerequisites: Statistical Methods and Data Analysis (PSY-300).

PSY-350 Drugs 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: Biopsychology (PSY-250) or Integrated Human Physiology (BIO-375).

PSY-354 Research Participation

Research and investigation of an area of interest supervised by a faculty member of the department. The student must obtain approval of a specific plan and complete the necessary arrangements prior to the term of registration for the course. P/NP basis only. Prerequisites: Research Methods (PSY-200) and consent of instructor.

PSY-355/-355L Personality & Laboratory (WE)

Explores current theories, research findings, and laboratory applications related to the structure, development, and dynamic processes underlying the differences in how people act, think, and feel. Includes methods of constructing and evaluating personality assessment techniques. Three hours of lecture and three hours of laboratory per week.

Prerequisite: Statistical Methods and Data Analysis (PSY-300).

PSY-415 Counseling Psychology

Introduces students 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. Prerequisites: Research Methods (PSY-200) and Abnormal Psychology (PSY-235).

PSY-444 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-450 Behavioral Neuroscience

Further explores relationship between the nervous system and behavior begun in Biopsychology (PSY-250). 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 Biopsychology (PSY-250) or Integrated Human Physiology (BIO-375).

PSY-455 Directed Research Experience

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. P/NP 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 consent of instructor.

PSY-464 Seminar in Psychology (WE)

Intensive study of a topic selected by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Statistical Methods and Data Analysis (PSY-300) or consent of instructor.

PSY-465 Industrial Psychology

Focuses on 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: Statistical Methods and Data Analysis (PSY-300) or consent of instructor.

PSY-494 Internship in Psychology

On-site work experience in psychology under the direction of the on-site supervisor and a faculty member of the department. A minimum of 140 hours on-site experience is required. P/NP basis only. One course credit of Internship in Psychology may be counted toward a major in psychology. Prerequisites: Applied Career Development in Psychology (WE) (PSY-295), a declared major in psychology, and consent of instructor.

—PUBLIC RELATIONS (COLLATERAL MAJOR)

Carstens (Administrative Coordinator).

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

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

Collateral Major in Public Relations

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

Concurrent completion of any of the majors listed on p. 22 of the Catalog for a B.A. (residential) is required.

1. One of the following:
 - ART-104 Digital Photography
 - ART-115 Drawing: Observation and Interpretation
 - ART-145 Digital Studio
 - ART-150 Time-Based Media
2. PR-205 Public Relations (WE)
3. BUS-330 Principles of Marketing (WE)
4. BUS-460 Advertising (WE)
5. One of the following:
 - COM-141 Introduction to Journalism (WE)
 - COM-241 Multimedia Journalism (WE)
6. One of the following (producing a portfolio of writings related to the field of public relations):
 - BUS-461 Marketing Decision-Making & Strategy (WE)
 - ECC-345 Writing Process (WE)
7. One of the following:
 - BUS-494 Internship in Business (with public relations or advertising as a major component)
 - INT-499 Summer Internship (0.0 credit) (with public relations as a major component)
 - PR-494 Internship in Public Relations
8. Three of the following. No more than two courses may be selected from within any one department. (Students majoring in Business Administration may select no more than one course with either a BUS or an ACC prefix. Students majoring in Communication Studies may select no more than one course with a COM prefix.)
 - ACC-171 Principles of Accounting I
 - ART-104 Digital Photography (if not used to satisfy #1)
 - ART-115 Drawing: Observation and Interpretation (if not used to satisfy #1)
 - ART-145 Digital Studio (if not used to satisfy #1)
 - ART-150 Time-Based Media (if not used to satisfy #1)
 - ART-363 Graphic Design Studio (if not used to satisfy #1)
 - BUS-250 Principles of Management
 - BUS-375 Business Ethics (WE)
 - BUS-461 Marketing Decision-Making & Strategy (WE) (if not used to satisfy #6)
 - BUS-464 Seminar in Management (WE), subject to topic approval by PR administrative coordinator
 - BUS-465 Advanced Topics in Marketing, subject to topic approval by PR administrative coordinator
 - COM-125 Fundamentals of Public Speaking
 - COM-157 Introduction to Media Analysis (WE)
 - COM-341 Digital Storytelling (WE)
 - COM-347 Persuasion
 - COM-141 Introduction to Journalism (WE) (if not used to satisfy #5)
 - COM-322 Professional Communication and Writing (WE)
 - ECC-345 Writing Process (WE) (if not used to satisfy #6)

COURSES IN PUBLIC RELATIONS

PR-205 Public Relations (WE)

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-494 Internship in Public Relations

An internship with a focus on public relations supervised by the Public Relations administrative coordinator or by faculty teaching in the public relations major. A minimum of 140 hours on-site experience is required. P/NP 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 (MINOR ONLY)

Hatchell.

The Philosophy and Religion Department offers courses designed for students to engage with human thought and practice through the study of important texts and historical evidence as well as recent and contemporary writings. Philosophy and Religion courses help students encounter the diversity of human ideas and religious practice in ways that are thoughtful, respectful, and accurate. Students will grow in their abilities to read texts, construct arguments from evidence, think critically, and communicate accurately and with nuance. Any student seeking a liberal education, whatever the major discipline, will profit from the departmental offerings.

Religion Minor

1. Any five courses in Religion.

COURSES IN RELIGION BY CONTENT AREA

Special attention should be given to the numerical ordering of the courses listed below:

1. Courses numbered between 100 and 199 include general introductions to religion (Introduction to Religion (WE) (REL-101), Belief and Unbelief (WE) (REL-103), Eastern Religions (REL-106), and Western Religions (WE) (REL-108)) as well as introductory courses focused on specific traditions.
2. Courses numbered 200–299 are topical courses especially suitable for sophomore level and above.
3. Courses numbered 300–399 are advanced courses with prerequisites.

Recommended beginning courses for those contemplating a major in religion are: Introduction to Religion (WE) (REL-101), Belief and Unbelief (WE) (REL-103), Eastern Religions (REL-106), or Western Religions (REL-108). However, other courses numbered below 200 are also suitable introductory courses.

SURVEY COURSES

REL-101 Introduction to Religion (WE)
REL-103 Belief and Unbelief (WE)
REL-106 Eastern Religions
REL-108 Western Religions (WE)

REL-196 Hinduism
REL-206 Buddhist Thought (WE)
REL-215 The Rise of Christianity (WE)
REL-226 Religions of China: Daoism (WE)
REL-236 Zen Buddhism (WE)
REL-336 Tibetan Buddhist Culture (WE)

INDIVIDUAL TRADITIONS

REL-116 Buddhism
REL-128 Judaism (WE)
REL-136 Religions of China (WE)
REL-138 Modern Judaism (WE)
REL-148 Islam (WE)
REL-178 Christianity

JUDEO-CHRISTIAN SCRIPTURES

REL-105 Introduction to Hebrew Bible (WE)
REL-115 Introduction to New Testament (WE)
REL-310 Early Christian Gospels (WE)
REL-330 Topics in Hebrew Bible (WE)

REL-365 The Letters of Paul (WE)

TOPICAL COURSES

REL-217 Religion in America (WE)

REL-295 Topics in Religion

REL-296 Topics in Religion: Non-Western Perspectives

REL-338 Modern Religious Thought (WE)

REL-385 Advanced Topics in Religion (WE)

REL-394 Directed Learning in Religion (WE)

REL-396 Advanced Topics in Religion Non-Western Perspectives (WE)

REL-444 Independent Study in Religion (WE)

REL-494 Internship in Religion (WE)

COURSES IN RELIGION

REL-101 Introduction to Religion (WE)

Introduces students to thinking about religion as a category of human experience, both in terms of foundational beliefs and how those beliefs are situated in practice. The course examines methods of studying religion as well as essential questions regarding the nature of religion.

REL-103 Belief and Unbelief (WE)

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-105 Introduction to Hebrew Bible (WE)

A literary and theological overview of the first five books of the Hebrew Bible (the Pentateuch or Torah) in the context of their historical development and their formative impact on the rest of Israelite scripture (the Prophets and Writings). It is recommended that this course be taken prior to other Biblical studies courses.

REL-106 Eastern Religions

An introductory survey of some of the major religions of the Indian subcontinent and the Far East. Religions to be discussed include Hinduism, Buddhism, Confucianism and Taoism.

REL-108 Western Religions (WE)

An introductory survey of the three major Abrahamic religions (Judaism, Christianity and Islam), both in their historical development and their contemporary expressions.

REL-115 Introduction to New Testament (WE)

A literary and theological overview of the Christian scriptures (the Gospels and Acts, the Pauline, Johannine and catholic epistles, and the Apocalypse of John) in the context of the origins and early historical development of Christianity.

REL-116 Buddhism

An introduction to the Buddhist religion, including its history, philosophy, ritual, meditation, and popular practice. Course materials include Buddhist histories and religious texts, as well as contemporary anthropological materials and film.

REL-128 Judaism (WE)

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 (WE)

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 (WE)

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 (WE)

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 (WE)

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-106), or Buddhism (REL-116), or consent of instructor. (Offered on an occasional basis.)

REL-207 Apocalypses and Apocalyptic Literature

Examines influential depictions of the end of human history and follows their interpretations from the first century BCE to contemporary America, thinking about how ideas about the end of the world are a reflection of the values communities hold most sacred, and how people make meaning of the world and their place in it. Highlights moments of apocalyptic anxiety, the development of the doctrine of the rapture, social groups like the Branch Davidians of Waco, TX, and apocalyptic threads in contemporary Evangelicalism and QAnon.

REL-215 The Rise of Christianity (WE)

An examination of how Christianity grew from a small band of Jewish followers of Jesus to the dominant religion in the Roman Empire. Attention is paid to crucial figures such as Paul of Tarsus, Irenaeus of Lyons, and Augustine of Hippo, among others.

REL-217 Religion in America (WE)

Examines the varieties of American religious experience, from the religion of the Puritans to the 21st century. Attention is paid both to normative and minority traditions, with a look at the growing Evangelical and Muslim communities in America today.

REL-226 Religions of China: Daoism (WE)

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 (WE)

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-246 Caste and Untouchability in South Asia

Explores caste and untouchability in South Asia, with a focus on the writings, histories, and lived experiences of Dalit people (formerly referred to as "untouchables").

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-310 Early Christian Gospels (WE)

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 (WE) (REL-105) or Introduction to New Testament (WE) (REL-115) or consent of instructor.

REL-328 Dante's Divine Comedy (WE)

Cross-listed with ENG-328

Explores the vision of the afterlife as imagined by the Florentine poet Dante Alighieri (1265-1320) in his great epic *The Divine Comedy*. Examines historical, literary, theological, and philosophical issues as our guide takes us through realms of the damned (Hell), the penitent (Purgatory) and the blessed (Heaven). Seminar consists of close reading and discussion. Prerequisites: Introduction to Literary Studies: The Art of Reading and Writing (ENG-111) or one course in REL, or consent of instructor.

REL-330 Topics in Hebrew Bible (WE)

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 (WE) (REL-105) or consent of instructor.

REL-336 Tibetan Buddhist Culture (WE)

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.

REL-338 Modern Religious Thought (WE)

A survey of the religious thinkers and themes of the 20th century. Various religious outlooks, ranging from conservative to radical, are explored, as are alternative conceptions of God, religion, and salvation. Prerequisite: one course in religion or consent of instructor.

REL-365 The Letters of Paul (WE)

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 (WE) (REL-105) or Introduction to New Testament (WE) (REL-115) or consent of instructor.

REL-385 Advanced Topics in Religion (WE)

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 (WE)

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-394 Directed Learning in Religion (WE)

A course of directed learning designed by the student and instructor to fit the individual student's particular interests and educational needs. Prerequisite: consent of instructor.

REL-444 Independent Study in Religion (WE)

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-494 Internship in Religion (WE)

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. P/NP 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.

—SECONDARY EDUCATION (MINOR ONLY)

See Education, p. 111

—SOCIAL & CRIMINAL JUSTICE

Barnett, J. Christensen, Hausknecht, Lemos, McNabb (Administrative Coordinator).

The Social & Criminal Justice Program offers students an opportunity to immerse themselves in an interdisciplinary major that draws from Coe's rich tradition in the liberal arts, as well as the pre-professional opportunities at the college. Core courses in the major address multifaceted questions surrounding restorative, retributive, procedural, and distributive justice. While many programs addressing such issues are housed in the field of criminal justice studies, the SCJ faculty teach topics within the major from varying perspectives and disciplines, introducing students to the ways in which matters of justice are at work in—and essential to—many areas of study.

Through interdisciplinary engagement, 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

A major in Social & Criminal Justice requires a cumulative 2.0 GPA in all courses counted toward the major.

1. SCJ-101 Introduction to Social and Criminal Justice
2. SCJ-202 Police and Society
3. SCJ-203 Collateral Consequences of Corrections
4. SOC-235 Methods of Sociological Research (WE)
5. One of the following (Philosophy of Law):
 - PHL-265 Political Philosophy
 - PHL-285 Law, Morality, and Punishment (WE)
 - PHL-315 Punishment and Responsibility
6. SOC-351 Criminology
7. One of the following (Statistical Reasoning):
 - STA-100 Statistical Foundations (7 weeks) **and** STA-110 Inferential Statistics (7 weeks)
 - PSY-300 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.
 - COM-137 Interpersonal Communication (WE)
 - EDU-187 Human Relations (WE)
 - ENG-127 Social Justice and Literature: Literature of Incarceration (WE)
 - GS-107 Introduction to Gender and Sexuality Studies (WE)
 - HIS-257 Native American History (WE)
 - HIS-297 Women in America (WE)
 - HIS-347 African American History (WE)
 - PHL-128 Morality and Moral Controversies (WE)
 - POL-185 Environmental Justice: Race, Class, Power and Sustainability (Wilderness Field Station)
 - POL-350 U.S. Social Policy Process (WE)
 - POL-375 The Constitution and Individual Liberties
 - PSY-235 Abnormal Psychology
 - PSY-255 Social Psychology
 - REL-217 Religion in America (WE)
 - 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
 - SCJ-444 Independent Study in Social and Criminal Justice
 - SCJ-494 Internship in Social and Criminal Justice
 - SOC-247 Sociology of Race
 - SOC-355 Deviant Behavior
 - WSH-464 Washington Term Internship Seminar (if internship has SCJ focus)A course approved by the Social & Criminal Justice administrative coordinator

COURSES IN SOCIAL & CRIMINAL JUSTICE

SCJ-101 Introduction to Social and Criminal Justice

Explores components of justice with a focus on understanding the nature and goals of social and criminal justice issues and policies. Considers the history, structure, functions, and philosophy of justice.

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-202 Police and Society

Examines the structure and function of law enforcement philosophies, policies, strategies, and tactics. Reviews the historical development of law enforcement focusing on the sociological issues of race, class, gender and power. Looks to the future and outlines challenges facing society as well as evidence-based reforms that could be adopted. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).

SCJ-203 Collateral Consequences of Corrections

Examines crime and punishment through various correctional theories and how they relate to policy, power relations, and cultural values. Focuses on mass incarceration, issues related to corrections in the 21st century, and both the intended and unintended consequences of using the carceral system to hold individuals who have committed crimes accountable. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).

SCJ-207 Restorative Justice

Introduces concepts of restorative justice, a framework for repairing harm, reducing conflict, and being in community with others that focuses on healing rather than punishment and is rooted in indigenous traditions. Explores the history, theory and range of applications of restorative justice with particular emphasis on the U.S. context, surveying some of the most common and well-known contexts in which restorative justice practices are used. Considers how restorative justice contrasts with punitive and retributive justice and how it aligns with transformative and transitional justice, and discusses critiques of restorative justice. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101) or consent of the instructor.

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. 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-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 (WE) (SOC-235). (0.5 or 1.0 course credit)

SCJ-444 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 (WE) (SOC-235), junior standing, and declared major in Social & Criminal Justice.

SCJ-494 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. P/NP basis only. Prerequisites: junior standing, declared major in Social & Criminal Justice, and consent of Social & Criminal Justice administrative coordinator.

—SOCIOLOGY

Barnett, Boguslaw, Fairbanks, Rodgers (Chair).

The sociology department 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

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

1. SOC-107 Introductory Sociology
2. SOC-235 Methods of Sociological Research (WE)
3. SOC-450 Sociological Theory (WE)
4. SOC-464 Capstone Seminar in Sociology (WE)
5. Five additional sociology courses, including at least one course numbered 400–449 (not including SOC-444 Independent Study, which does not count towards the major)
6. One of the following:
STA-100 Statistical 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 (WE)
3. SOC-450 Sociological Theory (WE)
4. Three additional sociology courses, including at least one course numbered 400–449 (not including SOC-444 Independent Study, which does not count towards the major)

The following courses do not satisfy any of the requirements for a major or minor in sociology:

SOC-275 Directed Learning
SOC-365/-375 Research Participation I, Research Participation II
SOC-444 Independent Study
SOC-494 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 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 (WE) (SOC-235) or consent of instructor.

SOC-235 Methods of Sociological Research (WE)

Explores 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) or consent of instructor.

SOC-236 Topics in Sociology: Non-Western Perspectives

A course of selected focus that centers on a particular sociological issue, problem, theory, or methodology related to non-Western cultures. 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-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-257 Sociology of Health & Medicine

Explores the intersections of social structure and process with health, healthcare, and medicine. Topics include but are not limited to social determinants of health, healthcare systems and inequalities, and the social construction of health and illness. Examines how social factors, such as race & ethnicity, class, gender, sexual orientation, and others shape health and healthcare experiences and how health and medical systems reproduce and reinforce social inequalities. Offered every other year. Prerequisite: SOC-107 Introductory Sociology.

SOC-275 Directed Learning

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. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: declared sociology major or minor, sophomore standing, or consent of department chair.

SOC-326 Gender and Globalization

Examines processes of globalization through a gendered lens. Focus on the ways global issues such as labor, intimacy, poverty, pop culture, and environmental degradation affect people of different genders in various ways. Also notes how people respond to the forces of globalization and addresses the effects of globalization on the lives of people in the non-Western world. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-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) or Introduction to Social and Criminal Justice (SCJ-101).

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-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 (WE) (SOC-235) or consent of instructor. (Offered alternate years)

SOC-435 Advanced Topics in Sociology

Examines a particular sociological issue, problem, theory, or methodology. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Methods of Sociological Research (WE) (SOC-235) or consent of instructor.

SOC-444 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. Prerequisites: Sociological Research Methods (WE) (SOC-235) and consent of instructor.

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 (WE) (SOC-235) or consent of instructor.

SOC-450 Sociological Theory (WE)

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 (WE) (SOC-235) and three other sociology courses above the introductory level or consent of instructor.

SOC-464 Capstone Seminar in Sociology (WE)

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 (WE) (SOC-450), and senior standing, or consent of department chair.

SOC-494 Internship in Sociology

A field placement with a career-related organization. A minimum of 140 hours on-site experience is required. P/NP basis only. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: declared major in sociology, junior standing, or consent of department chair.

—SPANISH / SPANISH STUDIES

Muñoz Pérez, Rodríguez Moreno (Program Coordinator).

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 (SPA-115/125), Spanish Review and Preparation (SPA-135), and Intermediate Spanish (SPA-215/225) are regarded as skill-building courses, and do not count toward the major in Spanish. Spanish students are urged to substitute study abroad in a program approved by the College and the department for up to three courses for the major. One Hispanic literature course (SPA-336 or above) must be taken in the senior year.

SPA-464 Capstone in Spanish is required during the final spring term before graduation. Students selecting Spanish as a second teaching field should complete a minimum of four Spanish courses numbered 315 or above. Any advanced courses taken for the second teaching field should include Spanish Composition and Conversation (WE) (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 (SPA-115/125), Spanish Review and Preparation (SPA-135), and Intermediate Spanish (SPA-215/225) are regarded as skill-building courses, and do not count toward the 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. Elementary Spanish (SPA-115/125), Spanish Review and Preparation (SPA-135), and Intermediate Spanish (SPA-215/225) are regarded as skill-building courses, and do not count toward the major in Spanish Studies.

COURSES IN SPANISH

SPA-115/-125 Elementary Spanish I and II

Develops basic proficiencies in oral and written communication for students with no previous knowledge of Spanish. The first term emphasizes oral practice in the context of Hispanic Cultures. The second term builds upon acquired skills and includes class discussion, short reading, and writing activities. Prerequisite: appropriate Spanish Placement exam results or consent of instructor.

SPA-129 Intensive Elementary Spanish I-II

Offers students with no prior training a year’s worth of basic communicative skills in Spanish in a single term. Students will be introduced to beginning grammar based on a communicative and task-supported curriculum that helps them to develop skills in reading, listening, speaking, and writing in Spanish to engage in interpretive, interpersonal, and presentational modes of communication. (Offered in the summer)

SPA-135 Spanish Review and Preparation

Prepares students who have had some limited experience in Spanish to enter Intermediate Spanish SPA-215 the following term. It provides a complete review of college level elementary Spanish vocabulary, grammar, and oral and written communication. This course is appropriate for students with one recent year of secondary school Spanish or two years if there are significant gaps in learning or if some time has elapsed since their earlier study of Spanish. Prerequisite: appropriate Spanish Placement exam results or consent of instructor.

SPA-148 Spanish Literature in Translation

Focuses on reading and analysis of selected works by major Hispanic authors, centering on a theme, author, time period, or genre. The content varies from term to term. Students pursuing a major or minor in Spanish must write a paper in Spanish. Taught in English.

SPA-215/-225 Intermediate Spanish I and II

Follows and builds upon the skills and proficiencies acquired in Continuation of Elementary Spanish, with particular 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 Abroad

Features immersive learning of Spanish in the context of a study abroad course supervised by a Coe faculty member. It includes three hours of daily instruction in Spanish with an additional hour studying the culture and traditions of the country. Prerequisite: consent of instructor. (Offered May Experiential Term only)

SPA-315 Spanish Composition and Conversation (WE)

Focuses on further development of oral and written communication skills in appropriate cultural contexts, and includes a review of key problematic structures of the Spanish language. Students write frequent compositions using a variety of structures of the Spanish language, 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 (WE)

Continues Spanish Composition and Conversation, with an emphasis on speaking and writing. A wide range of short literary texts is also studied. Prerequisite: Intermediate Spanish II (SPA-225), appropriate Spanish placement exam, or consent of instructor.

SPA-330 Spanish for Heritage Speakers (WE)

Focuses on the specific linguistic and communicative needs of heritage speakers of Spanish in the context of exploring issues of identity, immigration and community in contemporary Latino communities in the U.S. Assessments based on an exit interview and a portfolio of formal writing. Prerequisite: Spanish placement test or approval of the instructor.

SPA-336 Hispanic Life and Culture: Latin America

Offers an interdisciplinary overview of the culture and history of Latin America as portrayed in literature, art, architecture, and film. Particular attention is given to the way the past has created and shaped contemporary Hispanic culture in Latin America. Prerequisite: Spanish Composition and Conversation (WE) (SPA-315), Spanish for Heritage Speakers (SPA-304), or Spanish Language and Literature (WE) (SPA-325). (Offered alternate years)

SPA-338 Hispanic Life and Culture: Europe

Offers an interdisciplinary overview of the culture and history of Spanish in Europe as portrayed in literature, art, architecture, and film, with particular emphasis on how Spanish cultural history shapes the present. Particular attention is given to the way the past has created and shaped Hispanic culture in Spain. Prerequisite: Spanish Composition and Conversation (WE) (SPA-315), Spanish for Heritage Speakers (SPA-304), or Spanish Language and Literature (WE) (SPA-325). (Offered alternate years)

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 (WE)

Introduces 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 (WE) (SPA-315) or Spanish Language and Literature (WE) (SPA-325), or Spanish for Heritage Speakers (SPA-304).

SPA-349 Business Spanish

Focuses on providing Spanish language proficiency for students planning careers in business with emphasis on the variety of Spanish-speaking cultures in the business world and requires local outreach and on-site learning.

Prerequisite: Intermediate Spanish II (SPA-225) or consent of instructor.

SPA-394 Directed Learning (WE)

Allows students to investigate a particular aspect of literature in Spanish 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 (WE) (SPA-315) or Spanish Language and Literature (WE) (SPA-325).

SPA-412 Ecologies: Latin American Environmental Literature and Cultural Works (WE)

Examines Latin American writers and artists who have long focused on nature as a means to address pressing political, social, and ethical issues through literature, ethnographic texts, film and the visual arts. Readings in this class will trace connections between environmental thought and the region's long and multi-layered history of colonialism.

Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-418 Gender and Sexuality in the Hispanic World (WE)

Examines constructions and representations of gender, sexuality, and power in Latin American and/or Spanish literature and cultures with particular emphasis on intersections with race/ethnic positioning, sexual identity, and social class. The course adopts an interdisciplinary approach to explore the role and contributions of artists, as well as the reception of their work, with regard to issues surrounding cultural representations of race and ethnicity, masculinity and femininity, gender and sexual identities and LGBTQ+ communities, nationalism and citizenship, and social movements. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-421 Nation, History and Literature (WE)

Focuses on the literature and culture of one nation in the Hispanic world, highlighting their relationship to the specific national history of the country. This class will study a variety of genres: short stories, poetry, and theater. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-428 Indigeneity, Blackness, and Ethnic Literatures in the Hispanic World (WE)

Examines voices of ethnic cultures that have creatively responded to their social and political contexts through literary analysis as well as visual, musical, and other symbolic and representational literacies. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-431 Hispanic Graphic Novel: Theory and Practice (WE)

Focuses on providing students with the knowledge to understand cartoons and graphic novels produced in Spanish as a particular medium in relation to a historical context. The class will study theory of comics, the tradition of Hispanic comics, and will hold a workshop where the students learn techniques to develop their own story in a comic format.

Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338)

SPA-432 Representations of Violence in Hispanic Cultural Productions (WE)

Explores the relationships between a variety of cultural productions (film, literature, poetry, painting, theater, performance, TV productions, etc.) and specific accounts of personal and collective violence in socio-political conflicts in the Hispanic world. Concepts such as memory, trauma, mourning, and pain will be a central part of this course. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-442 Popular Culture, Media, and Cultural Studies (WE)

Focuses on popular culture with an emphasis on the role of visual and material culture in the Hispanic world as contested territory between power structures and resistance movements. A variety of cultural productions may be included: film, literature, music, internet blogs, YouTube videos, publicity, folklore, dance, TV productions, comic strips, etc. This class will focus on a selected time period and/or geographical region of the Spanish-speaking world. May be taken more than once for credit, if focused on a different region or period. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-443 Cinema and the Politics of Representation (WE)

Provides a historical and thematic overview of cinema in a selected time period and/or geographical region of the Spanish-speaking world to deepen understanding of and engagement with important and complex cultural issues in relation to both aesthetics and politics, and offers both offers tools and guidance for discussing and writing about

film. May be taken more than once for credit, if focused on a different region or period. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-444 Independent Study (WE)

Allows students to design and undertake a selected project in Spanish under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.

SPA-446 Latin American and Spanish Short Stories (WE)

Focuses on the rich and varied literary production of the short story in Latin America and/or Spain. Readings may include a wide range of short narratives with an emphasis on those of the 20th and 21st century. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-451 Hispanic Cross-Over Literature: Theory and Practice (WE)

Focuses on literature that is designed for children or for both adults and children. Texts for this class will intersect with notions of memory, education, censorship, and the dialogue between image and written text. The class will emphasize the picture-book (álbum ilustrado), and it will hold a workshop where the students learn techniques to develop their own. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-455 Hispanic Drama and Performance: Theory and Practice (WE)

Focuses on providing students with the elements to appreciate and analyze Spanish and US Latinx theatre and performance art. This class will introduce students to the various techniques, themes, and images used to express, criticize, or romanticize Hispanic society and life, and may include the staging of a play. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336/ SPA-338).

SPA-457 US Latinx Literature (WE)

Focuses on the major trends of Latinx literature that highlight the experiences of Latinx people within the US. Topics will include bilingualism, code-switching, identity, borders, immigration, and exile in Latinx groups such as Chicano/a, Nuyorican, Boricuas, Dominicans, etc. Their cultural productions will be analyzed within their social and political context and texts assigned will be in English, Spanish or mixed. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-458 Travel Writing and Transatlantic Literature (WE)

Explores the varying perceptions of life, history, culture, traditions, and customs in Spain and Latin America across time and space through the accounts of travel narratives through interdisciplinary perspectives. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

SPA-464 Capstone in Spanish

Serves as the final requirement designed for Spanish majors who are graduating seniors. Students will polish a research paper written for any of the advanced classes in a previous semester. They will demonstrate the skills acquired throughout the major, such as: critical reading and writing, textual analysis, and original thinking regarding a historical and cultural topic related to Latin America and/or Spain. At the end of the course, students should present their research work on a conference-like panel open to the public. (Offered every spring)

SPA-475/-485 Topics in Hispanic Literature (WE)

Centers on a particular theme, author, region, time period, or genre of Hispanic literature. Approach and content vary from term to term as determined by the instructor. May be taken more than once, provided the topics are substantially different. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336/ SPA-338).

SPA-476/-486 Topics in Hispanic Literature: Latin America (WE)

Centers on a particular theme, author, region, time period, or genre of Hispanic literature, with a focus on Latin American culture. May be taken more than once, provided the topics are substantially different. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336/ SPA-338).

SPA-494 Internship in Spanish

Allows students to explore a career area related to Spanish. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. P/NP basis only. This course does not satisfy any of the requirements for a major or minor in Spanish. Prerequisites: junior standing and consent of department chair.

—SPORTS MANAGEMENT (COURSES ONLY)

See Sports Management Concentration in Business, p. 79

COURSES IN SPORTS MANAGEMENT

SMT-100 Introduction to Sports Management

An introductory course in sports management. This course provides an overview of the historical, legal, economic, political, and social-cultural issues that shape the field of sports management. The skills needed for managing sports organizations, from recreational to collegiate and professional, are also introduced. The course looks at the key functional areas of sport management such as marketing, communication, finance and economics and facility and event management.

SMT-300 Sport/Recreation Event Management

An introduction to the principles and procedures for preparing, planning, operating, managing, and evaluating events and venues in sports settings. Students gain a greater understanding of event and venue management and the total operation of sports organizations. Prerequisite: Introduction to Sports Management (SMT-100).

SMT-454 Seminar in Sports Management

A lecture/discussion-based course in which relevant and current research and industry trends are thoroughly reviewed and analyzed. Students are encouraged to take this course near the end of their careers as undergraduate students in the sports management concentration. Prerequisite: Introduction to Sports Management (SMT-100).

SMT-494 Internship in Sports Management

An internship with a focus on sports management supervised by a faculty member teaching within the sports management concentration. A minimum of 140 hours on-site experience is required. Students must document and analyze the experience through a journal and final report or through other written work as assigned by the faculty supervisor. P/NP basis only. A maximum of one credit may count toward the concentration with the approval of the administrative coordinator(s) of the concentration. Prerequisites: junior standing and consent of administrative coordinator(s).

—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 Mathematical Probability

A calculus-based introduction to the mathematical theory of probability. Topics include enumeration techniques, Bayes' theorem, random variables, discrete and continuous distributions, expectation, moment-generating functions, sampling distribution theory, and simulation techniques. Prerequisites: Computational Linear Algebra (MTH-165) and Calculus II (MTH-145), or consent of instructor.

STA-325 Mathematical Statistics

A calculus-based introduction to the mathematical theory of statistics. Topics include point and interval estimation, hypothesis tests, regression, analysis of variance, nonparametric methods, and Bayesian methods. Prerequisites: Computational Linear Algebra (MTH-165) and Calculus II (MTH-145), or consent of instructor.

—THEATRE ARTS

Ganfield (Co-Chair), Rezabek, Schmidt (Co-Chair).

Mission Statement

The mission of Coe's Theatre Department is to provide hands-on training in theatre making (in classes, labs and productions) with a collaborative process that builds community, fosters global awareness and examines the complexities of diverse human narratives.

The Theatre Arts major, minor and emphases are based in experiential learning encompassing diverse aspects of theatre that include the examination of the human condition through creative expression, collaboration, verbal and visual communication, problem-solving and design thinking. The practicum is completed with either a theatre internship, NY Term Internship or Independent Study. Because of significant overlap in the Theatre Arts major and the Theatre Arts majors with emphasis, only one major may be earned.

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

A major in Theatre Arts requires a cumulative 2.0 GPA in all courses counted toward the major.

A Theatre Major consists of the core courses 1–6 and an additional four THE course credits with at least three at the 200 level or above.

1. THE-100 Introduction to Theatre
2. THE-130 Technical Production I
3. THE-140 Design for the Stage
4. THE-150 Acting I
5. THE-102 Theatre Production Lab (0.25 course credit each) (may be taken twice to replace on THE-112 Production Experience for a total one full credit of technical theatre experience)

OR

- THE-112 Production Experience (0.50 course credit each) (may be taken twice for one full credit or in combination with THE-102 taken twice for one full credit)
6. THE-185 Production and Performance (one required, may be taken again as elective)
7. FOUR of the following:
 - THE-162 Stage Makeup
 - THE-220 Lighting Design
 - THE-255 Playwriting Workshop 1
 - THE-283 Arts Administration
 - THE-288 History of Dress
 - THE-355 Playwriting Workshop 2
 - THE-444 Independent Study in Theatre
 - THE-455 Playwriting Workshop 3
 - THE-486 Special Topics in Theatre
 - THE-494 Internship in Theatre

Theatre Arts Minor

The minor in Theatre Arts consists of any six full-credit-equivalent course credits selected from the following:

- THE-100 Introduction to Theatre
- THE-102 Theatre Production Lab (0.25 course credit each) (may be taken twice to replace one THE-112 Production Experience for a total of one full credit of technical theatre experience)
- THE-112 Production Experience (0.50 course credit each) (may be taken twice for one full credit or in combination with THE-102 taken twice for one full credit)
- THE-130 Technical Production I
- THE-140 Design for the Stage
- THE-150 Acting I
- THE-162 Stage Make-Up
- THE-185 Production and Performance (may be taken once for minor credit)
- THE-220 Lighting Design
- THE-255 Playwriting Workshop I
- THE-283 Arts Administration
- THE-288 History of Dress
- THE-355 Playwriting Workshop 2
- THE-444 Independent Study in Theatre
- THE-455 Playwriting 3
- THE-486 Special Topics in Theatre
- THE-494 Internship in Theatre

Theatre Major Areas of Emphasis

Theatre Major areas of emphasis are designed to allow students to align a core of study in theatre arts with interdisciplinary coursework in other disciplines to create career pathways in the following areas.

Secondary Education Endorsement in Theatre Arts

1. THE-100 Introduction to Theatre
2. ENG-111 Introduction to Literary Studies
3. THE-102 Theatre Production Lab (0.25 course credit each) (may be taken twice to replace one THE-112 Production Experience for a total of one full credit of technical theatre experience)
OR
THE-112 Production Experience (0.50 course credit each) (may be taken twice for one full credit or in combination with THE-102 taken twice for one full credit)
4. COM-125 Fundamentals of Public Speaking
5. THE-130 Technical Production I
6. THE-140 Design for the Stage
7. THE-150 Acting I
8. THE-185 Production and Performance (One required, may be taken again as elective)
9. ENG-382 Shakespeare: Comedies
OR
ENG-383 Shakespeare: Tragedies/Histories
10. At least three of the following selected in consultation with advisor:
 - THE-162 Stage Make-Up
 - THE-185 Production and Performance
 - THE-255 Playwriting Workshop I
 - THE-288 History of Dress
 - THE-355 Playwriting Workshop 2
 - THE-444 Independent Study in Theatre
 - THE-455 Playwriting Workshop 3

THE-486 Special Topics in Theatre
THE-494 Internship in Theatre

Theatre Arts Management Emphasis

1. THE-100 Introduction to Theatre
2. THE-102 Theatre Production Lab (0.25 course credit each) (may be taken twice to replace one THE-112 Production Experience for a total of one full credit of technical theatre experience)
OR
THE-112 Production Experience (0.50 course credit each) (may be taken twice for one full credit or in combination with THE-102 taken twice for one full credit)
3. THE-130 Technical Theatre I
4. THE-140 Design for the Stage
5. THE-150 Acting I
6. THE-185 Production and Performance (at least once as stage manager)
7. THE-283 Arts Administration
8. THE-494 Internship in Theatre OR NYT-250 New York Term
9. Two additional theatre courses 200 level or above:
THE-220 Lighting Design
THE-255 Playwriting Workshop I
THE-288 History of Dress
THE-355 Playwriting Workshop 2
THE-444 Independent Study in Theatre
THE-455 Playwriting Workshop 3
THE-486 Special Topics in Theatre
THE-494 Internship in Theatre
NYT-250 New York Term
10. At least two additional full course credit equivalents selected in consultation with advisor from the list:
BUS-125 Computers in Business
PR-205 Public Relations
BUS-250 Principles of Management
COM-322 Professional Communication and Writing (WE)
BUS-280 Business Websites (0.50 course credit)
BUS-281 Social Media in Business (0.50 course credit)
BUS-300 Human Resource Management
BUS-330 Principles of Marketing (WE)

Performing Arts Emphasis

1. THE-100 Introduction to Theatre
2. THE-130 Technical Production I
3. THE-140 Design for the Stage
4. THE-150 Acting I
5. THE-185 Production and Performance (taken twice in performance role)
6. THE-494 Internship in Theatre
OR
NYT-250 New York Term
7. At least two additional full credit course equivalents in consultation with advisor from the following list:
ENG-111 Literary Studies
ENG-382 Shakespeare: Comedies
ENG-383 Shakespeare: Tragedies/Histories
THE-165 Stage Make-Up
THE-255 Playwriting Workshop I
THE-288 History of Dress
THE-355 Playwriting Workshop 2

THE-444 Independent Study in Theatre
THE-455 Playwriting Workshop 3
THE-486 Special Topics in Theatre
THE-494 Internship in Theatre
NYT-250 New York Term

8. Four MUA- vocal ensemble or vocal lessons full credit equivalent experiences

COURSES IN THEATRE ARTS

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 theatergoing through analysis of dramatic form and of selected playtexts; consideration of the methods and techniques employed by theatre artists and crafts persons; and a brief survey of theatre and drama, both in their historical context and as they have been manifested through related media. As part of the study, students are required to attend some evening events. This course does not satisfy any of the requirements for a major in Theatre Arts.

THE-102 Theatre Production Lab

Applied skills in one of the theatre production crews. Students assist with set construction, costuming, lighting, painting, publicity, sound, or run-crew positions for productions during a term. No previous experience is required. Lab meets four hours per week. Theatre arts majors are required to take four labs. (0.25 course credit)

THE-112 Production Experience

Practical involvement in a mainstage production as an actor (in a leading or secondary role), stage manager, assistant director, dramaturge, technical crew head (property master, master electrician, wardrobe master, etc.), or in another capacity as approved by the faculty (excluding run-crew positions). May be taken more than once. Prerequisite: consent of department chair. (0.5 course credit)

THE-118 The Arts, History and Culture of Serbia

Explores the recent history and political realities of Belgrade, Serbia, through the lens of Theatre and other art forms, as well as visits to multiple cultural formations: museums, churches, monuments and schools. Prerequisite: consent of instructor. (Offered May Experiential Term only)

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-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-162 Stage Make-Up

The theory and practice of designing and creating make-up for the stage actor. Lecture/demonstration plus laboratory experience.

THE-170 Voice 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-220 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-228 History of Theatre and Drama I (WE)

A writing intensive course that provides students with an overview of World Theatre and Drama from cultures where oral traditions were the dominant forms of communication through and including those wherein the written word presented a new paradigm. The course provides a practical investigation of current critical discourses that examine dramatic literature and performance traditions from around the world. (Offered Fall Term in rotation with History of Theatre and Drama II (WE) (THE-238))

THE-232 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-238 History of Theatre and Drama II (WE)

A writing intensive course that provides students with an overview of World Theatre and Drama, focusing primarily on cultures and periods wherein new forms of technology, from the camera to the computer, have become determining factors in systems of communication. The course provides a practical investigation of current critical discourses that examine dramatic literature from around the world. (Offered Fall Term in rotation with History of Theatre and Drama I (WE) (THE-228))

THE-242 Scene Design

A study of the aesthetic, historical, and technical aspects of stage design. Projects emphasize research, drawing, drafting, problem solving, model building, and rendering. Class includes lecture/demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Technical Production I (THE-130) and Design for the Stage (THE-140) or consent of instructor.

THE-250 Acting II

A performance-based studio course designed to expand upon the work begun in Acting I by assisting students in the development of intermediate-level acting skills. Scenes and monologues progress beyond realism with an introduction

to a number of other styles. Significant emphasis is placed on character development and on detailed analysis of dramatic action. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150). (Offered Spring Term)

THE-255 Playwriting Workshop 1

Cross-listed with CRW-255

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

THE-260 Acting for the Camera

Development of basic acting techniques essential for work in film and television. The course is designed to help students become comfortable in front of the camera by way of breaking down their physical and internal inhibitions. The instructor helps the student find the most effective personal resources for the creation of truthful characters, given the unique pressures of a film or television shoot. The course also focuses on audition techniques and culminates in the shooting of a scripted scene. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150).

THE-270 Musical Theatre Acting

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-280 Costume Design

A study of the aesthetic, historical, and technical aspects of costume design. Projects emphasize research, character analysis, figure drawing, textile selection, and rendering. Class includes lecture-demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Technical Production I (THE-130) and Design for the Stage (THE-140) or consent of instructor.

THE-283 Arts Administration

Cross-listed with MS-283 and MU-283

Implements the skills and guiding principles of managing arts-related organizations, in particular non-profits. Through collaborative efforts, students learn about project development and implementation, focusing on goal-setting initiatives, financial planning, marketing and advertising, viewership and participation, and audience awareness. Current issues and challenges facing nonprofit arts organizations will be addressed as well. Cross listed with MS-283 and MU-283.

THE-288 History of Dress (WE)

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 (WE)

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-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-355 Playwriting Workshop 2

Cross-listed with CRW-355

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: Playwriting Workshop I (CRW/THE-255).

THE-390 Directing II (WE)

An intermediate-level course or independent study expanding upon the work begun in Directing I by developing more complex analytical tools and deepening the work of conceptualization for production. Assigned readings guide the directing student to knowledge and understanding of a wide variety of 20th-century and contemporary directing theories and methodologies. The course culminates in the analysis and preparation with actors of a short one-act play or an extended scene from a full-length play that allows the student director to work in a non-realist style.

Prerequisite: Directing I (WE) (THE-290). (Offered by arrangement)

THE-442 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-444 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-452 Advanced Projects in Acting

A senior acting recital designed to demonstrate the proficiency level of majors with an acting emphasis. The recital may take the form of a one-person performance or a selection of scenes, monologues, and /or musical numbers demonstrating the student'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-455 Playwriting Workshop 3

Cross-listed with CRW-455

Continued advanced writing, with an emphasis on producing finished plays. Prerequisite: Playwriting Workshop 2 (CRW/THE-355).

THE-462 Advanced Projects in Directing

The faculty-supervised staging of an extended one-act or a full-length play as an advanced project. The production is staged in the Mills Experimental Theatre and may receive modest technical and design support, when appropriate.

Comprehensive playtext analysis and documentation of process are components of this course. Prerequisite: Design for the Stage (THE-140), Directing II (WE) (THE-390), or consent of department chair. (Offered by arrangement)

THE-464 Senior Seminar (WE)

Capstone course for theatre arts majors that requires students to synthesize their study of dramatic theory and literature and their experiences in theatre performance and production. Assignments center on dramaturgy, dramatic theory and criticism, and on the current state of the art. Required of Theatre Arts majors in their senior year. (Offered Fall Term)

THE-486 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-488 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-494 Internship in Theatre Arts (WE)

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. P/NP 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.

—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 319-335-9221.

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

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

MSA-110 Air Force Heritage and Values I

A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Featured topics include: Air Force Core Values, dress and appearance standards, customs and courtesies, career opportunities, benefits, leadership, and communication skills. Prerequisite: first-year or sophomore standing. (0.25 course credit)

MSA-110L 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-110); Prerequisite: first-year or sophomore standing. (0.25 course credit)

MSA-120 Air Force Heritage and Values II

A survey course designed to introduce students to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC). Spring semester featured topics include: Evolution of the U.S. Air Force/Air Force history, Principles of War/Tenets of Air Power, What the Air Force Brings to the Joint Fight and a look at the Department of the Air Force and Air Force Major Commands. It will also introduce several leadership concepts, to include ethical decision-making, communication, and professional speaking opportunities. Prerequisite: first-year or sophomore standing. (0.25 course credit)

MSA-120L AFROTC Leadership Laboratory

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

MSA-210 Team and Leadership Fundamentals I

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

MSA-210L AFROTC Leadership Laboratory

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

MSA-220 Team and Leadership Fundamentals II

Provide the foundation for both leadership and team building. The concepts will be applied in team building activities and class discussion to include demonstration of basic verbal and written communication. Featured topics include: Conflict Management, Comprehensive Airman Fitness, and a Leadership Capstone. (0.25 course credit)

MSA-220L AFROTC Leadership Laboratory

See MSA-110L. Corequisite: Team and Leadership Fundamentals II (MSA-220) (0.25 course credit)

MSA-310 Leadership Studies: Leading People and Effective Communication I

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

MSA-310L AFROTC Leadership Laboratory

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

MSA-320 Leadership Studies: Leading People and Effective Communication II

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

MSA-320L AFROTC Leadership Laboratory

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

MSA-410 National Security / Leadership Responsibilities and Commissioning Preparation I

Class is designed for college seniors and gives them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession. Additionally, you will improve your oral and written communication skills and delve into military professionalism and ethics. (0.75 course credit)

MSA-410L AFROTC Leadership Laboratory

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

MSA-420 National Security / Leadership Responsibilities and Commissioning Preparation II

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

MSA-420L AFROTC Leadership Laboratory

See MSA-110L. Corequisite: National Security / Leadership Responsibilities and Commissioning Preparation II (MSA-420). (0.25 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 as a profession. The focus is on the dimensions of army leadership; understanding of the ROTC program, its purpose in the army, and its advantages for students. (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 through, hands-on, interactive exercises; cadre role models, development of strong relationships among students through common experience, practical interaction. (0.25 course credit) (Offered Spring Term; Fall Term by arrangement)

MIL-103 Innovative Team Leadership

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories central to the Army leadership framework; personal motivation and team building through planning, executing, and assessing team exercises and participating in leadership labs; continued development of leadership values and attributes through understanding of army rank, structure, duties, 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). (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. Students develop greater self-awareness as they assess their own cadet leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. (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: Leadership Laboratory MIL-209, Adaptive Tactical Leadership MIL-220, Leadership in Changing Environs MIL-305, Developing Adaptive Leaders MIL-350, and Leadership in a Complex World MIL-360. 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-387. Students earning a degree in nursing normally are exempt from this requirement, and students may, with the approval of the professor of military science, use other courses to meet the requirement.

MIL-209 Leadership 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 explore leadership training for the U.S. Army officership. (0.0 course credit)

MIL-215 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 is developed around the Army physical fitness training program. Lab fee required. Course may be repeated up to three times. (0.5 course credit)

MIL-220 Adaptive Tactical Leadership

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. Students' tactical leadership abilities are developed to enable them to succeed at ROTC's Leadership Development and Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209) and Advanced Military Fitness Training (MIL-215). Prerequisites: Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103) and Foundations of Tactical Leadership (MIL-104) or completion of Army Basic Training or the Leaders Training Course. (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-305 Leadership in Changing Environments

Uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability, and support operations Military briefings are conducted and proficiency is developed in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuasion, and motivation of team members in the contemporary operating environment (COE) as students prepare for the ROTC Leader Development Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209) and Advanced Military Fitness Training (MIL-215). Prerequisites: Leadership and Personal Development MIL-101, Introduction to Tactical Leadership MIL-102, Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leaders Training Course (LTC) and Adaptive Tactical Leadership (MIL-220). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement.)

MIL-350 Developing Adaptive 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-209). Prerequisites: Adaptive Tactical Leadership (MIL-220) and Leadership in Changing Environs (MIL-305). (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-360 Leadership in 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-209). Prerequisites: Adaptive Tactical Leadership (MIL-220), Leadership in Changing Environs (MIL-305), Developing Adaptive Leaders (MIL-350). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement)

MIL-380 Readings 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: Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leader’s Training Course. (0.25 to 0.75 course credit)

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 extra-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), and/or 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 world 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 Office of Admission. Supporting recommendations may be provided by high school guidance counselors, teachers, and administrators. Some students may be accepted on a provisional status upon enrolling at the College.

Students accepted with provisional status must register for SKD-125 Learning Lab (0.5 course credit) during their first term at Coe, and maintain a GPA above the College's Minimum GPA Levels (p. 45) to have their provisional status removed. Failure to meet these requirements in the first semester of enrollment will subject students to academic probation for the second term.

Standardized Test Scores

Test-Optional Policy: Under Coe's test-optional policy, ACT/SAT scores are not required for students applying for admission. The test-optional policy gives select students the option to decide whether their standardized test scores (ACT/SAT) will be considered in the application review process. Students applying under the test-optional policy will still be considered for a Trustee Scholarship. Only students applying as first-year applicants with a 3.0 GPA or higher may choose to exclude their test score from the application process. Median SAT scores at Coe are in the mid- to high 500s for both the verbal and mathematical sections. For students' submitted scores, 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 \$300 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 \$300 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 \$300 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 the following from each candidate:

1. a completed application for admission,
2. official high school transcripts or self-reported cumulative GPA, and
3. official results of either the SAT or ACT examination **or** self-reported results of either the SAT or ACT examination if not applying for test-optional admission.

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 \$300 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 p. 24 and p. 48 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. 48).

New students may enroll at the College at the beginning of the Fall Term or Spring Term. (Students should consult the academic calendar (p. 10) to determine which term is most appropriate for their educational plans.)

International Applicants

Students from other countries are encouraged to apply to Coe College. Applications should include the following information:

1. completed application 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, GTEC CBT
5. completed financial documents (International Student Certification of Finances and certified bank statement).

An English Language Academic Bridge (ELAB) Program is designed for degree-seeking students who meet specific English language proficiency levels, including a TOEFL iBT score between 55 and 67, a minimum TOEFL ITP score of 480, a minimum IELTS score of 5.5, a minimum Duolingo English Test score of 90, or a minimum PTE score of 45. Students admitted to the ELAB Program are required to take two ESL courses in their first term in addition to regular undergraduate courses. The program provides one term of English language instruction to help students develop academic skills in reading, writing, vocabulary, and conversation while earning credits toward their undergraduate degree. Applicants must meet all undergraduate admission requirements except for full English language proficiency. Upon successful completion of the ELAB Program term, students will transition into a full

schedule of regular undergraduate Bachelor of Arts courses.

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 <https://www.coe.edu/student-life/student-life-resources/business-office/student-accounts-handbook>.

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

Comprehensive Fee

Coe College charges tuition, room, board, and student fees. The student fees include Health Services and an Activity Fee which is allocated to the Student Senate for apportionment among various student activities such as the student newspaper, literary magazine, and social events. Expenses not covered by the Comprehensive Fee include some music lessons, books, linen service, personal expenses, certain specific campus events, and health and accident insurance. Current cost information is published in the [Financial Aid Handbook](#) on Coe's website.

On-Campus and Off-Campus Resident Students

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

Full-time students are required to live in residence and take meals in the college dining hall and, thereby, are charged for room and board unless exempt for one or more of the following reasons:

1. Married students – must provide copy of signed marriage license
2. Live with parent(s)/guardian(s) within 25 miles of campus (address on file with College is verified)
3. Dependent child (person must provide copy of child's birth certificate)
4. Completed 8 semesters living on campus
5. Students who are 25 years or older.

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

Other Providers' Off-Campus Study Programs

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

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

GENERAL FINANCIAL REGULATIONS

1. 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.
2. No diploma, certificate, or letter of honorable dismissal, is granted to any student failing to make a satisfactory settlement of any indebtedness to the College.
3. Residence halls are not open for student occupancy during winter and spring breaks. Students living some distance from the campus may make housing arrangements through the Office of Student Life. The residence halls are open during the fall break and Thanksgiving recess. Meals are served during the fall break but not during Thanksgiving recess.
4. The College does not carry insurance on personal property of students and is not responsible for the loss of or damage to such property. Information regarding student health and accident insurance is available through the Office of Student Life.
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 work study) is due and payable by August 1st for the Fall Term and January 10th 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 1st, and the final payment is due December 10th. The payment plan for the Spring Term begins January 10th and the final payment is due May 10th (graduating seniors' final payment is due the last Friday in April). There is a \$50 non-refundable enrollment fee per term to be on the monthly payment plan. Students enroll in the monthly payment plan through CASHNet via their my.coe.edu account.

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

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

Late Payments

If a student chooses to pay his/her college charges on the semester payment schedule (payment in full is due August 1st and January 10th) late payments are subject to a late fee/finance charge of 1.5% per month (or fraction thereof) on the full amount that is past due. This is equivalent to an annual rate of 18%.

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 have the responsibility of initiating the official withdrawal process (see p. 47).

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

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

Unofficial Withdrawal from All Courses

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

A student’s withdrawal date is:

The earlier of the date that the student began the official withdrawal process or otherwise provided official notification to a designated office of their intent to withdraw;

OR If official notification could not be provided because of circumstances beyond the student’s control, the date the college determines is related to the particular circumstance.

OR If the student ceased attendance without providing official notification, the midpoint of the term;

OR The student’s last date of attendance at a documented academically related activity.

Federal Title IV Refund Calculation / Policy

In accordance with federal regulations, a Title IV refund calculation must be performed for students that are recipients of Federal Student Aid (FSA) who cease attendance in all courses, including students who are expelled, or are granted a leave of absence. The FSA programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq Afghanistan Service Grant, and other Title IV Programs. The Coe College Student Financial Services Office determines, based on the *federally mandated formula, the amount of FSA assistance students have earned based on the date in the term a student is considered to be withdrawn. An example of the refund calculation is published online in the [Financial Aid Handbook](#), and a handout may be obtained from the Student Financial Services 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.
$$(\text{Total Aid Disbursed} + \text{Aid that could have been disbursed}) \times \text{Percentage Completed} = \text{Earned Aid}$$
- Step 3: Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid program.
$$\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$$
 - If the aid already disbursed equals the earned aid, no further action is required.
 - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
 - If the aid already disbursed is less than the earned aid, a late disbursement may be made to the student.

- Step 4: Determine if the institution and/or the student must return the unearned funds.
 $\text{Total Aid} - \text{Earned Aid} = \text{Unearned aid that must be returned}$
 $\text{Unearned Aid} > \text{assessed charges} = \text{Unearned aid that must be returned by the student}$
 $\text{Unearned Aid} \leq \text{assessed charges} = \text{Unearned aid to be returned by the College}$

The Coe College Student Financial Service Office is required to return any unearned FSA funds that were applied towards institutional charges within 45 days in the following order:

- Direct Unsubsidized Stafford Loan
- Direct (Subsidized) Stafford Loan
- Direct Graduate PLUS Loan (for graduate students)
- Direct PLUS Loan (for parents of undergraduate students)
- Pell Grant
- SEOG
- TEACH Grant
- Iraq Afghanistan Service Grant

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

- Step 5: Determine earned FSA assistance that has not been disbursed.
 $\text{Total Aid Earned} - \text{Total Aid Disbursed} = \text{Earned Aid Not Disbursed}$

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

* the federal work-sheet used to calculate the amount of FSA assistance earned is available from the Student Financial Services upon request.

Institutional Refund Calculation/Policy

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

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

May Experiential Term (optional)

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

Enrollment Status Changes

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

Part-Time Students

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

Summer Students

A summer student withdrawing from class will be subject to *Return of Title IV Funds/Institutional Refund Policy* (see p. 217) 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. Detailed information about financial aid programs and financial aid policies and guidelines are published in the Coe College Financial Aid Handbook. New students should accept their financial aid award by submitting a \$300 enrollment fee by May 1 for the Fall Term. Extensions may be requested by contacting the Student Financial Services. If a student does not respond by the stated deadline, Coe College cannot guarantee the availability of any funds offered in the financial aid award. A change in housing status from on- to off-campus may cause a scholarship award amount adjustment.

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), if desired by the student. 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.

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 participating students.

Merit Recognition Award

Full-tuition Merit Recognition Awards are designated for students who hold finalist standing with the National Merit Scholarship Corporation in the National Merit Scholarship Program.

Global Leadership Scholarship

The Global Leadership 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 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. 222 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 Student Financial Services to determine if they are eligible for an extension to meet the GPA requirements or if other funds may be available to assist with offsetting the loss of a scholarship.

Because these scholarships are awarded on merit, students do not have to demonstrate financial need to qualify.

Coe College reserves the right to make any adjustments deemed necessary to the selection criteria, eligibility requirements, or award amounts of these scholarships. Questions regarding Coe scholarships should be directed to the Office of Admission.

NEED-BASED FINANCIAL AID

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

When a FAFSA is filed, a standard formula is used to calculate the Student Aid Index (SAI) – the amount that the student and his or her family are expected to pay. The Student Financial Services Office compares the SAI to estimated cost of attendance. If the costs exceed the amount of the SAI, 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.studentaid.gov.

Verification Process

Federal regulations require that some applicants who are eligible for need-based financial aid complete the verification process. Students may be chosen for verification by the U.S. Department of Education or by Coe College. Applicants selected for verification are required to submit supporting documentation to the Student Financial Services. These supporting documents may include, but are not limited to, copies of student and parent IRS tax transcripts, verification of untaxed income received and family size. Returning students selected for verification will not receive a financial aid award offer until all requested documents are received and reviewed by the Student Financial Services Office. Prospective students will receive a preliminary financial aid award offer prior to completion of verification. In order to finalize the awards offered, all requested documents should be received by the Student Financial Services Office at least one month prior to the end of the award period. A financial aid award is subject to change if verification results in a change to the Student Aid Index (SAI). During the verification process the Student Financial Services Office will contact students if clarification is needed on any of the information reported on the FAFSA or if it is necessary to make corrections to the FAFSA data.

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 scholarships funds support Coe funded aid already granted to the student. Under no circumstances will the student receive additional funding beyond what has already been listed on the financial aid award letter.) Endowed scholarship funds are vital sources of assistance for many of our students. It will be requested that each student receiving funds from an endowed scholarship write a letter of thanks to the donor or the designated official. Donor information and letter suggestions will be provided by the Office of Advancement.

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.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** program provides financial grant assistance to Pell Grant eligible undergraduates with exceptional financial need which, for the purposes of this program, is defined as those with the lowest SAI. 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 \$2,000 per academic year. These funds are limited and not all students who qualify can be assured that they will receive a SEOG grant.

State-Funded Grants and Scholarships

Iowa Tuition Grant (ITG)

All Iowa Opportunity Grant

Education and Training Vouchers (ETV)

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. To qualify for a TEACH Grant a student must have scored above the 75th percentile on any portion of the ACT or SAT (including composite scores) or have a 3.25 cumulative grade point average. First-year students must have a final cumulative high school grade point average of at least a 3.25 and upperclassmen must maintain a minimum cumulative GPA of 3.25 each Term. In addition, a recipient must serve as a full-time teacher in a high-need field, in a school serving low-income students for at least four academic years within eight years. If a student does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Federal Direct Stafford Loan with interest from the time the grant was disbursed.

Active Duty Military Benefits

An individual who is currently serving in the military or who is the spouse or dependent child of a service member who is currently serving on active duty, may be eligible for funding offered through the Department of Defense Tuition Assistance program. Applicants are encouraged to check their eligibility status and amount for which they qualify with their service prior to enrolling.

Iowa National Guard Educational Assistance Grant

The Iowa National Guard Educational Assistance Grant (NGEAP) provides annual awards to Iowa National Guard members who attend eligible Iowa colleges and universities. Eligibility is determined by the Iowa Adjutant General. Maximum individual awards cannot exceed the current average resident tuition rate at Iowa Regent Universities.

ROTC Scholarships and Grants are available through Coe College. The College ROTC program provides on-campus leadership training in conjunction with a student's current curriculum. The scholarship provides payment of up to full tuition and fees for a given academic year and approximately \$600 per term for books, and a subsistence allowance of up to \$500 per month up to 10 months per academic year. ROTC-eligible students should contact the Student Financial Services to determine the impact this scholarship will have on their total financial aid package.

Veterans' Educational Benefits

The Veterans Administration administers programs for veterans and service people seeking assistance for education and training. A veteran or dependent of a veteran who plans to receive educational benefits, as determined by the Department of Veteran Affairs, should contact the Registrar's Office well in advance of enrollment to request

certification. Additional information about veterans' benefits at Coe College, such as the application process for the various programs, available resources, as well as withdrawal and readmit policies for service members, can be found on the [Veteran and Military Student 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 Post-9/11 VA educational benefits. Veterans are encouraged to visit the VA's Yellow Ribbon webpage to determine their eligibility. While not required to file a FAFSA, applicants are strongly encouraged to do so in order to potentially maximize federal and/or state benefits.

Vocational Rehabilitation Benefits

The Division of Vocational and Rehabilitation of the Iowa Department of Public Instruction or a similar division in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Division of Vocational Rehabilitation, 801 Bankers Trust Building, Des Moines, IA 50309, or the student's home state office.

Veterans Benefits and Transition Act of 2018 Compliance

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

TUITION DISCOUNTS

Tuition discounts cannot be combined with Coe scholarships and grants or other discounts.

Continuing Student Discount

Undergraduate and Post-baccalaureate students who do not qualify for Coe scholarships and grants may contact the Office of Student Financial Services to determine whether they qualify for a tuition discount.

Teacher Education Discount

Qualifying education students enrolled in Coe's Ninth-Term/Fifth-Year programs may obtain an application from the Education Department for a discount of up to 60% of regular full-time tuition charges. Students should contact the Education Department for detailed instructions and deadlines for applying (rates subject to change).

Accounting Discount

Full-time students who are pursuing a major in public accounting, have not completed their degree requirements in four years, and are in good academic standing receive a tuition discount of 60% of regular tuition charges in their fifth consecutive year of study (rates subject to change).

FEDERAL SELF-HELP AID

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

Work-Study Awards provide part-time employment on campus, at area non-profit agencies and in local schools.

William D. Ford Federal Direct Stafford Loans must be repaid by the student. The Federal Direct Stafford (FDS) loan program allows students to borrow low-interest loans directly from the federal government. To qualify for an FDS loan, a student must file the FAFSA, be admitted to a degree or certificate program, and be enrolled at least half-time (2.0 course credits).

Loan Types

There are two types of [Federal Direct Stafford loans](#): subsidized and unsubsidized.

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

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

Federal Direct Parent Loan for Undergraduate Students (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. Repayment begins 60 days after the loan is fully disbursed unless the borrower requests to defer payment while the student is enrolled.

PRIVATE/ALTERNATIVE STUDENT LOANS

Financial Aid Satisfactory Academic Progress Policy

The Student Financial Services Office is required to monitor students who receive federal financial aid to determine if they are making satisfactory academic progress (SAP) toward their degree program.

SAP standards apply to all students receiving federal, 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 Student Financial Services 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 – 4.99	1.5
5 – 7.99	1.75
8 – 11.99	1.8
12 – 15.99	1.9
16 and above	2.0

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 – 7.99	58%
8 – 15.99	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 course credits for graduation. A student can receive federal financial aid for a maximum of 48 attempted cc (32cc x 1.5). A student pursuing a double

major/minor or a student who changed majors will normally be expected to complete all degree requirements before reaching 150 percent of attempted cc required to complete a program.

Financial Aid Warning

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

Financial Aid Suspension

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

Financial Aid Appeal

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

Financial Aid Probation

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

Academic Plan

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

Regaining Eligibility when a Financial Aid Appeal has not been granted

If a Financial Aid Probation Appeal is denied or an appeal was never submitted, the student may regain eligibility to receive financial aid by completing a number of courses without receiving federal financial aid. It is the student's responsibility to contact the Student Financial Services Office if he or she can demonstrate that SAP standards are being met or that an academic plan has been developed that, if followed, will ensure the student is able to meet SAP standards by a specific point in time.

IMPACT ON SAP OF CERTAIN TYPES OF STATUS MARKS AND CREDITS

Audited Courses

Audited courses do not count towards degree requirements and do not impact SAP.

Status Mark of I

Courses for which a grade has not been reported at the time of the SAP evaluation will be counted as attempted credits. Credit is not earned and GPA is not impacted. It is the student's responsibility to inform the Student Financial Services once a grade has been reported.

Pass (P) – Not Pass (NP Graded Courses

Grades of "P" count as attempted credits and credits earned. Grades of "NP" count as attempted credits, but not credits earned. Grades of "P" and "NP" do not impact GPA.

Transfer Credits

Courses that are transferred from another institution and *accepted toward a degree program* count as attempted and earned credits, but do not impact the cumulative GPA. Courses that are taken at another institution that are *not accepted towards a degree program* do not impact SAP standards.

Updating Coursework

Successfully completed courses that are repeated are counted as attempted credits but not credits earned. The grade earned in a repeated course will replace the previously earned grade and may impact the cumulative GPA. A student must report any grade changes/updates that affect aid eligibility directly to the Student Financial Services Office.

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

Status Marks of W and WF

Courses for which a grade of "W" is recorded count as attempted credits. Courses for which a grade of "WF" is recorded count as attempted credits and impact GPA

Part-Time Students

Coe grants and scholarships are not available to students who are enrolled part-time (fewer than 3.0 course credits). Federal and state grants and loans are available to part-time students at pro-rated amounts. Students changing their enrollment status from full-time to part-time must contact the Student Financial Services Office. To be eligible for a federal Direct Stafford Student loan, a student must be enrolled for a minimum of two course credits. Students who are enrolled for fewer than two course credits do not qualify for an in-school deferment status on existing federal loans.

Fifth Year of Study

Financial aid beyond eight terms is generally limited to federal and some state aid. Students are encouraged to file a Free Application for Federal Student Aid (FAFSA) for federal and state financial aid, although both types of financial aid also have statutory limits. For students who received a federal Pell grant, the equivalent of 12 full-time terms is the maximum. For students receiving the Iowa Tuition Grant, eight full-time terms are the maximum. Federal and state financial aid eligibility ends once students have satisfied all requirements for their particular areas of study. (See *Financial Aid Satisfactory Academic Progress Policy*, p. 2222, for additional restrictions.)

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

Withdrawal and Leave of Absence from the College

When a student withdraws or takes a leave of absence from all classes during a term, it is the responsibility of the college to calculate a return of Title IV funds according to federal policy. (See *Return of Title IV Funds/Institutional Refund Policy*, p. 217) 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. 222). Students who are returning from a leave of absence and have attended college elsewhere may have their scholarship eligibility reevaluated.

Reporting Changes and Other Assistance

Any change in a student's enrollment status, financial circumstances, or residential status must be reported immediately to the Student Financial Services Office. Such a change may have an effect on the calculation of financial need and the resulting assistance offered. It is in the best interest of students to contact the Student Financial Services Office prior to an enrollment or residential status change.

Outside Scholarships and Loans

All aid received from sources outside of Coe College must be reported to the Student Financial Services Office. Outside assistance may include, but is not limited to: scholarships, tuition reimbursement, private student loans, etc. These funds may cause a change in financial aid eligibility.

Appeals

A student has the right to appeal any decision concerning financial aid eligibility or award in writing to the Director of Financial Aid. To do so, contact the Director of Financial Aid.

Off-Campus Study

Coe-administered financial aid, with the exception of the National Tuition Exchange (NTE) Program benefits, may be used for off-campus study if approved by the Committee on Internationalization. Students are responsible for any additional costs of the programs. Applications to use Coe aid should be filed with the Director of Off-Campus Studies.

Enrollment in an off-campus study program approved for credit by Coe qualifies the student to be considered for assistance from federal and state grant and loan programs. Contact the Student Financial Services Office for more information.

DIRECTORIES

The Faculty

FULL-TIME FACULTY

MARIO AFFATIGATO

Professor of Physics.

B.A., Coe College; M.S., Ph.D., Vanderbilt University.

UGUR AKGUN

Professor of Physics.

B.S., Middle East Technical University, Turkey; Ph.D., University of Iowa.

BRIE SWENSON ARNOLD

Professor of History.

B.A., Concordia College; M.A., Ph.D., University of Minnesota.

MARIE BAEHR

Special Assistant to the President; Professor of Physics.

B.A., Denison University; M.S., University of New Hampshire; Ph.D., The Ohio State University.

RYAN BARANOWSKI

Associate Professor of Stead Department of Business Administration and Economics.

B.A., Coe College; M.A., Ph.D., University of California, Irvine.

LISA A. BARNETT

Associate Professor of Sociology.

B.S.J., Northwestern University; M.A., Ph.D., Washington State University.

LYNDA BARROW

Professor of Political Science.

B.A., Albion College; M.A., The Johns Hopkins University; M.T.S., Wesley Theological Seminary; Ph.D., Syracuse University.

ALISSA BOGUSLAW

Assistant Professor of Sociology.

B.A., 2007, University of Minnesota; M. A., M.Phil., The New School for Social Research.

SAMANTHA BROWN

Associate Professor of Psychology.

B.A., Creighton University; Ph.D., University of Iowa.

DEREK N. BUCKALOO

Professor of History.

B.A., Stanford University; M.A., Ph.D., Emory University.

MATT CALMAN

Visiting Assistant Professor of in Business Studies.

B.A., M.B.A., Georgia State University.

ALLISON CARR

Associate Professor of Rhetoric, Associate Dean for Student Academics.

B.A., Coe College; M.A., Ph.D., University of Cincinnati.

WILLIAM S. CARSON

Professor of Music.

B.A., Macalester College; M.M., Southern Illinois University; D.M.A., Arizona State University.

PAMELA J. CARSTENS

Professor of Business Administration and World Affairs.

B.A., Coe College; M.B.A., Ph.D., University of Iowa.

VANESSA CASTILLO

Assistant Professor of Psychology.

B.A., Concordia College; M.S., Ph.D. Iowa State University.

JOHN BRADLEY CHAIMOV

Associate Professor of World Languages.

B.A., University of California, San Diego; M.A., Ph.D., University of Chicago.

JOHN M. CHANDLER

Associate Professor of Kinesiology.

B.S., University of Wisconsin, Madison; M.A., University of Northern Iowa.

JIA-YUH CHEN

Professor of Stead Department of Business Administration and Economics.

B.S., National Taiwan University; M.B.A., University of California, Irvine; Ph.D., University of California, Santa Cruz.

BENJAMIN CHIHAK

Associate Professor of Psychology.

B.A., Macalester College; Ph.D., University of Minnesota.

JOSHUA CHRISTENSEN

Associate Professor of Stead Department of Business Administration and Economics.

B.A., Wartburg College; J.D., University of Iowa College of Law.

RANDOLPH N. CHRISTENSEN

Professor of Biology.

B.S., Brigham Young University; Ph.D., The Ohio State University.

BRIAN CHRISTOFFERSON

Visiting Assistant Professor of Education.

B.A., University of Northern Iowa; M.A., University of Texas at San Antonio.

CASSY COZINE

Associate Professor of Biology.

B.S., University of Southern Mississippi; Ph.D., University of Iowa Carver College of Medicine.

KATIE CROCKETT

Assistant Professor of Nursing.

B.S.N., Coe College; M.S.N., Mount Mercy University.

SHEILA CROOK-LOCKWOOD

Associate Professor of Nursing.

B.S.N., Coe College; M.S.N., University of Phoenix.

GAVIN MORRISON CROSS

Professor of Statistics.

B.A., B.S., Miami University; M.S., University of Missouri-Rolla; M.S., Ph.D., University of Iowa.

ANNA DREXLER

Associate Professor of World Languages and Director of International Student Affairs.

B.A., Coe College; M.F.A., University of Oregon.

FIRDEVS DURU

Associate Professor of Physics.

B.S., Bosphorus University; M.S., Ph.D., University of Iowa.

HEATHER EDVENSON

Instructor of Chemistry.

B.A., Coe College; M.S., Cornell University.

RICHARD G. EICHHORN

Professor of Stead Department of Business Administration and Economics.
B.S., University of Tulsa; M.A., Ph.D., Colorado State University.

JESSE ELLIS

Associate Professor of Biology and Director of the Coe Wilderness Field Station.
B.A., Lewis & Clark College; Ph.D., Cornell University.

AUNNA ESCOBEDO

Instructor of Art.
B.A., Mount Mercy University; M.F.A., University of North Texas.

JULIE FAIRBANKS

Associate Professor of Anthropology.
B.S., Georgetown University; M.A., Harvard University; Ph.D., Indiana University.

SARA K. FARRELL

Professor of Psychology.
B.A., University of Iowa; M.A., Minnesota State University, Mankato; Ph.D., Northern Illinois University.

STEVEN FELLER

Professor of Physics.
B.S., Clarkson College of Technology; Sc.M., Ph.D., Brown University.

JENNY FERGUSON

Assistant Professor of Creative Writing.
B.A., York University; M.A., University of Windsor; Ph.D., University of South Dakota.

EMILY GANFIELD

Assistant Professor in Theatre Arts; Costume Shop Manager/Supervisor.
B.A., Coe College; M.F.A., Purdue University.

SHARON GUTHRIE

Associate Professor of Nursing.
A.A., A.S., Kirkwood Community College; BSN, MSN, Ph.D., University of Iowa.

SHAWN P. HARMSSEN

Assistant Professor of Communication Studies.
B.A., Wartburg College; M.A., University of Northern Iowa; Ph.D., University of Iowa.

CHRISTOPHER HATCHELL

Associate Professor of Religion.
B.A., Columbia University; M.A., Ph.D., University of Virginia.

GINA HAUSKNECHT

Professor of Literature and Creative Writing.
B.A., Oberlin College; M.A., Ph.D., University of Michigan.

DAVID HAYES

President, Professor of Business Administration.
B.A., Coe College; J.D., University of Iowa; LL.M., University of Iowa College of Law.

STACY HAYNES-MOORE

Assistant Professor of Education.
B.A., Truman State University; M.A.T, Ph.D., University of Iowa.

STEPHEN B. HUGHES

Associate Professor of Computer Science.
B.S., Dickinson College; M.S., Indiana University; Ph.D., University of Pittsburgh.

JOYCE M. JANCA

Associate Professor of French.

B.A., Southern Illinois University Carbondale; M.A., Ph.D., Indiana University at Bloomington.

BETHANY A. KEENAN

Associate Professor of History.

B.A., Douglass College, Rutgers; M.A., The State University of New Jersey; M.A., Ph.D. University of North Carolina – Chapel Hill.

LEVI KIRKPATRICK

Assistant Professor of Kinesiology.

B.S., Northern Michigan University; M.A., Morehead State University; Ed.D., University of Northern Iowa.

SARAH KRESS

Associate Professor of Education.

B.A., Coe College; M.S., Drake University.

ROBERT D. KUENNEN

Assistant Professor of Stead Department of Business Administration and Economics.

B.A., University of Notre Dame; M.B.A., University of Iowa.

KIMBERLY RAE LANEGRAN

Professor of Political Science.

B.A., Grinnell College; M.A., Ph.D., University of Florida.

ELLEN LEE

Associate Professor of Psychology.

B.S., Loyola University Chicago; M.A., Ph.D., Northern Illinois University.

MARGARET LEMAY

Assistant Professor of English.

B.A., Barnard College; M.F.A., University of Iowa Writers' Workshop.

JOHN PAUL LEMOS

Professor of Philosophy.

B.A., University of the South; Ph.D., Duke University.

CHELSEA LENSING

Associate Professor of Stead Department of Business Administration and Economics.

B.A., Coe College; Ph.D., University of Iowa.

MICHAEL R. LEONARDO

Professor of Biology.

B.A., Knox College; M.A., Ph.D., Southern Illinois University Carbondale.

XIANG LI

Assistant Professor of Engineering.

B.S., Northeastern University (China); M.S., Rochester Institute of Technology; Ph.D., West Virginia University.

CHAD LIBBY

Associate Professor of Kinesiology.

B.S., Morningside College; M.S., Louisiana State University.

LUKE LOVEGOOD

Assistant Professor of Music.

B.M., Coe College; M.M.E., VanderCook College of Music.

NEAL McNABB

Associate Professor of Social and Criminal Justice.

B.A.; M.A., University of Central Oklahoma; Ph.D., University of Oklahoma.

CARRIE MELCHER

Associate Professor of Stead Department of Business Administration and Economics.
B.S., The Ohio State University; M.P.H., Drake University.

BRITTNEY MILLER

Associate Professor of Mathematics.
B.S., University of Southern California; Ph.D., Purdue University.

JONATHAN MITCHELL

Assistant Professor Biology.
B.S., Appalachian State University; Ph.D., University of Chicago.

LAISSA RODRIGUEZ MORENO

Associate Professor of Spanish.
B.A., Universidad Nacional de Colombia; M.A., Ph.D., University of Wisconsin – Madison.

REGGIE MORROW

Visiting Assistant Professor of Graphic Design and Digital Arts.
B.A., M.A., M.F.A, University of Iowa.

JILL MULFORD

Assistant Professor of Nursing.
B.S.N., Coe College; M.S.N., Purdue University Global.

VINH Q. NGUYEN

Professor of Stead Department of Business Administration and Economics.
B.A., National Economics University, Vietnam; M.B.A., Asian Institute of Technology, Thailand; Ph.D., Mississippi State University.

DAVID A. NORDMANN

Associate Professor of History.
B.A., Coe College; M.A., University of Kansas; Ph.D., Indiana University.

OLUWADAMILOLA OPAYEMI

Assistant Professor of Communications Studies.
M.S., Central Connecticut State University; Ph.D., University of Alabama.

AMY PERRY

Assistant Professor of Stead Department of Business Administration and Economics.
B.B.A., M.A., University of Iowa.

KARA RECKER

Associate Professor of Psychology.
B.S., Arizona State University; Ph.D., University of Iowa.

LAURA RISKEDAHL

Director of Library Services.
B.A., University of Northern Iowa; M.A., University of Iowa.

KATIE RODGERS

Associate Professor of Sociology.
B.A., Coe College; M.A., Rutgers University; Ph.D., University of Oregon.

JENNIFER ROGERS

Associate Professor of Art.
B.A., Coe College; M.F.A., University of Minnesota.

ELAINE CARR RYDZE

Associate Professor of Kinesiology.
B.S., Michigan State University; M.A., University of Iowa.

NAMRATA SAHA

Visiting Assistant Professor of Computer Science.

B.S., Military Institute of Science and Technology (Bangladesh); M.S., Ph.D., Florida International University.

BENJAMIN SCHMIDT

Associate Professor of Theatre.

B.A., University of Iowa.

STEVEN SHANLEY

Professor of Music.

B.M., University of Northern Iowa; M.E., University of Minnesota; M.A., Ph.D., University of Iowa.

AMBER SHAW

Associate Professor of English.

B.A., Rhodes College; M.A., Ph.D., University of Georgia.

KELLY SIEMS

Associate Professor of Nursing.

B.S.N., Mount Mercy College; M.S.N.-Ed, Regis University; D.N.P., Clarke University.

STEVEN SINGLETON

Professor of Chemistry.

B.S., Fort Lewis College; Ph.D., University of Denver.

ROCHELLE SNYDER

Assistant Professor of Political Science.

B.A., Westminster College; Ph.D., University of Wisconsin–Madison.

MELISSA SODEMAN

Professor of English.

B.A., University of Washington–Seattle; M.A., Ph.D., University of California – Los Angeles.

MOLLY STAEHELI

Assistant Professor of Education.

B.A., St. Olaf College; M.A., University of Minnesota; M.S. Ed., City College of New York; Ed.D., University of South Carolina.

CHRISTOPHER STEAD

Assistant Professor of Chemistry.

M.S., University of Manchester Institute of Science and Technology; Ph.D., Medical College of Georgia.

MICHAEL STOBB

Associate Professor of Mathematical Science.

B.A., Humboldt State University; M.S., Humboldt State University; Ph.D., University of California.

PAUL STORER

Associate Professor of Biology.

B.S., Allegheny College; M.S., Duquesne University; Ph.D., Loyola University, Chicago.

SCOTT J. STOUDT

Associate Professor of Chemistry.

B.A., Pennsylvania State University; Ph.D., Michigan State University.

DAVID STRASS

Head of Circulation, Faculty Librarian.

B.A., Lawrence University; M.A., Indiana University; M.A., University of Iowa.

XANDER TOFTNESS

Assistant Professor of Psychology.

B.S., University of Wisconsin–River Falls; M.S., Ph.D., Iowa State University.

DREW WESTBERG

Associate Professor of Economics.

B.A., Coe College; M.S., Ph.D., University of Missouri - Kansas City.

JACOB WHEATON

Assistant Professor of Glass Science.

B.S., Ph.D., Iowa State University.

JONATHAN J. WHITE

Professor of Mathematics.

B.A., Coe College; M.S., University of Iowa; Ph.D., University of Oklahoma.

HONGBO XIE

Instructor and Head of Library Technical Services.

B.S., Nanjing Institute of Meteorology, Nanjing, China; M.A., University of Iowa.

ANGELA ZISKOWSKI

Provost and Dean of the Faculty; Associate Professor of History.

B.A., University of Cincinnati; M.A., Ph.D., 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).

MICHAEL BAKER, Ph.D.

Professor of Psychology, Emeritus (1999–2024).

DENNIS BARNETT, Ph.D.

Professor of Theatre Arts, Emeritus (2002-2025).

JOHN A. BECKELMAN, M.F.A.

Robert O. Daniel Professor of Art, Emeritus (1978–2015).

JOHN E. BROWN, Ph.D.

President, Emeritus (1982-2001).

EDMUND BURKE, Ph.D.

Professor of Humanities, Emeritus (1974–2012).

HEIDE BURSCH, Ph.D.

Associate Professor of Nursing, Emerita (2014-2023).

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).

MARIA A. DEAN, Ph.D.

Professor of Chemistry, Emerita (1984–2020).

RICHARD D. DOYLE, M.A.

Professor, Emeritus; Director of Library Services and Director of Technology (1972–2010).

ROBERT DANIEL DREXLER, Ph.D.

William P. and Gayle S. Whipple Professor of English, Emeritus (1974–2016).

WENDY DUNN, Ph.D.

Professor of Psychology , Emerita (1980–2020).

ALLEN P. FISHER, Ph.D.

Stead Family Professor of Sociology, Emeritus (1978–2011).

LUCILLE GOODSON, M.F.A.

Associate Professor of Art, Emerita (1985–2023).

HARLO HADOW, Ph.D.

Heins-Johnson Professor of Biology, Emeritus (1977–2019).

JEANNINE HAMMOND, Ph.D.

Joanne M. Pochobradsky Professor of French, Emerita (1973–2006).

TERRY L. HELLER, Ph.D.

Howard Hall Professor of English, Emeritus (1975–2013).

JEFFREY L. HOOVER, Ph.D.

Professor of Philosophy, Emeritus (1988–2024).

TERRY R. HOSTETLER, Ph.D.

Professor of Mathematics and Computer Science, Emeritus (1991-2025).

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).

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).

DAVID W. McINALLY, E.Ed.
President, Emeritus (2013–2021).

TERRY FUELLING McNABB, Ph.D.
Professor of Education, Emerita (1995–2016).

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).

BRUCE F. NESMITH, Ph.D.
Professor of Political Science, Emeritus (1989–2024).

JAMES R. PHIFER, Ph.D.
President of the College, Emeritus, and Professor of History, Emeritus (1985–2013).

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).

MARTIN ALAN ST. CLAIR, Ph.D.
Professor of Chemistry, Emeritus (1993–2023).

MICHAEL L. SANDBERG, Ph.D.
Louie J. And Ella Pochobradsky Professor of Business Administration, Emeritus (1976–2007).

PAULA J. SANCHINI, Ph.D.
Professor of Biology. Emerita, 1986–2025.

FLOYD SANDFORD, Ph.D.
Professor of Biology, Emeritus (1971–2005).

PETER JOHN THOMPSON, M.F.A.
Marvin D. Cone Professor of Art, Emeritus (1993–2023).

CALVIN VAN NIEWAAL, M.S.

Professor of Computer Science and John F. Yothers Professor of Mathematics, Emeritus (1981–2018).

PETER PETTNER WICKHAM, Ph.D.

Henry and Margaret Haegg Distinguished Professor of Chemistry, Emeritus (1969–2000).

SUSAN WOLVERTON, M.F.A.

Professor of Theatre Arts, Emerita (1986–2024).

NÚKHET D. YARBROUGH, Ph.D.

Stead Family Professor of Psychology, Emerita (1985–2019).

ADJUNCT FACULTY

DIANNA GEERS

Adjunct Assistant Professor of Education.

B.A., Mount Mercy University; M.A., M.L.I.S., University of Iowa.

KARLA KEYES

Instructor of Biology.

B.A., Coe College; M.S., Washington University School of Medicine.

KATE KUNAU

Adjunct Assistant Professor of Art History.

B.A., Cornell College; M.A., Ph.D., A.B.D., University of Iowa.

JEN LUTZ

Adjunct Assistant Professor of Accounting.

B.A., Illinois Wesleyan University; M.A., University of Illinois at Urbana-Champaign; C.P.A., C.M.A.

CHER STEPHENSON

Adjunct Assistant Professor of Psychology.

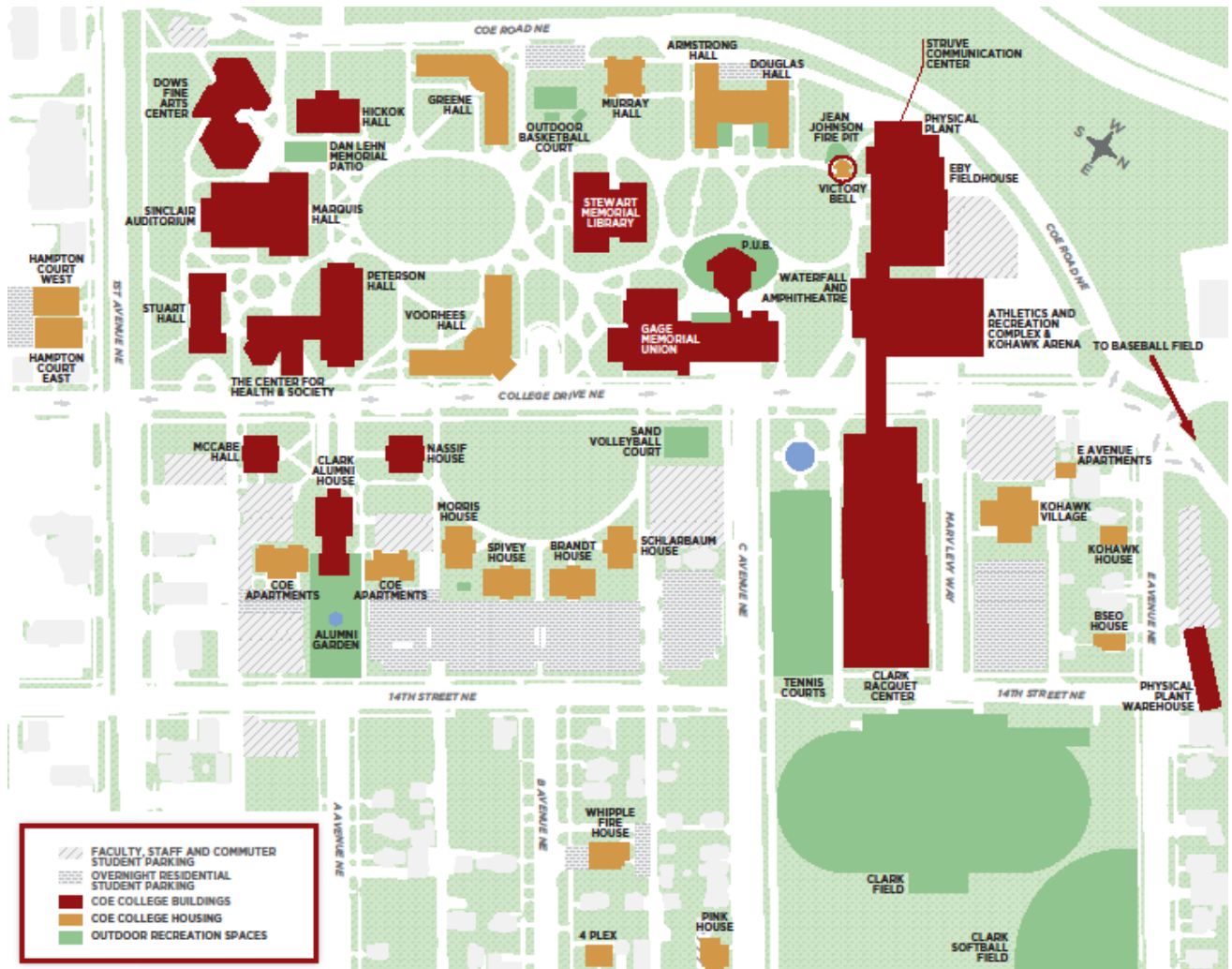
B.A., Coe College; M.S., University of North Carolina at Chapel Hill.

JAMES WETZEL

Adjunct Instructor of Astronomy.

B.S.C., University of Iowa.

Campus Map



INDEX

- Academic Dishonesty, 43
- Academic Probation, 45
- Academic Programs, 7
- Academic Suspension, 45
- Academic Warnings, 45
- Accounting, 79
- Accreditation, 7
- Admission, 211
- Advanced Placement, 49
- Aerospace studies, 206
- African American Studies, 56
- Anthropology, 58
- Applicants, 211
- Application, 211
- Areas of Study, 22
- Art and Visual Studies, 59
- Art Collections, 35
- Asia Term, 31, 52
- Asian Studies, 65
- Athletics, 39
- Attendance, 49
- Audit, 41
- Aviation Management, 66
- Biochemistry, 69
- Biology, 69
- Business Administration, 76, 87
- Calendar, 10
- Campus Activities, 38
- Campus Civility Statement, 37
- Chemistry, 94
- Class Designation, 42
- Classical Studies, 97
- Clubs and Groups, 38
- Collateral Majors, 22
- Communication Studies, 98
- Community-Based Project, 21
- Computer Science, 102
- Course Load, 43
- Courses of Instruction, 52
- Creative Writing, 104
- Credits Attempted**, 222
- Dance, 108
- Data Science, 108
- Dean's List, 27
- Deferred Admission, 213
- Departmental Programs, 56
- Economics, 76, 89
- Education, 111
- Educational Program, 11
- English, 121
- Enrollment Status Changes, 217
- Environmental Science, 126
- Environmental Studies, 127
- ESL, 28
- Exchange Programs, 31
- Faculty Directory, 227
- FAFSA, 219
- Federal Title IV, 216
- FERPA, 1, 50
- Final Exams, 49
- Financial Information, 214
- Financial Regulations, 215
- First-Year Experience, 11
- Flight Operations, 67
- Gender And Sexuality Studies, 129
- General Education, 11
- Grades, 40
- Graduates, 50
- Graduation, 49
- Greek, 130
- Health and Society Studies, 131
- Health and Wellness Office, 38
- History, 132
- Honors Program, 26
- Information Technology, 36
- Interdisciplinary Science, 138
- Interdisciplinary Studies, 139
- International Baccalaureate, 49
- International Economics, 140
- International Studies, 140
- Internships, 20, 53
- Japanese, 143
- Kinesiology, 143
- Latin, 149
- Latin Honors, 27
- Learning Commons, 35
- Leave of Absence, 47
- Libraries, 35
- Majors, 22
- Mathematics, 149
- May Experiential Term, 10, 25, 217
- Military Science, 207
- Minors, 23
- Mission, 6
- Molecular Biology, 152
- Mount Mercy University, 27
- Museum Studies, 153
- Music, 155
- Neuroscience, 162
- New York Term, 30, 53
- Nursing, 162
- Occasional Courses, 53
- Off-Campus Study, 30
- P/NP. *See* Pass/Not Pass
- Payment Policy, 215
- Philosophy, 167
- Physics, 170
- Political Science, 176
- Practicum, 20
- Pre-Law, 29
- Psychology, 180
- Public Events, 36
- Public Relations, 184
- Readmission, 46, 47
- Refund, 217
- Regulations and Policies, 40
- Religion, 185
- Religious Life, 38
- Reserve Officer Training Corps, 206
- Residence Life, 37
- Satisfactory Academic Progress, 222, 224
- Scholarships, 218
- Skills Development, 54
- Social & Criminal Justice, 189
- Sociology, 191
- Spanish, 194
- Sports Management, 79, 198
- Statistics, 198

Student Handbook, 37
Student Senate, 37
Student Services, 37
Summer Term, 25
Test Scores, 211
Theatre Arts, 199
Transfer Credit, 48

Transfer Students, 24
Vocational Rehabilitation Benefits, 221
Washington Term, 31, 55
Wilderness Field Station, 31
Withdrawal, 47
Writing Emphasis, 12
Yellow Ribbon, 221



COE COLLEGE®

1220 First Avenue NE | Cedar Rapids, Iowa 52402 | www.coe.edu