

CENTRAL COLLEGE CATALOG

2012-13

Notice

The Central College Catalog contains the most accurate information available at the time of publication. Statements contained herein or on the online version are not contractual obligations, and verbal or other representations that are inconsistent with or not contained within the catalog's offerings or policies are not binding. Central College reserves the right to change, without specific notice, offerings, policies, procedures, qualifications, fees and other conditions. All such changes will be effective at times deemed appropriate by the proper institutional authorities and may apply to enrolled as well as prospective students.

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TABLE OF CONTENTS

Academic Calendar	4
Central...Briefly	5
Mission of Central College	7
Central History	7
Student Records Notice	8
Admission	10
College Costs	14
Financial Aid	17
Academic Philosophy	22
Graduation Requirements	24
Academic Policies	26
Academic Departments & Majors	36
Academic Programs/Major Requirements	40
Course Descriptions	133
Academic Resources	188
Pre-Professional Programs	189
Special Programs	191
Central College Abroad	193
Awards	198
Directories	206
Index	216

2012-2013 ACADEMIC CALENDAR

Dates are subject to change. For current calendar information go to www.central.edu

1ST SEMESTER

AUGUST 2012

- 13 New Faculty Orientation
- 15 International Students Arrive
- 16 New International Student Orientation
- 16-17 Faculty Workshops
- 18 New Students Arrive
- 18 Welcome Week Begins
- 20 Returning Students Arrive
- 21 Enrollment Confirmation Day
- 22 Fall Semester Classes Begin (Wed.)
(Add/Drop Period: Aug. 22– Aug. 31)
- 31 Last Day to Drop or Add a Course

SEPTEMBER

- 3 Labor Day *(no classes/college closed)*
- 28-30 Homecoming/Family Weekend

OCTOBER

- 11-14 Fall Break (Thurs. – Sun.)
- 12 Midterm
- 15 Classes Resume
- 16 Midterm Grades Due (Noon)
- 22 Spring 2013 Registration/Advising Begins
- 26-27 Board of Trustees Meeting

NOVEMBER

- 9 Last Day to Withdraw From a Course
- 22-25 Thanksgiving Break (Thurs. – Sun.)
- 26 Classes Resume

DECEMBER

- 1 Registration for New & Guest Students
Begins
- 7 Last Day of Fall Semester Classes (Fri.)
- 10 College-Wide Study Day
- 11-13 Final Exams
- 14 Residence Halls Closed
- 18 Fall Semester Final Grades Due (Noon)

2ND SEMESTER

JANUARY 2013

- 12 New Student Welcome Day
- 13 Returning Students Arrive
- 14 Spring Semester Classes Begin
(Add/Drop Period: Jan. 14-25)
- 21 Martin Luther King, Jr. Day (a.m. classes shortened)
- 25 Last Day to Drop or Add a Course

FEBRUARY

- 2 Central College Scholar Day #1
- 9 Central College Scholar Day #2
- 16 Central College Scholar Day #3

MARCH

- 8 Midterm
- 11-17 Spring Break
- 12 Midterm Grades Due (Noon)
- 18 Classes Resume
- 20 Fall 2012 Registration/Advising
- 29-Apr. 1 Easter Break

APRIL

- 2 Classes Resume (Tues.)
- 12 Last Day to Withdraw From a Course
- 19-20 Board of Trustees Meeting
- 23 Service Day

MAY

- 2-4 Tulip Time
- 3 Last Day of Spring Semester Courses
- 6 College-Wide Study Day
- 7-9 Final Exams
- 10 Residence Halls Closed
- 10 Senior Grades Due (Noon)
- 11 Baccalaureate/Commencement
- 14 Final Grades Due (Noon)

CENTRAL . . . BRIEFLY

- ◆ Located in Pella, Iowa - 40 minutes southeast of Des Moines
- ◆ Founded in 1853
- ◆ Campus includes 50 major buildings on 169 acres
 - ◆ The Roe Center, a \$17-million platinum LEED-rated (Leadership in Energy and Environmental Design) building which houses education, psychology, communication studies departments, community-based learning and the center for global experiential learning, opened fall 2009
 - ◆ Vermeer Science Center - \$20 million renovation and addition completed fall 2003. Earned Iowa's first LEED rating, a silver medal, from the U.S. Green Building Council
 - ◆ Howard McKee Hall, apartment-style residence hall opened fall 2003, with new wing completed in 2005. Earned Central's second LEED rating, a gold medal
 - ◆ Scholte Hall – Central's largest residence hall, renovated in 2008
 - ◆ Weller Center for Business and International Studies with environmentally friendly elements
 - ◆ The Central Market, Iowa's most original dining hall with unique European marketplace design
 - ◆ Ron Schipper Fitness Center - state-of-the-art fitness center available to all students
 - ◆ Geisler Library - 230,000 volumes and worldwide electronic access
 - ◆ Café@Geisler offers espresso, coffee, snacks and wireless Internet
 - ◆ Kruidenier Center for Communication and Theatre
 - ◆ Lubbers Center for the Visual Arts - includes one of only two teaching glassblowing studios in the Midwest
 - ◆ The Chapel is home to Central's campus ministries program, which is open to all
 - ◆ Cox-Snow Music Center
 - ◆ Graham Conference Center
 - ◆ Townhouses for upper-class student housing
- ◆ Central College Abroad is nationally recognized for its programs in England, France, Austria, Spain, Mexico, Wales, and the Netherlands
- ◆ Recognized:
 - ◆ *Forbes* magazine named Central College one of America's best colleges in 2010
 - ◆ Finalist on The President's Higher Education Community Service Honor Roll, one of only 14 schools in the nation
 - ◆ One of 247 colleges in Barron's Best Buys in College Education
 - ◆ "Best College Value Character" by Money Magazine
 - ◆ "Honor Roll for Building Colleges" by the John Templeton Foundation
 - ◆ "Hidden Treasure" by Newsweek/Kaplan How to Get Into College Guide
- ◆ Accredited by the Higher Learning Commission; member of the North Central Association of Colleges and Schools (www.hlcommission.org; 800-621-7440)
- ◆ Also accredited by the Iowa Department of Public Instruction, National Association of Schools of Music, Commission on Accreditation of Athletic Training Education and certified by the American Chemical Society

Students

- ◆ Total enrollment: 1604
- ◆ Number of states represented in student body: 34
- ◆ Foreign countries represented in student body: 10
- ◆ Average aid (including scholarships, grants, work study and loans) awarded to all first-year students in 2011-12: \$23,354
- ◆ 6-year graduation rate: 63%

Faculty

- ◆ Total full-time faculty: 103
- ◆ Ph.D. degree or terminal degree: 87 percent
- ◆ Faculty-student ratio: 13:1
- ◆ Average class size: 20

Freshmen admission profile (Fall 2011)

- ◆ Total applications: 2633; total acceptances: 1926; final enrollment: 412 (200 men; 212 women)
- ◆ Reformed Church in America students: 39
- ◆ Percent in top 10 percent of high school class: 20 percent
- ◆ ACT composite score average: 24
- ◆ Average HS GPA: 3.48
- ◆ Percentage entering with AP or college credit: 75 percent

Financial aid profile, entire student body

- ◆ Receiving need-based aid: 84 percent
- ◆ Receiving scholarship and grant aid: more than 99 percent

Music program

Central's music department is committed to providing both majors and minors a variety of musical performance opportunities: A Cappella Choir, Brass Ensemble, Chamber Singers, Clarinet Ensemble, College-Community Band, College-Community Chorus, College-Community Orchestra, Flute Choir, Flying Pans Steel Drum Band, Handbell Choir, Jazz Band, Pep Band, Percussion Ensemble, Piano Ensemble, String Ensemble, Symphonic Wind Ensemble, Vocal/Instrumental Jazz and Pop Combo, Woodwind Ensemble.

Athletic program

- ◆ Central College is affiliated with the National Collegiate Athletic Association (Division III) and the Iowa Intercollegiate Athletic Conference for men and women. Our 19 teams include baseball, basketball, cross country, football, golf, soccer, softball, tennis, track and field, volleyball and wrestling.
- ◆ Central athletes have captured 11 NCAA Division III championships, 28 NCAA Division III national individual titles, 154 Iowa Conference championships, 65 national top-10 team finishes, 46 Academic All-America honors, 20 NCAA postgraduate scholarships and eight NCAA Division III player of the year awards.

A.N. Kuyper Athletic Complex includes:

- ◆ H.S. Kuyper Fieldhouse with new indoor track, tennis and basketball court surface in 2009
- ◆ Ron Schipper Fitness Center
- ◆ Ron and Joyce Schipper Stadium, with new football field and track surface in 2006
- ◆ Competition soccer field, new in 2006
- ◆ Ryerson Golf Range, one of the only golf practice facilities on a college campus in Iowa
- ◆ 8,000-meter cross country course on campus
- ◆ P.H. Kuyper Gymnasium, with new game floor in 2010

Vision of Central College

Central College will be a sustainable bridge to the future through leadership, stewardship, and service to the world.

Mission of Central College

Central College is a residential liberal arts college dedicated to helping students discover and develop their greatest potential. Guided by its ecumenical Christian tradition, the College community engages in vigorous, free, open inquiry in pursuit of academic excellence.

The College nurtures the development of the mind, while fostering spiritual and emotional maturity and physical well-being. Central integrates career preparation with the development of values essential to responsible citizenship, empowering graduates for effective service in local, national and international communities.

Goals for students

1. Acquire integrated knowledge from a variety of academic, philosophical and cultural perspectives as well as the in-depth knowledge of a chosen major.
2. Develop skills and habits of mind that lead to life-long learning: effective communication, open inquiry, critical reasoning, creativity and the ability to solve problems.
3. Develop moral character that is evident in ethical behavior, intercultural effectiveness, environmental stewardship and service to humanity.
4. Develop increasing maturity that is reflected in intellectual, spiritual, social and physical well-being.

Goals for faculty

1. To develop a community of scholars in which teaching and learning are the activities with the highest priority.
2. To be models and mentors who support the development of students as independent learners, responsible citizens and morally responsive persons.
3. To participate in governing the college, developing its academic programs and enriching its cultural environment.
4. To grow professionally, spiritually and personally while contributing to the college and the larger academic community through research, creative expression, innovative teaching and interdisciplinary dialogue.

Goals for the Central College community

1. To promote attitudes and values reflective of the Christian tradition: acceptance, mutual respect, justice, compassion and service to others.
2. To promote and model appreciation of our natural environment and stewardship of its limited resources.
3. To foster examination and understanding of the Christian heritage and its implications for faith and learning.
4. To provide leadership and support for reform through dialogue with the broader communities of society; sustaining values while encouraging critical analysis of ideas and institutions.
5. To experience and appreciate the diversity of cultures present in the United States and the world and to relate knowledgeably and sensitively to persons of diverse cultural perspectives.

Central College History and Tradition

As one of the oldest and most distinguished private colleges in Iowa, Central College has since its inception been committed to the ideals of liberal education. Originally a Baptist institution, Central was founded in 1853 by a determined group of pioneer settlers who immigrated to central Iowa to escape religious tyranny in the Netherlands.

Central officially opened on Oct. 8, 1854 with a class of 37. The “campus” consisted of one two-story building containing three rudimentary classrooms. This fledgling institution grew both in size and mission during its first 60 years, eventually moving to a parcel of land donated by Pella’s founding father, Dominie Pieter Scholte. The college survived fires, three wars and economic depression during a period of history that saw the United States double in size.

In 1916, Central was transferred from Baptist control to the Reformed Church in America. The relationship with the RCA strengthened the college as families within the denomination sent their sons and daughters to be educated for teaching and the ministry. As its academic reputation grew, Central attracted many more students from outside the denomination.

International study programs were introduced in 1965, first in Paris, France, and later in Austria, Spain, Wales, England, the Netherlands and Mexico.

Today, Central College welcomes approximately 1,600 students each year from more than 30 states and 11 foreign countries. Before they graduate, about half of all students participate in semester or full-year study programs at Central’s foreign centers or in off-campus urban settings.

Central is located in one of the Midwest’s most picturesque communities. Pella, a town of 10,000, features flower-lined streets, distinctive Dutch architecture, charming retail shops and famous bakeries that attract tourists from around the world. The annual Tulip Festival, celebrating the town’s Dutch heritage, attracts more than 100,000 visitors.

Central’s four-year liberal arts curriculum offers students an outstanding academic program with 39 majors and interdisciplinary programs offered on a two-semester calendar. The Dutch compete in 19 varsity sports and have earned 11 Division III national

titles—more than any other Division III college in Iowa. An extensive program of art, music, theatre and cultural events are offered every semester.

Although founded more than 150 years ago, the college's facilities are modern and well-equipped. Recently, a new entryway plaza and three new brick-faced signs were added to welcome visitors to campus. The college's emphasis on sustainability has led to LEED (Leadership in Energy and Environmental Design) ratings from the U.S. Green Building Council on the Vermeer Science Center (the first LEED-rated building in Iowa), Howard McKee Hall (the first gold-rated residential building in Iowa) and the Roe Center (which received the highest rating possible, platinum).

Family Educational Rights and Privacy Act (FERPA) of 1974

The *Family Educational Rights and Privacy Act of 1974* helps protect the privacy of student education records. The *Act* provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The *Act* applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

- The right to inspect and review their education records within 45 days of the day the college receives a request for access. Students should submit written requests to the registrar's office and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the registrar's office, the student will be notified of the correct official to whom the request should be addressed.
- The right to request an amendment to the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should submit the request in writing to the registrar's office and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. 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 will be provided to the student when notified of the hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes 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 university 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, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. In addition, the college may also disclose education records to another school in which a student seeks or intends to enroll. 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. State and local education authorities ("Federal and State Authorities") may allow access to your records and personally identifiable information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program, as well as to researchers performing certain types of studies.
- 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. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202-5920

For a complete copy of Central's FERPA policy, contact the registrar's office, Central Hall (2nd Floor), 641.628.5442 or registrar@central.edu.

Directory Information

At its discretion Central College may provide directory information in accordance with the provisions of the *Family Educational Rights and Privacy Act of 1974 (FERPA)*. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. At Central College this includes a student's: name, home address (city, state/country), parent name(s), parent(s) home address (city, state/country), campus mail box, Central College electronic mail address, campus phone number, major(s)/minor(s), dates of attendance, date and title of degree, honors and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, thesis titles/topics, photograph/image, current enrollment status, (full-time/part-time), class standing (junior, senior, etc.), anticipated graduation date, previous institutions attended.

All other information (i.e. grades, course schedule, financial aid, tuition/fees owed and disciplinary records) are considered confidential and will not be released, with certain exceptions, without the student's written permission. If you wish to have non-directory information released, you need to sign Consent to Release Educational Records form and return it to the registrar's office (2nd Floor, Central Hall) to authorize the college to do so. Students may withhold directory information by completing a Request for Non-disclosure of Directory Information form which is available in the registrar's office.

For more information contact the registrar's office, Central Hall (2nd Floor), 641.628.5442 or registrar@central.edu.

Official Transcripts

Central College official transcripts are available through the registrar's office and are printed on security paper with the registrar's signature and an embossed seal. Transcripts can be ordered in person (no charge), mailed or faxed request (no charge), or online via the National Student Clearinghouse (nominal fee). Note the following transcript policies:

- in compliance with federal law as established by the *Family Education Rights and Privacy Act of 1974* as amended, transcripts will not be issued to third parties without the written consent of the student, as demonstrated by an original signature of the student approving the release of the transcript.
- transcripts will not be released if the student requesting them has outstanding financial obligations at Central College, as determined by the controller's and financial aid offices.
- regardless of the means by which the transcript will be issued (in person, by mail or by fax), there is a minimum 48-hour processing time on all transcript requests.

Drug-free campus statement

Central College, in compliance with the Drug-Free Schools and Campuses Act of 1989 but also to speak to a strong philosophical belief, establishes the following policy:

1. The college does not allow the possession, use or distribution of illicit drugs on campus or at college-sponsored functions. Related paraphernalia is also prohibited.

Violators can expect disciplinary sanctions to be imposed, including the possibility of suspension or dismissal. Violators of this policy can also anticipate legal action being imposed. Legal sanctions could include monetary fines and/or imprisonment.

2. Substance abuse has proven to be injurious to health and very costly to employers due to accidents, time lost from the job and related health costs. Substance abuse has proven to be detrimental to the health and well-being of students, resulting in lower grades, reduced participation in various college activities and increased health problems.

The college, through its counseling service and its contacts with other health professionals in the area, is prepared to assist students with substance abuse problems. A contact with one of the college counselors could prove to be helpful.

3. Those who have questions regarding this policy should contact the student life office.

This statement does not, in any way, change existing policies that prohibit the legal use of alcohol on the campus or at college-sponsored functions. Please see the current student handbook to review all related policies in full.

ADMISSION

Campus visit

All prospective students are invited to explore the opportunities available in and out of the classroom at Central by arranging a personal campus visit. Prospective students tour the campus with a student host and visit with an admission counselor to discuss academic programming, extracurricular options, the admission process, scholarships and financial planning. Students may also request an appointment with a faculty member or sit in on a class in their chosen field of study. Additional meetings with music or theatre staff members or coaches can also be arranged.

The office of admission is open from 8 a.m.-5 p.m. Monday through Friday throughout the year. From September through May, the office is also open on select Saturdays from 9 a.m.-noon. Please see the admissions website at www.central.edu/admissions for a list of days.

For more information, contact Central's campus visit coordinator toll-free at 877-462-3687 during regular office hours.

Application for admission for new freshmen

To apply for admission:

1. Submit a completed application with a nonrefundable \$25 application fee. This fee will be waived if: you are a child of an alumnus; you apply before January 15; you apply after a personal campus visit; and/or you apply on-line.
 - Apply on-line at www.central.edu or,
 - Applications are also available online at www.central.edu/apply
 - Request one directly by writing: Office of Admission, Central College, Campus Box 5100, 812 University, Pella, IA 50219 or,
 - Phone toll free at 877-462-3687 or locally 641-628-5285.
2. Have your high school send an official transcript of your high school credits to the office of admission.
3. Have a report of your ACT or SAT test scores sent to the office of admission if the test results are not posted on your transcript.

Note: For students enrolled in college or Advanced Placement courses, an official transcript from the college(s) attended and/or the College Board (for AP courses) should be sent to the admission office.

Admission guidelines

The college's admission committee reviews all applications for admission and especially seeks to admit students who demonstrate the desire, skills and potential to compete successfully at the college level. To be considered for admission as a degree-seeking student for fall, spring or summer, candidates should:

1. Be a graduate of an accredited secondary school or its equivalent;
 2. Rank in the upper half of their secondary school graduating classes;
 3. Have test scores on the ACT or SAT high enough to predict probable success at Central; (For the purposes of admission and financial aid decision-making, the college recognizes each candidate's highest ACT or SAT composite score on a single test. Students are in no way penalized for sitting for the ACT or SAT more than once.);
- NOTE: When you register for either the ACT or SAT, use the Central College code numbers: #1284 for ACT, #6087 for SAT.*
4. Score a 530 on the TOEFL exam or a 197 on the computerized equivalent (if enrolling as an international student)

While specific courses are not required for admission, the college recommends that candidates have the following:

- English - four years, including literature;
- Mathematics - two or more years, including algebra, algebra II and geometry;
- Social studies - three or more years, including American and European history;
- Sciences - two or more years of lab science;
- Foreign languages - two or more years.

Regular admission

Candidates who have an ACT composite score of 20 or above (940-970 SAT critical reading and mathematics combined scores) are typically admitted to Central without restriction or condition if they meet each of the following criteria:

1. Have an unweighted cumulative grade point average of at least 2.700 on a 4.000 scale;
2. Have met the recommended college-preparatory curriculum outlined previously;
3. Rank in the top half of their secondary school graduating classes; and
4. Present no extenuating causes for special consideration.

A limited number of candidates may be admitted who do not meet the criteria for regular admission, but who demonstrate the potential and motivation to succeed at Central. Such candidates may be asked to provide the admission committee with additional information such as a seventh semester transcript, recommendation letters or personal statements. If admitted, students in this category should expect to be placed in at least one prescribed course and are strongly encouraged to utilize additional academic support services available at the college.

Admission of home-schooled students

Prospective students seeking admission as freshmen who were home-schooled must submit scores from the ACT or SAT and appropriate documentation evidencing completion of a secondary-level program of study culminating in the equivalent of a high school diploma. Specific admission requirements and documentation may vary based upon the nature of the home-school program. Please consult the office of admission for guidance.

Equivalency diploma consideration

A prospective student seeking admission as a degree candidate who is 18 years old and holds an equivalency diploma issued by his/her state department of education will be given full consideration for admission.

To apply, candidates must submit an official transcript of all attempted course work in high school and a transcript of General Education Development (GED) assessment. Students who did not take an ACT/SAT while in high school or within four years of leaving high school may be required to take an ACT/SAT at a national test site or residually at Central College.

Appeals

All decisions of the admission committee may be appealed by the candidates within 30 days of notification. To appeal a decision, a candidate must submit a detailed statement in writing that addresses the following issues:

1. What is your motivation for seeking admission specifically to Central College?
2. What extenuating circumstances or conditions should the members of the admission committee consider in re-evaluating your application?
3. How do you expect your academic performance to differ from secondary school to college? What assurance can you give that the change will, indeed, take place?
4. Which of the secondary school teachers whom you have had for a college preparatory class can best speak to your potential to succeed in college (list name, department, address and telephone number)?

Notice of admission

Applications for admission are reviewed by the admission committee. Notification of the admission decision is made within two weeks after all official documents have been received (but not before September 1 for fall semester entry), unless additional information is requested. Central College adheres to the National Candidate Reply Date that permits admitted students to select from all admission and financial aid award offers without penalty until May 1. All students planning to enroll full time (12 semester hours or more) are required to submit an enrollment deposit of \$200, which is refundable until May 1.

Central College is an intentionally residential community and is committed to on-campus living as a vital component of an integrated learning environment.

As an intentionally residential community, all full-time students are required to live in college-owned housing unless married, of nontraditional age (23 years or older), a veteran, have a dependent child(ren) or enrolled part-time. Off-campus living is limited and permitted for upper class students only when there is a shortage of rooms on-campus. Students must get approval to live off-campus. Please be aware that financial aid will be adjusted for off-campus students.

Incoming transfer students may apply for approval to live off campus.

Transfer Application for Admission

To apply for admission to Central as a transfer student:

1. Submit a completed application with a nonrefundable \$25 application fee. This fee will be waived if: you are a child of an alumnus; you apply before January 15; you apply after a personal campus visit; you apply on-line.
 - Apply on-line at www.central.edu
 - Request one directly by writing: Office of Admission, Central College, Campus Box 5100, 812 University, Pella, IA 50219 or
 - Phone toll free at 877-462-3687 or locally 641-628-5285
2. Have your high school send an official transcript of your high school credits to the office of admission.
3. Request that official transcripts from each college/university previously attended be sent directly to the office of admission at Central. Attendance at each institution must be reported regardless of whether credit was earned. Failure to submit official transcripts from all colleges/universities previously attended is sufficient cause for denial or cancellation of admission and could preclude continued enrollment at Central.
4. Have a report of your ACT or SAT test scores sent to the office of admission if the test results are not posted on your high school transcript.
5. Transfer students who are currently enrolled at another institution must also provide a final transcript prior to enrolling at Central.

College/Advanced Placement Credit

Credit earned at accredited colleges or universities will be accepted in transfer if grades of at least a "C" ("C-" is not acceptable) are earned in the courses, and if the courses can be applied toward a Central College degree. A maximum of 60 semester hours of transfer credit (including a maximum of 24 semester hours from AP, IB, PSEO, and dual enrollment) may be applied toward completion of a Central College degree. If you completed Advanced Placement examinations, contact the College Board, and arrange to have an official score report sent to Central College (CEEB 6087).

Transcripts are evaluated by the registrar. For more information, see the Transfer Credit Policy in the Academic Policies section of this catalog.

International student admission

Students who hold citizenship and residency in countries other than the United States should apply well in advance of the planned enrollment date. An international student application, the \$25 application fee and properly certified copies of secondary school records, including national examinations, and/or university records must be submitted.

The SAT or ACT is highly recommended for international students, although not required for admission. Students applying for merit scholarships must submit an SAT or ACT score to be considered.

Applicants also should submit at least one recommendation from a teacher or faculty member.

Applicants whose first language is not English should take the Test of English as a Foreign Language (TOEFL) and have official scores sent to Central. Students whose first language is English do not have to submit a TOEFL. They must submit SAT or ACT scores.

INS requirements

Central is authorized by federal law to enroll non-immigrant students and exchange visitors pursuant to all SEVIS regulations and guidelines. International students are required to submit proof of financial resources before an I-20 or DS-2019 is issued, respectively, for the F-1 or J-1 visa. Merit and need-based financial aid is available to international students, although the assistance offered does not cover the total cost of education.

Guest/non-degree seeking students

Students not seeking to earn a bachelor's degree from Central College may be admitted and allowed to enroll in courses as guest students. Guest students may enroll on a full- or part-time basis, but are not eligible for any financial aid from Central College, the State of Iowa or federal entitlement programs. Guest students, who at a later date seek to earn a degree at Central College, must apply for admission to the College as a degree-seeking student and meet the admission requirements detailed above.

No more than 15 semester hours of credit earned while a guest student will be applied to a bachelor's degree program at Central; a guest student who might later seek degree-seeking status is therefore advised to formally apply for admission as a degree-seeking student as soon as possible.

Non-degree seeking, guest students are not required to meet the standards of satisfactory academic progress; however, Central College reserves the right to evaluate guest students' academic progress, to make recommendations for improving progress and to take progress-related actions (including but not limited to suspension or dismissal from the College). Guest student registration forms are available from the registrar's office, or online at <http://departments.central.edu/registrar/registration/guest-student-registration>.

Post-Secondary Enrollment Option Act (PSEO) and high school visiting program

Students currently enrolled as juniors or seniors in high school are eligible to participate in the PSEO program, if they meet each of the required standards. They must rank in the top third of their class and have a qualifying test score in one or more of the following test programs: ACT, SAT, PSAT or ACT-PLAN. Students in the first or second year of high school (or a ninth or tenth grade student who is identified as a gifted and talented student according to the school district's criteria and procedures) must rank in the top 20 percent of their class and have scored a composite of 90 or 900 on the PSAT or SAT, respectively, or a composite of 20 or better on the ACT or ACT-PLAN. Courses open to high school students through PSEO are limited to study above and beyond what is available in their high school curriculum.

To apply, a student must submit an official transcript with test score results. PSEO and visiting student forms are available in the office of admission, and upon admission a guest registration form is available from the registrar's office. Accepted students may take up to nine semester hours per academic year.

PSEO students may register for classes on a space-available basis after August 1 for the fall semester and after December 1 for the spring semester. For more information on course availability, contact the registrar at registrar@central.edu or 641.628.5442.

Welcome Statement and Non-Discrimination Policy

Central College is committed to being an inclusive community whose members act with consideration for the physical, intellectual and spiritual well being of all persons. All members of the college community are responsible for creating an atmosphere that fosters openness, mutual respect and diversity. (Board of Trustees, 4/26/03).

The above non-discrimination policy includes, but is not limited to, persons of every ethnicity, race, national origin, ancestry, color, socio-economic class, creed, religion, philosophical belief, marital status, disability, physical appearance, sex, age, sexual orientation, gender expression and identity, and organizational affiliation.

About the Welcome Statement and Non-Discrimination Policy

Central College's *Welcome Statement and Nondiscrimination Policy* is designed to promote and protect safety, respect and integrity in relationships among all members of our community. Central College is committed to fostering diversity on campus and strives to create a community of students, faculty and staff who are dedicated to supporting and advancing the mission and goals of the college. To achieve these ends, the Central College community establishes a safe environment for all persons, including those considered diverse by contemporary and sometimes changing standards.

As a college community, we commit to a process of actualizing our mission and goals, thereby striving to achieve congruence between our daily actions and the ideals expressed in our guiding principles. As one of our goals, we promote skills and values essential to becoming responsible citizens in local, national and international communities. Further, we seek opportunities to experience and

appreciate the diversity of cultures and perspectives present on campus, in the United States and the world, recognizing the necessity to relate knowledgeably and sensitively in an increasingly complex environment where diversity is to be valued.

As an inclusive academic institution we embrace and support students, faculty and staff from various spiritual perspectives who endorse the values of acceptance, mutual respect, justice, generosity, compassion, forgiveness and service to others. We aspire to be a community whose members act with consideration for the physical, intellectual, spiritual and emotional well being of others. We seek to create mutually respectful interactions and positive meaning in relationships with persons of every ethnicity, race, national origin, ancestry, color, socio-economic class, creed, religion, philosophical belief, marital status, disability, physical appearance, sex, age, sexual orientation, gender expression and identity, and organizational affiliation.

With due regard for the principles of freedom of expression and academic freedom, this policy seeks to encourage attitudes of civility necessary for meaningful exchanges between people. All members of the college community are responsible for creating an atmosphere that fosters openness, mutual respect and diversity. The application of the college's nondiscrimination policy will often involve conflicting interests, particularly when applied to freedom of expression. Because the primary business of the college is liberal education and because liberal education cannot take place without the free, open and civil exchange of ideas, the application of the nondiscrimination policy should always be made with consideration of how best to preserve the free, open and civil exchange of ideas.

Central College is an Affirmative Action and Equal Opportunity Employer. Discrimination in employment is specifically prohibited except in cases of a bona fide occupational qualification. Additionally, the college prohibits discrimination against any individual for reasons listed above. Central College students have equal rights, privileges and responsibilities unless specifically restricted by college disciplinary action.

COLLEGE COSTS (2012-13)

(Please visit our Web site at www.central.edu or call us toll free at 877-462-3687 to receive a copy of our current tuition, room, board and fees.)

Tuition, room, board, fees

Students entering fall semester 2012-13 will be charged tuition (based on a flat amount for 12-18 s.h.), room, board and fees. Students may choose the board plan that fits their needs.

The charges given in the table below are for 2012-13. Charges for 2013-14 will be determined in January 2013. For more information, call toll free 877-462-3687, and request a printed copy of Central's fees for 2012-13.

	1 st semester	2 nd semester	Total
Tuition (12-18 semester hours)	\$ 14,530.00	\$ 14,530.00	\$29,060.00
Board (20-meal plan)	2,445.00	2,445.00	4,890.00
Board (14-meal plan)	2,329.00	2,329.00	4,658.00
Room (normal occupancy)	2,352.00	2,352.00	4,704.00
Student fee	240.00	240.00	480.00
Totals (20-meal plan)	\$ 19,567.00	\$ 19,567.00	\$39,134.00
(14-meal plan)	\$ 19,451.00	\$ 19,451.00	\$38,902.00

Tuition

Tuition is \$14,530 for 12 semester hours and \$1210 per semester hour for those credits outside the 12-18 semester hours that constitute the normal academic load. For example, a part-time student who elects to carry 10 semester hours of credit will be charged \$12,100 for tuition (10 x \$1210). A full-time student who elects to carry 19 s.h. of non-tuition exempt credit (see overload policy below) will be charged \$15,740 (\$14,530 plus \$1210 for the extra semester hour of credit).

Overload

Students who wish to register for more than 18 semester hours will need permission from the registrar affairs unless they are enrolled in one or more of the following overload-exempt courses: group ensembles (MUSG courses), .5 s.h. study abroad pre-departure and re-entry courses (CRCL-225), .5 s.h. Central Fellows (HONR-101), 1-2 s.h. Central teachers academy internships (EDUC-397), honors enrichment courses, senior honors thesis courses/projects, honors seminar (HONR-191), private music instruction (MUSL courses; instructional fee still applies).

Room

The basic charge for all on-campus residence units is \$2,352 per semester. The general rule is two persons per room. An additional charge of \$225 per semester is assessed for a private room.

Board

Two meal plans are offered: a 20-meal plan (no Sunday morning breakfast) and a 14-meal plan. The 2012-13 rate for the 20-meal plan is \$2,445 per semester; the 14-meal plan is \$2,329. A commuter meal plan is available for students living off campus. A commuter meal plan can be purchased for \$300 and includes 50 meals.

Additional fees

Additional fees include:

Monthly payment plan fee	\$25
Monthly payment plan fee-paperless option	No Charge
Glass blowing fee	\$120
Photography lab	\$175
Ceramics lab fee (beginning)	\$100
Ceramics lab fee (advanced)	\$100
Science lab	\$100
Student teaching fee	\$100
Total success program	\$100
Audit, general (above or below block per semester hour)	\$75
Outdoor Pursuits class (EXSC 342)	\$100
Exercise Science (EXSC 151, 251 and 451)	\$ 50

Student Fee

The student fee supports programs, events, and initiatives such as student publications, Campus Activities Board, intramural programs, self-served laundry, and student organizations on campus. Additionally, the student fee supports technology needs in the areas of instructional support, software, internet access (including wireless) email accounts, and network printing. The fee is mandatory for all students registered for six or more semester hours.

Textbooks

The cost of text and reference books varies, depending on the courses taken. New and used books are available in the college bookstore. The average estimated cost is \$1014 for the 2012-2013 academic year.

Private/Group music lessons

Students who schedule a private or group music lesson will be charged the following music lesson fees.

1-credit private (weekly ½ hour private lesson):	\$240.00
1-credit class (weekly group lesson):	\$105.00
2-credit private (weekly one-hour private lesson):	\$400.00

Student insurance

Central College no longer requires students who are citizens of the United States to be covered by a health insurance plan. However, we know that medical bills due to illness and accident can be overwhelming. If you are in need of health insurance, Central College has negotiated a plan that may benefit you. Please go to www.1stagency.com/college.htm and review the policy. If you determine you would like to be included on the policy, an enrollment card will need to be completed and signed by the student. Once the enrollment card has been received in the business office, the annual premium of \$996.00 will be charged to the student's account.

Off-campus programs

Central has study abroad programs in France, Austria, Spain, England, Wales, Netherlands, and Mexico. Central also has programs in Chicago and Washington, D.C. The basic cost of study abroad programs includes tuition, fees, room, excursions and cultural events. Students provide their own transportation to and from the off-campus programs and other expenses. Please contact the controller's office for costs for the Washington, D.C. and Chicago programs. Costs for the 2012-2013 academic year study abroad programs can be found under the "Central College Abroad" heading of this catalog.

Central funded scholarships and grants, federal and state gift aid and federal student loans for which the student is eligible will be available to Central students for a maximum of two semesters for Central's study abroad programs.

Refund policy for official withdrawal from college

Students are required to officially withdraw from Central College if they wish to receive a refund of institutional charges and avoid having failing grades posted to their academic record. Students should contact the registrar's office to begin the withdrawal process. Students studying on a Central College abroad program should consult the appropriate program handbook for withdrawal and refund policy information.

Students studying on the Pella, Chicago or Washington D.C. campuses who officially withdraw prior to completing 60 percent of the semester will receive a refund of institutional charges for tuition, room, board and fees based on the percentage of the semester that has not been completed. Financial aid will be returned to the federal, state and Central programs based on the same percentage. Federal sources of financial aid will be returned to the programs from which the student received aid during the payment period in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, Academic Competitiveness Grant, National Smart Grants, and SEOG Grants. Outside scholarships will remain on the student account unless it creates an over-award situation or the donor specifically requests a refund. All work study earned will be paid to the student. Students who withdraw during the semester will be charged an additional \$100 administrative fee.

After the 60 percent point in the semester, no refund will be granted, nor will financial aid be reduced. The portion of the semester completed is based on calendar days from the first day of the semester through the last scheduled day of finals, including weekends and mid-semester breaks of less than five days. For example – if the student completes 20 percent of the term, the student would only be charged for 20 percent of the tuition, room, board and fees and would only receive 20 percent of the financial aid other than outside scholarships and work study.

Students studying on a Central College abroad program will have their federal and state financial aid refunded based on the percentage of the term that has not been completed as stated above. Students should consult the appropriate program handbook concerning the policy for a refund of charges.

Refund policy for unofficial withdrawal from college

Students are responsible for officially withdrawing from Central if they choose to leave or stop attending. Students who do not officially withdraw due to illness, accident, grievous personal loss or other circumstances beyond the student's control will have their institutional charges and financial aid adjusted in accordance with the refund policy stated above. The associate dean of academic affairs will determine the date that most accurately reflects when the student ceased academic attendance due to circumstances beyond their control.

A refund of institutional charges will not be granted to other students who make a choice to stop attending without officially withdrawing from college. Additionally, if the student received Federal Title IV financial aid funds, Central College is required by law to comply with the federal programs Return of Title IV Funds Policy. Central is required to review any student who fails all courses as a possible unofficial withdrawal. If we cannot document that the student was in attendance at class through the 60 percent point in the semester, the student's federal financial aid will be returned to the appropriate programs based on the midpoint of the payment (enrollment) period. This means that 50 percent of the student's federal financial aid must be returned to the federal programs in the order stated above. Students will very likely have a balance due on their student account resulting from financial aid refunds without a corresponding refund of institutional charges. Students will have a period of 14 calendar days after the unofficial withdrawal determination is made to appeal and document their attendance in class after the 60 percent point in the term. If the appeal is granted, none of the aid will be refunded.

Refund policy for suspension and dismissal

Students who are suspended or dismissed must vacate their rooms within 24 hours. No tuition, room, board or fees will be refunded. If a dismissed student received federal Title IV financial aid and is dismissed prior to completing 60 percent of the semester, the federal aid programs will be refunded in accordance with federal policies and based on the percentage of the semester not completed.

Registration and housing deposit

For returning students who wish to reserve courses for the following academic year and live on campus, his/her student account must be paid in full, with an additional \$25 nonrefundable deposit for course reservations and \$200 nonrefundable deposit for housing. The credits are applied against the student's account.

Payment of accounts

Student accounts are payable on the published due date each semester. Satisfactory arrangements must be made with the controller's office if full payment cannot be made on the payment date. Students will not be admitted to class unless accounts are paid in full or they have made satisfactory payment arrangements. Interest will be assessed against unpaid balances. Students who have not completed verification by the end of the drop and add period each semester will be charged interest on any unpaid balances.

Transcripts will be withheld until all accounts with the college are settled.

SAFE accounts

Central students may make deposits into a SAFE account any time. The college will pay an attractive interest rate and automatically make transfers to cover tuition costs on registration day. Contact the controller's office for additional information.

Monthly payment plans

A monthly payment plan is available to Central College students. An annual fee of \$25 is required. For more information on the paperless option and an application, contact the controller's office.

Liability waiver

The college does not carry insurance on personal property of faculty members, staff, students or other workers while on campus and is not responsible for the loss or damage of such property.

FINANCIAL AID

The cost of a quality college education is an important investment in your future. Financial aid, in the forms of scholarships, grants, employment and/or loans, is often necessary to help make a Central College education a financial possibility.

In fall 2011, 100 percent of those new students who sought financial aid received aid. The average new freshman financial aid package for fall 2011 was \$23,356, which included scholarships, grants, work study, and subsidized loans. Financial aid is awarded on a yearly basis, and you must reapply each year. Central tries to maintain consistency in annual awarding; however, individual awards may be influenced by significant changes in your demonstrated need factor, academic achievement, and/or funding from federal, state, or institutional sources.

Applying for financial aid

To be considered for financial aid, you must be an accepted degree-seeking applicant. If you wish to be considered for need-based financial aid, you should file a Free Application for Federal Student Aid (FAFSA) as soon after Jan. 1 as accurate income information is available. Iowa residents must have a completed needs analysis form at the federal processor prior to July 1 to be considered for need-based gift assistance from the state.

Please complete the FAFSA online at www.fafsa.ed.gov. You may sign the form electronically with a PIN for the student and a separate PIN for your parent if you are a dependent. Please indicate that you would like to have the results released to Central College (code 001850). You will receive a Student Aid Report (SAR) directly from the federal processor. You should review the information for accuracy and immediately make corrections if needed. Results received at Central for accepted applicants prior to March 15 will be given first consideration for funding. Apply for aid early, even if you believe you may not qualify. Missed deadlines can challenge your ability to attend the school of your choice.

'No-need' awards

If you choose not to file a FAFSA, or the results indicate that you and your parents will be able to meet the academic year's cost of college without financial aid, you will still be considered for financial aid on an academic basis. Central has a number of scholarships and awards available to students who have demonstrated high academic achievement or outstanding ability in some special area (excluding sports).

The aid award

The financial aid director regularly reviews files to develop an aid award for accepted students who have either had the FAFSA results sent to Central or wish to be considered for aid on an academic basis only. Such an award will be made up of one or more types of aid: gift assistance that does not need to be repaid in the form of scholarships, grants or awards; loans that must eventually be repaid; or employment in an on-campus or community service position. New students who decide to attend Central should accept the aid award and return one copy to the office of financial aid at Central College. Current student awards are considered passive acceptance awards, meaning that we assume you want the award unless you tell us otherwise.

Crediting your student account

The value of the award is divided proportionately over the academic year. A portion of the gift assistance is credited to your account at the beginning of each semester. Outside scholarships and loan funds are credited to your account when the funds are received and endorsed if necessary. Employment earnings are paid to you periodically based on the hours worked or job performed. Employment earnings should be viewed as your spending money, not a reduction of the amount owed. Aid is awarded with the expectation that you will be enrolled in a sufficient number of credits to be considered full time. If you are enrolled in less than full-time status, aid will be reduced in accordance with federal, state, and institutional policies. You must be enrolled at least at half-time status (minimum of 6 s.h. in a given semester) to qualify for most aid programs.

If you are selected for verification you must complete the verification process or have it waived, if applicable, before any federal or state aid may be credited to your account. If you have not completed verification by the end of the drop and add period of each semester, you will be charged interest on the unpaid balance of your account, including amounts that may be covered by federal or state aid after verification is complete.

Renewal/Satisfactory Academic progress

Financial aid is generally available for four academic years at Central College. Renewal is not automatic, however, and it is your responsibility to see that all requirements for renewing aid are met. Continuation of financial aid beyond the fourth year may be considered if you have previously formalized your intention to enroll as a part-time student or you have been granted an extra semester or year based on an appeal documenting circumstances beyond your control that either prevented you from completing your degree requirements in the traditional four-year-time-frame or that require you to be enrolled for a semester beyond graduation.

Application materials are distributed late in the fall semester through your Central e-mail account. You will be notified in late spring or early summer of the aid awarded for the next academic year.

Satisfactory academic progress standards for financial aid:

Students receiving financial assistance are required to maintain satisfactory academic progress during their enrollment at Central College in order to receive financial assistance. Satisfactory academic progress (SAP) measures both a qualitative and quantitative component. SAP is achieved when a student maintains both the required grade point averages and the required completion rate.

Required Grades (Qualitative Measure):

At the end of each academic term (fall, spring, summer), the student's cumulative grade point average will be reviewed. Students with a grade point average lower than that required to be considered making satisfactory academic progress for financial assistance; he/she will be placed on financial aid warning for the following semester. During the warning period the student may be able to receive financial assistance, but if the student fails to achieve the required cumulative GPA at the end of the next semester the student's financial assistance will be suspended.

When academic progress is measured: Students must achieve:

After 1 semester	1.700
After 2 semesters	1.800
After 3 semesters	1.900
After 4 semesters	2.000
After 5 semesters	2.000
After 6 semesters	2.000
After 7 semesters	2.000

Required Completion Rate (Quantitative Number):

In addition to maintaining the grades specified above, students must progress toward completion of a degree program within a specified time frame. In order to meet these minimum requirements, Central students must complete:

- 23 semester hours at the end of one full academic year
- 47 semester hours at the end of two full academic years
- 75 semester hours at the end of three full academic years
- 106 semester hours at the end of four full academic years

If a student falls short of any completion rule, (qualitative or quantitative) the student's financial assistance will be placed on warning for the following semester. During the warning period a student will be able to receive financial assistance. If the student fails to successfully complete 67% of the attempted credits during the next semester of enrollment (the semester of the warning period) financial aid will be suspended beginning with the next term. Suspension of aid is the loss of financial aid eligibility and will result in no aid for the term. Suspension of financial aid is not the same as academic suspension which is handled by the Associate Dean of Academic Affairs office. Successful completion of credits means that a student completes and successfully passes said credits.

Please note that this is the satisfactory academic progress policy for determining financial aid eligibility. Academic policies that relate to academic probation and academic suspension from the college may differ. For more information, see Academic Warning, Probation and Dismissal under Academic policies. Students receiving tuition remission or tuition exchange employee benefits for dependent children and spouses must meet these standards to continue receiving the employee benefit.

Incomplete Grades: An incomplete or "I" grade will be treated as a failing grade in the cumulative GPA. If a grade is later given for the course, it is the student's responsibility to notify the Director of Financial Aid so that academic progress may be reassessed.

Withdrawals: Credits from which the student has withdrawn or received a grade of "W" will be counted as attempted credits for purposes of determining satisfactory academic progress. However, credits dropped prior to the end of the add/drop period will not count as credits attempted.

Repeated Coursework: When a student repeats a course, the most recent grade received will be used in the calculation of the cumulative grade point average. Each time the course is taken, the credits for the course will count as attempted credits.

For the purpose of administering federal financial aid (i.e. Title IV funding), the following restrictions apply to all courses appearing on a student's academic transcript before and after July 1, 2011 and courses taken while the student was not receiving federal financial aid.

- A failed course may be repeated as many times as needed;
- Once a student passes (D- or better) a previously failed course, the student may repeat the course one more time to try and achieve a higher grade, in which case the most recent grade and credits earned will be counted toward graduation and in calculation of the student's cumulative grade point average;

- A previously passed course (grade of D- or higher) may only be repeated once, even if the student is attempting to earn a minimum grade required for a major or minor, or to raise the major or cumulative grade point average to the 2.0 minimum required for graduation;
- Courses designated as repeatable (i.e. music ensembles, private music lessons, internships, and practicums) are not restricted, and students may repeat these courses for credit an unlimited number of times.
- Central's academic repeat policy may include additional restrictions for repeating courses. For more information, see the Academic Policies section of Catalog.

Transfer Students: Transfer credits that are accepted at Central College will be counted toward the total attempted credits in determining whether the student is maintaining satisfactory academic progress.

Re-establishing Eligibility: A student who has lost financial assistance eligibility can regain eligibility by making up deficiencies while not receiving aid. It is the student's responsibility to notify the Director of Financial Aid to request aid reinstatement when this has been accomplished.

Appeals: A student that does not meet the minimum completion rules and/or GPA requirements to be considered as maintaining satisfactory academic progress, may appeal in writing to the Director of Financial Aid for extenuating circumstances, such as the death of a family member or an illness or injury to the student. All appeals MUST be made in writing and include:

- Information regarding why the student failed to make SAP, and what has changed in the student's situation that will allow the student to demonstrate SAP after the next term of enrollment.
- An academic plan that details how the student will complete his/her degree. The plan MUST demonstrate how the student will progress both in regard to GPA and cumulative credits to get back on track in seeking his/her degree. The student must be able to demonstrate that it is reasonably possible to complete the program successfully.

An appeal committee will review the student's appeal request and notify the student of their decision in writing within one calendar week of receipt of the appeal.

Scholarships-Grants-Loans-Student Employment

Scholarships

Merit scholarships and awards

Central College offers a variety of both competitive and non-competitive scholarships and awards. Most scholarship and award values are for a specific amount based on the year that you enter Central and other criteria. We set the value at a level that we hope will recognize and honor the recipients and their specific qualifications as well as helping to make Central an affordable college choice. The scholarship or award value does not increase from year to year, as an increase in aid that is not funded by annual gifts or significant increases to the endowment would create a need for further increases in tuition to cover the cost. You will be awarded the highest merit scholarship or award based on academic and/or talent criteria for which you qualify. Other Central awards may be added to academic awards provided the award value does not exceed full tuition and you will not be awarded in more than one of these areas. Heritage Awards may also be added to other academic awards provided full tuition is not exceeded.

Endowed and Annual Gift Scholarships

A number of endowed and annual gift scholarships are available as a result of generous gifts to the college. Grants are also made on an annual basis by donors. The endowment income and gifts are awarded annually to deserving students and may be based on academic as well as financial considerations. You should complete the endowed scholarship application on the <http://my.central.edu> website for consideration.

Grants

Federal Pell Grants

This federal program is designed for students who demonstrate the highest level of financial need and could not attend college without significant financial aid. Awards range in value and are based on the family contribution and the cost of attending Central College. Apply by filing a Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grants

These grants are available to a limited number of undergraduate students who demonstrate extremely high need and are eligible for the Federal Pell Grant. Application is made by filing a Free Application for Federal Student Aid.

Iowa Tuition Grant

Iowa residents attending private colleges and universities in the state may be eligible to receive an Iowa Tuition Grant under a program established by the 63rd General Assembly of the Iowa Legislature.

The program is administered by the Iowa College Student Aid Commission. The awards will be based solely on the applicant's need for financial aid, with priority given to the neediest candidates. Scholarships and grants-in-aid from other sources will be taken into consideration in determining a candidate's financial need. In the event that available state funds will be insufficient to pay the full amount of each approved grant due to the state's fiscal condition, the Iowa College Student Aid Commission will administratively reduce the maximum award to an amount less than the statutory maximum.

To apply for a State of Iowa Tuition Grant a student must file a Free Application for Federal Student Aid prior to July 1 listing Central College.

Loans

Federal Carl D. Perkins Loans

Federal Perkins Loans are made directly through Central with funds provided jointly by Central College and the federal government. The amount of the loan shown in your financial aid package is the maximum amount that can be borrowed for the year at Central. Students may choose to borrow less. No interest accrues nor is repayment required while enrolled in college at least half-time. Simple interest of 5 percent begins to accrue nine months after the student is no longer enrolled in college at least half-time. Repayment begins in the ninth month after the student leaves school at a minimum rate of \$120 per quarter. Partial loan cancellation may be granted if the graduate is in certain types of teaching, Peace Corps, law enforcement, corrections' officer or under certain circumstances involving military service. Students are given information regarding rights and responsibilities prior to arriving on campus, and the loan papers will be available for completion online.

Federal Direct Stafford Loans

Federal Direct Stafford Loans are available to aid applicants who file a FAFSA and are enrolled at least half-time in college. These loans are federally funded with the federal government paying an interest subsidy, if you show financial need, and without an interest subsidy, if you do not show need. If eligible for the interest subsidy, the government will pay the interest on the loan until six months after you graduate, withdraw from college, or enroll less than half-time. If eligible for an unsubsidized loan, you are responsible for the interest while in college or no longer enrolled at least half-time as well. A loan fee of 2 percent, will be deducted from each disbursement. No payment toward the principal is required while enrolled at least half-time. Repayment of the principal plus simple interest begins six months after you leave school at a minimum rate of \$50 a month. The interest rate is fixed under current regulations. The Federal Direct Stafford Loan is suggested only as an additional source of funds. You are not obligated to apply for a Federal Direct Stafford Loan if it is not needed.

Federal Direct Plus Loans (PLUS)

Federal Direct Parent Loans (PLUS) are available to parents who have a dependent child enrolled in college. These loans are guaranteed by the federal government. Individual eligibility is determined by subtracting any financial aid available for the year from the cost of education. Financial need is not a prerequisite. The loans are made payable to the parent and Central in multiple disbursements. A loan fee of 4 percent, will be deducted from each disbursement. Repayment begins immediately upon disbursement with a minimum payment of \$50 a month; however, a deferment option is available through a request with the direct loan servicing center. Federal Direct PLUS Loans have a fixed interest rate of 7.9 percent under current regulations. The borrower may take at least five years to repay Federal Direct PLUS Loans and there are a variety of repayment options available. Federal Direct PLUS Loans should be sought as supplemental funds after all other federal sources of assistance have been investigated.

Central College Loans

Loan funds are available to help full-time students who are making satisfactory progress toward their degrees. Amounts of such loans depend on the availability of a student's personal funds and funds from other sources. To obtain a loan, the student should submit a completed application form to the controller's office accompanied with a letter from the parent indicating why the loan is needed, how repayment of the loan will be made, and any special circumstances meriting consideration in granting the loan. Application forms are available from the controller's office. Loan applications will be evaluated by the loan committee and will be considered on a first come, first served basis. Other criteria will be the student's cumulative grade point average, total financial aid and campus activities.

Vance Loans

The Vance Loan Fund is designed to help parents of students finance the cost of attending Central. The college expects that all other available forms of financial aid be pursued prior to applying for a Vance Loan. This loan program is available after the student has completed one semester at Central College's Pella campus and is designed to help in unusual economic situations. Loan amounts are not to exceed the cost of attending Central College less other forms of financial aid. The maximum amount is \$6000 per year. While the student is attending Central College a reduced payment schedule will be in effect. Application forms are available in the loan office located in the controller's office.

Henry Strong Student Loans

The Henry Strong Educational Foundation was created from the estate of Henry Strong to help deserving students obtain college educations. Upperclass students who have completed at least one semester at Central College and are 25 years of age or younger with a co-signer may receive consideration for this loan.

Student Employment

More than 80 percent of Central's students are given some employment opportunity during the school year. Full-time students who demonstrate financial need are given priority for on-campus employment.

Efforts are made to assign students to positions for which they are best suited by past experience and training, and to provide work in amounts proportionate to their needs. Continued employment is contingent on good performance.

You should limit yourself in the number of hours you work each week. Accordingly the college reserves the right to deny employment to any student who has not maintained a "C" average.

Employed students are paid directly by the controller's office every four weeks. You are allowed to earn the amount specified in your aid award but the final responsibility for whether the amount is earned belongs to you and your supervisor.

ACADEMIC PHILOSOPHY

To fulfill its goals for students, faculty, and the entire college community — and to do so explicitly guided by and in concert with the college mission — the faculty of Central College have developed and continually assess, refine and augment an academic curriculum recognized nationally for its:

- unfailing foundation in the liberal arts
- innovative programs to develop high-level rhetorical skills
- significant emphasis on global awareness, and the understanding and appreciation of all facets of human diversity
- demonstrated academic rigor and intellectual challenge

While students' academic experiences are governed by the college's graduation requirements, those experiences are most powerfully shaped by the instructive and nurturing relationships developed among students and faculty, and by each student's individual desire to be intellectually curious and to engage oneself in the lifelong quest for the knowledge that sustains and advances us all.

Communication across the curriculum

One of the most significant components of Central's curriculum — and of all quality liberal arts curricula — is an exemplary commitment to the development of speaking and writing skills. Central College has one of the longest histories in American higher education of helping students become rhetorically sophisticated, so that they may best adapt to and communicate successfully in a multitude of academic and professional settings.

Central's Communication Across the Curriculum Program, initially funded by the National Endowment for the Humanities and the Meredith Corporation and subsequently driven by its own success, is grounded in the understanding that communication skills employed in context are best learned in context. Accordingly, the development of students' written and oral rhetorical skills is the responsibility of faculty teaching courses in each academic major, and writing intensive courses throughout the curriculum.

Communications skills endorsement

A critical requirement of each academic major - and, thus, a graduation requirement - is that students must earn a faculty endorsement of their communication skills in the context of their major discipline. Generally, students' skills are assessed at the time of major declaration so that a program of further development — and, if necessary, remediation – can be embarked upon. Major-specific communication skills endorsement requirements and procedures are detailed in the sections of this catalog addressing the individual majors.

LAS 110 Intersections

A hallmark of the first-year experience at Central College is the *Intersections* course, LAS 110. Required of all new, first-year students in the fall semester, *Intersections* is an interdisciplinary seminar designed to introduce students to the intellectual life at a liberal arts college in general and, more specifically, to academic life at Central. Small groups of students explore the intersections at which academic/intellectual disciplines, ideas, and events converge, connect and collide. Faculty from throughout the natural sciences, behavioral sciences, fine arts and humanities teach the seminars. All sections of the course share a common topic and many common readings and experiences, while each instructor adds a unique emphasis.

LAS 410 Liberal Arts Seminar

As the culmination of the liberal arts core at Central College, the Liberal Arts Seminar stresses an interdisciplinary approach, recognizing that real-world, complex problems and questions cannot be considered only within disciplinary boundaries. Liberal Arts Seminars focus on a significant question for inquiry which needs the analysis and synthesis of more than one discipline. Seminar topics seek to engage the student in independent inquiry, critical thinking and persuasive communication. The seminar encourages students to examine how knowledge, integrated and alive, informs our professional, civic and personal lives. Examples of LAS topics include: Natural Hazards and the Human Dimension; HIV and the AIDS Pandemic; Human Rights, International Politics, and Culture; The Evolution of Sex in Biology and Popular Culture; Disease and Health Through Space and Time; 19th Century Russian Literature and Construction of the Self; and Buddhist Traditions of Tibet and the Himalayas.

Advising

Academic advising at Central College is a shared responsibility of the student, the advisor, and the college. The academic advising program aims to empower students to become lifelong learners through examination of life goals, participation in curricular and co-curricular programs, and knowledge of career opportunities. A faculty advisor is assigned to each student admitted to Central. Students may change advisors as their major interests change or develop.

Advisors' responsibilities are

- To provide accurate information about requirements for the Core, majors, minors and overall fulfillment of the degree
- To provide guidance and referrals for choosing classes and helping students map a career path
- To be available and responsive to concerns and questions
- To provide guidance and referrals for students to resolve academic or personal issues
- To maintain confidentiality regarding students' academic records

Students' responsibilities are

- To know the college's requirements and policies
- To articulate and pursue personal, educational and career goals congruent with personal values and realistic self-appraisal
- To monitor progress by means of the degree audit
- To consult with an academic advisor several times a semester to review their academic program and progress toward their goals.
- To accept the consequences of academic decisions such as declaration of a major or minor, course selection or withdrawal, follow-through with referrals, and related decisions.

GRADUATION REQUIREMENTS

Students must follow the graduation requirements in effect at the time of their enrollment. Students who enroll and subsequently interrupt enrollment (i.e. withdrawal or suspension) for more than two years must complete the requirements in effect at the time of re-entry. While academic advisors, faculty and staff provide significant academic planning and related assistance to students, completion of all degree requirements, and the process of monitoring progress to that end, is ultimately the responsibility of the student.

To earn the Bachelor of Arts degree from Central College:

- 1) **Complete a total of 120 semester hours (s.h.) of course work.** The maximum credit limits that can be included in the 120 credits required for graduation are as follows:
 - no more than 20 s.h. of internship or practicum.
 - no more than 60 s.h. of course work taken in the major discipline counting toward the total 120 s.h. required (for disciplinary/departmental majors only)
- 2) **Complete at least 20 s.h. of course work at the 300-level or above.**
- 3) **Earn a minimum cumulative grade point average (GPA) of 2.000.**
- 4) **Complete all requirements for at least one approved academic major** with a minimum GPA of 2.000 in all courses applied toward the major(s). Students are required to complete the major requirements in effect at the time the major declaration form is submitted to the registrar's office.
- 5) **Complete all Central Core requirements as outlined below.**
- 6) **Satisfy the following residency requirement.** The two semesters (summer not included) just prior to graduation and a minimum of 60 semester hours, including 30 of the last 60 semester hours, must be completed in residence. Students in good academic standing with fewer than 9 semester hours to complete toward the Central College degree may be granted permission to complete their remaining hours at another accredited college or university with the permission of the academic advisor, major department chair, and the registrar. Students approved to participate in any of Central's dual degree programs must complete the two semesters (summer not included) just prior to enrollment at the dual degree granting institution and a minimum of 60 semester hours in residence; 30 of the last 60 semester hours must be completed in residence or at the dual degree granting institution. "In residence" is defined as enrollment at a Central College location (the Pella campus, Central College Abroad sites, Chicago Semester, or The Washington Center).
Note: The associate dean of academic affairs may grant exceptions to this residency requirement.
- 7) **Application for Graduation.** Students must submit an application for graduation at least two semesters prior to the awarding of the degree. For more information, see "Academic Policies" in the current catalog, or the current academic calendar.

Central Core Requirements

Complete all of the following core requirements: integrative studies, disciplinary studies, global perspective, global sustainability and writing intensive. Core courses are identified throughout the academic catalog at the end of the course description and on the online searchable schedule.

Integrative Studies (6 credits). Complete I and II.

- I. **LAS 110, Intersections (3 credits).** All new, first-year students, and transfer students with fewer than 12 transferrable credits (excluding Advanced Placement, International Baccalaureate, or CLEP) entering in the fall semester will take LAS 110 Intersections. All new first-year students and transfer students with fewer than 12 transferrable credits entering in the spring must take LAS 110 the following fall or one writing-intensive course at Central College other than ENGL 101 Composition, which would count in place of the LAS 110 graduation requirement. Transfer credit may not be used to satisfy this requirement.
- II. **LAS 410, Liberal Arts Seminar (3 credits).** An inquiry-based, interdisciplinary, writing-intensive seminar which stresses the importance of knowledge to human community. All Senior (or advanced Junior) students are required to take this seminar. Must be completed at Central. Transfer credit may not be used to satisfy this requirement.

Disciplinary Studies (3 credits in each of the following areas; 21 credits total). Each course may be used toward only one disciplinary designation; however, some courses may also be used to count for the global sustainability, global perspective and writing intensive requirements.

- I. Arts (ART)
- II. Historical Perspective (HP)
- III. Literature and Philosophy (LP)
- IV. Mathematical Reasoning (MR)
- V. Natural Science (NS)
- VI. Religion (REL)
- VII. Social and Behavioral Inquiry (SB)

Global Sustainability (GS) 3 credits

Global Perspective (0-14 credits). Complete component I and component II as follows:

I. Second Language (0-8 credits). Choose one of the following:

- a. Successfully complete two semester-long courses (or the equivalent) of college-level study of a second language. Students may count a one-semester intensive language course (numbered 122 or higher) equivalent to one year (two semesters) of a second language from an approved study abroad program.
- b. Take the placement examination before beginning language course work at Central and earn a placement score beyond the first-year language courses.
- c. Take the placement examination before beginning language course work at Central, earn a placement score in the second semester of the first-year, and then enroll in and successfully complete the second semester course.
- d. Take a proficiency test in a language not taught at Central (including sign languages), and petition the chair of the Modern Languages department to take a proficiency examination or interview in the language. The department chair will arrange for testing; costs involved will be the responsibility of the student.
- e. In appropriate cases, such as with international students, language proficiency in English may meet this requirement. The ESL instructor will determine proficiency.

Note: Students who place beyond the first semester, complete additional language course work, and earn a grade of "C" or better are eligible for credit by proficiency (see "Credit by Proficiency" section of this catalog).

II. Elective (6 credits). Complete option a or b as follows*:

- a. Successfully complete an approved study abroad program.
 - i. All Central College Abroad semester and summer programs (minimum four weeks) satisfy this option.
 - ii. Non-Central College study abroad programs may satisfy this option under the following conditions: 1) the registrar approves courses for transfer; 2) Off Campus Policy Committee recommends the program be approved by Curriculum Committee as satisfying this option; and 3) Curriculum Committee approves the program as satisfying this option.
- b. Complete a minimum of 6 semester hours of coursework. Credit by proficiency and first-year language courses *do not count*.
 - i. Successfully complete a minimum of 3 credits with International Studies designation. (GPN)
 - ii. Successfully complete a minimum of 3 credits with Intercultural Studies designation. (GPC)

** Chicago and Washington D.C. programs and faculty-led programs do not satisfy option a. Faculty-led program courses may count as International Studies or Intercultural Studies with permission of the Curriculum Committee.*

Writing Intensive (WRT) 4 courses. Complete each of the following:

- I. Successfully complete LAS 110 and LAS 410;
- II. Successfully complete one writing intensive course at the 100-level or above during the first two years;
- III. Successfully complete one writing intensive course at the 200-level or above during the second or third year.

Note: Transfer students who are not required to take LAS 110 must take three writing-intensive courses in addition to LAS 410, Liberal Arts Seminar, which must be completed at Central College. The other writing intensive requirements may be satisfied either by courses at Central or by coursework accepted for transfer. At least one of these courses must be at the 200-level or above. Students who wish to apply transfer credit toward this requirement may need to provide a course syllabus to the registrar.

ACADEMIC POLICIES

Academic Appeals

Students who wish to appeal an academic policy or graduation requirement must file a petition with the curriculum committee. Forms are available from the registrar's office. Rules have been established by faculty in support of good educational practice. Neither negligence nor ignorance of rules is regarded a good reason for granting approval.

Semester calendar

At Central College, the academic year is divided into two 16-week semesters and a summer term. Students normally enroll for 15 semester hours of credit each semester, enabling them to complete, on average, 30 semester hours of credit per academic year and 120 semester hours of credit – the minimum required for graduation – throughout four years.

Disabilities

Central College abides by interpretations of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments, and other health related impairments.

Application for Graduation and Participation in Commencement

Students notify the registrar's office of their intent to graduate and participate in commencement by filing an application for graduation at least two semesters prior to the intended date of graduation. Applications are due as follows:

<u>Anticipated Completion Month</u>	<u>Graduation Application Due</u>
May	Due May 1, one year prior
August	Due August 1, one year prior
December	Due December 1, one year prior

Seniors who have applied for graduation will have their names listed in the commencement program and are expected to participate in the commencement ceremony.

Central College holds one commencement ceremony in May of each year. August and December graduates may request permission to participate in the commencement ceremony prior to the anticipated completion date if:

- the student is enrolled during the spring semester;
- the student is in good academic standing, and
- the student is within 17 semester hours of completing graduation requirements, and
- the student is able to complete all remaining graduation requirements by the end of the fall semester following the commencement ceremony.

Students requesting an exception to the above policy must request, in writing, permission to participate from the registrar.

Graduation with honors

Students who achieve a cumulative grade point average of at least 3.5 may be recommended by the faculty for commencement distinctions. The degree may be granted cum laude for those students with a cumulative GPA of 3.50-3.699, those with magna cum laude for those with a cumulative GPA of 3.70-3.899, and summa cum laude for those with a cumulative GPA of 3.90 or above. No student with more than one grade below C- during the last three years at the college will be considered for academic distinction.

Students who transfer to Central no later than the beginning of their third year and complete at least 60 s.h. at Central are eligible for the honors, but only their performance at Central College will be considered.

Grading system

Central employs the following grading system:

A	4.0 grade points per semester hour	P (Pass) <i>not applicable, minimum grade 'C' is required to receive a 'P' grade</i>
A-	3.7 grade points per semester hour	I (Incomplete) <i>not applicable</i>
B+	3.3 grade points per semester hour	W (Withdrawal) <i>not applicable</i>
B	3.0 grade points per semester hour	NC (No Credit) <i>not applicable</i>
B-	2.7 grade points per semester hour	AUD (satisfactory audit) <i>not applicable</i>
C+	2.3 grade points per semester hour	CR (Language and Mathematics proficiency) <i>not applicable</i>
C	2.0 grade points per semester hour	
C-	1.7 grade points per semester hour	
D+	1.3 grade points per semester hour	
D	1.0 grade points per semester hour	
D-	0.7 grade points per semester hour	
F (Failure)	0 grade points per semester hour	

Grades of P, I, W, NC, AUD and CR are not included when calculating grade point average. Only courses completed at Central College on the Pella campus, abroad, Chicago or Washington D.C. are used to calculate the grade point average.

Incomplete (“I”) grade

The incomplete grade “I” is a temporary grade indicating that work for the course is not complete. Instructors may assign an incomplete grade in a course that the student cannot complete on time due to extenuating circumstances, such as major illness or a death in the family, by filing an Incomplete Grade Request form with the registrar’s office prior to the end of the current grading period. The date by which a student must complete a course is determined by the course instructor, but may not be more than one semester after the last day of the term in which the incomplete was awarded. At the time of the incomplete request, instructors will provide the grade the student is currently earning in the course which is the grade the student can expect to receive if the course is not completed by the agreed-upon deadline. In extenuating circumstances, requests for an extension beyond one semester should be made, in writing, to the associate dean of academic affairs prior to the previously approved deadline. Both the instructor and student must agree to the extension. Students requesting incompletes in more than one course must receive permission from the associate dean.

Withdrawn (“W”) grade

A grade of “W” indicates a student has either withdrawn from college or withdrawn from a particular course after the course drop and add period (typically the Friday of the second week of classes). The “W” grade is recorded on the transcript, but no credit is given. A student may not withdraw from a course after the end of the 12th week of class.

Pass (“P”)/No Credit (“NC”) grades

With the approval of the advisor and course instructor, junior- and senior-level students may elect to attempt a maximum of 20 s.h. outside core, major, or minor requirements, and those courses required for certification, on a pass/no credit basis. Courses offered on a pass/no credit only basis may be used at the discretion of the department to meet major or minor requirements. Credit and a P (pass) grade are granted provided the student has earned the equivalent of a ‘C’ grade or better. A ‘P’ grade will have no effect on the grade point average. Students who earn a grade below a ‘C’ will not receive credit for the course and an ‘NC’ (no credit) grade will appear on the transcript. NC grades will have no effect on the grade point average. A student must submit an approved pass/no credit option form to the registrar’s office before the end of the Friday of the second week of classes.

Grade Appeals

A student who believes his/her final grade in a course is incorrect should first review the syllabus and collect graded assignments. The student should then contact the faculty member of the course as soon as possible to discuss the perceived problem and to request in writing that the grade be reviewed and refigured in case an error has been made.

If the student still believes the grade to be unfair or incorrect after this initial review, he/she should see the associate dean of academic affairs who will review the class requirements with the student and help him/her to determine whether there is a reasonable basis for an appeal.

Students who wish to appeal must submit a written letter to the associate dean of academic affairs within one month of the beginning of the semester following the semester in which the grade was received. The letter should explain in detail the basis for the appeal. The associate dean of academic affairs will then discuss the case with the faculty member, and if further review is necessary, request the department chair, division chair or an appropriate designee to objectively review the appeal. These faculty colleagues will consult with the faculty member involved to help him/her determine whether the disputed grade was fair and consistent with published expectations for grading in the course. The associate dean of academic affairs will convey the result of these discussions to the student.

Final responsibility for grades rests with the instructor of that class. If an instructor is no longer available at the time of appeal, disposition of the case will fall to the current department chair. Only grades issued by Central College faculty may be appealed. Grades from other institutions must be appealed at those institutions.

Students who believe the above process has been unfairly applied may further appeal in writing to the dean of the faculty.

Final Examinations

Students are expected to take final exams during the assigned times. Instructors are expected to utilize the final exam period for a conclusive, meaningful activity. Students who have three finals on one day may request a change of examination time from instructors, but all examinations must be administered no later than the final day of the exam period. Students should check their final examination schedule prior to making any end-of-semester travel arrangements; it is not the responsibility or obligation of the instructor to give opportunities for students to take a final examination outside of the scheduled final examination time.

Dean’s list

Students who complete at least 12 semester hours in which grades other than ‘P’ are assigned and earn at least a 3.5 grade point average in a given semester are named to the dean’s list for that semester.

Student Classification

First-year standing	0 - 27 semester hours
Second-year standing	28 - 58 semester hours
Third-year standing	59 - 89 semester hours
Fourth-year standing	90 and above

Declaring a major or minor

By the end of the second year, students must file a Declaration of Major/Minor form with the registrar's office in order to be eligible to register for the third year (or 5th semester) of study. Students are required to complete the major requirements in effect at the time the student submits the form. Minor must be declared prior to registration for the final semester of enrollment.

Registration

General information

Students register for courses several months in advance of each semester and have several opportunities to make changes to their schedules (see below). New students starting in the fall semester generally register for courses during New Student Orientation in the preceding summer. All students who have not made satisfactory arrangements with the student accounts office for payment of all tuition and fees may 1) be ineligible to register for courses and/or 2) have their registration in courses cancelled.

Students themselves are responsible for registration in and official withdrawal from courses. Class attendance does not constitute registration in a course; likewise, absence from a class – including never attending even one class session — does not constitute official withdrawal from a course. No credit will be awarded for courses in which a student is not properly registered, and no refunds will be given for courses from which students have not officially withdrawn. Students should refer to WebAdvisor for their official class schedule. The official schedule is not located in Blackboard.

Students who plan on being considered “full-time” (enrolled in at least 12 semester hours in a given semester) for financial aid, athletics, insurance, or any other purpose, must be attentive to the number of credits for which they are officially enrolled. Students enrolled in fewer than 12 semester hours in any semester will have their financial aid reduced according to state and federal regulations. Student athletes enrolled in fewer than 12 semester hours will be ineligible for competition in such semesters. It is each student's sole responsibility to know when they have dropped below full-time status and what the ramifications of doing so are. The registrar has the right to adjust student schedules during or after the registration period.

Changes in registration

Registration change forms are available from the registrar's office or my.central.edu. Policies governing such changes are as follows:

1. Registration changes (adds, drops, withdrawals) must be approved by students' academic advisor and, at times, the course instructor, as well.
2. Full-semester courses dropped during the official drop/add period (typically the Friday of the second week of classes; see current academic calendar for drop/add dates) will not appear on the transcript.
3. Courses dropped after the official drop/add period and before the end of the 12th week of the semester will appear on transcripts with a grade of “W” (withdrawn), and no tuition or fee refunds will be made.
4. Withdrawal from any courses after the end of the 12th week of the semester is not permitted and students will receive the grade earned as determined by the instructor.
5. Under unusual circumstances, a student may appeal to the associate dean of academic affairs for a waiver of these policies.

For courses that do **not** meet for the entire semester (for example, 1 s.h. courses such as COLL 210, EXSC 135, and many others):

1. Students may add or drop through the first week of class. Dropped courses will not result in a transcript notation.
2. Withdrawals after the first week but before 75 percent of the regularly scheduled class sessions have been conducted will be noted with a grade of “W” on the student transcript.
3. Withdrawal after 75 percent of the regularly scheduled class sessions have been conducted is **not** permitted and a grade (A-F, P, NC) will be issued by the instructor.

Voluntary and Medical Withdrawals

Students who wish to withdraw entirely from the college must complete a withdrawal form in the registrar's office. Medical withdrawals are granted by the associate dean of academic affairs and may be voluntary or may be initiated by the college for a student who is in need of professional help that is extensive or unavailable at the college. Students living on campus who withdraw from the college must vacate their residence hall room within 24 hours.

Students who withdraw prior to the start of classes or during the official drop/add period will be dropped from their courses without a transcript notation. Students who withdraw after the official drop/add period and before the end of the 12th week of class will receive a “W” (withdraw) grade on the transcript for each full-semester course they are currently registered. Students who withdraw after the 12th week of the term will receive the grade earned in the course as determined by the instructor. The courses and term for which the student enrolled may be counted for satisfactory academic progress purposes. Students who received financial aid will have the term counted as one of their terms of financial aid used toward the maximum financial aid eligibility. For refund policy information see ‘College Costs.’

A transcript notation will indicate that a student has withdrawn from the institution (i.e. Withdrawn MM/DD/YYYY). Students who withdraw from the college and later wish to re-enroll should consult the policies governing re-entry.

Administrative withdrawal

When a student has missed all classes for 10 consecutive class days, or who after the end of week seven is failing all classes and not regularly attending classes or completing labs or assignments, the college will begin the process to administratively withdraw the student from the college. The student will be notified by the registrar via registered campus mail and the student's Central College e-mail account, and a student signature procured. Students who are withdrawn from the college must vacate their campus residences within 48 hours of having been withdrawn. For refund policy information see 'College Costs.'

A transcript notation will indicate that a student has withdrawn from the institution (i.e. Withdrawn MM/DD/YYYY).

Disciplinary/academic suspension and dismissal

Students may be suspended or dismissed from the college at any time during the semester. Students who are suspended or dismissed must vacate their rooms within 24 hours. Students who are suspended or dismissed after the official drop/add period and before the end of the 12th week of class will receive a 'W' (withdraw) grade on the transcript for each full-semester course they are currently registered. Students who are suspended or dismissed after the 12th week of the term will receive the grade earned in the course as determined by the instructor. The courses and term for which the student enrolled may be counted for satisfactory academic progress purposes. Students who received financial aid will have the term counted as one of their terms of financial aid used toward the maximum financial aid eligibility. For refund policy information see 'College Costs.'

A transcript notation will indicate that a student has been suspended or dismissed from the institution (i.e. disciplinary suspension MM/DD/YYYY or academic dismissal MM/DD/YYYY). Students who are suspended from the college and later wish to re-enroll should consult the policies governing re-admission.

Returning from withdrawal or suspension (Re-entry)

A student who is withdrawn (voluntary or medical) or suspended (academic or disciplinary) from Central prior to graduation may apply for re-entry and, if approved, return to the college. Applications are due no later than one week prior to the first class day of the semester in which the student wishes to re-enroll. Students who have been away (i.e. withdrawn or suspended) for more than two years must complete the requirements in effect at the time of re-entry. Students approved for re-entry will be required to satisfy all prior financial obligations and to make an enrollment deposit prior to being eligible to register for classes or receive a housing assignment. For more information, contact the registrar (registrar@central.edu) or go to <http://departments.central.edu/registrar/registration/re-entry/>.

Overload

Students who wish to register for more than 18 semester hours will need permission from the registrar unless they are enrolled in one or more of the following overload exempt courses:

Overload Tuition Exempt (no overload fees apply)

1. Group Ensembles (MUSG courses)
2. Study abroad pre-departure and re-entry courses
3. Central Fellows
4. Central Teachers Academy internships (EDUC 397)
5. Honors Enrichment courses.
6. Senior Honors Thesis courses/projects.
7. Honors Seminar (HONR 191).
8. Private music instruction (MUSL courses)*

**Students will incur the private lesson instructional fee; however, they do not pay per-credit tuition above and beyond the lesson fee.*

Students will be charged per-credit tuition for each non-tuition exempt semester hour in excess of 18. See Catalog section "College Costs" for more information. The Overload Request form is available from the registrar's office.

Auditing a course

Students may audit courses for no credit with instructor permission and on a space available basis. Satisfactory audits are recorded on the student's transcript with a grade of 'AUD' but are not used in the calculation of a student's grade point average. Unsatisfactory audits are not recorded. There are only a few circumstances where an audit may be useful: These include:

- if you want to explore an area unrelated to your major and the course is outside of your primary interests;
- if you want a review of an area you are already knowledgeable in, or;
- if a course is of particular interest but would require an extraordinary effort for you to take for a grade along with your other planned courses.

Instructors determine the criteria needed to receive a satisfactory audit grade (AUD). Typically, examinations, labs, papers and homework are not required; however, regular attendance and class participation is expected. Students may not audit directed study, internship, independent study, practicum, co-op, music lessons (private and group), and music ensembles. Audited courses may not be used to satisfy any graduation requirements (i.e. majors, minors, core, etc.). Students are not allowed to repeat for letter grade a course they previously audited, and students may not repeat a regular graded course as an audit.

To register for a course as an audit, or to change a course from credit to audit or audit to credit, students must file a Registration Change Form with the registrar's office during the normal registration or add/drop periods. The instructor's signature is required.

Repeating a course

A student is permitted to repeat up to 20 semester hours of credit at Central. All course grades will appear on the transcript but only the most recent grade and credits earned will count toward graduation and in calculation of the student's cumulative grade point average. The following restrictions apply to course repeats:

- Students may not repeat a course via directed study unless the student's first attempt was itself a directed study.
- Students may not audit a course in which they have previously earned an A-F or P grade.
- Students may not receive transfer credit for any course previously attempted at Central College.
- Students may not repeat LAS 110. (See "Failing LAS 110 Intersections" policy)

Failing LAS 110 Intersections

Students failing LAS 110 must successfully complete one writing-intensive course at Central College other than ENGL 101 Composition within the next two semesters of enrollment; this course will count in place of the LAS 110 graduation requirement. Students may not withdraw from LAS 110 without permission of the associate dean of academic affairs.

Transfer of credit

All transfer credit must be earned at a regionally accredited college or university with a grade of "C" or better. Work to be considered for transfer credit must be submitted on an official transcript and mailed directly to Central College from the transfer institution or delivered in a sealed envelope with the registrar's signature across the seal. Students transferring to Central must provide official transcripts for all institutions previously attended.

1. All official transcripts are evaluated for admitted and matriculated students by the registrar's office and determination of transfer credit is made by the registrar in consultation with departmental faculty. Course review may include the evaluation of the course's specific educational goals, academic content, and the level of credit earned. Vocational, remedial and continuing education credits are not transferrable.
2. Accepted credits may be used to satisfy course prerequisites, Core requirements or, at the discretion of departmental faculty, major and minor requirements. The registrar determines if credits fulfill any Core curriculum requirements, in consultation with faculty as needed. Students may not use transfer credits to fulfill Intersections (LAS 110) or Liberal Arts Seminar (LAS 410) requirements.
3. A maximum of 60 semester hours of transfer credit (including a maximum of 24 semester hours from AP, IB, PSEO and dual enrollment) may be applied toward completion of a Central College degree.
4. Grades and credit earned in transfer courses are not included in the calculation of a student's Central College cumulative or major grade point averages.
5. Students transferring to Central should consult with the chair of their prospective major/minor to determine the number of Central College courses that will be required to complete the major or minor.
6. Current Central College students who wish to take a course(s) at another institution and transfer the credit back to Central must submit a Request for Transfer Credit Pre-Approval form to the registrar's office. Students may not repeat a Central course at any other college or university.

Pre-College Credit, Advanced Placement and International Baccalaureate

A maximum of 24 semester hours for Advanced Placement (AP), International Baccalaureate (IB), Post-Secondary Enrollment Option (PSEO), and dual-enrollment programs will be awarded. Pre-college credit is considered transfer credit and is included in the 60 semester hour total transfer limit. A list of approved course equivalencies is available from the registrar's office.

Credit for Advanced Placement (AP)

Students who earn a score of 4 or better on AP exams will be granted a minimum of three semester hours of credit. Scores of 3 may satisfy some prerequisites with departmental approval. All AP scores must be sent directly to Central College from the College Board (CEEB 6087).

Credit for International Baccalaureate (IB)

Students who earn a score of 4 or better on IB higher-level exams (subsidiary-level exams are not accepted) will be granted a minimum of three semester hours of credit for each subject area. International Baccalaureate scores must be sent directly to Central College from International Baccalaureate.

Credit for dual enrollment or PSEO

All dual enrollment or PSEO credit must be earned at a regionally accredited college or university with a grade of “C” or better. Grades and credit earned in pre-college courses are not included in the calculation of a student’s Central College cumulative or major grade point average. Dual enrollment and PSEO work to be considered for credit must be submitted on an official transcript and mailed directly to Central College from the institution of record or delivered in a sealed envelope with the registrar’s signature across the seal.

Credit by proficiency

Central College awards credit by proficiency in the areas of foreign languages, mathematics and computer science. Credit is awarded based on enrollment in and successful completion (as defined below) of upper-level courses predicated by sufficient scores on appropriate placement exams. Note: Students are not charged for any credit by proficiency awarded.

Credit by proficiency in foreign languages

Credit by proficiency in foreign languages will be awarded as follows:

1. Students who place at the 122-level and subsequently complete a 122-level language course with a grade of “C” or better will be awarded 2 semester hours of 100-level language proficiency credit.
2. Students who place at the 221-level and subsequently complete a 221-level language course with a grade of “C” or better will be awarded 4 semester hours of 100-level language proficiency credit.
3. Students who place at the 222-level and subsequently complete a 222-level language course with a grade of “C” or better will be awarded 4 semester hours of 100-level language proficiency credit and 2 semester hours of 200-level language proficiency credit, for a total of 6 semester hours.
4. Students who place at the 321-level and subsequently complete a 321-level language course with a grade of “C” or better will be awarded 4 semester hours of 100-level and 4 semester hours of 200-level language proficiency credit, for a total of 8 semester hours of proficiency credit.
5. Students who place at the 322-level and subsequently complete a 322-level language course with a grade of “C” or better will be awarded 4 semester hours of 100-level, 4 semester hours of 200-level, and 2 semester hours of 300-level language proficiency credit, for a total of 10 semester hours of proficiency credit.
6. Students who place beyond the 322-level and subsequently complete an upper-level literature or civilization course with a grade of “C” or better will be awarded 4 semester hours of 100-level, 4 semester hours of 200-level, and 4 semester hours of 300-level language proficiency credit, for a total of 12 semester hours of proficiency credit.

Note: Language-based credit by proficiency may be applied to the foreign language major or minor at the appropriate level.

Credit by proficiency in mathematics

Credit by proficiency in mathematics will be awarded as follows:

1. Students who place into MATH 132 Calculus II, and complete that course with a grade of “C” or better will be awarded 4 semester hours of proficiency credit for MATH 131 Calculus I.
2. Students who place into MATH 231 Multivariable Calculus, and complete that course with a grade of “C” or better will be awarded 4 semester hours of proficiency credit for MATH 132 Calculus II, and 4 semester hours of proficiency credit for MATH 131 Calculus I.

Credit by proficiency in computer science

A limited amount of credit by proficiency in computer science can be awarded for selected advanced students. Contact the chair of the MATH/COSC department for details.

Academic Warning, Probation and Suspension

Central College admits students whom we believe have the background, desire and ability to be successful in college and to make adequate progress toward the degree. To graduate from Central College a student must earn 120 semester hours of credit and earn a minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 or above in the major. Full-time students are expected to complete the requirements for graduation within four years (eight semesters) by completing an average of 30 credits each year.

The academic progress committee, at the end of each semester and the summer session, makes recommendations to the associate dean of academic affairs regarding which students are to be warned, placed on probation, continued on probation, suspended or, as a last resort, dismissed if they are not progressing at the rates indicated below**:

	Semester 1 Crs/GPA	Semester 2 Crs/GPA
First Year (0-27)	12/1.700	27/1.800
Second Year (28-58)	42/1.900	58/2.000
Third Year (59-89)	73/2.000	89/2.000
Fourth Year (90+)	104/2.000	120/2.000

**First- and second-year students are expected to achieve a GPA that coincides with the number of semesters in college rather than total number of credits earned toward classification.

Academic warning

Students who meet the above minimum standards but whose academic performance warrants concern may receive a warning notice if one or more of the following is observed:

- A semester GPA below 2.000;
- A cumulative GPA less than 2.000, but greater than the minimum required for a classification;
- Earning fewer than 12 semester hours of credit in any semester (summer excluded);
- Repeatedly earning credits at a pace slower than what is outlined for satisfactory progress.

Students who remain on academic warning for more than one semester may be placed on academic probation at the discretion of the academic progress review committee.

Academic probation

When a student does not meet the cumulative grade point average and/or falls 15 or more credits below the number expected for their classification, the student will be placed on academic probation for the next fall or spring semester of enrollment, and the advisor will be notified. Probation is a period during which students are expected to improve academically, and the time on academic probation can be an opportunity to clarify goals, identify campus resources, develop mentoring relationships, and grow the academic skill set. Students on academic probation are not eligible to participate in a) any NCAA Division III athletics practices, competitions, or related activities; b) co-curricular musicals, theatrical productions, or music groups; c) student government leadership; d) CAB leadership; e) fraternity/sorority pledging; or f) similar college sponsored co-curricular activities.

Students who improve their cumulative grade point average and total credits earned to the minimum level expected during the fall or spring semester will be removed from academic probation; students are not eligible to be removed from academic probation after the summer session. Students who make a noted improvement, but have not achieved the minimum levels outlined above will be continued on probation until their minimum grade point average and/or completed credits are at the level(s) expected for their classification. Students who demonstrate little or no improvement will be continued on probation, suspended or dismissed. Students on academic probation for more than one semester can have their financial aid reduced. See the catalog section on Financial Aid Satisfactory Academic Progress for more information.

Academic suspension

Students who do not benefit from academic probation or who demonstrate an abrupt decline in academic progress will be suspended and advisors will be notified. Suspension is deemed appropriate when it is apparent that the student needs a break from studies at Central so they can prioritize their academic goals and ultimately return and achieve a Central degree. Students are suspended for a minimum of two semesters; however, first-year students may apply for reentry after one semester of suspension. Students who have been suspended are not eligible to enroll in summer classes at Central College until after being approved for re-entry. A transcript notation will indicate that a student has been suspended for academic reasons (i.e. academic suspension MM/DD/YYYY).

Students wishing to return to Central College following the suspension period must apply for re-entry through the associate dean of academic affairs. The re-entry request will be evaluated in light of interim experiences that reflect increased readiness to succeed academically. Students have a greater likelihood of being approved for re-entry if they show evidence of growth by successfully completing courses at another accredited institution, securing counseling to resolve personal issues, etc. For more information, contact the associate dean of academic affairs.

Academic dismissal

Students who consistently fail to meet satisfactory academic progress standards will be dismissed from the college. Typically, students will be placed on academic probation or suspension prior to dismissal, although a particularly unsuccessful semester may result in dismissal. Students academically dismissed are not eligible to re-enroll at Central. A transcript notation will indicate that a student has been dismissed for academic reasons (i.e. academic dismissal MM/DD/YYYY).

Appeal of academic suspension or dismissal

Students who have been suspended or dismissed for academic reasons may appeal to the associate dean of academic affairs in writing. Permission to continue may be granted if there is new evidence previously not available to the committee of factors that contributed to the unsuccessful semester; however, emotional appeals will not be considered. Students who successfully appeal a suspension or dismissal decision will be placed on academic probation for the next semester. If the appeal is denied, the suspended student may apply for re-entry after two semesters out of school. Firstyear students may reapply after one semester out of school.

Mitigating circumstances

Central College may set aside the minimum standards for an individual student if it is determined that an unusual situation affected the student's progress. The academic progress committee will make this determination on behalf of the student. Mitigating circumstances would include:

- Documented serious/prolonged student illness or injury;
- Death of a close relative;
- Other circumstances may be considered on a case-by-case basis with supporting documentation.

Amended student records

Acceptable academic progress is based on the student's official academic records at the time of the progress review. Records that are amended to reflect appropriate changes (for example, when an incomplete "I" grade is replaced by a standard letter grade), the academic progress committee may, at the point at which a student's record is officially amended, re-assess the student's academic status and, accordingly, warn, place/continue the student on

Academic Integrity

The mission statement of Central College charges us to "promote the sensitivity to and appreciation of values essential for students to become effective citizens" at the local, national and international levels. These values include mutual respect and justice. Mutual respect for our colleagues and ourselves requires that we perform our work with integrity. Justice requires adherence to a process that upholds Central College's standards of academic integrity. Justice also requires creating an atmosphere of intellectual safety where individuals know their work is secure from being copied by others or abused in any way. An academic community with a high degree of integrity is essential if Central College is to succeed in its mission and sustain an academic center whose scholarship and graduates are valued.

Integrity in academic performance is about much more than grades earned; it is about how individual members of the academic community have earned their grades. Because you are responsible for and accountable to upholding these standards of integrity, this guide is provided as a resource.

Academic Honesty

A key component of academic integrity involves taking on the responsibility of being honest in the production of our work as scholars. Academic honesty requires that we do not plagiarize, engage in inappropriate or unauthorized collaborations, cheat, aid others in being academically dishonest, or engage in other activities that are dishonest such as misusing technology or other college resources. Each of these violations of academic honesty threatens the overall integrity of Central College, and all members of our academic community. Thus, these violations cannot and will not be tolerated.

What to avoid

Plagiarism and/or misuse of ideas from other sources:

- Deliberately representing the work of someone else as your own work.
 - ♦ Using the ideas, text, formulas, images, or other materials produced by someone else and not acknowledging them as the source.
 - ♦ Cutting and pasting the work of others into your assignments without acknowledging the source of this material. This includes material taken from the web or Internet as well as from books, journals, and mass media.
- Failing to provide proper and complete identification of sources for material incorporated into your own work whether text or graphics.
 - ♦ Not including proper within text citations and/or proper footnotes or endnotes.
 - ♦ Not including a full citation on the reference page for each and all sources used in producing your work.

Unauthorized collaborations:

- Working in teams or groups without the instructor's knowledge or permission.

- Turning in the same or very similar paper for multiple assignments without the knowledge and permission of each instructor involved.

Cheating:

- Copying homework or test answers/responses from other students and turning it in as your own work.
- Use of cell phones, personal data assistants (PDA's), or calculators without the instructor's permission to gain an advantage on an exam or course assignment.
- Using unauthorized materials on an exam or assignment.
- Presenting others' work as one's own.
 - ♦ Obtaining work or unauthorized assistance from another student.
 - ♦ Obtaining work or unauthorized assistance from another source such as online term papers or help.
- Failing to report miscalculations in grading.

Facilitation of dishonest academic activity:

- Use of technology such as cell phones or Internet to assist another student in gaining an illicit advantage on an exam or course assignment without the instructor's permission.
- Doing work for or providing work to another student who misrepresents this work as being his or her own.
- Assisting another student to earn a grade that is not by that student's own efforts.
- Failure to report cheating or other dishonest acts by others.
- Allowing others to view your work during exams or assignments, including leaving materials on a public access hard drive or other media.

Improper use of technology:

- Using technology in ways that violate copyrights.
 - ♦ Downloading copyrighted material from the Internet to avoid purchasing of the same material, i.e., music songs or video material.
 - ♦ Cutting and pasting material from the Internet into your own work without proper acknowledgement of the source(s).
- Sharing electronic files of copyrighted material with others and not having permission from the copyright holder.

Falsification of credentials or grades:

- Presenting false credentials.
- Altering or forging official university documents and/or files.

Responsibilities for maintaining standards of academic integrity

Each member of the Central College community is responsible and accountable for maintaining these standards of academic honesty in order to maintain the integrity of the college and the degrees it confers.

Instructors are expected to

- Model academic integrity in their own work and in the classroom.
- Provide clear explanations in course syllabi of general and course-specific policies regarding academic integrity and the consequences for violating those policies. Discuss these policies in class.
- Create an environment conducive to rigorous, honest inquiry and learning.
- Monitor academic projects and exams to ensure that the work is the student's own.
- Report and act on any suspected dishonesty in a timely fashion.
- Maintain confidentiality regarding cases of suspected dishonesty.

Students are expected to

- Approach their work ethically and honestly; submit only their own work, and properly credit the work of others.
- Become familiar with college policies.
- Ask for clarification of general or course-specific guidelines regarding academic integrity.
- Actively discourage and avoid facilitating other students' acts of dishonesty.

Administrators are expected to

- Ensure that policies governing incidents of reported dishonesty are followed.
- Maintain fairness in the disposition of sanctions.

Procedures for violations of academic standards of integrity

1. In a case of perceived academic dishonesty, the instructor will collect evidence documenting the violation and arrange to meet with the student to discuss the incident as soon as possible. When a student is observed cheating on a test, the instructor will take custody of the evidence and confront the student as soon as possible.
2. The instructor of the course will determine the course penalty after consulting with his or her department chair (or the chair's designee) and the associate dean of academic affairs. Depending on the nature of the offense, the penalty in the course may range from additional work or reassignment, failing the project or test, to failing the course.
3. For every discovered integrity violation instructors will file an academic integrity violation report with the associate dean of academic affairs along with copies of any evidence collected. The report will include a description of the nature of the offense, the action taken by the instructor and confirmation that a department chair (or designee) was consulted in this process.
4. After review by the associate dean of academic affairs, an institutional sanction may be imposed. Students will receive a letter stating the course penalty and, if applicable, the institution's sanction or warning, and a copy will be placed in the student's file. Records of academic integrity violations will be kept in the Academic Affairs office for seven years after graduation or withdrawal from Central College. For a first offense, a student will typically receive a letter of warning. Repeated offenses may be grounds for suspension or dismissal from Central College. Serious violations may result in immediate dismissal.
5. Students who wish to appeal the penalty imposed by the faculty member and/or the institutional sanction must send a letter to the associate dean of academic affairs explaining the grounds for the appeal. A body composed of the faculty and student members of the Academic Standards Committee and the registrar will review the evidence submitted and render a decision regarding the penalties and/or sanctions originally imposed. If unsatisfied, any party to the decision has the right to submit an appeal of this decision to the Chief Academic Officer. A final appeal may be made to the President of the College. All appeals must be submitted no later than two weeks after being notified of a decision.
6. Those involved with cases of academic integrity violations will maintain strict confidentiality and follow the provisions of the Family Education Rights and Privacy Act as it applies to the release of information in student records.

Information on academic integrity

Further information about plagiarism and other violations of academic integrity is available on the Geisler Library home page under the heading *Research Assistance* (Citing Resources, Copyright, Academic Integrity).

ACADEMIC DIVISIONS & DEPARTMENTS

The academic component of Central College is composed of seven academic divisions, most of which are further composed of one or more academic departments. Each division and its departments are listed below:

Applied Arts Division

- Education
- Exercise Science

Behavioral Sciences Division

- Communication Studies
- Economics/Accounting/Management
- Political Science
- Psychology
- Sociology/Anthropology

College Division

Cross-Cultural Studies Division

- Modern Languages
- Library

Majors

A fundamental graduation requirement for all students is the completion of an academic major with a GPA of 2.000 in all courses applied toward the major. By the end of the second year, students must file a Declaration of Major/Minor form with the registrar's office in order to be eligible to register for the third year (or 5th semester) of study. Students are required to complete the major requirements in effect at the time the student submits the form to the registrar.

Disciplinary/departmental majors

Note: For students completing a disciplinary/departmental major, no more than 60 s.h. of credit earned in the major discipline may be applied toward the total 120 s.h. of credit required for graduation.

Accounting
 Anthropology (Cultural)
 Art
 Athletic Training
 Biochemistry
 Biology
 Business Management
 Chemistry
 Communication Studies
 Computer Science

Economics
 Elementary Education
 English
 Exercise Science
 French
 German Studies
 History
 International Management
 Mathematics
 Mathematics/Computer Science

Music
 Music Education
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Sociology
 Spanish
 Theatre

Interdisciplinary majors

Actuarial Science
 Environmental Studies
 Information Systems
 Integrated Studies

International Studies (Latin America, East Asia, Africa, & Western European)
 Linguistics
 Natural Science
 Social Science

Pre-Professional Programs

Pre-health
 Pre-law
 Pre-ministry
 Pre-engineering

Minors

A number of academic minors – that require in-depth study in a discipline without the breadth of a full major – are also offered, and can be taken in conjunction with one or more majors. To earn a minor the student must attain a GPA of 2.000 in all courses applied toward the minor. Additional policies governing specific minors are outlined in the sections addressing the majors. As with majors, minors must be officially declared by students. Students must submit a “Declaration of Major/Minor” form to the registrar’s office prior to registration for the final semester of enrollment.

Disciplinary/departmental minors

Accounting	German
Anthropology (Cultural)	History
Art	Instrumental Music Education
Art History	Mathematics
Biology	Mathematics Teaching
Business Management	Music
Chemistry	Philosophy
Chinese	Physics
Communication Studies	Political Science
Computational Science	Psychology
Computer Science	Religion
Economics	Sociology
English	Spanish
Elementary Music Education	Theatre
Exercise Science	Vocal Music Education
French	Writing

Interdisciplinary minors

Environmental Studies	International Studies
Entrepreneurship	International Studies/East Asian Track
Global Health	Linguistics
Global Sustainability	Not-For-Profit Management

Teaching endorsements

Teaching endorsements at the elementary and secondary school levels are offered through Central’s education department. Note that teaching endorsements and academic minors (detailed above) are not the same. Contact the licensure officer in the education department for information regarding teaching endorsements.

Cancellation of courses

The college reserves the right to cancel courses in which enrollment is low or as a result of staffing changes.

Curriculum changes

The college reserves the right to modify its academic programs, courses and requirements. When changes are required, students will be informed promptly. Moreover, the college will make serious efforts to permit students to continue in their declared academic programs, although that cannot be guaranteed. When it is not possible for a student to complete the declared academic program at Central College, the college will assist the student in choosing an alternate academic program at Central and/or in transferring to another institution where the desired program is offered.

Course numbering/coding system

Course levels

Courses are numbered according to the level of difficulty at which they are taught. Course levels are:

100-199 Introductory-level courses

200-299 Intermediate-level courses

300-499 Advanced-level courses

Special course numbers

Some course numbers designate certain kinds of courses, regardless of level or discipline. These special course numbers are as follows:

x00-x09 Courses that do not count toward a major in the specific discipline

x83-x84 Field Experience or Service Learning Module

An off-campus experience supervised by a faculty member designed to give students an opportunity to apply principles learned in academic course work in a professional/vocational setting. See *Special Programs* for more information about the Service Learning Module option. (XXXX-283/XXXX-383)

x85-x89 Seminar

Seminars are special topics courses designed for small, highly specific groups of students (i.e., students with a certain major) in which the students are actively involved in all aspects of the course.

x90 Topics

Experimental or “one-time only” courses. The “Topics” designation enables faculty to offer timely courses of special interest to students.

x91 Topics (Honors Level)

Experimental or “one-time only” courses specifically designed for students admitted to Central’s Honors Program. The “Topics” designation enables faculty to offer timely courses of special interest to students.

X92-x95 Practicum

An on-campus, unpaid work experience, directly supervised by a Central faculty member, designed to give students an opportunity to apply principles learned in academic course work. Graded on a pass/no credit basis. Credit is arranged but not to exceed 3 s.h. without permission of the associate dean of academic affairs. Examples include: peer instructors or course assistants.

x96 Co-Op

A full-time work experience, carrying variable college credit, in the area of the major. The co-op is monitored by Central faculty to meet appropriate academic and professional goals. Generally, enrollment in a co-op precludes enrollment in more than 3 s.h. of other course work during the co-op semester.

x97 Internship

Internships are short-term, supervised learning experiences in a practical work setting, under the direction of a professional in the field and overseen by a faculty person or Central representative. Internships are usually part time during the school year but can be full time in the summer. Some internships are paid positions, although many are not. In addition to the actual work responsibilities, students will fulfill an academic component, developed by the faculty supervisor. Internships vary in credit, from one to six semester hours, based on the work required and the time on the job. Internships are graded on a pass/no credit basis and are recorded on students’ transcripts. See “Special Programs, Internships” in the current catalog or contact Career Services for specific internship regulations and guidelines.

x98 Research

Supervised advanced-level research directed by faculty members. 1-3 s.h.

x99 Independent Study

Students work one-on-one with a professor on an agreed upon topic not addressed as such elsewhere in the Central curriculum. 1-3 s.h.

Note: As distinguished from Independent Study courses, directed study courses are those in which a student, working one-on-one with a professor, takes a standard, cataloged course. Directed Study courses are identical in content and rigor to their regularly offered versions.

Additional course codes

Letters following the course descriptions in the catalog provide additional information about the courses, as follows:

ART	Courses that meet the arts Core requirement
HP	Courses that meet the historical perspective Core requirement
LP	Courses that meet the literature and philosophy Core requirement
MR	Courses that meet the mathematical reasoning Core requirement
NS	Courses that meet the natural science Core requirement
REL	Courses that meet the religion Core requirement
GS	Courses that meet the global sustainability Core requirement
GPC	Courses that meet the global perspective: intercultural Core requirement
GPN	Courses that meet the global perspective: international Core requirement
WRT	Courses that have been approved to meet the writing intensive Core requirement. See the online searchable schedule for the most up-to-date information on which specific sections contain the WRT designation.

ACCOUNTING

Behavioral Sciences Division

Economics, Accounting and Management Department

Faculty

Debela Birru (chair), Andrew Clinton, Robert Maurer, Nwaogu Geroge, Brian Peterson, Jaclyn Rundle, Jessica Schuring, Sherry Wilson

Statement of philosophy

Central's accounting curriculum begins with a solid foundation in financial and managerial accounting rooted in the theoretical bases of economics and other liberal arts including ethics, communication, mathematics and statistics. In upper-level courses, students grow through coverage of a variety of theoretical and applied financial accounting topics, as well as cost, tax and auditing. Computers are used both within and outside the classroom as learning and professional productivity tools, emphasizing the use and preparation of spreadsheets and databases for accounting applications. Small classes facilitate interactive learning processes. The accounting seminar provides opportunities for students to polish their research and presentation skills.

The program prepares students professionally for careers in public, private, government and not-for-profit accounting. Students are encouraged to study abroad with one of Central's international programs to enhance their development as global citizens, or with Central's Chicago program and the Washington, D.C. program, to pursue an internship (available in Europe, Chicago, Washington, D.C., and regionally) and to become active in various student educational and/or service organizations and other co-curricular activities.

Central's accounting graduates are well qualified, as demonstrated by recent success, for national standardized professional exams such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA), or to enter graduate or professional programs. Students can choose to complete the 150 semester hours required by most states, and of the American Institute of Certified Public Accountants (AICPA), at Central or pursue a graduate degree.

Study abroad opportunities

Accounting majors who intend to participate in the study abroad program should discuss the options with their faculty advisors early in their college careers.

Transfer Policy for the Accounting Major and Minor

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed with departmental approval.

Accounting Major Requirements (50 s.h.)

Note: The accounting major may not be combined with the information systems major–accounting option.

1. Complete all of the following:

- ECON 112 Principles of Microeconomics (3)
- ECON 113 Principles of Macroeconomics (3)
- BMGT 311 Principles of Management (3)
- ACCT 241 Introduction to Financial Accounting (3)
- ACCT 242 Introduction to Management Accounting (3)
- ACCT 341 Intermediate Financial Accounting I (3)
- ACCT 342 Intermediate Financial Accounting II (3)
- ACCT 343 Advanced Management Accounting (3)
- ACCT 344 Individual Tax Accounting (3)
- ACCT 347 Accounting Information Systems (3)
- ACCT 441 Advanced Financial Accounting (3)
- ACCT 442 Auditing (3)
- ACCT 485 Accounting Research Seminar (1)

2. Complete one of the following

- MATH 105 Introduction to Statistics (4)
- MATH 215 Applied Statistics (4)

3. Complete one of the following

- COSC 109 Introduction to Information Management (3)
- COSC 110 Introduction to Computer Science (3)

4. Complete one of the following:

- ACCT 345 Advanced Taxation (3)
- ACCT 346 Government and Non-Business Accounting (3)

5. Complete one ethics-related course from the Philosophy/Religion department; consult an Accounting faculty member for a list of acceptable courses.**6. Complete all requirements for the Communication Skills Endorsement****A note about the CPA exam**

Students who wish to take the CPA exam in Iowa are advised to also take BMGT 331, BMGT 332, and BMGT 361. Other students should consult the specific requirements of the state in which they intend to take the exam. Consult with a member of the accounting faculty concerning requirements of other national exams.

Communication skills endorsement

The department's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the minimum standards in each area:

Reading and writing

Students may satisfy the reading and writing requirement in any one of the following ways:

- ENGL 101 Composition with a grade of at least "B"; or
- ENGL 120 Introduction to Literature with a grade of at least "B-"; or
- ENGL 201 Technical Writing with a grade of at least "C+"; or
- Complete one of the following courses with a grade of at least "C":

- ENGL 211-216 200-level English literature course

- ENGL 240 The Personal Essay

- ENGL 241 Short Story Writing

- ENGL 343 Travel Writing

or other English course numbered 211 or above, with the approval of the department.

Alternately, a score of 4 or 5 on the AP English and Composition Examination or the AP English Literature and Composition Examination will be accepted to fulfill the reading and writing component of the Economics, Accounting and Management Department communication skills endorsement.

Speaking

Students must complete one of the following six courses:

1. COMM 160 Fundamentals of Human Communication
2. COMM 270 Public Speaking
3. THEA 150 Acting
4. COMM 266 Readers Theatre
5. COMM 268 Intercultural Communication
6. COMM 340 Public Relations

or complete significant communication experience approved by the Economics/Accounting/Management Department

Professional development

Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

1. Job Search Success
2. Resume/Cover Letter Writing
3. Interviewing Strategies
4. Dress for Success
5. Dining Etiquette

It is recommended that students complete this program by the end of their third year. At the latest, the program should be completed by the end of the fall semester of the fourth year.

The only acceptable alternative for students who have failed to attend the regularly scheduled sessions by the Office of Career Services will be to complete a 10-page research paper for each unmet requirement. The research paper must include an annotated bibliography containing a minimum of ten credible, authoritative sources. In addition, students will be required to make a 15-minute presentation to departmental faculty for each unmet requirement. The research papers and presentations must be completed at least three weeks prior to the beginning of the final exam week of the semester during which the student anticipates graduation.

Final communication skills approval

Students must also successfully demonstrate a professional level presentation skill through the Accounting Seminar. EAM Department faculty require significant writing and presentation assignments in most Economics, Accounting and Business Management courses. By evaluating assigned course papers and presentations, EAM faculty can assess skill improvements throughout each student's academic program.

Students should be aware that mere completion of the specific reading-writing and speaking requirements listed above does not guarantee departmental approval of a student's communication skills requirement. The Economics, Accounting and Business Management faculty members retain the right to continuously monitor every student's progress and make appropriate referral(s) to the Tutoring & Writing Center or elsewhere for additional work.

Accounting Minor Requirements (18 s.h. minimum)**1. Complete all of the following:**

- COSC 109 Introduction to Information Management (3)
- ACCT 241 Introduction to Financial Accounting (3)
- ACCT 242 Introduction to Management Accounting (3)

2. Complete three of the following:

- ACCT 341 Intermediate Financial Accounting I (3)
- ACCT 342 Intermediate Financial Accounting II (3)
- ACCT 343 Advanced Management Accounting (3)
- ACCT 344 Individual Tax Accounting (3)
- ACCT 345 Advanced Taxation (3)
- ACCT 346 Government and Non-Business Accounting (3)
- ACCT 347 Accounting Information Systems (3)
- ACCT 441 Advanced Financial Accounting (3)
- ACCT 442 Auditing (3)

ACTUARIAL SCIENCE

Interdisciplinary Major

Faculty

Mark Mills (director)

Statement of philosophy

The actuarial science major is specifically designed to prepare students for a career as an actuary. However, combined with the Central liberal arts education, students completing this major have a broad foundation that will prepare them for many different business-oriented careers.

Because an actuary must have both mathematical/technical skills and more general business skills, the major combines components from mathematics and business. Students completing the actuarial science major will have a good foundation in the material for the actuarial industry's Exam P (Probability), will have some background in the material for Exam FM (Financial Mathematics), and will have completed the actuarial industry's Validation by Educational Experience (VEE) requirements in Economics, Corporate Finance, and Applied Statistical Methods (Regression). In addition, students may fulfill the VEE requirement in Applied Statistical Methods (Time Series) by taking three additional economics courses not contained in the actuarial science major. (See Additional recommended courses section below.)

Internships are strongly recommended. They may be obtained through local or regional businesses and organizations, or potentially through one of Central's international program sites or the Chicago Metropolitan Center. This experience provides the student with rich learning opportunities and puts course work into practice.

Actuarial Science majors are encouraged to consider the study abroad experience during the spring of their second or third year, depending upon their progression in the major. Some schedule adjustments will need to be made in order to accommodate a semester abroad, so it is important to plan ahead and speak with the major's director early.

Major/minor restrictions

Actuarial Science majors cannot also declare a major in mathematics/computer science or a major or a minor in either business management or mathematics.

Transfer Policy for the Actuarial Science Major

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed only with departmental approval.

Actuarial Science Major Requirements (52 s.h.)

1. Complete all of the following:

ACCT	241	Introduction to Financial Accounting (3)
ACCT	242	Introduction to Management Accounting (3)
BMGT	311	Principles of Management (3)
BMGT	361	Corporate Finance (3)
BMGT	362	Principles of Investment (3)
COSC	110	Introduction to Computer Science (3)
ECON	112	Principles of Microeconomics (3)
ECON	113	Principles of Macroeconomics (3)
ECON	281	Quantitative Methods for Business and Economics (3)
MATH	131	Calculus I (4)
MATH	132	Calculus II (4)
MATH	215	Applied Statistics (4)
MATH	231	Multivariable Calculus (3)
MATH	240	Linear Algebra (4)
MATH	330	Mathematical Modeling (3)
MATH	341	Probability (3)

2. Complete all requirements listed below for the Communication Skills Endorsement.

Communication skills endorsement

The major's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the requirements in each area.

Reading and Writing

Students satisfy the reading and writing requirements by completing ENGL 201 Technical Writing with a grade of at least “C”.

Speaking

Students must complete one of the following courses with a grade of at least “C”:

COMM 160 Fundamentals of Human Communication

COMM 270 Public Speaking

or complete a significant communication experience approved by the program’s faculty

Professional development

Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

1. Job Search Success
2. Resume/Cover Letter Writing
3. Interviewing Strategies
4. Dress for Success
5. Dining Etiquette

It is recommended that students complete the professional development series by the end of their third year.

Final communication skills approval

Successful completion of the aforementioned requirements does not guarantee program approval of a student’s communication skills requirements. The program’s faculty members retain the right to continuously monitor every student’s progress and make appropriate referral(s) to the Tutoring & Writing Center or elsewhere for additional work.

Additional recommended courses

Students pursuing the Actuarial Science major are encouraged to take three additional economics courses to fulfill the VEE requirement in Applied Statistical Methods (Time Series). These courses are:

ECON 212 Intermediate Microeconomics

ECON 213 Intermediate Macroeconomics

ECON 485 Economics Research Seminar

In addition, students are encouraged to take additional courses as their schedules allow. While the courses below are not required for the major, having them will better prepare students for future actuarial exams and job experiences.

BMGT 331 Business Law I

BMGT 332 Business Law II

BMGT 363 Advanced Financial Management

COSC 130 Data Structures

ECON 324 Monetary Theory and the Financial System

MATH 342 Statistics

MATH 370 Numerical Analysis

ANTHROPOLOGY (CULTURAL)

Behavioral Sciences Division

Sociology/ Anthropology Department

Faculty

Jeffrey Bass, Marie Hopwood

Statement of philosophy

Cultural anthropology asks what it means to be human. Holistic and broad in scope, cultural anthropologists have an interest in all humans in all times and places. In a Western setting, such as Central College, there is an emphasis on learning about indigenous peoples and peoples from non-Western societies, with the goal of preparing ourselves to understand better an increasingly diverse and culturally dynamic world.

The cultural anthropology major is structured to provide students with a strong grounding in cultural anthropology within an interdisciplinary framework. The required courses offer a combination of academic anthropological knowledge and real world experiences, which gives students the foundation they will need to put their anthropological training to use after college. The major is also structured in a way that allows students to easily combine with another program of study (e.g. foreign language major or minor, political science major or minor, not-for-profit management interdisciplinary program, etc.), providing even more opportunities for students to turn their individual interests into credible life endeavors.

Communication Skills Endorsement

The sociology/anthropology department begins to evaluate each student's reading, writing, and speaking skills one semester after the student declares his/her intention to major in cultural anthropology. All available evidence will be used including results of tests, grades received in courses and information supplied by department members. Students may be required to demonstrate communication proficiency either by providing a portfolio of their writing or by writing an essay on a broad topic of anthropological significance. Students will receive either a departmental endorsement or an outline of procedures that may include taking composition courses, developmental reading or speaking courses and working with the skills center.

Study Abroad and Language

Living in another culture and learning a second language have been important aspects of anthropology from its inception, since learning about another culture means immersing oneself in the local scene and interacting with people in their native language. Also, cultural anthropology majors who have lived in another culture and have a proficiency in a second language will have a wider range of employment opportunities outside of anthropology available to them than majors who do not. Therefore, studying abroad for at least one semester and second language acquisition are strongly encouraged for all cultural anthropology majors.

Major and minor restrictions

Students may choose to declare a major in either cultural anthropology or sociology. Sociology majors may not declare a cultural anthropology minor. Cultural anthropology majors may not declare a sociology minor.

Cultural Anthropology Major Requirements (34 s.h.)

1. Complete all of the following (13 s.h.):

ANTH	120	Introduction to Cultural Anthropology (3)
ANTH	366	Ethnographic Field Methods (3)
ANTH	462	Culture Theory (3)
ANTH	465	Applied Anthropology (4)

2. Complete 21 s.h. of elective courses, of which:

* at least 12 s.h. must be anthropology (ANTH) or sociology (SOC) courses

* up to 9 s.h. may be, upon ANTH faculty approval, from the following list:

COMM	268	Intercultural Communication (3)
ENGL	211	Literature of India and the Pacific (3)
ENGL	212	African and Caribbean Literature (3)
ENGL	330	Principles of Linguistics (3)
ENGL	335	Sociolinguistics (3)
HIST	150	Latin American Civilization (3)
HIST	171	Modern East Asian Civilization (3)
HIST	180	Modern African Civilization (3)
HIST	262	Mideastern Civilization (3)

HIST	271	History of Modern China (3)
HIST	275	History of Modern Japan (3)
MATH	105	Introduction to Statistics (4) <i>or</i> PSYC 335 Fundamentals of Statistics (4)
MUS	114	World Music (3)
POLS	140	Introduction to International Politics (3)
POLS	223	Contemporary Europe (3)
PSYC	334	Social Psychology (3)
REL	230	Asian Religions (3) <i>or</i> REL 330 Readings in Asian Religions (4)
REL	235	Islam (3) <i>or</i> REL 335 Readings in Islam (4)

Note: International education and honors courses may be applied toward the major upon ANTH departmental approval.

Cultural Anthropology Minor (18 s.h.)

Complete ANTH 120 Introduction to Cultural Anthropology (3), and an additional 15 s.h. of ANTH and/or SOC courses, with at least 6 s.h. at the 300-400 level.

ART

*Fine Arts Division
Art Department*

Faculty

Brian Roberts (chair), Mathew Kelly, Rangsook Yoon

Statement of philosophy

Central College's Art Department is rooted in the belief that art functions as a form of communication and that the visual arts are a primary mode of inquiry within a broad liberal arts experience. The acquisition of critical thinking skills, in addition to formal and technical skills, is stressed at both the beginning and advanced levels for both the major and non-major.

The department provides students with a range of experiences within the world of art. In the studio setting, students work firsthand with the materials and techniques necessary to create competent works of art. Emphasizing the elements of art and conceptual development, these classroom situations allow students to work closely with their instructor to realize their aesthetic ideas.

In addition to the classroom experiences, our students are active in a variety of student organizations and co-curricular activities. All of these activities contribute to the total development of our students and help prepare them to become leaders for the 21st century.

Study abroad opportunities

Art students are encouraged to participate in one of Central's international programs and/or the Chicago metropolitan program. Art courses are available in several of the European centers including Leiden, Merida and Vienna. Students should consult with the department faculty and the office of internships and career services for learning opportunities available through internships with such organizations as galleries and museums. Internships are also an integral part of the Chicago program.

Art courses offered on study abroad programs may apply to the major. Students should consult with the international education office and the art department concerning such courses.

Major/Minor Restrictions

Students may not minor in both Art History and Art. Art Majors may not also minor in Art History.

Art Major Requirements (42 s.h.)

1. Complete all of the following:

ART	130	Drawing I (3)
ART	135	Visual Language (3)
ART	137	3-D Design (3)
ART	221	Medieval Art and Architecture (3)
ART	222	European Art from the Renaissance to Romanticism (3)
ART	325	History of Modern Art (3)
ART	425	Art Theory and Criticism (3)
ART	430	Senior Seminar in Art (3) - includes senior exhibit

2. Complete 18 s.h. of ART electives

3. Complete all requirements for the Communication Skills Endorsement

Art Minor Requirements (18 s.h.)

Complete 18 s.h. of ART courses, including at least one art history course

Art History Minor Requirements (18 s.h.)

1. Complete all of the following:

ART	221	Medieval Art and Architecture (3)
ART	222	European Art from the Renaissance to Romanticism (3)
ART	325	History of Modern Art (3)
ART	425	Art Theory and Criticism (3)

2. Complete 3 s.h. of art history electives

3. Complete 3 s.h. of studio art electives

Visual Communication Minor Requirements (21 s.h.)

1. Complete all of the following:

ART	130	Drawing (3)
ART	135	Visual Language (3)
COMM	340	Public Relations (3)
THEA	173	Introduction to Theatrical Design (3)

2. Complete one of the following:

COSC	106	Introduction to Web Programming (3)
COSC	110	Introduction to Computer Science (3)

3. Complete at least 3 s.h. of Practicum or Internship, as approved by program coordinator

4. Complete an additional 3 s.h. elective in one of the following:

Practicum
Internship
Graphic Design Course (Leiden or London programs)

Teaching Licensure – Art

Students seeking teaching licensure in art at the elementary or secondary level should consult with the education department regarding specific requirements in each area.

Communication skills endorsement

At the time students declare their intent to major in Art, the department will evaluate their writing, reading, speaking, and critical thinking skills for the first time. Art majors are required to create and maintain an assessment portfolio documenting their representative work. The portfolio is begun the semester a student officially declares a major in Art and is assembled in consultation with her or his academic advisor. The department faculty uses this to evaluate each major's progress toward fulfilling his/her communication skills endorsement. The department faculty meet annually to discuss and evaluate each major's communication skills. A student whose skills in one or more areas (speaking, reading and writing) are not sufficient, work with her/his advisor to design an improvement plan.

A critical demonstration of skills development occurs in ART 325 History of Modern Art and in ART 430 Senior Seminar in Art. ART 325 serving as the departmental writing intensive course will monitor reading and writing skills. ART 430 serves as the senior capstone requiring daily reading, writing and speaking. In addition, students are required to make a formal oral presentation and written commentary in conjunction with their senior exhibitions. Students must receive at least a C grade in this course in order to meet the communication skills endorsement of the Art department.

The department conducts a final portfolio review during the fourth year. Passing the final portfolio review is necessary to receive the communication skills endorsement.

ATHLETIC TRAINING

*Applied Arts Division
Exercise Science Department
Athletic Training Education Program*

Faculty

John Roslien (program director), Dustin Briggs, Shelli Green, Leslie Duinink, Chris Viesselman

Statement of philosophy

The athletic training education program will provide health science experiences in collaboration with health professionals enabling athletic training students to master the competencies and proficiencies necessary to be competent, professional entry-level athletic trainers. Athletic training education will occur within the liberal arts framework and the mission of Central College. This will occur through interactions with staff, faculty, mentors, professionals and peers within the college and the Pella community.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through 2019. Students wishing to prepare for the Board of Certification (BOC) examination and become a BOC certified athletic trainer (ATC) must complete the Athletic Training major.

The primary objective of the Central College Athletic Training Education Program is to prepare entry-level athletic trainers for future challenges. Athletic training program students are provided with clinical experiences that develop and enhance their skills. These experiences are an extension of the academic classroom and allow students to master clinical proficiencies and competencies.

To receive an application and get more information regarding this program, contact John Roslien, program director or visit www.central.edu.

Athletic Training Major Requirements (53 s.h.)

1. Complete all of the following:

AT	152	Introduction to Athletic Training (1)
AT	223	Level 1: Clinical Rotation I (1)
AT	224	Level 1: Clinical Rotation II (1)
AT	272	Athletic Injury Assessment: Lower (3)
AT	273	Athletic Injury Assessment: Upper (3)
AT	323	Level 2: Clinical Rotation I (2)
AT	377	Therapeutic Modalities (3)
AT	378	Therapeutic Exercise (3)
AT	379	Organization and Administration of Athletic Training (2)
AT	380	Athletic Training Pharmacology (1)
AT	423	Level 3: Clinical Rotation I (2)
AT	424	Level 3: Clinical Rotation II (2)
AT	472	Medical Conditions for the Athletic Trainer (3)
EXSC	111	Essentials of Human Anatomy and Physiology with lab (4)
EXSC	149	Foundations of Health and Exercise Science (3)
EXSC	151	First Aid and Sports Injuries (3)
EXSC	234	Sports Nutrition (3)
EXSC	254	Human Anatomy and Kinesiology (4)
EXSC	357	Fitness Assessment and Exercise Prescription (4)
EXSC	460	Exercise Physiology (3)
EXSC	461	Exercise Physiology Lab (2)

2. Complete all requirements for the Communication Skills Endorsement.

Communication skills endorsement

A communication skills endorsement from the athletic training department indicates students have achieved college level mastery in both the written and verbal domain. Communication skills will be assessed during AT 223, AT 323 and AT 423. Any students assessed as needing further development will be referred to the department chair for a prescriptive plan to improve their communication skills.

Admission to the Athletic Training Education Program

New students interested in applying to the athletic training education program and majoring in athletic training should contact the program director. Application and interview process will occur prior to beginning the program in the fall of the students second year. The requirement to complete the ATEP is 5 semesters of coursework over three years. To receive an application, policies and

procedures handbook, copy of the technical standards, transfer policy, learn GPA requirements, and to get the most current information regarding this program, contact the director of the athletic training education program, or go to www.central.edu

Transfer Policy for the Athletic Training Education Program

Transfer students will be considered on an individual basis following admission to the college and the completion of all Athletic Training Education Program application procedures. (See above) All required courses in the Athletic Training Education Program and athletic training competencies and proficiencies must be audited or completed in the Central College Athletic Training Education Program. To receive an application, policies and procedures handbook, copy of the technical standards, transfer policy, learn GPA requirements, and to get the most current information regarding this program, contact John Roslien, Director of the Athletic Training Education Program, or go to www.central.edu

Transfer Requirements:

1. Initiate and complete the application process with the athletic training education program director.
2. Documentation of clinical experience supervised by a BOC certified athletic trainer or a state credentialed athletic trainer in a CAATE program, if appropriate.
3. Provide a recommendation from the student's primary supervising athletic trainer at the previous institution and include a copy of his/her BOC certification card. Also provide two additional recommendations from a faculty member, academic advisor, program director or a different clinical supervisor at the student's previous institution.

BIOCHEMISTRY

*Natural Sciences Division
Chemistry Department*

Faculty

Glenn Barnett (chair), James Dunne, Ashley Garr, Catherine Haustein, James Shriver, Jay Wackerly

Statement of philosophy

Housed in the chemistry department, a major in biochemistry is offered for students interested in careers straddling the more traditional fields of chemistry and biology. Students choosing this major will obtain excellent preparation for a variety of careers including biochemistry, biotechnology, pharmacology, and agricultural chemistry. A degree in biochemistry is also an excellent precursor to pre-professional programs including medicine, dentistry and optometry. A student cannot major in both chemistry and biochemistry.

The faculty strives to remain abreast of modern chemical techniques while being aware of the benefits and responsibilities of living in a technological society. Our department follows guidelines of the American Chemical Society (ACS), so biochemistry majors receive instruction comparable to that at larger institutions while benefiting from individualized attention that is the hallmark of Central College.

American Chemical Society certification

In addition to our regular major, we also offer an ACS certified degree designed to give excellent preparation for graduate school. What does our American Chemical Society certification mean? According to the American Chemical Society, a department that follows and meets the guidelines for certification produces graduates with the background necessary to enter graduate school or employment in which a strong background in chemistry is needed. An ACS approved department will “assure students that they have high quality programs in chemistry. For the student, a certified degree in chemistry is a valuable personal credential that serves as a national-level recognition for successfully completing a rigorous academic chemistry curriculum in an ACS-approved department...The extra rigor and additional requirements of the certified degree are valued by potential employers and graduate schools alike.” ([Undergraduate Professional Education in Chemistry Guidelines and Evaluation Procedures](#), Spring 2003, American Chemical Society Committee on Professional Training)

In connection with our ACS certification, students in our department have on-line access to all American Chemical Society publications.

Major/Minor restrictions

A student may not major in both biochemistry and chemistry.

Biochemistry Major Requirements (56 s.h.)

1. Complete all of the following (49 s.h.):

CHEM 131	General Chemistry (4)
CHEM 151	Inorganic Chemistry (4)
CHEM 235	Organic Chemistry I (4)
CHEM 236	Organic Chemistry II (4)
CHEM 241	Analytical Chemistry (4)
CHEM 320	Biochemistry (4)
CHEM 361	Physical Chemistry I (3)
CHEM 363	Physical Chemistry Lab: Kinetics (1)
BIOL 131	Introduction to Cells (4)
BIOL 221	Genetics (4)
MATH 131	Calculus I (4)
MATH 132	Calculus II (4)
PHYS 111	General Physics I (5)

2. Complete one of the following electives in Biology(4 s.h.):

BIOL 335	Functional Histology (4)
BIOL 341	Human Physiology (4)
BIOL 361	Microbiology (4)

3. Complete an additional biology elective from group 2 or one of the following chemistry courses (3 s.h.):

CHEM 430	Advanced Organic Chemistry (3)
CHEM 447	Instrumental Analysis (4)

4. Complete the Communication Skills Requirements.

Coursework required for American Chemical Society Biochemistry Certification

Note: For other ACS course options and updates to the requirements for ACS certification, please see the department chair.

1. Complete all of the above courses listed in section one for the Central College biochemistry major. (66 s.h.)

2. Complete the following courses:

CHEM 362	Physical Chemistry II (3)
PHYS 112	General Physics II (5)
CHEM 498	Research (3 or 4)

3. Complete one of the following electives (4):

CHEM 447	Instrumental Analysis (4)
BIOL 335	Functional Histology (4)
BIOL 341	Human Physiology (4)
BIOL 361	Microbiology (4)

Communication skills endorsement

The communications skills requirements for the biochemistry major are as follows: In the spring of the second year (or upon declaration of the major), the department will make a preliminary judgment with respect to reading, writing and speaking skills based on lab reports, other writing assignments, class presentations and performances on skills tests such as the PSAT, ACT, URE and reading labs. Students deemed to be weak in one or more skills will be advised of the weakness and possible remedial activities. Diagnostic and self-help materials for writing skills will be made available. Endorsement will be made at the end of CHEM 364 Physical Chemistry Lab: Advanced (1)

Additional requirements are as follows:

Reading

The emphasis for biochemistry majors' reading skills will be on comprehension rather than speed. Students with reading problems will be asked to take ENGL 100 Reading and Writing Strategies and/or work on reading at the Tutoring & Writing Center. The reading skills requirement should be met by the end of the third year.

Writing

Students must perform at a satisfactory level on lab reports and term papers to receive departmental endorsement. Failure to perform at the minimum level will necessitate further work by the student in composition courses and/or at the skills center until the student meets departmental endorsement.

Speaking

The oral presentation skills of each biochemistry major will be evaluated for organization, delivery and use of visual aids. Oral assignments in specified chemistry courses taught by different chemistry faculty members will be used to evaluate this skill. Weaknesses in speaking ability will be pointed out to the student so that remedial work may be undertaken. Endorsement of exit-level writing and oral skills will take place after the student has completed CHEM 364.

BIOLOGY

*Natural Sciences Division
Biology Department*

Faculty

Russell Benedict (chair), Glenn Barnett, Anya Butt, Ellen Du Pré, Paulina Mena, Nicole Palenske, Kristin Siewert, Paul Weihe

Statement of philosophy

Advances in such critical areas as the environment, genetics and medicine clearly show that biology is one of the most dynamic disciplines of our time; perhaps the only certainty is that no one knows which of its many facets will become important next. It is also clear that very few undergraduates enter college with a final decision on their ultimate vocational preference. The philosophy of the biology department reflects both of these realities by offering our students a strong foundation in biology without over-specialization. We emphasize an intellectual approach rooted in the college's liberal arts tradition. The biology faculty use the framework of biology to develop the kinds of abilities that will serve students well no matter what paths their lives take: to think critically, analytically and independently; to communicate effectively; to search for an original approach; to solve problems efficiently; to achieve and maintain intellectual curiosity; and to demonstrate an understanding of human impact on the global environment. The result has been graduates who meet with success no matter where their life choices take them.

Student research in biology

The biology department is committed to fostering student research. In addition to state-of-the-art laboratories and equipment in the Vermeer Science Center, the College maintains the 63-acre Carlson-Kuyper Biology Field Station on Lake Red Rock.

Study abroad opportunities

For decades, the biology department has been at the forefront promoting Central's study abroad programs and the department will work with biology majors so that they can obtain the benefit of a foreign study experience and still graduate in four years.

Biology Major Requirements (50-53 s.h.)

1. Complete all of the following:

- BIOL 130 Diversity of Life (4)
- BIOL 131 Introduction to Cells (4)
- BIOL 221 Genetics (4)
- BIOL 229 Principles of Ecology (4)
- BIOL 320 Evolution (4)
- CHEM 131 General Chemistry (4)
- CHEM 235 Organic Chemistry I (4)
- CHEM 236 Organic Chemistry II (4)

2. Complete BIOL 386 Biology Seminar (1) with a minimum grade of C.

3. Complete at least 6 s.h. from the following:

- MATH 105 Introduction to Statistics (4)
or MATH 215 Applied Statistics (4)
- MATH 109 Pre-calculus (3)
- MATH 131 Calculus I (4)
- MATH 132 Calculus II (4)
- NASC 210 Introduction to GIS (3)

4. Complete three of the following (at least 11 s.h.):

- BIOL 223 Vertebrate Natural History (4)
- BIOL 290 Topics in Biology (4)
- BIOL 310 Tropical Ecology (3-4)
- BIOL 315 Aquatic Toxicology with Lab (4)
- BIOL 321 Comparative Vertebrate Anatomy (4)
- BIOL 324 Field Botany (4)
- BIOL 335 Functional Histology (4)
- BIOL 341 Human Physiology (4)
- BIOL 342 Mammalogy (4)
- BIOL 343 Ornithology (4)
- BIOL 345 Limnology (4)
- BIOL 360 Human Anatomy(4)
- BIOL 361 Microbiology (4)

BIOL 390 Topics in Biology (4)
 CHEM 320 Biochemistry (4)

5. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

Certification of communication skills for the biology major, encompassing reading, writing, speaking, listening, numeric, bibliographic and computer skills, is accomplished in three steps:

1. BIOL 130, 131, 221, 229 and 320. These courses all have integral components requiring satisfactory communication at a level appropriate for a science major. These include: writing term papers and formal laboratory reports; keeping a research notebook; presenting lab results to classmates; listening to presentations by classmates; conducting literature searches using computer data bases; reading and critiquing reports prepared by classmates; analyzing laboratory data.
2. BIOL 385. This seminar is taken after the above courses and provides further evaluation and development of communication skills. If these skills are inadequate for college work the instructor will award a grade of less than C, in which case the student must repeat the seminar. Usually the student should arrange remedial work before rescheduling, and BIOL 385 must be repeated until a grade of at least C is earned. This seminar meets concurrently with BIOL 485.
3. BIOL 485. In this seminar the goal is mastery of those communication skills appropriate for a college graduate with a science major. This seminar is structured as a capstone experience, usually taken in the fourth year. It meets concurrently with BIOL 385 and a grade of C or better constitutes certification of the student's communication skills for graduation.

Biology Minor Requirements (24 s.h.)

1. Complete all of the following:

BIOL 130 Diversity of Life (4)
 BIOL 131 Introduction to Cells (4)
 BIOL 221 Genetics (4)
 BIOL 229 Principles of Ecology (4)
 BIOL 320 Evolution (4)

2. Complete one of the following:

BIOL 223 Vertebrate Natural History (4)
 BIOL 290 Topics in Biology (4)
 BIOL 321 Comparative Vertebrate Anatomy (4)
 BIOL 324 Field Botany (4)
 BIOL 335 Functional Histology (4)
 BIOL 341 Human Physiology (4)
 BIOL 342 Mammalogy (4)
 BIOL 343 Ornithology (4)
 BIOL 345 Limnology (4)
 BIOL 360 Human Anatomy (4)
 BIOL 361 Microbiology (4)
 BIOL 390 Topics in Biology (4)
 CHEM 320 Biochemistry (4)

BUSINESS MANAGEMENT

Behavioral Sciences Division

Economics, Accounting and Management Department

Faculty

Debela Birru (chair-fall), Robert Maurer (chair-spring), Andrew Clinton, Nwaogu George, Brian Peterson, Jaclyn Rundle, Jessica Schuring, Sherry Wilson

Statement of philosophy

Consistent with the mission of Central College, the business management major offers students the opportunity to gain an understanding of business operations in the context of the liberal arts tradition. The major provides students a foundation in business with an emphasis in one of six business administration areas: business administration, business education, business economics, international business, finance, and marketing. An emphasis can also be individually designed to better meet a student's objective. In cooperation with Central College's education department, students can also be certified to teach business classes at the secondary level.

The major enables students to acquire a general understanding in a field that prepares them to compete in a dynamic marketplace. The performance of Central students on standardized examinations such as GMAT and LSAT, their acceptance into quality graduate programs and their success in careers demonstrate the strengths of the program.

Central students benefit from multidimensional teaching approaches that facilitate active learning: computer simulations, case studies, presentations, class discussions and team projects. Each of these various methodologies emphasizes written and oral communication skills.

Quality education must extend well beyond the classroom. Accordingly, academic advising is geared toward assisting students in making sound choices regarding courses and appropriate co-curricular learning experiences. Students are encouraged to participate in Central's College abroad programs and/or the Chicago Semester Program and the Washington, D.C. program, to explore co-op and internship opportunities, and to participate in student organizations. By integrating practical and theoretical experiences, students are prepared to appreciate the global and cultural diversity of the 21st century.

Teacher licensure

In cooperation with Central College's education department, the economics, accounting and business management department offers the following licensure options for secondary teachers: (1) social science - economics; (2) business - general and marketing/management. Specific information regarding requirements is available from Associate Professor Robert Maurer.

Transfer Policy for the Business Management Major and Minor

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed with departmental approval.

Business Management Major Requirements (49 s.h.)

Note: This major may not be declared in combination with either the international management major or the information systems major-management option.

1. Complete all of the following:

ACCT	241	Introduction to Financial Accounting (3)
ACCT	242	Introduction to Management Accounting (3)
BMGT	311	Principles of Management (3)
BMGT	331	Business Law I (3)
BMGT	361	Corporate Finance (3)
BMGT	371	Principles of Marketing (3)
BMGT	381	Operations Management (3)
ECON	112	Principles of Microeconomics (3)
ECON	113	Principles of Macroeconomics (3)
ECON	281	Quantitative Methods for Business & Economics (3)

2. Complete one course in statistics from the following:

MATH	105	Introduction to Statistics (4)
MATH	215	Applied Statistics (4)

3. Complete one course in computer science from the following:

COSC	109	Introduction to Information Management (3)
COSC	110	Introduction to Computer Science (3)

4. Complete one of the following capstone courses:

- BMGT 451 Strategic Management (3)
- BMGT 453 Global Strategic Management (3)
- BMGT 455 Small Business & Entrepreneurship (3)

5. Complete three courses from one of the following emphases (contact a department faculty member for a list of specific courses in each emphasis):

- a) Business Administration emphasis
- b) Finance emphasis
- c) Individually Designed emphasis
- d) Marketing emphasis
- e) International Business emphasis

Note: Students may not complete more than one emphasis

6. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The department's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the minimum standards in each area:

Reading and writing

Students may satisfy the reading and writing requirement in any one of the following ways:

- ENGL 101 Composition with a grade of at least "B"; or
- ENGL 120 Introduction to Literature with a grade of at least "B-"; or
- ENGL 201 Technical Writing with a grade of at least "C+"; or
- Complete one of the following courses with a grade of at least "C":

- ENGL 211-216 200-level English literature course
- ENGL 240 The Personal Essay
- ENGL 241 Short Story Writing
- ENGL 343 Travel Writing
- or other English course numbered 211 or above, with the approval of the department.

Alternately, a score of 4 or 5 on the AP English and Composition Examination or the AP English Literature and Composition Examination will be accepted to fulfill the reading and writing component of the Economics, Accounting and Management Department communication skills endorsement.

Speaking

Students must complete one of the following six courses:

- 1. COMM 160 Fundamentals of Human Communication
- 2. COMM 270 Public Speaking
- 3. THEA 150 Acting
- 4. COMM 266 Readers Theatre
- 5. COMM 268 Intercultural Communication
- 6. COMM 340 Public Relations

or complete significant communication experience approved by the Economics/Accounting/Management Department

Professional development

It is recommended that students complete this program by the end of their third year. Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

- 1. Job Search Success
- 2. Resume/Cover Letter Writing
- 3. Interviewing Strategies
- 4. Dress for Success
- 5. Dining Etiquette

The only acceptable alternative for students who have failed to attend the regularly scheduled sessions by the Office of Career Services will be to complete a 10-page research paper for each unmet requirement. The research paper must include an annotated bibliography containing a minimum of ten credible, authoritative sources. In addition, students will be required to make a 15-minute presentation to departmental faculty for each unmet requirement. The research papers and presentations must be completed at least three weeks prior to the beginning of the final exam week of the semester during which the student anticipates graduation.

Final communication skills approval

EAM Department faculty require significant writing and presentation assignments in most Economics, Accounting and Management courses. By evaluating assigned course papers and presentations, EAM faculty can assess skill improvements throughout each student's academic program. Students should be aware that mere completion of the specific Reading-Writing and Speaking requirements listed above does not guarantee departmental approval of a student's communication skills requirement. The Economics, Accounting and Management faculty members retain the right to continuously monitor every student's progress and make appropriate referral(s) to the Tutoring & Writing Center or elsewhere for additional work.

Business Management Minor Requirements (21 s.h. minimum)

Note: This minor cannot be declared in conjunction with the accounting major.

1. Complete all of the following:

ECON	112	Principles of Microeconomics (3)
ECON	113	Principles of Macroeconomics (3)
ACCT	241	Introduction to Financial Accounting (3)
ACCT	242	Introduction to Management Accounting (3)
BMGT	311	Principles of Management (3)

2. Complete one of the following:

BMGT	361	Corporate Finance (3) (Prerequisites: ECON 112; ECON 113; ACCT 241; ACCT 242; MATH 105 or MATH-215; and third-year standing)
BMGT	381	Operations Management (3) (Prerequisites: MATH 105 or MATH 215; ECON 281; and third-year standing)

3. Complete one of the following:

BMGT	331	Business Law (3)
BMGT	351	Organizational Behavior (3)
BMGT	371	Principles of Marketing (3)

CHEMISTRY

Natural Sciences Division

Chemistry Department

Faculty

Glenn Barnett (chair), James Dunne, Ashley Garr, Catherine Haustein, James Shriver, Jay Wackerly

Statement of philosophy

The chemistry department strives to foster in students an intuitive knowledge of chemistry by emphasizing key concepts and their integration. Since chemistry is inherently experimental, the department is committed to providing students with ample laboratory experience in order to develop the tools necessary to become successful experimentalists. This is accomplished in courses and through individual projects with faculty mentors.

Chemists need to be able to effectively communicate their ideas to their peers and to society. Accordingly, an emphasis on the development of writing and oral skills through laboratory reports, oral presentations and research papers helps our majors gain experience in communication.

The faculty strives to remain abreast of modern chemical techniques while being aware of the benefits and responsibilities of living in a technological society. Our department follows guidelines of the American Chemical Society, so chemistry majors receive instruction comparable to that at larger institutions while benefiting from individualized attention that is the hallmark of Central College.

Chemistry is often referred to as the central science. All physical and natural sciences are touched by chemistry. A chemistry major opens the door to such diverse career options as basic research, medicine, pharmacology, public health, biochemistry, teaching, industrial lab work, environmental testing and forensic science. In addition, chemistry majors at Central are eligible for admission to the chemical engineering programs at Washington University in St. Louis and Iowa State University following completion of their third year.

Study abroad opportunities

The chemistry department encourages all chemistry students to study abroad. The Option I sequence of courses allows for convenient study abroad in the fall semester of the fourth year.

American Chemical Society certification

What does our American Chemical Society certification mean? According to the American Chemical Society, a department that follows and meets the guidelines for certification produces graduates with the background necessary to enter graduate school or employment in which a strong background in chemistry is needed. An ACS approved department will “assure students that they have high quality programs in chemistry. For the student, a certified degree in chemistry is a valuable personal credential that serves as a national-level recognition for successfully completing a rigorous academic chemistry curriculum in an ACS-approved department...The extra rigor and additional requirements of the certified degree are valued by potential employers and graduate schools alike.” ([Undergraduate Professional Education in Chemistry Guidelines and Evaluation Procedures](#), Spring 2003, American Chemical Society Committee on Professional Training)

In connection with our ACS certification, students in our department have on-line access to all American Chemical Society publications.

Chemistry Major Requirements (55 s.h.)

1. Complete all of the following:

CHEM 131	General Chemistry (4)
CHEM 151	Inorganic Chemistry (4)
CHEM 235	Organic Chemistry I (4)
CHEM 236	Organic Chemistry II (4)
CHEM 241	Analytical Chemistry (4)
CHEM 361	Physical Chemistry I (3)
CHEM 362	Physical Chemistry II (3)
CHEM 363	Physical Chemistry Lab: Kinetics (1)
BIOL 131	Introduction to Cells (4)
MATH 131	Calculus I (4)
MATH 132	Calculus II (4)
PHYS 111	General Physics I (5)
PHYS 112	General Physics II (5)

2. Complete ***at least 6 s.h.*** from the following:

Note: Students pursuing the ACS version of the major (see below) must take CHEM 320

CHEM 320	Biochemistry (4)
CHEM 382	Environmental Chemistry (4)
CHEM 430	Advanced Organic Chemistry (3)
CHEM 447	Instrumental Analysis (4)
CHEM 452	Advanced Inorganic Chemistry (3)
CHEM 463	Advanced Physical Chemistry (3)

3. Complete the Communication Skills Requirements, as detailed below

American Chemical Society Certified Chemistry Major Requirements (64 s.h.)

Note: For other ACS course options and updates to the requirements for ACS certification, please see the department chair.

1. Complete all of the above courses listed in part 1 of the Central College chemistry major. (49)

2. Complete the following courses: (8)

CHEM 320	Biochemistry (4)
CHEM 447	Instrumental Analysis (4)

3. Complete one elective from the following list (3)

CHEM 382	Environmental Chemistry (4)
CHEM 430	Advanced Organic Chemistry (3)
CHEM 452	Advanced Inorganic Chemistry (3)
CHEM 463	Advanced Physical Chemistry (3)

4. Complete two units of research and prepare a final thesis on your work, including safety. (4)

CHEM 470	Investigations in Chemistry
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Communication skills endorsement

The communications skills requirements for the chemistry major are as follows: In the spring of the second year (or upon declaration of the major), the department will make a preliminary judgment with respect to reading, writing and speaking skills based on lab reports, other writing assignments, class presentations and performances on skills tests such as the PSAT, ACT, URE and reading labs. Students deemed to be weak in one or more skills will be advised of the weakness and possible remedial activities. Diagnostic and self-help materials for writing skills will be made available. Endorsement will be made at the end of CHEM 364, Physical Chemistry Lab: Advanced. Additional requirements are as follows:

Reading

The emphasis for chemistry majors' reading skills will be on comprehension rather than speed. Students with reading problems will be asked to take ENGL 100 Reading and Writing Strategies and/or work on reading at the Tutoring & Writing Center. The reading skills requirement should be met by the end of the third year.

Writing

Students must perform at a satisfactory level on lab reports and term papers to receive departmental endorsement. Failure to perform at the minimum level will necessitate further work by the student in composition courses and/or at the skills center until the student meets departmental endorsement.

Speaking

The oral skills of each chemistry major will be evaluated for organization, delivery and use of visual aids. Oral assignments in specified chemistry courses taught by different chemistry faculty members will be used to evaluate this skill. Weaknesses in speaking ability will be pointed out to the student so that remedial work may be undertaken. Endorsement of exit-level writing and oral skills will take place after the student has completed CHEM 364.

Chemistry Minor Requirements (19 s.h.)

1. Complete ***all*** of the following:

CHEM 131	General Chemistry (4)
CHEM 235	Organic Chemistry I (4)
CHEM 236	Organic Chemistry II (4)
CHEM 241	Analytical Chemistry (4)

2. Complete one of the following options:

CHEM 151	Inorganic Chemistry (4)
or	
	3 s.h. in chemistry at the 300-level or higher

CHINESE

*Cross-cultural Studies Division
Modern Languages Department*

Statement of philosophy

The department of modern languages believes that the ability to communicate (listen, speak, read and write) in another language is fundamental for attaining an understanding of the many cultures that make up the world. For significant intercultural understanding, students must also learn what members of other cultures consider worth talking about; their historical, artistic and literary heritage; their contemporary political, social and economic problems; and their basic customs and values.

Modern language course offerings are intended to build basic communication skills and insight into important topics in literature and culture. All on-campus courses include laboratory sessions with native-speakers or advanced speakers of the target language and are supported by co-curricular activities in the language, including the language house program and social activities. All courses aim to increase language proficiency and cultural awareness as well as to prepare students for an extended, off-campus immersion in a culture where the target language is spoken.

Chinese minor requirements (13 s.h.)

Complete at least 13 s.h. of Chinese language courses at the 300-level or above during the China Program.

COMMUNICATION STUDIES

*Behavioral Sciences Division
Communication Studies Department*

Faculty

Linda Laine (chair), Shelley Bradfield, Dennis Doyle, Richard McGrath

Statement of philosophy

The Communication Studies program provides students with a broad-based exposure to the academic discipline that focuses on human symbolic interaction. In an effort to cultivate critical thinking, clear writing, articulate speaking and proficiency with technology, our students study communication within interpersonal, group, organizational, public and mediated contexts. Through a combination of theoretical grounding and practical experience, we prepare our majors for a range of careers, enable them to participate productively in a democratic culture, and instill in them a desire for life-long learning. Course work is supplemented by practica, internships, co-curricular activities and supervised independent study.

Communication Studies Major Requirements (44 s.h.)

1. Complete *all* of the following:

- COMM 160 Fundamentals of Human Communication (3)
- COMM 180 Introduction to Communication Theory (3)
- COMM 262 Interpersonal Communication (3) *or* COMM 268 Intercultural Communication (3)
- COMM 270 Public Speaking (3)
- COMM 280 Communication Research and Writing (3)

2. Complete *at least 2 s.h.* of credit (but no more than 6 s.h.) from the following:

- COMM 292 Practicum in Communication Services (Arr)
- COMM 294 Practicum in Broadcasting (Arr)
- COMM 295 Practicum in Journalism (Arr)

3. Complete *at least 27 s.h.* of COMM electives with a minimum of 12 s.h. at the 300-level, including at least one course from each of the following groups:

Group I: Mediated Communication

- COMM 330 Media Criticism (3)
- COMM 332 Advanced Journalism (3)

Group II: Business and Professional Communication

- COMM 340 Public Relations (4)
- COMM 342 Organizational Communication (3)

Group III: Applied Communication

- COMM 360 Communication Ethics (3)
- COMM 385 Technology and Human Communication (3)

Group IV: Public Communication

- COMM 362 Environmental Communication (3)
- COMM 366 Persuasion (3)

4. Compile an e-portfolio comprised of academic and related work

Communication Studies majors are required to create and maintain an assessment e-portfolio on Blackboard. The assessment e-portfolio provides the Communication Studies faculty with a representative sample of student work for the purpose of determining progress toward fulfilling the Central College Communication Skills requirement. Ultimately, the contents of this assessment e-portfolio constitute the foundation upon which a professional e-portfolio may be constructed during a student's fourth year for the purpose of seeking employment or gaining entry into graduate school. The portfolio is begun the semester a student officially declares a major in Communication Studies and assembled in consultation with her or his academic advisor. Communication Studies majors are required to demonstrate progress in skills reflected in their assessment e-portfolio as a precondition of academic advising and registration for courses each semester. Departmental approval of the assessment e-portfolio is a prerequisite for graduation.

5. Complete all requirements for the communication skills endorsement

Competency in oral communication is demonstrated through the completion of COMM 270 Public Speaking with a minimum grade of “C” for the course. Communication Studies majors attaining less than this level of proficiency must retake the course until achieving a satisfactory level of performance.

Competency in written communication skills is assessed by the evaluation of materials contained in a student’s portfolio and the completion of COMM 280 Communication Research and Writing with a minimum grade of “C” for the course. A grade of less than “C” on the diagnostic writing assignment at the beginning of COMM 280 Communication Research and Writing requires contracting with the Tutoring & Writing Center for remediation of writing skills.

Communication Studies Minor Requirements (21 s.h.)**1. Complete all of the following:**

COMM 180 Introduction to Communication Theory (3)

COMM 262 Interpersonal Communication (3) *or* COMM 268 Intercultural Communication (3)

COMM 270 Public Speaking (3)

2. Complete at least 12 s.h. of COMM electives with a minimum of 6 s.h. at the 300-level

Note: No more than 2 s.h. may be from the following: COMM 292 and COMM 295

COMPUTER SCIENCE

Natural Sciences Division

Mathematics/Computer Science Department

Faculty

Robert Franks, Stephen Fyfe, Mark Johnson

Statement of philosophy

The computer science curriculum integrates three different learning methodologies: design, abstraction and theory. Design is used in the development of software systems to solve problems. Students become familiar with abstraction through programming assignments and experimentation in laboratory activities. Facility with theory is acquired by manipulating symbolic systems. The object-oriented programming language Python functions as the introduction to the course of study in computer science. Programming serves as the vehicle for exploring the recurring fundamental concepts of levels of abstraction, efficiency, completeness, evolution of design, complexity of large problems, consistency, conceptual versus formal models, human and machine communication and reusability.

Students work with various computing environments such as Windows, Mac OS X, and Linux, along with a variety of programming languages, including Python, Java, and C++. Internship experiences are recommended and provide an opportunity to apply knowledge learned in the classroom. Internships may be obtained locally, at one of Central's international program sites, or through the Chicago Metropolitan Center.

No previous computing experience is required before beginning the computer science program. Many computer science majors participate in international programs and co-curricular activities. With a computer science major, students are well-prepared to pursue either immediate employment or graduate studies.

The mathematics/computer science department offers four distinct majors: mathematics, mathematics with secondary education emphasis, computer science and a joint mathematics/computer science major (please see appropriate sections of this catalog for information on the mathematics and mathematics/computer science majors).

Major/minor restrictions

Students who declare either the computer science or mathematics major may not also declare the joint mathematics/computer science major as a second major. Students who declare computer science or mathematics/computer science as their major may not declare an information systems major with an emphasis in computer information systems. Those who wish to combine the disciplines of business and computer science may wish to consider the information systems major. Students seeking a teaching endorsement should consult the education department.

Computer Science Major Requirements (43 s.h.)

1. Complete one of the following:

- COSC 110 Introduction to Computer Science (3)
- COSC 115 Scientific Programming (3)

2. Complete all of the following:

- COSC 130 Data Structures (3)
- COSC 220 Software Design (3)
- COSC 235 Discrete Structures (3)
- COSC 245 Computer Organization and Architecture (4)
- COSC 320 Advanced Software Design (3)
- COSC 330 Algorithms (3)
- COSC 385 Mathematics/Computer Science Junior Seminar (2)
- COSC 485 Mathematics/Computer Science Senior Seminar (1)
- MATH 131 Calculus I (4)

3 additional semester hours of MATH courses from MATH 105 or other MATH courses at the 132-level or above, excluding MATH 396/397

3. Complete 11 s.h. of elective COSC courses at the 200-level or higher, excluding internships and practicum.

4. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The department believes that it is essential that majors in computer science and mathematics are able to speak, read and write satisfactorily within the discipline. As such, many courses throughout the major include activities that evaluate the student's ability to communicate.

The department faculty meet annually to discuss and evaluate each major's communication skills. Students can expect to be evaluated at least once during each academic year. A student whose skills in one or more areas (speaking, reading and writing) are not sufficient must work with her/his advisor to design an improvement plan.

The final evaluation of a student's communication skills occurs in MATH/COSC 385 Mathematics/Computer Science Junior Seminar (2) and MATH/COSC 485 Mathematics/Computer Science Senior Seminar (1). In these courses, students are required to give two oral presentations and write a paper covering the topic used in the second presentation. Reading, listening and research skills are also covered in these courses.

Computer Science Minor Requirements (23 s.h.)

1. Complete one of the following:

- COSC 110 Introduction to Computer Science (3)
- COSC 115 Scientific Programming (3)

2. Complete all of the following:

- COSC 130 Data Structures (3)
- COSC 220 Software Design (3)
- COSC 235 Discrete Structures (3)
- COSC 330 Algorithms (3)

3. Complete 8 s.h. of additional COSC courses numbered above 120, excluding COSC 396 and 397

Computational Science Minor Requirements (29 s.h. minimum)

1. Complete all of the following:

- COSC 115 Scientific Programming (3)
- COSC 130 Data Structures (3)
- MATH 131 Calculus I (4)
- MATH 132 Calculus II (4)
- NASC 315 Computational Science Methods (4)

2. Complete one of the following introductory science sequences:

- PHYS 111 and 112 General Physics I and II (10)
- CHEM 131 and 235 General Chemistry and Organic Chemistry I (8)
- BIOL 130 and 131 Introduction to Cells and Diversity of Life (8)

3. Complete one of the following elective courses:

- COSC 330 Algorithms (3)
- MATH 240 Linear Algebra (4)
- MATH 250 Differential Equations (3)
- MATH 330 Mathematical Modeling (3)
- MATH/COSC 370 Numerical Analysis (3)

ECONOMICS

Behavioral Sciences Division

Economics, Accounting and Management Department

Faculty

Debela Birru (chair-fall), Robert Maurer (chair-spring), Andrew Clinton, Nwaogu George, Brian Peterson, Jaclyn Rundle, Jessica Schuring, Sherry Wilson

Statement of philosophy

The study of economics is part of the traditional liberal arts and offers the student a knowledge of and appreciation for the complexities of the human experience. Economics studies the decision-making behavior of individuals, firms, national economies and other economic groups. It is an important field of study for those who wish to be educated citizens in today's world.

The purpose of Central's economics program is to provide students with a comprehensive understanding of economic theory and a mastery of the important methodologies. Students acquire the ability to apply economic theory to contemporary issues and to utilize its tools in the search for solutions to daily problems. The faculty seek to actively involve students in the learning process by placing them in situations in which students must make economic decisions.

Majors in economics take courses in microeconomics, macroeconomics and quantitative methods, plus a minimum of five additional courses at the 300-400 level. Students are strongly encouraged to study at one of Central's international centers and/or in the Chicago program, and to extend their education beyond the classroom through internships, involvement in the EAM Club, Omicron Delta Epsilon and other co-curricular activities on campus.

Many Central economics majors enter the business world upon graduation; others begin careers in the government sector, working with such agencies as the Department of Labor or the Federal Reserve. In addition, a number of graduates go on to acquire graduate degrees in business, economics, law and public administration.

Teacher licensure

In cooperation with Central College's education department, the economics, accounting and business management department offers the following licensure options for secondary teachers: (1) social science - economics; (2) business - general and marketing/management. Specific information regarding requirements is available from associate professor Robert Maurer.

Transfer Policy for the Economics Major and Minor

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed with departmental approval.

Economics Major Requirements (44 s.h.)

1. Complete all of the following:

- ECON 112 Principles of Microeconomics (3)
- ECON 113 Principles of Macroeconomics (3)
- ECON 212 Intermediate Microeconomics (3)
- ECON 213 Intermediate Macroeconomics (3)
- ECON 281 Quantitative Methods for Business and Economics (3)
- ECON 485 Economics Research Seminar (3)

2. Complete one of the following:

- MATH 105 Introduction to Statistics (4)
or MATH 215 Applied Statistics (4)
- MATH 131 Calculus I (4)

3. Complete one of the following:

- COSC 109 Introduction to Information Management (3)
- COSC 110 Introduction to Computer Science (3)

4. Complete 15 s.h. from 300- and 400-level courses in ECON.

- POLS 241 International Political Economy, and MATH 330 Mathematical Modeling may also count.

5. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The department's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the minimum standards in each area:

Reading and writing

Students may satisfy the reading and writing requirement in any one of the following ways:

- ENGL 101 Composition with a grade of at least "B"; or
- ENGL 120 Introduction to Literature with a grade of at least "B-"; or
- ENGL 201 Technical Writing with a grade of at least "C+"; or
- Complete one of the following courses with a grade of at least "C":

- ENGL 211-216 200-level English literature course
- ENGL 240 The Personal Essay
- ENGL 241 Short Story Writing
- ENGL 343 Travel Writing
- or other English course numbered 211 or above, with the approval of the department.

Alternately, a score of 4 or 5 on the AP English and Composition Examination or the AP English Literature and Composition Examination will be accepted to fulfill the reading and writing component of the Economics, Accounting and Management Department communication skills endorsement.

Speaking

Students must complete one of the following six courses:

1. COMM 160 Fundamentals of Human Communication
2. COMM 270 Public Speaking
3. THEA 150 Acting
4. COMM 266 Readers Theatre
5. COMM 268 Intercultural Communication
6. COMM 340 Public Relations

or complete significant communication experience approved by the Economics/Accounting/Management Department

Professional development

Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

1. Job Search Success
2. Resume/Cover Letter Writing
3. Interviewing Strategies
4. Dress for Success
5. Dining Etiquette

It is recommended that students complete this program by the end of their third year. At the latest, the program should be completed by the end of the fall semester of the fourth year.

The only acceptable alternative for students who have failed to attend the regularly scheduled sessions by the Office of Career Services will be to complete a 10-page research paper for each unmet requirement. The research paper must include an annotated bibliography containing a minimum of ten credible, authoritative sources. In addition, students will be required to make a 15-minute presentation to departmental faculty for each unmet requirement. The research papers and presentations must be completed at least three weeks prior to the beginning of the final exam week of the semester during which the student anticipates graduation.

Final communication skills approval

EAM Department faculty require significant writing and presentation assignments in most Economics, Accounting and Management courses. By evaluating assigned course papers and presentations, EAM faculty can assess skill improvements throughout each student's academic program.

Students should be aware that mere completion of the specific reading-writing and speaking requirements listed above does not guarantee departmental approval of a student's communication skills requirement. The Economics, Accounting and Management faculty members retain the right to continuously monitor each student's progress and make appropriate referral(s) to the Tutoring & Writing Center or elsewhere for additional work.

Economics Minor Requirements (22 s.h.)

1. Complete all of the following:

MATH 131 Calculus I (4)

ECON 112 Principles of Microeconomics (3)

ECON 113 Principles of Macroeconomics (3)

ECON 212 Intermediate Microeconomics (3)

ECON 213 Intermediate Macroeconomics (3)

2. Choose one of the following two options:

Complete both of the following:

ECON 281 Quantitative Methods in Economics and Business (3)

ECON 485 Economics Research Seminar (3)

OR

Complete two 300- or 400-level classes in Economics (6)

EDUCATION (ELEMENTARY)

*Applied Arts Division
Education Department*

Faculty

Kris Kilibarda (chair), Thomas Davis, Jennifer Diers, Alida Droppert, M. Kate Gaebel, Joy Prothero, Esther Streed

Statement of philosophy

The philosophical foundation of teacher education at Central College is the liberal arts tradition. The following goal statements reflect that commitment and complement the goals of Central College. The graduates of the Central teacher education program will:

- demonstrate integrated knowledge of the content, organization, values and tools of inquiry for the discipline
- use and model effective communication skills, thinking skills and creative expression
- understand the developmental characteristics of students and how these characteristics impact all domains of learning and achievement
- understand and appreciate diversity of thought, background, and inherent abilities of learning and life experiences in an interdependent, global society
- plan and implement learning activities that incorporate a variety of instructional and assessment strategies that are equitable, adaptable and a reflection of best practice in education
- understand the role of technology in education and utilize skills to infuse technology throughout the curriculum
- understand the dynamics of individual and group behavior and implement classroom management strategies that create meaningful learning environments and assist students in the development of self-concept, self-control and self-motivation
- develop collaborative relationships that facilitate students' social development and active engagement in learning
- demonstrate a commitment to life-long learning and engage in professional development activities
- demonstrate stewardship, leadership, and ethical responsibility to students, parents, colleagues and community

The achievement of these goals is based on a commitment to the personal and professional fulfillment of each student. Students receive individualized attention through advising, instruction and supervision of field experiences. Programs at Central College combine the best of traditional educational practice with the latest in innovative contemporary theory.

Field experiences are extensive and developmentally appropriate. Continuous contact with teachers and students in realistic settings enables prospective teachers to successfully transfer educational theory into effective practice. Students also are encouraged to consider the numerous off-campus internship opportunities available at urban and overseas sites.

Program approval

The Central College teacher education program is approved by the Iowa Department of Education and the North Central Association of Colleges and Secondary Schools. Students successfully completing one of the prescribed programs may be considered candidates for an Iowa Teaching License that is endorsed according to the type of program completed.

The credentials of Central College are respected outside Iowa, but students desiring to teach in any other state should be acquainted with the professional requirements of the state in question as early as possible in their college career. Any student who is seeking Iowa licensure or arranging a program of studies to meet the licensure requirements of another state should consult with the Department of Education.

Admission and retention requirements

Application for the teacher education program is expected during the second year or after completing EDUC 110, 135, and 181. Candidates are reviewed at the point of admission, prior to student teaching and before application for licensure.

The criterion commonly used in admission and retention in the teacher education program includes:

1. Competence as evidenced by a required cumulative grade point average of 2.7;
2. A minimum grade of C- is required in all professional education courses; major program grade point average requirements for teacher licensure must be fulfilled;
3. Successful completion of standardized basic skills tests;
4. Evidence of a commitment to teaching;
5. Successful completion of field experience assignments;
6. Demonstrated professional dispositions;
7. Demonstrated competence in basic skills;
8. Recommendations of major department;
9. Recommendations of faculty.

Students may be recommended for licensure after satisfactory completion of course work, student teaching, demonstration of appropriate personal and professional behavior, and competencies consistent with the teacher education program goals.

Study abroad opportunities

The education department encourages students to consider the advantages of study abroad. Specific internships and programs of study in teacher education are available at most overseas sites.

Endorsements and special programs for Iowa licensure

Elementary education

The endorsement for teaching kindergarten through grade six may be granted to those who have:

1. A bachelor's degree with a major in elementary education.
2. Support courses from various departments as advised by the education department to meet licensure requirements.
3. An additional licensure endorsement program
4. Received approval of the teacher education committee and the education department for licensure.
5. Fulfilled the departmental communication skills endorsement.

Elementary Education Major Requirements (47-48 s.h.)

Note: Students seeking teacher licensure must, in addition to these major requirements, complete all Teacher Licensure Requirements, listed following these major requirements.

1. Complete all of the following:

- EDUC 110 Foundations of Education (3)
- EDUC 135 Children with Exceptionalities (3)
- EDUC 181 Developmental Psychology (3)
- EDUC 215 Human Relations (3)
- EDUC 233 Social Studies Curriculum and Methods (3)
- EDUC 239 Psychology in Elementary Education (3)
- EDUC 333 Science and Technology Curriculum and Methods (3)
- EDUC 337 Teaching Language Arts and Reading (3)
- EDUC 352 Teaching of Reading (3)
- EDUC 354 Teaching of Mathematics (3)
- EDUC 374 Behavior and Classroom Management (2-3)
- EDUC 453 Advanced Integration of Technology in Education – Elementary (1)
- EDUC 485 Senior Seminar in Elementary Education (2)

2. Complete one of the following two options:

- EDUC 460 Elementary Student Teaching (12)
- OR
- Complete both of the following:
- EDUC 462 Elementary Student Teaching (6)
- EDUC 468 K-6 Mild and Moderate Disabilities Student Teaching (6)

3. Complete all Communication Skills Requirements

Teacher licensure requirements

(in addition to 47-48 s.h. education major requirements)

1. Complete all elementary education major requirements (47-48 s.h. -- see above)

2. Complete the following:

- EDUC 210 Methods of Teaching Physical Education, Visual Arts, and Performing Arts in the Elementary Classroom (3)
- ENGL 208 Literature for Children (3)
- GEOG 210 Human Geography (3)
- HIST 130 United States to 1977 (3)
- Or HIST 131 United States since 1877 (3)
- Or HIST 132 Issues in American History (3)
- MATH 115 Mathematical Concepts I (3) and MATH 116 Mathematical Concepts II (3)
- Or MATH 131 Calculus I (4) and either MATH 115 Mathematical Concepts I (3) or MATH 116 Mathematical Concepts II (3)
- Or MATH 132 Calculus II (4) and either MATH 115 Mathematical Concepts I (3) or MATH 116 Mathematical Concepts II (3)
- NASC 110 Concepts in Natural Science with Lab (4)
- One additional science course of student's choosing

3. Complete a 24 s.h. teacher licensure endorsement program in one of the following areas (please see the education department program guides for specific courses in each endorsement program):

Art	Music
English/language arts	Physical education
English as a second language	Reading
French	Science
German	Social science/social studies
Health	Spanish
Mathematics	Special education-Strategist I
Middle school	Speech communication/theatre

Communication skills endorsement

The communication skills endorsement expectations addressing reading, writing and speaking for Central College are found in the Student Learning Outcomes for the education department. This communication goal is accompanied by measurable competencies that more clearly delineate specific expectations.

The initial evaluation of communication skills takes place in EDUC 110 during first or second year. Writing skills are evaluated through writing assignments that are assessed for content, style and mechanics. Writing assignments include term papers, journals, position papers, lesson plans and research papers. Reading skills are assessed for literal, inferential and evaluative comprehension of a variety of education materials. Speaking and listening skills are evaluated in assignments that involve small group discussion, leading large groups, teaching classes, oral presentations and debates.

Prior to formal admission into teacher education, each student must achieve a passing score on the reading and writing components of the College BASE (C-BASE), a standardized, criterion-referenced academic achievement examination.

Communication skills assessment is a continuous process throughout a student's career. All departmental courses required of elementary education majors involve evaluation of class assignments in each skill area, often addressing one or more of the department's competencies.

Final evaluation is normally made during the student teaching semester when students have established that they are able to communicate effectively in the elementary school classroom and complete written and oral projects for the Senior Seminar (EDUC 485). As a culminating experience, students must present their program portfolio to faculty members and peers.

Students who are deficient in any of the skills areas are required to remediate the deficiencies through the Tutoring & Writing Center or in consultation with a member of the department faculty.

Art, music and physical education

K-6 and 7-12 endorsement programs are available in art, music, and physical education. Students may fulfill requirements for programs at both levels and be qualified to teach kindergarten through grade twelve. Consult with the education department regarding specific requirements in each area.

English as a second language

A K-12 endorsement is available in English as a second language. This program is available to students who complete the elementary education major or the secondary education endorsement program with a major in another area. Consult with the education department for specific requirements.

Instructional Strategist I

This endorsement makes students eligible to teach students with mild or moderate disabilities in a variety of educational settings. This endorsement is available to students who complete either the elementary or secondary licensure program.

Middle school

This program provides a 5-8 endorsement that makes the student eligible to teach English/language arts, mathematics, natural science, or social studies at the middle school level. This endorsement is available to students who complete either the elementary or secondary licensure programs.

EDUCATION (K-12 ART, MUSIC, PE)

EDUCATION (SECONDARY 5-12 CONTENT)

*Applied Arts Division
Education Department*

Faculty

Kris Kilibarda (chair), Thomas Davis, Jennifer Diers, Alida Droppert, M. Kate Gaebel, Joy Prothero, Esther Streed

Statement of philosophy

For general information about Central's Education Department and teacher education programs, please consult the "Education – Elementary" section of this catalog.

Admission and retention requirements

Application for the teacher education program is expected during the second year or after completing EDUC 110, 135, and 181. Candidates are reviewed at the point of admission, prior to student teaching and before application for licensure.

The criterion commonly used in admission and retention in the teacher education program includes:

1. Competence as evidenced by a required cumulative grade point average of 2.7;
2. A minimum grade of C- is required in all professional education courses; major program grade point average requirements for teacher licensure must be fulfilled;
3. Successful completion of standardized basic skills tests;
4. Evidence of a commitment to teaching;
5. Successful completion of field experience assignments;
6. Demonstrated professional dispositions;
7. Demonstrated competence in basic skills;
8. Recommendations of major department;
9. Recommendations of faculty.

Communication skills endorsement for secondary education program students

Students preparing to teach at the secondary or K-12 level must pass the communication skills endorsement criteria established by their major departments.

Education (K-12 art, music, PE)

K-6, 5-12 and K-12 Art Education, Music Education, and Physical Education Licensure Requirements

1. Complete all requirements of one of the following Central academic majors (shown below, right) leading to a corresponding teaching endorsement (shown below, left):

Teaching Endorsement(s)

K-6 and 5-12 Physical Education
K-6 and 5-12 Health
K-6 and 5-12 Music
K-6 and 5-12 Music
K-6 and 5-12 Art

Corresponding Central Major

Exercise Science-Physical Education Track*
Exercise Science*
Instrumental Music Education
Vocal Music Education
Art

** Students wishing to complete only a K-6 or only a 5-12 endorsement in art, music, or physical education must work specifically with a member of the education department to design their course of study.

2. Complete all of the following (33 s.h.):

EDUC 110 Foundations of Education (3)
EDUC 135 Teaching Children with Exceptionalities (3)
EDUC 181 Developmental Psychology (3)
EDUC 215 Human Relations (3)
EDUC 374 Behavior and Classroom Management (2)
EDUC 384 Field Experience in Secondary Education (1)
EDUC 440 Learning and Assessment in Secondary Education (3)
EDUC 442 Reading in the Content Area – Secondary (1)
EDUC 455 Advanced Integration of Technology in Education – Secondary (1)
EDUC 466 Elementary Student Teaching in Subject Area(6)
EDUC 476 Secondary Student Teaching in Subject Area (6)

EDUC 486 Professional Development Seminar-Secondary (1)

3. Complete BOTH the elementary methods course and the secondary methods course associated with the desired endorsement (8 s.h.)

EDUC 312 Methods of Teaching Art in Elementary Schools (4) AND EDUC 412 Methods of Teaching Art in Secondary Schools (4)

OR

EDUC 313 Methods of Elementary Music Education (4) AND EDUC 413 Methods of Secondary Music Education (4)

OR

EDUC 311 Methods of Teaching Health and Physical Education in Elementary Schools (4) AND EDUC 411 Methods of Teaching Health and Physical Education in Secondary Schools (4)

Education (Secondary 5-12 Content)

Secondary Education Licensure Requirements (5-12 endorsements listed in #1 excludes music, art, and physical education)

1. Complete all requirements of one of the following Central academic majors (shown below, right) leading to a corresponding teaching endorsement (shown below, left):

Teaching Endorsement(s)

Business General and/or Business Marketing/Management
 English/Language Arts
 French
 German
 Spanish
 Mathematics
 Biological Science
 Chemistry
 Earth Science
 Physics
 General Science and/or Physical Science
 American Government
 American History and/or World History
 Economics
 Psychology
 Sociology
 Speech/Communication/Theatre

Corresponding Central Major

Business Management*
 English*
 French
 German Studies
 Spanish
 Mathematics*
 Biology or Natural Science*
 Chemistry or Natural Science*
 Natural Science*
 Physics or Natural Science*
 Natural Science*
 Political Science or Social Sciences
 History* or Social Sciences
 Economics or Social Sciences
 Psychology or Social Sciences
 Sociology or Social Sciences
 Communication Studies*

** Certain tracks/emphases or courses within these majors must be earned for certain endorsements. Contact the Education Department for details.*

Note: ESL Teacher, Middle School, and Instructional Strategist I Endorsements Also Available

Central also offers programs leading to the following secondary-level teaching endorsements: **ESL Teacher, Middle School, and Instructional Strategist I**. These endorsement programs require students to complete a specialized block of courses *in addition to* a standard Central College academic major, as well as in addition to the requirements listed below. For more details about these special endorsements, contact the Education Department.

2. Complete all of the following (38 s.h.):

EDUC 110 Foundations of Education (3)
 EDUC 135 Children with Exceptionalities (3)
 EDUC 181 Developmental Psychology (3)
 EDUC 215 Human Relations (3)
 EDUC 374 Behavior and Classroom Management (2)
 EDUC 384 Field Experience in Secondary Education (1)
 EDUC 440 Learning and Assessment in Secondary Education (3)
 EDUC 442 Reading in the Content Area – Secondary (1)
 EDUC 450 Secondary General Methods (3)
 EDUC 451 Secondary Special Methods (1)
 EDUC 455 Advanced Integration of Technology in Education – Secondary (1)
 EDUC 470 Secondary Student Teaching (12)
 EDUC 486 Professional Development Seminar-Secondary (1)

ENGLISH

*Humanities Division
English Department*

Faculty

Kimberly Koza (chair), Walter Cannon, Joshua Dolezal, Michael Harris, Arthur Johnson, Daniel Lawson, David Purnell, Keith Ratzlaff, Mary Stark

Statement of philosophy

The field of English studies is concerned both with the interpretation and production of a variety of texts. The discipline provides students with a range of critical approaches to reading the world of words – literary and non-literary texts alike – and it offers formal instruction in various kinds of writing: poetry, fiction and non-fiction. The English department is keenly interested in developing the intellectual potential of all majors; students are encouraged to be critically engaged with texts and with the classroom audience by writing and speaking perceptively and persuasively. The department offers a thorough and flexible curriculum of English courses that prepares students for graduate and professional schools, for high school and elementary school teaching, for teaching abroad and for the business world. The department also offers a writing minor and concentration within the English major as well as an endorsement in English as a second language for K-12. Most important, English majors receive the preparation to be culturally informed and critically conscious citizens.

English majors are expected to begin with a series of courses that survey English and American literature, but the curriculum is not entirely Euro-centric; students are encouraged to take world literature and post-colonial literature. In addition, students should take courses that feature major authors such as Shakespeare, Milton and Chaucer, or major topics and fields, such as literary criticism, film and literature and linguistics, or major genre studies such as drama, poetry, fiction and non-fiction. Students are also encouraged to take courses in supporting fields such as history and philosophy, and to pursue competency in a modern foreign language.

Study Abroad Opportunities

We strongly encourage students in English to study abroad. Majors will find their course of study meshes easily with academic offerings at almost any of the Central College abroad sites, but especially those in London, England and Bangor, Wales.

The London program offers courses in contemporary as well as Shakespearean theater, art, architecture, history and politics. London also offers a wealth of internship opportunities in communication, publishing, journalism, Library Science, broadcasting, education and theatre.

In Bangor, students enroll directly at the University of Wales/Bangor. Classes in Welsh literature and creative writing are especially attractive to English majors.

English Major Requirements (37 s.h.)

1. Take **both** of the following required courses:

ENGL 251	British Literature I (3)
ENGL 346	Shakespeare (3)

2. Take **two** of the following surveys in British and American Literature:

ENGL 236	American Literature I (3)
ENGL 237	American Literature II (3)
ENGL 252	British Literature II (3)
ENGL 253	British Literature III (3)

3. Take **three** courses from the following group in genre and issue studies:

ENGL 211	Literature of India and the Pacific (3)
ENGL 212	African and Caribbean Literature (3)
ENGL 213	Nature Writing and Environmental Literature (3)
ENGL 214	Literature by Women (3)
ENGL 215	African-American Literature (3)
ENGL 216	American Ethnic Literature (3)
ENGL 245	British Novel (3)
ENGL 248	Comedy (3)
ENGL 260	Irish Literature (3)
ENGL 270	Illness and Health in Literature (3)

4. Take **two** courses from the following group of advanced studies in a period, issue, or genre:

ENGL 318	Literature of Peace and Social Justice (3)
ENGL 361	World Literature I (3)

ENGL 362	World Literature II (3)
ENGL 373	Studies in 17th and 18th Century Literature (3)
ENGL 374	Studies in 19 th Century Literature (3)
ENGL 375	Studies in 20 th Century Literature (3)
ENGL 376	Literary Criticism (3)

5. Take one course in advanced writing:

ENGL 240	The Personal Essay (3)
ENGL 241	Short Story Writing (3)
ENGL 343	Travel Writing (3)
ENGL 344	Writing for Non-Profit Organizations (3)

6. Take one course in advanced language study:

ENGL 330	Principles of Linguistics (3)
ENGL 331	History of the English Language (3)
ENGL 332	Advanced English Grammar (3)
ENGL 360	Teaching English as a Second Language (3)

7. Take one capstone course:

ENGL 425	Seminar in American Literature (4)
ENGL 426	Seminar in British Literature (4)

8. Complete all requirements for the Communication Skills Endorsement

English Major with Additional Emphasis in Writing (52 s.h.)

Note: Students must meet with the Writing Minor/Writing Emphasis Coordinator to declare their intention to major in English with Writing Emphasis no later than the end of their third year.

1. Complete all requirements for the English major listed above (37 s.h.)

2. Complete one of the following (in addition to those taken above):

ENGL 240	The Personal Essay (3)
ENGL 241	Short Story Writing (3)
ENGL 343	Travel Writing (3)
ENGL 344	Writing for Non-Profit Organizations (3)

3. Complete three of the following (in addition to those taken above):

COMM 242	Introduction to Journalism (4)
ENGL 201	Technical Writing (3)
ENGL 240	The Personal Essay (3)
ENGL 241	Short Story Writing (3)
ENGL 242	Poetry Writing (3)
ENGL 293	Practicum in Technical Writing (3)
ENGL 342	Advanced Poetry Writing (3)
ENGL 343	Travel Writing (3)
ENGL 344	Writing for Non-Profit Organizations (3)
ENGL 492	Practicum in English (Arr)

4. Complete one of the following:

ENGL 497	Internship in Writing (3)
ENGL 499	Independent Studies in English (3)

Communication skills endorsement

At the time students declare their intent to major in English, the department will evaluate their writing, reading, speaking and critical thinking skills for the first time. Students will submit a portfolio of at least two papers that demonstrate analytical skills (other types of papers may also be included). The department will also use other available evidence of skills development, including results of tests and information supplied by faculty with whom students have taken courses. Students with communication problems will receive an outline of remedial procedures and may be asked to resubmit their portfolios periodically. A critical demonstration of skills development occurs during the required seminar (ENGL 425, ENGL 426), which includes a major project involving reading, writing, and speaking. The department conducts a final portfolio review during the fourth year over a minimum of five analytical papers, including the seminar paper. Passing the final portfolio review is necessary to receive the communication skills endorsement.

English Minor Requirements (21 s.h. minimum)

1. Take *four* of the following (with at least one course addressing literature before 1850 and at least one 300-level course)

ENGL 211	Literature of India and the Pacific (3)
ENGL 212	African and Caribbean Literature (3)
ENGL 213	Nature Writing and Environmental Literature (3)
ENGL 214	Literature by Women (3)
ENGL 215	African-American Literature (3)
ENGL 216	American Ethnic Literature (3)
ENGL 236	American Literature I: 1620-1890 (3)
ENGL 237	American Literature II: 1890-Present (3)
ENGL 245	British Novel (3)
ENGL 248	Comedy (3)
ENGL 251	British Literature I: 800-1660 (3)
ENGL 252	British Literature II: 1660-1850 (3)
ENGL 253	British Literature III: 1850-Present (3)
ENGL 260	Irish Literature (3)
ENGL 270	Illness and Health in Literature (3)
ENGL 318	Literature of Peace and Social Justice (3)
ENGL 361	World Literature I (3)
ENGL 362	World Literature II (3)
ENGL 373	Studies in 17th and 18th Century Literature (3)
ENGL 374	Studies in 19 th Century Literature (3)
ENGL 375	Studies in 20 th Century Literature (3)
ENGL 376	Literary Criticism (3)

2. Take *one* of the following:

ENGL 240	The Personal Essay (3)
ENGL 241	Short Story Writing (3)
ENGL 343	Travel Writing (3)
ENGL 344	Writing for Non-Profit Organizations (3)

3. Take *one* of the following:

ENGL 330	Principles of Linguistics (3)
ENGL 331	History of the English Language (3)
ENGL 332	Advanced English Grammar (3)
ENGL 360	Teaching English as a Second Language (3)

4. Take *one* of the following:

ENGL 346	Shakespeare (3)
ENGL 425	Seminar in American Literature (4)
ENGL 426	Seminar in British Literature (4)

Note: Students seeking a teaching minor must also take ENGL 222 and ENGL 320; teaching minors should also take either ENGL 332 or ENGL 360 to fulfill the language study requirement.

Writing Minor Requirements (18 s.h.)

Note: Students must meet with the Writing Minor Coordinator to declare their intention to minor no later than the end of their third year.

1. Complete *six* of the following:

COMM 242	Introduction to Journalism (3)
COMM 332	Advanced Journalism (3)
ENGL 201	Technical Writing (3)
ENGL 240	The Personal Essay (3)
ENGL 241	Short Story Writing (3)
ENGL 242	Poetry Writing (3)
ENGL 342	Advanced Poetry Writing (3)
ENGL 343	Travel Writing (3)
ENGL 344	Writing for Non-Profit Organizations (3)
ENGL 492	Practicum in English (Arr)
ENGL 497	Internship in Writing (Arr)
ENGL 499	Independent Studies in English (Arr)

2. Produce a writing portfolio in consultation with the Writing Minor Coordinator during the fourth year.

English courses for licensure in secondary education

Students should take either ENGL 332 or 360 to fulfill the language study requirement.

ENGL 222 Literature for Young Adults (1)

ENGL 320 Teaching Writing (2)

EDUC 451 Secondary Special Methods (1)

Plus 12 s.h. of Secondary Student Teaching

The English department will not recommend for teacher licensure students whose grade average within their English courses is below 3.00. The department has advised the teacher education committee that such students should be denied admission to or be dropped from the certification process until grades in English have been brought up to 3.00.

Endorsement in English as a second language K-12

The ESL endorsement for grades K-12 requires 24 semester hours of course work in ESL, including teaching ESL, applied linguistics, bilingual education, language in culture, the nature of language and language acquisition. In addition, an ESL practicum of 45 contact hours in the classroom must be completed. A list of required courses is available from the Education department.

ENTREPRENEURSHIP

Interdisciplinary Program Minor

Faculty

Wade Steenhoek (director)

Statement of Philosophy

The Entrepreneurship Minor integrates the skills needed to recognize business opportunities, improve leadership and business skills, foster creativity, create social change, and build relationships in a community. This integrative minor encourages the application of multidisciplinary skills for students of every major, to empower imagination and to foster innovation. This minor is for students who intend to start and grow their own business or organization, as well as for those interested in gaining a better understanding of social entrepreneurship.

The mission of the entrepreneurship minor is to provide entrepreneurship skills and experiences that expand student horizons for all vocations. The minor provides to students:

- training and skills that apply to for-profit and not-for-profit entities;
- projects that build upon experiential learning and deliver a significant societal benefit; and
- a sustainable global perspective.

Transfer Policy for the Entrepreneurship Minor

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed with departmental approval.

Minor Restriction

A student cannot declare both the Entrepreneurship Minor and the Not-for-Profit Minor.

Entrepreneurship Minor Requirements (22 - 25 s. h. minimum)

1. Complete all of the following:

- BMGT 205 Introduction to Entrepreneurship and Innovation (3)
- BMGT 305 Advanced Entrepreneurship (3)
- BMGT 311 Principles of Management (3)
- BMGT 371 Principles of Marketing (3)
- BMGT 341 Social Entrepreneurship (3)

2. Complete one of the following:

- ACCT 241 Introduction to Financial Accounting (3)
- BMGT 335 Not-For-Profit Management (3)
- ENGL 344 Writing for Non-Profit Organizations (3)

3. Complete one of the following:

- BMGT 331 Business Law I (3)
- BMGT 375 Marketing Research (3)
- NASC 210 Introduction to GIS w/ Lab (3)
- THEA 230 Arts Management (4)

4. Complete an internship or experiential opportunity pre-approved by EAM Department (1-3 s.h.)

ENVIRONMENTAL STUDIES

Interdisciplinary Major

Faculty

Anya Butt (director), Russ Benedict (Biology), Jessica Schuring (Economics), Paul Weihe (Biology), Jim Zaffiro (Political Science), Amy Young (German)

Environmental studies examines the interrelationship of science, society and nature in a world with increasing population sharing earth's limited resources. Sustaining our limited resources in an equitable manner is a priority for our continued well being both socially as well as environmentally. Addressing these global and local environmental issues requires understanding them in context, necessitating a firm grasp of the environmental relationships as well as the existing socio-economic and political structures that sustain them. Students select either the environmental science track or the environmental sustainability track and work with an advisor to plan their programs. Both tracks provide students with a strong grounding in the three legs of sustainability: an understanding of economics, politics and the relevant scientific aspects for constructively solving the problems of our time through an interdisciplinary approach.

The Environmental Studies major is one component of Central's commitment to becoming a leader in sustainability education, along with the Global Sustainability program. Both programs focus on addressing global issues that arise due to the scarcity of resources on our earth and the subsequent efforts by humanity to balance our needs with those of future generations, and thus work in concert with one another. Due to the commonalities in courses and focus between the Environmental Studies program, the Global Sustainability minor and the Global Health minor, students are not allowed to declare major/minors simultaneously in these programs.

Course work is enriched by supervised independent research, career-focused internships, experiential and service learning opportunities. Central's extensive network of internship opportunities provide students with invaluable hands-on experience and students are urged to discuss internship interests and possibilities with their track director early in their college careers to increase chances of placement. Strongly recommended for both tracks is at least one semester of study abroad.

The Environmental Science Track

This track focuses on understanding and analyzing the relevant interactions of chemical, physical, biological and dynamic processes within the environment. Properly addressing environmental problems requires the ability to not only analyze these complex systems but explore solutions within the socio-cultural, economic and political factors influencing the decision-making process. Through a focus on the science involved in environmental issues, students gain a comprehensive ability to address these issues within an applied context. Students can elect either a biological, chemical or geoscience emphasis in their major.

Career opportunities in environmental science are varied and increasing. Individuals with a chemical emphasis will have opportunities in a number of industries, including agribusiness, looking for entry level individuals with strong analytical skills for water, air, biological or soil analyses. Opportunities for those with a biological emphasis exist in areas of wetlands monitoring, restoration, and delineation; habitat restoration; monitoring the biological effects of solid waste management; reserve and park design and management; and environmental education and technical writing about environmental issues. Individuals with an emphasis in the earth sciences have opportunities in surveying and mapping environmental phenomena; monitoring water quality; addressing issues associated with resource extraction and habitat restoration following extraction; natural hazard delineation; and any of the numerous applications of Geographic Information Systems (GIS) in local and national, public and private services

Major/Minor restrictions

Students planning to major or minor in Environmental Studies may not minor in Global Sustainability.

Environmental Studies Major/ Environmental Science Track Requirements (54 s.h.)

1. Complete all of the following:

BIOL	130	Diversity of Life (4)
BIOL	131	Introduction to Cells (4)
BIOL	229	Principles of Ecology (4)
CHEM	131	General Chemistry (4)
CHEM	241	Analytical Chemistry (4)
COLL	210	Research Strategies (1)
ECON	112	Principles of Microeconomics (3)
MATH	215	Applied Statistics (4)*
NASC	120	Introduction to Environmental Science (4)
NASC	210	Introduction to GIS (3)
NASC	380	Environmental Studies Seminar (1)
NASC	480	Environmental Studies Senior Seminar (1)
POLS	242	Global Sustainability (3)

**MATH-105 may be substituted for MATH 215, but MATH 215 is the recommended statistics course for the major*

2. Complete one of the following:

COMM	362	Environmental Communication (3)
ECON	321	Environmental Economics (3)
POLS	233	American Environmental History and Policy (3)

3. Complete at least 11 s.h. of credit from the following (with at least 6 s.h. of these at the 200-level or above):

BIOL	223	Vertebrate Natural History (4)
BIOL	310	Tropical Ecology (4)
BIOL	315	Aquatic Toxicology (4)
BIOL	324	Field Botany (4)
BIOL	342	Mammology (4)
BIOL	343	Ornithology (4)
BIOL	345	Limnology (4)
BIOL	361	Microbiology (4)
CHEM	151	Inorganic Chemistry (4)
CHEM	235	Organic Chemistry I (4)
CHEM	236	Organic Chemistry II (4)
CHEM	320	Biochemistry (4)
CHEM	382	Environmental Chemistry (4)
CHEM	447	Instrumental Analysis (4)
EXSC	215	Introduction to Angling (3)
LAS	410	Natural Hazards and the Human Dimension (4)
NASC	125	Geology (3)
NASC	237	Physical Geography (4)
NASC	335	Surface and Groundwater Resources (3)
PHYS	101	Introductory Physics I (4)
PHYS	102	Introductory Physics II (4)
	<i>or</i>	PHYS 111 General Physics I (5)
		PHYS 112 General Physics II (5)
PHYS	204	Energy and Environment (3) (not regularly offered)
		300/400-level internship by arrangement

Note: Study abroad courses may also apply as electives pending approval by the program director.

4. Complete all requirements for the Communication Skills Endorsement

The Environmental Sustainability Track

This track emphasizes political, economic and social/cultural aspects of the human impact on the natural environment, while still grounding students in fundamentals of the natural and earth sciences. At the base of most conflicts is the equitable allocation of resources, today and for future generations. By focusing on the socio-economic and political structures, students are able to help properly define sustainable resource use as their studies will also provide them with an understanding of the science and environmental relationships behind the socio-political debates at the global, national and local levels.

Due to their strong backgrounds in the sciences, the social sciences and GIS, environmental sustainability graduates have career opportunities in sustainability focused careers, as well as a diverse variety of positions in environmental protection and policy for government agencies at the national, state and local levels; with nongovernmental organizations and international organizations that address issues of social justice, poverty, environmental degradation, international education, rural and economic development, resource management and land use planning.

**Environmental Studies Major/
Environmental Sustainability Track Requirements (50 s.h.)**

1. Complete all of the following:

BIOL	130	Diversity of Life (4)
CHEM	118	Introduction to Environmental Chemistry (3)
COLL	210	Research Strategies (1)
ECON	112	Principles of Microeconomics (3)
ECON	113	Principles of Macroeconomics (3)
NASC	120	Introduction to Environmental Science (4)
NASC	210	Introduction to GIS (3)
NASC	237	Physical Geography (4)
NASC	380	Environmental Studies Seminar (1)
NASC	480	Environmental Studies Senior Seminar (1)

POLS	233	American Environmental History and Policy (3)
POLS	242	Global Sustainability (3)

2. Complete one of the following:

POLS	250	Methods of Political Research (4)
SOC	350	Methods of Social Research (4)
MATH	215	Applied Statistics (4)

3. Complete one of the following:

ECON	321	Environmental Economics (3)
ECON	329	Economic Development (3)

4. Complete 9 s.h. of the following elective courses (with at least 6 s.h. of these at the 200-level or above):

ANTH	120	Introduction to Cultural Anthropology (3)
ANTH	260	Medical Anthropology (3)
BEHS	285	Not-for-Profit Seminar (1)
BEHS	397	Internship in Not-for-Profit Management (3)
BIOL	229	Principles of Ecology (4)
COMM	362	Environmental Communication (3)
ENGL	213	Nature Writing and Environmental Literature (3)
ENGL	318	Literature of Peace and Social Justice (3)
ENGL	344	Writing for Non-Profit Organizations (3)
EXSC	261	Community, Consumer and Global Health (3)
GEOG	210	Human Geography (3)
GERM	362	Germany and the Environment (3)
LAS	410	HIV and the AIDS Pandemic (4)
LAS	410	Natural Hazards and the Human Dimension (4)
NASC	125	Geology (3)
PHIL	245	Environmental Ethics (3)
POLS	140	Introduction to International Politics (3)
POLS	241	International Political Economy (3)
POLS	397	State and Local Environmental Project Review Internship (3)
SOC	335	Globalization, Development and Social Change (3)

300/400 level internship by arrangement

Note: Study abroad courses may also apply as electives pending approval from the program director

4. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement (both tracks)

The Environmental Studies (ES) faculty believes it essential for all majors to be able to effectively speak, read, write and think critically within the context of their ES course work. For this reason, many required courses and electives include assignments and activities that evaluate students' communication skills proficiency. Evaluation of students' communication skills formally occurs in COLL 210 Research Strategies and NASC 380 Environmental Studies Seminar, with the final pre-graduation evaluation occurring in NASC 480 Environmental Studies Senior Seminar. Two requirements of these common capstone course are a major paper and an oral public presentation. The quality of these assignments, as judged by the ES faculty, determines whether or not ES majors have successfully satisfied the communication skills (writing, speaking) requirements. The ES faculty meet periodically to discuss and evaluate each major's communication skills development. Students whose skills are judged to be weak or insufficient in one or more areas (speaking, reading, writing) will be directed to design a communication skills improvement plan with his or her academic advisor and to have the plan approved by the ES director.

Environmental Studies Minor Requirements (22 s.h.)

1. Complete all of the following:

NASC	120	Introduction to Environmental Science (4)
NASC	210	Introduction to GIS (3)
POLS	233	American Environmental History and Policy (3)
POLS	242	Global Sustainability (3)

2. Complete at least 9 s.h. of additional electives with the approval of the Environmental Science director and advisor.

EXERCISE SCIENCE

*Applied Arts Division
Department of Exercise Science*

Faculty

David Pavlat (chair), Dustin Briggs, Kevin Carlson, Leslie Duinink, Katelin Gannon, Shelli Green, Pam Richards, John Roslien, Josh Thomas, Margene Van Horn, Chris Viesselman

Statement of philosophy

Exercise science has shifted from an education-centered program to one that encompasses a broad spectrum of movement, health science and health care management. As a result, majors in Central's exercise science department move from student to professional through mastery of information, use of scientific methodology, pre-service educational experiences and, frequently, an internship/practicum in a variety of professional settings. At this level of involvement, students become active learners and acquire the skills necessary to meet the challenges of tomorrow's world. Existing assessment tools, a comprehensive body of knowledge, and communication skills are developed and utilized in a problem-solving environment.

Departmental focus is aimed at improvement of performance and maintenance of physical, social and cognitive well-being. Graduates know how to respond, adjust and adapt to exercise; analyze and evaluate individual physiological performance; design and assess exercise programs in the psychomotor domain; read, interpret and conduct research, and have developed an ethic of accountability to improve oneself, interested others and the profession at large.

The exercise science major

The exercise science major features four programs: 1) health and physical education, 2) health promotion, 3) strength and conditioning and 4) health and exercise science.

Communication skills endorsement

A communication skills endorsement from the exercise science department indicates students have achieved college level mastery in both the written and verbal domain. Communication skills will be assessed using predetermined rubric tools during the following classes: EXSC 234, EXSC 254, EXSC 357, and EXSC 460. Students assessed as needing further development will be referred to the department chair for a prescriptive plan to improve their communication skills.

Exercise Science/Health and Exercise Science Major Requirements (58 s.h.)

1. Complete all of the following:

BIOL	131	Introduction to Cells (4)
BIOL	341	Human Physiology (4)
BIOL	360	Human Anatomy (4)
CHEM	131	General Chemistry (5)
CHEM	235	Organic Chemistry I (4)
EXSC	111	Essentials of Human Anatomy & Physiology (4)
EXSC	149	Foundations of Health and Exercise Science (3)
EXSC	151	First Aid and Sports Injuries (3)
EXSC	234	Sport Nutrition (3)
EXSC	254	Human Anatomy and Kinesiology (4)
EXSC	357	Fitness Assessment and Exercise Prescription (4)
EXSC	379	Epidemiology of Physical Activity (3)
EXSC	460	Exercise Physiology (3)
EXSC	461	Exercise Physiology Lab (2)
PHYS	101	Introductory Physics I (4)
PHYS	102	Introductory Physics II (4)

2. Complete all requirements for the Communication Skills Endorsement

Note: Students are reminded that the health and exercise science major does not meet all OT/PT/MD/DC/DDC prerequisites.

Exercise Science/Physical Education Major Requirements (46 s.h.)

1. Complete all of the following:

EDUC 311	Methods of Health and Physical Education in the Elementary School (4)
EDUC 411	Methods of Teaching Health and Physical Education in the Secondary School (4)
EXSC 111	Essentials of Human Anatomy and Physiology (4)
EXSC 149	Foundations of Health and Exercise Science (3)
EXSC 151	First Aid and Sports Injuries (3)
EXSC 160	Personal Health (3)
EXSC 212	Adapted Physical Education (3)
EXSC 234	Sports Nutrition (3)
EXSC 254	Human Anatomy and Kinesiology (4)
EXSC 261	Community, Consumer, and Global Health (3)
EXSC 265	Group Exercise Leadership (2)
EXSC 357	Fitness Assessment and Exercise Prescription (4)
EXSC 460	Exercise Physiology (3)
EXSC 462	Motor Learning (3)

2. Complete all requirements for the Communication Skills Endorsement

Teaching Licensure

Students seeking licensure must complete all requirements in the education department as well. Endorsements following the completion of the exercise science/ physical education major include: K-8 (#146) and 5-12 (#147) physical education, and the athletic coach endorsement (#101). See the education major section of this catalog or contact the exercise science department for complete information. Students seeking K-8 (#137) and 5-12 (#138) Health Endorsements see Health Endorsement course listing below.

Coaching Endorsement(#101)

A coaching endorsement is for students who are completing the requirement to be a licensed teacher.

EDUC 181	Developmental Psychology (3)
EXSC 151	First Aid and Sports Injuries (3)
EXSC 213	Principles of Coaching (3)
EXSC 216	Applied Sports Psychology (3)
EXSC 254	Human Anatomy and Kinesiology (4)
EXSC 462	Motor Learning (3)

Health Endorsement (#137 & 138)

A health endorsement is for students who are completing the requirements to be a licensed teacher. Our health endorsement covers grades K-12.

EXSC 110	Introduction to Stress Management (3)
EDUC 181	Developmental Psychology (3)
EXSC 160	Personal Health (3)
EXSC 210	Methods of Teaching Health and Physical Education for Elementary School (3) or
EXSC 214	Methods of Teaching Health and Physical Education for Secondary Schools (3)
EXSC 234	Sports Nutrition (3)
EXSC 260	Substance Abuse (3)
EXSC 261	Community, Consumer, and Global Health (3)
EXSC 363	Human Sexuality (3)
SOC 120	Principles of Sociology (3)
SOC 242	Sociology of the Family (3)

Coaching authorization

Students who do not anticipate obtaining a teaching license are encouraged to visit the Iowa Board of Educational Examiners for current coaching information at <http://www.state.ia.us/boee>. A student may receive a coaching authorization without a teaching license. These students will also need to refer to the BOEE website.

Exercise Science/Health Promotion Major Requirements (43 s.h.)

1. Complete all of the following:

EXSC 111	Essentials of Human Anatomy & Physiology (4)
EXSC 149	Foundations of Health and Exercise Science (3)
EXSC 151	First Aid and Sport Injuries (3)
EXSC 160	Personal Health (3)

EXSC	234	Sports Nutrition (3)
EXSC	254	Human Anatomy and Kinesiology (4)
EXSC	265	Group Exercise Leadership (2)
EXSC	357	Fitness Assessment and Exercise Prescription (4)
EXSC	358	Principles of Personal Training (3)
EXSC	379	Epidemiology of Physical Activity (3)
EXSC	380	Worksite Program Planning and Evaluation (3)
EXSC	432	Fitness After Fifty (3)
EXSC	460	Exercise Physiology (3)
EXSC	461	Exercise Physiology lab (2)

2. Complete all requirements for the Communication Skills Endorsement

Exercise Science/Strength and Conditioning Major Requirements (50 s.h.)

1. Complete all of the following:

EXSC	111	Essentials of Human Anatomy & Physiology (4)
EXSC	135	Fundamentals of Cardiovascular Endurance (1)
EXSC	136	Fundamentals of Muscular Strength (1)
EXSC	149	Foundations of Health and Exercise Science (3)
EXSC	151	First Aid and Sport Injuries (3)
EXSC	234	Sports Nutrition (3)
EXSC	254	Human Anatomy and Kinesiology (4)
EXSC	293	Strength and Conditioning Practicum I (3)
EXSC	357	Fitness Assessment and Exercise Prescription (4)
EXSC	358	Principles of Personal Training (3)
EXSC	372	Principles and Theories of Strength and Conditioning (4)
EXSC	393	Strength and Conditioning Practicum II (3)
EXSC	432	Fitness After Fifty (3)
EXSC	460	Exercise Physiology (3)
EXSC	461	Exercise Physiology Lab (2)
EXSC	462	Motor Learning (3)
EXSC	493	Strength and Conditioning Practicum III (3)

2. Complete all requirements for the Communication Skills Endorsement

Exercise Science Minor Requirements (20 s.h.)

1. Complete all of the following:

EXSC	149	Foundations of Exercise Science (3)
EXSC	151	First Aid and Sports Injuries (3)
EXSC	254	Human Anatomy and Kinesiology (4)
EXSC	357	Fitness Assessment and Exercise Prescription (4)
EXSC	460	Exercise Physiology (3)

2. Choose (3 s.h.) from the following:

EXSC	234	Sports Nutrition (3)
EXSC	261	Community, Consumer, and Global Health (3)
EXSC	358	Personal Training (3)
EXSC	372	Principles of Strength and Conditioning (3)
EXSC	379	Epidemiology of Physical Activity (3)
EXSC	432	Motor Learning (3)

FRENCH

*Cross-Cultural Studies Division
Modern Languages Department*

Faculty

Nicole Kaplan (chair, modern languages), Maria Snyder

Departmental statement of philosophy

The department of modern languages believes that the ability to communicate (listen, speak, read and write) in another language is fundamental for attaining an understanding of the many cultures that make up the world. For significant intercultural understanding, students must also learn what members of other cultures consider worth talking about: their historical, artistic and literary heritage; their contemporary political, social and economic problems; and their basic customs and values.

Modern language course offerings are intended to build basic communication skills and insight into important topics in literature and culture. All on-campus courses include laboratory sessions with native-speakers or advanced speakers of the target language and are supported by co-curricular activities in the language, including the language house program and social activities. All courses aim to increase language proficiency and cultural awareness as well as to prepare students for an extended, off-campus immersion in a culture where the target language is spoken.

Teaching licensure

Students seeking teaching licensure must secure information from the department of modern languages and the department of education concerning departmental and state requirements. Requirements for students seeking teaching licensure are not necessarily identical to those of the general major/minor.

Foreign language credit by proficiency

For information on earning credit by proficiency in a foreign language, please see the “Credit by Proficiency” section of this catalog.

French major statement of philosophy

Classes are taught exclusively in French in order to maximize the opportunity for students to master the language. Distinct courses are offered in language, literature, civilization, translation and business. However, because a language and its culture are inextricably linked, the French department sees the study of language as encompassing much more than course work. The French program at Central College also involves the opportunity to live in the French House, to have frequent contact with native French assistants and to live and study in Paris. Taking full advantage of the program prepares students for a broad range of options after graduation, among which are education, graduate school, and the world of international business.

Study abroad opportunities

It is strongly recommended that majors spend at least one academic year studying in the Central College Abroad Paris program. At least one semester's study in Paris is required for students planning to teach French. All courses offered in the Central College Abroad Paris program at the 300-400 level apply toward the French major.

French Major Requirements (29 s.h. at 300-level or above):

1. Complete all of the following:

- ◆ FREN 323 Introduction to French/Francophone Literature (3)
- ◆ A minimum of 3 s.h. in French or Francophone literature (FREN 343, 344, 345, 346 or class abroad)
- ◆ A minimum of 3 s.h. in civilization or culture (FREN 333 or class abroad)
- ◆ A minimum of 3 s.h. in another language (Spanish, German, Chinese, or approved language) at the appropriate level
- ◆ FREN 489 Senior Capstone in French (2)
- ◆ A minimum of 15 s.h. of electives (language, literature, culture, or classes taken in the language abroad) at the 300-level or above (321 and 322 apply)
- ◆ 2 semesters of study abroad in Paris (or department chair approval)

At least 3 s.h. must be taken after studying in Paris

2. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

All French majors will successfully complete significant written and oral work in one (or more) 300-400 level course.

French Minor Requirements

1. A minimum of 3 s.h. of French or Francophone literature or culture (course to be approved by the French faculty)
2. A total of at least 6 s.h. at the 300-level or above.

GERMAN STUDIES

*Cross-Cultural Studies Division
Modern Languages Department*

Faculty

Amy Young, Maria Snyder

Departmental statement of philosophy

The department of modern languages believes that the ability to communicate (listen, speak, read and write) in another language is fundamental for attaining an understanding of the many cultures that make up the world. For significant intercultural understanding, students must also learn what members of other cultures consider worth talking about: their historical, artistic and literary heritage; their contemporary political, social and economic problems; and their basic customs and values.

Modern language course offerings are intended to build basic communication skills and insight into important topics in literature and culture. All on-campus courses include regular conversation sessions with native-speakers or advanced speakers of the target language and are supported by co-curricular activities in the language, including the language house program and social activities. All courses aim to increase language proficiency and cultural awareness as well as to prepare students for an extended, off-campus immersion in a culture where the target language is spoken.

Study abroad opportunities

All majors in the department of modern languages (especially those seeking secondary teaching licensure) are expected to spend one year – or at least one semester – in Central’s study abroad program in Vienna, Austria. Before departure, students should review with their advisor those courses offered abroad that can be used to meet major requirements, and file a preliminary plan of study with the advisor. Students must make effective use of their time and experience abroad in order to reach the proficiency levels required of the major. Students seeking a minor in the department are encouraged to study abroad as well.

Teaching licensure

Students seeking teaching licensure must secure information from the department of modern languages and the department of education concerning departmental and state requirements. Requirements for students seeking teaching licensure are not necessarily identical to those of the general major/minor.

Foreign language credit by proficiency

For information on earning credit by proficiency in a foreign language, please see the “Credit by Proficiency” section of this catalog.

German major statement of philosophy

Students completing the German Studies major may choose from three emphasis areas: literature, language or cultural history. At the heart of each student’s major program is study in a German-speaking country, typically as a participant in the Central College Germany/Austria program. Graduating majors are expected to demonstrate skills in German comparable to those of persons qualified to do advanced work at a German or American university. The ultimate aim of the program goes beyond the acquisition of linguistic competence, however, to laying the foundations for active and responsible world citizenship. German majors are encouraged to plan early for participation in the Central College Germany/Austria program.

German Studies Major Requirements (28 s.h. at 300-level or above):

Note: All majors are expected to study in Germany/Austria or a German-speaking country, and to have skills in German comparable to those of persons qualified to do advanced work and receive admission to a German university. Students are advised to confer with the department regarding the best sequence of course work to fulfill major requirements, and the courses in Vienna that may be applied toward departmental requirements. Whenever possible, the civilization requirement should be met before going abroad.

1. Complete all of the following:

- ◆ GERM 331 Survey of German Culture and Literature (3)
- ◆ A minimum of 3 s.h. in German literature (GERM 332, 342 or class abroad)
- ◆ A minimum of 3 s.h. in civilization or culture (GERM 361 or class abroad)
- ◆ A minimum of 3 s.h. in another language (Spanish, French, Chinese, or approved language) at the appropriate level
- ◆ GERM 489 Senior Capstone (1)
- ◆ A minimum of 15 s.h. of electives (language, literature, culture, or classes taken in the language abroad) at the 300-level or above (321 and 322 apply)
- ◆ 2 semesters of study abroad in Vienna (or department chair approval)

At least 3 s.h. must be taken after studying in Vienna

2. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

All German majors will successfully complete significant written and oral work in one (or more) 300-400 level course.

Non-major support courses

During the year abroad, majors may take support courses in Austrian culture and the civilization. The department can help students to choose the civilization and literature courses in Vienna that can count toward major requirements. On campus, majors are encouraged to start a second major or to get strong minors in areas of interest (e.g., business, communications, linguistics, various pre-professional curricula, etc.); students are particularly encouraged to pursue work in another language, literature or area of cultural studies.

Additional information

1. A second foreign language and second major are both recommended. Also available is a single semester or summer study for 8 weeks or 12 weeks at the Goethe Institut in Germany. The Goethe Institut program can serve beginners in German as well as advanced students. Details may be obtained from the office of international education.
2. Each incoming student must take a placement test before enrolling at her/his appropriate level of competence. Final placement decision is made by the department on the basis of previous language study and/or performance on a placement test. Usually the advisor can get a good preliminary recommendation from the department chair. During the initial three weeks of the first semester of study, the student may move to a higher or lower level according to the recommendation of the language instructor.
3. Students with prior foreign language knowledge will be granted advanced placement credit according to college policy. Students should consult with the department chair regarding the policy on which credits count toward graduation, the major and teacher certification.
4. Specific information on the requirements for the minor and/or the teaching major/minor in German can be secured from the department. Requirements for students seeking teaching certification are not necessarily identical with those of the general major/minor. The department is especially stringent in its expectation that candidates for teacher certification study abroad.
5. The department wishes to work closely with majors studying abroad; all students are asked to obtain statements on file with the department concerning specific offerings in Vienna that may count toward the major.

German Studies Minor Requirements

1. A minimum of 3 s.h. of German literature or culture (course to be approved by the German faculty)
2. A total of at least 6 s.h. at the 300-level or above.

Note: Special requirements apply for teacher certification.

GLOBAL HEALTH

Interdisciplinary Program Minor

Faculty

Ellen Du Pré (director)

Statement of philosophy

As a member of the Heartland Global Health Consortium, Central College subscribes to the belief that we are responsible for producing global citizens, aware of the interconnections between health, development, environment and social justice. As global citizens, we understand that health issues around the world can no longer be regarded as solely local, whether these are issues of diseases crossing boundaries or impacts of the global economy driving health care policy and environmental conditions. This minor is designed to prepare students to understand and appreciate that health issues require solutions that are grounded in a holistic approach including globalization, policy, sustainability and cultural and personal awareness. The required courses provide students with a background in understanding epidemiology, as well as a global perspective.

Students choosing careers in all pre-health programs as well as public policy, planning, international studies, social work, anthropology, environmental studies and health communications are served by this major. Students are encouraged to study abroad at one of Central's international programs to enhance their development as global citizens, and to pursue relevant internships.

Global Health Minor Requirements (21-22 s.h.):

1. Complete all of the following (9 s.h.)

BIOL	210	Epidemiology (3)
NASC	210	Introduction to GIS (3)
GEOG	210	Human Geography (3)

2. Complete one of the following (Globalization and Health focus, 3-4 s.h.)

ANTH	260	Medical Anthropology (3)
LAS	410	Diseases Through Space and Time (3)
LAS	410	HIV and the AIDS Pandemic (4)
Approved service learning project in a health agency by arrangement, minimum 3 s.h.		

3. Complete one of the following (Policy focus, 3 s.h.)

POLS	233	American Environmental History and Policy
ECON	321	Environmental Economics
ECON	329	Economic Development
POLS	241	International Political Economy
POLS	344	International Law and Organization

4. Complete one of the following (Sustainability focus, 3 s.h.)

POLS	242	Global Sustainability
PHYS	204	Energy and Environment (not offered regularly)
GERM	362	Germany and the Environment

5. Complete one of the following (Cultural and personal awareness focus, 3 s.h.)

PHIL	245	Environmental Ethics
EXSC	261	Community, Consumer and Global Health
COMM	364	Environmental Communication
ENGL	213	Nature Writing and Environmental Literature
SOC	225	Social Problems

Experiential Learning and Internship Opportunities

As part of the minor, students are encouraged to engage in an experiential learning experience whether it be in Iowa or elsewhere. This experience would help students better understand the various fields within Global Health that they might be interested in after graduation for career or graduate study. Students are encouraged to work with the Office of Community Based Learning, the Career Center, and Central College Abroad office to plan for this experience early in their college career.

GLOBAL SUSTAINABILITY

Interdisciplinary Program Minor

Faculty

Anya Butt, Cheri Doane and Jim Zaffiro (co-directors)

Statement of Philosophy:

Global sustainability is meeting the needs of Earth's living generations without compromising the ability of future generations to meet theirs. Sustainability education emphasizes the interconnectedness of ecological, political, economic, socio-cultural, and moral-ethical systems. Global sustainability education promotes active learning, trans-disciplinary integration, and synthesis of concepts, theories, and methods of inquiry, along with development of practical problem-solving skills.

Sustainability education helps students acquire and apply heightened knowledge and awareness of significant intergenerational issues and problems and solutions by raising awareness and understanding of how their personal and collective actions affect the sustainability of local and global systems. Many problems are global in scope, transcending national boundaries and requiring global solutions. Complex underlying local, national, and international political and economic institutions and processes structure and manage the research, policy debates, and international negotiations aimed at reaching agreements and finding ways to implement solutions for the problems themselves.

This integrative program is designed to offer all students, regardless of major or career aspirations, a means of acquiring some of the tools and practical experience they will need when they enter the work force, assume leadership positions in their communities, and deal with complex, interconnected problems on a scale never before faced by humans.

The Global Sustainability minor is one component of Central's commitment to becoming a leader in sustainability education, along with the Environmental Studies program. Both programs focus on addressing global issues that arise due to the scarcity of resources on our earth and the subsequent efforts by humanity to balance our needs with those of the future generations, and thus work in concert with one another.

Minor restrictions

Due to the commonalities in courses and focus between the Global Sustainability minor and the Environmental Studies program, students are not allowed to declare major/minors in both programs.

Global Sustainability Minor Requirements (20-22 s.h.)

1. Complete *both* of the following: (7 s.h.)

NASC 120 Introduction to Environmental Science With Lab (4)
 POLS 242 Global Sustainability (3)

2. Complete an approved 283 or 383 Service Learning Module course, approved campus or community-based sustainability service project, internship, or supervised independent research project (1-3 s.h.)

3. Complete *at least 12 s.h.* from the approved lists of electives with at least 3 s.h. from each category and a minimum of 3 s.h. at the 300 level or above:

Ecological Systems Integrity (Complete at least **3 s.h.** of the following):

BIOL 118 Environmental Problems and Midwest Ecosystems with Lab (4)
 BIOL 229 Principles of Ecology with Lab (4)
 BIOL 310 Tropical Ecology (1-4)
 BIOL 315 Aquatic Toxicology with Lab (4)
 BIOL 345 Limnology with Lab (4)
 CHEM 118 Introduction to Environmental Chemistry (3)
 CHEM 382 Environmental Chemistry with Lab (4)
 EDUC 275 Health, Safety and Nutrition (3)
 EXSC 215 Introduction to Angling (3)
 EXSC 261 Community, Consumer and Global Health (3)
 GEOG 210 Human Geography (3)
 LAS 410 HIV and the AIDS Pandemic (3)
 NASC 105 Science, Technology and Literature (3)
 NASC 125 Geology and the Environment with Lab (3)
 NASC 210 Introduction to GIS (3)
 PHYS 204 Energy and the Environment (3) (not offered regularly)

Ethical, Social and Cultural Integrity (Complete at least **3 s.h.** of the following):

ANTH 266 First Peoples of North America (3)
 COMM 268 Intercultural Communication (3)
 COMM 362 Environmental Communication (3)
 CRCL 210 Introduction to International Studies (3)
 ENGL 213 Nature Writing and Environmental Literature (3)
 ENGL 270 Illness and Health in Literature (3)
 ENGL 318 Literature of Peace and Social Justice (3)
 ENGL 344 Writing for Non-Profit Organizations (3)
 LAS 410 Human Rights, International Politics and Culture (3)
 PHIL 245 Environmental Ethics (3)
 SOC 325 Social Movements (3)
 SOC 344 Conflict Resolution (3)

Political and Economic Systems Equity (Complete at least **3 s.h.** of the following):

BEHS 285 Not-for-Profit Seminar (1)
 BMGT 335 Not-for-Profit Management (3)
 ECON 321 Environmental Economics (3)
 ECON 329 Environmental Development (3)
 GERM 362 Germany and the Environment (3)
 POLS 140 Introduction to International Politics (3)
 POLS 233 American Environmental History and Policy (3)
 POLS 241 International Political Economy (3)
 POLS 344 International Law and Organization (3)
 POLS 397 State and Local Environmental Project Review Internship (3)
 SOC 335 Globalization, Development and Social Change (3)

Notes:

- Students planning to major or minor in Environmental Studies may not minor in Global Sustainability
- Students interested in Global Sustainability are encouraged to explore Environmental Studies
- Students completing this minor are strongly encouraged to choose an LAS capstone course related to their particular areas of interest within the minor
- Study abroad courses may apply as electives with permission from the director(s)

HISTORY

Humanities Division
History Department

Faculty

Lori Witt (chair), Mark Barloon, Chia Ning, Michael Schrier

Statement of philosophy

The history department believes that one of the most important ways in which people establish who they are is through an accounting of what they have done over time. Since all human activities provide resources for this understanding, the history department includes in the study of history all social and cultural activities in which people have engaged. History is more than past politics. To insure that its students have the opportunity to know the variety that characterizes the human experience, the history department offers courses in all periods from ancient to modern and in most regions, including the Middle East, Africa, Asia, Europe and America.

Since history involves more than the simple setting forth of facts, the department exposes its students to the variety of interpretations and arguments that have characterized historians' study. It also seeks to make them aware of the difficulties in coming to agreement in these matters. The department intends that engagement in such investigation assists students in developing their reasoning skills, as well as advanced reading and writing skills, which provides excellent preparation for graduate and professional study.

In addition to the standard major, the history department offers two options that lead either to certification in secondary education or an emphasis in public history. Course work in cultural anthropology, archaeology, art history, cultural and historical geography, and environmental studies is encouraged depending on individual student interests.

Study abroad opportunities

All history courses taken abroad can be used for the major.

History Major Requirements (38 s.h.)

1. Complete all of the following:

- HIST 110 Early Western Civilization (3)
- HIST 111 Modern Western Civilization (3)
- HIST 130 United States to 1877 (3)
- HIST 131 United States Since 1877 (3)
- HIST 385 History Seminar (4)
- HIST 386 Public History Seminar (4)

2. Complete one of the following:

- HIST 150 Latin American Civilization (3)
- HIST 170 Early East Asian Civilization (3)
- HIST 171 Modern East Asian Civilization (3)
- HIST 180 African Civilization (3)
- HIST 220 Middle Eastern Civilization (3)
- HIST 271 History of Modern China (3)
- HIST 275 History of Modern Japan (3)
- POLS 222 African Politics Since 1935 (3)
- POLS 225 Modern Latin America (3)
- POLS 230 Africa, Asia, and Latin America in World Affairs (3)

3. Complete two of the following:

- HIST 310 Studies in World History (3)
- HIST 330 Studies in American History (3)

Note: Each of these courses may be repeated for credit with different topics.

4. Complete 9 additional s.h. of approved electives at the 200- or 300-levels.

Note: Approved electives include POLS 222 African Politics Since 1935, POLS 223 Contemporary Europe, POLS 225 Modern Latin America, POLS 230 Africa, Asia, and Latin America in World Affairs, POLS 231 The Middle East in World Affairs, POLS 233 American Environmental History and Policy, POLS 235 The U.S. in World Affairs, REL 250 American Religious Thought, REL 252 The Reformation, REL 253 Medieval Christendom, and REL 254 The Early Church, in addition to all 200 and 300-level HIST courses.

5. Satisfy the departmental communication and information literacy skills endorsement.

The department will formally assess the communication skills of each major in all required history classes in addition to all 300-level topics classes. The final determination will be made on the student's work in HIST 385 and HIST 386.

Communication skills endorsement

Evaluation in all skills is based on student's performance in HIST 385 and 386. This two-course sequence requires extensive writing and reading in addition to development of research skills, and the student must receive a minimum grade of "C" for the course to obtain departmental recommendation for graduation with a history major. Preliminary evaluations of all skills are made when evaluating the student's performance in the western civilization sequence. The student's skills will be continually monitored through subsequent course work in the major. If serious problems are apparent as a result of the preliminary evaluation or if endorsement is not earned after completion of HIST 385-386, students will be asked to undertake a remedial program devised in consultation with the advisor.

History Minor Requirements (24 s.h.)

1. Complete 24 s.h. of HIST credit, including the following:

- ◆ three courses in American history
- ◆ three courses in world history

*Note: The history minor will **not** meet the State of Iowa requirements for teaching certification in history as a minor field.*

Secondary education teaching licensure

Students seeking secondary education teaching licensure must, in addition to completing all education (EDUC) courses required for licensure, complete 38 s.h. of history credit, including:

- ◆ HIST 110, HIST 111, HIST 130, HIST 131
- ◆ one history elective from group 2
- ◆ two world history electives
- ◆ three American history electives
- ◆ HIST 385 and HIST 386

In addition, students seeking teaching licensure must earn a GPA of 3.0 in the history major.

INFORMATION SYSTEMS

Interdisciplinary Major

Faculty

Stephen Fyfe and Robert Maurer (co-directors)

Statement of philosophy

Students desiring a technical specialty within either business management or accounting or an applied area of computer science will find the interdisciplinary information systems major of interest. The major offers a common core of courses, devised to meet student needs as the disciplines continue to change, and three emphases: **accounting information systems (AIS)**, **computer information systems (CIS)** or **management information systems (MIS)**.

Accounting information systems gives students exposure to computing and the other fields within business, focusing on the various aspects of accounting. A similar situation occurs with management information systems, surveying the different fields within the business management area. The student in the computer information systems track receives the core economics, accounting, business management background and has the applied courses of computer science such as COSC 255 Programming: Cobol, COSC 275 Computer Networking and COSC 325 Database Systems.

Internships are strongly recommended. They may be obtained through locally or regionally located businesses and organizations, through one of Central's international program sites or through the Chicago Metropolitan Center. This experience provides the student with rich learning opportunities and puts course work into practice.

Major/minor restrictions

Information systems majors cannot also declare a minor in either business management or computer science. Information systems majors with the AIS emphasis cannot also declare a major or minor in accounting. Information systems majors with the CIS emphasis cannot also declare a computer science major or a mathematics/computer science major. Information systems majors with the MIS emphasis cannot also declare a business management major.

Information Systems Major Requirements (51-54 s.h. minimum)

1. Complete all of the following:

- ACCT 241 Introduction to Financial Accounting (3)
- ACCT 242 Introduction to Management Accounting (3)
- BMGT 311 Principles of Management (3)
- COSC 109 Introduction to Information Management (3)
- COSC 110 Introduction to Computer Science (3)
- COSC 130 Data Structures (3)
- COSC 255 Programming: COBOL (2)
- COSC 360 Database Systems (3)
- COSC 372 Computer Networks (3)
- ECON 112 Principles of Microeconomics (3)
- ECON 113 Principles of Macroeconomics (3)

2. Complete one of the following:

- MATH 105 Introduction to Statistics (4)
- MATH 215 Applied Statistics (4)

3. Complete one ethics-related course from the Philosophy/Religion department; consult the Information Systems co-chairs for a list of acceptable courses.

4. Complete all requirements for one of the following emphases:

** Accounting information systems (AIS) emphasis:*

- ACCT 341 Intermediate Financial Accounting I (3)
- ACCT 342 Intermediate Financial Accounting II (3)
- ACCT 343 Advanced Management Accounting (3)
- ACCT 347 Accounting Information Systems (3)
- ACCT 442 Auditing (3)

** Computer information systems (CIS) emphasis:*

- COSC 220 Software Design (3)
- COSC 260 Web Application Development (3)
- COSC 320 Advanced Software Design (3)

3 s.h. of elective COSC courses at the 200-level or higher

* *Management information systems (MIS) emphasis:*

- BMGT 351 Organizational Behavior (3)
- BMGT 361 Corporate Finance (3)
- BMGT 371 Principles of Marketing (3)
- BMGT 381 Operations Management (3)
- ECON 281 Quantitative Methods for Business and Economics (3)

5. Complete all requirements for the Communications Skills Endorsement

Communication skills endorsement

The department's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the minimum standards in each area:

Reading and writing

Students may satisfy the reading and writing requirement in any one of the following ways:

- ENGL 101 Composition with a grade of at least "B"; or
- ENGL 120 Introduction to Literature with a grade of at least "B-"; or
- ENGL 201P Technical Writing with a grade of at least "C+"; or
- Complete one of the following courses with a grade of at least "C":
 - ENGL 211-216 200-level English literature course
 - ENGL 240 The Personal Essay
 - ENGL 241 Short Story Writing
 - ENGL 343 Travel Writing

Speaking

Students must complete one of the following courses:

- COMM 160 Fundamentals of Human Communication
- COMM 270 Public Speaking
- or complete significant communication experience approved by the economics/accounting/management department

Professional development

Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

1. Job Search Success
2. Resume/Cover Letter Writing
3. Interviewing Strategies
4. Dress for Success
5. Dining Etiquette

It is recommended that students complete this program by the end of their third year. At the latest, the program should be completed by the end of the fall semester of the fourth year.

The only acceptable alternative for students who have failed to attend the regularly scheduled sessions by the career services office will be to complete a 10-page research paper for each unmet requirement. The research paper must include an annotated bibliography containing a minimum of ten credible, authoritative sources. In addition, students will be required to make a 15-minute presentation to departmental faculty for each unmet requirement. The research papers and presentations must be completed at least three weeks prior to the beginning of the final exam week of the semester during which the student anticipates graduation.

Business management and international management majors will not be allowed to enroll in a capstone course until all communication skills requirements, including the professional development series, have been completed.

Final communication skills approval

Successful completion of the aforementioned requirements does not guarantee departmental approval of a student's communication skills requirements. The economics/accounting/management faculty members retain the right to continuously monitor every student's progress and make appropriate referral(s) to the central for academic excellence or elsewhere for additional work.

INTEGRATED STUDIES

Interdisciplinary Major

Statement of Philosophy:

The integrated studies major is intended for students whose academic interests and goals can be best met outside the structure of any single disciplinary/departmental major or combination of majors and minor(s). It is by nature interdisciplinary, while also being integrated around a basic theme or interest. An Integrated Studies major can serve as an excellent preparation for a variety of graduate school programs and professional careers.

Study Abroad Opportunities:

Courses taken abroad can be included in an Integrated Studies Major.

Proposal for an Integrated Studies Major: A student wishing to declare an Integrated Studies major must submit a proposal for the major with the support of two supervising faculty members from two departments designated in the major. The proposal must clearly articulate:

1. The goals, topic or theme of their proposed Integrated Studies major. Students will formulate a short title for their major's focus that will appear on their transcript.
2. How the Integrated Studies major addresses the stated goals, topic or theme better than a combination of pre-established major(s)/minor(s) and how it helps meet the student's educational and vocational objectives.
3. The courses to be taken that will constitute the major.
4. The intended final capstone thesis or project.
5. How the communication skills endorsement will be satisfied.

Final approval of the proposal takes place at a meeting of the student, the two faculty advisors, the student's class dean, and the Registrar. The role of the Registrar and the Class Dean is primarily consultative; any subsequent changes to the students' proposed courses must be made in writing in advance of the change and are subject to approval of the advising team. The Integrated Studies major should be approved by the end of the sophomore year, and in no case later than the first semester of the junior year. Students with an Integrated Studies major may not declare another major. Minors may be declared as long as less than 50 percent of the credits between the Integrated Studies major and proposed minor overlap.

Integrated Studies Major Requirements (45 s.h.):

- Choose either three or four academic disciplines, from at least two different departments (i.e. Mathematics and Computer Science count as two disciplines and one department). In order to count as a chosen discipline, a student must complete at least 6 semester hours and at least 3 semester hours at the 200 level or above in that discipline.
- Complete at least 45 semester hours in the chosen disciplines.
- Complete a minimum of 12 semester hours at the 300/400-level from two disciplines, with a maximum of three semester hours of internship, practicum, private music lessons, directed study, independent study, or directed research. With permission of the advising team, three semester hours of LAS-410 may count toward this requirement when it fits into the student's area of focus.
- A maximum of 10 semester hours at the 100-level may be used toward the 45 semester hours required for the major.
- Complete a 3-6 semester hour integrated capstone senior thesis or project. The capstone is not included in the 12 semester hours of 3/400-level required above. The capstone must be approved by the student's advising team, supervised by the major advisors, and may be a senior honors project, independent study, directed research, theatre production, art exhibit, or other culminating project. Students may not use transfer credit to satisfy the capstone requirement.

INTERNATIONAL MANAGEMENT

Behavioral Sciences Division

Economics, Accounting and Management Department

Faculty

Debela Birru (chair-fall), Robert Maurer (chair-spring), Andrew Clinton, Nwaogu George, Brian Peterson, Jaclyn Rundle, Jessica Schuring, Sherry Wilson

Statement of philosophy

The purpose of the international management major at Central College is to acquaint students with the cultural, economic, legal, financial and sociological aspects of engaging in international business. The program focuses on the integration of knowledge from business management, economics and foreign languages as well as other areas in the liberal arts. Majors are required to study abroad in one of our foreign language programs (Granada, Paris, Vienna) for at least one semester; an internship may be included in their international experience. The overseas study strengthens Central students' understanding of the international environment and the complexities involved in international transactions. Central's overall goal is aimed at creating an environment that fosters personal growth and intellectual maturity so that Central's students can prepare themselves for advanced studies and career opportunities.

Transfer Policy for the International Management Major

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed with departmental approval.

International Management Major Requirements (49 s.h.)

Note: This major may not be declared in combination with the following majors: Business Management, Management Information Systems, and Economics.

1. Complete all of the following:

- ECON 112 Principles of Microeconomics (3)
- ECON 113 Principles of Macroeconomics (3)
- ECON 322 International Trade and Finance (3)
- ECON 329 Economic Development (3) *or approved substitute*
- ACCT 241 Introduction to Financial Accounting (3)
- ACCT 242 Introduction to Management Accounting (3)
- BMGT 311 Principles of Management (3)
- BMGT 361 Corporate Finance (3)
- BMGT 370 International Business (3)
- BMGT 371 Principles of Marketing (3)
- BMGT 453 Global Strategic Management (3)
- CRCL 210 Introduction to International Studies (3) *or approved substitute*

2. Complete one of the following:

- COSC 109 Introduction to Information Management (3)
- COSC 110 Introduction to Computer Science (3)

3. Complete one of the following:

- MATH 105 Introduction to Statistics (4)
- MATH 215 Applied Statistics (4)

4. Complete two of the following:

- POLS 241 International Political Economy (3)
- POLS 242 Global Sustainability (3)
- POLS 344 International Law and Organizations (3)

5. Complete a minimum of one semester of study abroad at one of Central's study abroad programs. Study abroad for one full year is highly recommended.

6. Complete all requirements for one of the following two emphases:

** Business Administration Emphasis*

- NASC 210 Introduction to GIS (3)
- BMGT 351 Organizational Behavior (3)

ECON 324 Monetary Theory and the Financial System (3)

* *Language/Cross-Cultural Emphasis*

Achieve proficiency in a foreign language at the 322 level or above

7. Complete all requirements for the Communications Skills Endorsement

Communication skills endorsement

The department's communication skills requirement has three components: reading and writing, speaking, and professional development. The following are the minimum standards in each area:

Reading and writing

Students may satisfy the reading and writing requirement in any one of the following ways:

ENGL 101 Composition with a grade of at least "B"; or

ENGL 120 Introduction to Literature with a grade of at least "B-"; or

ENGL 201 Technical Writing with a grade of at least "C+"; or

Complete one of the following courses with a grade of at least "C":

ENGL 211-216 200-level English literature course

ENGL 240 The Personal Essay

ENGL 241 Short Story Writing

ENGL 343 Travel Writing

or other English course numbered 211 or above, with the approval of the department.

Speaking

Students must complete one of the following six courses:

1. COMM 160 Fundamentals of Human Communication

2. COMM 270 Public Speaking

3. THEA 150 Acting

4. COMM 266 Readers Theatre

5. COMM 268 Intercultural Communication

6. COMM 340 Public Relations

or complete significant communication experience approved by the Economics/Accounting/Management Department

Professional development

Students must successfully complete all of the following sessions in the professional development series, offered by the career services office:

1. Job Search Success
2. Resume/Cover Letter Writing
3. Interviewing Strategies
4. Dress for Success
5. Dining Etiquette

It is recommended that students complete this program by the end of their third year. At the latest, the program should be completed by the end of the fall semester of the fourth year.

The only acceptable alternative for students who have failed to attend the regularly scheduled sessions by the Office of Career Services will be to complete a 10-page research paper for each unmet requirement. The research paper must include an annotated bibliography containing a minimum of ten credible, authoritative sources. In addition, students will be required to make a 15-minute presentation to departmental faculty for each unmet requirement. The research papers and presentations must be completed at least three weeks prior to the beginning of the final exam week of the semester during which the student anticipates graduation.

Business management and international management majors will not be allowed to enroll in a capstone course until all communication skills requirements, including the professional development series, have been completed.

Final communication skills approval

EAM department faculty require significant writing and presentation assignments in most Economics, Accounting and Management courses. By evaluating assigned course papers and presentations, EAM faculty can assess skill improvements throughout each student's academic program.

Students should be aware that mere completion of the specific reading-writing and speaking requirements listed above does not guarantee departmental approval of a student's communication skills requirement. The Economics, Accounting and Management faculty members retain the right to continuously monitor every student's progress and make appropriate referral(s) to the Tutoring & Writing Center or elsewhere for additional work.

INTERNATIONAL STUDIES

Interdisciplinary Major

Faculty

Co-Directors: James Zaffiro (African studies), Allison Krogstad (Latin American studies), Chia Ning (East Asia studies), Michael Schrier (West European studies)

Statement of philosophy

International studies is an interdisciplinary major that develops international understanding of historical and contemporary world issues through basic course work in international issues, a focus on a particular world region, and proficiency in a foreign language and study abroad. The program seeks to encourage cross-cultural sensitivity and emphasizes the interrelatedness of cultural, linguistic, political, social, economic, environmental and aesthetic issues in a particular region of the world. Students choose to pursue either the **African Studies (AFS) track**, the **East Asian Studies (EAS) track**, the **Latin American Studies (LAS) track**, or the **West European Studies (WES) track** of the major and are assigned to an area studies director to plan their programs.

Study abroad

Students are required to enroll at least one semester in an appropriate Central College abroad program or another program approved by the appropriate international studies track director and the college. Because the overseas experience is so vital to proper preparation for active participation in an international environment, students should confer with their area studies director early in their college careers to plan for the best combination of home and overseas course work to fulfill major requirements.

Communication skills endorsement

A student must earn a B- or better in the senior seminar to earn the major's communication endorsement.

International Studies Major/African Studies Track Requirements (45 s.h. plus language proficiency - French strongly recommended)

1. Complete all of the following:

- ANTH 120 Introduction to Cultural Anthropology (3)
- CRCL 210 Introduction to International Studies (3)
- HIST 180 Modern African Civilization (3)
- POLS 222 African Politics Since 1935(3)

2. Complete one of the following:

- ANTH 366 Ethnographic Field Methods (3)
- FREN 490 Topics in Francophone Literature and Civilization (3)
- NASC 480 Environmental Studies Seminar (1)
- POLS 489 Research Seminar (3)

3. Complete 30 s.h. of African Studies electives from the list below; selections must be approved by the track director at the time of major declaration. See track director for updated list.

- ANTH 462 Culture Theory (3)
- BMGT 453 Global Strategic Management (4)
- COMM 268 Intercultural Communication (3)
- ECON 112 Principles of Microeconomics (3)
- ECON 113 Principles of Macroeconomics (3)
- ECON 322 International Trade and Finance (3)
- ECON 329 Economic Development (3)
- ENGL 212 African and Caribbean Literature (3)
- ENGL 215 African-American Literature (3)
- ENGL 284 Field Methods in Linguistics (3)
- ENGL 330 Principles of Linguistics (3)
- ENGL 335 Sociolinguistics (3)
- ENGL 362 World Literature (3)
- FREN 333 French Civilization I (3)
- MUS 114 World Music (3)
- POLS 140 Introduction to International Politics (3)
- POLS 241 International Political Economy (3)
- POLS 242 Global Sustainability (3)
- POLS 344 International Law and Organizations (3)
- REL 235 Islam (3) *or* REL 335 Readings in Islam (3)
- SOC 346 American Ethnicity (3)

4. Demonstrate proficiency in a foreign language at the intermediate-high level (ACTFL scale)
5. Complete all requirements for the Communication Skills Endorsement

International Studies Major/East Asian Track Requirements (45 s.h. plus language proficiency)

1. Complete all of the following:

- ANTH 120 Introduction to Cultural Anthropology (3)
 CRCL 210 Introduction to International Studies (3)
 HIST 170 Early East Asian Civilization (3) or HIST 171 Modern East Asian Civilization (3)

2. Complete one of the following:

- HIST 271 History of Modern China (3)
 HIST 275 History of Modern Japan (3)

3. Complete one of the following:

- ANTH 366 Ethnographic Field Methods (3)
 ENGL 335 Sociolinguistics (3)
 ENGL 360 Teaching English as a Second Language (3)
 HIST 310 Studies in World History: Modern China and Japan
 HIST 385 Seminar I-History (4)
 LAS 410 Buddhist Traditions of Tibet & Himalaya
 POLS 489 Research Seminar (3)

4. Complete 30 s.h. of East Asian electives from the list below; courses taken in China apply. Selections must be approved by the track director at the time of major declaration. See track director for updated list.

- ANTH 265 Ethnicity and Nationalism (3)
 ANTH 462 Culture Theory (3)
 BMGT 453 Global Strategic Management (3)
 COMM 268 Intercultural Communication (3)
 CHIN 121 Beginning Chinese I (4)
 CHIN 122 Beginning Chinese II (4)
 CHIN 221 Intermediate Chinese I (4)
 CHIN 222 Intermediate Chinese II (4)
 CHIN 399 Independent Study: Advanced Chinese I (4)
 CHIN 399 Independent Study: Advanced Chinese II (4)
 ECON 322 International Trade and Finance (3)
 ENGL 211 Literature of India and the Pacific(3)
 ENGL 284 Field Methods in Linguistics (3)
 ENGL 330 Principles of Linguistics(3)
 ENGL 335 Sociolinguistics (3)
 ENGL 360 Teaching English as a Second Language (3)
 ENGL 362 World Literature II (3)
 HIST 170 Early East Asian Civilization (3)
 HIST 171 Modern East Asian Civilization (3)
 HIST 271 History of Modern China (3)
 HIST 275 History of Modern Japan (3)
 MUS 114 World Music (3)
 PHIL 228 Confucianism and Daoism (3)
 POLS 140 Introduction to International Politics (3)
 POLS 235 The U.S. in World Affairs (3)
 POLS 230 Africa, Asia, and the Latin America in World Affairs (3)
 POLS 241 International Political Economy (3)
 POLS 242 Global Sustainability (3)
 POLS 344 International Law and Organizations (3)
 REL 232 Buddhism (3)
 SOC 346 American Ethnicity (3)

5. Study abroad in China at a College-designated site.

6. Demonstrate proficiency in the Chinese language by completing CHIN 221 Intermediate Chinese I and CHIN 222 Intermediate Chinese II or their equivalent.

7. Complete all requirements for the Communication Skills Endorsement.

International Studies Major/Latin American Studies Track Requirements (45 s.h. plus language proficiency and study abroad)

1. Complete all of the following:

- ANTH 120 Introduction to Cultural Anthropology (3)
- ANTH 255 Cultures of Latin America (3)
- ANTH 366 Ethnographic Field Methods (3)
- CRCL 210 Introduction to International Studies (3)
- HIST 150 Latin American Civilization (3)

2. Complete one of the following:

- POLS 140 Introduction to International Politics (3)
- POLS 241 International Political Economy (3)

3. Complete one of the following senior seminars:

- HIST 385 Seminar I-History (4)
- POLS 489 Research Seminar (3)
- A senior seminar in a foreign language (3)

4. Complete 24 s.h. of Latin American studies electives from the list below. See track director for updated list. Courses taken in Spain may apply; all courses (except Spanish language courses) taken in Yucatan apply.

- BIOL 310 Tropical Ecology (1-4)
- COMM 268 Intercultural Communication (3)
- ECON 322 International Trade and Finance (3)
- ECON 329 Economic Development (3)
- ENGL 360 Teaching English as a Second Language (3)
- MUS 114 World Music (3)
- NASC 237 Physical Geography (4)
- POLS 225 Modern Latin America (3)
- POLS 230 Africa, Asia, and Latin America in World Affairs (3)
- POLS 242 Global Sustainability (3)
- POLS 344 International Law and Organizations (3)
- REL 274 World Christianity (3)
- REL 398 Cross Cultural Ministry Internship (2)**
- SOC 346 American Ethnicity (3)
- SPAN 342 Modern Spanish American Literature (3)
- SPAN 343 Civilization of Hispanic America (3)
- SPAN 350 Hispanics/Latinos in the U.S. (3)

5. Demonstrate proficiency in a foreign language at the intermediate-high level (ACTFL scale)

6. Study abroad in Merida, Yucatan, Mexico (or other study abroad program approved by the track director)

7. Complete all requirements for the Communication Skills Endorsement

International Studies Major/West European Studies Track Requirements (46 s.h. plus language proficiency)

1. Complete all of the following:

- ANTH 120 Introduction to Cultural Anthropology (3)
- CRCL 210 Introduction to International Studies (3)
- HIST 111 Modern Western Civilization (3)
- POLS 140 Introduction to International Politics (3)

2. Complete one of the following:

- ANTH 366 Ethnographic Field Methods (3)

HIST 385 Seminar I History (4)
 POLS 489 Research Seminar (3)
 A senior seminar in a foreign language

3. Complete 31 s.h. of West European studies electives from the list below; selections must be approved by the track director at the time of major declaration. See track director for updated list. Courses taken abroad may apply.

ANTH 462 Culture Theory (3)
 ART 221 Medieval Art and Architecture (3)
 ART 222 European Art from the Renaissance to Romanticism (3)
 ART 325 History of Modern Art (3)
 BMGT 374 International Marketing (3)
 COMM 268 Intercultural Communication (3)
 CRCL 311 Topics in Cross Cultural Perception and Communication (3)
 ECON 112 Principles of Microeconomics (3)
 ECON 113 Principles of Macroeconomics (3)
 ECON 322 International Trade and Finance (3)
 ECON 329 Economic Development (3)
 ENGL 248 Comedy (3)
 ENGL 252 British Literature II: 1660-1850 (3)
 ENGL 253 British Literature III: 1850-Present (3)
 ENGL 284 Field Methods in Linguistics (3)
 ENGL 330 Principles of Linguistics (3)
 ENGL 335 Sociolinguistics (3)
 ENGL 346 Shakespeare (3)
 ENGL 360 Teaching English as a Second Language (3)
 ENGL 361 World Literature I (3)
 ENGL 374 Studies in 19th Century Literature (3)
 ENGL 375 Studies in 20th Century Literature (3)
 FREN 333 French Civilization I (3)
 FREN 490 Topics in Francophone Literature and Civilization ** (4)
 GERM 332 Masterworks of German Literature (3)
 GERM 352 German for Professional Communication (3)
 GERM 353 History of the German Language (3)
 GERM 361 German Cultural History (3)
 HIST 110 Early Western Civilization (3)
 HIST 211 Readings in European History (3)
 HIST 213 The USSR (3)
 HIST 223 Contemporary Europe (3)
 MUS 109 Studies in Music (1)
 PHIL 221 Classical Thought (3)
 PHIL 222 Modern Thought (3)
 PHIL 240 Political Philosophy (3)
 POLS 223 Contemporary Europe (3)
 POLS 230 Africa, Asia, and Latin America in World Affairs (3)
 POLS 241 International Political Economy (3)
 POLS 242 Global Sustainability (3)
 POLS 344 International Law and Organizations (3)
 REL 233 The Jewish Experience (3)
 REL 252 The Reformation (3)
 REL 253 Medieval Christendom (3)
 REL 254 The Early Church (3)
 REL 270 Christianity and Culture (3) *or* REL 370 Readings in Christianity and Culture (4)
 SOC 346 American Ethnicity (3)
 SPAN 332 Modern Spanish Literature (3)
 SPAN 485 Seminar: Spanish Literature (3)

*Note: ** Assumes appropriate topic*

4. Demonstrate proficiency in a foreign language at the intermediate-high level (ACTFL scale)

5. Complete all requirements for the Communication Skills Endorsement

International Studies Minor Requirements (24 s.h. plus language proficiency)

1. Complete ***all*** of the following:
 - ANTH 120 Introduction to Cultural Anthropology (3)
 - CRCL 210 Introduction to International Studies (3)
 - HIST 111 Modern Western Civilization (3)
 - POLS 140 Introduction to International Politics (3)
2. Complete ***12 s.h.*** of area studies electives, all from either the AFS, WES or LAS track electives list
3. Demonstrate proficiency in a foreign language at the intermediate-mid level (ACTFL scale)
4. Study abroad for at least one semester

International Studies/East Asian Track Minor Requirements (24 s.h. plus language proficiency)

1. Complete ***all*** of the following:
 - ANTH 120 Introduction to Cultural Anthropology (3)
 - CRCL 210 Introduction to International Studies (3)
 - HIST 170 Early East Asian Civilization (3) or HIST 171 Modern East Asian Civilization (3)
2. Complete ***one*** of the following:
 - HIST 271 History of Modern China (3)
 - HIST 275 History of Modern Japan (3)
3. Complete 12 s.h. from area studies electives, from either study in China or the East Asian Studies electives list.
4. Demonstrate proficiency in Chinese language by completing CHIN 121 Beginning Chinese and CHIN 122 Beginning Chinese II or a minimum of 10 credit hours of Chinese language courses at a *College-designated study abroad site in China*.

Note: Study abroad for at least one semester is recommended, with study in China preferred.

LINGUISTICS

Humanities Division
Interdisciplinary Major

Faculty

David Purnell (director)

Statement of philosophy

The linguistics major is designed to prepare students for a variety of situations in which systematic language analysis is necessary. At times, a strong theoretical grounding is necessary, as in the field of computational linguistics. In other activities, such as teaching English as a second or foreign language, the emphasis is on application. Many tasks (e.g., field translation, area studies, work with less frequently taught languages) require both. Some specialties, such as ethnolinguistics, demand collateral work in the social sciences; others, such as the history of the English language, are best served by broad and extensive studies in the humanities; persons intending to pursue further training for professions in speech pathology and remediation need adequate preparation in the natural sciences. In some instances, extensive work in computer science may be necessary. For all these reasons, there is no single fixed curriculum required for the linguistics major. It is imperative, however, that students be trained in all areas of linguistic science, with a choice of specific course work reflecting individual interests, aspirations and talents.

Students are encouraged, where possible, to take Principles of Linguistics before taking other linguistics courses for the major or minor.

Study abroad opportunities

Linguistics majors are encouraged to plan early for participation in one of Central College's nationally recognized study programs.

Linguistics Major Requirements (47 s.h. minimum)

1. Complete the following course:

ENGL 330 Principles of Linguistics (3)

2. Complete 12 s.h. of the following (approved in consultation with the director):

COMM 268 Intercultural Communication (3)
 ENGL 284 Field Methods in Linguistics (3)
 ENGL 331 History of the English Language (3)
 ENGL 332 Advanced English Grammar (3)
 ENGL 333 Phonetics and Phonemics (3)
 ENGL 335 Sociolinguistics (3)
 ENGL 360 Teaching English as a Second Language (3)
 ENGL 397 Internship: Teaching English as a Second Language (3)
 ENGL 399 Independent Studies in English (Arr)
 ENGL 499 Independent Studies in English (Arr)
 or a phonetics course (Arr) from the Paris international studies program

3. Complete one course from each of the following two groups:

Group I:

BIOL 131 Introduction to Cells (4)
 BIOL 321 Comparative Vertebrate Anatomy (4)
 PSYC 239 The Brain and Behavior (3)
 PSYC 340 Cognitive Psychology (3)

or an approved course in human anatomy

Group II:

PHIL 125 Logic (3)
 or one COSC course (at least 3 s.h.) approved by the director

4. Complete one director-approved anthropology course, such as:

SOC 346 American Ethnicity (3)
 ANTH 266 First Peoples of America (3)
 ANTH 120 Introduction to Cultural Anthropology (3)

5. Complete one psychology course (from the education or psychology department)

6. Complete 12 s.h. of electives chosen in consultation with the director

7. **Complete at least 8 s.h. in a foreign language or demonstrate a reading knowledge in a second language**

8. **Complete all requirements for the Communication Skills Endorsement**

Communication skills endorsement

At the time a student declares the major in linguistics (normally before or during the second year), the student's writing, reading, speaking and critical thinking skills will be evaluated by the department. Upon applying to become a linguistics major, students will submit a portfolio of at least two pieces of writing produced in college-level classes that demonstrate their ability to write effectively. Additional evidence, such as a grade of C or better in courses labeled Central foundations and textual interpretation, will be considered as evidence of the student's reading, speaking and critical thinking skills at the time of application for the major.

Skills assessment is a continuous process throughout a student's course work in the major. Subsequent writing assignments in the major may include reading reports, lesson plans, term papers and research papers. Reading skills are assessed by the evaluation of a student's written response, in classes and seminars, to assigned material. Oral skills are evaluated during the many oral presentations made in the linguistics track courses (see requirements for the major).

Final evaluation of a student's communication skills is usually made in the spring of a student's third year. Students who are deficient in any of the skills areas are required to remediate the deficiencies through the Tutoring & Writing Center or in consultation with a member of the department faculty. Individual contracts may be drawn up specifying steps the student must take to meet the requirements.

Linguistics Minor Requirements (18 s.h.)

Complete 18 s.h. in linguistics. Typically courses would include ENGL 330 Principles of Linguistics, ENGL 331 History of the English Language, ENGL 332 Advanced English Grammar, ENGL 360 Teaching English as a Second Language or others approved by the program directors.

English as a Second Language Teaching Endorsement

An English as a second language teaching endorsement is available for education majors.

Additional information

Recommendations: study of a less commonly taught language, plus a course in computer science, if not already taken in fulfillment of requirement 3 above. The student should learn about several languages so that the concepts of comparative linguistics become meaningful. The student will ideally become familiar not only with the field of language itself, but also with supporting disciplines such as psychology, philosophy and anthropology.

Students wishing to focus their studies on an area of specialization (e.g., teaching English as a second language, computer assisted language analysis, missionary field work, languages not conventionally taught in the college curriculum, ethnographic or anthropological linguistics, or language and logic) are encouraged to consult early with the linguistics faculty to plan required and elective courses that meet special needs.

MATHEMATICS

Natural Sciences Division

Mathematics/Computer Science Department

Faculty

Russell Goodman (chair), Allen Hibbard, Thomas Linton, Mark Mills, Wendy Weber

Statement of philosophy

Mathematics, one of the keystones of the liberal arts, combines the study of patterns and abstract structures with the art of problem-solving. The ability to reason with quantitative information and solve intricate problems is, and will continue to be, a highly-valued skill. No less important is the ability to communicate technical material to a non-technical audience. The mathematics faculty is committed to developing these skills in all of our students.

All majors will study contemporary and classic branches of mathematics. In addition, faculty encourage students to gain breadth in the major by taking both theoretical and applied courses. Other course requirements are flexible, allowing students to obtain teacher certification, gain practical experience in an internship, or go overseas on one of Central College's abroad programs. During the third and fourth years, the seminar provides a capstone experience in which each student makes oral and written presentations to the entire department. Whether teaching, in graduate school, or in the workplace, graduates with a liberal arts major in mathematics have the tools they need for success.

The mathematics/computer science department offers four distinct majors: mathematics, computer science, mathematics with secondary education emphasis and a joint mathematics/computer science major (please see appropriate sections of this catalog for information on the computer science and mathematics/computer science majors).

Major/minor restrictions

Students who declare either the computer science or mathematics major may not also declare the joint mathematics/computer science major as a second major. Students who declare computer science or mathematics/computer science as their major may not declare an information systems major with an emphasis in computer information systems. Students who declare mathematics as a major may not declare the joint mathematics/computer science major as a second major. Those who wish to combine the disciplines of business and computer science may wish to consider the information systems major. Those wishing to combine business and mathematics may wish to consider the actuarial science major but a mathematics major may not also declare a major in actuarial science. Students seeking a mathematics teaching endorsement should consult the education department.

Mathematics credit by proficiency

For information on earning credit by proficiency in mathematics, please see the "Credit by Proficiency" section of this catalog.

Mathematics Major Requirements (43 s.h.)

1. Complete all of the following:

MATH 131	Calculus I (4)
MATH 132	Calculus II (4)
MATH 210	Introduction to a Computer Algebra System (1)
MATH 221	Foundations of Mathematics (3)
MATH 231	Multivariable Calculus (3)
MATH 240	Linear Algebra (4)
MATH 385	Mathematics/Computer Science Junior Seminar (2)
MATH 421	Abstract Algebra I (3)
MATH 431	Real Analysis I (3)
MATH 485	Mathematics/Computer Science Senior Seminar (1)

2. Complete one of the following:

COSC 110	Introduction to Computer Science (3)
COSC 115	Scientific Programming (3)

3. Complete 12 s.h. of the following electives:

MATH 250	Differential Equations (3)
MATH 310	Geometry (3)
MATH 330	Mathematical Modeling (3)
MATH 341	Probability (3)
MATH 342	Statistics (3)
MATH 370	Numerical Analysis (3)
MATH 390/490	Topics in Mathematics (3)

4. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The department believes that it is essential that majors in computer science and mathematics are able to speak, read and write satisfactorily within the discipline. As such, many courses throughout the major include activities that evaluate students' ability to communicate.

The department faculty meet annually to discuss and evaluate each major's communication skills. Students can expect to be evaluated at least once during each academic year. Students whose skills in one or more areas--speaking, reading and writing--are not sufficient must work with her/his advisor to design an improvement plan.

The final evaluation of a student's communication skills occurs in MATH/COSC 385 Mathematics/Computer Science Junior Seminar and MATH/COSC 485 Mathematics/Computer Science Senior Seminar. In these courses, students are required to give two oral presentations and write a paper covering the topic used in the second presentation. Reading and research skills are also covered in these courses.

Mathematics Major/Secondary Education Emphasis Requirements (43 s.h.)

The mathematics and computer science department will not recommend for teacher licensure students whose grade point average within their mathematics and computer science courses is below 2.5. The department has advised the Teacher Education Committee that such students should be denied admission or be dropped from the certification process until grades in mathematics and computer science have been brought up to 2.5.

1. Complete all of the following:

MATH 131	Calculus I (4)
MATH 132	Calculus II (4)
MATH 210	Introduction to a Computer Algebra System (1)
MATH 221	Foundations of Mathematics (3)
MATH 231	Multivariable Calculus (3)
MATH 240	Linear Algebra (4)
MATH 310	Geometry (3)
MATH 385	Mathematics/Computer Science Junior Seminar (2)
MATH 421	Abstract Algebra I (3)
MATH 485	Mathematics/Computer Science Senior Seminar (1)

2. Complete one of the following:

COSC 106	Introduction to Web Programming (3)
COSC 110	Introduction to Computer Science (3)
COSC 115	Scientific Programming (3)

3. Complete either:

MATH 341	Probability (3) <i>and</i>
MATH 342	Statistics (3)
<i>or</i>	
MATH 215	Applied Statistics (4)

4. Complete two or three of the following electives to reach a minimum of 43 s.h. in the major:

MATH 250	Differential Equations (3)
MATH 330	Mathematical Modeling (3)
MATH 341	Probability (3)
MATH 342	Statistics (3)
MATH 370	Numerical Analysis (3)
MATH 431	Real Analysis I (3)
MATH 390/490	Topics in Mathematics (3)

5. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The department believes that it is essential that majors in computer science and mathematics are able to speak, read and write satisfactorily within the discipline. As such, many courses throughout the major include activities that evaluate students' ability to communicate.

The department faculty meet annually to discuss and evaluate each major's communication skills. Students can expect to be evaluated at least once during each academic year. Students whose skills in one or more areas--speaking, reading and writing--are not sufficient must work with her/his advisor to design an improvement plan.

The final evaluation of a student's communication skills occurs in MATH/COSC 385 Mathematics/Computer Science Junior Seminar and MATH/COSC 485 Mathematics/Computer Science Senior Seminar. In these courses, students are required to give two oral presentations and write a paper covering the topic used in the second presentation. Reading and research skills are also covered in these courses.

Mathematics Minor Requirements (21 s.h.)

1. Complete all of the following:

MATH 131 Calculus I (4)
 MATH 132 Calculus II (4)
 MATH 240 Linear Algebra (4)

2. Complete an additional 9 s.h. of the following electives:

COSC 235 Discrete Structures (3)
 Any MATH course numbered 215 or higher, excluding MATH 385, 396, 397 and 485.

Note: MATH 221 is recommended since it is a prerequisite for some 300- and 400-level MATH courses. Students may not count both MATH 221 and COSC 235 to fulfill elective requirements in the minor.

Mathematics Teaching Minor Requirements (26-28 s.h.)

Note: The mathematics and computer science department will not recommend for teacher licensure students whose grade point average within their mathematics and computer science courses is below 2.5. The department has advised the Teacher Education Committee that such students should be denied admission or be dropped from the certification process until grades in mathematics and computer science have been brought up to 2.5.

1. Complete all of the following:

MATH 131 Calculus I (4)
 MATH 132 Calculus II (4)
 MATH 310 Geometry (3)*

*Note: MATH 310 has a prerequisite of MATH 221; COSC 235 may satisfy this prerequisite with instructor approval.

2. Complete one of the following:

COSC 235 Discrete Structures (3)
 MATH 221 Foundations of Mathematics (3)

3. Complete one of the following:

MATH 240 Linear Algebra (4)
 MATH 421 Abstract Algebra I (3)

4. Complete one of the following:

COSC 106 Introduction to Web Programming (3)
 COSC 110 Introduction to Computer Science (3)
 COSC 115 Scientific Programming (3)

5. Complete either:

MATH 341 Probability (3) *and*
 MATH 342 Statistics (3)

or

MATH 215 Applied Statistics (4) *and*
 3 s.h. of MATH courses numbered 231 or higher, excluding MATH 385, 396, 397, and 485

MATHEMATICS/COMPUTER SCIENCE

Natural Sciences Division

Mathematics/Computer Science Department

Faculty

Russell Goodman (chair), Robert Franks, Stephen Fyfe, Allen Hibbard, Mark Johnson, Thomas Linton, Mark Mills, Wendy Weber

Departmental information

The mathematics/computer science department offers four distinct majors: mathematics, computer science, mathematics with secondary education emphasis and a joint mathematics/computer science major (please see appropriate sections of this catalog for information on the mathematics and computer science majors). Students who declare either the computer science or mathematics major may not also declare the joint mathematics/computer science major as a second major. Students who declare computer science or mathematics/computer science as their major may not declare an information systems major with an emphasis in computer information systems. Students who declare mathematics/computer science as a major may not declare either mathematics or computer science as a second major. Those who wish to combine the disciplines of business and computer science may wish to consider the information systems major; those wishing to combine business and mathematics may wish to consider the actuarial science major. Students seeking a mathematics teaching endorsement should consult the education department.

Mathematics/Computer Science credit by proficiency

For information on earning credit by proficiency in mathematics and computer science, please see the “Credit by Proficiency” section of this catalog.

Mathematics/Computer Science Major Requirements (53 s.h.)

1. Complete all of the following:

COSC 110	Introduction to Computer Science (3)
COSC 130	Data Structures (3)
COSC 220	Software Design (3)
COSC 245	Computer Organization and Architecture (4)
COSC 330	Algorithms (3)
MATH 131	Calculus I (4)
MATH 132	Calculus II (4)
MATH 210	Intro to a Computer Algebra System (1)
MATH 231	Multivariable Calculus (3)
MATH 240	Linear Algebra (4)
MATH 385	Mathematics/Computer Science Junior Seminar (2)
MATH 421	Abstract Algebra I (3)
MATH 485	Mathematics/Computer Science Senior Seminar (1)

2. Complete one of the following:

COSC 235	Discrete Structures (3)
MATH 221	Foundations of Mathematics (3)

3. Complete one of the following MATH electives:

MATH 310	Geometry (3) [Required for teacher certification]*
MATH 341	Probability (3) **
MATH 342	Statistics (3) **
MATH 370	Numerical Analysis (3)
MATH 422	Abstract Algebra II (3)
MATH 431	Real Analysis I (3)
MATH 390/490	Topics in Mathematics (3)

* Note: For students seeking certification to teach mathematics, the MATH elective must be MATH 310. MATH 310 has a prerequisite of MATH 221; COSC 235 may satisfy this prerequisite with instructor approval.

4. Complete one of the following COSC electives:

COSC 260	Web Application Development (3)
COSC 320	Advanced Software Design (3)
COSC 360	Database Systems (3)
COSC 375	Introduction to Operating Systems (3)
COSC 390	Topics in Computer Science (3)
COSC 490	Topics in Computer Science (3)

5. Complete an additional 6 s.h. of COSC or MATH electives

***Note: For students seeking certification to teach mathematics, the 9 s.b. of total electives should include both MATH 341 and MATH 342. When this is impossible to schedule, the 9 s.b. of electives should consist of MATH 215 and 3 s.b. semester hours from the each of the MATH and COSC elective lists above.*

6. Complete all requirements for the Communication Skills Endorsement

Note: The mathematics and computer science department will not recommend for teacher licensure students whose grade point average within their mathematics and computer science courses is below 2.5. The department has advised the Teacher Education Committee that such students should be denied admission or be dropped from the certification process until grades in mathematics and computer science have been brought up to 2.5.

Communication skills endorsement

The department believes that it is essential that majors in computer science and mathematics are able to speak, read and write satisfactorily within the discipline. As such, many courses throughout the major include activities that evaluate students' ability to communicate.

The department faculty meet annually to discuss and evaluate each major's communication skills. Students can expect to be evaluated at least once during each academic year. Students whose skills in one or more areas--speaking, reading and writing--are not sufficient must work with her/his advisor to design an improvement plan.

The final evaluation of a student's communication skills occurs in MATH/COSC 385 Mathematics/Computer Science Junior Seminar (2) and MATH/COSC 485 Mathematics/Computer Science Senior Seminar (1). In these courses, students are required to give two oral presentations and write a paper covering the topic used in the second presentation. Reading, listening and research skills are also covered in these courses.

MUSIC

*Fine Arts Division
Department of Music*

Faculty

Mark Babcock (chair), Stan Dahl, Cynthia Doggett, Gabriel Espinosa, Paul Kovacovic, Mitchell Lutch, Anne Petrie, Diane Phoenix-Neal

Statement of philosophy

The Bachelor of Arts in Music is designed to provide students with a broad introduction to music in the context of a comprehensive liberal arts program. It can serve as a foundation for further study for students desiring careers as performers, music scholars, music teachers, church musicians or other music professionals. Through a balanced emphasis on the analytical, historical, cultural and creative aspects of music, it also provides excellent preparation for any endeavor for which a solid liberal-arts background is valuable. Recognizing the value of study in other cultures, the department is committed to encouraging music majors' participation in study at one of Central's international campuses.

The department seeks to assist non-music majors and members of the broader community to achieve competence in an artistic discipline and to gain an appreciation of the fine arts. The department serves the campus and community by providing a rich and varied cultural life on campus and in the community at large.

The Music Department stresses academic integrity in all aspects of the music curriculum. The department is committed to the development of students and to the recruitment of students with strong academic potential. To be accepted for entry to the music major, each student must pass an audition to indicate aptitude and prospects for success including competence in at least one major performance area.

Study abroad opportunities

Opportunities for applied music study and ensemble participation exist at many of Central College Abroad's study sites. Music faculty advisors work carefully with music majors to coordinate departmental requirements with study abroad.

Music Major Requirements (38 s.h.)

1. Complete all of the following:

- MUS 120 Theory and Aural Skills I (5)
- MUS 125 Theory and Aural Skills II (5)
- MUS 211 Music History I (3)
- MUS 212 Music History II (3)
- MUS 220 Theory & Aural Skills III (4)
- MUS 235 Theory & Aural Skills IV (4)
- MUS 330 Advanced Literature Seminar (2)
- MUS 331 Conducting (2)

2. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study

3. Complete 2 s.h. of applied lessons (MUSL) in a secondary area of music study

4. Maintain continuous enrollment in a major ensemble (MUSG)

Note: Major ensembles are MUSG 220, 222, 223, 224, 225, 228

5. Pass the piano proficiency exam

6. Present a senior recital of one-half hour (or other approved significant senior project)

7. Complete all requirements for the communication skills and departmental skills endorsement

Communication skills and departmental skills endorsements

In order to be certified for graduation, a music major must show competency in reading, writing and speaking. The evaluation criteria are as follows:

- a. Reading: a paper for the Advanced Literature Seminar course (MUS 330) based on two scholarly articles chosen by you with the instructor's approval.
- b. Writing: a research paper for the first Music History course taken (MUS 211 or 212).
- c. Oral Skills: an oral presentation given in the Advanced Literature Seminar course (MUS 330)

Remediation, if needed, will take place through individualized programs set up through the Tutoring & Writing Center.

Piano proficiency and concert attendance requirements

In order to be certified for graduation, a music major must pass a test in piano proficiency. Remediation, if needed, will take place through theory courses or applied piano study. Further information is provided in the department's Music Major Handbook.

Music majors are required to attend 48 recitals or concerts prior to graduation. Further information is provided in the department's Music Major Handbook.

Music Minor Requirements (24 s.h.)

1. **Complete all of the following:**
 - MUS 120 Theory and Aural Skills I (5)
 - MUS 125 Theory and Aural Skills II (5)
 - MUS 211 Music History I (3)
 - MUS 212 Music History II (3)
2. **Complete 4 s.h. of applied lessons (MUSL)**
3. **Complete 4 s.h. of music electives (MUS/MUSG/MUSL)**
4. **Pass the piano proficiency examination for music minors.**

MUSIC EDUCATION (ELEMENTARY)

MUSIC EDUCATION (INSTRUMENTAL)

MUSIC EDUCATION (VOCAL)

Fine Arts Division

Department of Music

Faculty

Mark Babcock (chair), Stan Dahl, Cynthia Doggett, Gabriel Espinosa, Paul Kovacovic, Mitchell Lutch, Anne Petrie, Diane Phoenix-Neal

Statement of philosophy

The Bachelor of Arts in Music Education is designed to prepare students for careers as music educators at the elementary and/or secondary level within the context of a comprehensive liberal arts program. Proceeding from a solid foundation in the analytical, historical, cultural and creative aspects of music, course requirements in this program are tailored to the specific needs of potential educators in the three tracks offered (vocal, instrumental, and elementary). Recognizing the value of study in other cultures, the department works with music education majors to make study at one of Central's international campuses possible for them.

The Music Department stresses academic integrity in all aspects of the music curriculum. The department is committed to the development of students and to the recruitment of students with strong academic potential. To be accepted for entry to the music education major, each student must pass an audition to indicate aptitude and prospects for success including competence in at least one major performance area. The student must additionally apply and be accepted to the teacher education program through Central's Education Department.

Music education majors

The Department of Music offers three distinct tracks in music education: elementary music education, instrumental music education (teaching licensure for grades 5-12 alone or combined K-8/5-12), and vocal music education (teaching licensure for grades 5-12 alone or combined K-8/5-12).

All three music education tracks have a common set of 28 s.h. of music courses, 36 s.h. of education courses, and various competency and performance requirements. That common set is listed below, followed by the additional requirements for each track.

Study abroad opportunities

Opportunities for applied music study and ensemble participation exist at many of Central College Abroad's study sites. Music faculty advisors work carefully with music majors to coordinate departmental requirements with study abroad.

Requirements for all Music Education Majors (28 s.h.)

1. Complete all of the following:

- MUS 120 Theory and Aural Skills I (5)
- MUS 125 Theory and Aural Skills II (5)
- MUS 211 Music History I (3)
- MUS 212 Music History II (3)
- MUS 220 Theory & Aural Skills III (4)
- MUS 235 Theory & Aural Skills IV (4)
- MUS 330 Advanced Literature Seminar (2)
- MUS 331 Conducting (2)

2. Complete all major-specific requirements for one of the following music education majors:

- ◆ Instrumental music education (choose either K-12 or 5-12 teaching licensure)
- ◆ Vocal music education (choose either K-12 or 5-12 teaching licensure)
- ◆ Elementary music education

3. Maintain continuous enrollment in a major ensemble (MUSG)

Note: Primary ensembles are MUSG 220, 222, 223, 224, 225, 228. The student is exempt from this requirement during the student teaching semester.

4. Pass the piano proficiency exam

A music education major will not be recommended for entry into student teaching until the piano proficiency exam is passed.

For music education majors, all sections of the piano proficiency requirements must be passed by the spring of the second year. If they are not passed, the student must take either Applied Piano or Beginning or Intermediate Keyboard in each of the following semesters until all sections are passed.

5. Present a senior recital of one-half hour (or other approved significant senior project)
6. Complete all requirements for the communication skills and departmental skills endorsements

Elementary Music Education Major Requirements (60 s.h.)

1. Complete all common requirements listed above (28 s.h.)
2. Complete all of the following:
 - EDUC 313 Methods of Elementary Music Education (4)
 - MUS 341 Vocal Pedagogy (3)
 - MUS 349 Instrumental Methods: Percussion (1)
 - MUS 352 Instrumental Methods: Strings (1)
3. Complete one of the following:
 - MUS 350 Instrumental Methods: Woodwinds (1)
 - MUS 351 Instrumental Methods: Brass (1)
4. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study
5. Complete 2 s.h. of applied lessons (MUSL) in a secondary area of music study
6. Complete 2 s.h. of applied lessons (MUSL) in keyboard or guitar
7. Complete 10 s.h. of music (MUS/MUSG/MUSL) electives

Instrumental Music Education Major Requirements – K-12 licensure (60 s.h.)

1. Complete all common requirements listed above (28 s.h.)
2. Complete all of the following:
 - EDUC 313 Methods of Elementary Music Education (4)
 - EDUC 413 Methods of Secondary Music Education (4)
 - MUS 323 Orchestration (1)
 - MUS 324 Methods and Materials of Instrumental Literature (2)
 - MUS 333 Advanced Instrumental Conducting (2)
 - MUS 334 Marching Band Techniques* (1)
 - MUS 335 Jazz Band Techniques* (1)
 - MUS 349 Instrumental Methods: Percussion (1)
 - MUS 350 Instrumental Methods: Woodwinds (1)
 - MUS 351 Instrumental Methods: Brass (1)
 - MUS 352 Instrumental Methods: Strings (1)
 - MUSG 226 Chamber Ensemble (.5)
3. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study
4. Complete 1 s.h. of applied lessons (MUSL) in a secondary area of music study
5. Complete 1 s.h. of applied lessons in voice
6. Complete 2.5 s.h. of music (MUS/MUSG/MUSL) electives

Note: Students anticipating careers not including marching bands or jazz ensembles may substitute equal hours of elective credits for these courses.

Instrumental Music Education Major Requirements – 5-12 licensure (60 s.h.)

1. Complete all common requirements listed above (28 s.h.)
2. Complete all of the following:
 - EDUC 413 Methods of Secondary Music Education (4)
 - MUS 323 Orchestration (1)
 - MUS 324 Methods and Materials of Instrumental Literature (2)
 - MUS 333 Advanced Instrumental Conducting (2)
 - MUS 334 Marching Band Techniques* (1)
 - MUS 335 Jazz Band Techniques* (1)
 - MUS 349 Instrumental Methods: Percussion (1)
 - MUS 350 Instrumental Methods: Woodwinds (1)
 - MUS 351 Instrumental Methods: Brass (1)
 - MUS 352 Instrumental Methods: Strings (1)
 - MUSG 226 Chamber Ensemble (.5)
3. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study
4. Complete 1 s.h. of applied lessons (MUSL) in a secondary area of music study
5. Complete 1 s.h. or applied lessons in voice
6. Complete 6.5 s.h. of music (MUS/MUSG/MUSL) electives

**Note: Students anticipating careers not including marching bands or jazz ensembles may substitute equal hours of elective credits for these courses.*

Vocal Music Education Requirements – K-12 licensure (60 s.h.)

1. Complete all common requirements listed above (28 s.h.)
2. Complete all of the following:
 - EDUC 313 Methods of Elementary Music Education (4)
 - EDUC 413 Methods of Secondary Music Education (4)
 - MUS 225 Italian Diction (.5)
 - MUS 226 German Diction (.5)
 - MUS 227 French Diction (.5)
 - MUS 328 Methods and Materials of Choral Literature (2)
 - MUS 332 Advanced Choral Conducting (2)
 - MUS 341 Vocal Pedagogy (3)
3. Complete one of the following:
 - MUS 349 Instrumental Methods: Percussion (1)
 - MUS 350 Instrumental Methods: Woodwinds (1)
 - MUS 351 Instrumental Methods: Brass (1)
 - MUS 352 Instrumental Methods: Strings (1)
4. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study; if the primary area is not voice, the student must additionally take 4 s.h. of applied lessons in voice
5. Complete 2 s.h. of applied lessons (MUSL) in keyboard or guitar
6. Complete 4.5 s.h. of music (MUS/MUSG/MUSL) electives

Vocal Music Education Major Requirements – 5-12 licensure (60 s.h.)

1. Complete all common requirements listed above (28 s.h.)
2. Complete all of the following:
 - EDUC 413 Methods of Secondary Music Education (4)
 - MUS 225 Italian Diction (.5)
 - MUS 226 German Diction (.5)
 - MUS 227 French Diction (.5)
 - MUS 328 Methods and Materials of Choral Literature (2)
 - MUS 332 Advanced Choral Conducting (2)
 - MUS 341 Vocal Pedagogy (3)
3. Complete one of the following:
 - MUS 349 Instrumental Methods: Percussion (1)
 - MUS 350 Instrumental Methods: Woodwinds (1)
 - MUS 351 Instrumental Methods: Brass (1)
 - MUS 352 Instrumental Methods: Strings (1)
4. Complete 8 s.h. of applied lessons (MUSL) in the primary area of music study; if the primary area is not voice, the student must additionally take 4 s.h. of applied lessons in voice
5. Complete 2 s.h. of applied lessons (MUSL) in keyboard or guitar
6. Complete 8.5 s.h. of music (MUS/MUSG/MUSL) electives

Communication skills and departmental skills endorsements

In order to be certified for graduation, a music education major must show competency in reading, writing and speaking. The evaluation criteria are as follows:

- a. Reading: a paper for the Advanced Literature Seminar course (MUS 330) based on two scholarly articles chosen by you with the instructor's approval.
- b. Writing: a research paper for the first Music History course taken (MUS 211 or 212).
- c. Oral Skills: an oral presentation given in the Advanced Literature Seminar course (MUS 330)

Remediation, if needed, will take place through individualized programs set up through the Tutoring & Writing Center.

Piano proficiency and concert attendance requirements

In order to be certified for graduation, a music education major must pass a test in piano proficiency. Remediation, if needed, will take place through theory courses or applied piano study. Further information is provided in the department's Music Major Handbook.

A music education major will not be recommended for entry into student teaching until the piano proficiency exam is passed. For music education majors, all sections of the piano proficiency requirements must be passed by the spring of the second year. If they are not passed, the student must take Applied Piano (MUSL 125) in each of the following semesters until all sections are passed.

Music education majors are required to attend 48 recitals or concerts prior to graduation. Further information is provided in the department's Music Major Handbook.

Music Education Minors

The music department offers three distinct minors in music education: **elementary music education**, **instrumental music education** and **vocal music education**. These minors satisfy the licensure requirement for elementary concentrations in music.

Elementary Music Education Minor Requirements (24 s.h.)

1. Complete all of the following:
 - EDUC 313 Methods of Elementary Music Education (4)
 - MUS 120 Theory and Aural Skills I (5)
 - MUS 125 Theory and Aural Skills II (5)
 - MUS 211 Music History I (3)
 - MUS 212 Music History II (3)
 - MUS 331 Conducting (2)
 - MUS 349 Percussion Methods (1)

2. Complete 3 s.h. of applied lessons (MUSL), 1 s.h. of which must be in voice
3. Pass the departmental theory fundamentals, aural skills, and piano proficiency evaluations

Instrumental Music Education Minor Requirements (24 s.h.)

1. Complete all of the following:
 - MUS 120 Theory and Aural Skills I (5)
 - MUS 125 Theory and Aural Skills II (5)
 - MUS 211 Music History I (3)
 - MUS 212 Music History II (3)
 - MUS 331 Conducting (2)
 - MUS 333 Advanced Instrumental Conducting (2)
2. Complete 3 s.h. of applied lessons (MUSL)
3. Complete 1 s.h. of music (MUS/MUSG/MUSL) electives
4. Pass the departmental theory fundamentals, aural skills and piano proficiency evaluations

Vocal Music Education Minor Requirements (29 s.h.)

1. Complete all of the following:
 - MUS 120 Theory and Aural Skills I (5)
 - MUS 125 Theory and Aural Skills II (5)
 - MUS 211 Music History I (3)
 - MUS 212 Music History II (3)
 - MUS 331 Conducting (2)
 - MUS 328 Methods and Materials of Choral Literature (2)
 - MUS 332 Advanced Choral Conducting (2)
 - MUS 341 Vocal Pedagogy (3)
2. Complete two of the following:
 - MUS 225 Italian Diction (.5)
 - MUS 226 German Diction (.5)
 - MUS 227 French Diction (.5)
3. Complete 3 s.h. of applied lessons (MUSL)
4. Pass the departmental theory fundamentals, aural skills and piano proficiency evaluations

Music Education Endorsement

A list of required courses is available from the Education department.

NATURAL SCIENCE

*Natural Sciences Division
Interdisciplinary Major*

Faculty

Anya Butt (director)

Statement of philosophy

The natural science major offers the opportunity to develop knowledge and skills in several disciplines. The natural science major is well suited for students who desire a broad background in the natural sciences as a preparation for a variety of career options and graduate or professional school. This major is also particularly appropriate for prospective natural science teachers at the secondary level. Students who major in natural science may not minor in the three areas (biology, chemistry or physics) used to fulfill the major requirements.

Natural Science Major Requirements (54-58 s.h.)

1. Complete the following courses:

MATH 131 Calculus I (4)
MATH 132 Calculus II (4)

2. Complete all courses from any three of the four areas below.

Biology (16 s.h.)

BIOL 130 Diversity of Life (4)
BIOL 131 Introduction to Cells (4)
BIOL 221 Genetics (4)
BIOL 229 Ecology (4)

Chemistry (16 s.h.)

CHEM 131 General Chemistry (4)
CHEM 151 Inorganic Chemistry (4)
CHEM 235 Organic Chemistry I (4)
CHEM 241 Analytical Chemistry (4)

Physics (15-18 s.h.)

PHYS 111 General Physics I (5)
PHYS 112 General Physics II (5)
PHYS 331 Advanced Laboratories (2)
Either PHYS 211 Analog Electronics (3) and
PHYS 212 Digital Electronics (3)
Or PHYS 221 Modern Physics (3)

Geosciences (minimum 15 s.h.)

PHYS 106 Introduction to Astronomy (3)
NASC 125 Geology and the Environment (3)
NASC 237 Physical Geography I: Weather and Climate (4)
NASC 238 Physical Geography II: Geomorphology (4)

At least one other approved NASC course

3. Complete all requirements for the Communication Skills Endorsement

Note: The following courses are not required but are strongly recommended:

BIOL 320 Evolution (4)
CHEM 361 Physical Chemistry I (4)
or CHEM 320 Biochemistry (4)

Communication skills endorsement

Natural Science majors are required to successfully complete two of the following courses BIOL 229, CHEM 241, PHYS 331 or NASC 237 with a C or better. The program director will confer with the instructor of those courses to seek input on the student's oral and written communications skills and if necessary advise the student on additional courses to assist in developing better communication skills.

NOT-FOR-PROFIT MANAGEMENT

Interdisciplinary Program Minor

Statement of philosophy

Not-for-profit organizations are looking for talented individuals who are prepared to take on the challenges of managing their organizations. Examples of such organizations include the American Red Cross, Big Brothers Big Sisters of America, Chamber of Commerce, Department of Human Resources, Des Moines Playhouse, Iowa Arts Council, Iowa Department of Economic Development, Lutheran Social Services, Fair Haven Nursing Home, Girl Scouts of America, Pella Historical Society, Pittsburgh Symphony Orchestra, United Way, YMCA, World Vision and hundreds of others. Such organizations need people to promote the organization, raise funds, organize volunteers and spark caring in their communities.

Numerous Central College students are looking for a career that will use their social skills and their organizational abilities, and will offer them the fulfillment of helping others. Central's not-for-profit management minor prepares graduates to assume entry level management positions in the nonprofit sector by helping students develop their skills in fundraising, grant writing, volunteer development, marketing and program planning.

The Not-For-Profit Management minor is designed primarily for students majoring in subjects other than business who plan careers in nonprofit organizations (educational institutions; governmental agencies; and social service organizations such as Habitat for Humanity, the Red Cross, the Iowa Arts Council, or the YMCA). For more information about the Not-For-Profit Management minor, or to declare the minor, please contact Dr. Jaclyn Rundle.

Transfer Policy for the Not-For-Profit Management Minor

All 300 – 400 level courses offered by the Economics/Accounting/Management (EAM) Department to fulfill requirements for Accounting, Actuarial Science, Business Management, Economics, and International Management majors and Accounting, Business Management, Economics, Entrepreneurship, Not-for-Profit, and International Management minors will be taken in residence or on an approved Central College off-campus program. Exceptions to this are allowed only with departmental approval.

Minor Restriction

A student cannot declare both the Not-for-Profit minor and the Entrepreneurship minor.

Not-For-Profit Management Minor Requirements (19 s.h. minimum)

1. Complete all of the following (13 s.h.):

BEHS 285	Not-For-Profit Seminar (1)
BMGT 311	Principles of Management (3)
BMGT 371	Principles of Marketing (3)
BMGT 335	Not-For-Profit Management (3)
ENGL 344	Writing for Non-Profit Organizations (3)
2. Complete one of the following (minimum of 3 s.h.):

ACCT 241	Introduction to Financial Accounting (3)
BMGT 352	Human Resource Management (3)
BMGT 372	Consumer Behavior (3)
BMGT 373	Marketing Management (3)
3. Complete one of the following (minimum of 3 s.h.):

ACCT 346	Government and Non-Business Accounting (3)
BEHS 397	Internship in Not-For-Profit Management (3)
COMM 340	Public Relations (3)
COMM 362	Environmental Communication (3)
NASC 210	Introduction to GIS (3)
SOC 344	Conflict Resolution (4) (not regularly offered)
THEA 230	Arts Management (4)

Service leadership

Due to the nature of this career, students are strongly encouraged to volunteer in and demonstrate leadership in on-campus and off-campus volunteer organizations. Possibilities include Action, Kinship, orchestra, drama, Student Senate, scouting programs and many others.

Off-campus opportunities

Since many not-for-profit organizations are charitable and international nongovernmental organizations, students are encouraged to study abroad with Central's programs to take advantage of the numerous opportunities for international internships available in not-for-profit agencies. Excellent internship opportunities are also available in the Chicago Metropolitan Program and in Washington, D.C. at the Washington Center.

PHILOSOPHY

Humanities Division

Philosophy/Religion Department

Faculty

Michael Patzia, A. Chadwick Ray

Statement of philosophy

The educational mission of the philosophy and religion department is to serve the Central Core and both the philosophy and religion majors. The department takes seriously its obligation to introduce to all students philosophy and religion as humanities disciplines. All courses at the 100- and 200-level are open to and designed for students at different stages of their general education, yet the department also seeks to offer a balanced array of courses for majors and minors.

Course offerings in philosophy introduce students to logic, the history of western philosophy, a sample of important areas of philosophical investigation and applied philosophy. In every philosophy course, the careful analysis and construction of arguments is emphasized. Reading and discussion of primary sources is preferred to textbook summaries in most courses.

Philosophy Major Requirements (31 s.h.)

1. Complete both of the following:

- PHIL 125 Logic (3)
- PHIL 221 Classical Thought (3)

2. Complete at least *one* of the following:

- PHIL 222 Modern Thought (3)
- PHIL 223 Contemporary Philosophy (3)

2. Complete an additional 22 s.h. of PHIL electives. At least 13 s.h. must be at the 200-level or above, with at least 4 s.h. at the 300-level.

3. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

By the time they graduate, philosophy majors should be able to grasp, reproduce and critically assess written arguments. From the time that they declare their intention to complete a major in philosophy until their communications skills are endorsed, they will be expected each spring to present to their philosophy advisor at least two philosophy papers that they have submitted in courses during the preceding two terms. The advisor will review the student's progress with colleagues in the department as appropriate and then discuss with the student his or her development of communication skills. The discussion should indicate any deficiencies so that the student is clear on what sorts of improvement are desirable. A student with serious deficiencies should receive from the advisor, at least two semesters before anticipated graduation, a written statement of remedial measures to be taken. The department may endorse a student's communications skills before the third year. After a major's skills are endorsed, further submission of papers for skills review is optional.

Philosophy Minor Requirements (15 s.h.)

1. Complete the following:

- PHIL 125 Logic (3)

2. Take *one* of the following:

- PHIL 221 Classical Thought (3)
- PHIL 222 Modern Thought (3)
- PHIL 223 Contemporary Philosophy (3)

3. Take an additional 9 s.h. of PHIL, with at least 6 s.h. of those at the 200-level or above

PHYSICS

Natural Sciences Division
Physics Department

Faculty

Viktor Martisovits (chair), Alexey Pronin

Statement of philosophy

Physics, the most fundamental physical science, is concerned with the basic principles of the universe. It is the foundation on which engineering, technology and the other sciences are based. The physics program at Central College is a four-year program that prepares students for jobs in engineering and other technical areas, teaching, physics graduate school, engineering graduate school and research. It is the major that is the foundation for most of the engineering specialties in Central's engineering dual-degree programs with Washington University in St. Louis, The University of Iowa, and Iowa State University. Our mission is to teach physics theory, problem-solving skills, and experimental techniques with an emphasis on science as a method for exploring the world. We prepare our students to be able to reason from the general fundamental principles to specific applications in physics and engineering. A student trained in physics will be able to work in a variety of specialties.

Study abroad opportunities

Students majoring in physics have been able to study abroad with careful planning. The London University program may permit students to take some courses in the physics major abroad.

Physics Major Requirements (54 s.h.)

1. Complete all of the following:

PHYS	111	General Physics I (5)
PHYS	112	General Physics II (5)
PHYS	221	Modern Physics I (3)
PHYS	331	Advanced Labs (4) (2 semesters)
CHEM	131	General Chemistry (4)
MATH	131	Calculus I (4)
MATH	132	Calculus II (4)
MATH	231	Multivariable Calculus (3)
MATH	250	Differential Equations (3)

2. Complete 19 s.h. from the following elective courses:

PHYS	211	Analog Electronics (3)
PHYS	212	Digital Electronics (3) (not regularly offered)
PHYS	222	Modern Physics II (3)
PHYS	321	Electricity and Magnetism I (3)
PHYS	322	Optics (3)
PHYS	324	Thermodynamics (3)
PHYS	326	Analytical Mechanics (4)
PHYS	412	Quantum Mechanics (4)
PHYS	421	Electricity and Magnetism II (3)

3. Complete all requirements for the Communication Skills Endorsement

Communications skills endorsement

The communication skills goals of the physics department are to prepare our students to be able to read the technical and mathematical literature used in physics and to be able to explain physical concepts in a clear and logical fashion both in writing and speaking. Difficulties that arise in oral communication occur typically in public speaking situations and are best addressed by practice provided in speech classes. Early evaluation of skills is done in PHYS 111. Skill in reading physics texts is evaluated through normal chapter tests and quizzes in which comprehension of test questions and text material is required to pass. Writing skills are evaluated through laboratory reports that require a formal writing style. Speaking skills are evaluated through personal conversations with the students by the physics faculty during normal conversation involving technical matters.

Monitoring and remedial opportunities occur in each physics course in that tests, quizzes, and personal discussions with the students provide us with information that is used to advise students about any changes that must be made to improve their communication skills. Students in many courses are assigned short presentations to give to a class. Enrollment in PHYS 331 for two semesters is required of all physics majors. Each student must be able to communicate orally on a one-to-one basis with the instructor of the class regarding technical problems arising from experiments performed.

All graduating physics majors know how to read technical material, if slowly. Since speed is not a concern, no specific reading endorsement is required. PHYS 331 has sufficiently high standards of technical writing that passing both semesters with a C or better is an endorsement of a student's writing skills. The formal requirement needed to obtain a departmental endorsement in speaking is to pass COMM 160 Fundamentals of Human Communication or COMM 270 Public Speaking with a grade of C or better.

Physics Minor Requirements (18 s.h.)

1. Complete all of the following:

PHYS	111	General Physics I (5)
PHYS	112	General Physics II (5)
PHYS	221	Modern Physics I (3)
PHYS	331	Advanced Laboratories (2)

2. Complete an additional 3 s.h. of PHYS courses numbered 211 or above

Pre-engineering

Central's dual degree engineering program is an excellent way for students to obtain both an engineering degree and a liberal-arts degree. This program leads to a B.A. from Central and a B.S. in engineering from either Washington University (St. Louis), The University of Iowa or Iowa State University. Students obtain a strong liberal-arts education. A broad background in the liberal arts, as well as our emphasis on communication skills, helps students to establish themselves as thoughtful, creative, productive engineers. The transition from high school to a demanding course of study such as engineering can be difficult. Students are helped by small classes taught by extremely well-qualified, experienced teachers committed primarily to their teaching.

Typically, a student enrolls at Central College and chooses a science major closely allied with an engineering field of interest (usually physics, chemistry, mathematics or computer science). After three years of full-time study at Central (with at least 90 s.h. of credit completed, including all Core requirements and all major requirements), the student leaves Central and enrolls at either Washington University, The University of Iowa or Iowa State University. Upon completion of one year of engineering study at Washington University, The University of Iowa or Iowa State University, appropriate credits are transferred back to Central, enabling the student to graduate with a B.A. degree from Central. The student will then earn a B.S. in engineering from the cooperating institution after an additional one to two years of engineering study.

Prior to the start of the first semester of classes in the first year at Central, interested students must formally declare to Central's pre-engineering program director their intent to participate in order to graduate in the time frame mentioned above. They must also complete specific courses at specific points in their academic programs to remain eligible for continued participation. Careful consultation with the appropriate faculty advisors makes this cooperative program successful.

This dual degree program also enables students to complete a full four years of study and the B.A. degree at Central. Students opting to do so may then take advantage of their advanced standing toward the fulfillment of B.S. in Engineering requirements at any of the cooperating institutions. Students pursuing this option must declare their intent prior to the start of their second year at Central.

POLITICAL SCIENCE

*Behavioral Sciences Division
Political Science Department*

Faculty

Andrew Green (chair), Keith Yanner, James Zaffiro

Statement of philosophy

Government is the process through which people pursue collective goals, allocate scarce resources, and attempt to establish justice. Government decisions affect life and death, wealth and poverty, crime and punishment, individual freedom, opportunity, and happiness. Students in the political science program learn about government and how individuals and groups interact with government in the United States, other countries, and international organizations. Student learning focuses on theory and experience. In their courses political science students confront classic as well as contemporary political questions: Is there a best political order; how can hunger be eliminated; what are the causes of political violence and terrorism; what is the citizen's responsibility to the environment; what is the most efficient way to fund local schools? Political science students also learn how to do original research and citizenship projects that apply their theoretical knowledge to questions and concerns of personal interest. This is accomplished through the required research sequence, supervised independent study, service learning, and internships. Many of our students study abroad to learn firsthand about foreign and international politics, or intern on one of Central's programs in Washington, D.C., Des Moines, or Chicago to learn about federal, state, and local government in the U.S.

Political Science Major Requirements (34 s.h.)

1. Complete all of the following:

POLS 110	Introduction to American Politics (3)
POLS 140	Introduction to International Politics (3)
POLS 250	Political Science Research Methods (4)
POLS 489	Research Seminar in Political Science (3)

2. Complete three of the following:

POLS 223	Contemporary Europe (3)
POLS 225	Modern Latin America (3)
POLS 230	Asia, Africa, Latin America in World Affairs (3)
POLS 231	Middle East in World Affairs (3)
POLS 241	International Political Economy (3)
POLS 242	Global Sustainability (3)
POLS 326	Political Violence and Terrorism (3)
POLS 344	International Law and Organizations (3)

3. Complete four of the following:

POLS 212	Congress (3)
POLS 213	Courts (3)
POLS 214	The Presidency (3)
POLS 215	The Politics of State and Local Governments (3)
POLS 216	Political Behavior (3)
POLS 233	American Environmental History and Policy (3)
POLS 235	The US in World Affairs (3)
POLS 355	Seminar in Public Policy (3)
POLS 361	American Political Philosophy (3)

Note: Students may count up to 3 s.h. of POLS 397 Internship toward either Group 2 or Group 3 elective credit.

4. Complete all requirements for the Communication Skills Endorsement

Political Science Minor Requirements (18 s.h.)

Complete 18 s.h. of Political Science credit with a 6 s.h. limit on internship credit in POLS 397.

PSYCHOLOGY

Behavioral Sciences Division

Psychology Department

Faculty

Keith Jones (chair), Peggy Fitch, Taylor Newton, Randall Renstrom, Ashley Scolaro

Statement of philosophy

The curriculum of the psychology department is designed to inform students about approaches used, discoveries made, explanations offered and questions asked by people in the discipline to promote greater understanding about the nature of being human. Courses encourage students to examine their lives in personal, communal, societal and cultural contexts; to teach about ways to develop more productive and satisfying relationships; to understand how belief systems color and shape perceptions of self and others; to be aware of development across the life span; to be open to experience; and to grow in self-acceptance. Awareness is directed both to what is and to options about what could and, perhaps, should be.

Majors are prepared for graduate study in a variety of areas and are provided with the interpersonal skills and the communication skills that make them attractive at the B.A. level to employers in a wide variety of work situations. The department offers opportunities to do research and to have off-campus study experiences through participation in internships, service-learning, study abroad programs, and the Chicago Metropolitan Program.

Study abroad opportunities

Students are strongly encouraged to participate in Central College abroad programs.

Psychology Major Requirements (37 s.h.)

1. Complete *all* of the following:

PSYC	122	General Psychology (3)
PSYC	220	Psychological Investigations (3)
PSYC	335	Fundamentals of Statistics (4)
PSYC	336	SPSS for Psychological Research (1)
PSYC	348	Experimental Psychology (3)
PSYC	480	Advanced Research in Psychology (3)

2. Complete 20 s.h. of PSYC elective courses

3. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

An initial evaluation of a student's writing, reading, speaking, information literacy, computer skills, and critical thinking skills occurs in PSYC 220 and recommendations about ways to enhance skill development are made to the student. Subsequently, students who declare a major in psychology are evaluated by individual faculty and referred to the Tutoring & Writing Center as needed for additional skill development. Each semester the psychology faculty discuss the status of each student's skills and make recommendations as needed to the student for skills improvement. Final evaluation and certification normally occur during the fourth year after the student has completed PSYC 480 Advanced Research in Psychology (3) and PSYC 336 SPSS for Psychological Research (1), which involve substantial writing, reading, information literacy, critical thinking, computer skills, and both informal and formal speaking components (including a presentation at a departmental research symposium).

Psychology Minor Requirements (18 s.h.)

Complete 18 s.h. of PSYC courses

Note: Students wishing to earn a minor should seek advising from a member of the psychology department early in the development of their program.

Recommended (not required) non-major support courses

The psychology department recommends the following courses to psychology majors seeking to earn non-major ("general") elective credits.

BIOL 111 Introduction to Human Anatomy and Physiology I
BIOL 221 Genetics
EDUC 135 Children with Exceptionalities
EDUC 239 Psychology in Elementary Education
EDUC 240 Family, School, and Community Relationships
EDUC 244 Individual Education Plans (IEP)
EDUC 330 Diagnosis and Assessment of Exceptional Learners
EXSC 160 Personal Health
EXSC 260 Substance Abuse
MATH 102 Contemporary Mathematics
MATH 131 Calculus I
PHIL 120 Introduction to Philosophy
PHIL 121 Ethics
PHIL 223 Contemporary Philosophy
PHIL 255 Feminist Philosophy
PHIL 265 Philosophy of Mind
All 100-300 level SOC and ANTH courses
Any ENGL literature courses

RELIGION

Humanities Division

Philosophy/Religion Department

Faculty

David Timmer (chair), Terence Kleven, Chad Pierce, Elena Vishnevskaya

Statement of philosophy

The educational mission of the religion program is to serve both the Central Core and religion majors and minors. The department takes seriously its obligation to introduce to all students religion as humanities. All courses at the 100- and 200-level are open to non-majors at different stages of their education. The department also seeks to offer a balanced array of courses for majors and minors.

Course offerings in religion cover four focus areas: *Biblical Studies* (Old Testament and New Testament), *History of Christianity* (Western, Eastern, American), *Comparative Religious Traditions* (Judaism, Islam, and Asian religions), and *Modern Religions Thought* (theology, ethics, and culture). In addition, the department offers courses in *Christian Worship, Spirituality, and Ministry*. Nearly all courses contain a strong emphasis on the historical development of religious ideas and practices. Students are taught to interpret texts rather than to amass pre-interpreted information. In addition to the standard religion major, a major with a *Christian Ministries Emphasis* is offered.

Religion Major Requirements (33 s.h.)

33 semester hours of REL courses or other approved courses, with at least 3 semester hours in each of the focus areas (see below, 1-4), and at least 8 hours in the focus areas at the 300-level. No more than 3 semester hours of internship and 3 semester hours of independent study (excluding REL 499, senior independent study) may be counted toward the 33 semester hours.

1. Biblical Studies—Complete at least one of the following:

REL	110	Old Testament History and Religion (3)
REL	111	Introduction to the New Testament (3)
REL	210	The Prophets (3)
REL	211	The Writings (3)
REL	216	Jesus and the Gospels (3)
REL	217	Revelation and the General Epistles (3)
REL	218	Pauline Epistles (3)
REL	310	Readings in The Prophets (4)
REL	311	Readings in The Writings (4)
REL	316	Readings in Jesus and the Gospels (4)
REL	317	Readings in Revelation and the General Epistles (4)

2. History of Christianity—Complete at least one of the following:

REL	150	The Christian Heritage (3)
REL	222	Spirituality in the Christian Tradition (3)
REL	250	American Religious Thought (3)
REL	252	The Reformation (3)
REL	253	Medieval Christendom (3)
REL	254	The Early Church (3)
REL	256	Eastern Christianity (3)

3. Comparative Religious Traditions—Complete at least one of the following:

PHIL	228	Confucianism and Daoism (3)
REL	230	Asian Religions (3)
REL	232	Buddhism (3)
REL	233	The Jewish Experience (3)
REL	235	Islam (3)
REL	236	Islam and the West (3)
REL	330	Readings in Asian Religions (4)
REL	335	Readings in Islam (4)
REL	336	Readings in Islam and the West (4)

4. Modern Religious Thought—Complete at least one of the following:

REL	270	Christianity and Culture (3)
REL	272	Modern Christian Thought (3)
REL	274	World Christianity (3)
REL	276	Christian Ethics (3)
REL	370	Readings in Christianity and Culture (4)
REL	372	Readings in Modern Christian Thought (4)
REL	374	Readings in World Christianity (4)
REL	376	Readings in Christianity Ethics (4)

5. Complete the following:

REL	499	Senior Independent Study (3-4)
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6. Complete REL electives (as necessary to earn a total of 33 s.h. of major courses)

Note: One course (3 s.h.) of the following may also be counted as religion major electives. Other courses on the list may be counted as hours in the major beyond the 33 s.h. minimum. Check with the department for more details.)

HIST	220	Middle Eastern Civilization (3)
HIST	221	Biblical Archaeology (3)
SOC	242	Sociology of Religion (3)
Any PHIL course except PHIL 125		
Liberal Arts Seminars (LAS 410) taught by departmental faculty		

7. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

The skills endorsement of the philosophy and religion department indicates that the student who completes a major in either philosophy or religion can verbally communicate at the high level appropriate for the recipient of a bachelor of arts degree in core areas of a liberal-arts curriculum.

To ensure achievement at the required level, the communication performance of philosophy and religion majors will be monitored from the time of major declaration. An evaluation of the student's abilities will be made in the earliest class possible and assessments and recommendations deriving from this evaluation will be discussed with the student and the student's advisor. Where appropriate, evaluation and recommendation will continue through the course work in the major until such time as the appropriate faculty (philosophy or religion) are satisfied that the student is consistently performing at the desired level.

Pre-Ministry Program

Central College continues the emphasis of the ecumenical Christian tradition in general, and the Reformed tradition in particular, to prepare students for a life of service to God and community, as well as to prepare some students for a professional vocation in the ministry.

The chaplaincy and the religion faculty work together to provide a period of reflection and discernment for students who are considering ministry, whether this be lay ministry (such as missions, church-related teaching, or para-church service) or ordained ministry that requires further graduate or seminary study. Pastoral and vocational counseling is offered by the chaplain, the director of the Christian ministries emphasis of the religion major, and other faculty members. In addition, pre-ministerial students usually complete either a major or a minor in religion in order to give them adequate grounding in scriptural studies, in church history, theology, and ethics, and in at least one world religion other than Christianity. The students also have an opportunity to complete ministry internships in churches and church-related organizations either locally or through Central's off-campus programs. Students may also choose to receive spiritual formation from a designated mentor.

The variety of denominations represented by the faculty, students, and staff at Central College provides student with a rich exposure to various formulations of Christian teachings and practices. Although our aim is to provide students with an opportunity to study various church teachings besides their own, we also focus a particular student's study on the Church teaching to which he or she is most accustomed. As parts of an educational institution, the chaplaincy, the Christian ministries emphasis, and the religion major encourage students to develop a strong sense of the centrality of education to ministry. We foster an integration of faith with training of intellectual qualities of mind in order to establish a student's vocation on the best that is thought and known in Christian teaching and ministry.

Christian Ministries Emphasis

Students may choose to earn a Christian ministries emphasis within the Religion major. To earn this emphasis, students must complete all of the following courses in the process of meeting the requirements of the religion major (as detailed above):

- REL 220 Christian Worship (3)
- REL 272 Modern Christian Thought (3)
 - or* REL 372 Readings in Modern Christian Thought (4)
- REL 285 Pre-Ministerial Seminar (Arr)
- REL 397 The Ministry Internship (Arr)
 - or* REL 398 Cross-Cultural Ministry Internship (2)

Contact the Christian ministries emphasis director for more details.

Religion Minor Requirements (18 s.h.)

Complete 18 s.h. of REL courses with at least 12 s.h. of those at the 200-300 level, including: at least 3 hours in each of *three* of the four focus areas specified for the major: biblical studies; history of Christianity; comparative religious traditions; and modern religious thought.

SOCIAL SCIENCE

Interdisciplinary Major

Faculty

Michael Schrier (director)

Statement of philosophy

The social science major offers the opportunity to develop knowledge and skills in several disciplines. This major appeals to students who desire a broadly based experience in the social sciences. A critical element of the major is the recognition of essential understandings within academic disciplines and the relationships among the disciplines.

The social science major provides a solid background for a variety of career options. It is particularly appropriate for prospective social studies teachers at the secondary level.

Social Science Major Requirements (45-47 s.h.)

Note: A minimum GPA of 3.0 in the major is required before a student can be recommended for student teaching.

1. Complete all courses from each of three of the areas below:

American history (16 s.h.)

HIST 130 United States to 1877 (3)
 HIST 131 United States Since 1877 (3)
 HIST 386 Public History Seminar (4)
 Two American History Electives at the 200- or 300-level

World history (16 s.h.)

HIST 110 Early Western Civilization (3)
 HIST 111 Modern Western Civilization (3)
 HIST 150 Latin American Civilization (3)
 or HIST 170 Early East Asian Civilization (3)
 or HIST 171 Modern East Asian Civilization (3)
 or HIST 180 African Civilization (3)
 HIST 385 Seminar I-History (4)
 One HIST elective at the 200-level or above (3) (a non-Western course is recommended)

American government (15 s.h.)

POLS 110 Introduction to American Politics (3)
 And four courses chosen from:
 POLS 212 Congress (3)
 POLS 213 The Courts (3)
 POLS 214 The Presidency (3)
 POLS 215 The Politics of State and Local Governments (3)
 POLS 216 Political Behavior: Political Participation, Elections, and Media (3)
 POLS 361 American Political Philosophy (3)

Economics (15 s.h.)

ECON 112 Principles of Microeconomics (3)
 ECON 113 Principles of Macroeconomics (3)
 ECON 212 Intermediate Microeconomics (3)
 or ECON 213 Intermediate Macroeconomics (3)
 Two 200-level or above ECON electives (6 s.h. total), *excluding ECON 281*

Psychology (15 s.h.)

PSYC 122 General Psychology (3)
 PSYC 220 Psychology Investigations (3)
 PSYC 231 Psychopathology (3)
 PSYC 334 Social Psychology (3)
 PSYC 210 Elementary Principles of Behavior (3)

Note: PSYC 210 will not be offered beginning 2011-12. Contact the program director for assistance in finding an alternate course.

Sociology (15 s.b.)

SOC	120	Principles of Sociology (3)
SOC	225	Social Problems (3)
SOC	241	Crime and Delinquency (3)
SOC	242	Sociology of the Family (3)
SOC	346	American Ethnicity (3)

Communication skills endorsement

The student and major advisor will develop from one or more upper-level courses in the major a course portfolio that reflects successful demonstration of skills in reading, listening and speaking.

SOCIOLOGY

*Behavioral Sciences Division
Sociology/Anthropology Department*

Faculty

Jon Witt (chair), Dawn Reece, Shawn Wick

Statement of philosophy

Sociology is the systematic study of the relationship between the individual and society and of the consequences of difference. According to the sociological perspective, we as humans must create culture in order to establish relationships to nature and with each other. As we share the culture we construct with others, we collectively come to take its reality for granted and act according to its principles. Over time, the resulting relationships solidify, giving rise to a social structure which helps guide our actions. Because the positions we occupy within that structure play such an important role in shaping who we are and what we do, sociologists place particular emphasis on studying the impact social location has on opportunity, including analysis of factors such as age, educational attainment, ethnicity, gender, race, and social class.

The ability to understand how societies are ordered, maintained, and changed better equips students to live in a rapidly changing, increasingly diversified, and sometimes chaotic world. We believe that exposure to sociological theories and research enables students to more effectively explain why we think and act as we do, thus equipping students to make more informed choices. In addition, learning appropriate research methods prepares students to ask and answer their own sociologically informed questions. The sociological imagination, which enhances our capacity to understand the intersection between history and biography, provides students with the skills they need to follow a variety of pathways after graduation. Our majors frequently pursue careers in social work, school counseling, law enforcement, criminal justice, human resources, and not-for-profit management.

Study abroad opportunities

In an increasingly global economy, skills in cross-cultural analysis and understanding are increasingly valuable. The department strongly encourages sociology and anthropology students to take advantage of Central College's study abroad programs. Our students frequently chose London, Wales or Mexico.

Communication skills endorsement

The department begins to evaluate each student's reading, writing and speaking skills one semester after the student declares his/her intention to major in sociology. All available evidence will be used including results of tests, grades received in courses and information supplied by department members. Students may be required to demonstrate communication proficiency either by providing a portfolio of their writing or by writing an essay on a broad topic of sociological significance. Students will receive either a departmental endorsement or an outline of procedures that may include taking composition courses, developmental reading or speaking courses and working with the skills center.

Major and minor restrictions

Students may choose to declare a major in either sociology or cultural anthropology. Cultural anthropology majors may not declare a sociology minor. Sociology majors may not declare a cultural anthropology minor.

Sociology Major Requirements (35 s.h.)

1. Complete all of the following:

SOC	120	Principles of Sociology (3)
MATH	105	Introduction to Statistics (4) <i>or</i> PSYC 335 Fundamentals of Statistics (4)
SOC	350	Methods of Social Research (4) <i>or</i> POLS 250 Methods of Political Research (4)
SOC	450	Sociological Theory (3)

2. Complete an additional 21 s.h. of sociology (SOC) or anthropology (ANTH) elective courses

(at least 6 of these 21 s.h. must be at the 300-400 level)

3. Complete all requirements for the Communication Skills Endorsement

Sociology Minor Requirements (18 s.h.)

Complete 18 s.h. of SOC and/or ANTH courses, with at least 6 s.h. at the 300-400 level.

SPANISH

Cross-Cultural Studies Division
Modern Languages Department

Faculty

Allison Krogstad, Kathy Korcheck, Erik Ladner, Samuel Mate-Kodjo, Oscar Reynaga

Departmental statement of philosophy

The department of modern languages believes that the ability to communicate (listen, speak, read and write) in another language is fundamental for attaining an understanding of the many cultures that make up the world. For significant intercultural understanding, students must also learn what members of other cultures consider worth talking about: their historical, artistic and literary heritage; their contemporary political, social and economic problems; and their basic customs and values.

Modern language course offerings are intended to build basic communication skills and insight into important topics in literature and culture. All on-campus courses include laboratory sessions with native-speakers or advanced speakers of the target language and are supported by co-curricular activities in the language, including the language house program and social activities. All courses aim to increase language proficiency and cultural awareness as well as to prepare students for an extended, off-campus immersion in a culture where the target language is spoken.

Study abroad opportunities

All majors in the department of modern languages (especially those seeking secondary teaching licensure) are expected to spend one year – or at least one semester – in one of Central’s programs in Granada, Spain; Merida, Mexico; Paris, France; or Vienna, Austria. Before departure, students should review with their advisor those courses offered abroad that can be used to meet major requirements, and file a preliminary plan of study with the advisor. Students must make effective use of their time and experience abroad in order to reach the proficiency levels required of the major. Students seeking a minor in the department are encouraged to study abroad as well.

Teaching licensure

Students seeking teaching licensure must secure information from the department of modern languages and the department of education concerning departmental and state requirements.

Foreign language credit by proficiency

For information on earning credit by proficiency in a foreign language, please see the “Credit by Proficiency” section of this catalog.

Spanish major statement of philosophy

Spanish majors are expected to spend at least a semester with Central’s program in Granada, Spain; Merida, Mexico; or in an equivalent, approved program. Here the student builds on the foundation established on campus, improves language proficiency and enhances cultural understanding. All majors must demonstrate their proficiency on an oral examination in Spanish to be administered by departmental members during the fourth year. The goal is to achieve the equivalent of an advanced rating according to the scale established by the American Council on the Teaching of Foreign Languages.

Spanish Major Requirements (30-46 semester hours)

1. Complete all of the following:

- a. SPAN 323 Introduction to Hispanic Literature (3)
- b. A minimum of 3 s.h. in Hispanic literature (SPAN 332, 342 or class abroad)
- c. A minimum of 3 s.h. in civilization or culture (SPAN 343, 350 or class abroad)
- d. A minimum of 3 s.h. in another language (French, German, Chinese, or approved language) at the appropriate level
- e. A 3 s.h. 400-level senior seminar course (SPAN-487)
- f. A minimum of 15 s.h. of electives (language, literature, culture, or classes taken in the language abroad) at the 300-level or above (321 and 322 apply)
- g. 2 semesters of study abroad in Merida and/or Granada (or department chair approval)

All courses, except requirement “d,” must be taken in Spanish.

Of the 24 s.h. taken in Spanish beyond SPAN 323 Introduction to Hispanic Literature, at least 3 must relate specifically to Spain and at least 3 must relate specifically to Latin America

2. Complete all requirements for the Communication Skills Endorsement

Communication skills endorsement

All Spanish majors will successfully complete significant written and oral work in one (or more) 300-400 level course.

Spanish Minor Requirements

1. SPAN 323 Introduction to Hispanic Literature (3) or its equivalent
2. A total of at least 6 s.h. at the 300-level or above.

Additional information

Departmental offerings that meet graduation requirements: students may meet the language proficiency requirement by scoring at the intermediate low level on the ACTFL proficiency scale, or by placing at the intermediate (SPAN 221) level on the Spanish placement exam or by completing SPAN 122 with a grade of C or better. Non-Spanish majors may earn up to 6 credits for the cultural awareness Core requirement with any Spanish courses numbered 121 or higher.

THEATRE

Fine Arts Division

Theatre Department

Departmental faculty

Anne Petrie (co-chair), Ann Wilkinson (co-chair), Mary Jo Sodd, Tom Thatcher

Statement of philosophy

The Central College theatre program is designed to make available a broad and comprehensive exposure to the theatre arts. Intellectual and artistic developments are carefully balanced within a production-oriented atmosphere. Courses focus students toward performance, design, arts management, and the general skills need by theatre practitioners. Independent study is encouraged and students have the opportunity to earn credits while working on their craft under close mentorship by faculty and staff.

Study Abroad Opportunities

Theatre students are encouraged to participate in one of Central's international programs and/or the Chicago program. Theatre courses are available in several of the European centers. Students should consult with the department faculty and the office of internships and career services for learning opportunities available through internships.

Theatre courses offered on study abroad programs may apply to the major. Students should consult with the international education department and the theatre department concerning such courses.

Theatre Major Requirements (40 s.h. minimum)

Note: Students who plan to major or minor in theatre will be expected to participate in co-curricular theatre programs. Education majors desiring a theatre endorsement will have the same expectation.

1. Complete all of the following:

THEA 140	Introduction to Theatre (3)
THEA 150	Acting (3)
THEA 163	Stagecraft (4)
THEA 165	Stage Management (1)
THEA 258	Directing I (4)

2. Complete one of the following:

THEA 240	Ancient to Medieval: Theatre History and Dramatic Literature (3)
THEA 241	Renaissance to Modernism: Theatre History and Dramatic Literature (3)

3. Complete one of the following:

THEA 248	Costume Design and Construction (3)
THEA 260	Scene Design (3)
THEA 264	Lighting Design (4)

4. Complete at least 2 s.h. of the following:

THEA 292	Practicum in Theatre (Arr)
THEA 494	Practicum in Theatre (Arr)

5. Complete at least 17 s.h. of THEA elective courses

6. Complete all requirements for the Communications Skills Endorsement

Communication skills endorsement

Oral and written skills are evaluated at the time students declare their intent to major through discussion with an advisor in the department. Progress is reviewed at the end of each year by departmental faculty. Students are also encouraged to take supplemental courses in other departments that enhance their skills and major.

Assessment will be based on a variety of writing samples, including script analysis. The faculty will review classroom presentations for organization and speaking skills. Organization and collaboration skills important to the field will be assessed through production work.

Theatre Minor Requirements (20 s.h.)

1. Complete a minimum of 20 s.h. of THEA courses that have been approved by the department. At least 3 semester hours must be at the 300-400 level.

COURSES OF INSTRUCTION

Accounting

ACCT 241 Introduction to Financial Accounting (3)

Examines the financial accounting function of business entities. Develops an understanding of the financial information in published financial statements (income statement, balance sheet, cash flow statement, and equity statement). Examines the role of financial data in the decision-making process of “investors” and other “outsiders” of the business entity. Computer applications including electronic spreadsheets and financial statements retrieved from online sources are emphasized.

ACCT 242 Introduction to Management Accounting (3)

Prerequisite: ACCT 241 and ECON 112. Pre- or corequisite: BMGT 311. Focuses on providing information useful for internal decision-making in production, merchandising, government and service-oriented enterprises. Primary emphasis given to understanding of costs and cost behavior and the use of cost information for planning, controlling, decision-making performance evaluation and product costing. Introduces recent developments in management accounting, such as activity-based costing (ABC) and Just-in-Time (JIT). Development and use of electronic spreadsheets is emphasized.

ACCT 341 Intermediate Financial Accounting I (3)

Prerequisite: ACCT 241 (grade of B or better recommended). Examines the current state of financial accounting theory, standards, principles and practices. Studies theoretical and practical problems of measurement and valuation related to the determination of net income, revenue recognition, cash flow and presentation of financial position. Emphasizes the asset and liability sections of the balance sheet.

ACCT 342 Intermediate Financial Accounting II (3)

Prerequisite: ACCT 341. Examines the current state of financial accounting theory, standards, principles and practices. Studies theoretical and practical problems with emphasis on special topics: long-term debt, capital stock, leases, pensions and other post employment/retirement benefits, deferred tax, accounting changes/error corrections, cash flow statement and financial statement disclosures.

ACCT 343 Advanced Management Accounting (3)

Prerequisite: ACCT 242, and MATH 105 or MATH 215; or consent of the instructor. Examines the nature of accounting data as related to managerial functions of planning, controlling, decision-making, performance evaluation, and product costing. Major topics include cost accumulation, analysis, allocation and estimation (including statistical methods), budgeting and standard costing with variance analysis.

ACCT 344 Individual Tax Accounting (3)

Prerequisite: ACCT 241. Studies the general framework of the determination of income tax for an individual.

ACCT 345 Advanced Taxation (3)

Prerequisite: ACCT 241 and ACCT 344. Studies the specific tax code for corporations, estates and trusts. Relates the process of converting financial GAAP accounting to reporting under the IRS code.

ACCT 346 Government and Non-Business Accounting (3)

Prerequisite: ACCT 242. Studies the accounting procedures and financial reporting of governments and non-business entities. Examines the state and local government entities under the control of the GASB. Examines the financial reporting requirements of not-for-profit entities under the control of FASB, including: colleges and universities, hospitals and health care organizations, charities (501c2 and 501c3), and other non-profit entities.

ACCT 347 Accounting Information Systems (3)

Prerequisite: COSC 109 or COSC 110. Pre- or corequisite: ACCT 242. Introduces students to the role information systems plays in accomplishing the objectives of financial accounting, managerial accounting, tax accounting and auditing. Students study the principles of systems design, relational databases, and the controls in accounting information systems; the flows of information through the various accounting cycles and the corresponding internal controls; the information flows using the traditional accounting model with an emphasis on the use of current database technology, including data modeling.

ACCT 390 Topics (Arr)

Prerequisite: instructor’s permission. Selected topics in accounting may be offered, depending upon student and staff interest.

ACCT 397 Internship (Arr)

Prerequisite: BMGT 311, ACCT 242, third-year standing and instructor’s permission. Available only to students who have declared a major in the department. The seminar attempts to sensitize the student to work experience and provide communication with other students to discuss their mutual experience. May be repeated for a maximum of 9 semester hours total. Pass/No credit basis.

ACCT 441 Advanced Financial Accounting (3)

Pre- or corequisite: ACCT 342. Studies specialized financial reporting problems, including those related to investments in financial and derivative assets, the equity method of accounting, the entity concept (consolidated financial statements and international accounting operations), and non-corporate business reporting.

ACCT 442 Auditing (3)

Prerequisite: ACCT 341 and ACCT 347. Examines public accounting, the attest function, internal control and internal auditing. Emphasizes generally accepted auditing standards, professional ethics and legal responsibilities of the auditor. Studies the auditing environment, planning and performance of the audit, and the reporting standards.

ACCT 485 Accounting Research Seminar (1)

Prerequisite: senior standing and declared accounting major. Students conduct research on a substantive accounting topic in the areas of financial, managerial, tax, auditing, consolidations, international, information systems, not-for-profit, or governmental. A formal presentation to accounting faculty and senior majors is required. Pass/No Credit basis.

ACCT 499 Independent Study (Arr)

Prerequisite: instructor's permission. An independent research experience for senior majors.

Anthropology

ANTH 120 Introduction to Cultural Anthropology (3)

Introduction to the field of cultural anthropology. Students will explore human cultural diversity from small-scale hunter-gatherer societies to large-scale industrial societies. Areas covered include ethnicity, gender roles, religion, warfare and the environment. Special attention is given to the way anthropologists gather and analyze information on different cultures. (SB, GPC)

ANTH 222 Culture Through Film (3)

Films depicting the life ways, values and beliefs of people from around the world have played an important role in conveying the diversity of human cultures since the inception of cultural anthropology. This course will expose students to a variety of cultures through the analysis of anthropological films and written ethnographic accounts. (SB, GPN)

ANTH 255 Cultures of Latin America (3)

Provides a general introduction to contemporary Latin American cultures and societies. Topics covered include Latin American racial ideologies, indigenous groups, religion, politics, gender roles, sexuality, sports and immigration to the United States. (SB, GPN)

ANTH 260 Medical Anthropology (3)

Explores how disease and illness are understood differently across cultures and examines a range of healing practices in non-Western cultures. Also examines various cultural aspects of contemporary Western biomedicine. (SB, GPC)

ANTH 264 Archaeology (3)

Introduces the methods and findings of archaeology. Hands-on experience in excavation techniques will complement classroom study.

ANTH 265 Ethnicity and Nationalism (3)

We live in a world today where ethnic tensions and conflict have become the norm rather than the exception. Virtually all countries are multi-ethnic in nature, and therefore are susceptible to group mobilization along ethnic lines. This course is a cross-cultural, comparative study of the causes of both ethnic conflict and cooperation. Various theories of ethnic conflict/cooperation will be examined using case studies from different parts of the world.

ANTH 266 First Peoples of America (3)

A survey of the native cultures of North America. Region-by-region analysis will consider ecological adaptations of the American Indians, as well as their modes of social organization and belief systems. (SB, GPC)

ANTH 366 Ethnographic Field Methods (3)

Prerequisite: ANTH 120 or instructor's permission. Surveys field methods used by cultural anthropologists, encompassing readings, discussion and practicum. Methods include interview, participant observation, survey, mapping, archival research, life history and others. (WRT)

ANTH 397/497 Internship (Arr)

Prerequisite: departmental approval and instructor's permission. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis.

ANTH 462 Culture Theory (3)

Prerequisite: ANTH 120 or instructor's permission. An examination of the history and development of anthropological theory, with emphasis on the contributions of prominent theorists.

ANTH 465 Applied Anthropology (4)

Prerequisite: ANTH 120 and third-year standing. Provides students with opportunity to apply anthropological understanding outside of the classroom as researchers, interns or volunteers in community and/or organizations. Readings and weekly meetings will provide insight and depth into students' experiences.

ANTH 485 Seminar in Cultural Anthropology (3)

Prerequisite: Anthropology major or instructor's permission. The capstone course designed for cultural anthropology majors. Students will explore issues related to the four fields of American anthropology: physical anthropology, archaeology, linguistic anthropology and sociocultural anthropology.

ANTH 498 Research in Anthropology (Arr)

Students plan, carry out and write up original anthropological research projects in an off-campus location, for example, the Basque Ethnographic Research Project.

ANTH 499 Independent Study: Anthropology (Arr)

Designed to permit students to pursue their interest in specialized areas of anthropology in greater depth than is possible in other courses offered by the department. Restricted to upper-class majors.

Art**ART 110 Art and Architecture of the Ancient World (3)**

A broad survey of painting, sculpture, and architecture from prehistoric to late antiquity. Students are introduced to the field of art history as they learn to identify, interpret, and distinguish the art and architecture of various periods, styles, and cultures including Ancient Near Eastern, Egyptian, Greek, Roman, and Early Christian. Works of art are studied in their historical context with emphasis on the cultural values revealed in them. (ART)

ART 130 Drawing I (3)

A challenging workshop exploring the fundamental theory and practice of traditional and contemporary drawing which includes critical analysis and interpretation. Students will be working from direct observation applying a variety of technical and conceptual approaches. Group and individual critiques will supplement the studio practice. No previous experience in drawing required. (ART)

ART 135 Visual Language (3)

A challenging workshop that examines the fundamental theory and practice of studio art. This course will focus on visual communication, creative problem solving, idea generation, critical analysis and interpretation in both two and three dimensional media. Open to art majors and non-majors. No previous experience in art required. (ART)

ART 137 3-D Design (3)

A foundation studio art course emphasizing three dimensional design elements and principles. Teaches basic three-dimensional studio techniques, visual composition and critical skills including art vocabulary sufficient to analyze art works. (ART)

ART 221 Medieval Art and Architecture (3)

Examines Christian art and architecture produced during the Middle Ages (from the fourth century CE through the Gothic era, ca. 1400 CE). We will explore major artistic monuments and movements, and analyze how works of art serve as tangible crystallizations of the religious, social, liturgical and historical circumstances of their period and culture. The class will consider art in a variety of media, focusing on painting, sculpture, and architecture. Students will be encouraged to approach each period through a few key monuments or objects, analyzing each within its own particular cultural perspective. (ART)

ART 222 European Art from the Renaissance to Romanticism (3)

Traces the development in Western European art from the Renaissance to the early nineteenth century. Introduces students to the field of art history as they learn how to look actively at art works, to interpret the art and architecture of various periods, styles, and cultures within their specific historical contexts. Explores how social, cultural, religious, spiritual, economic, political, and material factors influenced these artists' changing perception of, and responses to, their world and their artistic expressions. (ART)

ART 230 Printmaking I (3)

Prerequisite: ART 130 or ART 135. A challenging workshop exploring the fundamental materials and techniques of intaglio, relief and digital printmaking which includes critical analysis and interpretation. This course will examine a variety of traditional and contemporary approaches. Group and individual critiques will supplement the studio practice. No previous experience in printmaking required. (ART)

ART 231 Painting I (3)

Prerequisite: ART 130 or ART 135. A challenging workshop exploring the fundamental theory and practice of traditional and contemporary painting which includes critical analysis and interpretation. This course will examine the properties of color, color theory and the unique characteristics of the medium from a variety of technical and conceptual approaches. Group and individual critiques will supplement the studio practice. No previous experience in painting required. (ART)

ART 232 Ceramics I (3)

Prerequisite: ART 137 or instructor's permission. An introduction to clay as an art medium through a variety of fundamental forming, surface decoration and firing techniques commonly used by potters and sculptors. (ART)

ART 233 Sculpture I (3)

An introduction to the materials, processes and techniques of sculpture. The range of materials could include wood, metal, paper products and found objects. (ART)

ART 234 Glassblowing I (3)

Prerequisite: instructor's permission. An introduction to the techniques of off-hand glassblowing. Emphasis will be on the development of skills of working with the plastic and spontaneous qualities of molten glass.

ART 235 Metalsmithing I (3)

An introduction to the design and fabrication of three-dimensional forms for jewelry, holloware, flatware, and small sculpture. (ART)

ART 236 Drawing II (3)

Prerequisite: ART 130. An advanced workshop focusing on conceptual and thematic approaches while expanding upon the techniques and materials covered in Drawing I. Critical analysis, interpretation and regular critiques will continue as an integral part of the studio practice.

ART 242 Netherlandish Art, 1400-1650 (3)

This course surveys the principal developments in paintings created in Flanders (today's Belgium) and the Low Countries between 1400 and 1650. It aims to provide students with an understanding of, and insight into, fundamental artistic characteristics of the Flemish and Dutch art from the Renaissance to the Baroque period, as well as the socioeconomic, cultural, material, and intellectual contexts in which artworks were produced, consumed, and received. The course draws upon the canonical works of such artists as Van Eyck, Bruegel, Rubens, Rembrandt, and Vermeer. (ART)

ART 248 Japanese Art (3)

A broad survey of the history of Japanese art from the seventh to nineteenth centuries. Students are introduced to the field of art history as they learn to identify and interpret the art and architecture of various periods, while exploring the cultural and historical circumstances of their creation. Works of art are studied in their historical context with emphasis on the cultural values revealed in them. (ART, GPN)

ART 275 Contemporary Arts in the City (3)

Prerequisite: second-year standing and instructor's permission. An extensive exploration of the architecture, dance, drama, music, visual arts and other art forms influenced by and available in the city. Uses a broad range of field experiences supported by reading classroom discussion and presentations by recognized authorities. Offered in major cities.

ART 295 Practicum in Gallery Management (1)

Prerequisite: instructor's permission. Offers experience in art gallery management including organizing and installing exhibitions, docent duties and marketing of the gallery. May include some graphic design work. May be repeated. Pass/No Credit basis.

ART 325 History of Modern Art (3)

Explores the origins and development of avant-garde modern art in Europe from the mid-nineteenth century to the end of the World War II. It examines various artistic movements and styles within their cultural and historical contexts, focusing on the interrelation of ideas and concepts about art and history. (ART, WRT)

ART 330 Printmaking II (3)

Prerequisite: ART 230. An advanced workshop focusing on conceptual and thematic approaches while expanding upon the techniques and materials covered in Printmaking I. Critical analysis, interpretation and regular critiques will continue as an integral part of the studio practice.

ART 332 Ceramics II (3)

Prerequisite: ART 232. A continuation of Ceramics I with the addition of developing glazes and more experience in the firing procedures. Emphasis on developing a more personal approach to the medium.

ART 333 Sculpture II (3)

Prerequisite: ART 233. A continuation of ART 233 with both individually arranged and structured projects in advanced sculptural concepts and techniques.

ART 334 Glassblowing II (3)

Prerequisite: ART 234 and instructor's permission. A continuation of working with molten glass as a medium of expression. Emphasis will be on developing a more personal style while continuing to improve technical skills and understanding of the processes.

ART 335 Painting II (3)

Prerequisite: ART 231. An advanced workshop focusing on conceptual and thematic approaches while expanding upon the techniques and materials covered in Painting I. Critical analysis, interpretation and regular critiques will continue as an integral part of the studio practice.

ART 337 Metalsmithing II (3)

Prerequisite: ART 235. A continuation of ART 235 with both individually arranged and structured projects in advanced metalsmithing techniques and concepts. Emphasizes exploration of metal as a medium of personal aesthetic expression.

ART 338 Papermaking and Book Arts (3)

Prerequisite: junior standing or instructor's permission. Explore the creative possibilities of handmade artist's books using a variety of traditional and non-traditional book structures and making paper from recycled paper, cotton and plant fibers. This course will include a brief history of the book and papermaking. Critical analysis and interpretation of the work created will supplement the studio practice. No previous art experience required.

ART 340 Advanced Studio (3)

Prerequisite: Any 300-level studio course and instructor permission. A studio course that provides students an opportunity to explore individual advanced problems in art. Emphasis on developing a successful body of artwork. Stresses work presentation and portfolio development.

ART 397 Internship in Art (Arr)

Prerequisite: instructor's permission. The internship provides an opportunity for the student to explore a career option in the major field of study. Pass/No Credit basis.

ART 399 Independent Study (Arr)

Prerequisite: third-year standing, several art courses and instructor's permission. Provides an opportunity for students to explore individual problems in art. May be repeated for a maximum of 6 semester hours.

ART 425 Art Theory and Criticism (3)

Prerequisite: ART 325. A study of contemporary artistic theory and practice focusing on the ideas and issues that have informed art criticism of the past 30 years.

ART 430 Senior Seminar in Art (3)

Prerequisite: senior standing and art major. This course is the art major capstone experience. Emphasizes professional presentation and stresses advanced work. A mature body of work is created through the course of the semester and presented during the senior exhibit. Team-taught by art faculty.

Athletic Training

AT 152 Introduction to Athletic Training

Prerequisite: Instructor permission. Provides knowledge, theory and skill training in entry-level athletic training procedures and skills through lab, observation and lecture. Provides American Red Cross certification in First Aid/BBP/Professional Rescuer CPR. Covers the five domains of athletic training; injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation and organizational and professional health and well-being. This course is required for all students accepted into the Athletic Training Education Program.

AT 223 Level 1: Clinical Rotation 1 (1)

Prerequisite: Admission to ATEP, BIOL 111, EXSC 149 and EXSC 151, or instructor permission. The course will cover a variety of topics from Basic First Aid, Professional Rescuer CPR, AED and an assortment of administrative issues. The material covered is vital for an entry level ATS. Rotations are designed to expose students to fall sports in a structured environment. Students will spend a maximum of three weeks with each sport. During that time students need to familiarize themselves with the rules, equipment and idiosyncrasies of each sport.

AT 224 Level 1: Clinical Rotation 2 (1)

Prerequisite: AT 223 or instructor permission. The purpose of this course is to further students' clinical skills and to expose them to spring sports in a structured environment. Students will spend a minimum of three weeks with each sport. During that time students need to familiarize themselves with the rules, equipment and idiosyncrasies of each sport.

AT 272 Athletic Injury Assessment: Lower (3)

Prerequisite: EXSC 151. Provides the student with the knowledge and skills to evaluate common injuries occurring in lower extremities of the musculoskeletal system. Initial treatment, rehabilitation and taping techniques are explored.

AT 273 Athletic Injury Assessment: Upper (3)

Prerequisite: EXSC 151. Provides the student with the knowledge and skills to evaluate common injuries occurring in upper extremities of the musculoskeletal system. Initial treatment, rehabilitation and taping techniques are explored.

AT 323 Level 2: Clinical Rotation 1 (2)

Prerequisite: AT 223, 224, 272 and 273 or instructor permission. The purpose of this course is to provide athletic training students a fall clinical rotation assignment in a controlled and supervised environment. The students will be expected to practice, demonstrate, refine and apply competencies gained in previous settings. The students will attend practices and events as assigned; assist in pre- and post-practice treatment and care of injuries; provide practice supervision; evaluate and provide treatment and rehabilitation of injuries. The students will also demonstrate appropriate communication skills with other health care professionals working with their team.

AT 377 Therapeutic Modalities (3)

Prerequisite: EXSC 151 and AT 272. Applies the most common therapeutic modalities used in the rehabilitative setting. Discusses documentation in depth, patient safety, phases of rehabilitation, the inflammation process as it relates to therapeutic modalities, wound repair, thermal agents, hydrotherapy, electrotherapy and other contemporary therapeutic modalities. Indications, contra-indications and actual use will be discussed and practiced. Classroom and laboratory time will be combined to provide the student with a more complete understanding of therapeutic modalities.

AT 378 Therapeutic Exercise (3)

Prerequisite: EXSC 151, AT 272 and 273. Develops individual exercise programs used in injury rehabilitation. Discusses range of motion, resistance exercise, aerobic exercise, stretching, and joint mobilization for all major regions of the body. Special populations will also be considered. Includes the physiological effects, indications and contra-indications for use of exercise in a rehabilitative setting. Classroom and laboratory time will be combined to provide a balanced look at the use of exercise in rehabilitation.

AT 379 Organization and Administration of Athletic Training (2)

Prerequisite: AT 224. Topics include foundations of management and organizational hierarchy of the NATA; program creation and evaluation; selecting, supervising, and evaluating staff; budgeting, purchasing, inventory, and maintenance; facility design; medical records management; insurance systems; legalities of sports medicine; ethical considerations in sports medicine; and organizing pre-participation physicals and drug testing. Students will explore and develop position notices and budget models, coordinate a sports medicine symposium, design an athletic training facility, explore different medical documentation styles, and evaluate drug testing and pre-participation physicals.

AT 380 Athletic Training Pharmacology (1)

Prerequisite AT 224. This course will provide knowledge of the practical aspects of over-the-counter (OTC) and prescription (Rx) medications including: anti-inflammatory medications (steroidal and non-steroidal), analgesics, local anesthetics, bronchodilators and other respiratory medications, antibiotics, beta-blockers and hypertensives, and performance-enhancing drugs. Proper use in the athletic environment will be examined. This course will also examine the roles and responsibilities of a certified athletic trainer in understanding the indications, actions, side effects, precautions, dose information, allergies, and dispensing of commonly used medications. Students will also discuss and debate the issues surrounding drug testing. Students will explore and develop a comprehensive drug dispensing, education, and testing program.

AT 423 Level 3: Clinical Rotation 1 (2)

Prerequisite: AT 323, AT 377 and 378, or instructor permission. Senior level review and evaluation of clinical competencies and proficiencies. Extensive content in organization and administration of athletic training programs.

AT 424 Level 3: Clinical Rotation 2 (2)

Prerequisite: AT 323, AT 377 and 378, or instructor permission. Senior level review and evaluation of clinical competencies and proficiencies. Extensive content in organization and administration of athletic training programs.

AT 472 General Medical Conditions for the Athletic Trainer (3)

Prerequisite: AT 272 and AT 273. Designed to address the common general medical conditions encountered by athletic trainers. The recognition, evaluation, and referral of these conditions will be covered.

Behavioral Science

BEHS 285 Not-for-Profit Seminar (1)

An examination and discussion of not-for-profit management in the United States for students interested in possible careers in this field. Meets once a week with each session devoted to a different aspect of the field. Each topic is explored jointly by students, faculty, and practitioners.

BEHS 397 Internship in Not-for-Profit Management (3)

Biology

BIOL 111 Introduction to Human Anatomy and Physiology I with Lab (4)

First of a two-course sequence introducing the structure and function of the human body. Includes body organization, tissues and the integumentary, skeletal, muscular, nervous and endocrine systems. Involves significant laboratory experience including physiological experimentation, examination of histological specimens, anatomical models and dissection of preserved organs. Includes one three-hour lab per week. (NS)

BIOL 112 Introduction to Human Anatomy and Physiology II with Lab(4)

Pre-requisite: BIOL 111. Second of a two-course sequence introducing the structure and function of the human body. Continued study of human systems including cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems. Involves significant laboratory experience including physiological experimentation, examination of histological specimens, anatomical models and dissection of preserved specimens. Includes one three-hour lab per week.

BIOL 118 Environmental Problems and Midwest Ecosystems with Lab (4)

One of the most endangered ecosystems on earth is not in a distant place, but in Iowa. This course examines Midwestern ecosystems and environmental problems impacting them. Course goals are to increase knowledge and appreciation for nature in the Midwest and examine major environmental problems impacting Iowa, focusing on their causes and solutions. Students will spend a significant amount of time outdoors, and will design and conduct a research project. Includes one 3-hour lab. Does not count toward the Biology major. Students cannot receive credit for BIOL 118 and BIOL 123 or NASC 120. (NS, GS)

BIOL 123 Natural History of the Great Plains with Lab (4)

An overview of the natural history of the Great Plains for non-biology majors. Topics will include climate, geology, soils and the ecology of local prairies, woodlands and wetlands. Studies common plants and animals of this region and local ecological problems. This course includes one three-hour laboratory per week that will involve several field trips. A weekend field trip may be offered. (NS)

BIOL 130 Diversity of Life with Lab (4)

An exploration of the major groups of organisms and of evolution as the source of biological diversity and the unifying principle of the biological sciences. The coverage of biological diversity includes basic structure and function, ecology and behavior. Laboratories allow students to experience the diversity of life firsthand with living examples of many groups. Includes one three-hour lab per week. (NS)

BIOL 131 Introduction to Cells with Lab (4)

Prerequisite: High school chemistry. An introduction to the cellular basis for life; includes the chemical building blocks of life, cell structure, membrane function, cellular energetics, cell reproduction and heredity and the elements of molecular genetics. Includes one three-hour lab per week. (NS)

BIOL 210 Epidemiology (3)

Introduces the basic concepts and principles of epidemiology and biostatistics as applied to public health problems, including historical overview; descriptive methods and sources of data; diagnostic screening; study designs; analytical tools; measures of association; bias and confounding factors. Emphasis is placed on methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations, as well as critical evaluation and interpretation of public health research, using examples from the literature.

BIOL 221 Genetics with Lab (4)

Prerequisite: BIOL 130 and BIOL 131. An introduction to genetic analysis including coverage of classical and molecular genetics in the following areas: Mendelian analysis, linkage, mutation, changes in chromosome structure and number, the relationship between genetics and the central dogma, gene expression, sex determination, population genetics and speciation. Laboratory will use both classical and molecular techniques to illustrate key concepts. Includes one three-hour lab per week.

BIOL 223 Vertebrate Natural History with Lab (4)

Prerequisite: BIOL 130. An overview of vertebrate biology. Lectures will concentrate on the various morphological, physiological and behavioral adaptations vertebrates have for their environments, and the laboratories will cover the structure and identification of the vertebrate groups, with emphasis on local species. Laboratories also include field trips for the observation and collection of local vertebrates; one lab will cover specimen preparation. Includes one three-hour lab per week.

BIOL 229 Principles of Ecology with Lab (4)

Prerequisite: BIOL 130 and BIOL 131. Analyzes the patterns present, and processes operating, in ecological populations, communities and ecosystems. Emphasis on processes that influence the distribution and abundance of species. Laboratories introduce students to field methods and computer simulations, and allow students to conduct research, analyze data and present their results. Includes one three-hour lab per week. (GS)

BIOL 310 Tropical Ecology (1-4)

Prerequisite: BIOL 130 or instructor's permission. Introduces students to marine and terrestrial ecosystems in the tropics. Meets once a week for two hours during the semester and during a 16 day trip to Belize and Costa Rica or other tropical regions during winter break to explore several different ecosystems including coral reefs, tropical dry forests, cloud forests and tropical lowland forests. Students are required to attend both the trip and the lectures to receive credit. Students enrolling in this course must pay an additional fee and pay for airline tickets and other expenses. (NS)

BIOL 315 Aquatic Toxicology with Lab (4)

Prerequisite: CHEM 131 and one of the following: BIOL 130 or BIOL 131 or NASC 120. This course will allow students to better understand the effects and impacts of toxic substances and human activity on freshwater ecosystems. In lab, students will learn how to measure basic water quality parameters and perform acute toxicity tests on living organisms. Students will then develop and conduct field or lab based experiments pertaining to aquatic toxicology, analyze their data and present their findings. Includes one three-hour lab per week.

BIOL 320 Evolution with Discussion Lab (4)

Prerequisite: BIOL 221 and BIOL 229. An overview of evolution as the unifying principle of the biological sciences, with coverage of the origins of evolutionary thought, population genetics and phylogenetics. Includes workshop activities on topics such as population genetics, morphometrics and phylogeny reconstruction as well as review of the primary literature. One two-hour discussion lab per week. (WRT)

BIOL 321 Comparative Vertebrate Anatomy with Lab (4)

Prerequisite: BIOL 130. A comparative analysis of vertebrate structure, with morphology interpreted in a phylogenetic context. Emphasis on the major morphological changes that have occurred during the half-billion years of vertebrate evolution. Laboratories involve dissection of the dogfish shark and the mink, as well as examination of much additional vertebrate material. Includes one three-hour lab per week.

BIOL 324 Field Botany with Lab (4)

Prerequisite: BIOL 130 and 131. An examination of the ecology, evolution and systematics of plants. Emphasis on the evolutionary relationships and natural history of the flora of Iowa. Extensive laboratory and field work will introduce the students to methods of plant identification, taxonomy and botanical field studies. Includes one three-hour lab per week.

BIOL 335 Functional Histology with Lab (4)

Prerequisite: BIOL 131. A systematic survey, including structure and function, of the major animal cells and tissue types, followed by an in-depth, microscopic study of the major organ systems. Students learn the relationship between form and function, develop histological microtechniques and an understanding of health and disease as it relates to changes in tissue.

BIOL 341 Human Physiology with Lab (4)

Prerequisite: BIOL 131 and CHEM 235. Description of the anatomical structure and analysis of the molecular mechanisms of action of each of the vertebrate organ systems, including their nervous and hormonal control. Emphasis given to human systems but contrasting mechanisms from other vertebrate classes are included where possible and appropriate. Laboratory may include some experimentation with living tissue. Includes one three-hour lab per week.

BIOL 342 Mammalogy with Lab (4)

Prerequisite: BIOL 130 or instructor's permission. Topics to be covered include anatomy, physiology, behavior, ecology, evolution, identification and conservation. Lab will include numerous field trips (some outside of regular class time) to capture bats and other mammals. Students will be required to attend a pre-semester field trip to a more distant site. Labs emphasize anatomy, field biology and identification of mammals, as well as census and capture techniques.

BIOL 343 Ornithology with Lab (4)

Prerequisite: BIOL 130 or instructor's permission. Provides an overview of the biology of birds including their anatomy, evolution, behavior, reproduction, ecology and conservation. Introduces students to techniques of identifying birds, focusing on species commonly found in the Midwest. The lab will be heavily field-oriented in the early mornings, so students must be prepared to be outside in all weather conditions, and willing to be quiet during observation of birds. Students are required to attend all field trips. The class may also include an optional weekend field trip.

BIOL 345 Limnology with Lab (4)

Prerequisite: BIOL 229 or instructor's permission. A comparative study of inland waters, including streams, ponds, lakes and wetlands. Examines the geology, biology, chemistry, physics and management of aquatic systems. Laboratory and field work, including a weekend field trip, will introduce students to the techniques of sampling and analysis. Includes one three-hour lab per week.

BIOL 360 Human Anatomy with Lab (4)

Prerequisite: BIOL 131. Provides students with knowledge of the structure of the human body and illustrates the connections between structure and function. Follows a systems approach with review of the fundamentals of cell biology, an introduction to tissues, developmental biology, and nomenclature and conventions used to study human anatomy. Systems covered include the integumentary, musculoskeletal, cardiovascular, lymphatic and immune, nervous, endocrine, respiratory, digestive, urinary and reproductive.

BIOL 361 Microbiology with Lab (4)

Prerequisite: BIOL 130 and 131 or instructor's permission. The morphology, physiology and taxonomy of bacteria, fungi and viruses. The focus of this course is on prokaryotes although it includes the interaction of microbes with their hosts, with emphasis on the role of microbes as agents of disease. Laboratory includes techniques in culturing, staining and identifying microorganisms. Includes one three-hour lab per week.

BIOL 386 Biology Seminar (1)

Pre-requisite: BIOL 221. Students present and discuss biological topics of the instructor's choice as a context in which the scientific reasoning and communication skills of the students are evaluated, developed, and certified for graduation. A minimum grade of C or better is required from this course to count toward the major or the communication skill endorsement.

BIOL 397 Internship in Biology (Arr)

Prerequisite: BIOL 130, 131 and instructor's permission. Students work under supervision of professional biologists in practical application of biological principles. Students considering an internship should confer with the department chair after obtaining the consent of one of the department staff to serve as supervising professor. Offered on demand. Pass/No Credit basis.

BIOL 499 Independent Study in Biology (1-4)

Prerequisite: BIOL 386 and instructor's permission. A research-oriented experience designed to focus on a well-defined problem identified in BIOL 386. Conduct of the research, analysis of the data and writing of the senior thesis are done in consultation with a supervising professor. No more than 4 semester hours may be taken pursuant to the major without approval of the department chair.

Business Management

BMGT 205 Introduction to Entrepreneurship (3)

Explores the entrepreneurial process; recognizing opportunities, feasibility, marketing, planning and resource management. Does not count toward the Business Management major or minor.

BMGT 305 Advanced Entrepreneurship (3)

Prerequisite: BMGT 205. Provides students with a toolkit of techniques, skills and resources that will empower them to accept the entrepreneurial challenge of starting a new venture. Does not count toward the Business Management major or minor.

BMGT 309 Field Experience in Leadership & Entrepreneurship (1)

Prerequisite: BMGT 205, BMGT 353, BMGT 305. The primary purpose of this course is to provide structure/organization for a group of activities/projects/experiences by students completing the requirements of the Leadership & Entrepreneurship Program. These include interactions with entrepreneurs and leaders (mentoring, job-shadowing, consulting, projects), development of a student program portfolio and presentation of the portfolio to a Program Board of Review. Does not count toward the Business Management major or minor.

BMGT 311 Principles of Management (3)

Prerequisite: second-year standing. Explores the skills utilized in management, focusing on the six key functions: planning, organizing, leading, controlling, decision-making and staffing. Concepts and methods used in managing people and organizations are examined.

BMGT 331 Business Law I (3)

Prerequisite: third-year standing. Studies the legal process and the public and private law relating to business. Examines the underlying principles most closely connected with ordinary business transactions: introduction to the law, agency, contracts, sales and commercial paper.

BMGT 332 Business Law II (3)

Prerequisite: BMGT 331. Continues study of the legal process and the public and private law relating to business. Focuses on partnerships, corporations, real property, fiduciaries (estates and trusts) and bankruptcy.

BMGT 335 Not-for-Profit Management (3)

Prerequisite: BMGT 311 or instructor's permission. A course in which students utilize analytical skills to make managerial decisions in not-for-profit organizations. Emphasizes marketing and fund-raising plans.

BMGT 341 Social Entrepreneurship (3)

Prerequisite: BMGT 311. Introduces the principles of social entrepreneurship. Focuses on social enterprises, or hybrid organizations that seek both to make a profit and to achieve a social good. Course topics include identification of different types of social entrepreneurs and social enterprises; legal structures and certification processes for social enterprises; importance of building and maintaining connections to stakeholders; evaluation of social enterprise effectiveness; global aspects of social entrepreneurship; and current social enterprise trends.

BMGT 350 Managing and Valuing Cultural Diversity (3)

Prerequisite: BMGT 311 and third-year standing. Emphasizes development of an increased awareness, enhanced skills and increased knowledge about working with people of many differences: race, gender, culture, age, religion, sexual orientation, disability and others. (GPC)

BMGT 351 Organizational Behavior (3)

Prerequisite: BMGT 311 and third-year standing. Emphasizes understanding of the behaviors and attitudes of individuals and groups within organizations. Special topics include leadership, motivation, communication, interpersonal relations and teams.

BMGT 352 Human Resource Management (3)

Prerequisite: BMGT 311 and third-year standing. Concentrates on the human resource management functions of selection, performance appraisal, training and development and compensation. Focuses on the laws and current issues related to these functions. Special topics include equal employment opportunity, Affirmative Action, sexual harassment and discrimination.

BMGT 353 Leading From Within (3)

Prerequisite: third or fourth-year standing. Introduces students to a holistic model based on self-insight. Explores leadership through the lenses of theory, research and practice. Students learn to evaluate their strengths, opportunities for improvement and explore how they want to lead themselves and others.

BMGT 354 Issues in Human Resource Management (3)

Pre-requisite: BMGT 352. Explores issues related to such topics as recruitment and selection, performance evaluation, training and development, compensation, industrial relations and international human resource management. A major objective of the course is to acquaint students with important developments and current trends in the area of human resources. The course can be repeated with a different issue.

BMGT 361 Corporate Finance (3)

Prerequisite: ECON 113, ACCT 242, MATH 105 or 215, and third-year standing, or instructor's permission. Introduces financial management with emphasis on the basic tools employed in corporate financial decision-making. Concentrates on topics such as the financing and management of working capital, financial statement analysis, time value of money, valuation concepts and capital budgeting decisions.

BMGT 362 Principles of Investment (3)

Prerequisite: BMGT 361 and third-year standing. Concentrates on capital markets, security analysis and portfolio management. Classical and contemporary theories concerning optimum portfolio construction and asset allocation will be emphasized.

BMGT 363 Advanced Financial Management (3)

Prerequisite: BMGT 361 and third-year standing. Focuses on modern theory of corporate finance and its application to financial decisions. Topics such as leasing, the investment banking process, convertible securities and warrants, mergers and divestiture, leveraged buyouts and international financial management will be thoroughly examined.

BMGT 370 International Business (3)

Prerequisite: ECON 112, ECON 113, ACCT 241, ACCT 242, BMGT 311. Exposes students to the historical, social, economic and political background of international business. Examines the role international organizations play in global trade and investment. Other major topics discussed in this course include trade barriers such as tariffs, quotas, sanctions, embargoes, economic integration and free trade agreements. Journal articles, case studies and field trips will be utilized to integrate the realities of international business and investment into the course.

BMGT 371 Principles of Marketing (3)

Prerequisite: BMGT 311 and third-year standing. Emphasizes a theoretical and practical understanding of the role of marketing in society. Focuses on managerial decision-making regarding markets, products and services, promotion, distribution and pricing to satisfy customer needs and organizational goals.

BMGT 372 Consumer Behavior (3)

Prerequisite: BMGT 371 and third-year standing. Analyzes personal and interpersonal influences on buyer behavior. Topics include perception, dissonance, imagery, lifestyle, culture, social class, the family and marketing communications.

BMGT 373 Marketing Management (3)

Prerequisite: BMGT 371 and third-year standing. Studies marketing issues in an ever-changing global economy. Emphasizes the marketing manager's role in developing, implementing and analyzing goal-oriented strategies in both profit and nonprofit organizations. Major topics include marketing research; promotion, pricing and distribution strategies; and new product development.

BMGT 375 Marketing Research (3)

Prerequisite: ECON 281, BMGT 371 and third-year standing, or instructor's permission. An introduction to the methodology and analysis of marketing research. Explores the uses of marketing research in management decision making. Students will design, conduct, analyze and present the results of a marketing research projects. Topics include research design, data acquisition and analysis, creation of research reports and research ethics.

BMGT 381 Operations Management (3)

Prerequisite: ECON 281 and third-year standing, or instructor's permission. Investigates the production and operations function of the firm and the decision-making framework related to the function. Emphasizes quantitative models useful in production and operations.

BMGT 390/490 Topics (Arr)

Prerequisite: instructor's permission. Selected topics in management may be offered, depending upon student and staff interest.

BMGT 397 Internship (Arr)

Prerequisite: BMGT 311, ACCT 242, third-year standing and instructor's permission. Available only to students who have declared a major in the department. May be repeated for a maximum of 12 semester hours total. Pass/No Credit basis.

BMGT 451 Strategic Management (3)

Prerequisite: BMGT 351, BMGT 361, BMGT 371, BMGT 381 and senior standing. A capstone course that utilizes analytical skills to make managerial decisions that determine the long-run performance of an organization in a complex global economy. Includes analysis of business environment, strategy formulation, strategy implementation and evaluation and control.

BMGT 453 Global Strategic Management (3)

Prerequisite: Completion of all other courses in the major, senior standing and instructor's permission. A capstone course that focuses on the integration of knowledge gained from other courses in the business management and international management programs. Deals primarily with the issues of strategy formulation and implementation in the international arena.

BMGT 455 Small Business and Entrepreneurship (3)

Prerequisite: BMGT 351, BMGT 361, BMGT 371, BMGT 381 and senior standing. A capstone course that focuses on the integration and application of knowledge gained from previous courses in business management. Emphasizes analysis of the business environment and use of strategic processes (strategy formulation, implementation, evaluation and control) to create new ventures and to manage small businesses.

BMGT 496 Co-Op (Arr)

Prerequisite: third-year standing, instructor's permission, and declared department major with ECON 112, 113, ACCT 241, 242 and BMGT 311 completed. Full-time, off-campus work experience for students meeting competitive selection criteria established by the Co-op organization. The Co-op training program, lasting four to twelve months, must be approved by the department. A list of approved programs is available from the Department Chair. Credit arranged from 1 to 12 semester hours. Pass/No Credit (awarded upon completion of the Co-op program).

BMGT 499 Independent Study (Arr)

Prerequisite: instructor's permission. An independent research experience for senior majors.

Chemistry

CHEM 102 Chemistry Workshop (1)

Reinforces the basic concepts and problem solving skills needed to succeed in chemistry, focusing on skills in dimensional analysis and valency. CHEM 102 is required as a pre- or co-requisite for CHEM-131 for those students with an ACT Math score of 23 or below and is strongly recommended for those students with an ACT Math score between 24 and 27.

CHEM 108 Chemistry in Context with Lab (4)

Introduction to the basic principles of chemistry with an emphasis on applications relevant to environmental and other current issues. Recommended for students with no high school chemistry. Develops college-level problem solving, analytical thinking, reading, writing and listening skills. Does not substitute for CHEM 131. One two-hour lab per week. (NS)

CHEM 118 Introduction to Environmental Chemistry (3)

Designed for students who may not have a background in chemistry but have an interest in the environmental impacts of chemistry. This basic chemistry knowledge will then be applied to chemical process in the atmosphere, lithosphere and hydrosphere. The course will conclude with a study of the biosphere. Students may not receive credit for CHEM 118 and either CHEM 108 or CHEM 131. (NS, GS)

CHEM 131 General Chemistry with Lab (4)

Prerequisite: High school algebra or Math 103; pre- or co-requisite: CHEM 102 for students with an ACT Math score of 23 or below. Introduces the principles of chemistry for understanding chemical problems and for advanced work in the department. Develops college-level problem solving, analytical thinking, writing and reading skills. One three-hour lab per week.(NS)

CHEM 151 Inorganic Chemistry with Lab (4)

Prerequisite: CHEM 131. An introduction to inorganic chemistry including descriptive chemistry, chemical bonding, solubilities and coordination chemistry. One three-hour lab per week.

CHEM 235 Organic Chemistry I with Lab (4)

Prerequisite: CHEM 131. Initiates the study of carbon chemistry by examining the structure and reactivity of organic functional groups with an emphasis on reaction mechanisms. One 3-hour lab per week. The laboratory will focus on basic techniques used in preparative organic chemistry.

CHEM 236 Organic Chemistry II with Lab (4)

Prerequisite: CHEM 235. Continues the examination of the theoretical aspects of carbon chemistry. Synthesis and structure determination by spectroscopy are also introduced. The laboratory continues to teach the basic techniques of preparative organic chemistry. In addition, more sophisticated analysis and synthesis are incorporated. One three-hour lab per week.

CHEM 241 Analytical Chemistry with Lab (4)

Prerequisite: CHEM 131. An introduction to analytical chemistry, including acid-base equilibria, complexation, uv-vis spectroscopy and electrochemistry. Two three-hour labs per week.

CHEM 275 Research Forum (1)

Research is a collaborative effort. The purpose of this class is to allow for more collaboration between student researchers. It will put an emphasis on reading and discussing current chemical literature. It will serve as a forum for presenting student research and for brainstorming research problems with other students and professors engaged in research on campus. This course is taken in conjunction with CHEM 299. May be repeated with different topics.

CHEM 320 Biochemistry with Lab (4)

Prerequisite: BIOL 131 and CHEM 236. Introduces the chemistry and metabolic processes of living organisms. One three-hour lab per week.

CHEM 361 Physical Chemistry I (3)

Prerequisite: CHEM 241 and MATH 132. An introduction to thermodynamics in a chemistry context. Examines matter in various states. CHEM 361, CHEM 362 and CHEM 363 can be taken in any order.

CHEM 362 Physical Chemistry II (3)

Prerequisite: CHEM 241 and MATH 132. An introduction to quantum chemistry, chemical spectroscopy, and atomic and molecular structure.

CHEM 363 Physical Chemistry Lab: Kinetics (1)

Prerequisite: CHEM 241 and MATH 132. An introduction to chemical kinetics. Writing formal research papers in chemistry will be emphasized. Meets as one three-hour lab per week.

CHEM 382 Environmental Chemistry with Lab (4)

Prerequisite: CHEM 241 (CHEM 235 is recommended). An advanced chemistry course focused on understanding the Earth's processes and how to sustain them. It is intended for chemistry and environmental science majors. The course includes laboratories about detecting and regulating chemicals that interfere with life on Earth. Some laboratories will evaluate or develop □green□ chemical practices. A significant portion of the course will provide training in writing about issues in environmental chemistry for a general audience. Includes one three - hour lab per week. (GS, WRT)

CHEM 430 Advanced Organic Chemistry (3)

Prerequisite: CHEM 236. Concepts in physical organic chemistry that can include mechanism, molecular orbital theory, thermodynamics and kinetics. Some aspects of chemical synthesis will also be covered.

CHEM 447 Instrumental Analysis with Lab (4)

Prerequisite: CHEM 361. An introduction to methods associated with and experience with major types of analytical instrumentation. Includes spectroscopy, chromatography and electrochemistry. Also covers sampling and sample preparation, signal modification and signal to noise ratios. Two lectures and two laboratories per week.

CHEM 452 Advanced Inorganic Chemistry with Lab (3)

Prerequisite: CHEM 151 and 361. An advanced study of modern theories concerning chemical bonding, bioinorganic and organometallic chemistry. One three-hour lab per week. Usually offered in alternate years. (WRT)

CHEM 463 Advanced Physical Chemistry (3)

Prerequisite: CHEM 362. Advanced topics in physical chemistry based on instructor interest and students' needs. Usually offered in alternate years.

CHEM 470 Research Investigations in Chemistry (2)

In this course, the student will conduct collaborative research with a faculty mentor from the chemistry department. Students may participate in ongoing faculty research or help collaboratively design their own research topic. Six hours of lab time a week is expected. Students will present their work to the public at the end of each term. Repeatable for credit.

CHEM 475 Research Forum (1)

Research is a collaborative effort. The purpose of this class is to allow for more collaboration between student researchers. It will put an emphasis on reading and discussing current chemical literature. It will serve as a forum for presenting student research and for brainstorming research problems with other students and professors engaged in research on campus. This course is taken in conjunction with CHEM 499. May be repeated with different topics.

CHEM 199, 299, 399 Independent Study in Chemistry (Arr)

Prerequisite: instructor's permission. Designed for the student who has demonstrated unusual ability in the area of chemistry. The studies will be in the current research areas of the members of the chemistry staff.

CHEM 397/497 Internship (Arr)

Prerequisite: departmental approval and instructor's permission. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis.

CHEM 498 Research (Arr)

Prerequisite: CHEM 362 or instructor's permission. Intensive introduction to research. Research will be conducted in close collaboration with a member of the staff and will reflect his or her current research interests.

Chinese

CHIN 121 Beginning Chinese I (4)

Introduces the fundamentals of vocabulary and grammar necessary for the development of reading, writing and conversation skills. Establishes the foundation for the development of basic communicative skills and introduces students to the Chinese world. Formerly numbered CRCL 131. Students may not receive credit for both CHIN 121 and CRCL 131.

CHIN 122 Beginning Chinese II (4)

Prerequisite: CHIN 121. A consolidation of the foundations established in CHIN 121. Continues work in pronunciation, grammar, character writing, sentence structure and vocabulary. Further develops basic communicative skills and a greater cultural awareness of the Chinese world. Formerly numbered CRCL 132. Students may not receive credit for both CHIN 122 and CRCL 132.

CHIN 221 Intermediate Chinese I (4)

Prerequisite: CHIN 122 or equivalent. A consolidation of the foundations established in CHIN 122. Continues work in pronunciation, grammar, character writing, sentence structure and vocabulary. Goals include the achievement of better communicative skills and the development of a greater cultural awareness of the Chinese world. (GPN)

CHIN 222 Intermediate Chinese II (4)

Prerequisite: CHIN 221 or equivalent. A consolidation of the foundations established in CHIN 221. Continues work in pronunciation, grammar, character writing, sentence structure and vocabulary. Enables students to achieve better communicative skills and a greater cultural awareness of the Chinese world. (GPN)

CHIN 399 Independent Study: Advanced Chinese I or II (4)

Prerequisite: Instructor permission. The continued study of the Chinese language and culture at an advanced level. May be taken before or after study in China.

College (non-departmental courses)

COLL 104 Introduction to College Success (1)

Examines skills required to maximize the college experience within the liberal arts framework. Examines learning styles, critical thinking, personal responsibility and use of resources. Limited to first-semester students.

COLL 108 Exploring Experience (1)

Intended for exploring freshmen and sophomores. Discussion of career anxiety, uncertainty and vocational indecision. Focuses on career development as a combined process of self discovery and occupational investigation. Examines personal interests, strengths and values as they relate to specific majors and the world of work. Varied opportunities to research requirements and rewards of career fields and to critically reflect on one's compatibility in a number of vocational directions.

COLL 210 Research Strategies (1)

Prerequisite: second-year standing or above. Advanced study of print and electronic information sources. Students learn about the organization of information in their field, and they become proficient with the core resources in their area of study. Includes thesis development, search strategy formulation, advanced search skills appropriate to their field, critical evaluation, and ethical and legal uses of information.

COLL 214 Mock Trial (1)

Students study the American judicial process and argue a simulated civil or criminal case in multiple intercollegiate competitions sponsored under the auspices of the American Mock Trial Association. Focuses on the development of critical thinking and oral communication skills. May be repeated.

COLL 292 Library Practicum (Arr)

Prerequisite: instructor's permission. Involves individualized projects related to library practices, research, technology training or other related areas. May be repeated. Pass/No Credit basis.

COLL 293 Interdisciplinary Practicum (Arr)**COLL 385C Metropolitan Seminar (3)**

An introduction to the Chicago metropolitan area with emphasis on its place in the economy, its racial, ethnic and religious diversity, and how neighborhoods and communities within the city provide assets, character, and social capital for the development and evolution of the city. There are four sections to choose from: Ethnic and Racial Diversity, Urban Planning and Sustainable Development, Community Building and Organizing, and Religious Perspectives of the City.

COLL 389D Washington Center Seminar (3)

Courses in a variety of disciplines taken in conjunction with internships in Washington, D.C. under the auspices of the Washington Center.

COLL 397C Chicago Internship (9)

Prerequisite: instructor's permission. Students are given several choices of agencies or companies in which to intern, based on application materials and career interests. Taken only on the Chicago Semester program. Pass/No Credit basis.

COLL 497 Interdisciplinary Internship (Arr)

Communication Studies

COMM 140 Photography (3)

Instruction in the basics of photographic arts, including the operation of the camera and photo lab. Emphasis on photojournalism.

COMM 160 Fundamentals of Human Communication (3)

Introduces students to basic skills necessary for communicating effectively across a variety of social and professional contexts, including interpersonal, small group, public and mass mediated. Emphasis is placed on the development of an analytical and critical approach to planning, implementing and assessing effectiveness when communicating with others. Limited to first- and second-year students. (SB)

COMM 180 Introduction to Communication Theory (3)

Surveys and analyzes significant theories of the Communication Studies discipline. Topics include the self and messages, relationship development, groups and organizations, public communication, the media, and culture and diversity. Critical thinking and writing skills are cultivated through brief theory application papers. Theories are also explored through in-class exercises.

COMM 242 Introduction to Journalism (3)

Provides experience in the fundamentals of gathering, writing and reporting the news. Research skills, interview strategies, Associated Press style and journalistic ethics are emphasized. Requires concurrent enrollment in laboratory component COMM 295 Practicum in Journalism.

COMM 262 Interpersonal Communication (3)

Prerequisite: second-year standing or instructor's permission. Examines one-to-one communication encounters including friendships, intimates, family and work relationships. Applies theoretical concepts related to human perception, language, nonverbal communication, conflict resolution, listening and gender dynamics. (SB)

COMM 264 Oral Interpretation (3)

Studies aesthetic texts through the solo performance context. Emphasizes the adaptation process used to communicate a textual interpretation through a carefully prepared performance. (ART)

COMM 266 Readers Theatre (3)

Studies aesthetic texts through a group performance context; emphasizes the adaptation process a director utilizes in communicating a textual interpretation through a carefully prepared group performance. Students direct and perform in a variety of group performances. (ART)

COMM 268 Intercultural Communication (3)

Prerequisite: second-year standing or instructor's permission. Explores communication within and across cultural groups. Addresses cultural differences broadly, including not only ethnicity, but also race, age, sexual orientation, gender, and disability. Presents and applies key concepts, skills, and processes of intercultural communication. Provides a forum not only to talk about diversity, but also to interact across difference and develop a better understanding of one's own culture. (GPC)

COMM 270 Public Speaking (3)

Examines principles of effective public discourse while providing the opportunity to improve research skills, develop analytical abilities, increase confidence when giving oral presentations, and acquire proficiency in the use of computer graphics software. Emphasizes the discovery, organization, delivery and evaluation of information communicated within a public context. Includes both informative and persuasive speeches.

COMM 280 Communication Research and Writing (3)

Prerequisite: COMM 180 and second-year standing or instructor's permission. Introduces basic primary and secondary research methods used in the study of human symbolic activity. Provides working knowledge of resources and research methods used in the communication discipline while refining research and academic writing skills. Primary methods emphasized include survey, ethnography, interviewing, and textual analysis. Requires an in-depth project culminating in a proposal for original research in human communication. Designed for students who are or are planning to be Communication Studies majors. (WRT)

COMM 292 Practicum in Communication Services (Arr)

Prerequisite: instructor's permission. Offers experience working with college communication centers: college relations, alumni, development, admission and media center. Student must also have the permission of the appropriate college official. May be repeated. Pass/No Credit basis.

COMM 294 Practicum in Broadcasting (Arr)

Prerequisite: instructor's permission. Involves individualized projects in various phases of broadcasting using the campus student radio station (KCUU) as a laboratory. May be repeated. Pass/No Credit basis

COMM 295 Practicum in Journalism (Arr)

Prerequisite: instructor's permission. Offers experience in news writing, reporting, editing and layout design using the campus print and online student newspapers as laboratory. May be repeated. Pass/No Credit basis.

COMM 330 Media Criticism (3)

Prerequisite: third-year standing or instructor's permission. Surveys significant theories of mediated communication while investigating the historical, socio-cultural, aesthetic, ethical, legal and economic dimensions of mass media. Involves reading and writing case studies that examine the influence of newspapers, magazines, radio, television, cinema and the Internet.

COMM 332 Advanced Journalism (3)

Prerequisite: third-year standing and COMM 242, or instructor's permission. Emphasizes in-depth feature writing, analysis and composition of editorials and opinion pieces, and writing and editing for online publication. Requires concurrent enrollment in laboratory component COMM 295 Practicum in Journalism.

COMM 340 Public Relations (4)

Prerequisite: third-year standing or instructor's permission. Focuses on the fundamental communication processes involved in public relations. Basic theories of identity formation, persuasion and social influence are examined. Applied areas of emphasis include planning and implementing campaigns, as well as public relations writing, crisis response and information management. This course includes a service learning component.

COMM 342 Organizational Communication (3)

Prerequisite: junior standing or instructor's permission. Examines how organizations function through communication. Presents and applies theories of communication and organizing through case studies and an original primary research project. Content areas include organizational systems and cultures, power and difference in organizations, work teams and leadership, and communication technology in organizations.

COMM 360 Communication Ethics (3)

Prerequisite: third-year standing or instructor's permission. Explores the pervasive and complex nature of ethical issues embedded in human communication encounters. Analyzes the principles and perspectives underlying ethical judgments, and examines the communication strategies used to relate these judgments to others. A variety of communication contexts is explored, including interpersonal, organizational, public and mass mediated.

COMM 362 Environmental Communication (3)

Prerequisite: third-year standing or instructor permission. A survey of communication related to environmental issues including: environmental movement persuasion; public participation in environmental decisions; media coverage of the environment; advocacy for environmental justice; green marketing and corporate campaigns; and the use of science for symbolic legitimacy. Involves reading and writing case studies that further understanding of environmental discourse. (GS)

COMM 366 Persuasion (3)

Prerequisite: third-year standing or instructor's permission. Surveys history of the study of rhetoric (persuasion) and how it relates to the development of human thought. Introduces and applies critical methods used for the systematic investigation and explanation of persuasive communication. Involves reading and writing case studies that examine advertising and political discourse as representative types of persuasion.

COMM 385 Technology and Communication (3)

Prerequisite: Third-year standing or instructor's permission. A critical investigation of the interplay of technology and communication, especially in terms of its impact on personal, interpersonal, and social communication patterns. Using an interdisciplinary approach, the course incorporates theoretical and methodological perspectives from across the social sciences. The class features a seminar format which emphasizes active student involvement through discussion and group activities. Main assignments include reflective essays, oral presentations, and a case study research project.

COMM 497 Internship in Communication (Arr)

Prerequisite: declared major or minor in Communication Studies; completion of a minimum of 12 semester hours in Communication Studies courses; cumulative GPA of 2.5 or higher; and departmental approval. An off-campus applied professional experience in communication-related fields. Includes midterm and final evaluations by site supervisor; conferences during and after internship with supervising faculty member; and submission of an acceptable internship analysis paper. May be repeated for a maximum of 10 credit hours applied to the major. Pass/No Credit basis.

Computer Science

COSC 106 Introduction to Web Programming (3)

An introduction to programming and web technology. HTML and Web page structure will be introduced. In addition, introductory programming ideas such as sequence, selection, and repetition will be covered. This course is intended for students interested in exploring computer science who do not have a significant quantitative background. Does not count toward the COSC major.

COSC 109 Introduction to Information Management (3)

An Introduction to fundamental principles, concepts and techniques that providers of information use to organize their data. Also studies techniques for using information effectively in decision making. Basic networking, web, database, spreadsheet and programming concepts will be covered. Does not count toward the Computer Science major or minor requirements or Mathematics/Computer Science major requirements.

COSC 110 Introduction to Computer Science (3)

Prerequisite: Minimum ACT composite score of 23 or COSC 109 recommended. Introduction to the fundamental ideas and techniques of computer science. Introductory programming topics such as variables, sequence, selection, repetition, and objects will be covered. Students will spend a significant amount of time out of class writing and debugging code in a programming language.

COSC 115 Scientific Programming (3)

Prerequisite: MATH 131. An introduction to fundamental programming concepts within the context of scientific applications. Programming structures such as selection, repetition, arrays/collections and functions/methods are covered as well as introductory numerical computation topics. This course is intended for students who are interested in exploring computer science and its application to science and mathematics.

COSC 130 Data Structures (3)

Prerequisite: COSC 110 or COSC 115. Studies the implementation of common data structures such as stacks, queues, linked lists, and trees. Intermediate programming topics such as recursion, analysis of algorithms, and other topics will be introduced. Students will spend a significant amount of time out of class designing, writing, collaborating on, and debugging classes and programs.

COSC 220 Software Design (3)

Prerequisite: COSC 130. Introduces current design methodologies for developing computer programs. Object-oriented programming concepts will be covered. Designing classes and interaction between objects will be emphasized. In addition, APIs for common data structures will be included. Students will spend a significant amount of time out of class designing, writing, collaborating on, and debugging classes and programs in an object-oriented programming language.

COSC 235 Discrete Structures (3)

Prerequisite: COSC 110. An introduction to the mathematical ideas that are most often used in computer science. Topics covered include recursion and induction, graphs and trees, counting techniques and discrete probability, and propositional and digital logic. (MR)

COSC 245 Computer Organization and Architecture (4)

Prerequisite: COSC 130. A study of the internal organization and design of computing devices. The machine will be examined at different levels such as digital logic, microprogramming, conventional machine and assembly language. Advanced architectures such as RISC and parallel machines will be explored.

COSC 255 Programming: "Language" (2)

Prerequisite: COSC 130. A study of a selected programming language not covered in other computer science courses. This course may be repeated with a different language.

COSC 260 Web Application Development (3)

Prerequisite: COSC 130 and experience with HTML. Studies the tools and techniques used in developing client server applications for the World Wide Web. Topics include the client server application paradigm, scripting and other browser (client) side application tools, CGI and other server side application tools. Offered alternate years.

COSC 320 Advanced Software Design (3)

Prerequisite: COSC 220. Studies the principles and techniques for methodical construction of quality software.

COSC 330 Algorithms (3)

Prerequisite: COSC 130. A survey of many advanced programming algorithms. Topics include sorting and searching, string, geometric and graph algorithms. Students will spend a significant amount of time out of class designing, writing and debugging computer programs in programming languages such as Java or C++.

COSC 360 Database Systems (3)

Prerequisite: COSC 130. An introduction to the design and theory of database systems. Topics include the entity-relationship model, relational database model, query languages, procedural and nonprocedural paradigms, normal forms, security, distributed databases and recovery techniques.

COSC 362 Computer Graphics (3)

Prerequisite: COSC 130. Introduction to the principles and techniques of computer graphics programming. Offered alternate years.

COSC 370 Numerical Analysis (3)

Prerequisite: MATH 132. A treatment of solutions of equations, interpolation and approximations, numerical differentiation and integration, matrix methods and numerical solutions to ordinary differential equations. Cross-listed as MATH 370.

COSC 372 Computer Networks (3)

Prerequisite: COSC 130. A study of local and wide area networks, their design and implementation, digital data communication techniques, protocols and architectures.

COSC 375 Introduction to Operating Systems (3)

Prerequisite: COSC 130. Introduces fundamental concepts and principles inherent in operating systems, such as processes, concurrency and parallelism, storage management, security and distributed systems. Offered alternate years.

COSC 385 Mathematics/Computer Science Junior Seminar (2)

Prerequisite: third-year standing and a declared major in the mathematics and computer science department. An introduction to the research, reading and presentation of advanced material in computer science. Cross-listed as MATH 385.

COSC 390/490 Topics: Computer Science (Arr)

Prerequisite: COSC 220. Various topics in computer science can be studied depending upon the interest of the students. Some possible areas of study are advanced programming techniques and systems analysis.

COSC 485 Mathematics/Computer Science Senior Seminar (1)

Prerequisite: senior standing and a declared major in the mathematics and computer science department. Students research and present (orally and in writing) an advanced topic of their choice in computer science. Cross-listed as MATH 485.

Cross-cultural Studies

CRCL 210 Introduction to International Studies (3)

Introduction to the complexities and diversity of political, economic, social and cultural interactions of nations and peoples. Prepares students for study abroad and further work in international studies. (GPN)

CRCL 220 The Immigrant Experience (3)

An overview of patterns and issues in immigration and in the acculturation of immigrants to American society. Primary, but not exclusive, focus on Iowa. Includes case study, personal investigation of and contact with an immigrant individual, family or group.

CRCL 225 Pre-Departure Seminar (.5)

This course is designed to complement each student's study abroad experience and is a mandatory part of your study abroad. It will prepare you for what you are about to encounter abroad and will explore how culture affects the way we perceive the world around us and examine, more closely, specific culture(s) of your program country. Pass/No Credit basis.

CRCL 225 Re-entry Seminar (.5)

This course is designed to complement the study abroad experience and is mandatory when you return to campus. It will assist you in processing your experience and help you find productive ways to share your experience with others back at home. Pass/No Credit basis.

CRCL 283 Experiential Module (1-2)

Prerequisite: instructor's permission. Provides for individualized experiential opportunity in an approved off-campus cross-cultural experience. Requires consultation with a faculty member, preparation and approval of a proposal that specifies a required bibliography on the target culture, the type of reflection that will take place, the format of the final product and the presentation of a final product. Requires a minimum of 15 hours of direct contact for each hour of credit requested. Also requires participation in diversity training and orientation seminar unless previously completed. Pass/No Credit. May be repeated.

Dutch

DUTC 121 Beginning Dutch I (4)

The course develops skills in speaking, reading, writing and understanding Dutch at the novice-high level on the ACTFL scale. Cultural material focuses on the historical and contemporary low countries. Offered when warranted by student interest.

DUTC 122 Beginning Dutch II (4)

Prerequisite: CRCL 121 or equivalent. A continuation of the introductory course, with development of speaking, reading, writing and comprehension skills at the intermediate- low level on the ACTFL scale, and further familiarization with the culture of the low countries. Offered when warranted by student interest.

Economics

ECON 112 Principles of Microeconomics (3)

Introduces the major concepts and applications of microeconomic theory. Examines the economic decision making of individuals and firms and explores market mechanisms within the context of scarce resources. Explores economic rationales for government intervention in the market. (SB)

ECON 113 Principles of Macroeconomics (3)

This course explores the function of the national economy. By discussing unemployment, inflation, economic growth and a variety of measures of economic output, students in the course will begin to understand how economic behavior affects nations in the aggregate. Special attention is placed to the function of both fiscal and monetary policy. (SB)

ECON 212 Intermediate Microeconomics (3)

Prerequisite: ECON 112 and MATH 131. Studies the theoretical foundations of economics; examines the behavior of individuals, firms and markets. Includes indifference analysis, production theory, factor markets and general equilibrium theory.

ECON 213 Intermediate Macroeconomics (3)

Prerequisite: ECON 113. Discusses aggregate measures of economic activity; presents and contrasts the theoretical approaches to the macroeconomy; examines policy issues related to inflation, unemployment and economic growth.

ECON 281 Quantitative Methods for Business and Economics (3)

Prerequisite: ECON 112, ECON 113, and MATH 105 or MATH 215, or the consent of the instructor. An in-depth analysis of the role of inferential statistics in business and economics. Emphasizes applications of univariate and multivariate hypothesis testing, confidence intervals and simple and multiple regression along with other relevant topics.

ECON 321 Environmental Economics (3)

Prerequisite: ECON 112. Economic analysis of natural resources and environmental goods. Topics include optimal consumption of depletable resources, analysis of environmental policy, theory of common property resources, public goods, and external costs and benefits, as they apply to environmental resources. (GS)

ECON 322 International Trade and Finance (3)

Prerequisite: ECON 113. This course explores the fundamentals of international trade and finance with a major focus on alternative theoretical approaches within the discipline. These theoretical tools are then applied to such issues as international business cycles, global competition and technical change, trade restrictions, foreign exchange markets, balance of payments and the international debt crisis. Policy implications regarding international trade and finance are considered throughout the course with particular attention paid to the roles of international organizations and the various cooperatives and international trade agreements among nations.

ECON 323 Labor Economics (3)

Prerequisite: ECON 281. Concentrates on the theoretical and empirical foundations of the demand for and supply of labor. Analyzes issues specific to labor markets including labor unions, human capital investments and discrimination. Also considers policy issues related to labor markets, including child care and welfare programs.

ECON 324 Monetary Theory and the Financial System (3)

Prerequisite: ECON 113. Examines the theoretical debate over the role of money in the economy and the ability of the central bank to affect economic activity. Reviews the commercial banking system and other financial markets. Offered alternate years.

ECON 325 Public Finance (3)

Prerequisite: ECON 281. Analyzes federal, state and local taxes as to economic content. Classifications of expenditures, processes of budgeting and debt management are also examined.

ECON 329 Economic Development (3)

Economic development is a subset of economics concerned with not just economic growth but a concurrent change in the standard of living for masses of people living in lesser developed countries. This involves economic, as well as, changes in social, political and institutional mechanisms. This course also considers intergenerational equity and development so future generations are not left worse off in the drive for current economic development.

ECON 330 Economic History (3)

Prerequisite: ECON 112 or instructor's permission. Focuses on the development of economic systems throughout history from the perspective of significant historical events and figures. Emphasis will be placed on both western and eastern civilizations. (HP)

ECON 390 Topics (Arr)

Prerequisite: instructor's permission. Selected topics in economics may be offered, depending upon student and staff interest.

ECON 397 Internship (Arr)

Prerequisite: ECON 212, ECON 213, third-year standing and instructor's permission. Available only to students who have declared a major in the department. The seminar attempts to sensitize the student to work experience and provide communication with other students to discuss their mutual experience. May be repeated for a maximum of 9 semester hours total. Does not count toward the economics major. Pass/No Credit basis.

ECON 485 Economics Research Seminar (3)

Prerequisite: ECON 212, ECON 213, ECON 281 and senior standing in the department. Requires students to conduct a research project grounded in economic theory and utilizing statistical methodologies. Typically the research project is a continuation and extension of a project begun in ECON 281 or another upper-level course. There is an emphasis on close collaboration between student and department faculty.

ECON 499 Independent Study (Arr)

Prerequisite: instructor's permission. An independent research experience for senior majors.

Education

EDUC 110 Foundations of Education (3)

Focuses on the relationship between education and culture, the development of schools in American society, and issues related to philosophy, curricula, governance, finance, law, ethics, professionalism and teaching as a career. Emphasizes active student learning and development of college level reading, writing, listening, speaking and research skills. Field experience includes observation at the elementary, middle and high schools. This course is required for admission to the teacher education program.

EDUC 135 Children with Exceptionalities (3)

This general survey course presents an overview of children and adolescents with exceptionalities. The special education process, characteristics of exceptionalities, and treatment options will be examined related to children experiencing learning disabilities, emotional behavior disorders, attention deficit hyperactivity disorder, autism spectrum disorders, physical and other health impairments or disabilities, and areas of giftedness. (SB)

EDUC 181 Developmental Psychology (3)

Focus is on basic theories and concepts related to physical, cognitive, and psychosocial development. While specific emphasis will be placed on children and adolescents, a lifespan perspective will be utilized including discussion and content from pre-natal development through issues associated with death and dying. (SB)

EDUC 210 Methods of Teaching Physical Education, Visual Arts, and Performing Arts in the Elementary Classroom (3)

Prerequisite: admission to the teacher education program. Provides elementary teachers with the opportunity to explore creative expression, integrating the teaching of physical education, health, and wellness as well as the visual and performing arts into the elementary curriculum. Students will be required to examine and apply National Standards for physical education, music education and the visual arts to teaching methods. The theoretical, philosophical, developmental, social, and cultural foundations that support arts integration and cross-curricular applications will be examined.

EDUC 215 Human Relations (3)

Prerequisite: admission to the teacher education program. Examines issues in education related to culture, gender, ethnicity, socio-economic status and linguistic diversity. Intended to increase knowledge of and sensitivity to the diverse groups that make up the student population in schools today. A service learning experience will provide opportunities to relate knowledgeably, respectfully, and sensitively to persons with various cultural, religious, and socioeconomic backgrounds. (GPC, WRT)

EDUC 220 Language Development and Learning (4)

Prerequisite: admission to the teacher education program. Focuses on understanding the development of language in the child from birth to age 12. This study includes phonology, pragmatics, lexicons, syntax, semantics and language delays. A variety of language modes, including oral, written, and non-verbal language are considered. Particular emphasis is placed on developing communicative competence in school settings. Observation of young children is incorporated in the field experience.

EDUC 233 Social Studies Curriculum and Methods (3)

Prerequisite: admission to the teacher education program. Introduces students to a wide variety of teaching methods in elementary social studies. Students will be exposed to sound educational philosophy, research and experiences, which can be implemented in the social studies classroom. A variety of instructional approaches and the meaningful integration of technology will be stressed. Includes a field experience. Designed for students seeking K-6 licensure.

EDUC 239 Psychology in Elementary Education (3)

Prerequisite: EDUC 181. Examines the fundamental concepts of learning, motivation and behavior in relation to educational practices. The student will also examine the tools and techniques of test construction, measurement and evaluation by the teacher.

EDUC 240 Family, School, and Community Relationships (3)

Studies interpersonal relationships within the family. Examines external factors affecting the child and family, including the impact of schools, community agencies and other elements in society on developing communicative competence in school settings. Observation of young children is incorporated as part of the course field experience.

EDUC 244 Individual Education Plans (IEP) (3)

Prerequisite: EDUC 135. This course traces the philosophic and pragmatic provision of services for students with identified mild to moderate unique educational needs. The assessment and procedures for determining IEP eligibility, writing the plan, implementing instruction that builds on student strengths to increase participation and progress in the general education curriculum, and multi-disciplinary evaluation of students will be addressed.

EDUC 250 Introduction to Instructional Technology (1)

Prerequisite: admission to the teacher education program. This course will introduce teacher preparation students to instructional technologies. An introductory course, the focus will be on the tools of instructional technology and on learning how these strategies are integrated into teaching in K-12 classrooms. Designed for students seeking K-12 teaching licensure.

EDUC 270 Child Development (3)

A study of principles of growth and development of a child from conception to early adolescence. Application of principles of development related to the cognitive, socioemotional, and physical development of the child, with emphasis on application of theories of development in educational and parenting situations. A student cannot receive credit for both EDUC 270 and PSYC 382. (SB)

EDUC 275 Health, Safety and Nutrition (3)

Prerequisite: admission to the teacher education program or instructor's permission. Focuses on concepts, policies and programs related to the health, safety and nutrition of children. Emphasizes assessment, implementation and management of health, safety and nutrition practices.

EDUC 290 Selected Topics (Arr)

Varying topics determined by the interest of students and staff. (Does not count toward the major).

EDUC 294 Practicum in Education (Arr)

Prerequisite: instructor's permission. Open to early level students with limited previous experience. A practical experience or project usually involving an educational-type setting.

EDUC 299 Independent Study in Education (Arr)

Prerequisite: instructor's permission. Designed to permit students to pursue special interest to supplement the scheduled departmental offerings.

EDUC 311 Methods of Health and Physical Education in the Elementary School (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Provides students with a variety of theoretical, philosophical, and practical principles that are necessary for the development of a sound, professionally grounded, and research-based curriculum for children in grades K-6. The theoretical principles will drive the design, development, and implementation of lessons plans for elementary physical education and health. Students will participate in 40-50 hours of clinical experiences in area schools in grades K-6. Students will write and implement lessons plans and units, critique methods, and conduct self and peer evaluations of their teaching.

EDUC 312 Methods of Teaching Art in the Elementary School (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Explores the history and philosophies of Art Education and the developmental levels of art making. Provides methods for teaching art that challenges children to use higher order thinking skills. Lessons will be prepared and presented to elementary art students. Students will participate in a 30-50 hour clinical experience in K-8 classrooms. Students will create and teach lessons and self and peer review their teaching.

EDUC 313 Methods of Elementary Music Education (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Provides students with a variety of theoretical and practical principles that are necessary for the development of music curriculum for K-5th grade students. The emphasis is on the presentation of musical concepts through a variety of approaches with regard for aspects of child development. Students will participate in 40-50 hours of clinical experiences at area schools. Students will write lesson plans, use appropriate teaching techniques, apply theoretical principles in the practical setting, and conduct self and peer evaluations of their teaching methods.

EDUC 320 Middle School Methods and Curriculum (3)

Prerequisite: admission to the teacher education program. This course is designed to assist future middle school teachers to become better informed about teaching at the middle school level. Identifies important characteristics of a quality middle school, and the curricular development in middle level education. Students will prepare interdisciplinary instructional materials. Field experiences to exemplary middle school sites are included.

EDUC 322 Early Adolescent Development (3)

Prerequisite: admission to the teacher education program. Focuses on significant theories and concepts related to the physical, cognitive and psychosocial development of youth from ages 10 to 15.

EDUC 330 Diagnosis and Assessment of Exceptional Learners (3)

Prerequisite: EDUC 135. Methods for collection and use of academic and behavioral data for the educational diagnosis, assessment and evaluation of special education pupils.

EDUC 332 Teaching Students with Mild to Moderate Disabilities (3)

Prerequisite: EDUC 244; Corequisite: EDUC 360. This course fuses the characteristics of students with diverse learning needs with the demands of education. Ethical considerations are given to contemporary alternatives for meeting the individual needs of students who differ in degree and nature of disability in order to maximize participation and progress in the general education curriculum. Features of effective teaching and features of high-quality educational tools, including the use of assistive technology, provide a structure for exploring curriculum and approaches which maximize a student's potential to learn. A minimum of 15 hours of unique field experience is expected.

EDUC 333 Science and Technology Curriculum and Methods (3)

Prerequisite: completion of teacher education block 1 (EDUC 215 and EDUC 250). Introduces students to a wide variety of teaching strategies and methods in elementary science and will highlight methods of meaningfully integrating technology in the elementary curriculum. Students will be exposed to sound educational philosophy, research and experiences, which can be implemented in the science classroom. Hands-on laboratory experiences and integration of technology will be stressed. Designed for students seeking K-6 licensure.

EDUC 337 Teaching Language Arts and Reading (3)

Prerequisite: admission to the teacher education program. A process approach for developing teaching methods that integrate listening, speaking, writing and reading throughout the curriculum. Emphasis will be placed on the interactive nature of language arts and reading. Field experience is included. Taken concurrently with EDUC 333 and ENGL 208.

EDUC 352 Teaching of Reading (3)

Prerequisite: admission to the teacher education program. A study of elementary school reading instruction that is defined as integrating theories of learning, language, and literacy. Methods and materials for a comprehensive reading program, techniques of assessment and recent research are examined and evaluated. Field experience included. Taken concurrently with EDUC 354.

EDUC 354 Teaching of Mathematics (3)

Prerequisite: admission to the teacher education program. Presents methods and materials for teaching elementary school mathematics. Conceptually oriented, the course involves actively doing math, emphasizes development of math thinking and reasoning skills, math applications and a broad range of content. Field experience included. Taken concurrently with EDUC 352.

EDUC 360 Methods for Instructional Strategist 1: Mild and Moderate (3)

Prerequisite: EDUC 244; Corequisite: EDUC 332. This methods and strategies course covers multiple approaches for providing curricular and instructional methodologies to educate students with mild disabilities. Non-aversive approaches to individual behavioral issues, specially designed instructional techniques addressing academic areas, and the evaluation and instruction in skills which maximize the development of cognitive, academic, social, language, and functional abilities for students are addressed. A minimum of 20 hours of field experience targeting programs that enhance a student's social participation in family, school, and community activities is expected.

EDUC 362 Collaboration Strategies (3)

Strategies for creating and maintaining communication and collaborative relationships with parents, regular classroom teachers, paraprofessionals, support personnel, and others including community resources, involved in meeting the needs of students with disabilities and their families. Skills needed to facilitate differing family systems, dynamics, and cultural expectations will be built on an appreciation of family and community difference. The collaborative and consultative roles of teachers in maximizing the student's integration in the general curriculum, classroom, and school will be included.

EDUC 374 Behavior and Classroom Management (2-3)

Prerequisite: EDUC 135. Focuses on strategies in behavior and classroom management, including applied behavioral analysis, for working with groups and individuals on academic, behavioral, or social skills. Addresses classroom management strategies appropriate for all children, including those with special educational needs. The two-hour portion is required of all students in the teacher education program. The additional one-hour portion is required for all special education endorsements and is recommended for all prospective teachers.

EDUC 383 Field Experience in Special Education (1)

Prerequisite: admission to teacher education program and instructor's permission. This experience is designed as an introduction to working with children with an individualized education program. The primary focus is on service delivery models and instructional methods unique to those in special education. This field experience is required for the special education endorsement. This one-credit course may be completed up to three times in different settings.

EDUC 384 Field Experience in Secondary Education (1)

Prerequisite: admission to the teacher education program and instructor's permission. Students will explore classroom observation techniques and basic theories of communication, tutoring, and planning and will participate in a meaningful field experience that complements their program coursework and provides a broad application overview of the planning and teaching processes in secondary schools. Designed for students seeking secondary teacher licensure. Pass/No Credit basis.

EDUC 397 Central Teacher Academy Internship (1)

Prerequisite: instructor permission. Participants in the Central Teacher Academy collaborate with a mentor teacher and professional staff from Heartland Area Education agency to provide instructional services to students in the Pella Community Schools. Participants also engage in a variety of professional development activities sponsored by Heartland Area Agency and the Pella Community School District.

EDUC 411 Methods of Teaching Health and Physical Education in the Secondary School (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Provides students who intend to teach health and PE in grades 6-12 with a variety of theoretical, philosophical, and practical principles that are necessary for the development of a sound, professionally grounded, and research-based curricula and programs. Information covered includes general and specific teaching methods, justifying and designing a physical education program, developing a total program and implementing instructional activities. Students will participate in 40-50 hours of clinical experience in area schools in grades 6-12. Students write and implement lessons plans and units, critique methods, and conduct self and peer evaluations of their teaching.

EDUC 412 Methods of Teaching Art in the Secondary Schools (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Methods and strategies for teaching art to secondary students and will include readings and handouts from professional organizations about the field of art education. Students will take away from this class several ways to engage students in visual thinking and strategies to carry out that task with age appropriate materials. Students will participate in class discussions about the readings. Responses may be required in verbal and/or written form. A total of 40-50 hours of clinical experiences will be completed in the secondary art classroom, including classroom observations of secondary art students followed by experiences where students will prepare and teach lessons to secondary art classes and will self and peer review their teaching.

EDUC 413 Methods of Secondary Music Education (4)

Prerequisites: EDUC 110, EDUC 135, and EDUC 181 and admission to Teacher Education Program. Provides students with the skills, techniques, and resources needed to teach music in grades 5-12. Students will consider various perspectives of music philosophy and learn how these views affect teaching methods. Students will learn pedagogical approaches and techniques for individual lessons and small ensemble and large ensemble rehearsal settings. Students will prepare for both the administrative responsibilities and musical responsibilities for directing a secondary school music program. Students will participate in a 40-50 hour clinical experience in area schools in grades 5-12. Students will write and implement lessons plans and units, critique methods, and conduct self and peer evaluations of their teaching and rehearsal methods.

EDUC 420 Early Childhood Education I (3)

Prerequisite: admission to the teacher education program. Focus is on pre-kindergarten and kindergarten programs in the areas of organization, curriculum development, instructional planning, strategies and methods. Topics include guidance and evaluation of young children and assessment of program effectiveness. A pre-student teaching field experience is required. Taken concurrently with EDUC 421.

EDUC 421 Early Childhood Education II (3)

Prerequisite: admission to the teacher education program. A continuation of the study of critical areas related to pre-kindergarten and kindergarten education that was initiated in EDUC 420. The student teaching experience involves extensive opportunities for practical application of knowledge and skills. Close supervision is provided by experienced cooperating teachers and college supervisors. Taken concurrently with EDUC 420.

EDUC 425 Transitional/Vocational Collaboration for the Student With Special Education Needs (1)

Prerequisite: admission to the teacher education program. Covers sources of services, organizations, and networks, including career, vocational and transitional support to post-school settings, for individuals with mild and moderate disabilities, to maximize opportunities for decision-making and full participation in the community.

EDUC 436 Educational Services for Students with Mild and Moderate Disabilities (2)

Prerequisite: EDUC 135. A course on providing educational services to the student with mild disabilities. Includes current trends and issues, basic theoretical and practical approaches, educational alternatives, implication of federal and states statutes and the importance of the multidisciplinary team in providing educational programming.

EDUC 438 Reading Disabilities and Field Experience (6)

Prerequisite: EDUC 352. A study of reading disabilities dealing with the identification and remediation of specific reading deficiencies. The course includes the study of methods, materials and assessment for providing remedial reading instruction and includes a clinical field experience in reading disabilities.

EDUC 440 Learning and Assessment in Secondary Education (3)

Prerequisite: EDUC 181. Examines the fundamental concepts of learning, motivation and behavior modification in relation to education practices. The student will also examine the tools and techniques of test construction, measurement and evaluation by the teacher. Practicum experience is included. Taken concurrently with EDUC 442.

EDUC 442 Reading in the Content Area—Secondary (1)

Prerequisite: admission to the teacher education program. Examines methods for teaching reading in subject-matter areas. Emphasis on learning specific instructional strategies to enhance secondary students' ability to learn from content assignments. Taken concurrently with EDUC 440.

EDUC 444 Literacy Strategies for Content Area Reading (3)

Prerequisite: admission to the teacher education program. Examines reading, writing, listening and speaking strategies for teaching reading in subject-matter areas. Emphasis on how to embed strategies throughout the curriculum to enhance students' ability to learn content knowledge.

EDUC 450 Secondary General Methods (3)

Prerequisite: admission to teacher education program. Introduces prospective teachers to the general methods of teaching in the middle and secondary grades. Specific skills are acquired in planning, implementing instructional strategies, providing for individual differences and evaluating student performance. Field experiences are included. Taken concurrently with EDUC 374 and EDU 451.

EDUC 451 Secondary Special Methods (1)

Prerequisite: admission to teacher education program. Introduces prospective teachers to the methods and curriculum in the specialized subject areas in the middle and secondary grades. Specific skills are acquired in planning, implementing instructional strategies, providing for individual differences and evaluating student performance. Taken concurrently with EDUC 374 and EDU 450.

EDUC 453 Advanced Integration of Technology in Education-Elementary (1)

Prerequisite: admission to the teacher education program. A continuation of EDUC 250 for elementary education. Focuses on instructional technology strategies, educational pedagogy, educational philosophy and research, and a wide variety of instructional technologies. Emphasis on learning how to plan, design, and integrate technologies into teaching and learning. The ethical and equitable use of instructional technology is discussed and demonstrated by students. Designed for students seeking K-6 licensure. Taken concurrently with EDUC 460.

EDUC 455 Advanced Integration of Technology in Education-Secondary (1)

Prerequisite: admission to the teacher education program. A continuation of EDUC 250 for secondary education. Focuses on instructional technology strategies, educational pedagogy, educational philosophy and research, and a wide variety of instructional technologies. Emphasis on learning how to plan, design, and integrate technologies into teaching and learning. The ethical and equitable use of instructional technology is discussed and demonstrated by students. Designed for students seeking 6-12 licensure. Taken concurrently with EDUC 450.

EDUC 458 Special Methods: Teaching Foreign Language in the Elementary School (1)

Prerequisite: admission to the teacher education program and instructor permission. A pre-professional course designed to prepare elementary education majors to teach foreign language in grades K-6. Emphasis is on practice and analysis of performance. Offered in the fall only.

EDUC 460 Elementary Student Teaching (12)

Prerequisite: blocks 1, 2 and 3 and approval of the teacher education committee. Students will observe, assist and teach in elementary school classrooms under the guidance of the classroom teacher, the school principal and the college supervisor. Taken concurrently with EDUC 485. Pass/No Credit basis.

EDUC 461 Elementary Intern Teaching (Arr)

Prerequisite: blocks 1, 2 and 3 and approval of the teacher education committee. An experience as a teaching intern with close supervisory assistance from the local school district as well as from the college staff. Pass/No Credit basis.

EDUC 462 Elementary Student Teaching (6)

Prerequisite: teacher education committee approval. Supervised observation and teaching in regular K-6 classroom. Taken concurrently with EDUC 468. Pass/No Credit basis.

EDUC 464 Elementary Student Teaching in Subject Area (12)

Prerequisite: approval of the teacher education committee. Supervised observation and teaching experience for students who only seek endorsement in elementary art, music or physical education. Pass/No Credit basis.

EDUC 466 Elementary Student Teaching in Subject Area (6)

Prerequisite: approval of the teacher education committee. Supervised observation and teaching experience for students who seek endorsement in both elementary and secondary art, music or physical education. Taken concurrently with EDUC 476. Pass/No Credit basis.

EDUC 468 K-6 Mild and Moderate Disabilities Student Teaching (6)

Prerequisite: teacher education committee approval. Supervised observation and teaching in K-6 multicategorical resource room for students with mild disabilities. Taken concurrently with EDUC 462 and 485. Pass/No Credit basis.

EDUC 469 7-12 Mild and Moderate Disabilities Student Teaching (2)

Prerequisite: teacher education committee approval. Supervised observation and teaching in 7-12 multicategorical resource room for students with mild disabilities. Taken concurrently with EDUC 462, 468 and 485. Pass/No Credit basis.

EDUC 470 Secondary Student Teaching (12)

Prerequisite: approval of the teacher education committee. Students observe, serve as teaching assistants and take responsibility for teaching in grades 7-12 under the guidance of their college supervisor, the classroom teacher and the school principal. Taken concurrently with EDUC 451 and 486. Pass/No Credit basis.

EDUC 476 Secondary Student Teaching in Subject Area (6)

Prerequisite: approval of the teacher education committee. Supervised observation and teaching experience for students who seek endorsement in both elementary and secondary art, music or physical education. Taken concurrently with EDUC 466. Pass/No Credit basis.

EDUC 485 Senior Seminar in Elementary Education (2)

Prerequisite: approval of the teacher education committee. A capstone course integrating research, theory and application of concepts and skills in the field of education. Each student will develop and present a professional portfolio and an action research project at the conclusion of student teaching, and will engage in a variety of planned professional development opportunities. Taken concurrently with EDUC 460 or EDUC 462 and EDUC 466. Pass/No Credit basis.

EDUC 486 Professional Development Seminar-Secondary (1)

Prerequisite: approval of the teacher education committee. A capstone course integrating research, theory and application of concepts and skills in the field of education. Each student will develop and present a professional portfolio. This course is taken concurrently with student teaching. Pass/No Credit basis.

English**ENGL 100 Reading and Writing Strategies (2)**

Supports and is linked to the readings and types of writing (summary, analysis, synthesis) assigned in LAS-110 Intersections. Involves frequent conferences and is designed for students needing extra practice with college-level reading and writing skills. Does not count toward the English major.

ENGL 101 Composition (3)

Emphasizes essay writing, including argumentative and persuasive prose based on the critical reading of various texts. Promotes the development of college-level skills with emphasis on speaking, writing and analytical thinking. Does not count toward the major. (WRT)

ENGL 120 Introduction to Literature (3)

Prerequisite: limited to first and second-year students. Introduction to the study of literature through the examination of narration, drama, poetry, metaphor and intertextuality. Promotes college-level skills with emphasis on speaking, writing and analytical thinking. (LP, WRT)

ENGL 200 Modes of Argument in Reading and Writing (2)

Develops critical reading skills by analyzing argumentative and narrative prose. Emphasizes methods of evaluating arguments and writing arguments in response to reading selections. Does not count toward the major.

ENGL 201 Technical Writing (3)

Prerequisite: second-year standing. Review of usage of English language. Instruction and practice writing summaries, letters, memoranda, reports and proposals. Emphasis on clarity and precision. Practice in collecting, organizing, and writing practical and theoretical information. Scientific or business background not necessary. Does not count toward the major.

ENGL 208 Literature for Children (3)

Prerequisite: Admission to the teacher education program or instructor's permission. Intended for students in the teacher education program. Furnishes a background of juvenile literature through wide reading in various types of materials both classic and modern. Includes principles of evaluation, selection and presentations of material. Stresses an appreciation for good literature. Does not count toward the major.

ENGL 211 Literature of India and the Pacific (3)

Surveys major contemporary anglophone writers from India and/or the Pacific. Emphasis on Naipaul, Rushdie, Narayan, Desai, Ondaatje, Grace, White and Keneally. (LP, GPN)

ENGL 212 African and Caribbean Literature (3)

Surveys major contemporary anglophone writers from Africa and/or the Caribbean. Emphasis on Achebe, Emecheta, Soyinka, Fugard, Gordimer, Kincaid and Walcott. (LP, GPN)

ENGL 213 Nature Writing and Environmental Literature (3)

Studies the literary tradition of nature as a source of inspiration for many poets, novelists and essayists. Explores writings and films concerned with the contemporary endangered environment. Readings include authors such as Wordsworth, Thoreau, Dickinson, Whitman, Burroughs, Muir, Carson, Krakauer, Abbey, Markandaya and Hertsgaard. Emphasis is placed on ecological literacy. (LP, GS)

ENGL 214 Literature by Women (3)

Studies British, American and world literature by women, with attention to thematic and stylistic concerns of women's literary traditions. Includes writers such as C. Bronte, Chopin, Woolf, Hurston, Lessing, Rich, Morrison and Walker. (LP)

ENGL 215 African-American Literature (3)

Explores the tradition of African-American writing, from slave narratives, to the experimental writings of the Harlem Renaissance, to the social realist novels of the 1940s and contemporary fiction and poetry. Emphasis on Douglass, Hughes and Morrison. (LP, GPC)

ENGL 216 American Ethnic Literature (3)

Studies a variety of contemporary writings (fiction, non-fiction, drama and poetry) from American ethnic literary traditions such as African American, Asian American, Hispanic American and Native American. (LP, GPC)

ENGL 222 Literature for Young Adults (1)

Provides a background of literature for young adults through wide reading in various types of materials both classic and modern. Includes principles of evaluation, selection and presentations of material.

ENGL 236 American Literature I: 1620-1890 (3)

Studies major figures and movements of American literature from the origins through Realism. Emphasis on authors such as Bradstreet, Dickinson, Hawthorne, Melville, Poe, Thoreau, Twain and Whitman. Topics may include European contact with indigenous North American communities, the adaptation of Old World values to the New World and the emergence of American identity. (LP)

ENGL 237 American Literature II: 1890-Present (3)

Studies major figures and movements in American literature from Naturalism to the present. Emphasis on authors such as Cather, Crane, Faulkner, Fitzgerald, Hemingway, Hurston, James and Welch. (LP)

ENGL 240 The Personal Essay (3)

Instruction, practice and experimentation in the art of the personal essay. Readings include both contemporary and historical examples of the form. (ART, WRT)

ENGL 241 Short Story Writing (3)

Instruction, practice and experimentation in the short story with readings by 20th-century American authors. (ART, WRT)

ENGL 242 Poetry Writing (3)

A workshop course focusing on both formal and free styles of poetry writing. Readings include poetry and essays by contemporary poets. (ART)

ENGL 245 British Novel (3)

Analyzes the traits of style of major British novelists of the 18th, 19th and 20th centuries. Emphasis on authors such as Fielding, Austen, Dickens and Woolf. (LP)

ENGL 248 Comedy (3)

Studies great plays from the history of comedy by writers such as Jonson, Molière, Sheridan, Shaw and Ionesco. In some semesters the topic may be tragedy instead. (LP)

ENGL 251 British Literature I: 800-1660 (3)

Studies major figures from the Beowulf poet to Milton. The major emphasis is on authors such as Chaucer, Spenser, Donne and Milton. In addition, students develop skills in reading, interpreting and criticizing literature, using secondary materials, writing critical papers and contributing to class discussions. (LP)

ENGL 252 British Literature II: 1660-1850 (3)

Studies major figures, excluding most novelists, from the Age of Reason, the Romantic period and the early Victorian era. Emphasis is on authors such as Swift, Pope, Wordsworth, Keats, Tennyson and Arnold. (LP)

ENGL 253 British Literature III: 1850-Present (3)

Studies major figures from the late Victorian period to the present day. Emphasis is on authors such as Hardy, Yeats, Joyce, Woolf and Lessing. (LP)

ENGL 260 Irish Literature (3)

Studies the major literary artists in Ireland. Authors studied include Swift, Wilde, Shaw, Yeats, Joyce, Beckett, Heaney, Boland and McGuckian. (LP, GPN)

ENGL 270 Illness and Health in Literature (3)

Focuses on the interdependence of storytelling and science, and raises questions about the human condition by exploring the roles of literature and the creative arts within medicine. Readings will include fiction, memoir and drama. (LP, WRT)

ENGL 284 Field Methods in Linguistics (3)

Prerequisite: instructor's permission. Methodology of the study of language directly from contact with a native speaker or speakers of a language not regularly offered in the college curriculum.

ENGL 293 Practicum in Technical Writing (2)

Prerequisite: ENGL 201 and instructor's permission. Offers the student experience in writing for local companies and organizations. Incorporates advanced skills needed in the business world: writing press releases and annual reports, doing technical layout and writing for advertising. Does not count toward major.

ENGL 318 Literature of Peace and Social Justice (3)

Introduces students to some of the key ideas and theories from the interdisciplinary field of Peace Studies and applies those theories to the study of literary texts. Explores such issues as nonviolence, civil disobedience, human rights, economic and environmental injustice through the lens of literature and poses the question: what can literary texts, literary language and ways of thinking, contribute to our understanding of peace and social justice? (LP, GS, WRT)

ENGL 320 Teaching Writing (2)

Focuses on both the theory and practice of teaching writing. In addition to becoming conscious of their own writing process, students will gain practical experience in helping others to write.

ENGL 330 Principles of Linguistics (3)

Presents the fundamentals of the science of linguistics and an overview of the major sub-fields of the discipline. The major focus is on the solution of problems in phonology and morphology, and on collateral work in areas selected with consideration for any special needs and interests of class members.

ENGL 331 History of the English Language (3)

Issues in the internal and external history of the English language are considered in light of larger patterns of interrelationship between language and society.

ENGL 332 Advanced English Grammar (3)

Studies intensively the theory and structure of English grammar and the changing views thereof. Designed primarily for those who plan to teach English or English as a second language in the elementary and secondary schools.

ENGL 333 Phonetics and Phonemics (3)

A detailed study of speech sounds, production mechanisms and the structuring of sounds in language. Ear training as well as practice in phonetic and phonemic transcription will be stressed. Field techniques will be considered.

ENGL 335 Sociolinguistics (3)

A survey of key issues in sociolinguistic inquiry based on case studies of topics such as language maintenance and shift, bilingualism and biculturalism, the language of ethnic and other minority groups, language contact and language conflict.

ENGL 340 Literary Journalism (3)

Literary Journalism blends fiction writing techniques with fact-driven reporting. The course explores both short articles and feature writing, hones interviewing and research skills, and emphasizes the importance of both notetaking and revision in the writing process. Readings include online articles and selections from contemporary and canonical literary journalism. ENGL 240 The Personal Essay is recommended as background. (WRT)

ENGL 342 Advanced Poetry Writing (3)

Prerequisite: ENGL 242 is recommended. A course for students with experience in writing poetry that links writing to contemporary discussions in poetic thought. Readings focus on contemporary poetry and on essays of the craft and theory of poetry writing. (ART)

ENGL 343 Travel Writing (3)

Prerequisite: significant cross-cultural experience in domestic or foreign off-campus programs and instructor's permission. A course in nonfiction writing that studies strategies for writing the essay in general and the cross-cultural and travel essay in particular. Readings will include both historical and contemporary examples of the travel essay. (ART, WRT)

ENGL 344 Writing for Non-Profit Organizations (3)

Instruction in and practice of writing designed to extend the concept of community, and to incorporate "service learning." Students write for community organizations, social service agencies and other not-for-profit groups and associations. (WRT)

ENGL 346 Shakespeare (3)

Studies the major comedies, histories and tragedies, with some background readings in Shakespeare's England as it affected the theatre. (LP)

ENGL 360 Teaching English as a Second Language (3)

An introduction to the theory and practice of teaching English as a second or foreign language. Designed for those who plan to teach English here or abroad.

ENGL 361 World Literature I (3)

Studies major figures of world literature from the Greeks to the Renaissance. Emphasis is on authors such as Homer, Sophocles and Dante. Excludes British and American writers. (LP, WRT)

ENGL 362 World Literature II (3)

Studies major figures of world literature from the Renaissance to the present day. Emphasis is on authors such as Moliere, Flaubert, Dostoevsky and Kafka. Excludes British and American writers. (LP, GPN, WRT)

ENGL 373 Studies in 17th and 18th Century Literature (3)

Prerequisite: Two 200-level literature courses, or instructor permission. Studies major figures and works from Restoration and 18th-century literature such as Wycherly, Congreve, Dryden, Pope, Swift, Goldsmith, Johnson, Fielding and Sheridan. (WRT)

ENGL 374 Studies in 19th Century Literature (3)

Prerequisite: Two 200-level literature courses or instructor permission. Studies major works by British Romantic and Victorian authors such as Wordsworth, Byron, P. B. and Mary Shelley, Charlotte and Emily Bronte, George Eliot and Hardy. (WRT)

ENGL 375 Studies in 20th Century Literature (3)

Prerequisite: Two 200-level literature courses or instructor permission. Studies works by major figures of 20th century literature in English such as Conrad, Joyce, Woolf, Yeats, Auden, Faulkner, O'Connor, Wright, Lessing, Pynchon, Rich, Rushdie, Gordimer, Achebe and Walcott. (WRT)

ENGL 376 Literary Criticism (3)

Studies various theoretical perspectives of literary criticism from mimetic to postmodern with practice in applied criticism.

ENGL 392 ESL Practicum (Arr)

Prerequisite: ENGL 360 and instructor's permission. The ESL practicum is a pre-student teaching experience of observation, teaching and reflection on teaching English as a second language in the public school setting. The course requires 45 contact hours divided between both the primary and secondary levels, as well as group and individual discussion and research.

ENGL 192, 292, 392, 492 Practicum in English (Arr)**ENGL 397 Internship: Teaching English as a Second Language (Arr)**

Prerequisite: ENGL 360 and permission of instructor. Students gain experience teaching English to non-native speakers of the language. The supervising instructor must approve internship site and student population. This course is not intended as a practicum for teaching licensure.

ENGL 425 Seminar in American Literature (4)

A specialized investigation into a specific and limited topic selected by the instructor. Each seminar will focus on the student's critical and research abilities to produce a major analytic project.

ENGL 426 Seminar in British Literature (4)

A specialized investigation into a specific and limited topic, such as Chaucer or Milton. Each seminar will focus on the student's critical and research abilities to produce a major analytic project.

ENGL 497 Internship in Writing (Arr)

Prerequisite: third-year standing and instructor's permission. Available only to English majors or majors with an emphasis in writing. An applied writing experience in a business, institutional or governmental setting. Includes conferences with on-campus staff, a portfolio of work written during the internship, and evaluation by the job supervisor. Pass/No Credit basis.

ENGL 199, 299, 399, 499 Independent Studies in English (Arr)

Prerequisite: instructor's permission. Student-defined tutorial of readings and research. Each participant will submit a proposal to the department.

Exercise Science

EXSC 110 Introduction to Stress Management (3)

An in-depth exposure to stress management including psychological, physiological, emotional and behavioral dimensions. Emphasis will be placed on the holistic treatment of stress and on developing the skills to manage personal stress as well as to assist others.

EXSC 111 Essentials of Human Anatomy & Physiology with Lab (4)

This is a single semester course introducing the morphology (structure and function) of the human body designed to prepare students for the Exercise Science and Athletic Training major curriculum. The course includes study of all eleven systems of the body. Students will meet for lecture three times per week and a two hour laboratory once a week. The laboratory will consist of learning from laboratory manual, anatomical model and digital A&P tools. Note: Students may not receive credit for EXSC 111 and BIOL 111 or BIOL 112. (NS)

EXSC 123 Fundamentals of Dance (1)

This course covers the popular and traditional dance forms. Students learn folk, square, country, Spanish and ballroom techniques. Learning to move to basic rhythmic patterns is emphasized.

EXSC 124 Fundamentals of Golf (1)

Intended for beginning and intermediate golfers. Students will learn the basic golf strokes, use of various clubs, strategies, rules and etiquette.

EXSC 129 Fundamentals of Tennis (1)

Introduces the basic skills of tennis with emphasis on the development of sound strokes and the knowledge of strategy, rules and etiquette necessary to play the game and enjoy it as a spectator.

EXSC 134 Fundamentals of Racquetball (1)

Intended for beginning and intermediate players. Course covers the basic strokes (forehand, backhand, volley, serve, overhead), rules and etiquette needed to play the game and enjoy it as a spectator.

EXSC 135 Fundamentals of Cardiovascular Endurance (1)

Development of a cardiovascular endurance program using a variety of aerobic training techniques and activities.

EXSC 136 Fundamentals of Muscular Strength (1)

Development of a muscular strength program using a variety of strength training techniques and activities.

EXSC 149 Foundations of Health and Exercise Science (3)

Introduction to physical education as health promotion and exercise science. Historical background, contemporary issues of the discipline, role of sports and health in society and trends for the future are topics covered.

EXSC 151 First Aid and Sports Injuries (3)

Introduces first-aid measures for typical work, athletic and school situations. Provides skills and theory in athletic training topics through lab, observation and lecture. Covers injury prevention, injury evaluation, primary care, education and rehabilitation along with equipment use and counseling common to the athletic setting. Provides American Red Cross Certification for Workplace First Aid and Adult CPR. Additional lab fee applies. See College Costs section of current Catalog.

EXSC 160 Personal Health (3)

Introduction to the multiconceptual approach to personal health. Encourages individuals to take self-responsibility through informed choices on a daily basis. Includes strategies to modify daily health habits.

EXSC 212 Adapted Physical Education (3)

Prerequisite: second-year standing. Considers developmental, remedial and corrective programs in physical education; emphasizes adaptation to special needs beyond the regular physical education program.

EXSC 213 Principles of Coaching (3)

Prepares students for the problems, challenges, expectations and demands of coaching in several settings including high school, junior high school and other youth and recreational venues.

EXSC 215 Introduction to Angling (3)

Prerequisite: instructor's permission. This course introduces the basic skills, theory and equipment necessary to begin the development of lifelong angling skills. Awareness of resource sustainability, environmental responsibility, water chemistry testing, stream/pond assessment and biological monitoring will be introduced. Biological data collection, analysis and submission to statewide database will be required. Other topics include fish characteristics (Biology), habitat design and building, knots, others determined by the class. A current Iowa fishing license is required. There is a lab fee. (GS)

EXSC 216 Applied Sports Psychology (3)

Prerequisite: PSYC 122. Focuses on human behavior in certain types of situations-namely, sport and exercise settings. Examines what motivates people, what angers them, and what scares them; how they regulate their thoughts, feelings, and emotions; and how their behaviors can become more effective..

EXSC 234 Sports Nutrition (3)

Prerequisite: EXSC 111 or BIOL 111. An introduction to sports nutrition concepts, analysis of functions, deficiencies, sources and utilization of nutrients, current controversies and fads. Application of nutrition principles to specific health needs and to sports performance. (WRT)

EXSC 241 Fundamentals and Theory of Baseball and Softball (3)

Prerequisite: second-year standing. Covers basic offensive and defensive skills, theory, strategy, rules and psychology of coaching baseball and softball.

EXSC 242 Fundamentals and Theory of Track and Field (3)

Prerequisite: second-year standing. Studies the methods for teaching the mechanics of track & field events; examines the training concepts and theories for various events; and deals with the organization and operation of a track meet.

EXSC 243 Fundamentals and Theory of Basketball (3)

Prerequisite: second-year standing. Basketball skills and strategies appropriate for coaching basketball. Students will learn the basic fundamentals of the game of basketball both offensively and defensively. Also includes fundamental theory, offensive and defensive plays, game strategy, rules, conditioning and psychology of coaching basketball.

EXSC 244 Fundamentals and Theory of Football (3)

Prerequisite: second-year standing. Studies the basic fundamentals and techniques for each position in the game of football. This will be followed by an overview of the different offensive and defensive philosophies of modern day football plus game strategy. The psychology of coaching football will also be covered along with the development of a conditioning program.

EXSC 246 Fundamentals and Theory of Coaching Soccer (3)

Prerequisite: second-year standing. Teaches basic skills of competitive soccer including game strategies and rules. Students perform skills and learn methods of teaching and coaching.

EXSC 248 Fundamentals and Theory of Volleyball (3)

Prerequisite: second-year standing. Covers basic skills, theory, strategy, rules and psychology of coaching volleyball through lab and lecture.

EXSC 251 Concepts of CPR/AED/FA and BBP (1)

Prerequisite: instructor's permission. Provides the citizen responder with the basic knowledge and skills necessary in an emergency to help sustain life, reduce pain, minimize the consequences of respiratory and cardiac emergencies and protect themselves from diseases until more advanced medical help can arrive. Course content and activities will prepare participants to make appropriate decisions about the care to provide in an emergency. Teaches the skills a citizen responder needs to act as a crucial link in the emergency medical services (EMS) system. Additional lab fee applies. See College Costs section of current Catalog.

EXSC 254 Human Anatomy and Kinesiology (4)

Prerequisite: EXSC 111 or BIOL 111 or BIOL 130 or BIOL 131 or CHEM 131. Examines the structure and function of the skeletal, muscular, and articular systems of the body.

EXSC 260 Substance Abuse (3)

Studies the sociological, psychological and legal dimensions of alcohol and drug dependency. Focus on the interrelational nature of substance abuse in American culture.

EXSC 261 Community, Consumer, and Global Health (3)

Reviews current and complex health issues within the perspective of global sustainability. Consumer, community and global health concepts, theories and models will be examined at the local, state, national and international levels. (GS)

EXSC 265 Group Exercise Leadership (2)

Prerequisite: EXSC 135 and EXSC 136. Provides students with an overview of the educational concepts, performance techniques, program design, and leadership skills needed to teach group-led exercise programs and design group led training programs. The course will include basic analysis and application of safe and effective exercise procedures for all fitness levels.

EXSC 283 Field Experience: Exercise Science (Arr)

Prerequisite: second-year standing and instructor's permission. A practical experience under the direct supervision of a certified individual.

EXSC 293 Practicum in Strength and Conditioning I (3)

Prerequisite: EXSC 136 and instructor's permission. Entry-level study of Olympic lifts, torso training, functional warm-ups and speed drills. Discussions related to applications and concepts in strength and conditioning will be emphasized. Allows the student to develop basic knowledge to be able to assist the strength and conditioning staff to perform, instruct and correct basic lifting technique. Pass/No Credit basis.

EXSC 342 Outdoor Pursuits (3)

Explore concepts and activities consistent with life in Iowa and the local Pella area. Introduce a wide variety of outdoor activities of interest to the students, through student directed learning. Encourage safe activity by promoting lifelong learning in a positive learning environment. Additional lab fee applies. See College Costs section of current Catalog.

EXSC 357 Fitness Assessment and Exercise Prescription (4)

Prerequisite: third-year standing. Assessment of physiological fitness levels and development of individualized exercise prescriptions.

EXSC 358 Principles of Personal Training (3)

Prerequisite: EXSC 135, EXSC 136, and EXSC 357. Explains individualized fitness programs, business and legal issues for personal trainers and develops personality and communication attributes of trainers.

EXSC 361 Biomechanics (4)

Prerequisite: third-year standing. Synthesis of biology and mechanics that seeks to explain human movement in terms of space, time, direction and forces. Involves application of mechanics for the expressed purpose of analyzing/improving performance and locating the mechanical cause of faults observed in performance.

EXSC 363 Human Sexuality (3)

Prerequisite: third-year standing. Explores the physiological, psychological and sociological dimensions of human sexuality, focusing on how sexuality influences the quality of life throughout the human lifespan. Offered alternate years.

EXSC 372 Principles and Theories of Strength and Conditioning (4)

Prerequisite: EXSC 254 and 357. Advanced study of the scientific principles and theories related to strength and conditioning. Discussions related to applications and concepts in the exercise sciences, testing and evaluation, program design, and strength and conditioning administration and facility organization will be emphasized.

EXSC 379 Epidemiology of Physical Activity (3)

Prerequisite: EXSC 357. Examines the relationship between physical activity and exercise on various diseases and conditions. Various methods for epidemiological assessment will be discussed as well as current research regarding the association between physical activity and chronic disease and chronic disease risk factors. Recommendations for physical activity of those with chronic disease will be highlighted.

EXSC 380 Worksite Program Planning and Evaluation (3)

Prerequisite: EXSC 357. Focuses on health promotion program planning, assessment, and evaluation procedures used in community and other settings with emphasis on health promotion program evaluation. Students will increase their knowledge of planning and evaluation theories, models, and implementation strategies for health promotion programs.

EXSC 390 Topics (Arr)

Prerequisite: instructor's permission. Offered as needed to cover the interest of staff and students when these cannot be accommodated by regular offerings.

EXSC 393 Practicum in Strength and Conditioning II (3)

Prerequisite: EXSC 136 and instructor's permission. Advanced study of implementation of Olympic lifts, core training, functional warm-ups, functional rehabilitation, functional training and warm-up methodology. Discussions related to applications and concepts in strength and conditioning will be emphasized. The students will be expected to practice, demonstrate, refine and apply competencies gained in previous setting. The students will also demonstrate appropriate communication skills with other professionals working with their team. Pass/No Credit basis.

EXSC 399 Independent Study (Arr)

Prerequisite: instructor's permission. Designed to permit students to pursue individual interests in specialized areas of physical education.

EXSC 432 Fitness After Fifty (3)

Prerequisite: third or fourth-year standing. Presents the information needed to develop safe and effective physical activity programs for older adults.

EXSC 451 CPR for the Professional Rescuer (1)

Prerequisite: instructor's permission. Provides the professional rescuer with the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of respiratory and cardiac emergencies until more advanced medical help can arrive. Pass/No Credit. Additional lab fee applies. See College Costs section of current Catalog.

EXSC 460 Exercise Physiology (3)

Prerequisite: third-year standing and a biology lab course. Examines principles of physiology involved with both the acute and chronic effects of exercise.

EXSC 461 Exercise Physiology Lab (2)

Prerequisite or corequisite: EXSC 460. A lab-oriented class that helps put exercise physiology theories into practice.

EXSC 462 Motor Learning (3)

Prerequisite: third-year standing. Examines principles of skill acquisition related to motor skill performance; includes teaching and coaching methods.

EXSC 487 Senior Research (1-3)

Prerequisite: instructor's permission. Students prepare and present a research proposal that includes a written report and an oral presentation and discussion of their work.

EXSC 493 Practicum in Strength and Conditioning III (3)

Prerequisite: EXSC 136 and instructor's permission. Senior level review and evaluation of practicum competencies and proficiencies. Extensive content in organization and administration of Strength and Conditioning programs. Discussions related to applications and concepts in strength and conditioning will be emphasized. Preparation for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist examination will occur. The students will be expected to practice, demonstrate, refine and apply competencies gained in previous setting. The students will also demonstrate appropriate communication skills with other professionals working with their team. Pass/No Credit basis.

EXSC 397/497 Internship (Arr)

Prerequisite: departmental approval and instructor's permission. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis.

Fine Arts

FA 200C Fine Arts Seminar (3)

An intensive exploration of the architecture, dance, drama, music, visual arts and other art forms influenced by and available in the city. Uses a broad range of field experiences supported by reading, classroom discussion and presentations by recognized authorities. Offered in Chicago only. (ART)

French

Note: Courses offered by the department of modern languages are calibrated to the nationally recognized target levels of proficiency defined by the American Council on the Teaching of Foreign Languages. Details are available from the department.

FREN 106 French Film: An Introduction (3)

Films that have defined and shaped French culture are analyzed as texts. Films are subtitled and course is taught in English. Emphasizes speaking and writing. Does not count toward the French major or minor.

FREN 121 Beginning French I (4)

A broad-based course developing skill in speaking, reading, writing and understanding spoken French. The cultural element stresses contemporary France.

FREN 122 Beginning French II (4)

Prerequisite: FREN 121. A continuation of the introductory course. Offers further development of skills in all areas and study of contemporary France.

FREN 221 Intermediate French I (4)

Prerequisite: FREN 122, placement. A continuation of FREN 122. Carries the students in French closer to mastery of the skills of understanding, speaking, reading and writing the language. Includes a study of selected aspects of French culture. (GPN)

FREN 222 Intermediate French II (4)

Prerequisite: FREN 221 or instructor's permission. A continuation of FREN 221. Carries the students in French closer to mastery of the skills of understanding, speaking, reading and writing the language, with emphasis on increasing reading skills. Includes a study of selected aspects of French culture. (GPN)

FREN 321 Advanced Conversation and Composition I (4)

Prerequisite: FREN 222, placement, or instructor's permission. Develops a solid understanding of the syntax of oral and written French. Stresses growth in reading, writing and speaking skills, while providing some background on contemporary French life and culture. (GPN)

FREN 322 Advanced Conversation and Composition II (4)

Prerequisite: FREN 321 or instructor's permission. Primary stress is on perfecting French language skills. Includes an introduction to literature as well as relevant culture and civilization topics. (GPN)

FREN 323 Introduction to French/Francophone Literature (3)

Prerequisite: FREN 322 or instructor's permission. An introductory survey of French and Francophone works, authors, terminology, genre and literary history. (LP, GPN)

FREN 326 Reading in French Film (4)

Prerequisite: FREN 322. Offered jointly with FREN 106, which is taught in English. Students in FREN326 will conduct their discussions, write their papers, and do supplementary readings in French. The course content is the analysis of a number of French films that have defined and shaped French culture. Discussion and writing are emphasized.

FREN 330 The Language House Experience (.5)

Prerequisite: departmental approval to live in the French House. Credit awarded each semester for students living in the language houses who complete departmental requirements. May be repeated up to 4 times for a maximum of 2 credits.

FREN 333 French Civilization I (3)

Prerequisite: FREN 322 or instructor's permission. Study of the development of French civilization, the ways and customs of the French people from their origins to the French Revolution.

FREN 489 Senior Capstone in French (2)

Prerequisite: completion of study abroad or instructor's permission. Normally taken during the student's last semester on campus. The student will collaborate with an advisor to prepare and deliver a formal presentation in French before a jury. At this time the student will demonstrate skills, knowledge and dispositions appropriate for the major.

FREN 490 Topics in Francophone Literatures and Civilization (3)

Prerequisite: study in Paris or instructor's permission. Study of the francophone cultures and literatures through analysis of texts and films of Québec, the French West Indies and North and West Africa. (LP, GPC)

FREN 494 Language Teaching Practicum (6-9)

Offers opportunity to apply second-language teaching methodology in small-group setting. Emphasis on oral skill development. Will be supervised by a faculty member.

FREN 497 Internship-French (Arr)

Prerequisite: Completion of a year of study on the Paris program with a minimum GPA of 3.00 and instructor's permission. The internship provides an opportunity for the student to explore a career option in the major field of study. Pass/No Credit basis.

FREN 499 Independent Study-French (Arr)

Prerequisite: one literature course and instructor's permission. Designed for majors who wish to investigate some area of individual interest not covered by courses offered in the department. Number of credits determined by the scope of the study undertaken. Offered any semester with the permission of the head of the department.

Geography

GEOG 210 Human Geography (3)

Examines and analyzes changing interconnections among places by exploring dynamic processes and patterns worldwide, including the distribution and diffusion of people, their religions, customs, and economic means, providing an understanding of spatial and functional (space and scale) patterns of the cultural, social, political, and economic processes that shape the geography of the world. (SB, GS)

German Studies

Note: Courses offered by the department of modern languages are calibrated to the nationally recognized target levels of proficiency defined by the American Council on the Teaching of Foreign Languages. Details are available from the department.

GERM 121 Beginning German I (4)

Training in understanding the spoken language, reading and the fundamentals of grammar. Includes an introduction to aspects of the culture(s) of German-speaking countries.

GERM 122 Beginning German II (4)

Prerequisite: GERM 121 or equivalent. Continued training in understanding the spoken language, reading and the fundamentals of grammar. Includes an introduction to more aspects of the culture(s) of German-speaking countries.

GERM 221 Intermediate German I (4)

Prerequisite: GERM 122 or equivalent. Offers intensive practice in spoken and written language, reading in a variety of texts and review of grammar. Background material on contemporary German life and culture. (GPN)

GERM 222 Intermediate German II: Composition/Conversation (4)

Prerequisite: GERM 221 or equivalent. Offers intensive practice in spoken and written language, reading in a variety of texts and review of grammar. Background material on contemporary German life and culture. Special emphasis on composition and conversation. (GPN)

GERM 240 The German Imagination (3)

Taught in English; also offered as GERM 340. By examining literary and non-literary readings, film, and popular culture, students will be introduced to the development of a particularly German cultural and intellectual tradition. Students who wish to count this course toward the German Studies major or minor or receive 300-level credit must register for GERM 340, which has a prerequisite of GERM 321, and will be assigned alternative course work and readings in German. (LP)

GERM 321 Advanced German I (4)

Prerequisite: GERM 222 or equivalent. Intensive review and practice of all fluency skills, combined with a broad introductory survey of the German cultural and literary heritage. (GPN)

GERM 322 Advanced German II (4)

Prerequisite: GERM 321 or equivalent. A continuation of GERM 321. Continued intensive review and practice of all fluency skills, combined with a broad introductory survey of the German cultural and literary heritage. (GPN)

GERM 330 The Language House Experience (.5)

Prerequisite: departmental approval to live in the German House. Credit awarded each semester for students living in the language houses who complete departmental requirements. May be repeated up to 4 times for a maximum of 2 credits.

GERM 331 Survey of German Culture and Literature (3)

Prerequisite: GERM 322 or instructor's permission. Using readings, audio, and video, students will encounter major literary and historical works, key cultural moments, and varied forms of literary expression from the German-speaking world. The course also aims to assist students as they improve their level of expression in written and spoken German. Taught in German. (LP, GPN)

GERM 340 The German Imagination (3)

Prerequisite: GERM 321. Taught in English; also offered as GERM 240. By examining literary and non-literary readings, film, and popular culture, students will be introduced to the development of a particularly German cultural and intellectual tradition. Students who wish to count this course toward the German Studies major or minor must register for GERM 340 and will be assigned alternative course work and readings in German. (LP)

GERM 342 Literary Analysis (3)

Prerequisite: GERM 322 or Instructor's Permission. An in-depth study of distinctive works of various genres of German literature. (LP, GPN)

GERM 351 Advanced German Grammar (3)

Prerequisite: Adequate proficiency in German. Historical perspectives on the development of German grammar, an overview of techniques for analysis of the language and application of the systematic patterns that characterize the current language. Taught in English, with appropriate assignments for students wishing to count this course toward the German Studies major.

GERM 352 German for Professional Communication (3)

Prerequisite: GERM 322 or instructor's permission. Introduction to German language for purposes of professional communication, including the composition of application materials, email, formal correspondence, telephone communication and professional presentations.

GERM 353 History of the German Language (3)

Prerequisite: GERM 322 or instructor's permission. Development of the German language is considered in light of larger patterns of interrelationship between language and society. Texts of cultural-historical significance are used to illustrate evolving patterns of language change.

GERM 361 German Cultural History (3)

Prerequisite: GERM 322 or instructor's permission. Advanced study of German cultural history from a variety of perspectives. Includes material from the early stages to the present. Taught in German. (HP, GPN)

GERM 362 Germany and the Environment (3)

This course will examine Germany's relationship to the environment in light of its particular political, cultural and business context. Taught in English, with appropriate assignments for students wishing to count this course toward a German Studies major. (GS, GPN)

GERM 390 Topics in German (3)

Offered as needed to meet student needs and interests when these cannot be accommodated by regular offerings. May be taught in English or German, depending on student population, with appropriate assignments for students wishing to count this course toward the German Studies major. May be repeated for credit when the course focuses on a different topic. (GPN)

GERM 489 Senior Capstone (1)

Prerequisite: Completion of study abroad or instructor's permission. Intended to be taken concurrently with another German Studies course. Students will compile a portfolio including materials for professional use and additional written assignments in German, which demonstrate the students' critical reflection upon their experiences in Pella and abroad.

GERM 494 Language Teaching Practicum (6-9)

Offers opportunity to apply second-language teaching methodology in small-group setting. Emphasis on oral skill development. Will be supervised by a faculty member. May be repeated. Pass/No Credit basis.

GERM 497 Internship in German (Arr)

The German internship program is designed for the German language student who wants to broaden his/her classroom studies with an actual work experience in a German language environment. Pass/No Credit basis.

GERM 499 Independent Study-German (Arr)

Open to qualified students with departmental approval.

Greek

GRK 121 Beginning Biblical Greek I (3)

An introduction to the paradigms, grammar and vocabulary of the ancient Greek Koine language of the New Testament, the Jewish Bible in Greek, and related literature, with a focus on reading elementary prose. Attention will be given to the relationship between the Koine language and the religions and cultures of the Early Eastern Roman Empire. Not offered regularly.

GRK 122 Beginning Biblical Greek II (3)

Prerequisite: GRK 121 or instructor's permission. Continuation of GRK 121 with a review of its paradigms, grammar and vocabulary. Focus on reading increasingly more sophisticated Koine prose. Continued attention will be given to employing the Koine language to understand the religions and cultures of the Early Eastern Roman Empire, especially the development of early Christianity. Not offered regularly.

History

HIST 110 Early Western Civilization (3)

Provides an overview of Western civilization from approximately 4000 B.C. to 1789 with particular emphasis on the nature of historical interpretation and the question of continuity and change in western history. Promotes the development of college-level skills, with emphasis on writing and analytical thinking based on careful reading of some of the classics of the western intellectual tradition. (HP)

HIST 111 Modern Western Civilization (3)

Provides an overview of Western civilization from approximately 1789 to present with particular emphasis on the nature of historical interpretation and the question of continuity and change in western history. Promotes the development of college-level skills with emphasis on writing and analytical thinking based on the careful reading of some of the classics of the western intellectual tradition. (HP)

HIST 130 United States to 1877 (3)

A survey of American history from European exploration and discovery through the Civil War and Reconstruction emphasizing political, economic, social and cultural development. The process of emerging problems and solutions will be analyzed. (HP)

HIST 131 United States Since 1877 (3)

A survey of American history from the last quarter of the nineteenth century until the Present emphasizing continued national development in political, economic, social and cultural arenas. The process of emerging problems and solutions will be analyzed. (HP)

HIST 132 Issues in American History (3)

Addresses the changing interpretations of various topics in American history, as chosen by the instructor, from the colonial period to the present. Promotes the development of analytical thinking and writing and engages in dynamic learning with group discussions and individual presentations. May be repeated with different topics. (HP)

HIST 150 Latin American Civilization (3)

Provides an overview of Latin American civilization from 1400AD to the present, with special attention paid to the processes of colonization, the struggle for independence, and modernization. The course focuses on the roles of the institutions of church, state, and the military in each of those processes. (HP, GPC, WRT)

HIST 170 Early East Asian Civilization (3)

Explores the historical foundations of Asian civilization from the earliest times to the 15th century with special emphasis on China and Japan. (HP, GPN)

HIST 171 Modern East Asian Civilization (3)

Explores the development of Asian civilization from the 15th century to the present with special emphasis on comparing the histories of China and Japan. (HP, GPN)

HIST 180 Modern African Civilization (3)

An interdisciplinary survey of cultures and life in modern Africa. Emphasis on sub-Saharan African history, art, political economy, women, development and society. (HP, GPN)

HIST 211 Readings in European History (3)

Designed to permit the student to select one of four countries—Spain, England, Germany or France—for intensive study through a program of reading and small group discussion. Some knowledge of European history is useful but not essential for taking this course. May be repeated with a different topic.

HIST 212 World War and the Shaping of the 20th Century (3)

A detailed examination of World War I and World War II. The causes and actual combat of both wars will be discussed and, for World War II, careful attention will be paid to the rise of Nazism, the Holocaust, and the Nuremberg trials. The ultimate goal is to investigate how these two wars shaped the twentieth century. (HP)

HIST 213 The USSR (3)

A political and social history, beginning with the prelude to the 1917 revolution, discussing the continuities and discontinuities in the development of the Soviet state and society and ending with the dissolution of the Soviet Union in 1989. (HP)

HIST 220 Middle Eastern Civilization (3)

Studies the history of Middle Eastern Civilization from antiquity to the present through an examination of the major political events of the region in both the ancient and modern worlds and with particular interest in its three main religions, Judaism, Christianity and Islam. The course also examines the history of the recovery and reformulation of Classical Greek philosophy and science in the Arab world and studies the influence of Arabic philosophy on the medieval and modern political situation in the Middle East and Europe. (HP, GPC)

HIST 221 Biblical Archaeology (3)

Examines the history, geography and culture of the Bible lands through the study of archaeology. Introduces students to types of material remains and examines the significance of these physical objects for an understanding of the Bible. Although students are introduced to a range of scientific methods that are used by the archaeologist, as a Humanities course the examination of specific methods and discoveries are related to larger patterns of textual, historical and human interest. The course is typically taught with a focus on either the Old Testament or New Testament periods. (HP, GPN)

HIST 230 Foundations of American Nationalism (3)

Examines the major influences in the development of national values and institutions from the Age of Discovery and Exploration and the Colonial Period through the American Revolution and the drafting of the Constitution in 1787. (HP)

HIST 231 The Emerging United States: 1787-1877 (3)

An examination of the major political, social, economic and cultural trends in the United States from its constitutional beginnings through Reconstruction. Major topics will include early national development, Jacksonian Democracy, Manifest Destiny and expansion, and slavery and the sectional crisis leading to the Civil War. (HP)

HIST 232 The Origins of Modern America: 1877-1945 (3)

Examines the transformation of the United States from Reconstruction through World War II when the nation evolved from isolation and pre-industrial values and institutions to a modern country characterized by industrialization, immigration, urbanization and international diplomacy and warfare. (HP)

HIST 233 The Fifties and Sixties: U.S. History: 1945-1975

An examination of the major political, economic, social, cultural, and diplomatic trends from World War II through the end of the Vietnam War and Richard Nixon's presidency. Major areas of consideration will include the Cold War at home and abroad, the Civil Rights Movement, Vietnam, the New Left and the Counterculture, the Women's Movement, and Nixon's presidency. (HP)

HIST 234 Recent United States (3)

An examination of the major political, economic, social, cultural, and diplomatic trends from the post-Watergate era through the present. Major areas of consideration will include the rise of the New Right in politics and culture, the limits of the American economy, Carter diplomacy, the impact of the Middle East Hostage Crisis, Ronald Reagan and the Cold War, the end of the Cold War, the New World Order, the computer and communications technology revolution, the 2000 presidential election, the impact of 9/11/01, and the wars with Iraq. (HP)

HIST 240 The U.S. in World Affairs (3)

An examination of the historical evolution of major U.S. foreign policy-making institutions and processes, with emphasis on the post-1945 era. Analysis of guiding principles and patterns in U.S. foreign diplomatic, economic and military relations since 1898. Cross-listed as POLS 235.

HIST 241 Oral History of Iowa (3)

An introduction to the methodology of oral history, this course teaches students to record life history interviews with narrators of their choice, and to transcribe, index and obtain approval so they can be archived for the purposes of public and local history in Iowa. Course context is provided by a survey of Iowa history and field trips to oral history archives and museums in the state. Students have the opportunity to participate in existing oral history projects. (HP, WRT)

HIST 271 History of Modern China (3)

Surveys the history of China from the Qing Dynasty to the present with special emphasis on social, economic, political, and cultural issues in Modern China. (HP, GPN)

HIST 275 History of Modern Japan (3)

Studies Japan's development toward modern statehood in the 19th century and continues with the economic, social, cultural and political life of 20th-century Japan. (HP, GPN)

HIST 310 Studies in World History (3)

Addresses the changing interpretations of various topics in world history, as chosen by the instructor, from ancient times to the present. Promotes the development of analytical thinking and writing and engages in dynamic learning with group discussion and individual presentation. May be repeated with different topics. (HP)

HIST 330 Studies in American History (3)

Addresses the changing interpretation of various topics in American history, as chosen by the instructor, from the colonial period to the present. Promotes the development of analytical thinking and writing and engages in dynamic learning with group discussions and individual presentation. May be repeated with different topics. (HP)

HIST 385 Seminar I-History (4)

Prerequisite: history major and instructor's permission. Examines the nature of historical inquiry and methodology.

HIST 386 Public History Seminar (4)

Prerequisite: history major and instructor's permission. Examines the various fields of public history including archival theory and practice, documentary editing, historic preservation and restoration, museology, administration, oral, community and corporate history. Open to majors only, students should complete an appropriate number of history courses before enrolling in this seminar, which is normally offered fall semester of the junior or fourth years.

HIST 497 Internship: Public History (Arr)

Prerequisite: instructor's permission. These are off-campus experiences designed to enrich a student's education through supervised practical experience in the field of public history. This can include work in the area of museum studies, archival theory and practice, historical preservation, oral history and local history. Pass/No Credit basis.

HIST 499 Independent Study-History (Arr)

Prerequisite: instructor's permission.

Honors

HONR 101 Central Fellows (.5)

Prerequisite: Admission classification as a "Central Fellow." Central Fellows (Kuyper, Farver or Rolscreen Fellows) receive 0.5 credit per semester for their participation in the Fellows program. Pass/No Credit.

HONR 191 Honors Seminar (1)

Prerequisite: honors-eligible status. A seminar designed for honors-eligible students to explore a specific topic or issue. May be repeated for credit.

Humanities

HUM 101 Introduction to American Language and Civilization (4 or 8)

Open only to international students. Presents principles and provides extensive practice in American patterns of written and oral expression, offers practice in the reading laboratory and directs an extensive program of readings and discussion on selected topics in American Civilization. Required of all entering international students.

HUM 102 Introduction to American Language and Civilization II (4 or 8)

A continuation of HUM 101. Open only to international students. Presents principles and provides extensive practice in American patterns of written and oral expression, offers practice in the reading laboratory and directs an extensive program of readings and discussion on selected topics in American Civilization. Required of all entering international students.

HUM 105 Adjusting to U.S. Culture (2)

Open only to international students. Designed to help students examine and discuss their own experiences in the US and discover aspects of US life that underlie them. Experiences will be supplemented with readings, group discussions, journal writings, and excursions to explore various aspects of US culture, specifically Midwestern culture and college life, including history, politics, geography and cultural identity. Key aspects also include relationship issues with peers, faculty and administration, as students will understand US social interactions within the educational system. Offered pass/No Credit basis only.

Latin

LAT 121 Beginning Latin I (3)

Provides an introduction to the Latin language, including pronunciation, vocabulary, grammar, style, and techniques in reading and translation. Promotes increased knowledge of Roman culture and enhanced understanding of English grammar and vocabulary. Offered when warranted by student interest.

LAT 122 Beginning Latin II (3)

Prerequisite: LAT 121 or instructor's permission. Continuation of LAT 121. Provides a further introduction to the Latin language, including pronunciation, vocabulary, grammar, style, and techniques in reading and translation. Promotes increased knowledge of Roman culture and enhanced understanding of English grammar and vocabulary. Offered when warranted by student interest.

Liberal Arts Seminar

LAS 110 Intersections (3)

Intersections is an interdisciplinary seminar that all first-year students take in the fall semester. It is an exploration of the "intersections" at which disciplines, ideas and events converge, connect and collide. All sections share a common topic and many common readings and experiences, while each instructor adds a unique emphasis. The contributions of varied fields – natural sciences, behavioral sciences, fine arts, humanities – are included. Students are introduced to college-level skills of reading, writing, speaking, listening, critical thinking and information literacy.

LAS 410 Liberal Arts Seminar (3)

Prerequisite: senior standing or instructor's permission. Explores a question or problem of significance using interdisciplinary approaches. Students will demonstrate their ability to engage in independent inquiry and persuasively communicate results. The course will show how knowledge, integrated and alive, informs our professional, civic and personal lives.

Approved Liberal Arts Seminar topics include:

- 19th Century Russian Literature and Construction of the Self (3) (GPN)
- Buddhist Traditions of Tibet and the Himalayas (3) (GPN)
- Disease and Health Through Space and Time (3)
- Exploring Ecotones of Literature, Science, and History (3) (GS)
- HIV and the AIDS Pandemic (4) (GS)
- Human Rights, International Politics, and Culture (3) (GPC)
- Media Revolutions (3)
- Natural Hazards and the Human Dimension (4)
- Science Fiction and Empire (3)
- The Evolution of Sex in Biology and Popular Culture (3)
- The Necessity of Beauty for Life: Art, Science, Human Community (4)
- War and Society (3)
- What's for Dinner? (3) (GS)

Mathematics

MATH 102 Contemporary Mathematics (3)

A non-technical survey of applications of contemporary mathematics, including topics such as networks, voting theory, probability, statistics and methods of counting. Explores the use of mathematics to better understand the world. Does not count toward the major. (MR)

MATH 103 College Algebra (3)

Prerequisite: two years of high school math at the algebra and above level. Essentials of algebra, including linear and quadratic equations and inequalities, polynomial functions and graphing. Does not count toward the major. Designed solely to prepare students for MATH 109 Pre-Calculus.

MATH 105 Introduction to Statistics (4)

Methods of organization, analysis, representation and the interpretation of data with applications to various fields. Does not count toward the major. (MR)

MATH 109 Pre-Calculus (3)

Prerequisite: MATH 103 or equivalent. Continuation of some college algebra topics and the study of functions, graphs, and their properties, including exponential, logarithmic and trigonometric functions. Does not count toward the major. (MR)

MATH 115 Mathematical Concepts I (3)

Prerequisite: EDUC 110 and intended Elementary Education major. Studies problem solving, sets, logic, and the basic structure of the number systems. Does not count toward the mathematics major. (MR)

MATH 116 Mathematical Concepts II (3)

Prerequisite: EDUC 110 and intended Elementary Education major. Studies rational and real numbers, functions and their graphs, geometric shapes, measurement (including units of measurement, length, area, volume), geometry using triangle congruence and similarity, geometry using coordinates and transformations. Does not count toward the mathematics major. (MR)

MATH 125 Historical Topics in Mathematics (3)

Studies integers, rational numbers, algebraic ideas, measurement and geometry. Students will explore the invention of mathematics through the historical development of mathematics. Does not count towards the major.

MATH 131 Calculus I (4)

Prerequisite: usually, 4 years of college bound mathematics or MATH 109. An introduction to differential calculus of functions of one variable. Covers concepts, mechanics, and applications of the derivative with an introduction to integral calculus. (MR)

MATH 132 Calculus II (4)

Prerequisite: MATH 131. An introduction to integral calculus of functions of one variable. Covers the definite integral, techniques of integration, and applications of the integral, as well as sequences, series, and polynomial approximations of functions. (MR)

MATH 210 Introduction to a Computer Algebra System (1)

Prerequisite: MATH 131 (MATH 132 and COSC 110 recommended). Topics include the interface to the operating systems, basic syntax, use of the built-in functions, writing functions, graphics and programming in the language of the computer algebra system. Pass/No Credit basis.

MATH 215 Applied Statistics (3)

Prerequisite: MATH 109 or placement at the MATH 131 level (or above), or instructor permission. Introduces fundamental concepts of methods of statistics. Key ideas to be studied include data collection strategies and their scope of conclusion, the role of randomness in collecting data and drawing conclusions, graphical and numerical summaries of data, assessing statistical significance and estimating with confidence. Students may not receive credit for both MATH 105 and MATH 215. (MR)

MATH 221 Foundations of Mathematics (3)

Prerequisite: MATH 131. Studies fundamental mathematical methods and objects: introductory logic, methods of proof, sets, functions, relations and infinities. (MR)

MATH 231 Multivariable Calculus (3)

Prerequisite: MATH 132. Studies the principles, methods and applications of calculus in 3 or more dimensions. (MR)

MATH 240 Linear Algebra (4)

Prerequisite: MATH 131. Studies matrices, vector spaces and linear mappings. (MR)

MATH 250 Differential Equations (3)

Prerequisite: MATH 132. Solution of ordinary differential equations and systems of first order linear equations, qualitative analysis of differential equations and introduction to numerical techniques.

MATH 260 Mathematical Questions from the Classroom (1)

Corequisite: EDUC 451 (mathematics section). Develops connections between school and collegiate mathematics; develops pedagogy by addressing mathematical questions that arise in middle and high school classrooms. Explores middle school mathematics, introductory through advanced algebra, geometry, trigonometry, functions, probability, and calculus.

MATH 310 Geometry (3)

Prerequisite: MATH 221. An emphasis will be placed on the axiomatic approach to geometry. Geometries considered may include finite, Euclidean, non-Euclidean and projective.

MATH 330 Mathematical Modeling (3)

Prerequisite: MATH 132. Studies techniques for developing and interpreting mathematical models in several contexts such as: graphical models, proportionality, optimization, dynamic systems, probability, simulation and Markov processes.

MATH 341 Probability (3)

Prerequisite: MATH 132. Includes axiomatic approach to probability, sample spaces and the study of distribution functions

MATH 342 Statistics (3)

Prerequisite: MATH 341 (MATH 231 recommended). Study of distribution functions, estimation techniques and hypothesis testing.

MATH 370 Numerical Analysis (3)

Prerequisite: MATH 132. A treatment of solutions of equations, interpolation and approximations, numerical differentiation and integration, matrix methods and numerical solutions to ordinary differential equations. Cross-listed as COSC 370.

MATH 385 Mathematics/Computer Science Junior Seminar (2)

Prerequisite: third-year standing and a declared major in the mathematics and computer science department. An introduction to the research, reading, and presentation of advanced material in mathematics. Cross-listed as COSC 385.

MATH 390/490 Topics: Mathematics (Arr)

Various topics in mathematics can be studied depending upon the interest and demand shown by students. The student's transcript will indicate the topic studied.

MATH 397 Internship: Math/Computer Science (Arr)

Prerequisite: instructor's permission. The internship provides an opportunity for the student to explore a career option in the major field of study. Pass/No Credit basis.

MATH 421 Abstract Algebra I (3)

Prerequisite: MATH 221 (MATH 240 recommended).. Introduction to abstract mathematical systems, groups, rings and fields.

MATH 422 Abstract Algebra II (3)

Prerequisite: MATH 421. Continues the study of abstract mathematical systems, groups, rings and fields.

MATH 431 Real Analysis I (3)

Prerequisite: MATH 221. A theoretical study of functions of a real variable with emphasis on precise definitions and rigorous proofs.

MATH 485 Mathematics/Computer Science Senior Seminar (1)

Prerequisite: senior standing and a declared major in the mathematics and computer science department. Students research and present (orally and in writing) an advanced topic of their choice in mathematics. Cross-listed as COSC 485.

Music

MUS 105 Music Fundamentals (3)

Designed for students with little or no music theory background. An introduction to music reading skills, including sight-singing, basic keyboard skills, and the structure of music. Does not count toward the Music or Music Education major or minor. (ART)

MUS 111 Music in Time (3)

An introduction to the study of music through exploring a particular style or historical period, including social and cultural influences on the music. This course is designed primarily for the non-music major as an introduction to creative listening. Offered occasionally at instructor's discretion in lieu of MUS 112. (ART)

MUS 112 Art of Music (3)

A study of art music in the Western tradition with an emphasis on developing listening skills. Extensive writing is incorporated. Emphasizes the creative process; students respond to music through listening to live performances and recorded musical works both independently and in class. (ART)

MUS 114 World Music (3)

Explores the music of world cultures that are not normally addressed in traditional western European-based courses in music. Includes music of India, Africa, Latin America, the Middle East and other world cultures. (ART, GPN)

MUS 120 Theory and Aural Skills I (5)

A study of the relationships of rhythm, harmony, and melody. Class activities include writing and performing music, sight singing, and exercises in keyboard harmony, score reading and ear training. A one or two hour keyboard lab per week is required, based on level of keyboard proficiency. (ART)

MUS 125 Theory and Aural Skills II (5)

Prerequisite: MUS 120. A continuation of MUS 120. A one or two hour keyboard lab per week is required, based on level of keyboard proficiency.

MUS 130 Jazz Theory I (2)

Prerequisite: instructor permission. Addresses chord construction and notation, scales, chord function and substitution and tune analysis. Keyboard skills and ear training in jazz progressions will be included. Offered alternate years.

MUS 211 Music History I (3)

The study of musical development from Pre-Christian Antiquity to 1750, with emphasis on the Middle Ages, Renaissance, Baroque, and pre-Classical periods. Emphasis is also placed on listening to music for form and style. Completion of MUS 125 or equivalent musical preparation is strongly advised before taking this course. (ART, WRT)

MUS 212 Music History II (3)

The study of musical development from 1750 the present day, with emphasis on the Classical, Romantic, 20th century stylistic periods. Emphasis is also placed on listening to music for form and style. Completion of MUS 125 or equivalent musical preparation is strongly advised before taking this course. (ART, WRT)

MUS 220 Theory and Aural Skills III (4)

Prerequisite: MUS 125. A continuation of Theory and Aural Skills II.

MUS 225 Italian Diction (.5)

Principles of Italian pronunciation for singers, using the International Phonetic Alphabet to represent the sounds of Italian. Singing and piano accompanying are integral components of the course. No prior study of Italian is required. Offered alternate years.

MUS 226 German Diction (.5)

Principles of German pronunciation for singers, using the International Phonetic Alphabet to represent the sounds of German. Singing and piano accompanying are integral components of the course. No prior study of German is required. Offered alternate years.

MUS 227 French Diction (.5)

Principles of French pronunciation for singers, including using the International Phonetic Alphabet to represent the sounds of French. Singing and piano accompanying are integral components of the course. No prior study of French is required. Offered alternate years.

MUS 230 Jazz Theory II (2)

Prerequisite: MUS 130 and instructor permission. Continues content and skill development of Jazz Theory I. Offered alternate years.

MUS 235 Theory and Aural Skills IV (4)

Prerequisite: MUS 220. A study of contemporary theory derived from jazz and popular music. Includes composition and improvisation in a variety of styles, as well as basic arranging techniques.

MUS 240 Music Technology (1)

An introduction to computer software available for the music idiom.

MUS 241 Elementary School Music (2)

Presents basic music skills for the general classroom teacher. Provides insight into the methodology of Orff and Kodály through participation. Emphasis on the cultural and social values of music that can enhance the general classroom environment.

MUS 317 Church Music (1)

A study of the heritage and scope of church music through readings, discussions and performances. Hymnody is a strong component. Available to non-music majors without prerequisite. Offered alternate years.

MUS 323 Orchestration (1)

Prerequisite: MUS 220. Studies the techniques of arranging music for instrumental ensembles. Offered alternate years.

MUS 324 Methods and Materials of Instrumental Literature (2)

Prerequisite: Instructor permission. Primarily for instrumental music education majors this course provides a survey of instrumental literature for elementary through professional levels. Particular emphasis is placed on literature for the school instrumental music director. Offered alternate years.

MUS 328 Methods and Materials of Choral Literature (2)

Prerequisite: Instructor permission. Primarily for vocal music education students, this course provides a study of the various choral music forms and representative works of particular use to school choral music directors.

MUS 330 Advanced Literature Seminar (2)

Prerequisite: MUS 235, MUS 211, MUS 212. Provides the opportunity for upper-level music students to research and present selected topics from the literature of genres such as orchestral, chamber, symphonic, concerto, art song, opera and oratorio.

MUS 331 Conducting (2)

Prerequisite: MUS 125. A study of fundamental conducting techniques, both choral and instrumental.

MUS 332 Advanced Choral Conducting (2)

Prerequisite: MUS 331. Advanced conducting with emphasis on choral music and techniques of choir development.

MUS 333 Advanced Instrumental Conducting (2)

Prerequisite: MUS 331 and instructor's permission. Advanced conducting with emphasis on instrumental music and ensemble development.

MUS 334 Marching Band Techniques (1)

Studies the materials, organization and methods for charting marching band shows for school programs. Offered alternate years.

MUS 335 Jazz Band Techniques (1)

Studies the materials, organization and methods for teaching improvisation to musicians in jazz programs. Offered alternate years.

MUS 341 Vocal Pedagogy (3)

Prerequisite: two semesters of private voice study, or instructor's permission. An introduction to the teaching of singing. Topics covered include the structure and function of the vocal mechanism; principles of good vocal technique; methods of teaching voice, and sources of repertoire for beginning voice students. During the final six weeks of the semester, class members will give lessons to two beginning voice students with supervision and feedback. Offered alternate years.

MUS 342 Methods for Elementary Music (3)

Prerequisite: MUS 125. Meets the requirement for professional teaching certification for elementary music education majors or minors. Systematic methodology is based primarily on the principles of Orff and Kodály. Includes recorder instruction. Offered alternate years.

MUS 349 Instrumental Methods: Percussion (1)

Designed as a basic methods course for prospective instrumental music teachers. Each student in the class learns to play the instruments included in the course and the basic techniques of teaching the instruments. Other information relating to effective teaching (e.g., history of the instruments, selection of instruments, repertoire) is also addressed. Offered alternate years. Offered alternate years.

MUS 350 Instrumental Methods: Woodwinds (1)

Designed as a basic methods course for prospective instrumental music teachers. Each student in the class learns to play the instruments included in the course and the basic techniques of teaching the instruments. Other information relating to effective teaching (e.g., history of the instruments, selection of instruments, repertoire) is also addressed.

MUS 351 Instrumental Methods: Brass (1)

Designed as a basic methods course for prospective instrumental music teachers. Each student in the class learns to play the instruments included in the course and the basic techniques of teaching the instruments. Other information relating to effective teaching (e.g., history of the instruments, selection of instruments, repertoire) is also addressed.

MUS 352 Instrumental Methods: Strings (1)

Designed as a basic methods course for prospective instrumental music teachers. Each student in the class learns to play the instruments included in the course and the basic techniques of teaching the instruments. Other information relating to effective teaching (e.g., history of the instruments, selection of instruments, repertoire) is also addressed.

MUS 484 Elementary Music Field Experience (1)

Prerequisite: MUS 342. A practicum for providing actual teaching experience in a supervised environment along with a weekly seminar. Offered alternate years.

MUS 397/497 Internship (Arr)

Prerequisite: Departmental approval and instructor's approval. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis. Offered on request.

MUS 499 Independent Study (Arr)

Prerequisite: instructor's permission. Research in approved topics. May be repeated on demand. Offered on request.

Music (groups/ensembles)

MUSG 220 Central College-Community Chorus (.5)

Prerequisite: instructor's permission. Students, faculty and local area vocalists are eligible for membership. Two concerts featuring major choral works are presented each year. (ART)

MUSG 221 Central College-Community Band (.5)

Open to all woodwind, brass, and percussionists without audition, performs concerts annually. Repertoire includes different classical style periods as well as popular band music. Ensemble includes community members. Students, faculty and local area instrumentalists are eligible for membership. (ART)

MUSG 222 A Cappella Choir (.5)

Prerequisite: instructor's permission. Members are admitted after auditions at the discretion of the director. Repertoire includes works of many styles and periods. The choir sings on a number of occasions throughout the school year and makes a concert tour each spring. (ART)

MUSG 223 Symphonic Wind Ensemble (.5)

Prerequisite: instructor's permission. The Symphonic Wind Ensemble is open to all students by audition. Emphasis is on the performance of quality wind band literature. Performances include on-campus concerts, a concert tour each spring and a concert preceding the annual commencement exercises in May. (ART)

MUSG 224 Central College-Community Orchestra (.5)

Prerequisite: instructor's permission. The orchestra includes students, faculty, local and area musicians and guest artists. Several concerts featuring a variety of excellent literature are performed throughout the school year. (ART)

MUSG 225 Jazz Ensemble (.5)

Prerequisite: instructor's permission. The group is organized to study and perform music of the American jazz idiom with emphasis on both individual improvisation and ensemble playing. Students are chosen by audition.

MUSG 226 Chamber Ensemble (.5)

Prerequisite: instructor's permission. Devoted to the study and performance of chamber music literature, the course culminates in a public, department-sponsored performance. Students are chosen by audition from members of the primary ensemble appropriate for their instrument. (ART- Steel Drum I, Steel Drum II, and Percussion only)

MUSG 227 Chamber Singers (.5)

Prerequisite: instructor's permission. Specializing in music for the small vocal ensemble, the group is chosen by audition from the A Cappella Choir membership. Performances include the spring tour, Christmas candlelight concerts, and occasional music theatre productions. (ART)

MUSG 228 Ensemble: Accompanying (.5)

Prerequisite: instructor's permission. Primary keyboard ensemble in the music department. Gives keyboard students the opportunity to develop their skills as piano accompanists, under the supervision of a keyboard instructor.

Music Lessons (private instruction)

MUSL 1xx Applied Lessons (1)

Private applied lessons at the 100-level provide the student with individualized instruction of one half-hour per week in the registered instrumental or vocal area. The course includes the study of musicianship, technique and performance appropriate to the student's level and ability. Over the course of several semesters, the student will study works from all major historical styles applicable to a particular performance medium. The student is required to attend a departmental recital and performance once per semester or Music Major Seminar. For beginning voice students, music reading ability is normally a prerequisite. Private applied lessons are available in the areas of voice, brass, keyboard, percussion, strings, woodwinds, and jazz improvisation. Class lessons are available at the discretion of the instructor; a minimum of three persons is necessary to constitute a class, which meets for 50 minutes per week at 1 semester hour credit.

MUSL 3xx Applied Lessons (2)

Prerequisite: instructor's permission. Private applied lessons at the MUSL 300-level provide the student with individualized instruction of one hour per week in the registered instrumental or vocal area. The course includes intensive study of musicianship, technique and performance. Over the course of several semesters, the student will study works from all major historical styles applicable to a particular performance medium. Students are required to attend a departmental recital and performance once per semester or Music Major Seminar. Private applied lessons are available in the areas of voice, brass, keyboard, percussion, strings, woodwinds, and jazz improvisation.

Natural Science

NASC 100 Nature of Science (3)

Interdisciplinary course. No laboratory. Designed for students who plan to concentrate in disciplines other than the natural sciences. The approach to problem-solving that has developed in the physical and biological sciences and the relation of science to other human experiences are explored through reading and discussion of a variety of source publications. Emphasis depends on instructor.

NASC 105 Science Technology and Literature (3)

Studies the impact of major scientific advances from a literary and historical perspective. Novels, short stories, essays, poems and scientific papers from the past 200 years will be used to illustrate the influence of science on Western culture. Develops writing, speaking and research skills. Includes laboratories. (NS)

NASC 110 Concepts in Natural Science with Lab (4)

Uses the processes of science to explore fundamental topics of physical, life and earth/space sciences and to examine the interactions among these sciences. One three-hour lab per week. This course is intended for students seeking an elementary teaching license. (NS)

NASC 120 Introduction to Environmental Science with Lab (4)

Introduction to the structure and function of ecosystems and how they are altered by human activity. Surveys various environmental issues such as human population problems, endangered species and habitats, land and food resources, human health and the environment, water and energy resources, and air pollution. One 3-hour lab per week. (NS, GS)

NASC 125 Geology and the Environment with Lab (3)

Introduction to the elementary principles of physical geology, including identification of minerals and the major rock types. Examines applications of geological resources and the associated environmental impact as well as a review of the processes forming them through tectonic activity and geomorphic agents. Reviews events over geologic time and the geologic history of Iowa. Includes a 3 hour lab and weekend field trips. (NS, GS)

NASC 210 Introduction to GIS with Lab (3)

Introduces students to the basic concepts of GIS and its applications to natural resource management, marketing and disaster preparedness. Covers the fundamental components of Geographic Information Systems including types of spatial data, data entry, analysis and display, as well as creating and managing GIS projects. One three hour lab per week.

NASC 237 Physical Geography I: Weather and Climate with Lab (4)

Explores how the earth's natural systems (weather, climate, and hydrological processes) interrelate, work and interact to shape and influence earth's natural regions, including soils and the biosphere. One three-hour lab per week. (NS)

NASC 238 Physical Geography II: Geomorphology with Lab (4)

Explores how the earth's natural processes (fluvial, aeolian, karst, glacial and coastal processes) work and interact to shape and influence earth's environments. One three-hour lab per week. (NS)

NASC 299 Independent Study (Arr)

Prerequisite: a previous course in the natural sciences. An introduction to research focusing on a well-defined topic in the natural sciences. Research will be supervised by a professor in the division.

NASC 315 Computational Science Methods (4)

Prerequisite: MATH 132, COSC 130, and either BIOL 131, CHEM 235, or PHYS 112. Studies methods of computational science including simulation, visualization, high performance computing, and numerical techniques. Emphasis is placed on the application of these methods to research projects.

NASC 335 Surface and Groundwater Resources with Lab (3)

Prerequisite: NASC 125 or NASC 237, or instructor's permission. Introduces basic principles of hydrogeology and hydrology that are of relevance to a wide array of problems in environmental science and resource management. Topics such as hydrologic budget, mechanics of surface and groundwater movement, water resource assessment and allocation, causes and abatement of pollution and of consequences of human activities on hydrologic systems are emphasized.

NASC 380 Environmental Studies Seminar (1)

Prerequisite: NASC 120 and third year standing or instructor's permission. Concurrent enrollment with COLL 210 is recommended. Students research and examine environmental issues with an interdisciplinary perspective, developing a collaborative research proposal for a project the following year. Specific topics will depend on the interests of the student and instructor(s). Students will be required to present and communicate effectively on chosen topics.

NASC 480 Environmental Studies Senior Seminar (1)

Prerequisite: NASC 380 or instructor permission. Examines current environmental issues from an interdisciplinary perspective. Students will be required to present and communicate effectively on topics at hand. Specific topics will depend on the interests of the students and instructor(s).

Philosophy

PHIL 120 Introduction to Philosophy (3)

An historical and topical introduction to the discipline of philosophy. Students will be exposed to life's most fundamental questions such as: what can we know? what is the nature of reality? how should we live? how should we be governed? Through an exposure to both primary and secondary sources, this course will examine how some of the key philosophical figures have addressed such questions and will lead us to self-examination of our own assumptions. (LP)

PHIL 121 Ethics (3)

The primary focus of this course will be on answers to the question, Are assessments of moral right and wrong any more than expressions of personal or group preferences (and if so, what more)? Applications of such theories (Greek, Christian, rationalist, evolutionary, etc.) will serve to illustrate their meaning. The course promotes college-level skills in writing and analytical reading. (LP, WRT)

PHIL 125 Logic (3)

Introduces the analysis of arguments, including such topics as the uses of language, definitions, fallacies, and the rules of valid deductive inference in syllogistic arguments. Designed to help students with reasoning processes. (MR)

PHIL 127 Meaning of Life (3)

Explores the concept of the meaning of life through alternative theories of the basis of value; nihilist, existentialist, rationalist, religious and naturalist selections are studied. Emphasizes critical reading and thinking, presentation and assessment of arguments in speech and on paper. (LP, WRT)

PHIL 221 Classical Thought (3)

A study of the major classical thinkers in Western philosophy, from the pre-Socratics through the Middle Ages, with emphasis on Plato, Aristotle and Aquinas. (LP)

PHIL 222 Modern Thought (3)

A study of selected thinkers and movements shaping the modern western tradition. The focus will be on the work of Descartes, Locke, Berkeley Hume and Kant.

PHIL 223 Contemporary Philosophy (3)

An examination of recent thinkers and trends in philosophy. The philosophical schools and movements studied may include Existentialism, Pragmatism, Postmodernism, Deconstructionism, and Feminism. Topics will vary but may include the nature of the self, bases of ethics, and our relationship to society and God. At least one prior course in philosophy is recommended. (LP)

PHIL 228 Confucianism and Daoism (3)

Focuses on the religious and philosophical aspects of Confucianism and Daoism, with an emphasis on the "classical period" from the sixth to the end of the third century B.C.E. Key texts to be examined will include the Analects, the Daodejing, the Mengzi and the Zhuangzi. Attention will also be given to the variety of religious, cultural and moral practices that have developed throughout the history of these streams of thought. (REL, GPN)

PHIL 240 Political Philosophy (3)

A historical survey of Western political thinkers from Plato to the present, with emphasis on changing cultural/historical contexts.

PHIL 244 Business Ethics (3)

Applied philosophy focusing on issues especially relevant to the business world such as affirmative action; product liability; obligations of advertisers; whistle-blowing; the social responsibility of business; privacy; sex discrimination.

PHIL 245 Environmental Ethics (3)

Examines a variety of moral and social issues regarding the relationship between human beings and non-human nature. Issues include the rights of non-humans, ecological obligations to future generations, the value of diversity of life, land use and vegetarianism, obligations to feed the world, and dominion vs. stewardship. (LP, GS)

PHIL 247 Existentialism (3)

Explores the intellectual and cultural movement known as Existentialism through a variety of key literary and philosophical texts. Authors whose works may be considered include Dostoevsky, Nietzsche, Kierkegaard, Kafka, Unamuno, Beckett, Beauvoir, Sartre, Camus, and Percy. (LP)

PHIL 255 Feminist Philosophy (3)

Prerequisite: third-year standing or instructor's permission. Surveys recent developments in feminist philosophy and feminist theory. Topics covered may include feminist critiques of the traditional canon, gender differences and identity, feminist epistemology, the ethics of care, and feminist critiques of racism, sexism, and homophobia.

PHIL 260 Metaphysics (3)

This course explores the extent to which the distinctions we draw have any basis independent of us (e.g. mind and body, person and world, causes and non-causes, etc.).

PHIL 261 Moral Philosophy (3)

A survey of major theories of normative ethics, principally concerning the nature of the basis of moral judgments. Aristotelian, Kantian and utilitarian traditions will be studied.

PHIL 262 Philosophy of the Sciences (3)

Seeks to understand what kind of enterprise modern science is, how science works, how it is related to truth, and what, if anything, validates its authoritative status in modern society. (LP)

PHIL 265 Philosophy of Mind (3)

Examines philosophical attempts to understand the nature of the mind. Considers a variety of efforts to explain how mental phenomena fit into a physical universe. Examines theories including dualism, behaviorism, functionalism, and identity theory. At least one prior course in philosophy is recommended. (LP)

PHIL 286C Values and Vocations (3)

Field work in contemporary values issues and discussions of their moral, aesthetic and religious implications for a life and world view. To be taken in Chicago.

PHIL 323 Readings in Contemporary Philosophy (4)

Offer jointly with PHIL 223 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both PHIL 223 and PHIL 323.

PHIL 347 Readings in Existentialism (4)

Offered jointly with PHIL 247 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both PHIL 247 and PHIL 347.

PHIL 360 Readings in Metaphysics (4)

Offered jointly with PHIL 260 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both 260 and 360.

PHIL 361 Readings in Moral Philosophy (4)

Offered jointly with PHIL 261 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both PHIL 261 and 361.

PHIL 362 Readings in Philosophy of the Sciences (3)

Offered jointly with PHIL 262 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both PHIL 262 and 362.

PHIL 390 Topics in Philosophy (Arr)

Varying topics determined by the interests of students and the staff. May be repeated for credit.

PHIL 399 Independent Study (Arr)**PHIL 397/497 Internship (Arr)**

Prerequisite: departmental approval and instructor approval. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis.

Physics

PHYS 101 Introductory Physics I with Lab (4)

Prerequisite: high school algebra. A thorough basic course studying fundamental physics and laboratory techniques necessary for understanding science and its relation to everyday experiences. One three-hour lab per week. (NS)

PHYS 102 Introductory Physics II with Lab (4)

Prerequisite: PHYS 101. A continuation of PHYS 101. One three-hour lab per week. (NS)

PHYS 106 Introductory Astronomy (3)

Prerequisite: high school algebra. A descriptive course dealing with the celestial sphere, the solar system, stars and galaxies. It presents the astronomical phenomena of the universe in the context of physical science and examines related laws in the context of current issues in planetary and space sciences. This course is open to all students who desire a basic understanding of their astronomical environment. Of value to future teachers and anyone interested in how mathematics is integrated into science. Night viewing sessions are required. (NS)

PHYS 111 General Physics I with Lab (5)

Co-requisite: MATH 131. A thorough basic course in all major branches of classical physics with an emphasis on mathematical analysis. Designed for physics, chemistry, and engineering majors. Required for advanced physics courses. One three-hour lab per week. (NS)

PHYS 112 General Physics II with Lab (5)

Prerequisite: PHYS 111; Co-requisite: MATH 132. A continuation of PHYS 111. Designed for physics, chemistry, and engineering majors. Required for advanced physics courses. One three-hour lab per week. (NS)

PHYS 204 Energy and Environment (3)

Prerequisite: second-year standing. An examination of energy-related problems both ecological and social from a physical science perspective. Investigation is made of the historical origins of these problems, a description is given of the problems as they exist in various cultures today, and some policies of energy usage are examined, followed by a scenario of outcomes as a result of implementation of various policies. Emphasis is placed on the natural principles underlying the problems and evaluations of the problems in this light. Does not count toward the major. Not regularly offered. (NS, GS)

PHYS 211 Analog Electronics with Lab (3)

Prerequisite: PHYS 112. Topics covered include voltage dividers, filters, diodes, rectifiers, bipolar and FET transistors and related circuits, operational amplifiers and related circuits, oscillators, and power supplies. Another goal of this course is to enable students to use modern electronic laboratory instruments with a basic understanding of how they work. Three hours of lab per week.

PHYS 212 Digital Electronics with Lab (3)

Prerequisite: PHYS 211 or instructor's permission. Topics covered include gates and combinational circuits, flip-flops, counters and other sequential circuits, memories, digital-to-analog conversion and analog-to-digital conversion, and CPUs. The final series of labs, in which a microcomputer gradually takes form from the chip level, draws together every one of the several circuit elements met earlier. The CPU's assembly language is used to run programs on the microcomputer. Three hours of lab per week. Not regularly offered.

PHYS 221 Modern Physics I (3)

Prerequisite: PHYS 112. Special theory of relativity, quantization of electromagnetic waves and photons, wave properties of matter, structure of the atom, and introductory quantum mechanics. (NS)

PHYS 222 Modern Physics II (3)

Prerequisite: PHYS 221. Continuation of PHYS 221. Applications of introductory quantum theory to the subjects of solid state physics and nuclear physics. An introduction to sub-atomic particles called quarks and leptons.

PHYS 321 Electricity and Magnetism I (3)

Prerequisite: PHYS 112. Pre- or co-requisite: MATH 231 or instructor permission. Electrostatics, electric fields in matter, magnetostatics, and magnetic fields in matter.

PHYS 322 Optics (3)

Prerequisite: PHYS 112. Co-requisite: MATH 231 or instructor's permission. Light as an electromagnetic wave, propagation of light, geometrical optics, polarization, interference, diffraction, and their applications.

PHYS 324 Thermodynamics (3)

Prerequisite: PHYS 112. Pre- or co-requisite: MATH 231 or instructor permission. First and second laws of thermodynamics, thermodynamic potentials, and an introduction to kinetic theory and statistical mechanics.

PHYS 326 Analytical Mechanics (4)

Prerequisite: PHYS 112. Pre- or co-requisite: MATH 231 or instructor permission. Dynamics of a single particle, oscillations, noninertial reference frames, central forces, gravitation, Kepler's laws, dynamics of systems of particles, mechanics of rigid bodies, and Lagrangian mechanics.

PHYS 331 Advanced Laboratories (2)

Corequisites: PHYS 221 and third-year standing. A laboratory investigation of all major branches of physics with an emphasis on experimental design and procedures, precise data collection, quantitative data analysis, and professional written reports in a research atmosphere of independent thinking. Two semesters required for a major.

PHYS 412 Quantum Mechanics (4)

Prerequisite: PHYS 221. Pre- or co-requisite: MATH 231 or instructor permission. The Schrodinger equation, hydrogen atom, simple harmonic oscillator, expectation values, eigenvalues, eigenfunctions, operators.

PHYS 421 Electricity and Magnetism II (3)

Prerequisite: PHYS 321. A continuation of PHYS 321. Electric currents, electromagnetic induction, Maxwell's equations, energy, momentum and angular momentum of electromagnetic fields and their conservation, electromagnetic waves, fields of moving charges, and radiation of electromagnetic waves.

PHYS 397/497 Internship (Arr)

Prerequisite: departmental approval and instructor's permission. An applied experience in the major, requiring a minimum number of hours of work per credit hour. Includes conferences with the on-campus instructor and an evaluation by the job supervisor. Pass/No Credit basis.

Political Science

Note: Some courses may be taken at either the 200- or 300-level. Majors and potential majors should enroll at the 300-level. For all such courses the 300-level version requires separate readings, sessions, and expectations for advanced discussion and research. Students cannot receive 200- and 300-level credit for the same course.

POLS 110 Introduction to American Politics (3)

An examination of political life in the United States with attention to the environment in which politics takes place and the traditional institutions that comprise the federal government. This course may be used for teacher certification. (SB)

POLS 140 Introduction to International Politics (3)

Basic survey of the contemporary international political system with emphasis on key concepts of power, sovereignty, and national interest; studies global patterns and trends in relations between major state and non-state actors. Special attention is devoted to sources and consequences of conflicts, global politics of transnational problems of environment, development, and international political economy. Promotes development of critical thinking, analytical reading and writing, research skills and collaborative learning. (SB, GPN, GS, WRT)

POLS 212 Congress (3)

An examination of parliamentary and legislative behavior focusing on the U.S. Congress. Discussion will focus on the implications of legislative behavior on the formation of public policy, why institutional rules and procedures matter, and how American political institutions help maintain our democratic form of government.

POLS 213 Courts (3)

An examination of judicial behavior focusing on the U.S. court system. Discussion will focus on the implications of judicial behavior on the formation of public policy, why institutional rules and procedures matter, and how American political institutions help maintain our democratic form of government.

POLS 214 The Presidency (3)

An examination of executive behavior focusing on the U.S. presidency. Discussion will focus on the implications of executive behavior on the formation of public policy, why institutional rules and procedures matter, and how American political institutions help maintain our democratic form of government.

POLS 215 The Politics of State and Local Governments (3)

An examination of government and politics at the state and local level. Topics covered will include state-level institutions and processes, local-level institutions and processes, urban politics, and Iowa politics. Emphasis will be placed on how state and local governments fit into the American political system. Formerly numbered POLS 354.

POLS 216 Political Behavior: Political Participation, Elections, and Media (3)

An examination of the major topics in political behavior, including political participation, voting behavior, elections, and media. Discussion will be directed toward assessing the impact of the aforementioned upon the formation of public policy, implications for political institutions, and the maintenance of democratic government.

POLS 222 African Politics Since 1935 (3)

A comparative historical analysis of African countries' political institutions and processes, from the early nationalist period to the present. Special focus on political, economic, and foreign policy problems and strategies of independent African countries.

POLS 223 Contemporary Europe (3)

A survey of European history and politics since WWII, with emphasis on the process of political economic and cultural integration within the European Union. Special attention is paid to political and socioeconomic change in Great Britain, France and Germany in the context of the development of the European Union. Students also analyze postwar political and socioeconomic development in a European country of personal interest. Cross-listed as HIST 223. (HP, GPN, WRT)

POLS 225 Modern Latin America (3)

A cross-national comparison of political, socioeconomic and cultural development in Latin America from 1870 to the present. Countries of focus are Brazil, Argentina, Chile, Mexico, and Cuba. Studies the cycles of dictatorship and democracy, economic boom and bust, and political and social economic liberalization since the mid-1980s. (HP, GPC, WRT)

POLS 230 Africa, Asia, and Latin America in World Affairs (3)

A comparative historical and institutional analysis of post-1945 African, Asian, and Latin American states' foreign policies. Special attention given to the colonial roots of post-independence, foreign economic, diplomatic, and military policies of each case. Focus will be on domestic sources of foreign policy.

POLS 231 The Middle East in World Affairs (3)

A comparative historical and institutional analysis of post-colonial foreign policies of selected state and non-state actors in the Middle East, including Israel, its Arab neighbors, and Iran. Special attention is given to the historical roots of major contemporary regional conflicts and domestic social, economic, political, and religious influences shaping contemporary external relations. (HP, GPN, WRT)

POLS 233 American Environmental History and Policy (3)

Investigates the history and politics of American environmental issues from Colonial times to the present. Introduces major governmental and non-governmental actors and policy-making bodies in the environmental arena at the national, state, and local levels. Analyzes major environmental policies. (HP, GS, WRT)

POLS 235 The U.S. in World Affairs (3)

An examination of the historical evolution of major U.S. foreign policy-making institutions and processes, with emphasis on the post-1945 era. Analysis of guiding principles and patterns in U.S. foreign diplomatic, economic and military relations since 1898. (HP, WRT)

POLS 241 International Political Economy (3)

Provides analysis of the politics of international trade and finance. Focuses on political institutions such as the World Bank, the International Monetary Fund and the World Trade Organization (WTO). Topics include growth and development in China, the North American Free Trade Agreement, international migration, the fair trade movement and global poverty. (SB, GPN)

POLS 242 Global Sustainability (3)

A policy-oriented overview of selected global sustainability issues drawn from across the political, economic, and social justice realms. Examines roles of key international, governmental, and non-governmental actors. Opportunities for participation in campus and community outreach sustainability projects are included. (SB, GS)

POLS 250 Methods of Political Research (4)

Prerequisite: a course in social and behavioral inquiry. Students learn to define a research problem and to formulate and test hypotheses using a variety of methods. To successfully complete the course students must submit a proposal for a research project that includes a thorough literature review on a topic in political science, a set of well-formulated hypotheses based on the literature review, and a defensible research design to test those hypotheses with adequate data and appropriate methods. In addition, students will complete a one-hour lab component to learn the basics of applied statistical analysis in SPSS. (MR)

POLS 326 Political Violence and Terrorism (3)

Students learn about different types of political violence (terrorism and counter terrorism, insurgency, assassinations and coups, genocide). Focuses on particular case studies as well as general theories of human estrangement, non-conformity, rebellion and revolution. (SB, GPC, WRT)

POLS 344 International Law and Organizations (3)

A prior course in Political Science; POLS-140 strongly recommended. Examines major international legal principles and organizations in a changing global system. Emphasis on the United Nations system, European Union system, and other selected political, economic, environmental, and military security organizations. Examines the role of non-governmental organizations (NGOs) in world politics. Also examines issues of peace and conflict resolution. Formerly numbered POLS-244. (SB, WRT)

POLS 355 Seminar in Public Policy (3)

Examination of the formulation, implementation, and analysis of public policy in the United States. Discussion will focus on the implications of institutional behavior on the public policy process, the role of procedures and rules in the policy process, and the role of the policy-making process within our democratic form of government. In addition, students will gain firsthand experience in a particular policy domain through a service-learning experience. Course is x-optional.

POLS 361 American Political Philosophy (3)

An examination of the contribution of American thinkers to the literature of political philosophy. Emphasis will be upon the “founding fathers,” but concern will be given to developing themes, ideas and topics relevant to citizens today. Formerly numbered POLS-261. (LP)

POLS 390 Topics: Political Science (3)

Offered as needed to cover the interests of staff and students when these cannot be accommodated by regular offerings. The student’s transcript will carry an indication of the topic pursued.

POLS 397D Washington Center Internship (8 for summer; 12 for fall or spring)

Professional internship in Washington D.C. through The Washington Center designed to enrich students’ education through supervised practical experience in nearly every possible setting: government, business, historical, fine arts, sciences, health, not-for-profit, among others.

POLS 397 Internship: Political Science (Arr)

These are off-campus experiences designed to enrich a student’s education through supervised practical experience in a civic, governmental, or business institution. Three structured programs are currently available: The Washington Center in Washington, D.C.; the Intern Program in Des Moines; and the Chicago Semester Program. Approved independent programs are also available. Unsupervised political activity does not qualify. Total credit for full time internship may not exceed 15 hours per semester; no more than 3 semester hours may count toward a major or minor in political science. Pass/No Credit basis.

POLS 397 State and Local Environmental Project Review Internship (3)

Three semester hour internship with a state or local governmental entity, or project development consultant, working on an environmental document for an infrastructure project. Students will experience firsthand how state and local governments, along with private partners, implement and work within federal environmental policy during the project development process. This internship will be graded A-F. (GS)

POLS 399 Independent Study (Arr)

Offered on an individual basis to those students who demonstrate that their interest cannot be met by scheduled offerings. Students seeking to enroll must consult the staff member involved the semester beforehand and obtain approval of their projects.

POLS 489 Research Seminar (3)

Prerequisite: POLS 250, SOC 350 or ANTH 366. Designed to give junior and senior political science majors an opportunity to develop research skills and pursue the substantive interests acquired throughout their studies in the discipline—a capstone course. The seminar will be student led, with each student taking responsibility for one week of the course. Students will compile a bibliography of the major works in their topic of interest, assign readings in that topic for the rest of the class and then lead the seminar discussion of that topic. In addition, students will build on skills acquired in the methods course by developing or redesigning a research project on their topic of interest.

POLS 497 Legal Internship (Arr)

Prerequisite: POLS 285, POLS 313. For senior pre-law students only, usually taken in the summer between the third and fourth years or during the fourth year. Each intern works in the setting that reflects his or her interests in law. Each internship must have the prior approval of the pre-law advisor. No more than 3 semester hours may count toward a major or minor in political science. Pass/No Credit basis.

Psychology

PSYC 122 General Psychology (3)

Surveys the field of psychology. Emphasizes the scientific study of behavior and mental processes and challenges students to critically analyze the major findings, theories and applications in areas such as sensation and perception; development, learning, memory and cognition; motivation and emotion; , psychopathology and social psychology. (SB)

PSYC 220 Psychological Investigations (3)

Prerequisite: PSYC 122 and limited to freshmen and sophomores, or instructor’s permission. Introduces students to major assumptions, values, and questions addressed by psychologists, and presents basic concepts and methods of psychological inquiry. Special emphasis is given to individual and class research projects, data analysis and research report writing. (WRT)

PSYC 225 Psychology of Personality (3)

Prerequisite: PSYC-122 and second-year standing, or instructor's permission. The scientific study of the origins and effects of individual differences in thought, emotion, and behavior. Topics covered include current topics in personality research, theoretical perspectives, and assessment techniques.

PSYC 231 Psychopathology (3)

Prerequisite: second-year standing and PSYC 122. Surveys psychological disorders and abnormal behaviors including symptoms, causes and treatments. Integrates biological, psychological, and social influences. Introduces diagnostic criteria for major disorders.

PSYC 239 The Brain and Behavior (3)

Prerequisite: PSYC 122 or instructor's permission. Presents an in-depth overview of the basic concepts of neuropsychology. Areas of study include philosophical and scientific antecedents of neuropsychology, origins of contemporary neuropsychology, evolutionary psychology, perception, memory, language, the neuron (synapse and neuropharmacology), human behavioral neuropsychology, brain development and plasticity, clinical neuroscience and ethical considerations.

PSYC 240 Psychology of Gender (3)

Prerequisite: PSYC 122 and second-year standing, or instructor's permission. This course explores psychological research and theory related to gender, with a particular focus on the ways in which gender influences men's and women's daily lives. Attention is given to the biological, cognitive, and psychosocial changes in sex and gender across the life-span. Topics include the effects of parents, peers, school, work, and health as they shape gender identity. Throughout the course, we will examine how gender can be studied using empirical research methods and emphasize the importance of identity, sexual orientation, culture, and social class in understanding gender. (GPC)

PSYC 250 Health Psychology (3)

Prerequisite: second-year standing and PSYC 122 or instructor's permission. Examines current data and theory about the interplay of physiological, psychological and social factors in physical health and illness.

PSYC 283 Service-Learning in Psychology (1)

Prerequisite: PSYC 122 and permission of instructor. Students engage in course-related service activities in the community. Both written and oral reflection exercises will be used to help students integrate experience with course content. Students may earn up to 3 semester hours of combined 283/284 credit. Requires participation in diversity training and orientation seminar unless previously completed. Can be taken as PSYC 284 without the "x" component.

PSYC 330 Multicultural Issues in Psychology (3)

Prerequisite: PSYC 122 and third-year standing, or instructor's permission. Examines psychological variables in a multicultural context. Presents a broad definition of multiculturalism, including ethnicity, socioeconomic class, gender, sexual orientation and ability. Relates historical and current theories to individuals and to the dominant U.S. society. Requires participation in service-learning to help students integrate course content with experience.

PSYC 334 Social Psychology (3)

Prerequisite: third-year standing or instructor's permission and PSYC 122. Examines contemporary theories and data about the relationships between social and cultural factors, individual psychological processes, and behavior; topics include person perception, social cognition, attitude formation and change, persuasion, conformity, obedience, aggression, friendship and love, altruism and conflict resolution.

PSYC 335 Fundamentals of Statistics (4)

Introduces students to the statistical techniques typically used in psychology, sociology, education, communication and related areas. Topics and procedures include: grouping, graphical representation of data, measures of central tendency and variability effect size, probability, hypothesis testing, correlation, tests of differences, several models of analysis of variance and nonparametric alternatives, including chi square. (MR)

PSYC 336 SPSS for Psychological Research (1)

Corequisite: concurrent enrollment in PSYC 480. Students learn how to use the Statistical Package for the Social Sciences (SPSS) to input data, save and retrieve data, make data transformation, conduct analyses, manipulate and understand output, and create and edit graphs. Pass/No Credit basis.

PSYC 340 Cognitive Psychology (3)

Prerequisite: third-year standing or instructor's permission and PSYC 122; PSYC 220 recommended. Introduces students to the theories and methods of cognitive psychology and cognitive science. Topics include attention, perception, memory, language, knowledge representation, problem solving, computer modeling and everyday cognition.

PSYC 348 Experimental Psychology (3)

Prerequisite: third-year standing or instructor's permission, PSYC 220 and previous or concurrent enrollment in PSYC 335, or instructor's permission. Covers basic principles of research design with a focus on experimentation. Surveys theory and research in various domains of experimental psychology, including perception, learning, memory, problem solving, social influences, individual differences, development, environmental psychology and human factors.

PSYC 382 Child & Adolescent Development (3)

Prerequisite: third-year standing or instructor's permission and PSYC 122. Covers theory and research on physical, cognitive, social, and emotional development from conception through adolescence. Requires participation in service-learning to help students integrate course content with experience. A student cannot receive credit for both EDUC 270 and PSYC 382.

PSYC 384 Adult Development & Aging (3)

Prerequisite: third-year standing or instructor's permission and PSYC 122. Covers theory and research on physical, cognitive, social, and identity development from early through late adulthood. Includes issues related to work, family, relationships, sexuality, death and grieving, and social policy. Requires participation in service-learning to help students integrate course content with experience.

PSYC 385 Principles of Counseling (3)

Prerequisite: third-year standing and PSYC 225 or 231 or instructor's permission. An exploration of the therapy process, with emphasis on the impact of the therapist's values and beliefs, the importance of the therapist's self knowledge, discussion of ethical issues and supervised role-play of basic counseling skills.

PSYC 397 Internship: Psychology (Arr)

Prerequisite: third-year standing and instructor's permission. Students work under professional supervision in a situation involving application of psychological principles. Emphasis is on learning by observing and practicing. Amount of credit is determined according to the extent of the experiences, not to exceed 6 semester hours in the 35 semester hour minimum. Students considering an internship should confer with the department to receive consultation and guidelines. Pass/No Credit basis.

PSYC 457 History and Systems of Psychology (4)

Prerequisite: third-year standing and PSYC 122 or instructor's permission. Traces the history of the development of basic concepts and approaches in modern psychology. Presents an overview of historical systems and theories, as well as contemporary trends in the field.

PSYC 480 Advanced Research in Psychology (3)

Prerequisite: PSYC 335, PSYC 348 or instructor's permission. Students design and implement individual research projects on cognitive, cultural, developmental, personality, gender, multicultural or social psychology topics. As part of this capstone research experience, students collect and analyze data, and present research results both orally and as manuscripts written in accordance with American Psychological Association standards. This course may be repeated. (WRT)

PSYC 486 Psychological Tests and Assessment (4)

Prerequisite: Senior standing, PSYC 335 or comparable background in statistics, or instructor's permission. Studies basic psychometric principles, including reliability, validity and score interpretation. Considers tests of intelligence, creativity, interest and personality in an assessment context.

PSYC 199, PSYC 299, PSYC 399, PSYC 499 Independent Study (Arr)

Permission must be secured prior to registration. Designed to permit students to pursue individual interests in specialized area of psychology to supplement scheduled course offerings.

Religion

REL 110 Old Testament History and Religion (3)

Examines the Old Testament/Hebrew Bible in its original ancient Near Eastern cultural and historical context as a library of theological literature. Considers the modern relevance of the Old Testament as scripture for Christianity and Judaism as well as theological questions arising from the Scriptural texts. Develops critical reading and listening abilities, writing skills and verbal self-expression. (REL, WRT)

REL 111 Introduction to the New Testament (3)

A study of the New Testament within its literary, cultural and canonical context in order to understand its central theological teachings. (REL)

REL 150 The Christian Heritage (3)

Offers an understanding of the evolution of Christianity in response to various historical and cultural settings. Students examine liturgy, theology, hymns, art and architecture. Promotes development of college-level skills, especially writing and analytical reading. (REL)

REL 210 The Prophets (3)

Studies selected passages from the second division of the Old Testament (Tanakh in Judaism), consisting of Joshua through II Kings, Isaiah, Jeremiah, Ezekiel and the Twelve Minor Prophets. Through a careful study of selected texts, the course explores the significance of these books for an understanding of the history of ancient Israel and for the history and teachings of Judaism and Christianity. (REL)

REL 211 The Writings (3)

Studies selected passages from the third division of the Old Testament (Tanakh in Judaism), consisting of the books of Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Ruth, Lamentations, Esther, Daniel, Ezra, Nehemiah, and I and II Chronicles. Through careful study of selected texts, the course explores the purposes of this diverse material for an understanding of Biblical history and religion. (REL, WRT)

REL 216 Jesus and the Gospels (3)

Introduces students to the modern Christian perspectives on Jesus, studies the traditions about Jesus in the pre-gospel period, the portrayals of Jesus and salvation in the New Testament gospels, and the modern so-called "quest for the historical Jesus". (REL)

REL 217 Revelation and the General Epistles (3)

Studies the Book of Revelation and what are called either the General Letters or Catholic Epistles (Hebrews, James, 1 and 2 Peter, and Jude). Students will examine the historical contexts, literary features, and theological themes of these early writings. Additionally, they will explore the application of these themes within the American and Global contexts. (REL, WRT)

REL 218 Pauline Epistles (3)

Examines the epistles of the apostle Paul in their historical and religious contexts. Among the topics treated are: the "historical" Paul, to the extent that this can be constructed from the available sources, the structure and theology of the Pauline and deuterio-Pauline epistles, the influence and image of Paul in early Christianity, and contemporary controversies and issues in the study of Paul. (REL)

REL 220 Christian Worship (3)

Introduces the student to the origins and history of Christian worship from the Old Testament period to the present. Examines various aspects of worship, including orders of service, church architecture and music, reflecting on their historical and theological dimensions. Includes field trips to observe religious services. (REL, WRT)

REL 222 Spirituality in the Christian Tradition (3)

Introduces the student to influential voices and movements in Christian spirituality from different historical eras and from both the Eastern and Western tradition. Examines fundamental themes in the Christian contemplative tradition and engages primary sources in their contexts. (REL)

REL 230 Asian Religions (3)

Focuses on four religions from South and East Asia: Hinduism, Buddhism, Taoism and Confucianism, with some attention to other Asian traditions. Readings demonstrate the vigor of Asian religious ideas and practices to the present. Discusses the interaction between religion, culture and politics.

REL 232 Buddhism (3)

An introductory study of the development, thought and practice of Buddhism. Special attention will be paid to the life and teachings of Gautama Buddha, as well as to the historical development of Buddhism in India and various regions of Asia. (REL, GPN)

REL 233 The Jewish Experience (3)

The meaning of the Jewish experience is studied through its expression in the prayers, rituals and religious reflections of Jews throughout history. Topics considered will include the meaning of Torah, the confrontation of tradition and modernity, the significance of the Holocaust and Zionism. (REL)

REL 235 Islam (3)

General introduction to Islam dealing with three main topics: (a) the life of Muhammad and the origins of Islam; (b) the diversity of Muslim religious beliefs and cultural forms throughout Islamic history to the present; (c) the rise of militant, fundamentalist Islam as a political force. (REL, GPN, WRT)

REL 236 Islam and the West (3)

Studies the religion of Islam from its beginnings to modern times with particular interest in the history of Islam in the Maghreb (Morocco, Algeria, Tunisia, and Libya) and in Spain. Explores the religious, political and philosophical aspects of medieval Islam in these geographical regions as a context for understanding the relation of Islam to modern political thought. Reflects on the emergence of liberalism and its relation to Islam in both colonial and modern times. (REL, GPN, WRT)

REL 250 American Religious Thought (3)

Studies the historical development of religious and ethical thought in America. The course will focus on such issues as Puritanism, church-state separation, the Social Gospel, Fundamentalism, liberation theologies, modern evangelicalism. (REL)

REL 252 The Reformation (3)

Studies the religious movements in 16th-century Europe that shaped modern Protestantism and Catholicism. Religious ideas will be examined in relation to their political, social and intellectual setting, as well as to the broader Christian tradition. (REL)

REL 253 Medieval Christendom (3)

Explores the idea of a Christian society (Christendom) that emerged in the European Middle Ages. Topics will include: the rise of the papacy and its conflicts with secular rulers; the Crusades; chivalric and monastic ideals; theology; religious art and architecture; heresy and dissent. (REL)

REL 254 The Early Church (3)

Studies the history of the early church within the context of ancient Judaism and the Roman Empire through the middle of the fifth century A.D. Particular attention is given to the development of a Christian "orthodoxy" from the diversity of early Christian thought. (REL)

REL 256 Eastern Christianity (3)

Explores the history and development of the Orthodox Church from its beginning to the present and examines major themes of the Eastern Christian tradition. Special attention is given to the Russian Orthodox Church. (REL, GPN)

REL 270 Christianity and Culture (3)

Explores the problem of the Christian's responsibility to and impact on culture. After examining the wide variety of responses to this problem in the Christian tradition, we will investigate contemporary Christian responses to selected social, political and cultural issues. (REL)

REL 272 Modern Christian Thought (3)

Studies leading trends in modern Christian thought using a comparative approach. (REL)

REL 274 World Christianity (3)

Examines the encounters of the church with new cultures and civilizations, especially during critical periods of expansion and adaptation. Considers issues faced by contemporary Christianity in non-Western settings: missions, relations with indigenous religions, inculturation, religious pluralism, and political participation. (REL, GPN)

REL 276 Christian Ethics (3)

An examination of Christian ethical thought and its application to contemporary moral issues. After a survey of contemporary ethical theory, we will focus on concepts specific to Christian ethics (Jesus, Scripture, salvation), and then on concrete areas of moral concern (sexuality, marriage, abortion, euthanasia). Formerly numbered REL-255/355. (REL)

REL 285 The Pre-Ministerial Seminar (Arr)

Prerequisite: one course in religion at the 100-level and instructor's permission. An introduction to the pre-ministerial program will be taught and coordinated by the director. The seminar is designed to introduce students to the wide variety of types of ministry and is taught by people working as professionals in the various fields of ministry.

REL 286 Doctrines and Ministry (3)

Prerequisite: one course in Bible or Christianity or instructor's permission. Studies the doctrinal statements of representative Christian denominations with attention to the nature and practice of ministry. Designed for students who are contemplating professional Christian service. The course serves as a vital link between the practical and the intellectual training that is necessary to conduct ministry.

REL 310 Readings in The Prophets (4)

Prerequisite: instructor's permission. Offered jointly with REL 210 and covering the same topics, but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 210 and REL 310. (REL, WRT)

REL 311 Readings in The Writings (4)

Prerequisite: instructor's permission. Offered jointly with REL 211 and covering the same topics, but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 211 and REL 311. (REL, WRT)

REL 316 Readings in Jesus and the Gospels (4)

Prerequisite: instructor's permission. Offered jointly with REL 216 and covering the same topics, but with some separate assignments, session and expectations for advanced discussion and research. Students cannot receive credit for both REL 216 and REL 316. (REL)

REL 317 Readings in Revelation and the General Epistles (4)

Prerequisite: Instructor permission. Offered jointly with REL 217 and covering the same topics, but with some separate assignments and expectations for advanced discussion and research. Students cannot receive credit for both REL 217 and REL 317.

REL 330 Readings in Asian Religions (4)

Prerequisite: instructor's permission. Offered jointly with REL 230 and covering the same topics, but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 230 and REL 330.

REL 335 Readings in Islam (4)

Prerequisite: instructor's permission. Offered jointly with REL 235 and covering the same topics, but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 235 and REL 335. (REL, GPN, WRT)

REL 336 Readings in Islam and the West (4)

Prerequisite: Instructor permission. Offered jointly with REL 236 and covering the same topics, but with some separate assignments and expectations for advanced discussion and research. Students cannot receive credit for both REL 236 and REL 336. (REL, GPN, WRT)

REL 370 Readings in Christianity and Culture (4)

Prerequisite: instructor's permission. Offered jointly with REL 270 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 270 and REL 370. (REL)

REL 372 Readings in Modern Christian Thought (4)

Prerequisite: instructor's permission. Offered jointly with REL 272 and covering the same topics, but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 272 and REL 372. (REL)

REL 374 Readings in World Christianity (4)

Prerequisite: instructor's permission. Offered jointly with REL 274 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 274 and REL 374. (REL, GPN, WRT)

REL 376 Readings in Christian Ethics (4)

Prerequisite: instructor's permission. Offered jointly with REL 276 and covering the same topics but with some separate assignments, sessions and expectations for advanced discussion and research. Students cannot receive credit for both REL 276 and REL 376. (REL)

REL 390 Topics in Religious Studies (Arr)

Varying topics determined by the interests of students and the staff. May be repeated for credit.

REL 397 The Ministry Internship (Arr)

Prerequisite: two courses in religion with at least one at the 200-300 level and instructor's permission. The ministry internship is a supervised work experience that exposes the student to some aspect of ministry. Ideally it occurs in the summer between the third and fourth years, or perhaps a weekend assignment during a semester. The internship gives the student on-the-job experience in the area of service interest, under the supervision of an established minister, who works closely with the preministerial program director on campus. Pass/No Credit basis.

REL 398 Cross-Cultural Ministry Internship (2)

Prerequisite: two courses in religion with at least one at the 200-300 level and instructor's permission. This course is similar to REL 397 except that the supervised work experience will expose the student to a culture or subculture different from the student's. The student will be asked to write about the cross-cultural aspects of the ministry experience.

REL 497 Internship in Religion (Arr)

Prerequisite: instructor's permission. The internship provides an opportunity for the student to explore a career option in the major field of study. Pass/No Credit basis.

REL 499 Independent Study (Arr)

Prerequisite: instructor's permission. Designed to give an opportunity for the major or interdisciplinary concentration student to do extensive research and reading in an area of choice. The study includes a project in which the student integrates research and reading with learning as a whole. Offered any semester with the permission of the chair of the department.

Service Learning Module

XXXX-283/XXXX-383 Service Learning Module (1-3)

Provides for individualized (200 or 300 level) academic service-learning activity focused on a specific field of study in collaboration with an approved community partner. Registration process involves preparation and approval of a proposal in consultation with a faculty member and the director of CCBL. Typically, students will receive credit in the department of the faculty member. Requirements include: a minimum of 2 hours of service per week for every semester hour of credit earned; pre-experience readings; participation in CCBL reflection series; a final product, and participation in the CCBL Symposium at the conclusion of the semester. Pass/No Credit. May be repeated. Does not fulfill the experiential component (x) of the cultural awareness graduation requirement (old core).

Sociology

SOC 120 Principles of Sociology (3)

Presents key basic concepts and principles of the discipline. Designed to introduce students to how sociologists use these tools to analyze society, including social and cultural change. (SB, GPC)

SOC 225 Social Problems (3)

Prerequisite: SOC 120 or instructor's permission. Explores contemporary social issues, such as poverty, race, gender, including analysis of the breadth and depth of the problems, the causes of the problems and some potential responses to them. The focus is on understanding the dimensions of the problems that can then be used to analyze and critique contemporary society.

SOC 235 Schools and Societies (3)

Prerequisites SOC 120 or EDUC 110. Designed to provide an overview of sociological theories that examine education in modern societies. Utilizing a global, comparative approach, the course investigates topics such as: the historical origins of schooling and education systems; the effects of school characteristics on student achievement and educational attainment; education and inequality; cross-national differences in educational systems; the organizational characteristics of schooling; and prospects for school reform. Discussion of research in these areas helps to dispel myths about formal education and provide a sense of the powerful impact -- and also the limitations -- of schools in modern societies. (SB, GPN)

SOC 240 The Criminal Justice System (3)

Prerequisite: SOC 120. An examination of the criminal justice system in America. Offers an overview of the structure and functions of law enforcement, courts and corrections with a focus on legal, structural and social issues that confront the criminal justice system today.

SOC 241 Crime and Delinquency (3)

Prerequisite: SOC 120 or instructor's permission. A theoretical overview of the causes of crime, and an examination of issues that are being debated by scholars and public officials regarding criminal justice and corrections policies. (SB)

SOC 242 Sociology of the Family (3)

Prerequisite: SOC 120 or instructor's permission. Examines the interaction of family with conditions and structures in society. Surveys the social history of the family and examines factors bringing about changes. Explores some contemporary family topics and looks at available alternatives. (SB)

SOC 250 Introduction to Social Work (3)

Prerequisite: SOC 120 or instructor's permission. Provides an overview of the applied field of social work. Explores the various theories and approaches used by social workers to help improve the quality of their clients' lives. Highlights the range of human service organizations operating in today's society.

SOC 320 Sociology of Gender (3)

Prerequisite: SOC 120 or equivalent. Examines ways in which society and culture shape gender expectations. Focuses on the impact of gender on identity, life-long socialization, work and violence. Also covers the dynamics of race and gender.

SOC 325 Social Movements (3)

Prerequisite: SOC 120 or instructor's permission. Exploration of protest movements of various types—political, ethnic, religious, cultural or moral. Focus will be on common social dynamics among such movements. Offered alternate years.

SOC 335 Globalization, Development, and Social Change (3)

Prerequisite SOC 120. Explores historical and contemporary processes that are leading to greater cultural, economic, and political interconnectedness at individual, local, and national levels. A central goal of the course is to clarify what is meant by the ideas “globalization” and “development” and to better understand how and to what extent these forces affect societies and individuals around the world. Provides an overview of globalization and development drawing on theoretical ideas from sociology and related fields. (GPN, GS)

SOC 336 Status and Inequality in Social Life (3)

Prerequisite: SOC 120 or instructor's permission. An examination of the distribution of economic, social and cultural resources such as income, wealth, education, social networks, etc. The analysis will include how possession of such resources determines status in society, including both opportunities for and obstacles to social mobility.

SOC 342 Sociology of Religion (3)

Prerequisite: SOC 120 or instructor's permission. Examines the impact that religious belief and practice have upon contemporary life in the U.S. and abroad. The course also investigates how religious institutions are affected by other forms of social life. Offered alternate years.

SOC 344 Conflict Resolution (4)

An analysis of the escalation of interpersonal and intergroup conflict and an application of the principles and practices that assist in transforming conflicts away from destructive, win/lose battles and toward a problem-solving process that is more likely to yield win/win, jointly-determined outcomes.

SOC 346 American Ethnicity (3)

Prerequisite: SOC 120 and second-year standing. Explores the meaning and consequences of race and ethnicity in the United States. Explores how race and ethnicity are impacted by social, structural, and historical changes in society. Gives special attention to theories utilized by sociologists to explain demographic and social trends related to race. (GPC)

SOC 350 Methods of Social Research (4)

Prerequisite: MATH 105 or its equivalent; SOC 120 or instructor's permission. Focuses on the major consecutive steps involved in a scientific inquiry into social relations, and, in addition, deals with problems particularly characteristic of social scientific research. Special emphasis on group research projects, questionnaire construction, data analysis and data presentation. (WRT)

SOC 397 Internship: Sociology (Arr)

Prerequisite: instructor's permission. Students will work under supervision of professionals in one of several areas, e.g., corrections, social work, hospital, school, adoption agency, etc. for a semester. Focus will be on learning by observing and practicing. Pass/No Credit basis.

SOC 450 Sociological Theory (3)

Prerequisite: five courses in the department. Provides analysis of the major theorists of sociology (Marx, Weber, Durkheim, etc.) and the major questions they ask. The focus will be on learning the content of various theoretical models and on application of such models to critique contemporary society.

SOC 499 Independent Study: Sociology (Arr)

Prerequisite: instructor's permission. Designed to permit students to pursue their interests in specialized areas of sociology in greater depth than is possible in other courses offered by the department. This course is not a substitute for other department courses. Restricted to majors with departmental approval.

Spanish

Note: Courses offered by the department of modern languages are calibrated to the nationally recognized target levels of proficiency defined by the American Council on the Teaching of Foreign Languages. Details are available from the department.

SPAN 121 Beginning Spanish I (4)

Includes essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the novice-high level of the ACTFL scale.

SPAN 122 Beginning Spanish II (4)

Prerequisite: SPAN 121, placement or instructor's permission. Includes essential grammar and vocabulary. Foundation for the development of listening comprehension, conversation, reading and cross-cultural skills at the equivalent of the intermediate-low level of the ACTFL scale.

SPAN 221 Intermediate Spanish I (4)

Prerequisite: successful completion of SPAN 122 or equivalent or placement. Continues development of reading, writing, speaking and listening comprehension skills, with particular emphasis on the development of oral proficiency at the equivalent of intermediate low to mid level. Includes an introduction to Spanish and Latin American life and culture. (GPN)

SPAN 222 Intermediate Spanish II (4)

Prerequisite: successful completion of SPAN 221 or equivalent, or instructor's permission. Continues development of reading, writing, speaking and listening comprehension skills, with particular emphasis on the development of oral proficiency at the equivalent of intermediate-mid level. Includes a study of aspects of Spanish and Latin American life and culture and an introduction to the reading of short literary and non-literary selections. (GPN)

SPAN 321 Advanced Spanish: Grammar, Composition & Conversation I (4)

Prerequisite: successful completion of SPAN 222 or equivalent, or placement. Continues development of reading, writing, speaking and listening comprehension skills. Aims to have students attain intermediate high on the ACTFL scale for all four language skills by the end of the next course in the advanced sequence. Entry course for the Spanish major. (GPN)

SPAN 322 Advanced Spanish: Grammar, Composition & Conversation II (4)

Prerequisite: successful completion of SPAN 321 or equivalent or instructor's permission. Continues development of reading, writing, speaking and listening comprehension skills. Students must attain intermediate high on the ACTFL scale for all four language skills by the end of the course. (GPN)

SPAN 323 Introduction to Hispanic Literature (3)

Prerequisite: SPAN 321 or Instructor's Permission. An introduction to the scope of Hispanic Literature. Studies significant literary works in prose, poetry, drama and the literary essay and authors from the medieval to contemporary times. The course approaches literature in its historical dimension as part of a larger cultural and historical process. Introduces vocabulary, concepts and methods to enable students to analyze the building blocks of literary texts and see how meaning is constructed and deconstructed. (LP, GPN)

SPAN 330 The Language House Experience (.5)

Prerequisite: departmental approval to live in the Spanish House. Credit awarded each semester for students living in the language houses who complete departmental requirements. May be repeated up to 4 times for a maximum of 2 credits.

SPAN 332 Modern Spanish Literature (3)

Prerequisite: SPAN 323 or equivalent. Focuses on various authors and genres in the modern literature of Spain, including the society and culture that made that literature possible. Students will learn how to engage the literary text in order to see how it reflects history and represents human endeavor in political, aesthetic and personal terms. May be taken twice with different genres/authors.

SPAN 342 Modern Spanish American Literature (3)

Prerequisite: SPAN 323 or equivalent. Focuses on various authors and genres in the modern literature of Spanish America, and the cultures that produced that literature. Requirements include extensive reading, class discussion and short essays. Continues to develop the student's language skills toward the proficiency goals required of all majors. May be taken twice with different genres/authors. Offered alternate years.

SPAN 343 Civilization of Hispanic America (3)

Prerequisite: successful completion of SPAN 323 or equivalent, placement or instructor's permission. Conducted in Spanish. Surveys various topics from the history and culture of the Latin American peoples. May include daily life, cultural values, political, social and economic issues, art, music, literature and film. Also continues to develop students' language skills toward the proficiency goals required of all majors. Offered alternate years. (GPC)

SPAN 350 Hispanics/Latinos in the United States (3)

Prerequisite: successful completion of SPAN 323 or equivalent, placement or instructor's permission. Conducted in Spanish. Studies the culture, history, and social, economic and political situation of the Hispanic/Latino population in the United States through its literature, film and music, and through current articles on the subject. Readings in Spanish and English. Also continues to develop student's language skills toward the proficiency goals required of all majors. Offered alternate years. (GPC)

SPAN 370 Spanish-English Translation (3)

Prerequisite: SPAN 322 or equivalent. Students in this course will learn the principal concepts and practices related to Spanish-English and English-Spanish translation through exposure to a broad array of texts. The course will address strategies for researching vocabulary and compare and contrast the grammatical and syntactic differences between Spanish and English.

SPAN 425 Topics in Hispanic Culture and Civilization (3)

Prerequisite: SPAN 323 or instructor's permission. Offered occasionally to meet students' needs and interests in the cultures of Spain or Latin America. This course will allow students to explore current issues, history, film or other topics of interest while continuing to develop language skills toward the proficiency required of all majors.

SPAN 487 Senior Seminar in Hispanic Literature (3)

Prerequisite: two Spanish courses numbered 332 or higher. Explores a focused topic in the literature and/or culture of Spain and/or Latin America. Students are expected to apply the knowledge and skills they have acquired during the course of the major program in an interdisciplinary manner. May be repeated for credit when topics vary.

SPAN 494 Language Teaching Practicum (6-9)

Offers opportunity to apply second-language teaching methodology in small-group setting. Emphasis on oral skill development. Will be supervised by a faculty member.

SPAN 499 Independent Study (Arr)

Prerequisite: completion of advanced courses offered on campus with instructor's permission. For majors who have completed all advanced courses on campus, and who wish to investigate some area of individual interest.

Theatre

THEA 140 Introduction to Theatre (3)

Surveys the arts of the theatre with emphasis on the role of the playwright, director, actor, designer and producer. Promotes the development of college-level writing, reading, listening and speaking skills. (ART)

THEA 142 Introduction to Film (4)

Develops a greater understanding of and appreciation for the art and history of film as it examines contemporary American and international cinema in historical and cultural contexts. Enhances analytical skills to better understand filmmakers' intentions and the means by which they convey them. (ART)

THEA 150 Acting (3)

Examines the theories and practices of acting from a Western perspective. Students practice basic aesthetic judgments, professional ethics, and physical and vocal training through theatre games, improvisation and introduction to scene study. (ART)

THEA 163 Stagecraft (4)

An introduction to the rudimentary skills involved with planning, constructing, painting, rigging and lighting of stage scenery.

THEA 165 Stage Management (1)

Introduces students to the process and responsibilities of stage management focusing on production duties, rehearsal responsibilities and production obligations.

THEA 173 Introduction to Theatrical Design (3)

An introduction to theatrical design concentrating on the creative process in developing the design of the set, lighting, costumes, as well as the presentation of the design idea. This course examines the role of the designer and how the design supports the ideas of a play in a visual way. Promotes the development of college-level writing, reading, listening and speaking skills.

THEA 180 Play Production (1)

Open to all students who wish to become involved in any technical, acting or administrative aspects of the current play. Some positions limited by auditor or instructor permission. May be repeated.

THEA 221 Voice and Movement (3)

Broadens the expressive range of the actor through the introduction to and exploration of various methods of vocal, physical and improvisational work to connect the body, voice and emotional life of the actor, creating a more articulate physical instrument.

THEA 230 Arts Management (4)

An overview of the fundamentals of arts management. Topics include planning, board development, volunteer management, fund raising, budgeting and financial control, marketing/public relations, arts law and arts programming. Students will be introduced to the skills required to become a working artist and/or manage their own company. (WRT)

THEA 240 Ancient to Medieval: Theatre History and Dramatic Literature (3)

Surveys the theatre history and dramatic literature of the ancient world through medieval times, with particular emphasis on the development of theatre and performance. Takes into account developments outside of western tradition. Promotes critical and analytical thinking and considers the place of performance in the historical political, social and aesthetic development of the world cultures. Playwrights included in the course range from Sophocles and Aristophanes to Zeami and the Wakefield Master. (HP)

THEA 241 Renaissance to Modernism: Theatre History and Dramatic Literature (3)

Surveys the theatre history and dramatic literature of the renaissance world through modern times, with particular emphasis on the development of theatre and performance. Takes into account developments outside of western tradition. Promotes critical and analytical thinking and considers the place of performance in the historical political, social and aesthetic development of the world cultures. Playwrights included in the course range from Machiavelli and Moliere to Strindberg and contemporary trends. (HP)

THEA 248 Costume Design and Construction (3)

Studies the art and craft of costume design. Includes research, design and methods of costume construction. No prior knowledge of sewing necessary. (ART)

THEA 250 Improvisation As An Art (3)

Explores the basic principles, techniques and processes of improvisation for rehearsal and performance through structured game playing, discussion, research, and writing exercises. Draws upon the work of many innovators in the art of improvisation, including; Viola Spolin, Paul Sills, Second City, Andy Goldberg, Charna Halpern and Augusto Boal. (ART)

THEA 258 Directing I (4)

Prerequisite: THEA 140, THEA 150 and instructor's permission. A study of the theory and practice of directing. Each student will direct a one act play.

THEA 260 Scene Design (3)

Emphasizes the art of scene design through the study and process of creating sets. Includes the design process from script analysis and research to presentation of final design ideas. Both model making and rendering will be covered.

THEA 264 Lighting Design (4)

Studies the aesthetics, theory and execution of stage lighting as an art form. Includes the mechanics of stage lighting, the process of lighting a production, drafting the plot, and executing the design. Lab work is required. (ART)

THEA 266 Makeup Design (3)

Teaches the application of various types of makeup materials, how to plan a makeup plot for any given play and how to create individual makeup in a variety of styles. Includes some three-dimensional work.

THEA 290 Topics (Arr)

Prerequisite: instructor's permission. Exploration of specialized fields and/or issues in theatre. May be repeated. Variable credit.

THEA 292 Practicum in Theatre (Arr)

Prerequisite: instructor's permission. Provides an opportunity for students to put into practice what they have learned in the classroom. Consists of administrative/supervisory work in all areas of theatrical production. May be repeated.

THEA 350 Classical Acting (3)

Explores the process of acting through course lectures, discussions, films, and observance of live performance(s). The art of acting is a life-long process and this course will assist the student with the first steps of that process and specifically, how to speak the words of Shakespeare. Materials for this class have been chosen to demonstrate how classical techniques and texts influence contemporary theatre. (LP)

THEA 351 Children's Theatre (3)

Explores the world of young people's and children's theatre through its literature and creative process. We will consider how this art form is created, distributed and performed within communities and the amateur/professional theatre world. (ART)

THEA 352 Acting for the Camera (3)

Introduces the actor to the fundamentals and techniques required for commercial, film and television performance. Through cold readings, scene work, on camera auditions, video playback and discussions, we will explore the basic skills necessary for the beginning professional to have a successful start in the business. Topics include obtaining an agent, booking the job, and creating natural, believable performances on the set.

THEA 358 Directing II (4)

Prerequisite: THEA 258. An exploration of theories and techniques for directing plays based upon historical and 20th century materials. Students will direct a full production, an act from a play or a one act as a final project.

THEA 397 Internship in Theatre (Arr)

Prerequisite: 3.0 departmental GPA and instructor's permission. An applied experience in a communication and/or theatre-related setting requiring a minimum of 30 hours for each credit hour. Includes conferences with on-campus staff, portfolio of work performed and evaluation by job supervisor. May be repeated for a maximum of 10 credit hours applied to the major. Pass/No Credit basis.

THEA 442 Theory and Criticism: Classicism to Contemporary (3)

Prerequisite: THEA 140. Examines dramatic literature included in the canon of world literature and the theories and practitioners (directors, designers, playwrights and critics) who have influenced modern productions. Many of the chosen plays represent cultures usually not included in the occidental canon; these plays are topical within current debates about the role of performance, design, directing and playwrights. This course will consider the constant shift within the canon of theatre literature and theory because of recent events and trends in production. (LP)

THEA 448 Advanced Costume Design and Construction (3)

Prerequisite: THEA 248. A continuation at an advanced level of the art and craft of costume design. Includes research, design and methods of costume construction.

THEA 460 Advanced Scene Design (3)

Prerequisite: THEA 260. A continuation at an advanced level of the art of scene design through the study and process of creating sets. Includes the design process from script analysis and research to presentation of final design ideas. Both model making and rendering techniques will be covered.

THEA 464 Advanced Lighting Design (4)

Prerequisite: THEA 264. A course studying the aesthetics, theory and execution of stage lighting as an art form. Both the mechanics of stage lighting and the process of lighting a production including drafting the plot and executing the design are covered. Lab work is required.

THEA 490 Topics: Theatre (Arr)

Prerequisite: instructor's permission. Study supervised by staff members in one of four areas: Acting, directing, design and management. Includes a formal presentation. May be repeated.

THEA 494 Practicum in Theatre (Arr)

Prerequisite: instructor's permission. Offers the creative student opportunity to design a unique practicum, using the department, college or community as a laboratory. This practicum is reserved for the most promising seniors in the department. May be repeated. Pass/No Credit basis.

THEA 499 Independent Study (Arr)

Prerequisite: instructor's permission. A course allowing students to probe more deeply into an area for which they have been prepared, but in which there are no further advanced courses offered. Prior to registration the student must present the proposed study to the department for approval. May be repeated.

UPWARD BOUND PROGRAM COURSES

The following courses are offered through the Central College's Upward Bound program during the summer to provide high school juniors and seniors an opportunity to sample college courses and earn college credit. Two or three courses are offered each summer. These courses have been approved for college credit as electives.

BIO 100 Issues in Human Biology (1.5)

A special course offering for the Upward Bound program comprising a brief survey of the human body's organ systems, laboratory examination of their tissues and discussion of current issues in human health.

ENG 103 Improving Reading in the Content Areas (2)

This course is designed to teach students a variety of techniques for comprehending nonfiction material. Students will learn reading strategies and have opportunities to apply those strategies. The objective for each student is to be able to identify the format of a given text and utilize the most effective strategy based on the selection's design and the purpose for reading.

ENG 105 Contemporary Literature (1.5)

A general introduction to the analysis and appreciation of literature. Examines various themes of human concern using contemporary literature as the medium.

PE 110 Introduction to Stress Management (1.5)

An applied stress management course that studies psychological, physiological, emotional and behavioral dimensions. The focus is on the development of skills and knowledge necessary to cope as gracefully as possible in a difficult world.

PSY 100 Psychology of the Self (1.5)

An introduction to basic issues in inter- and intra-personal growth and encounter, with an emphasis on the development of feelings, attitudes and values within a societal framework.

CRC 105 Sexism and Racism in America (1.5)

An interdisciplinary examination of the roles of minorities and women in American society, past and present. Develops students' abilities to overcome bias in schools.

CHICAGO SEMESTER COURSES

The following courses are offered to Central students studying in Chicago through the Chicago Semester Program, which serves students from a consortium of colleges and universities. Interns must take Metropolitan Seminar and one other course, either Arts in the City or Values and Vocations, along with an internship. Student teachers do not choose courses, but participate in seminars related to student teaching.

COLL 385C Metropolitan Seminar: Diversity and Inequality in Global Chicago (3)

This seminar will spend time observing and learning from diverse urban communities, with particular attention to the history, culture, and economic conditions of these neighborhoods. We will study immigration patterns; race and ethnic relations in Chicago; community building and organizing; and issues such as displacement/gentrification, poverty, and economic development. We will focus on the Chicago experience and how it relates to larger global processes. (GPC)

COLL 386C Metropolitan Seminar: Urban Planning, the Public Arts and the Development of the Modern City (3)

This seminar will focus on the evolution and development of the city, with particular emphasis on the built environment in Chicago. We will explore the significance of the city's architecture, sculpture, parks, community murals and impacts of city design. The seminar will seek to understand and critique the city's built environment through field trips, guest speakers, readings and class discussions. (GS)

COLL 387C Metropolitan Seminar: Religious Perspectives of the City (3)

This seminar is a survey of religious life in Chicago, including various forms of Christianity, Islam, Hinduism, Buddhism, Judaism and new religious movements. We will explore various religious institutions by attending actual places of worship or attend religious or social gatherings so that students may get a feel for the sacred space of particular religious communities and their historical context. Learning activities include participant observation at religious events (services), directed reading, group discussions, guest lectures, panel discussions, and informant interviewing. (GPC)

COLL 388C Metropolitan Seminar: Community Development (3)

This seminar will use the city as a laboratory as we examine the ways in which people come together as citizens to address issues and make change. We will learn some of the language of the field of Community Development and examine its texts. We will learn to use the tools of citizenship as we explore ways to build people, build places and build power. And we will also learn from community leaders and activists who believe that the way to a better, more sustainable and more just city is in their hands and the hands of their neighbors. (GPC)

COLL 397C Chicago Internship (9)

Prerequisite: instructor's permission. Students are given several choices of agencies or companies in which to intern, based on application materials and career interests. Taken only on the Chicago Semester program. Pass/No Credit basis.

EDUC 453C Advanced Integration of Technology in Education-Elementary (1)

Prerequisite: admission to the teacher education program. A continuation of EDUC 250 for elementary education. Focuses on instructional technology strategies, educational pedagogy, educational philosophy and research, and a wide variety of instructional technologies. Emphasis on learning how to plan, design, and integrate technologies into teaching and learning. The ethical and equitable use of instructional technology is discussed and demonstrated by students. Designed for students seeking K-6 licensure. Taken concurrently with EDUC 460.

EDUC 455C Advanced Integration of Technology in Education-Secondary (1)

Prerequisite: admission to the teacher education program. A continuation of EDUC 250 for secondary education. Focuses on instructional technology strategies, educational pedagogy, educational philosophy and research, and a wide variety of instructional technologies. Emphasis on learning how to plan, design, and integrate technologies into teaching and learning. The ethical and equitable use of instructional technology is discussed and demonstrated by students. Designed for students seeking 6-12 licensure. Taken concurrently with EDUC 450.

EDUC 460C Elementary Student Teaching (12)

Prerequisite: blocks 1, 2 and 3 and approval of the teacher education committee. Students will observe, assist and teach in elementary school classrooms under the guidance of the classroom teacher, the school principal and the college supervisor. Taken concurrently with EDUC 485. Pass/No Credit basis.

EDUC 470C Secondary Student Teaching (12)

Prerequisite: approval of the teacher education committee. Students observe, serve as teaching assistants and take responsibility for teaching in grades 7-12 under the guidance of their college supervisor, the classroom teacher and the school principal. Taken concurrently with EDUC 451 and 486. Pass/No Credit basis.

EDUC 485C Senior Seminar in Elementary Education (2)

Prerequisite: approval of the teacher education committee. A capstone course integrating research, theory and application of concepts and skills in the field of education. Each student will develop and present a professional portfolio and an action research project at the conclusion of student teaching, and will engage in a variety of planned professional development opportunities. Taken concurrently with EDUC 460 or EDUC 462 and EDUC 466. Pass/No Credit basis.

EDUC 486C Professional Development Seminar-Secondary (1)

Prerequisite: approval of the teacher education committee. A capstone course integrating research, theory and application of concepts and skills in the field of education. Each student will develop and present a professional portfolio. This course is taken concurrently with student teaching. Pass/No Credit basis.

FA 200C Arts in the City (3)

An intensive exploration of the architecture, dance, drama, music, visual arts and other art forms influenced by and available in the city of Chicago. Uses a broad range of field experiences supported by reading, classroom discussion and presentations by recognized authorities. (ART)

PHIL 286C Values and Vocations (3)

Field work in contemporary values issues and discussions of their moral, aesthetic and religious implications for a life and world view. To be taken in Chicago.

WASHINGTON CENTER COURSES

The following courses are offered to Central students studying in Washington, D.C., through The Washington Center program, which serves students from colleges and universities throughout the country and abroad.

COLL 389D Washington Center Seminar (3)

Courses in a variety of disciplines taken in conjunction with internships in Washington, D.C., under the auspices of The Washington Center.

POLS 397D Washington Center Internship (8 for summer; 12 for fall or spring)

Professional internship in Washington D.C. through The Washington Center designed to enrich students' education through supervised practical experience in nearly every possible setting: government, business, historical, fine arts, sciences, health, not-for-profit, among others.

ACADEMIC RESOURCES

Student Support Services

Student Support Services (SSS) is a federally funded program available to 200 eligible Central students. It is the purpose of SSS to assist students in achieving their educational goals and to enhance the college experience by providing opportunities for social, emotional and cultural growth. All eligible students are assured equal access to programs, with the eventual outcome being successful graduation from college. The program provides the following support services:

1. College success course to assist freshmen with the college transition.
2. Cultural enrichment outings in Pella and surrounding areas.
3. Tutoring in basic skills and numerous content areas.
4. Academic accommodations for students with physical or learning disabilities.
5. Supplemental instruction for students who want to improve their understanding of historically difficult classes.
6. Private or small group tutoring for special needs.
7. Professional advising by staff for academic, career and personal issues.
8. Laptop check out.

These student assistance and support services are provided free to Central College students who qualify for the program.

The Tutoring & Writing Center

The Tutoring & Writing Center (TWC) provides free individual peer tutoring – both writing and subject tutoring, group tutoring, and Supplemental Instruction (SI). Trained student tutors, chosen by faculty, offer their assistance on a drop-in or appointment basis. Writing tutors are also an integral part of the First-Year Experience class (Intersections). TWC services are designed to enhance the academic performance of all students, retain and graduate them, develop student leadership skills in academic support, and foster lifelong learning.

Geisler Library

Geisler Library provides a warm, welcoming environment for study and research, as well as research assistance and a quality collection of print and online resources. The ground floor houses a cozy café where students can use their meal plan throughout the day. The second floor houses the circulation and reference desks, many computer workstations, classrooms, and a comfortable reading room for relaxing. The third floor houses the book collection, the college archives, a curriculum library supporting teacher education, the music library, and private study and seminar rooms. The library's media center is housed next door to the library, and provides faculty and students with wide variety of audiovisual materials for classroom and recreational use. The media center also provides materials and equipment that support student digital media projects.

In addition to its physical space, Geisler Library has also developed a virtual library that provides 24/7 access to a broad collection of electronic resources. These resources include research databases, online journals, e-books, e-reserves, and streaming audio and video. All electronic resources can be easily accessed through the library website from anywhere on or off campus.

The library's strong information literacy program helps students acquire the research skills necessary to academic success and lifelong learning. Library faculty teach formally and informally, using the latest technologies to help develop students' basic and advanced research skills. Students have many options for learning: one-on-one appointments, group work in the first year course Intersections and in courses within the major, for-credit research courses, and online subject and course guides.

Geisler Library's celebrated Writers Reading Series was established in 1987 to promote an appreciation of books and their authors. The series features locally, nationally, and internationally known writers reading and discussing their works. Recent guests have included National Book Award winners Jonathan Franzen and Richard Powers, U.S. Poet Laureate Kay Ryan, and Pulitzer Prize winner James Alan McPherson, as well as Central College student and faculty writers.

Information Technology

Technology at Central is supported using a variety of personal and centralized computer systems, interconnected by a state-of-the-art campus computer network. Six hundred computers serve the academic program and are distributed across campus in classrooms, laboratories and faculty offices. Academic computers are used for applications such as multimedia, modeling and simulation, collection of scientific laboratory data, programming languages and word processing – all incorporated into the curriculum of a variety of disciplines. Blackboard software is used to further enhance the educational experience.

Every classroom is equipped with high tech equipment. A classroom capture system allows playback of class sessions from 17 classrooms for later review of the information presented in class.

Centralized campus server systems provide access to e-mail, the Internet, and file and print services. Central's World Wide Web site is accessible across campus and around the world at www.central.edu.

These computing resources, as well as the online library catalog, are available everywhere on campus including in residential rooms through a state of the art Wi-Fi 11n network. Every campus residential room is also equipped with high-speed, dedicated network connections (ethernet) and television service.

PRE-PROFESSIONAL PROGRAMS

Pre-health

The pre-health professions program is designed to serve the needs of students who plan to attend professional or graduate school in a variety of health-related fields (including but not limited to medical school, veterinary school, dental school, optometry school, chiropractic school, nursing school, physical therapy school and occupational therapy school). Central offers dual degree agreements with Palmer College of Chiropractic (Davenport, Iowa) and Allen College of Nursing (Waterloo, Iowa). Because of the diversity of academic preparation required by the various health professional and graduate schools, the pre-health program is designed as a supplemental advising program meant to complement any major. Students participating in the pre-health program will be assigned a major advisor associated with the pre-health program. As students identify specific professions or areas of interest, they should contact the health professions coordinator, Dr. Ellen DuPré. The program coordinator will then direct the student to a pre-health advisor with advising expertise appropriate to the student's interests. The role of the pre-health advisor is to guide the student in identifying appropriate graduate or professional schools and their admission requirements and to assist the student in designing curricular sequences to meet the individual professional school requirement.

Pre-nursing

Central's agreement with Allen College is an excellent way for students to obtain both a nursing degree and a liberal arts degree. This program allows students to complete both a Bachelor of Arts degree (BA) from Central College majoring in Biology, Psychology or Sociology and a Bachelor of Science in Nursing (BSN) from Allen College. Students typically spend three years at Central as a full time student, taking courses toward the Central College degree and then transfer into the Allen College Accelerated Nursing Program and complete a 15 month program. Credits earned from each institution allow for completion of both degrees in just a little over 4 years. Students may also opt to complete the four year degree at Central College and then transfer to the Nursing Program at Allen College.

Students interested in this program should contact Dr. Ellen DuPré, the Health Professions Coordinator. Dr. DuPré will work with students and their major advisor to ensure that all required coursework is taken and to communicate with representatives at Allen College regarding transfer into their Nursing program. Because the pre-nursing option does involve meeting several requirements for both degrees it is best if interested students meet with their advisor and/or Dr. DuPré prior to the start of their first semester to develop a three year schedule plan that will ensure that all requirements are met in order to graduate in the time frame mentioned above.

Pre-chiropractic

Central's 3 + 1 agreement with Palmer College is an excellent opportunity for students to obtain both a Doctor of Chiropractic degree and a liberal arts degree in a shorten time span. Students will earn credits toward a Bachelor of Arts degree (BA) from Central College majoring in Biology and transfer to Palmer College to begin work on the Doctor of Chiropractic degree. Students typically spend three years at Central as full time students, taking courses toward the Central College degree with a major in Biology. Students are able to take full advantage of all opportunities offered at a small liberal arts institution. After three years at Central College, students transfer into the Palmer Program. Credits earned during the first year in the Doctor of Chiropractic program at Palmer College are transferred back to Central College and allow the student to complete the Central College BA degree. Students may also opt to complete the four year degree at Central College and then transfer to the Chiropractic Program at Palmer College.

Students interested in this program should contact Dr. Ellen DuPré, the Health Professions Coordinator. Dr. DuPré will work with students and their major advisor to ensure that all required coursework is taken and to communicate with representatives at Palmer College regarding transfer into their Doctor of Chiropractic program. Because the 3 + 1 option does involve meeting several requirements for both degrees it is best if interested students meet with their advisor and/or Dr. DuPré prior to the start of their first semester to develop a three year schedule plan that will ensure that all requirements are met in order to graduate in the time frame mentioned above.

Pre-law

By design, Central does not offer a pre-law major. Law schools regularly accept students from all majors. Pre-law advisors, law school admissions directors, the American Bar Association, American Association of Law Schools – and attorneys – indicate that developing and sharpening key skills and values are the best preparation for the study and practice of law. All strongly agree on the value of a well-rounded liberal arts education.

Choose a major that you are interested in or that fits with your personal and professional life goals. Increasingly, law schools are admitting students from a wide range of majors, including the social sciences, natural sciences, and the arts. Law schools are interested in demonstrated academic success and skill development, not in a specific list of courses taken or a particular major. They are also generally unimpressed by double majors or minors. During your undergraduate years, work towards achieving the strongest possible academic record you can and enroll in courses that will enhance the skills necessary to be successful in law school.

The American Bar Association Committee on Pre-Law Education and Iowa law schools recommend that you consider the following key skills areas when choosing courses:

- Writing Skills
- Analytical Reasoning Skills

- Logical Thinking and Problem Solving Skills
- Critical Reading Skills
- Oral Communication and Listening Skills
- Research and Information Literacy Skills
- Task Organization and Management Skills
- Values of Serving Faithfully the Interests of Others While Promoting Justice
- A Healthy Respect for History

Developing and sharpening these skills and values will increase your potential for success in the very rigorous, demanding study and practice of law. Attorneys – and law students – must be able to analyze complex and sometimes conflicting cases and statutes, while expressing their legal reasoning with clarity, logic, and precision. Choose courses that are designed to prepare you to write well and think logically. Take challenging courses, with challenging requirements, which force you to continuously improve your writing, analytical, and research skills.

Central's pre-law program is an advising-based program. Central does not offer a major or certificate/endorsement in pre-law, but works with students, in partnership with their academic adviser(s), to choose courses which will maximize their skills prior to applying for law school.

Pre-ministry

Central College continues the emphasis of the ecumenical Christian tradition in general, and the Reformed tradition in particular, to prepare students for a life of service to God and community, as well as to prepare some students for a professional vocation in the ministry.

The chaplaincy and the religion faculty work together to provide a period of reflection and discernment for students who are considering ministry, whether this be lay ministry (such as missions, church-related teaching, or para-church service) or ordained ministry that requires further graduate or seminary study. Pastoral and vocational counseling is offered by the chaplain, the director of the Christian ministries emphasis of the religion major, and other faculty members. In addition, pre-ministerial students usually complete either a major or a minor in religion in order to give them adequate grounding in scriptural studies, in church history, theology, and ethics, and in at least one world religion other than Christianity. The students also have an opportunity to complete ministry internships in churches and church-related organizations either locally or through Central's off-campus programs. Students may also choose to receive spiritual formation from a designated mentor.

The variety of denominations represented by the faculty, students, and staff at Central College provides student with a rich exposure to various formulations of Christian teachings and practices. Although our aim is to provide students with an opportunity to study various church teachings besides their own, we also focus a particular student's study on the Church teaching to which he or she is most accustomed. As parts of an educational institution, the chaplaincy, the Christian ministries emphasis, and the religion major encourage students to develop a strong sense of the centrality of education to ministry. We foster an integration of faith with training of intellectual qualities of mind in order to establish a student's vocation on the best that is thought and known in Christian teaching and ministry.

Pre-engineering

Central's dual degree engineering program is an excellent way for students to obtain both an engineering degree and a liberal-arts degree. This program leads to a B.A. from Central and a B.S. in engineering from either Washington University (St. Louis), The University of Iowa or Iowa State University. Students obtain a strong liberal-arts education. A broad background in the liberal arts, as well as our emphasis on communication skills, helps students to establish themselves as thoughtful, creative, productive engineers. The transition from high school to a demanding course of study such as engineering can be difficult. Students are helped by small classes taught by extremely well-qualified, experienced teachers committed primarily to their teaching.

Typically, a student enrolls at Central College and chooses a science major closely allied with an engineering field of interest (usually physics, chemistry, mathematics or computer science). After three years of full-time study at Central (with at least 90 s.h. of credit completed, including all Core requirements and all major requirements), the student leaves Central and enrolls at either Washington University, The University of Iowa or Iowa State University. Upon completion of one year of engineering study at Washington University, The University of Iowa or Iowa State University, appropriate credits are transferred back to Central, enabling the student to graduate with a B.A. degree from Central. The student will then earn a B.S. in engineering from the cooperating institution after an additional one to two years of engineering study.

Prior to the start of the first semester of classes in the first year at Central, interested students must formally declare to Central's pre-engineering program director their intent to participate in order to graduate in the time frame mentioned above. They must also complete specific courses at specific points in their academic programs to remain eligible for continued participation. Careful consultation with the appropriate faculty advisors makes this cooperative program successful.

This dual degree program also enables students to complete a full four years of study and the B.A. degree at Central. Students opting to do so may then take advantage of their advanced standing toward the fulfillment of B.S. in Engineering requirements at any of the cooperating institutions. Students pursuing this option must declare their intent prior to the start of their second year at Central.

SPECIAL PROGRAMS

Honors program

The Honors program at Central College encourages student creativity, intellectual engagement and leadership. Beginning broadly, the program gradually focuses by helping students move toward greater independence, more advanced work in a discipline and increased leadership responsibilities.

Students who have a 3.5 minimum cumulative Central College grade point average are honors-eligible and eligible to apply for the emerging scholars program. First-year students with an ACT composite score of 28 and either a high school grade point average of 3.75 or a ranking in the top five percent of their class are honors-eligible.

All honors-eligible students may participate in the honors program, and students who successfully complete the requirements of the Emerging Scholars Program will be awarded an honors designation on their transcript.

Goals of the honors program

1. To foster intellectual curiosity, promote academic excellence and sustain this community of scholars.
2. To provide an avenue for those with significant leadership potential to serve both the college and the community at large.
3. To foster mentoring relationships between students and faculty.
4. To advise students regarding courses of study and programs that engage their individual gifts and talents.
5. To guide students as they select and apply for graduate and professional schools, academic fellowships, and scholarships.

Main features

The Honors program is structured around opportunities through which honors-eligible students can distinguish themselves.. Each semester honors-eligible students have the opportunity to engage in the program through the following:

- **Honors seminars.** Honors seminars group honors-eligible students together to explore topics at an advanced level. Seminars in the fall are designed to support first-year, honors-eligible students.
- **Honors enrichment credits.** Honors-eligible students may opt to add enrichment credit to courses in which they have special interest. In doing so, the student has the opportunity to work closely with a professor and pursue a topic in the course at an advanced level.

Central Fellows

The Fellows Program offers unique opportunities to top scholarship recipients at Central College. Rather than simply an award of financial support, the Fellows Program encourages a dynamic and mutually beneficial relationship between the college and the Fellow.

The program annually accepts eight outstanding first-year students as Central College Fellows. Each Fellow is paired with a faculty mentor. In addition to serving as an academic advisor, the faculty mentor explores with the Fellow the wide range of opportunities available for fulfillment of each Fellow's personal and professional potential. Fellows and mentors make a four year commitment to this process and the program.

Emerging Scholars Program

Central College's Emerging Scholars Program presents academically high-achieving students the opportunity to grow as intellectuals within a community of their peers. The components of the Emerging Scholars Program allow students the flexibility to explore interdisciplinary topics while encouraging them to advance their knowledge within their discipline. Students accepted into the Emerging Scholars Program forge important mentoring relationships with faculty, and typically take on leadership roles both on and off campus. The culmination of Emerging Scholars Program is the Senior Honors Thesis, a significant research project spearheaded by the student, and supervised by two faculty members. These projects place students well above their competition when applying for graduate school, fellowships, and employment. In addition to the strictly academic elements of the Emerging Scholars Program, members are invited to attend special cultural and educational events programmed for them throughout the year.

Membership in the Emerging Scholars Program is by application only. Students may apply after completing one semester as a full-time student at Central College; students must be accepted into the program at least three semesters prior to graduation. If the student falls below the 3.5 minimum GPA at any point in their academic career they must reapply for membership to the Emerging Scholars Program after their GPA returns to the minimum requirement.

Although it is possible to register for Honors courses (HONR) without acceptance into the Emerging Scholars Program, for a student to earn an honors designation on their transcript the following components of the Emerging Scholars Program must be successfully completed:

- Two Honors Seminars (as described above)
- Two Honors Enrichments (as described above) or Honors Committee approved directed/independent study
- Senior Honors Thesis

Senior Honors Thesis. The Senior Honors Thesis is a year-long project focused on an area of special academic interest to students in the Emerging Scholars Program. Senior Honors Thesis advisors work closely with the student to formulate, research, create, and present a comprehensive and cohesive project. Finally, the Senior Honors Thesis culminates with a ceremony in which each student is formally recognized and presented with a medallion to wear at commencement.

The Honors and Emerging Scholars program is coordinated by the Honors committee, a three-member faculty committee with one honors-eligible student representative. For more information, on any of the components of the Honors program, contact the associate dean of academic affairs.

Exploring program

In the spirit of the liberal arts, the exploring program provides the opportunity for students to engage in classes and experience a variety of content areas before declaring a major. Throughout the first two years, students explore courses that not only fulfill the Core requirements, but also provide insight into a variety of disciplines. Central's exploring program is comprised of academic and administrative services, special events, and academic courses all designed to help students better understand themselves, better understand what their interests and skills are, and better understand what academic courses/programs and professional avenues are available and suitable to pursue. The network of services and programming include

- Exploring-related academic advising
- Interest and skills inventories and assessments
- Individualized career planning assistance, including internships, job shadowing, and service-learning
- Seminars and on-line tools to explore academic majors and career options
- Presentations by alumni representing a multitude of academic and professional backgrounds
- Credit-bearing course (*COLL 108 The Exploring Experience*) designed to help students explore their own interests, personalities values and skills

Athletic training

Central College offers opportunities to learn as an athletic training student under the direct supervision of Board of Certification (BOC) certified clinical instructors. Central College athletic training students gain practical experience working with the college's athletic teams, in off-campus clinical sites and in a wide variety of internships. To be eligible for certification, students must successfully complete the Commission on Accrediting of Athletic Training Education (CAATE) accredited educational program at Central College.

Central College is accredited by the CAATE.

Service Learning Modules

Provides for individualized (200 or 300 level) academic service-learning activity focused on a specific field of study in collaboration with an approved community partner. Registration process involves preparation and approval of a proposal in consultation with a faculty member and the director of CCBL. Typically, students will receive credit in the department of the faculty member. Requirements include: a minimum of 2 hours of service per week for every semester hour of credit earned; pre-experience readings; participation in CCBL reflection series; a final product, and participation in the CCBL Symposium at the conclusion of the semester. Pass/no credit. May be repeated. 1-3 s.h. Does not fulfill the experiential component (x) of the cultural awareness graduation requirement (old core).

Internships

All Central College students are strongly encouraged to participate in an internship during their third or fourth year, or during the summer break. Internships are short-term, supervised learning experiences in practical work settings, under the direction of a professional in the field, and overseen by a faculty member or Central representative. In most cases, students can elect to receive between 1-6 college credits for internships related to their major or career interests. Internships may not exceed six semester hours per term without permission from the associate dean of academic affairs. Registered internships are graded on a pass/no credit basis and are recorded on students' transcripts.

Guidelines for Credit Hours			
Fall & Spring (14 Weeks)		Summer (10 Weeks)	
Credit Hours	Hours Per Week	Credit Hours	Hours Per Week
1	6-8	1	8-11
2	9-11	2	12-15
3	12-14	3	16-19
4	15-17	4	20-23
5	18-19	5	24-27
6	> 19	6	> 27

The following policies also apply to students engaged in internship opportunities:

- A student may earn up to nine credits at the same internship site over a maximum of two terms, provided that there is significant change in the duties involved or in the level of responsibility.
- No internship credit will be given for part-time or full-time employment (i.e. the job description must indicate the position is open to prospective internship applicants only)

When a student elects to earn course credit, three contributors work together so that an optimum learning experience occurs: the student intern, the faculty supervisor and the employment supervisor. Students are active participants in every aspect of the internship including identifying and investigating sites, securing faculty supervision, applying for and being accepted for the internship, registering for credit, setting goals and objectives for the internship, performing the work in a professional manner, and evaluating the experience at the end. Students must register for internships prior to the start of work or prior to the published add deadline for the semester the internship is to take place, whichever is sooner. No academic credit will be awarded after-the-fact for work already completed.

The internship coordinator at the career center provides career counseling, site investigation, assistance with the application process, and guidance regarding evaluation. Internships are clearly invaluable in providing students with firsthand experience in professional work environments. For more detailed information, see www.central.edu/career/internships.

The Washington Center (TWC)

Through a formal partnership with TWC, Central students are able to participate in internships in the nation's capital. Art students may work at the National Gallery, biology students with the National Institutes of Health, language students with the state department or a foreign embassy – there are opportunities for every major. Costs are comparable to study on Central's campus. Semester and summer programs are available. Participation is limited to selected upperclassmen with a GPA of at least 3.0. Students may receive graded seminar credit as well as pass-no credit credit for the internship through the program. Students who are interested must obtain application information from the career center, rather than applying directly to TWC.

For the semester, students can receive 15 academic credits by enrolling in COLL 389D *Washington Center Seminar* (3) and POLS 397D *Washington Center Internship* (12). For the summer, students receive 11 credits, 3 for the seminar and 8 for the internship. For additional information: www.twc.edu

Chicago Semester

Chicago Semester is a consortium program offering internships or student teaching in Chicago during either fall or spring semesters typically during one's junior or senior year. Students participating in internships take two graded seminar courses taught by Chicago Semester staff. In addition to outstanding career-related internships, students attend fine arts and cultural events, navigate metro transportation, and live in apartments in downtown Chicago with 2-3 other participants. Interns will register for COLL 397C *Chicago Internship* (9) and one of four Metropolitan Seminars(3). They will have a choice for the second seminar, either: FA 200C *Arts in the City* (3) or PHIL 286C *Values and Vocation* (3). Application information and details about the selection process for Chicago Semester are available at the career center. The Chicago Semester website is: www.chicagosemester.org

CENTRAL COLLEGE ABROAD

Study abroad programs

Study abroad is an integral part of the identity of Central College and its goals are reflected in the mission statement, strategic plan, and philosophy of the college. Students are actively encouraged to develop cross-cultural awareness and the ability to communicate as well as to understand, live and work in culturally diverse environments. The international education experience also strives to challenge students to understand empathetically, live cooperatively and act responsibly in a changing and intricately connected world. To accomplish these goals, Central College promotes study opportunities at eight study abroad programs located on three different continents. There are language immersion and English-based programs available. More than 10,000 students from Central and other colleges and universities have participated in Central College abroad programs for the past 45 years.

Central College Abroad programs have distinct features. Each site has an on-site program director, whose role includes advising students, leading excursions, and teaching the required cross-cultural course. Program directors also assist students in adapting to the new environment and educational systems. All of the programs place a continued emphasis on cross-cultural experiential learning, which includes internships and service-learning opportunities (offered for credit).

Foreign language programs in Vienna, Austria; Paris, France; and Granada, Spain are designed for students wishing to fully immerse themselves in another language and culture. These language immersion programs are designed to accommodate students at any proficiency level, from introductory to advanced speaker. In addition to language and literature courses, students may enroll at the appropriate level in a variety of humanities, business and science courses taught in the host country language. The Mérida, Mexico program also has options for students looking for language and cultural immersion opportunities.

English-based programs are located in London, England; Bangor, Wales; Leiden, the Netherlands; Mérida, Mexico. Students enrolled in the Wales program may choose to take a Welsh language course. Students in the Netherlands and Mexico programs have a required language component with the remaining courses taught in English.

All students, particularly those enrolled in the language immersion programs, are strongly encouraged to spend an academic year abroad. One-semester options with non-sequential course offerings are available for those unable to attend year-long programs.

Summer programs are also available. Extensive information regarding each program is available on the Central College website under “Study Abroad.” Please call or visit the study abroad office on Central’s campus for more information. A brief synopsis of each program is listed below.

Language Immersion Programs

Vienna, Austria

The Central College program in Austria is designed for students at any language level. Those at the lower levels enroll in an intensive German language program while students at higher levels study the German language along with courses in almost any discipline at the University of Vienna and through Central College Abroad (taught by local faculty). Internships and service-learning are also available for all language levels. Students live in Austrian student residence halls.

The program begins in Schwäbisch Hall, Germany, at the Goethe Institute with an optional one- or two-month intensive program to refine language skills. Cultural activities and excursions are included in the program.

Paris, France

The Paris program is designed so that students can choose an experience that best suits their language level and academic interests. Students enroll at the Catholic University of Paris' Institute for Language and Culture (ILCF) for required language study and course electives. The program is open to students of all language levels, and additional opportunities are available for students interested in an internship or visual art and music study, as well as those with near-native language skills. A unique internship program is available for students with advanced language skills. Students participate in service-learning alongside Parisians to ensure integration opportunities as part of the required course, *Discovering Contemporary France*.

A language and culture orientation program is held for students prior to the start of each semester. During the semester, students are housed throughout the city in residence halls or can select to live in a homestay. Excursions are organized to various points of interest not only in Paris but also throughout France.

Granada, Spain

The Granada program offers the opportunity for students to study Spanish at all language levels: introductory, intermediate, advanced and superior. The program begins with a three-week language and cultural orientation prior to the start of the semester courses. Students enroll at the Center for Modern Languages at the University of Granada and may choose between an intensive language program or language courses plus course work in the humanities, social sciences and business. The Granada program offers opportunities for service-learning projects organized by the program director in cooperation with a local charitable organization. Internships are available for upper-level students. Students live with host families on the Granada program, where they are provided three meals per day.

Students also have the opportunity to enroll in a unique Islamic Studies in Spain track which will closely examine the profound impact of the Islamic culture on Granada and southern Spain. Students must meet the language requirement for the Language and Culture program (four or more semesters of college-level Spanish). Courses will include Spanish and Arabic language opportunities while completing elective course work in Islamic culture and a personalized research project. Excursions with a special focus on Islamic culture will round out a student’s semester.

English and Language and Culture Programs

Central College is firmly committed to the philosophy that a study abroad experience can be valuable for those who do not have an interest in mastery of a second language. Students may spend a semester or full academic year on the programs listed below.

London, England

The London program provides students the opportunity to study British culture and society through Central College courses (taught by local faculty) in history, art, and theatre, among others. Students may also choose from a wide selection of course offerings from London Southbank University and London College of Fashion. Internships are an integral part of the London program with more than 100 internship placements available. Students live in central London in a renowned academic district; Bloomsbury is part of London’s academic district and a lively area. You’ll be just a short distance from the west end theatre district, eclectic Camden Town as well as some of London’s best museums.

Leiden, the Netherlands

Leiden is a vibrant university town, a modern business center and gateway to mainland Europe. The Leiden program is an excellent option for a student wishing to take anything from courses on European politics, to art history and graphic design. Course work opportunities are available in art and architecture, studio art, Dutch studies and language, history, international business, politics, psychology, amongst others. In addition to enrolling in Central College courses (taught by local faculty), students may also take courses at both Leiden University and Webster University. Internship and service-learning placements are available in several academic areas.

Organized excursions include locations such as The Hague, Amsterdam and Brussels with an optional trip to the Frisian Islands.

Bangor, Wales

The program in Wales provides an exceptional opportunity for students to immerse themselves in a unique and fascinating culture through a guided exploration of the country, history and identity of Wales. Students attend classes at Bangor University where they can take any course that is offered, including anything from marine biology to music. The required cross-cultural course provides

a thorough introduction to the country and culture through classroom lectures and many field trips and excursions, including both a tour of Wales and a tour of Ireland. The Outdoor Pursuits course offers kayaking, rock climbing, caving, hiking and camping activities.

Central students have many opportunities to meet and interact with their Welsh, Irish and English peers on campus. For those interested in further involvement with the Welsh community there are internships and service-learning projects for credit.

Mérida, Mexico

The Mérida program, located in the unique region of Mexico that is the Yucatán, is especially designed to give students a firsthand experience of Yucatecan and Mexican culture through formal course work and cross-cultural experiences. The program is open to students regardless of all Spanish language levels. Students looking for language immersion and with a high intermediate level of Spanish can take courses at one of three local university affiliates. Other students take one required Spanish course and fill the rest of their schedule with remaining courses in English, or a combination of English and Spanish. Central College course offerings focus on social, political, historical and cultural issues within Mexico, between Mexico and the U.S. and, in particular, the Yucatán. Organized excursions share this focus and may include destinations such as Mayan ruin sites, the rain forest and local villages. Internship and service-learning placements are available for credit.

Students looking for more of an immersion experience can opt for a home stay. Other students live in the Central College house in a residential district of Mérida.

Summer Programs Abroad

Granada, Spain: Intensive Language

This four-week intensive language program is open to students of all levels, including beginners, who wish to concentrate on improving their reading, writing, listening and speaking abilities in Spanish. Students live with host families. Central offers small tutoring sessions in our Granada center along with several cross-cultural sessions to help you understand different aspects of the culture of Spain and Granada, such as bull-fighting, politics and government, olive oil industry, etc.

London, England: Internship

The summer internship program in London utilizes the successful internship options that form a part of our fall and spring semester programs. Central offers a taste of real-life work in a truly vibrant European city. With an extensive network of internship sites in a wide variety of disciplines, your internship experience is tailored to your academic interests and career goals. Past students have interned in art, business, politics, marketing, theatre, social services and more.

Leiden, the Netherlands: Art and Culture

The summer art and culture program in Leiden, the Netherlands provides students the opportunity take courses in photography, drawing and graphic design. Along with classroom lectures, coursework is based mainly on field trips to Amsterdam, Rotterdam, the Hague and Utrecht. City walks, museum visits and art galleries provide an art-historic background to the program.

Mérida, Mexico: Language and Culture Immersion

Students of all language levels (including beginning) are welcome on this four-week language and culture immersion program. The focus is on learning or improving both written and oral Spanish skills, and developing an understanding of and appreciation for the history, culture and customs of Mérida and of the Yucatan. Students live with host families and participate in several area excursions.

Mérida, Mexico: Studies in Global Health

Health professionals in the United States are working with an increasingly diverse population. Learn about a variety of health care settings in the Yucatan, which may include government-run social service hospitals, large private hospitals and clinics, as well as rural and urban health care programs. Explore the impact of cultural expectations and complex health issues as they relate to your profession in health care, social or public service. Students can select one or both of the following; Healthcare in Yucatan (taught in English) or Spanish for Health Professionals (minimum of two semesters of college level Spanish required).

Paris, France: Art in Paris

Central's summer program in Paris offers students of every language level the opportunity to work on their language skills while experiencing first-hand the diverse art collections of one of the world's leading cultural centers. Morning sessions focus on learning and practicing spoken and written French, and afternoons are dedicated to learning about --and visiting-- the city's glorious art and monuments. Students live in international student resident halls.

Bangor, Wales: Outdoor Pursuits

Follow a process of experiential learning in the outdoors which includes rock climbing, kayaking, canoeing, sailing, raft building, rappelling, camping, mountaineering, hiking, and more. By the end of the course students will demonstrate skills in problem solving, communication, group and team work, leadership and most importantly, reflective thinking. Students live in residence halls at Bangor University. Excursions included, including a weekend trip to Ireland.

Accra, Ghana: History, Arts and Culture

Students from all majors will benefit from this immersion experience into Ghana's famous performing arts history. Learn about the important events, formal traditions and historical and cultural issues that have shaped the performing arts in Ghana through

lectures, visits to historical sites and dance, theatre and musical performances. Discover the nationhood of Ghana and how its peoples define and articulate their shared national identity.

Non-Central study abroad programs

Central students seeking to enroll in a non-Central study abroad program are advised of the following:

1. There is no guarantee that Central College will accept in transfer any academic credit earned on such a program or that any accepted credit will meet particular academic requirements (i.e., core, major, minor).
2. There is no guarantee that Central College financial aid will be applied to pay for any portion of such a program. Students must formally request a review of potential transfer credit from such a program, as well as submit an application for financial aid one year in advance of the semester of intended study. Details are available in the financial aid, registrar, and international education offices on campus.

2012-13 Study Abroad Program Fees

Airfare is not included in the program fees. Prices below are valid for Central students only. Please check with the Central College Abroad office for the most current pricing. Non-Central students should contact Central College Abroad for program prices.

BANGOR, WALES

Bangor, Fall	\$ 17,859
Bangor, Spring	\$ 18,724
Bangor, Year	\$ 36,583
Summer 2012 Outdoor Pursuits	\$ 4,600

GRANADA, SPAIN

Granada, Fall regular and Intensive Language	\$ 17,560
Granada Spring regular and Intensive Semester	\$ 18,643
Granada Year	\$ 36,636
Summer 2012 Intensive Language	\$ 3,995

LEIDEN, THE NETHERLANDS

Leiden, Fall or Spring Semester	\$ 19,151
Leiden, Year	\$ 38,229
Summer 2012 Art & Culture	\$ 3,200

LONDON, ENGLAND

London, Fall or Spring Semester	\$ 18,900
London, Year	\$ 37,800
Summer 2012 Internship Program Fee	\$ 6,990

MERIDA, MEXICO

Yucatan, Fall or Spring Semester	\$ 17,625
Yucatan Academic Year	\$ 35,250
Summer 2012 Language & Culture & Global Health	\$ 2,964

PARIS, FRANCE

Paris Fall (Reg, Internship, Music)	\$ 17,679
Paris Fall (Reg, Internship, Music) w/ homestay	\$ 19,628
Paris Fall-Intensive	\$ 17,679
Paris Spring (Reg, Internship, Music)	\$ 18,467
Paris Spring (Reg, Internship, Music) w/ homestay	\$ 20,222
Paris Spring Intensive	\$ 18,467
Paris- Year	\$ 36,146
Summer 2012 Art in Paris	\$ 4,769

VIENNA, AUSTRIA

Two mos. Goethe+ Vienna Fall or Spring Semester	\$ 22,547
One mo. Goethe + Vienna Fall or Spring Semester	\$ 19,582
Two mos. Goethe + Vienna, Year	\$ 39,044
One mo. Goethe + Vienna, Year	\$ 36,079
Vienna Only, Fall or Spring Semester	\$ 16,497
Vienna Only, Year	\$ 32,994

ACCRA, GHANA

Summer 2012 Arts and Culture	\$ 3,625
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AWARDS

Academic and leadership awards

All-college awards

Alpha Zeta Mu

These Greek letters symbolize leadership, living and learning. The society publicly recognizes academic excellence as evidenced by potential members of the organization and promotes intellectual and creative activity among Central students. Membership is awarded to those full-time students who are within 60 semester hours of graduation, have completed at least three semesters at Central and have achieved a minimum cumulative grade point average of 3.8.

John Allen Writing Award

All Central College students are eligible for the John Allen Writing Awards regardless of major or class standing. Professors from all disciplines are encouraged to submit student papers that exhibit superior rhetorical competence, high levels of readability, originality and insight. Papers are judged by an independent evaluator or committee who selects about 10 of the best papers to be published in the college's annual *Writing Anthology*. From these, the evaluators may name two writers for the John Allen Writing Awards. The award, in the form of a commemorative book, honors the late John Allen, former Central English professor.

Henry G. Eggink Award

The Rev. Henry G. Eggink Award is given to deserving preministerial students preparing for the parish ministry. Grant recipients are encouraged to use the funds provided for the purchase of books that will become the nucleus for a theological library.

Marjorie Giles Student Life Leadership Award

The Marjorie Giles Student Life Leadership Award is given annually to a junior or senior who has demonstrated positive values through faith-based leadership in a variety of co-curricular activities, in addition to Central athletics as an athlete, trainer, student coach or related athletic role.

Graham Distinguished Scholar Award

The Graham Distinguished Scholar Award is given to students who are distinguished in both academic performance and in promise of future service to worldwide societies as revealed, in part, in personal perspectives that have been significantly enhanced by participation in an international education program. It is in honor of James Graham, former Dean, whose pivotal leadership catapulted Central's international programs to national prominence.

Prins Sportsmanship Award

The Prins Sportsmanship Award is given to honor the memory of Tunis W. and Harriet B. Prins. Together, they served Central College and the Pella community for a period of 24 years. Mr. Prins was Director of Athletics and Professor of Physical Education from 1938 until his untimely death in 1949 at which time Dr. T.G. Fultz presented a bronze plaque to the College in Prins' memory. In that same year Mrs. Prins became Residence Director of Graham Hall and later Dean of Women until her retirement in 1962. Tunis and Harriet Prins exemplified and encouraged good sportsmanship—in contests on the field and in all human relationships. Candidates for the award are recommended by members of the senior class and the faculty. From these recommendations, the award committee picks a student to receive the certificate of award and have his or her name engraved on the plaque.

The winner will be a student, athlete or non-athlete, who has demonstrated outstanding sportsmanship in dealing with fellow students on campus or in meeting life's challenges.

Ron Schipper Leadership Award

The Ron Schipper Leadership Award is presented annually to a senior who, in either formal or informal leadership roles, reflects the character, commitment and enthusiasm for Central College displayed by Coach Schipper during his 36 years of service to Central's students. The recipient must demonstrate a willingness to set lofty goals and the drive to achieve them, high ethical standards and strong Christian values, a joyous spirit, genuine concern for others and a deep, personal loyalty to Central College.

Julia Van Houweling Award

This award is given to the student who has completed a minimum of 12 semester hours each semester and earned the highest grade point average during the three preceding semesters. If two or more students have identical averages, the college honors committee will make the final selection. Previous winners are not eligible.

Organizational Excellence Award

This award is intended to recognize a student organization for making positive contributions to and building community at Central College through outstanding programming, strong organizational structure, leadership, and action.

Outstanding Event Award

This award recognizes a student organization or a student-led group for efforts and implementation of a well-planned, well-run, well-advertised, and well-attended event at Central College.

Bridge Builder Award

This award recognizes a student, organization, and/or department who has worked to establish connections across campus. The areas of collaboration can include collaborative events, exploration of diverse cultures, or education about issues that have challenged the campus.

Student Sustainability Leadership Award

This award recognizes a student who has demonstrated outstanding leadership in promoting and implementing campus sustainability initiatives.

Departmental Awards**Athletic Training****Roslien Distinguished Athletic Training Student Award**

This award was established in 1993 in recognition of John Roslien, the first full-time certified athletic trainer at Central College and his wife, Sheri. The Roslien Distinguished Athletic Training Student Award honors a student in the program who epitomizes dedication to the program, the profession and Central College.

The Rising Star Award

The “Rising Star” award honors a graduating senior in the Athletic Training Education Program who has found direction and inspiration in their final year in the Athletic Training major. The award is given to a student late in their academic journey at Central College that becomes an active participant in their pursuit of Athletic Training.

Biology**Biology Senior Award**

This award is given to a top graduating senior who is entering graduate or professional school. The award consists of a cash award and a one-year membership in the Iowa Academy of Science.

John Bowles Award

This award is presented to a graduating senior in recognition of exemplary achievement or service in the areas of environmental, ecological, evolutionary, or field biology. The recipient will receive a book and cash award.

Chemistry**Analytical Chemistry Award**

The Analytical Chemistry Award is chosen by the analytical chemistry professor and given to a chemistry major. The gift, a one-year subscription to the *Journal of Analytical Chemistry*, is awarded based upon interest and ability.

Art Bosch Chemistry Award

This award, in honor of a long-time member of the chemistry faculty, may be given to a senior for outstanding service to the functioning of the department. The student is selected by the chemistry staff and receives a Merck Index.

Chemistry Senior Award

This award is given to an outstanding senior majoring in chemistry. The award includes membership and a subscription to *The Chemist*.

Freshman Award

This award is given to the freshman who has gained highest achievement in Chemistry 131 and 235. The student is selected by the professors in these courses and receives a CRC handbook.

Communication Studies**Steve and Joyce Bell Excellence in Journalism Award**

The Bell Award is given to a sophomore, junior or senior who, over the course of an academic year, has demonstrated consistent excellence and integrity in journalistic reporting, writing, photography or video news packaging for campus publications, news broadcasts and on-line news outlets. The same recipient is not eligible for the award in consecutive years. Categories considered for

this award include: news stories and opinion pieces that contain original reporting, investigative journalism, stories presented in a series, creative photo journalism, video news packaging, and editorial leadership. Nominations for the Bell Award are solicited from student editors of campus news outlets and their faculty advisors. The Communication Studies faculty selects from the nominations received. The recipient of the Bell award is presented with a significant monetary gift.

C.A. and Frances L. DeBruin Award

Endowed by the Rev. C.A. DeBruin, the award goes to the junior or senior within the Communication Studies department who has exhibited sound academic achievement, high moral character, and who has made a significant contribution to the department. The recipient of the DeBruin award is presented with a monetary gift

Economics/Accounting/Business management

Accounting Award

The award is given to the senior accounting major who has demonstrated excellence in accounting as determined by the department faculty. This award is given with the support of the Iowa Society of Certified Public Accountants to a student planning a career in accounting.

Butler Scholar in Economics Award

Named for a long-time member of the economics faculty, Dr. Donald Butler, this award is given to a senior economics major or a senior student who has completed a significant number of courses in economics and who has demonstrated the ability to handle abstract theoretical concepts, an interest in independent research, the desire to pursue a career in economics or a related field, the earned respect of his or her peers, evidence of intellectual growth, and superior academic performance. A cash award is given.

Economics, Accounting and Management Department Business Management Award

This award is given to a senior Business Management major. Departmental faculty will grant the award based on the recipient's scholarship, leadership and demonstration of sincere interest in the field of business management. In recognition of his/her achievement, the award recipient's name will be inscribed on a plaque in the Weller Center. The award recipient also will receive a monetary award.

Economics, Accounting and Management Department Outstanding Leadership and Service Award

This award is given to a senior Economics, Accounting, Business management, or International management major who has distinguished himself/herself by demonstrating outstanding leadership and service qualities to the department and its students. Examples of such service and leadership qualities include, but are not limited to:

- Leadership role and active participation in student clubs
- Serving as a mentor or role model for other students in the department
- Assisting the department as student instructor or long-term tutor
- Assisting the department faculty with annual departmental activities, such as Advisory Council meetings, publication of *The Link* and other activities.

Qualification for this award includes a minimum cumulative GPA of 3.0.

Economics Award

This award is presented to the senior economics major who has demonstrated the highest academic achievement in the economics major. The award winner must also have a sincere interest in an economics career and in furthering his or her education with graduate school experience. The recipient receives a subscription to a scholarly economics publication and has their name inscribed on a plaque in the Weller Center.

Institute of Management Accountants Award

The award is given to the senior accounting major who has demonstrated excellence in accounting as determined by the department faculty. This award is given with the support of the Des Moines Chapter of the Institute of Management Accountants to a student planning a career in accounting.

Education

Lee Collins Award for Excellence in Education

This award is given to one or more upper class elementary education students who demonstrate ideals which were modeled by Professor Collins. Selection for the award is made by faculty members in the education department on the basis of academic achievement, commitment to the welfare of youth, and overall potential as a teacher, particularly in the areas of mathematics or natural science education.

Barbara Dieleman Award for Excellence in Education

The award is made possible by an endowment established by former students and colleagues of Barbara Dieleman, a long-time member of the education faculty. The award is given annually to one or more upperclass education students who demonstrate ideals that were modeled by professor Dieleman in her teaching career. Selection for the award is made by the education department on the basis of academic achievement, commitment to teaching and learning, personal qualities such as caring, honesty, courtesy,

morality and dependability, service to college and community and overall potential as an effective teacher.

Joyce Huizer Award for Excellence in Education

This award is given to one or more upper class elementary education students who demonstrate ideals which were modeled by Professor Huizer. Selection for the award is made by faculty members in the education department on the basis of academic achievement, commitment to the welfare of youth, and overall potential as a teacher, particularly in the areas of language arts education.

English

Calliope Award

The Calliope Award is named for Muse Epic poetry and is awarded annually, at the department's discretion, to the English major who has demonstrated creativity and intellectual curiosity. The award is funded by members of the English department.

Environmental Science

Anya Z. Butt Environmental Studies Award

The Anya Z. Butt Environmental Studies award is awarded to a graduating senior who has had significant impact on campus or community through involvement and advocacy in environmental issues and has incorporated a sense of global awareness in their studies, evidence through participation in a study abroad program.

The Outstanding Environmental Science Award

The Outstanding Environmental Science Award is awarded to the student with the highest GPA graduating in the environmental science track of the major.

The Outstanding Environmental Sustainability Award

The Outstanding Environmental Sustainability Award is awarded to the student with the highest GPA graduating in the environmental sustainability track of the major.

Exercise science

Verle Rinehart Exercise Science Award

The Verle Rinehart Exercise Science Award is awarded to an outstanding senior graduating with an exercise science degree. It is hoped this recognition will inspire the recipients to greater service to mankind in the tradition that was Verle Rinehart's. Selection is made by the exercise science faculty.

Interdepartmental/Humanities

Vander Lugt Scholarships and Prizes in the Humanities

The Vander Lugt Prize is given for excellence in the study of the humanities. Annually, the individual departments in the humanities division (English, history and philosophy/religion) choose one student from each department to receive a cash prize of \$100. Prize winners may major in any field and may be in any class so long as they have displayed excellence in their humanities division courses. The award is made in honor of Drs. Gerrit and William Vander Lugt. Dr. Gerrit Vander Lugt was Central College president from 1946-60 and Dr. William Vander Lugt was a professor of philosophy at Central from 1934-50.

Interdepartmental/Pre-health Science

Dr. Herman Vander Meulen Award

This award is given to an outstanding senior pre-health student who has been accepted into medical school. This monetary award is to be used to start a professional library.

Interdepartmental/Pre-law

MVP Award

This award is presented to an outstanding member of the Central College Mock Trial Team who has contributed to the overall success of the team during the course of the season.

Mathematics/Computer Science

Henry W. Pietenpol Award

Each year the department gives this award to one or two deserving juniors who have made significant contributions to the department through outstanding scholarship and other service. The award includes membership to the Mathematics Association of America or the Association for Computing Machinery and subscription to two journals.

Modern Languages

Denise Murray Award in French

German Award

Linguistics Award

Jim Graham Award for Academic Excellence in Spanish**Martha Betancourt Prize for Departmental Excellence and Service Within the Spanish Department**

These language awards are given to outstanding language students who have performed at an equally excellent level on campus and abroad and who have promoted the study of language on our campus.

Music**Music Leadership Award**

The award is given to a senior music major who has demonstrated excellence in music performance, course work, peer leadership and support of larger department goals. Selection is made by the music faculty annually. A gift card toward the purchase of new music is given.

Physics**Richard J. Mentink Scholarship Award**

An award endowed by gifts of friends and the Mentink family in memory of Richard J. Mentink, who was a student at Central, is given annually to a student who has demonstrated worthy achievement in the field of college physics.

Political Science**Pi Sigma Alpha Award**

This award is given to an outstanding political science student, usually a senior, who has set an example of sustained excellence within the discipline through speaking, writing and critical thinking.

Political Science Award

This award is given to an outstanding political science student who shows promise of excellence within the discipline through speaking, writing and critical thinking.

Sociology/Anthropology**Gordon F. De Jong Senior Award**

This monetary award is given to an outstanding senior sociology student who shows potential for graduate study. The award is to be used to purchase books for a professional library or for graduate education-related expenses.

Theatre**Mr. "B" Outstanding Performance Award**

Provided by former Central theatre director Robert Wegter in honor of Maurice Birdsall, director of theatre at Central from 1947-1977, the award goes to the student who made the most significant contribution to the theatre program and who has exhibited competent academic achievement.

Athletic awards**All-sports****Senior Coaches' Award**

Presented to the senior female and male student-athletes who have achieved the highest grade point average during their college career and have earned a minimum of two varsity letters in one sport.

Sterling Strength and Conditioning Athlete of the year Award

Presented annually to the male student-athlete and female student-athlete who best demonstrate a burning passion to achieve their highest potential through strength and conditioning training; who display leadership in their workout programs; and who show significantly improved performance in their sports as a result of their training. The recipients are selected by the college's strength and conditioning coordinator and the exercise science department chair.

Baseball**Defensive Player of the Year Award****Offensive Player of the year Award****Pitcher of the Year Award****Most Valuable Player Award****Most Valuable Newcomer****Harold and Mansford Versteeg Award**

Given annually to the baseball player who best exemplifies scholarship, leadership, and sportsmanship as selected by the coaching staff.

Men's basketball

Connie Muyskens Memorial MVP Award

Established in honor of the late Rev. Cornelius P. Muyskens, the trophy is presented to the player making the best all-around performance in basketball. The record is based on ability and improvement during the season, scholastic standing, sportsmanship and faithfulness in training.

Wassenaar Coaches' Award

Awarded by the coaches to the basketball player, whose playing time though limited, makes a positive contribution to the team through attitude and example.

Mentink Award

Given in memory of the late Richard J. Mentink, this award is presented annually to the outstanding basketball player, who, by performance and example, both in varsity competition and in the classroom, provides inspiration and leadership to his team. This award is given by Drs. Maxine and D.M. Huffman.

Gary Dirksen Achievement Award

Named for a Central graduate, long-time college administrator and ardent supporter of the Dutch men's basketball program, the award seeks to honor a varsity men's basketball player who has not only strived to achieve on the basketball court, but has also strived to achieve off the floor. Consideration is given to the candidate's efforts to achieve academic excellence, to achieve leadership roles in college clubs and organizations and to achieve a sense of community involvement in working with local organizations.

Women's basketball

Most Valuable Player Award

Most Improved Player Award

Hustle Award

Best Supporting Player Award

Top Defensive Player Award

Top Offensive Player Award

Coaches' Award

Men's cross country

Most Valuable Performer Award

Most Valuable Freshman Award

Most Improved Performer Award

Women's cross country

Most Valuable Performer Award

Most Improved Performer Award

Most Valuable Freshman Award

Football

Heerema-Schilder Memorial Blanket

A "C" blanket is given in honor of the late Arie Schilder to the player making the best all-around performance in football. The record is based on ability and improvement during the season, scholastic standing, sportsmanship and faithfulness in training. The award is endowed by Lester Claussen, John Ver Heul and Martin Heerema.

Mentink Award

The award is given in memory of the late Richard J. Mentink, a former player. It is given to that player, who, by performance and example, both on and off the field and in the classroom, provides inspiration and leadership to his team. The award is given by the Mentink family.

P.H. Kuyper Coaches' Award

Awarded by the coaches to the senior football player, whose playing time though limited, makes a positive contribution to the team through attitude and example.

Borgman Award

Given in honor of Worp Borgman to the senior football player who has achieved the highest cumulative grade point average and excelled on the field of play.

Les Claussen Coaches' Award

Given in memory of Les Claussen to the student who improves as a football player and makes outstanding contributions to the total program.

Bruce Wendt Award

Given in memory of former Central football player Bruce Wendt to the outstanding offensive lineman.

Dr. George H. Lankelma Award

The award, a wrist watch, is presented annually to the underclassman who contributes the most to the football team.

Wagner Award

Given in memory of former Central football player Kirk Wagner to the outstanding member of the offensive scout team.

Dagh Award

Given in memory of former Central football player Ted Dagb to the outstanding member of the defensive scout team.

Brian O'Donnell Award

Given in honor of Brian O'Donnell to the outstanding freshman football player.

Mel Ver Meer Loyalty Award

Given in memory of Mel Ver Meer to the player who has demonstrated loyalty to the program.

Men's golf

Low Scoring Average Award

Most Valuable Freshman Award

Most Improved Player Award

Ryerson MVP Award

Given in memory of former coach Norman Ryerson, the award is presented to the most valuable player on the men's golf team.

Wagner Award

Given in memory of former Central golf team member Kirk Wagner to the player, whose playing time though limited, makes outstanding contributions to the team through leadership and example on and off the golf course.

Women's golf

Maurine Timmer Most Valuable Player Award

Established in honor of Maurine Timmer, the first Central women's golf coach (1973-87), the award is presented to the player making the best all-around performance in women's golf. The record is based on ability and improvement during the season, scholastic standing, sportsmanship and team commitment.

Most Dedicated Player Award

Most Improved Player Award

Most Valuable Freshman Award

Outstanding Attitude Award

Men's soccer

Most Valuable Player Award

Most Inspirational Player Award

Most Improved Player Award

Outstanding Newcomer Award

Women's soccer

Most Valuable Player Award

Most Improved Player Award

Hustle Award

Outstanding Freshman Award

Softball

LeRoy Timmer MVP Award

Given annually to the outstanding member of the softball team.

LeRoy Timmer Most Inspirational Player Award

Presented to the player who through leadership, dedication, and example on and off the playing field, makes an outstanding contribution to the softball team.

Hustle Award

Most Improved Player Award

Men's tennis

De Haan MVP Award

Given annually to the outstanding member of the men's tennis team.

Bogard Award

Given annually to the team's most improved player. The award is given by W. Carl and Alice Bogard.

Sportsmanship Award

Women's tennis

De Haan MVP Award

Given annually to the outstanding member of the women's tennis team.

Bogard Award

Given annually to the team's most improved player. The award is given by W. Carl and Alice Bogard.

Outstanding Sportsman Award**Men's track and field**

Most Valuable Performer Award

Most Valuable Field Events Performer Award

Most Improved Performer Award

Most Valuable Freshman Award

Effort Award

Women's track and field

Most Valuable Performer Award

Most Improved Performer Award

Effort Award

Most Valuable Freshman Award

Most Valuable Field Events Performer Award

Volleyball**Jamie Hill MVP Award**

Established in memory of former coach Jamie Hill, the award is presented to the player who displays leadership, physical ability, a positive attitude, and hard work and effort. It recognizes the player who makes a genuine effort to contribute to the team and best exemplifies all of the above traits.

Mart & Elva May Heerema Achievement Award

The purpose of this award is to honor a varsity volleyball player who has not only striven to achieve on the court but has also striven to achieve off the court.

Leadership Award

Spirit Award

Effort Award

Most Improved Player Award

Freshman of the Year Award

Academic Award

Wrestling

Most Valuable Performer Award

Lawrence Award

Presented to the wrestler who best displays the dedication, intensity and work ethic exemplified by former team members Dale and Duane Lawrence.

Most Improved Performer Award

Most Valuable Freshman Award

DIRECTORIES

Board of Trustees

OFFICERS

J. Lanier Little, chair
Tej Dhawan, vice chair
Rick Ryan, vice chair
Judi Vogel, vice chair
Ardith Sutphen, secretary

EXECUTIVE COMMITTEE

Sue Brandl	Michael Orr
Ken Braskamp	Karin Peterson
Tej Dhawan	Rick Ryan
Betsy Farver-Smith	Harry Smith
Shayla From	Judith Vogel
James Israel	David Wesselink
Barbara Kniff-McCulla	Mark Putnam
J. Lanier Little	Ardith Sutphen

MEMBERS

Mary Andringa (*emeritus trustee*), President/CEO, Vermeer Corporation, Pella, Iowa
Stephen Bell '59 (*emeritus trustee*), Professor of telecommunications, retired, Ball State University, Muncie, Indiana
Sue Brandl '65, Community volunteer, Pella, Iowa
Kenneth Braskamp '65, Personal Investments Manager, retired, Los Angeles, California
George Brown, Jr. '65, Associate dean and G.W. & Edie Haworth, professor of Christian education, Western Theological Seminary, Grand Rapids, Michigan
Peter Cartwright '82, First Vice President – Wealth Management, Senior Investment Management Consultant, Financial Planning Specialist, Smith Barney, Des Moines, Iowa
Mark DeCook '64 (*emeritus trustee*), President and Co-CEO, retired, Heritage Lace, Inc., Pella, Iowa
Vernon Den Herder '71, Farmer, Retired defensive end, Miami Dolphins, Sioux Center, Iowa
Tej Dhawan '91, Principal, StartupCity Des Moines, Grimes, Iowa
Betsy Farver-Smith, National development officer, Betty Ford Center Foundation, Rancho Mirage, California
Joan Farver '88H (*emeritus trustee*), Chair emerita, Pella Corporation, Pella, Iowa
Julie Fisher '90, Corporate Counsel, Musco Sports Lighting, Naples, Florida
Shayla From, Community volunteer, leader in non-profit sector, West Des Moines, Iowa
Terry Garvin '72, President, GFA Financial Group, Largo, Florida
Emmit George '72, President, ElectriTech, Inc., Downers Grove, Illinois
J. Barry Griswell '04HA (*emeritus trustee*), CEO, Community Foundation of Greater Des Moines, Former Chairman and CEO of Principal Financial Group, Des Moines, Iowa
Judith Grooters '60, (*emeritus trustee*), Group controller, retired, Carreker Corporation, Dallas, Texas
Helen Hislop '50 and '78H (*emeritus trustee*), Professor and chair, retired, Department of biokinesiology and physical therapy, University of Southern California, High Point, North Carolina
James Israel, President, John Deere Financial, Johnston, Iowa
Marlyn Klimstra '50, (*emeritus trustee*), Vice president of sales, retired, Pella Corporation, Pella, Iowa
Barbara Kniff-McCulla, CEO, KLK Construction, Pella, Iowa
Harold Kolenbrander '60 and '96H, (*emeritus trustee*), Senior consultant, Academic Search Consultation Service, Cincinnati, Ohio
Thomas Koos '86, President and CEO, Jacuzzi Brand, Coto de Casa, California
Kevin Korver '77, Pastor, Third Reformed Church, Pella, Iowa
J. Lanier Little '74, Executive Vice President, First Niagara Financial Group, retired, East Amherst, New York
Sophie Mathonnet-VanderWell, Pastor, Second Reformed Church, Pella, Iowa
Charles Morris '70, Pastor, Ft. Washington Collegiate Church, New York, New York
B.V. (Bill) Northup '83, Senior Vice President Wealth Management Director, Wells Fargo/The Private Bank, Clive, Iowa
Michael Orr '69, President, financial services division, retired, Deere and Company, Monona, Wisconsin
Karin Peterson, Vice President of Human Resources, Pella Corporation, Pella, Iowa
Barbara Pettitt '72, Chief of pediatric surgery, Grady Health System and director of medical education, Emory University
 Department of surgery, Stone Mountain, Georgia
Stan Poortinga, CEO and Chairman of the Board, retired, Precision Pulley and Idler, Pella, Iowa
Mark Putnam (*ex-officio*), President, Central College, Pella, Iowa

Jean Rozenboom (*emeritus trustee*), Managing director – investments, retired, Piper, Jaffray, New Sharon, Iowa
Rick Ryan '70, Vice President, retired, Drug Discovery Business Unit, Millipore Bioscience Division, Millipore Corporation, Ballwin, Missouri
John Schmidt, Pastor, Second Reformed Church, Zeeland, Michigan
John Sikkink '62, (*emeritus trustee*), Mission advancement coordinator, Synod of the Heartland, Reformed Church in America, Apple Valley, Minnesota
Donna Smith '81, Community volunteer, Pella, Iowa
Harry Smith '73, NBC news reporter for Rock Center, New York, New York
Ardith Sutphen '64, (*ex-officio*), Secretary of the College, Executive assistant to the President, Central College, Pella, Iowa
Robert Vanderlinden '55 (*emeritus trustee*), President, retired, Seiferts, Pella, Iowa
Robert Vermeer '66, Chairman of the board, Vermeer Corporation, Pella, Iowa
Deanna Ver Steeg '94, Senior finance manager-special projects, S.C. Johnson & Sons, Chicago, Illinois
Donald Vogel '61, Senior vice president, retired, Spear, Leeds and Kellogg, St. Augustine, Florida
Judith Vogel '82, Investments Analyst, Principal Global Investors, Johnston, Iowa
David Wesselink '64, Chairman and CEO, retired, Metris Companies, Inc., Northbrook, Illinois
Mary Worstell '73, Director, Partner Relations Group, Office of External Affairs, Center for Medicare and Medicaid Service Department of Health and Human Services, Washington, D.C

Administrative staff

Office of the President

Mark L. Putnam, president (2010), B.A., M.A., Ed.D.
 Sunny Eighmy, director of college relations (2003), B.A.
 Tammy Putnam, college ambassador (2010), B.S.
 Ardith Sutphen, executive assistant to the president and secretary of the college (1979)
 Kenneth J. Weller, president emeritus (1969), A.B., M.B.A., Ph.D.

Academic Affairs

Mary E.M. Strey, vice-president for academic affairs and dean of faculty (2011), B.A., Ph.D
 Tiffany Berkenes, upward bound coordinator (2011), B.A.
 Ellie Burns, assistant director of educational talent search (2007), B.S., M.S.
 Matt Diehl, student support services program coordinator (1991), B.A., M.S.
 Cheri Doane, director of community-based learning (1998), B.A., M.S.
 Leslie Duinink, class dean and associate professor of exercise science (1999), B.A. M.S.
 Louise Esveld, director of pre-college programs (1998), B.A., M.A.E., Ed.D.
 Paul Gibbins, assistant director of upward bound math and science (2008), B.A.
 Stephanie Henning, registrar (2008), B.S.
 Lyn Isaacson, associate dean for global education (1998), B.A., M.A.
 Eric Jones, class dean and director of academic resources (2006), B.S., M.A
 Garry Laidlaw, academic advisor (1998), B.S., M.S.
 Daniel Lawson, director of writing center (2011), B.A., B.A., M.A., Ph.D.
 Nicole Kalkwart, upward bound coordinator (2004), B.A., M.Ed.
 Kari Kaufman, assistant registrar (2009), B.A., M.Ed.
 Kelly Kowzan, assistant director of upward bound (2001), B.A., M.A.
 Nancy Kroese, director of student support services/disability service coordinator (1995), B.A., M.A.
 Gwendolyn Krueger, laboratory materials manager/science center environmental compliance officer (2001), B.S.
 Brian Peterson, class dean and associate professor of economics (2004), B.S., M.A., Ph.D.
 Anne Petrie, class dean and professor of music (1986), B.Mus, M.Mus, D.M.A.
 Treva Reimer, professor of art, faculty director of cultural affairs programming (1983), B.A., M.F.A.
 Ryan Roy, educational talent search coordinator (2006), B.A.
 James Shriver, associate dean of curriculum and faculty development and associate professor of chemistry (2003), B.S, M.S, Ph.D.
 Linda Steddom, director of clinical/field experiences in education (2012), B.A., M.S.
 Thomas Thatcher, technical director (2003), B.F.A., M.F.A.
 Julia Tjeedsma, educational talent search coordinator (2007), B.A.
 Marilyn Vrban, interim administrative assistant (1997)
 Thomas Walker, institutional research director (2011), B.A., B.S., Ph.D.
 Katie Whipple, educational talent search coordinator (2009)

Admission and Student Enrollment Services

Carol Williamson, vice-president of student enrollment management (2000), B.A.
 Melissa Brock, assistant director of admission (2006), B.A.
 Wayne Dille, director of financial aid (2000), B.A.
 Chevy Freiburger, director of admission (2003), B.A.
 Brett Newendorp, admissions representative (2010), B.A.
 Donna Newendorp, associate director, counseling services financial aid (2002)
 Alicia O'Brien, coordinator of transfer students (2006), B.A., M.S.
 Brynn Phillips, admissions representative (2010), B.A.
 Austen Schueler, admissions representative (2008), B.A.
 Jessica Steward, admissions representative (2010), B.A.
 Steffanie Bonnstetter, assistant director of admissions (2006), B.A.
 Dee Van Zee, coordinator of special event programming (1978)
 Tim Wilkinson, admissions representative (2010), B.A.

Athletic Department

Michael Boschee, head men's basketball coach (2003), B.A., M.A.
 Dustin Briggs, assistant athletic trainer (2007), B.A., M.S.
 Kent Clayberg, head women's volleyball coach (1998), B.A.
 Joseph Dunham, head men's/women's track coach (2008), B.A., M.A.
 John Edwards, special assistant to the director of athletics (1972), B.A.
 Reid Evans, assistant football coach (2008), B.A.
 Stephen Fyfe, associate head cross country/assistant track coach (1998), B.A., M.S., Ph.D.
 Bryan George, assistant track and field/assistant cross country coach (2009), B.A.
 Chad Green, athletic events coordinator/head men's golf coach (2010), B.A.
 Mike Jacobsma, head women's basketball coach (2011), B.S., M.S.
 Kyle Johnson, strength and conditioning coordinator (2008), B.A., M.Ed.
 Michael Kobylinski, head women's soccer coach (1999), B.A., M.S.
 Robert Kuennen, assistant wrestling coach (2009), B.A.
 Garry Laidlaw, head men's soccer coach/academic advisor (1998), B.S., M.S.
 Jeffrey McMartin, head football coach (2004), B.A., M.A.
 Guy Mosher, associate head track coach (1998), B.S.
 Alicia O'Brien, associate head women's softball coach (2006), B.A., M.S.
 Nicholas Rohner, assistant men and women's tennis coach (2008), B.A.
 Mona Roozeboom, associate athletic director for business affairs (1997), B.A.
 Jordan Stauber, assistant baseball coach (2011), B.A.
 Adam Stevens, head baseball coach and director of intramurals (2003), B.S., M.A.
 Stephen Tyler, head men's and women's tennis coach (2008), B.A., M.A.
 Eric Van Kley, head wrestling coach (2007), B.S., M.S.
 Christopher Viessleman, assistant athletic trainer (2005), B.S., M.Ed.
 George Wares, head softball coach (1985), B.A., M.S.
 Ryder Weischedel, assistant strength and conditioning coordinator (2011), B.A., M.S.
 Tim Wilkinson, head women's golf coach (2010), B.A.

Business and Finance

Margaret Tungseth, vice-president for finance and administration/treasurer (2011), M.B.A., C.P.A.
 Andrea Allison, student staffing manager (2011), B.A.
 Beth Andersen, recruiting/staff manager (2007), B.S.
 Anthony Bethards, director of catering (1986)
 Lindy Brandt, staff accountant (2007), B.A.
 Debra Bruxvoort, director of academic computing (1999), B.A.
 Susan Canfield, director of conferences events (1998), B.A.
 Alice Claypool, administrative assistant to the vice-president for finance and administration (2009), B.S.
 Thomas DeYoung, energy sustainability manager (1987), B.A.
 Melissa Dunlap, Perkins Institutional Loan Officer (2012), B.A.
 Janine Fontana, facilities planning management operations manager (2000)
 Gena Garber, director of human resources (2012), B.B.A.
 Sharon Haning, associate director of human resources (1997), B.A.
 Connie Henle, staff accountant/payroll specialist (1990), B.A.
 J. Mark Howard, director of dining services (1999), B.S.
 Sheryl Kamerick, controller (1968), B.A.
 Mike Lubberden, director of facilities planning and management (1978)
 Lowell Olivier-Shaw, conference coordinator (2000), A.A.

Keith Pothoven, director of administrative computing (2002), B.A., M.S.
 Dianne Redden, accountant/technical services specialist and post office supervisor (1999), B.A.
 Debra Rooda, computer support specialist (1988)
 Craig Roose, trades manager (2004)
 Jeff Sanger, staff accountant (2003), B.A.
 Lynne Steenhoek, manager central market (2001), B.A.
 Lee Vande Voort, chief information officer (1980), B.A., M.B.A.
 Carol Van Weelden, senior systems analyst (1982), B.A.
 Sandra Verhoef, software training and support specialist (1997), B.A.
 Lee Weers, assistant director network services (2004), B.S.
 Matthew Wenrick, systems analyst administrator (2007), B.S.
 Iwan Williams, Grand Central Station manager (2009), B.A.
 Beth Wood, director of student accounts and accounts receivable (2007), B.A.
 Jenna Youngblut, dietary manager (2007), B.S.

Campus Ministry

Joe Brummel, chaplain (2000), B.A., M.Div.
 Nicholas Rohner, worship/ministry coordinator (2008), B.A.

Central College Abroad

Brian Zylstra, manager of on-campus operations and student services (2000), B.A., M.I.M
 Claudina Castillo de Losa, facility manager, Mérida, México program (2000)
 Shelley Cavaness, resident director of Central College in Paris, France (2006), M.A., D.E.A., Ph.D.
 Sade Dada, accounts manager, London, England program (2002)
 Steef Eman, director of Central College in Leiden, the Netherlands (1998), B.A., M.A.
 Verónica García Montero, director of Central College in Granada, Spain (1999), B.A., M.A.
 Valerie Grimsley, director of Central College in Mérida, México (2008), B.A., M.S., D.H.A.
 Jennifer Larson, senior coordinator of institutional relations (2008), B.A.
 Jessica Klyn de Novelo, assistant director of institutional relations (2005), B.A.
 Maria Rohach, coordinator of institutional relations (2008), B.A.
 Mark Simmons, director of Central University of Iowa, London program (2009), Dip A.I.M., M.A.
 Lisa Smith, territory representative for Central College Abroad (2010), B.A., M.A.
 Marie Trappl, associate director of Central College in Vienna, Austria (2004), B.A., M.A.
 Tecwyn Vaughan Jones, director of Central College in Bangor, Wales (2000), B.A., M.A.
 Ruth Verweijen, director of Central College in Vienna, Austria (2000), B.A., M.A., M.I.I.M.

Central Communications

Larry Happel, director of Central communications/sports information director (1979), B.A.
 Carol Geil, project director (2006), B.A., M.B.A.
 Lara Gillespie, assistant sports information director (2010), B.A.
 Jacob Oyen, online communications director (2005), B.A.
 Rachel Vogel, writer/editor (2011), B.A.

College Advancement/Development and Alumni Relations

David Sutphen, vice president of advancement (2000), B.A.
 Theresa Crumley, director of development (2000), B.A., M.A., D.M.A.
 Connie Marlow, coordinator of prospect research (1997), B.A.
 Donald Morrison, director of planned giving (1993), B.A.
 Kathleen Thompson, director of the annual fund (2008)
 Kristin Tremper, coordinator of Reformed Church in America relations (2007), B.A.
 Peggy Van Den Berg, database specialist/endowment scholarship coordinator (1989), B.A.
 Ann Van Hemert, director of alumni relations (2002), B.A.

Student Life

Marguerite Fitch, vice-president for student development and professor of psychology (1992), B.A., M.A., Ph.D.
 Jill Batten, class director and director of student involvement (2008), B.A., M.Ed
 Laura Bade, assistant director of student involvement (2011), B.A., M.S.Ed.
 Denise Barnard, assistant director of career center (2011), B.A., M.C., M.S., LAC
 Molly Bauman, town houses area coordinator (2010)
 Cynthia Boertje, tutoring coordinator (2003)
 George Clark, assistant director of counseling (2008), B.A., M.A.
 Michelle Kellar, director of counseling (1999), B.S., M.S.

Patricia Joachim Kitzman, director of career center (1988), B.A., M.S.
 Sarah Lunsford, Graham Hall area coordinator (2011), B.A.
 Mary Robertson, accommodations/program coordinator for student support services (2003), B.A.
 Sara Schilling, Scholte area coordinator (2011), B.A.
 Melissa Sharkey, class director and director of residence life (2005), B.A., M.S.
 Andrew Sikkink, Pietenpol/Gaas/Hoffman area coordinator (2007), B.A.
 Charles Strey, class director and dean of students (2011), B.A., M.A.
 Dean Thompson, director of campus security (2005), A.A.
 Brandyn Woodward, class director and director of intercultural life (2006), B.A., M.A.
 Marge Zondervan, director of health services (1987), R.N.

Faculty

Mark Babcock – B.A., Central College; M.M., Westminster Choir College. 1999 – M. Joan Kuyper Farver Endowed chair in Music, associate professor of music
 Mark C. Barloon – B.A., Iowa State University; M.A., The University of Iowa; Ph.D., University of North Texas. 2001 – Assistant professor of history
 Glenn R. Barnett – B.A., California State University; M.S., Ph.D., Cornell University. 1993 – Associate professor of biochemistry
 Jeffrey D. Bass – B.A., Sarah Lawrence College; M.A., University of Chicago; Ph.D., University of California, San Diego. 2007 – Associate professor of anthropology
 Shelley Bradfield – B.A., Andrews University; B.A., M.A., Rand Afrikaans University; Ph.D., Indiana University. 2012 – Assistant professor of communication studies
 Russell A. Benedict – B.A., M.S., University of Nebraska, Omaha; Ph.D., University of Nebraska, Lincoln. 2002 – Professor of biology
 Debela Birru – A.A., Grand View College; B.S., M.B.A., Northwest Missouri State University. 1989 – Associate professor of management
 Dustin J. Briggs – B.A., University of Northern Iowa; M.S., University of Kentucky. 2008 – Clinical instructor of exercise science, assistant athletic trainer
 Anya Z. Butt – B.A., Mount Holyoke; M.Sc., University of Toronto; Ph.D., University of Nevada. 2002 – Associate professor of biology
 Andrew B. Campbell – B.S.E., M.B.A., University of Iowa. 2008 – Assistant professor of management
 Walter W. Cannon – B.S., University of Nebraska; M.A., Ph.D., Marquette University. 1979 – Professor of English
 Kevin M. Carlson – B.A., Central College; M.A., University of Nebraska; Ed.D., University of Kansas. 2011 – Associate professor of exercise science
 Andrew M. Clinton – A.A., Muscatine Community College; B.A., M.A., St. Ambrose University; CPA. 2011 – Assistant professor of accounting
 Stanley E. Dahl – B.M., Iowa State University; M.M., Arizona State University. 2001 – Assistant professor of music
 Thomas S. Davis – B.A., Luther College; M.A., Ph.D., University of Iowa. 2010 – Assistant professor
 Jennifer A. Diers – B.A., University of Northern Iowa; M.Ed., University of North Carolina; Ph.D., Iowa State University. 2008 – Assistant professor of education
 Cynthia K. Doggett – B.M., University of Wisconsin – Stevens Point; M.M., Kent State University; D.M.A., University of Wisconsin – Madison. 2005 – Associate professor of music
 Joshua A. Dolezal – B.A., King College; M.A., Ph.D., University of Nebraska-Lincoln. 2005 – Associate professor of English
 Dennis M. Doyle – B.A., University of Northern Iowa; M.S., North Texas State University; Ph.D., Southern Illinois University. 1989 – Professor of communication studies, chair of division of behavioral sciences
 Alida J. Droppert – B.A., Open University, United Kingdom; M.A., Ph.D., Michigan State University. 2007 – Assistant professor of education
 Leslie Duinink – B.A., Central College; M.S., Indiana State University. 1999 – Associate professor of exercise science, assistant head athletic trainer, class dean 2013
 James F. Dunne – B.S., Grove City College; Ph.D., Iowa State University. 2012 – Visiting Assistant professor of chemistry
 Ellen J. DuPré – B.S., Mankato State University; Ph.D., Wright State University. 2001 – Professor of biology
 Gabriel Espinosa – B.A., Central College; M.M., University of Northern Texas. 1996 – Associate professor of music
 Louise E. Esveld – B.A., Central College; M.A.E., Ed.D., University of Northern Iowa. 1998 – Director of pre-college programs, assistant professor of education
 Marguerite A. Fitch – B.A., Stephens College; M.A., University of Maryland; Ph.D., University of Kansas. 1992 – Vice president for student development, professor of psychology
 Robert D. Franks – B.S., Northwest Missouri State University; M.S., Ph.D., Iowa State University. 1988 – Professor of computer science
 Stephen A. Fyfe – B.A., Central College; M.S., Ph.D., Iowa State University. 1998 – Professor of computer science
 M. Kate Gaebel – B.A., St. Mary's College; M.A., The Ohio State University. 2012 – Assistant professor of education
 Katelin M. Gannon – B.A., Wartburg College; M.S., University of Illinois at Chicago. 2010 – Instructor of exercise science, assistant women's soccer coach
 Ashley N. Garr – B.S., Truman State University; M.S., University of Minnesota. 2011 – Assistant professor of chemistry

- Russell E. Goodman – B.S., M.S., University of Texas, Arlington; Ph.D., University of Oklahoma. 2002 – Associate professor of mathematics/computer science
- Andrew D. Green – B.A., Wartburg College; M.A., Ph.D., University of California – Riverside. 2005 – Associate professor of political science
- Shelli Green – B.A., Central College; M.S., Southwest Minnesota State University. 2010 – Clinical instructor of exercise science, assistant athletic trainer
- Michael T. Harris – B.A., Tulane University; M.A., Ph.D., Indiana University; Fulbright Award (1998-99). 1990 – Professor of English
- Catherine A. Haustein – B.A., Central College; M.S., M.F.A., Ph.D., University of Iowa. 1983 – Professor of chemistry
- Allen C. Hibbard – B.A., Saint John's University; M.S., Ph.D., University of Notre Dame. 1989 – Professor of mathematics
- Marie H. Hopwood – B.A., Pepperdine University; M.A., California State University, Fullerton; Ph.D., State University of New York, Binghamton. 2010 – Assistant professor of anthropology
- Natalie H. Hutchinson – B.M.E. Drake University; M.S., University of Illinois. 2008 – Associate professor of library science, director of Geisler Library
- Arthur W. Johnson – B.S., Iowa State University; M.S., University of Wisconsin. 1968 – Associate professor of English
- Mark J. Johnson – B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin, Madison. 1994 – Ruth and Marvin Denekas Endowed Chair in Science and Humanities, professor of mathematics and computer science
- Keith T. Jones – B.A., University of Northern Iowa; M.A., Ph.D., West Virginia University. 2006 – Mark and Kay DeCook Endowed Chair in Character and Leadership Development, professor of psychology
- Nicole Kaplan – B.A., M.A., Ph.D., The University of North Carolina at Chapel Hill. 2002 – Associate professor of French
- Mathew R. Kelly – B.F.A., University of New Hampshire; M.F.A., Syracuse University. 2006 – Associate professor of art
- Kris A. Kilibarda – B.A., M.A., Ed.D., Drake University. 2004 – Associate professor of education
- Terence J. Kleven – B.A., University of Calgary; M.A., Ph.D., McMaster University. 1996 – Professor of religion
- Kathy E. Korcheck – B.S.E., M.A., Kent State University; Ph.D., Washington University. 2007 – Assistant professor of Spanish
- Paul R. Kovacovic – B.M., University of Minnesota, Minneapolis; M.M., Indiana University; D.M.A., University of Minnesota, Minneapolis. 2011 – Assistant Professor of Music
- Kimberly A. Koza – B.A., Colby College; M.A., Ph.D., Indiana University. 2002 – Associate professor of English
- Allison Krogstad – B.A., North Central College; M.A., Ph.D., University of Minnesota. 1999 – Professor of Spanish, chair of division of cross cultural studies
- Erik C. Ladner – B.A., M.A., University of Northern Iowa; Ph.D., University of Texas at Austin. 2007 – Assistant professor of Spanish
- Linda Laine – B.A., Abilene Christian University; M.A., Ph.D., University of Florida. 2004 – Associate professor of communication studies
- Thomas Linton – B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin-Madison. 1999 – Associate professor of mathematics and computer science
- Mitchell B. Lutch – B.M., University of Lowell; M.M., New England Conservatory of Music; D.M.A., University of Washington. 2005 – Associate professor of music, director of bands
- Viktor Martisovits – RNDr., Comenius University; M.S., Ph.D., Ohio State University. 1999 – Associate professor of physics
- Samuel E. Mate-Kodjo – B.A., University of Ghana Leson; Ph.D., Ohio State University. 1995 – Associate professor of Spanish
- Robert J. Maurer – B.S., B.A., Rockhurst College; M.B.A., Indiana University. 1968 – Associate professor of accounting
- Richard B. McGrath – B.A., M.A., San Francisco State University; Ph.D., Indiana University. 1994 – Associate professor of communication studies
- Elizabeth E. McMahon – B.A., Antioch College; M.A., Ohio State University; M.L.I.S., Kent State University. 2006 – Associate professor of library science, reference and instruction librarian
- Paulina A. Mena – L.B., Universidad Católica de Valparaíso; Ph.D., University of Iowa. 2009 – Assistant professor biology
- Mark Mills – B.S., University of Nebraska-Lincoln; M.S., Ph.D., Iowa State University. 1999 – Associate professor of mathematics
- A. Taylor Newton – B.A., Tulane University; M.A., University of Denver. 2011 – Assistant professor of psychology
- Chia Ning – B.A., Beijing Normal University; M.A., Illinois State University; M.A., Ph.D., Johns Hopkins University. 1991 – Professor of history
- Uwaoma G. Nwaogu – B.A., University of Botswana; M.A., Ph.D., Western Michigan University. 2012 – Assistant professor of economics
- Nicole M. Palenske – B.S., M.S., Emporia State University; Ph.D., University of North Texas. 2009 – Assistant professor of biology
- Michael A. Patzia – B.A., Westmont; M.Div., Fuller Theological Seminary; Ph.D., Vanderbilt University. 2002 – Associate professor of philosophy
- David J. Pavlat – B.S., Iowa State University; M.P.E., University of Nebraska-Lincoln; Ed.D., University of Northern Colorado. 1998 – Associate professor of exercise science
- Brian Peterson – B.S., University of Dayton in Ohio; M.A., Ph.D., Indiana University. 2004 – Professor of economics, class dean 2015
- Anne M. Petrie – B.Mus., M.Mus., University of Illinois; D.M.A., University of Oklahoma. 1986 – Professor of music, class dean 2014
- Diane K. Phoenix-Neal – B.A., University of North Carolina School of arts; M.M., The Juilliard School; D.M.A., University of North Carolina at Greensboro. 2012 – Visiting Assistant professor of music, director of the orchestra/upper strings
- Chad T. Pierce – B.A., Calvin College; M.A., Jerusalem University College; M.Div., Western Theological Seminary; Ph.D., University of Durham. 2008 – Assistant professor of religion
- Alexey Pronin – B.S., M.S., Saint-Petersburg State University; Ph.D., Virginia Tech. 2008 – Assistant professor of physics
- Joy E. Prothero – B.A., William Penn College; M.S.E., Ed.S., Ed. D., Drake University. 1998 – Associate professor of education

- David P. Purnell – B.A., Wittenberg; M.A., Ph.D., Indiana University of Pennsylvania. 2002 – Associate professor of English
- Keith A. Ratzlaff – B.A., Bethel College; M.F.A., Indiana University. 1989 – Professor of English
- A. Chadwick Ray – B.A., Yale University; Ph.D., Northwestern University. 1976 – Dr. Jacob and Gela Schnucker Sessler Endowed Chair in Philosophy and Religion, professor of philosophy
- Dawn R. Reece – B.A., Central College; M.A., Ph.D., Iowa State University. 1997 – Associate professor of sociology
- Treva S. Reimer – B.A., Bethel College; M.F.A., Indiana University. 1983 – Director of cultural affairs programming, Mills Gallery director, professor of theatre
- Randall A. Renstrom – B.S., Ohio State University; M.A., University of Chicago; Ph.D., Loyola University. 2011 – Assistant professor of psychology
- Oscar S. Reynaga – B.A., University of California Berkeley; M.A., University of Iowa. 2007 – Modern languages associate, instructor of Spanish
- Pamela E. Richards – B.S., East Stroudsburg State College; M.S., Pennsylvania State University; Ed.D., University of Northern Colorado. 1984 – Associate professor of exercise science
- Brian M. Roberts – B.A., Central College; M.A., Iowa State University; M.F.A., Miami University. 2002 – Associate professor of art
- John Roslien – B.S., University of Iowa; M.S., Western Illinois University. 1986 – Chair of division of applied arts, associate professor of exercise science, athletic training education program director
- Jaclyn J. Rundle – B.S., University of Maryland; M.A., New Mexico State University; Ph.D., University of Utah. 2000 – Associate professor of business management
- Ashley J. Scolaro – B.S., Drake University; M.S., Ph.D., Iowa State University. 2012 – Assistant professor of psychology
- Michael H. Schrier – B.S., M.A., University of Iowa; Ph.D., University of Virginia. 1975 – Associate professor of history
- Jessica R. Schuring – B.A., Central College; M.B.A., Drake University. 2010 – Assistant professor economics
- James A. Shriver – B.S., M.S., West Virginia University; Ph.D., University of Texas at Austin. 2003 – Associate dean of academic affairs, associate professor of chemistry
- Kristin L. Siewert – B.A., University of Northern Iowa; M.S., Iowa State University. 2004 – Instructor of biology
- H. Maria Snyder – B.A., Wesleyan University; M.A., University of Illinois Chicago; M.A., Ph.D., Washington University. 2010 – Assistant professor of German and French
- Mary Jo Sodd – B.A., College of St. Catherine; M.A., University of Minnesota; Ph.D., University of Colorado, Boulder. 1996 – Professor of theatre, chair of division of fine arts
- Mary V. Stark – B.S., Iowa State University; M.A., University of Northern Iowa; Ph.D., University of Iowa. 1980 – John and Anna Poole Endowed Chair in the Humanities, professor of English, chair of the division of humanities
- Esther Streed – B.A., University of Northern Iowa; M.A., University of South Dakota; Ed.S., Ed.D., Drake University. 1998 – Professor of education
- Mary E. M. Strey – B.A., Bowdoin College; Ph.D., Dartmouth College. 2011 – Vice President for Academic Affairs and Dean of the Faculty, professor of chemistry and biology
- Joshua M. Thomas – B.A., Northwestern College; M.S., Ph.D., Iowa State University. 2011 – Assistant professor of exercise science
- David E. Timmer – A.B., Calvin College; Ph.D., University of Notre Dame. 1980 – Professor of religion
- Margene K. Van Horn – B.A., William Penn; M.A., Northeast Missouri State. 2010 – Instructor of exercise science
- Christopher P. Viesselman – B.S., Iowa State University; M.Ed., Plymouth State University. 2005 – Clinical instructor of exercise science, assistant athletic trainer
- Elena Vishnevskaya – B.A., M.Div., Gardner-Webb University; M.Phil, Ph.D., Drew University/Caspersen School of Graduate Studies. 2006 – Associate professor of religion
- Jay W. Wackerly – B.S., Winona State University; Ph.D., University of Illinois. 2011 – Assistant professor of chemistry
- Wendy Weber – B.A., College of Saint Benedict; M.A., Ph.D., University of Kentucky. 1999 – Professor of mathematics,
- Paul E. Weihe – A.A., Schoolcraft Community College; B.S., University of Michigan-Dearborn; M.S., Eastern Michigan University; Ph.D., Ohio State University. 1998 – Associate professor of biology, chair of division of natural sciences,
- Shawn M. Wick – B.A., Loras College; M.S., Illinois State University. 2011 – Assistant professor of sociology
- Ann E. Wilkinson – B.A., Knox College. 2005 – Instructor of theatre
- Sherry L. Wilson – B.A., M.A., Iowa State University. 2009 – Assistant professor of accounting
- Kyle D. Winward – B.S., Missouri Southern State University; M.A., University of Missouri. 2008 – Assistant professor of library science
- Jonathan L. Witt – B.A., Trinity College; M.A., Ph.D., Loyola University Chicago. 1993 – Kenneth J. Weller Distinguished Professor of the Liberal Arts, professor of sociology
- Lori L. Witt – B.A., Trinity College; M.A., Ph.D., Loyola University Chicago. 2001 – Associate professor of history
- Keith M. Yanner – B.A., Southern Illinois University, Edwardsville; Ph.D., Washington University. 1991 – Professor of political science
- Rangsook Yoon – B.A., Korea University; M.A., Cleveland State University; Ph.D., New York University. 2008 – Assistant professor of art
- Amy D. Young – B.A., Simpson College; M.A., Bowling Green State University; Ph.D., University of Nebraska. 2008 – Assistant professor of German
- James J. Zaffiro – B.A., Marquette University; M.A., Ph.D., University of Wisconsin; Fulbright Award (1985). 1983 – Professor of political science

Endowed faculty appointments

Donald T. Butler Endowed Chair in Economics, Accounting, and Business Management

Established in 2010, the Donald T. Butler Endowed Chair in Economics, Accounting, and Business Management memorializes in perpetuity the life contributions of Professor Donald T. Butler to the Central College business program and the lives of generations of Central students. John D. '59 and Judy Reynen funded the chair in thanks for the profound influence of Professor Butler on the life and successes enjoyed by John Reynen.

The chair holder will be a tenured member of the Economics, Accounting, and Management Department who holds the rank of Associate Professor or higher, has served in the department for at least ten years, has been nominated by her/his colleagues for this recognition, and has been approved by the President of the College. The term for appointment is five years.

Mark and Kay DeCook Endowed Chair in Character and Leadership Development

Established in 2005, The Mark and Kay DeCook Endowed Chair in Character and Leadership Development advances and promotes teaching, learning, service and research related to the development of character and leadership skills and attributes in Central's students. Benefactors Mark and Kay DeCook are both Central graduates committed to the College's mission to graduate students of high character and who assume and develop in leadership roles in their personal, professional, community and civic lives.

Ruth and Marvin Denekas Endowed Chair in Science and Humanities

Established in 2006, the Ruth and Marvin Denekas Endowed Chair in Science and Humanities memorializes in perpetuity the lives of Ruth and Marvin Denekas. The Denekas Chair offers the college an opportunity to acknowledge and reinforce, in so significant a fashion, our institutional commitment to the liberal arts. Benefactors are Marvin Denekas, a Central graduate, and his wife Ruth, a nurse, who graduated from the Ohio State University and Frances Payne Bolton School of Nursing, Cleveland, Ohio.

The faculty member assigned to the chair must hold the doctoral degree, be recognized as a faculty member who has demonstrated exemplary teaching and scholarship, and the ability to cross disciplinary boundaries. The faculty member should personify the Denekas' wishes to foster excellence in the education of Central students.

M. Joan Kuyper Farver Endowed Chair in Music

Established in 1988, the M. Joan Kuyper Farver Endowed Chair in Music advances and promotes the education program of Central College. It honors in perpetuity the contributions of M. Joan Kuyper Farver to the economic and cultural life of Central College and the people of Pella. It represents a firm commitment to the arts and the belief that music is a vital part of the Central experience.

The member of the faculty assigned to this chair is known as the M. Joan Kuyper Farver Professor of Music. The assignee must have earned the doctoral degree, be recognized in the profession and have an established reputation as an excellent teacher.

Martin Heerema Endowed Chair in Business Entrepreneurship

Established in 2007, the Martin Heerema Endowed Chair in Business and Entrepreneurship memorializes in perpetuity the contributions, life and work of Martin Heerema, a distinguished graduate of Central College. It will serve as a continual reminder of his commitment and to advance and promote the educational program of Central College.

The member of the faculty assigned to this chair will be known as the Martin Heerema Professor of Business Entrepreneurship. The assignee must have a minimum of ten years of experience in entrepreneurship or senior management, and a minimum of a Master's degree in any field. The holder of this chair will have three major responsibilities: teaching, campus outreach and community outreach.

Frank and Grace Moore Endowed Chair in Anthropology

Established in 2000, the Frank and Grace Moore Endowed Chair in Anthropology recognizes and perpetuates the Moore's support for the teaching of anthropology at Central College. Benefactors Frank Moore, a Central graduate, and his wife Grace, an anthropologist, believe that extensive knowledge of the origins and development of human societies will lead to a greater understanding of present-day cultural relationships; this endowed chair is the embodiment of that belief manifested in support of the faculty and curriculum at Central.

John and Anna Poole Endowed Chair in Humanities

Established in 2007, the John and Anna Poole Endowed Chair in Humanities memorializes the exceptional achievements of John and Anna Poole and endows the continuing availability of quality instruction in the disciplines of English, philosophy, history, linguistics or religion.

The Chair will serve as a reminder of John and Anna Poole's high standards, firm principles and uncompromising values. The named professor will embody a passion for liberal learning and demonstrate success inspiring that disposition in students, exhibit compassion and concern for others, will show the importance of being a widely read and well-rounded citizen, will guide students' understanding of cultural heritage, and advance student achievements in logical intellectual pursuit and creative productivity.

The faculty member assigned to the chair must hold the doctoral degree, be recognized within their profession, achieved the rank of associate professor or professor with tenure, and have a well-established record as an exceptional teacher. Candidates who have provided significant support to students who aspire to careers in the helping and public service professions will be given preference – a preference given to recognize the legacy of the Poole's three children who gave years of dedicated service as a teacher, a judge and a nurse. The member of the faculty assigned to this chair is known as the John and Anna Poole Professor of Humanities.

Dr. Jacob and Gela Schnucker Sessler Chair in Philosophy and Religion

Established in 2002, the Dr. Jacob and Gela Schnucker Sessler Chair in Philosophy and Religion memorializes in perpetuity the life and work of Jacob and Gela Schnucker Sessler, distinguished alumni of Central College. The chair serves as a continual reminder of their high standards, principles, and expectations for teaching and scholarship. On behalf of the donors, it will provide testimony to the generous and meaningful benefaction toward the financial stability of Central College.

The faculty member assigned to the chair must hold the doctoral degree, be recognized in the profession, and have an established reputation as an excellent teacher. He or she must also have attained the rank of professor or associate professor and have an appointment with tenure.

Kenneth J. Weller Distinguished Professorship of the Liberal Arts

Established in 1990, the Kenneth J. Weller Distinguished Professorship of the Liberal Arts honors the contributions of Kenneth J. Weller, former president of Central College (1969-1990), to the people of the college and the community of Pella. It serves as a continuing reminder of his commitment and as an effective stimulus to the traditional liberal arts component of the educational objectives and program of the college.

The Weller Professor must have earned the doctoral or equivalent degree, be an acknowledged competent professional, have an established reputation as an excellent teacher, have attained tenure and be in the rank of professor or associate professor.

The assignee should be recognized among students and professors as one of the college's outstanding teachers; be particularly known for an invitational approach to teaching that inspires in students an unusual level of intellectual curiosity and enthusiasm for learning; demonstrate excellence in performance and a sense of fulfillment in the teaching of those lower level courses that enroll students from a wide diversity of departments; and should be a force within the faculty for promotion of the college's general objectives, including advocacy of innovative teaching, academic excellence, the honors programs, cross-cultural emphases, interdisciplinary courses, co-curricular activities, etc.

Faculty emeriti

Agnes Andreassian – A.A., Aleppo College; B.S., M.S., M.A., American University of Beirut; M.Sc., University of British Columbia;

M.Sc., University of Washington; Ph.D., University of Oregon. 1979 – Professor emerita of mathematics/computer science

Martha Betancourt – B.A., University of Havana; M.A., University of Northern Iowa; Ph.D., The University of Iowa. 1970 – Associate professor emerita of Spanish

Gary E. Boeyink – B.A., Central College; M.A., Colorado State College. 1967 – Associate professor emeritus of exercise science

Arthur J. Bosch – B.A., Central College; M.S., Ph.D., University of Wisconsin. 1958 – Professor emeritus of chemistry

John B. Bowles – B.A., Earlham College; M.S., University of Washington; Ph.D., University of Kansas. 1969 – Professor emeritus of biology

Richard L. Bowzer – B.A., Central College; M.A., Michigan State University. 1968 – Associate professor emeritus of exercise science

Carol lei Breckenridge – B.M., M.M., University of North Carolina; D.M.A., University of Iowa. 1978 – Professor emerita of music

Bette L. Brunsting – B.A., Central College; M.A., Northwestern University. 1964 – Associate professor emerita of communication

Ronald Byers – B.S., Ph.D., Washington State University. 1970 – Associate professor emeritus of physics

Lee J. Collins – B.A., College of Wooster; M.Ed., University of Pittsburgh; Ed.D., Rutgers University. 1979 – Professor emerita of education

John A. De Jong – B.A., Central College; M.A., Ph.D., University of Iowa. 1968 – Professor emeritus of history

Joline D. De Jong – B.A., Central College; M.A., Arizona State University. 1969 – Assistant professor emerita of art

Dale W. De Wild – B.A., Hope College; M.A., Wayne State University; Ph.D., Florida State University. 1989 – Professor emeritus of sociology

Davis L. Folkerts – B.A., Central College; S.M.M., Union Theological Seminary; D.M.A., University of Iowa. 1967 – Professor emeritus of music

Jann E. Freed – B.A., Central College; M.B.A., Drake University; Ph.D., Iowa State University. 1981 – Professor emerita of management

Philip C. George – B.A., Vanderbilt University; M.A.T., University of Florida; Ph.D., George Peabody College for Teachers of Vanderbilt University. 1987 – Professor emeritus of education

Richard N. Glendening – B.A., Central College; M.S., University of Wisconsin; Ph.D., Iowa State University. 1966 – Professor emeritus of economics

James W. Graham – B.A., Tarkio College; M.A., Harvard University. 1950 – Associate professor emeritus of English

George Ann Huck – B.A., Central Methodist College; M.A., Ph.D., Tulane University. 1968 – Professor emerita of Spanish

Donald M. Huffman – B.S., Pittsburg State University; M.S., Kansas State University; Ph.D., Iowa State University; Visiting Scholar, Columbia University; Exchange Professor, University of Hawaii-Hilo (1984-85); D.H.L., Central College. 1957 – Professor emeritus of biology

Thomas E. Iverson – B.A., Westmont College; M.A., Washington University; Ph.D., Claremont Graduate School. 1976 – Professor emeritus of mathematics

Thomas A. Kopecek – A.B., Hamilton College; B.D., Yale University; Ph.D., Brown University. 1971 – Professor emeritus of religion

George Lauber, Jr. – M.A., University of Chicago; M.A., University of Stockholm. 1956 – Associate professor emeritus of sociology and anthropology

Raymond E. Martin – B.M.E., University of Wichita; M.M., Wichita State University; D.M.A., University of Missouri, Kansas City. 1965 – Professor emeritus of music

- Robin E. Martin – B.A., Indiana University; M.L.S., North Texas State University. 1974 – Associate professor emerita of library science
- Donald A. Maxam – B.A., Hope College; B.D., New Brunswick Theological Seminary; Ph.D., Princeton Theological Seminary. 1963 – Professor emeritus of sociology
- Donald V. Meyer – B.A., Central College; M.S., Ph.D., University of Iowa. 1950 – Professor emeritus of mathematics
- John H. Miller – B.A., DePauw University; M.A., Ph.D., Indiana University. 1969 – Professor emeritus of English
- Lawrence F. Mills – B.A., Drake University; M.F.A., University of Georgia; Ph.D., University of Iowa. 1950 – Professor emeritus of art
- Allen L. Moen – B.A., Pacific Lutheran University; M.S., Ph.D., Indiana University. 1969 – Professor emeritus of physics
- Denise B. Murray – B.A., Rockford College; Licence es Lettres, University of Paris; D.E.A.V., Universite de Provence. 1970 – Associate professor emerita of French
- William W. Paul – B.A., Temple University; B.D., Faith Theological Seminary; M.A., University of Pennsylvania; Ph.D., Columbia University. 1960 – Professor emeritus of philosophy
- Lieselotte T. Ritter – B.A., Oakland University; M.A., Ph.D., Michigan State University. 1979 – Professor emerita of German
- Robert A. Schanke – B.A., Midland College; M.A., Ph.D., University of Nebraska. 1976 – Professor emeritus of theatre
- James T. Schulze – B.A., Valparaiso University; Ph.D., University of Nevada. 1968 – Associate professor emeritus of psychology
- K. Rex Shahriari – A.B., M.S., Saint Francis College; Ed.D., Ball State University. 1982 – Professor emeritus of education
- James G. Smalley – B.A., Illinois Wesleyan University; M.A., University of Illinois. 1957 – Associate professor emeritus of Spanish
- Lois De Haan Smith – B.A., Central College; M.A., University of Iowa. 1981 – Associate professor emerita of library science, catalog/system librarian
- Rudy Thies – B.A., M.A., Western Michigan University; M.A., University of Oregon. 1966 – Registrar, assistant professor emeritus of mathematics
- Carol J. Vruwink – B.A., Central College; M.S., Drake University. 1979 – Associate professor emerita of accounting
- John A. Vruwink – B.A., Central College; M.F.A., Drake University. 1965 – Professor emeritus of art
- John C. Walvoord – B.A., Central College; M.S., University of Colorado. 1965 – Associate professor emeritus of physical education
- Philip E. Webber – A.B., Earlham College; M.A., University of Chicago; Ph.D., Bryn Mawr College. 1976 – Professor emeritus of German and linguistics
- Patricia B. Westphal – B.A., Kalamazoo College; M.A., Western Reserve University; Ph.D., Ohio State University. 1989 – Associate professor emerita of French
- Edmond E. Willis – B.A., M.A., San Jose State College; Ph.D., Iowa State University. 1967 – Professor emeritus of psychology
- M. Louise Zaffiro – B.A., Bluffton College; Ph.D., University of Wisconsin. 1980 – Professor emerita of chemistry

INDEX

- Advising-23
- Appeals
 - Admission-11
 - Dismissal (academic)-33
 - Financial Aid-19
 - Grades-27
 - Suspension (academic)-33
- Academic awards-198
- Academic divisions and departments-36
- Academic honesty-33
- Academic policies-26
- Academic philosophy-22
- Academic resources-188
- Academic standing-32
 - Appeals-33
 - Dismissal-29, 33
 - Probation-32
 - Suspension-29, 32
 - Warning-32
- Academic suspension-29, 32
- Academic warning-32
- Accounting courses-133
- Accounting major-40
- Accounting minor-42
- Accreditation-5
- Actuarial Science major-43
- Administrative staff-207
- Admission-10
 - Appeals-11
 - Application-10
 - Guest Students-12
 - Guidelines-10
 - Transfer-11
 - International-12
- Advanced placement (AP)-11, 30
- Advising-23
- American Chemical Society certified chemistry major-59
- Anthropology courses-134
- Anthropology major/minor (see cultural anthropology)
- Appeals, academic standing-33
- Appeals, admission-11
- Application for admission-10
- Art history minor-47
- Art courses-135
- Art major-47
- Art minor-47
- Athletic awards-202
- Athletic coaching endorsement-82
- Athletic training courses-137
- Athletic training major-49
- Auditing a course-29
- Austria, Vienna program-194
- Awards-198
 - Athletic-202
 - Departmental-199
- Bangor, Wales program-194
- Behavioral science courses-138
- Biochemistry major-51
- Biology courses-138
- Biology major-53
- Biology minor-54
- Board fees-14
- Board of Trustees-206
- Books, cost-15
- Business management courses-140
- Business management major-55
- Business management minor-57
- Campus visit-10
- Cancellation of courses-36
- Central Abroad-193
- Central. . .Briefly-5
- Central College loans-21
- Cheating-34
- Chemistry courses-142
- Chemistry major-58
- Chemistry major (ACS)-59
- Chemistry minor-59
- Chicago Semester program-193
 - Courses-186
- Chinese courses-143
- Chinese minor-60
- Classification-27
- College division courses-144
- Communication across the curriculum-22
- Communication studies courses-144
- Communication studies major-61
- Communication studies minor-62
- Communication skills endorsements-22
- Computational science minor-64
- Computer science courses-146
- Computer science major-63
- Computer science minor-64
- Computer science proficiency credit-31
- Core requirements-24
- Costs-14
- Course descriptions-133
- Course numbering system-38
- Credit by proficiency-31
 - Computer Science-31
 - Foreign language-31
 - Mathematics-31
- Cross-cultural studies courses-147
- Cultural anthropology courses-134
- Cultural anthropology major-45
- Cultural anthropology minor-46
- Curriculum changes-37
- Dean's list-27
- Departments-36
- Deposits-16
- Directed study-38
- Directories-206
- Directory Information-8
- Disabilities-26
- Disciplinary/departmental majors-36
- Disciplinary/departmental minors-37
- Dismissal, Academic-29, 33
- Divisions-36
- Drop and add policy, changes in registration-28
- Drug-free campus statement-9
- Dutch courses- 148
- Economics courses-148
- Economics major-65
- Economics minor-67
- Education, elementary-68
- Education, art, music and physical education-71
- Education courses-149
- Education dept. admission and retention-68, 71
- Education, elementary major-68
- Education, instructional strategist I-70
- Education, middle school-70
- Education, secondary-71
- Elementary education, Iowa licensure-69
- Elementary music education-112
- Elementary music education minor-114
- Emerging scholars program-191
- Employment-21
- Endorsements, teaching-37
- Endowed chairs-213
- Endowed scholarships-20
- Engineering, pre-professional program-120, 190
- England, London program-194
- English as a second language-70, 76
- English courses-154
- English major-73
- English major, emphasis in writing-74
- English minor-75
- Entrepreneurship minor-77
- Environmental studies major-78
- Environmental studies minor-80
- Examinations- 4, 27
- Exercise science courses-157
- Exercise science majors-81
- Exercise science minor-83
- Exploring program-192
- Faculty advising-23
- Faculty directory-210
- Faculty emeriti directory-214
- Family Educational Rights and Privacy Act-8
 - Directory Information-8
- Federal Carl D. Perkins Loans-20
- Federal Direct Plus Loans-21
- Federal Direct Stafford/Ford Loans-20
- Federal Pell Grants-20
- Federal SEOG-20
- Fees-14
- Final Exams- 4, 27
- Financial aid-17
 - Appeals-19
 - Employment-21
 - Grants-20
 - Incomplete grades-18
 - Loans-20
 - Repeated coursework-18
 - Satisfactory academic progress-17
 - Scholarships-20
 - Transfer students-19
 - Withdrawals-18
- Financial aid renewal-17
- Fine arts courses-160
- First-Year Seminar: Intersections-22
- Foreign languages-See individual languages
- Foreign language minimum proficiency-25
- Foreign language proficiency credit-31
- France, Paris program-194
- French courses-160
- French major-84
- French minor-84
- GED-11
- Geography courses-161
- German studies courses-161
- German studies major-85
- German studies minor-86
- Global health minor-87
- Global sustainability minor-88
- Goals of the college-7
- Grading system and policies-26
 - Appeal-27
 - Audit-29
 - Incomplete-27
 - Pass/NC-27
 - Withdrawal-27
- Graduation information-24, 26
- Graduation requirements-24
- Graduation honors-26
- Granada, Spain program-194
- Grants-20
- Greek courses-163
- Guest students-12
 - Post-secondary Enrollment Option Act (PSEO)-12
- Health sciences, pre-professional program-189
- Henry Strong Student Loans-21
- History courses-163
- History major-90
- History minor-91
- History of Central-7
- Home schooling-11
- Honesty, academic-33
- Honors courses-165
- Honors (Latin)-26
- Honors program-191
 - Emerging scholars-191
- Humanities courses-165

- Incomplete grade-27
- Independent study-38
- Information systems major-92
- Information technology-188
- Insurance-15
- Instrumental music education-112
- Integrated studies major-94
- Interdisciplinary majors-36
- Interdisciplinary minors-37
- International Baccalaureate (IB)-30
- International management major-95
- International student admission-12
- International studies major-97
- International studies minor-101
- International studies minor (Asian)-101
- Internships-38, 192
- Intersections-22
 - Falling Intersections-30
- Iowa licensure in elementary education-69
- Iowa Tuition Grants-20
- Language proficiency credit-31
- Latin courses-165
- Law, pre-professional program-189
- Leiden, the Netherlands program-194
- Liability waiver-16
- Liberal Arts Seminar courses-22, 165
- Library, Geisler-188
- Linguistics major-102
- Linguistics minor-103
- Loans-20
- London, England program-194
- Majors-36
 - Declaring-28
- Mathematics courses-166
- Mathematics major-104
- Mathematics major, secondary education-105
- Mathematics minor requirements-106
- Mathematics/computer science major-107
- Mathematics proficiency credit-31
- Mathematics teaching minor-106
- Mérida, Mexico program-195
- Merit scholarships-20
- Mexico, Mérida program-195
- Ministry, pre-professional program-125, 190
- Minors-37
- Mission statement-7
- Monthly payment plan-16
- Music courses-167
 - Groups-170
 - Private lessons-170
- Music education, elementary major-112
- Music education, instrumental major-112
- Music education minors-114
- Music education, vocal major-113
- Music groups/ensembles-170
- Music lessons
 - Fees-15
 - Courses-170
- Music major requirements-109
- Music minor requirements-110
- Music scholarships-17
- Natural science courses-170
- Natural science major-116
- Netherlands, Leiden program-194
- Non-Central study abroad programs-196
- Non-discrimination policy-12
- No-need awards-17
- Not-for-profit management minor-117
- Off-campus program fees-197
- Overload-14, 29
- Parent Loans-21
- Paris, France program-194
- Pass/no credit-27
- Payment of accounts-16
 - Monthly payment plan-16
- Pell grants-20
- Philosophy courses-171
- Philosophy major-118
- Philosophy minor-118
- Physics courses-173
- Physics major-119
- Physics minor-120
- Plagiarism-33
- Political science courses-174
- Political science major-121
- Political science minor-121
- Post-secondary enrollment option act-12
- Practicum-38
- Pre-chiropractic-189
- Pre-college credit-11, 30
- Pre-engineering-120, 190
- Pre-health-189
- Pre-law-189
- Pre-ministry-125, 190
- Pre-nursing-189
- Pre-professional programs-36, 189
- Probation (academic)-32
- Psychology courses-176
- Psychology major-122
- Psychology minor-122
- Re-entry-29
- Refund policies-15
- Registration-28
 - Audit-29
 - Drop/add-28
 - Overload-29
 - Pass/NC-27
 - Repeats-30
 - Withdrawal-27
- Religion courses-178
- Religion major-124
 - Christian ministries emphasis-126
- Religion minor-126
- Repeating a course-30
- Residency requirement-11, 24
- Room fees-14
- SAFE accounts-16
- Satisfactory academic progress-17
- Scholarships-20
- Secondary education endorsements-72
- Service learning module-181
- Social science major-127
- Sociology courses-181
- Sociology major-129
- Sociology minor-129
- Spain, Granada program-194
- Spanish courses-182
- Spanish major-130
- Spanish minor-131
- Special programs-191
- Student activity fee-15
- Student employment-21
- Student records-8
- Student Support Services-188
- Study abroad-193
- Study abroad costs-197
- Study abroad, non-Central programs-196
- Suspension, Academic and Disciplinary-29, 32
- Teaching endorsements-37
- Textbooks, cost-15
- Theatre courses-184
- Theatre major-132
- Theatre minor-132
- Theatre scholarships-17
- TOEFL exam requirements-12
- Transcripts-9
- Transfer of credit-30
- Transferring (Admissions)-11
- Tuition-14
- Tutoring-188
- Tutoring & Writing Center-188
- Upward Bound courses-186
- Vance Loans-21
- Vienna, Austria program-194
- Visual communication minor-48
- Wales, Bangor program-194
- Warning, Academic-32
- Washington, D.C. intern program-187, 193
- Welcome statement-12
- Withdrawing from a class-27
- Withdrawing from the college-28
 - Administrative-29
 - Voluntary/Medical-28
- Writing minor-75
- Yucatan, Mérida program-195