

FACULTY ADVISER
HANDBOOK



2013–14
REED COLLEGE

2013–14 Reed College Academic Calendar

Fall Semester 2013

August	23–27	Fri.–Tue.	Orientation outings
	27–1	Tue.–Sun.	Student orientation
	27	Tuesday	Residence halls open for new students
			Placement exams
	28	Wednesday	Convocation
			First faculty meeting
			Final day of open registration
	29	Thursday	New student advising and registration
	30	Friday	Student residences open for returning students
September	2	Monday	Labor Day holiday—no classes scheduled
	3	Tuesday	Classes begin. All work for spring semester 2013 incompletes due to the instructor
	6	Friday	Last day of late registration
	13	Friday	Deadline to add classes, change sections or reduce unit value in fall classes
	27	Friday	Four-week comments due
October	7	Monday	Deadline to drop semester classes—withdrawal from a fall class recorded after this date
	19–27	Sat.–Sun.	Fall break—residence halls open, limited food service
	28	Monday	Classes resume EIGHT-WEEK GRADES DUE by 5 p.m.
November	11	Monday	Deadline to withdraw from a fall semester class or change to CR/NC. Deadline to drop a year class—withdrawal recorded after this date Deadline to take a leave of absence for fall or to withdraw from the college
	28–1	Thurs.–Sun.	Thanksgiving vacation—halls open, limited food svc.
December	2	Monday	Classes resume
	6	Friday	FALL SENIOR THESES DUE: four copies due in the registrar's office by 3 p.m.
	10	Tuesday	Thursday classes meet
	11	Wednesday	Friday classes and Wednesday night classes meet
			LAST DAY OF CLASSES FOR FALL
	12–15	Thurs.–Sun.	Reading period and senior oral exams
	16–19	Mon.–Thurs.	FINAL EXAMINATIONS. No work for fall classes may be submitted after this period
	20	Friday	Residence halls close—noon Theses due in library—noon
January 2014	2	Thursday	FALL SEMESTER GRADES DUE AT 9 a.m.
	7	Tuesday	Divisional grade reviews—10 a.m. Faculty grade review meeting—1 p.m.

Spring Semester 2014

January	17	Friday	Student residences open—limited food service
	20	Monday	Martin Luther King, Jr. holiday
	24	Friday	Final day of open registration
	27	Monday	Classes begin. All work for fall semester 2013 incompletes due to the instructor
	31	Friday	Last day of late registration
February	7	Friday	Deadline to add classes, change sections or reduce unit value in spring classes
	21	Friday	Four-week comments due
March	3	Monday	Deadline to drop semester classes—withdrawal from a spring class recorded after this date. Deadline to withdraw from a year class
	15–23	Sat.–Sun.	Spring break—residence halls open; limited food service
	24	Monday	Classes resume EIGHT-WEEK GRADES DUE by 5 p.m.
April	7	Monday	Deadline to withdraw from a spring class or change to CR/NC Deadline to take a leave of absence for spring or to withdraw from the college
	21	Monday	Registration for 2014–15 opens
May	2	Friday	SENIOR THESES DUE: four copies due in the registrar's office by 3 p.m. LAST DAY OF CLASSES
	5–11	Mon.–Sun.	Reading period and oral exams
	12–15	Mon.–Thurs.	FINAL EXAMINATIONS. No work for spring classes may be submitted after this period
	16	Friday	Theses due in library—noon SENIOR GRADES DUE (pass/no pass)—3:00 p.m. Senior grade review.
	17	Saturday	Commencement rehearsal—2:00 p.m.
	19	Monday	COMMENCEMENT
	20	Tuesday	Residence halls close—noon
	21	Wednesday	ALL GRADES DUE—9:00 a.m.
	23	Friday	Divisional grade reviews—morning Final faculty meeting—afternoon

REVISED 20 March 2013

TABLE OF CONTENTS

Academic Calendar	Front Cover
Introduction	1
Responsibilities of Faculty Advisers	2
Resources for Advisers & Advisees	6
General College Requirements	10
Courses that Meet Group Requirements	12
Courses Without College Prerequisites Open to First-Year Students	14
Departmental Major Requirements	16
Anthropology	16
Art	18
Biology	20
Chemistry	22
Chinese	24
Classics—Greek & Latin	26
Economics	28
English	30
French	32
German	34
History	36
Linguistics	38
Mathematics	40
Music	41
Philosophy	43
Physics	45
Political Science	46
Psychology	48
Religion	50
Russian	52
Sociology	54
Spanish	56
Theatre	58
Interdisciplinary Major Requirements	60
American Studies	60
Biochemistry and Molecular Biology	61
Chemistry–Physics	62
Classics–Religion	63
Dance–Theatre	64
Environmental Studies	66
General Literature	69
History–Literature	70
International and Comparative Policy Studies	71
Literature–Theatre	74
Mathematics–Economics	75
Mathematics–Physics	76
Combined Degree and Other Programs	77
Computer Science Program	77
Engineering Programs	78
Forestry–Environmental Sciences Program	79
Pre-Medical & Pre-Veterinary Study	80
Visual Arts–BA/BFA	81

Concise References..... 82

Academic Actions	82	Handbook for Majors	88
Academic Conduct Policy	82	Incomplete Grade	88
Academic Status Reports	83	Independent Study	88
Ad-hoc Majors	83	International Baccalaureate	88
Advanced Placement	83	Junior Standing	88
Advisers, Changing of	83	Junior Qualifying Examination	88
Attendance	84	Leaves of Absence	89
Auditing a Class	84	Major Planner	89
Classification	84	Medical Leave of Absence	89
Commencement	84	Overloads	89
Comment Forms	84	Petitions	89
Confidentiality of Records	84	Phys. Ed. Requirement	89
Course Changes (enrollment)	85	Quantity Requirements	90
Course Numbering System	85	Readmission	90
Course Workload	85	Registration	90
Credit/No Credit Grading	85	Repeated Courses	90
Cross-Registration	85	Residence Requirement	90
Curricular Course Offerings	85	Satisfactory (S) Grade	90
Declaration of Major	86	Senior Oral Examination	90
Degree Progress Evaluation	86	Senior Thesis Year	90
Departmental Requirements	86	Special Student	91
Disabilities	86	Student Course Load	91
Dismissal by Instructor	86	Study Abroad	91
Distribution Requirements	86	Thesis	91
Double Majors	87	Theses not completed on time	92
Dual Degree Programs	87	Transcripts	92
Emergency Absence	87	Transfer Credit: New Students	92
Emergency Contact	87	Transfer Cr.: Continuing Students	93
Financial Aid	87	Underload	93
Foreign Language Requirement	87	Unofficial Withdrawal (UW)	93
Grade Point Average (GPA)	87	Vacation Breaks	93
Grades & Grading System	87	Wait lists	93
Grades, Change of	88	Withdrawal from College	93
Graduate Program	88	Year-long Courses	94
Guidebook to Reed	88		

Appendix I – Helping a Student in Distress 95

Appendix II – Student Health Updates..... 98

Appendix III – Students with Disabilities..... 99

Appendix IV – Petitions and Change Requests..... 103

Appendix V – Off-Campus Programs and Transfer Credit..... 105

Appendix VI – Access to Grades 111

Appendix VII – Talking to Parents About Student Information 112

Appendix VIII – Academic Troubleshooting for Faculty 114

Sample Forms..... 118

Parent Access to Student Information	118
Advising Worksheet	119
Four Year Program Plan	120
Major Planners	121
Degree Progress Evaluation	123
Progress Plan	125

INTRODUCTION

This publication was introduced in 1971, when the Administration Committee agreed that faculty would be well served by a comprehensive document that included useful information for academic advisers. Although it has changed significantly over the years, the handbook remains the primary resource document for many faculty in their advising of students. Because one of Reed's strengths is the strong teaching and advising relationship between faculty and students, such a resource is necessary to enable faculty to do everything they can to ensure the academic well-being of their students. It may well be the case that no single factor is greater in the success or failure of students here than the degree of seriousness with which members of the Reed faculty regard this obligation.

It is our hope that the handbook contains the information faculty need to inform students of the requirements and regulations that pertain to them, so that students will make effective progress in their degree program. In addition to academic regulations, the handbook also lists resources for students who find themselves in academic or personal difficulty.

Major planner documents for each department major and for interdisciplinary majors are available at the registrar's office and on the Reed College website at <http://web.reed.edu/registrar/planner.html>. We have included samples in this handbook. If you have suggestions to improve the planners, let us know what you think!

Any suggestions, corrections or questions about the Advising Handbook will be considered and are appreciated. I ask that you forward them to me so that we can continue to make this document more useful to you.

Nora McLaughlin
Registrar

RESPONSIBILITIES OF FACULTY ADVISERS

Students choose Reed in part because they value direct engagement with faculty. Academic advising provides one significant opportunity for students to participate in an ongoing and individual relationship with a Reed faculty member. Academic advising affects student satisfaction and persistence and is critical to retention when it enables students to clarify their educational goals and relate them to academic offerings. The primary goal of academic advising is to assist the student in successfully planning and carrying out the educational program. Because each adviser and each student is an individual there will be variation in how the advising relationship develops. However, there are several general responsibilities of faculty advising that should be followed: maintaining on-going relationships with advisees, helping advisees plan their academic schedules, knowing and communicating college requirements and policies to students, and providing assistance and referrals for students who are experiencing difficulty. There are special considerations that apply to advising new students. Guidelines for fulfilling the responsibilities of advising are provided below and special factors related to new student advising are listed in the section immediately following.

I. General Responsibilities

Establish on-going individual relationships and be available to your advisees.

- Advisers should be aware that one of the most compelling reasons drawing a student back to the college year after year is the knowledge that a concerned faculty member has taken a personal interest in that student's progress. Learn the names of each of your advisees and become familiar with their personal and academic interests. Communicate a genuine interest in their academic goals. Tell them a little about your background and explain your role as faculty adviser.
- It is recommended that you meet with each of your advisees at least twice each semester. However, there are particular cases in which you may need to spend more time with individual students, including connecting with them via email. Advisees who are uncertain of their choice of major may need more of your time than those who are sure of their direction. Students experiencing academic or personal difficulties may also need a greater amount of assistance.
- Post and keep regular weekly office hours on campus. Let your advisees know the best way or ways to reach you when they have concerns or questions.
- Just like the rest of us, students need positive reinforcement about their work. This is all the more important at Reed because students do not have the automatic satisfaction of knowing their grades. Be familiar with your advisee's academic performance and provide praise and encouragement.

Assist students in planning their academic programs, paying special attention to college, divisional, and departmental requirements.

- Encourage the student to develop a tentative plan for the entire academic program and then make adjustments as necessary. Use the Degree Progress Evaluation, Advising Worksheet, Four Year Program Plan and the Major Planner (see appendices) in constructing this plan.
- Be present during registration periods, or make arrangements in advance for a substitute to talk with your advisees.
- Keep a copy of the Catalog, Faculty Code, Adviser Handbook, Handbook for Majors in your department, and Schedule of Classes in your office. Bookmark IRIS (<https://iris.reed.edu/>) so you can look up information on

your advisees. You can track their registration activity on the SOLAR advising page. Make sure your advisees know how to use the resources available to them (e.g. the Catalog, the Guidebook to Reed and IRIS).

- Do not allow a weak student to sign up for a heavy program. A 4.5 unit semester program is only for the exceptionally able student. Students requesting more than 4.5 units (an overload) must have the approval of the Administration Committee or their division. Students with documented disabilities may be eligible (by petition) for a reduced load.
- If your advisee is in doubt about a course (course content, credit, special permission, work load, prerequisites, etc.) refer the student to the instructor for specific information.

Be knowledgeable about College policies and procedures and communicate these to your advisees. Understand the process of petitioning for exceptions to policy.

- Refer to the Faculty Code, Catalog, and Adviser's Handbook as applicable. Encourage your students to refer to the Catalog and to the Guidebook to Reed.
- A petition worth signing is worth considering carefully. It's best if you don't sign it in the hall, in passing, or if it is left tacked to your door. Take the time to talk with the student about it. If you are not supportive, but respect the student's right to petition, mark the box "for discussion."
- Many students decide to take a leave of absence during their time at Reed. When a student comes to you for a signature on a leave form, make sure that you have discussed the academic implications of taking a leave (i.e., course sequencing, timing of the Qual, etc.). Explain to students that if they take courses elsewhere, they should seek approval for those *before* enrolling at another school. Refer them to the registrar's office to obtain a Request for Transfer Credit form for this purpose.

Provide assistance and referral to students experiencing difficulty. Be knowledgeable about College resources and understand your own responsibilities and limits.

- Comment forms are an important source of information for you and your students. Make sure you read the comment forms for your advisees and address any concerns that are noted.
- Meet regularly with students on academic probation. If students miss appointments, send reminder notes; don't just let it slide. If an advisee repeatedly fails to appear when s/he is supposed to meet with you or is not attending classes, notify the Office of Student Services.
- Don't hesitate to refer students to campus resources. Student Services offers medical assistance, psychological counseling, tutoring, services for students with learning disabilities, assistance with study skills, organization, and motivation, and career counseling. Information about residence life and student activities is also available. You may also refer students to the different academic support centers (see http://www.reed.edu/academic_support/), and the offices of the Registrar, Business, Financial Aid and International Programs.
- The Associate and Assistant Deans in Student Services are available to support academic advising. Please contact a dean at x7521 if an advisee fails to see you, if you'd like consultation about a situation, or if an advisee appears to need help in nonacademic areas.
- Do not think that you have to handle what may seem to be serious psychological problems. Call or refer the student to the Health and Counseling Center. Professional counselors are employed to assist students, and this service is free. It is helpful if you advise Student Services when you make such a recommendation. Forewarning of a possible problem is often useful. (See Appendix I.)

Note: Advisees are not assigned to a faculty member who is in the first year of teaching at Reed. You should not accept advisees in your first year even if asked by a student. We hope this delay will give you time to learn more about the advising role and the reasons behind the various college regulations.

II. Guidelines for Advising New Students

1. Showing a personal interest in the student will help initiate a good advising relationship. Read all of the material in the student's advising file before your first meeting. These documents can provide you with information about the incoming student: past academic record, areas for potential concern, tentative choices of major, academic goals, special talents, disabilities, and the student's expectations for the advising relationship. The advising file does not contain confidential material such as teacher recommendations. This information is available to you in the file in Student Services if it is necessary. Certain information such as Reed's admission evaluation is destroyed when the student matriculates.

2. Spend some time discussing issues of adjustment to Reed academic life: the differences between high school and college; expectations of faculty; successful conference participation; study skills; grading policy. For instance, students are expected to be independent and responsible for their own learning but students also should seek out instructors when they have questions or problems with a course.

3. Many first-year students are unfamiliar with the process of undergraduate academic advising. You and your advisee should discuss your mutual expectations of the advising relationship. It is important that you be as specific as possible regarding your role, including what you are able and willing to provide.

4. All first-year students are expected to see their advisers a minimum of twice each semester. Many advisers try to see new students more frequently during the first semester. It can be helpful if you initiate contact with the student.

5. Assume that first-year major choices are tentative. Students should seek a program that balances types of courses, electives, and requirements. Advisees who have any interest in math or science majors should begin these course sequences in the first year. The sequential nature of the science curriculum allows more room in the junior and senior years for non-science courses, while in the humanities and social sciences there is more opportunity for electives in the first and second years.

6. Many new students assume they can take five or six academic courses as they did in high school. Students who have a good academic experience in their first year are much more likely to be successful and to remain at Reed. A heavy course load can prevent a satisfying academic introduction to college. First-year students typically start with humanities and two other courses. Some add a .5 unit course in applied music or theatre. Suggest to students that they can increase their academic load in the second semester after trying a first semester schedule of 3.5 or 4 units. Any new student expecting to carry 4.5 units should present an exceptionally strong record and also express a strong desire to carry an especially heavy course load. Without these indicators, students should not be advised to take a heavy schedule.

7. Unlike life outside the classroom, Reed academics involve detailed requirements and expectations. Make sure students understand the general college distribution requirements and deadlines for adding and dropping courses. Students also need to know that they are responsible for completing the paperwork for course changes and petitions and that the faculty is serious about deadlines. Late requests are not automatically granted. Students don't always understand the consequences of failing to do "the paperwork" (i.e. a transcript showing a grade of 'F' in a course they stopped attending).

8. For transfer students, it is particularly important to assist your advisee in establishing a plan for the remainder of the academic program. Use the transfer credit evaluation as a framework to plan the completion of all remaining requirements, paying particular attention to residency requirements. The margin of error is much less in designing a program for a student who enters Reed in the second or third year. When in doubt, consult with the Office of the Registrar and with faculty colleagues.

III. Planning an Academic Program

There are several important factors to keep in mind when advising a student regarding an academic schedule for a semester or a year. It is important that both of you view the plan as an integral part of a four- (or perhaps five-) year academic plan. Course scheduling is most successful in the context of a plan for each individual student. The development and implementation of such a plan is the primary goal of advising students. One of the common reasons students encounter difficulty meeting requirements in a timely manner is that they have not planned their coursework carefully within the framework of overall college requirements. Academic plans must incorporate department, division, and general college requirements. In planning the student's educational program, consideration must be given to course sequencing and prerequisites.

Frequently, students experience indecision when it comes time to choose a major. Particularly in the first three semesters, students should choose courses which both allow them to pursue their interests and provide them with the greatest number of options in the future. Quite often, first year major choices are tentative. Students should seek a program that balances types of courses, electives, and requirements. It is also important to consider a balance of semester and full-year courses. It can be difficult for a student to be locked in to all full-year courses if interests change.

Although it may be difficult for some students to do this, it is helpful even in the first year to develop a proposed four-year schedule and adjust it each semester as necessary. Use the Four-Year Program Plan, the Advising Worksheet and the individual major planners (see appendices) to develop a tentative plan and to assure that all requirements will be met. It is very important to remember that a change of major may result in changes affecting the distribution and division requirements as well.

RESOURCES FOR ADVISERS & ADVISEES

The following resources are available to assist students and can also be used by you on a consulting basis. Don't hesitate to refer students to campus resources and don't assume that students will take advantage of these resources on their own. Many students are not familiar with the services available on campus and many do not think of using them until someone mentions the services.

Academic Support Services

Julie Maxfield, Assistant Dean of Students for Academic Support

DoJo, x7722

Ryland Bell, Quantitative Skills Center Coordinator

DoJo, x7690

- Because students strengthen talents and build new skills both inside and outside the classroom, Reed has developed several important resources to complement the curriculum. In collaboration with faculty, Academic Support Services offers peer tutoring, a cooperative study environment, writing support, workshops, and individualized coaching. Students should consult with their adviser about how Academic Support can help manage the demands of being a Reed student.

Administration Committee

Luc Monnin, Chair

Vollum 316, x7434

Nora McLaughlin, Registrar

E 310, x7774

- Faculty consultation regarding College policies, waivers, and the petitioning process
- Questions regarding grade review, academic actions and progress plans for first- and second-year students
- Consultation about academic misconduct policy, procedures and possible sanctions

Center for Life Beyond Reed (formerly Career Services)

Ron Albertson, Director

Greywood, x7421

Julie Kern Smith, Assistant Director of Career Development

Greywood, x7291

Brooke Hunter, Assistant Director for Strategic Partnerships

Greywood, x6698

Erika Van Winkle, Administrative Coordinator

Greywood, x7550

- The Center for Life Beyond Reed strives to guide students and new alumni, with the help of a community of partners, to take ownership of their personal and career development as they pursue and develop creative, fulfilling, socially responsible lives at Reed and after graduation. Career assessments, information about internships, job shadowing, research and fellowship opportunities, advice on graduate and professional school applications, access to an alumni and parent network, and job search assistance are among the services provided.

Community Safety

Gary Granger, Director

28 West, x7379

Chris Linn, Assistant Director

28 West, x7975

Rick Fagerstrom, Operations Manager

28 West, x4608

Aidan Sigman, Administrative Manager

28 West, x6684

- **In case of an urgent (non-emergency) student issue, please call x0 (503-771-1112 x0).**
- **In case of an emergency, please call the Community Safety dispatcher at x6666 (503-788-6666) or 911.** If 911 is called, Community Safety MUST be called immediately after that to ensure coordination between Community Safety and emergency responders.
- Community Safety Officers (CSOs) are on duty 24/7/365. CSOs patrol all campus areas, provide community services (e.g., safety escorts, door unlocks, jump starts, etc.), take crime reports, and respond to emergencies. CSOs are trained to provide emergency medical assistance and to call for police/fire/medical

responders when necessary. Community Safety has trained staff to receive and investigate reports of sexual assault and/or refer reports to both internal and external resources. Community Safety staffs the college's switchboard and triages request for most services after hours. Community Safety staff help ensure the safest possible campus through continuing collaboration with the Reed community and beyond.

Dean of Student Services Office

<i>Mike Brody, Vice President & Dean of Student Services</i>	Eliot 218, x7521
<i>Lily Copenagle, Associate Dean of Students</i>	Eliot 204A, x7916
<i>Bruce Smith, Associate Dean of Students for Student and Campus Life</i>	Eliot 205A, x7527
<i>Jen Negen, Associate to the Vice President & Dean of Students</i>	Eliot 218, x7521
<i>Kelsey Wirtzfeld, Assistant to the Associate Deans of Student Services</i>	Eliot 218, x6640
<i>Joanna Carter-O'Connell, Administrative Assistant to Student Services</i>	Eliot 218, x7396

- Students are invited to contact the Dean's office for guidance regarding their progress and engagement at the college, including questions relating to administrative and academic issues or college policies and procedures. The Dean of Student Services Office also works with faculty, staff, and parents to identify opportunities for helping students and coordinating a comprehensive network of support for all students.

Disability Support Services

<i>Theresa Lowrie</i>	DoJo, x7921
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- Disability Support Services works with faculty and students to determine appropriate academic adjustments and services for students with documented disabilities. Students who would like to request accommodations, or anyone who has questions about disability support services for students, should contact the Director.

Faculty Members

- Information about specific courses, department or division requirements, and capped courses
- Questions regarding majoring in their departments, graduate or professional school options

Financial Aid

<i>Leslie Limper, Director</i>	E 202, x 7224
<i>Sarah Duncan, Assistant Director</i>	E 202, x 6693

- The financial aid office administers all financial aid programs (including veteran's benefits) and provides information regarding federal, state, and institutional grant, loan, and employment opportunities.
- See Concise References (Financial Aid) for key considerations when advising students on financial aid.

Health & Counseling Services

<i>Kathryn Smith, Director of Health and Counseling Services</i>	HCC, x7462
<i>Mary Leineweber, Medical Service Manager</i>	HCC, x7281
<i>Connie Nelson, Office Administrator</i>	HCC, x7349

- Reed College Health and Counseling services are available to evaluate, maintain, and promote general student health so that students may make the most of their education. The counseling staff includes psychologists, a psychiatrist, mental health nurse practitioners, and psychology, psychiatry, and psychiatric nurse practitioner interns and residents. The medical staff includes physicians, nurse practitioners, and registered nurses. The clinic also supports wellness with complementary care (acupuncture) and a variety of student promoted wellness activities.

International Programs

<i>Paul DeYoung, Director</i>	E 203, x7290
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- Information about study abroad, domestic exchanges, and the foreign language scholars
- Assistance for students and scholars regarding immigration status in the United States

International Student Services

Dana Lawson, Assistant Dean

GCC 104, x5538

- International Student Services (ISS) supports the academic and personal well-being of international students and language scholars at Reed College. ISS collaborates with other campus departments to provide resources and programs that help international students and scholars acclimate to life in the U.S. and thrive at Reed, while also facilitating their ability to share their diverse cultures with the rest of the college community.

Multicultural Affairs

Santi Alston, Assistant Dean of Students for Inclusion, Engagement, & Success Student Center 112, x7712

Dayspring Mattole, Program Coordinator, Multicultural Resource Center Student Center 110, x7518

- Multicultural Affairs seeks to create and sustain an inclusive campus environment that meets the needs of all members. This is accomplished through campus programming, facilitating constructive dialogues, and supporting all students as they explore the intersection of identities.

Office of the Registrar

Nora McLaughlin, Registrar

E 310, x7774

Ben Bradley, grades, transfer credit, study abroad

E 311, x7295

John Colgrove, IRIS, reports, data and systems analysis

E 315, x7292

Mark Fowler, graduation eligibility and transcripts

E 311, x7793

Sarah Sharp, catalog, schedule of classes, classroom assignments, verifications

E 315, x7294

Emilie Smith, registration, petitions, enrollment criteria for over-full classes,

E 315, x7296

advising assignments

- Student enrollment verification letters
- Grade submission and processing
- Registration procedure, drop/add, section change, adviser change, leave of absence and withdrawal form processing
- Clarify academic requirements and policies
- Verify progress toward graduation and discuss any special circumstances
- Transcript requests
- Transfer credit clarification and process
- Submit student petitions for consideration by the Administration Committee
- Updates to the Catalog and Faculty Code

Residence Life Office

Amy Schuckman, Assistant Dean

28 West, x7834

Clea Taylor, Director of Housing

28 West, x7429

- The office of Residence Life oversees the comprehensive program that surrounds the experience of living on-campus in a residence hall or other college housing option. With an extensive team of professional staff (Resident Directors) and student staff (House Advisers), the office of Residence Life coordinates placement in on-campus housing, community-focused programming and a safe and welcoming environment for students in the residence halls.

SEEDS

Meredith Dickinson, Coordinator

Greywood, x7563

- SEEDS (Students for Education, Empowerment, and Direct Service) brings together students, faculty, staff, and alumni who support community efforts to bring about social change. Matching individual and group interests with local, national, and international opportunities to serve others, SEEDS offers students a chance to join others and actively take part in issues of importance to them.

Sports and Recreation

Michael Lombardo, Director

Sports Center, x7542

Will Symms, Assistant Director

Sports Center, x7232

Todd McCormack, Administrative Assistant

Sports Center, x7680

- Sports and Recreation at Reed includes the Physical Education Department, Reed Club Sports, the Ski Cabin, the Gray Fund recreational events, and the Reed Outing Club. Whether students, faculty, or staff are interested in outdoor activities, group sports, or individual athletic skill building, there are facilities and professional staff to facilitate a positive learning experience.

Student Activities

Kristin Holmberg, Director

Student Center, x6645

Ramiro Espinoza, Assistant Director

Student Center, x7526

Nyla Moore, Administrative Assistant

Student Center, x6692

- Because students who are engaged in community on campus tend to be more successful both in and out of the classroom, the Student Activities office strives to nurture cross-campus involvement and to foster the intentional development of the whole student. We do this through support of student senate and student groups and through programs such as the Gray Fund, Reed Arts Week, the Leadership and Involvement Series, and much more.

GENERAL COLLEGE REQUIREMENTS

I. Credit Requirements

QUANTITY: The minimum credit required for graduation in a 4- or 5-year program is 30 units of academic work (15 of which must be earned in Reed courses) plus six quarters of PE. Students whose Reed and/or transfer credit results in fractions of units will **not** graduate with fewer than 30 units. In exceptional cases, students who have the support of their adviser, department, division and a faculty member from outside their division may petition the Administration Committee in their third semester at Reed to graduate in 3 years with 27 units and six quarters of PE. Seniors must complete a minimum of six units in the thesis year, regardless of the number of units needed to graduate. Students approved for a one-unit, one-semester thesis must complete three units in the thesis semester.

RESIDENCY: A student must complete a minimum of two full years (15 units) of study at Reed College, including the senior or thesis year. Courses taken by transfer during the time the student is at Reed and courses taken in Reed's approved off-campus programs do not count toward the residency requirement.

II. Distribution Requirements

- Each group calls for two units in the same discipline.
- No course may satisfy more than one group requirement for an individual.
- No student may fulfill more than one distribution requirement through work in his or her major department. In exception to this, students pursuing interdisciplinary majors may at the discretion of the major committee fulfill two distribution requirements through their major department(s).
- No distribution requirement may be satisfied by a waiver, by independent study courses, by Advanced Placement or International Baccalaureate credit, by any credit by exam, or by courses taken for credit/no credit.
- Only one of Humanities 210, 220, or 230 may be used to satisfy distribution requirements.

Humanities

Humanities 110 is required of all first-year students and students who transfer with first-year standing but without transferable credit equivalent to 110. Sophomore or junior transfers may substitute Hum 210, Hum 220, or Hum 230 and one additional unit from Group A or Group B for the Humanities 110 requirement. If so used, Hum 210, Hum 220, or Hum 230 may not also be used toward any other distribution requirement.

GROUP A (LITERATURE, PHILOSOPHY, RELIGION, ARTS)

2 units required from one of the following disciplines: Art History, Classics (excluding language instruction and courses in ancient history), Dance (excluding applied), English, Literature (both foreign and in translation), Music (excluding applied), Philosophy, Religion, Theatre (excluding acting and design courses), or one of Humanities 210, 220, or 230. (Notes: History and History–Literature majors may not meet this requirement with a 200-level humanities course. Creative writing courses may not be used to meet the Group A requirement)

GROUP B (HISTORY, SOCIAL SCIENCES, PSYCHOLOGY)

2 units required in the same department from one of the following: Anthropology 211 and one additional upper-division anthropology course; one 200-level political science course and any other political science course, but no more than one course from Political Science 230 and 386–415; Sociology 211 and one other sociology course; two units in Economics, History, or Psychology; two units in Linguistics (see the catalog for the appropriate courses); Classics 371, 373, or 375; Humanities 210, 220, or 230.

GROUP C (NATURAL SCIENCES)

2 units required from either the biological sciences or the physical sciences (chemistry or physics) in courses that contain both lecture and laboratory components.

GROUP D (MATHEMATICS, LOGIC, FOREIGN LANGUAGE, LINGUISTICS)

2 units required from either: (A) Math and formal or symbolic logic; or (B) Foreign languages (both units must be in the same language and literature courses may not be used for Group D); or (C) Linguistics (see the catalog for appropriate courses).

GROUP X: ADDITIONAL BREADTH

In addition to these requirements, 2 more units in any single department outside the student's major department(s).

IV. Physical Education

Students must complete 3 semesters (6 quarters) of physical education. These do not count towards the 30-unit minimum and should be completed in the first two years. Students may complete only one course per quarter. 2 credits may be taken in self-directed classes (weight training, swim fitness); the remaining 4 credits must be taken in instructional classes. Students will not graduate if they do not meet this requirement.

Reed College Courses that Meet Group Requirements

Office of the Registrar

August 2013

Revised 8/26/13

GROUP A

Subject Code	Subject	Courses Allowed	Courses not Allowed
ART	Art	All art history courses (201, 301, 302, 303, 307, 308, 313, 316, 320, 321, 347, 352, 354, 393, 394, 398, 408, 417, 431)	Studio courses (161, 240, 262, 264, 265, 271, 272, 281, 282, 283, 290, 291, 295, 296, 361, 365, 368, 371, 373, 381)
CHIN	Chinese	CHIN 324 and higher	110, 210, 311, 316
CLAS	Classics	CLAS 303, 353, 360	371, 373, 375
DANC	Dance	All non-applied courses: 201, 252, 260, 262, 264, 280, 335, 345, 351, 360	All applied courses: 111, 112, 211, 212, 221, 311, 312, 411
ENG	English	All English courses allowed except creative writing	All creative writing
FREN	French	FREN 331 and higher	110, 210, 320
GER	German	GER 325 and higher	110, 220, 311
GRK	Greek	GRK 311 and higher	110, 210
HUM	Humanities	210, 220, 230 (except history majors)	110, and history majors may not meet group A requirement with a 200-level humanities course
LAT	Latin	LAT 311, 312	110, 210
LIT	Literature	LIT 310, 400	
LITC	Chinese Literature in translation	All courses allowed	
LITG	German Literature in translation	All courses allowed	
LITL	Classical Literature in translation	All courses allowed	
LITR	Russian Literature in translation	All courses allowed	
MUS	Music	All non-applied courses: MUS 111 and higher	All applied courses: 101, 104, 105, 106, 107, 108, 109
PHIL	Philosophy	All courses allowed	
REL	Religion	All courses allowed	
RUSS	Russian	RUSS 266, courses numbered 340 and higher	120, 220, 300
SPAN	Spanish	SPAN 321 and higher	110, 200, 210, 311, 312
THEA	Theatre	THEA 220, 240, 250, 260, 270, 280, 290, 331, 332, 334, 335, 336, 345, 396	All acting and design courses: 161, 162, 202, 210, 310, 320, 350, 355, 360, 365

GROUP B

Subject Code	Subject	Course Combination
ANTH	Anthropology	ANTH 211 and a course numbered 300 or higher
CLAS	Classics	Any two of 371, 373, 375
ECON	Economics	Any two units of economics
HIST	History	Any two units of history
HUM	Humanities	210, 220, or 230
LING	Linguistics	Any two of the following: 212, 221, 290, 296, 313, 326, 330, 332, 335, 345, 348, 393, 402, 411, 439, and 440
POL	Political Science	One 200-level course (210, 220, 230, 240, 250) and any other political science course. No more than one course from courses numbered 230 and 386-415
PSY	Psychology	Any two units of psychology
SOC	Sociology	SOC 211 and one other sociology course

GROUP C

Subject Code	Subject	Courses Allowed
BIOL	Biology	Any courses that contain both a lecture and laboratory component
CHEM	Chemistry	Any courses that contain both a lecture and laboratory component
PHYS	Physics	Any courses that contain both a lecture and laboratory component

GROUP D

Subject Code	Subject	Courses Allowed	Courses not Allowed
CHIN	Chinese	110, 210, 311, 316	All other Chinese courses
FREN	French	110, 210, 320	All other French courses
GER	German	110, 220, 311	All other German courses
GRK	Greek	110, 210	All other Greek courses
LAT	Latin	110, 210	All other Latin courses
LING	Linguistics	211, 290, 296, 312, 320, 321, 323, 324, 328, 329, 331, 336, 341, 348, 350, 352, 393, 439	All other linguistics courses
MATH	Mathematics	All math courses	
PHIL	Philosophy	201 (must be combined with a math course)	All other philosophy courses
PSY	Psychology	296, 393, 439	All other psychology courses
RUSS	Russian	120, 220, 300	266 and all courses 340 and higher
SPAN	Spanish	110, 200, 210, 311, 312	All courses 321 and higher

GROUP X

In addition to groups A–D, a student must complete two or more units in any single department outside the student's major department. Nearly all courses can be applied to Group X, including creative writing, studio, and applied courses. Credit/No Credit courses cannot be applied to Group X.

Spring 2014

Courses without prerequisites or with prerequisites that can be met in fall 2013

(See fall for year courses. Fall prerequisite course/s are listed below in parentheses.)

ART 161	Visual Concepts (12 spaces available to new students in each of two sections)	MATH 141	Intro Probability & Statistics (three years of high school mathematics)
ART 201	Intro Art History (10 spaces available to new students in each of two sections)	MATH 384	Programming Language Design & Implementation (MATH 121)
ART 272	Painting II (ART 161 and ART 271)	MUS 101**	Private Instruction
ART 282	Sculpture II (ART 161)	MUS 104**	Reed Orchestra (audition required)
ART 283	Contingent Objects (ART 161)	MUS 105**	Reed Chorus
ART 290	Art & Photography I (ART 161)	MUS 107**	<i>Collegium Musicum</i> (audition required)
ART 296	Digital Video/Interactive Art (ART 161)	MUS 108**	Jazz Ensemble (audition required)
ART 307	Architecture – Early Modern India, Persia, and the Ottoman Empire (ART 201)	MUS 109**	Chamber Music (audition required)
ART 352	The Art of Capitalism (ART 201)	**To qualify for .5 unit credit, students must be enrolled in a one-unit music course numbered 111 or above.	
ART 368	The Book as Sculptural Object (ART 161 and one other Art course 250–299)	MUS 142	Latin American Popular Music
BIOL 102	Intro Biology (BIOL 101)	MUS 150	The Cultural Study of Music
CHEM 102	Chemical Reactivity (CHEM 101)	MUS 211	Theory II: Intermediate Harmony (MUS 111)
CHIN 110	First-year Chinese (year course)	MUS 222	Music History II
CRWR 207	Intro Creative Nonfiction: Personal Essay (writing sample submitted before deadline, consent of instructor required)	MUS 277	Music & Politics
CRWR 274	Poetry Studio II: Revision (CRWR 224, writing sample submitted before deadline, consent of instructor required)	MUS 305	Musical Ethnography (consent of instructor required)
DANC 112	Intro Dance: Studio II (DANC 111 recommended) (6 spaces available to new students)	PHIL 201	Logic (8 spaces available to new students)
DANC 212	Contemporary Dance II: (DANC 111, 211, or previous dance training recommended) (4 spaces available to new students)	PHIL 202	Intro Metaphysics (8 spaces available to new students)
DANC 252	Improvisation (two courses in Dance or consent of instructor) (3 spaces available to new students)	PHIL 211	Environmental Ethics (8 spaces available to new students)
DANC 351	Dance Traditions of SE Asian Civilizations	PHIL 310	Metaphysics (PHIL 201 & one course in Philosophy 202–469)
ECON 201	Intro Economic Analysis (10 spaces available to new students in each of four sections)	PHIL 318	Philosophy of Biology (PHIL 201 & one course in Philosophy 202–469)
ECON 312	Theory & Practice of Economics (ECON 201 & MATH 141)	PHIL 418	Hellenistic Philosophy (PHIL 201 & one course in Philosophy 202–405)
ECON 313	Microeconomic Theory (ECON 201 & MATH 111 or equivalent)	PHYS 102	General Physics I (PHYS 101 & MATH 111)
ECON 314	Macroeconomic Theory (ECON 201 & MATH 111 or equivalent)	POL 220	Intro Comparative Politics (8 spaces available to new students in each of two sections)
ECON 342	International Macroeconomics (ECON 201)	POL 230	Intro Political Philosophy (16 spaces available to new students in S02)
ECON 348	Economics of Public Sector (ECON 201)	POL 330	The U.S. Congress (one 200-level POL course)
ECON 349	Political Economics (ECON 201 & MATH 111 or equivalent, or instructor's consent)	POL 331	State & Local Politics (one 200-level POL course)
ECON 383	International Trade (ECON 201)	POL 405	Judgment
FREN 110	First-year French (year course)	PSY 122	Intro Psychology II
GER 110	First-year German (year course)	PSY 296	Psychology of Language Acquisition (also listed as LING 296)
GRK 110	First-year Greek (year course)	PSY 348	Research Design & Data Analysis
HIST 220	Late Imperial China	REL 153	Worlds of Ancient Christianity (10 spaces available to new students)
HIST 240	World Environmental History	REL 159	Chinese Religions (10 spaces available to new students)
HUM 110	Western Humanities (year course)	REL 256	Islam in America (REL 156)
LAT 110	First-year Latin (year course)	RUSS 120	First-year Russian (year course)
LING 212	Intro Language, Culture & Society (LING 211)	SPAN 110	First-year Spanish (year course)
LING 296	Psychology of Language Acquisition (also listed as PSY 296)	THEA 161	Applied Performance Techniques (audition required)
LING 323	Intro Syntax	THEA 162	Applied Design & Technology
LING 341	Semantics (LING 211 and concurrent 323)	THEA 202	Intro Theatrical Design
LING 350	Languages of South Asia (LING 211)	THEA 220	History of Clothing
LITG 334	German Landscapes, New World Horizons	THEA 280	Theatre History II: Naturalism to Now (5 spaces available to new students)
LITG 392	Intro to Critical Theory	THEA 335	Gender & Theatre
LITR 266	Russian Short Fiction	THEA 396	Playwriting (two THEA courses including one from among 161, 200, 201, 202, 205, 210, or 331, or instructor's consent with approved writing sample)
LITR 372	19 th Century Russian Fiction		Seminar: Puppetry (THEA 202 or 210)
MATH 112	Intro Analysis (MATH 111)		

n.b. Courses numbered 300–499 will be challenging for a first-year student, even if there are no prerequisites

ANTHROPOLOGY

A. Divisional requirements: Before entering the senior year, each major is expected to complete three of the following:

1. Anthropology 211 and one upper-division anthropology course.
2. Any two units in economics.
3. Any two units in history.
4. Sociology 211 and one other sociology course.
5. One 200-level political science course and any other course in political science, but no more than one course from Political Science 230 (formerly 200) and 386–415.

Note that for purposes of meeting either Group B or HSS divisional requirements in anthropology, political science or sociology, students **must** include the introductory course (Anthropology 211, Political Science 210, 220, 230, 240, or 250, or Sociology 211) as one of the required two units.

B. Departmental requirements:

1. Reading and writing competence in a non-English (and non-native) language as demonstrated by completion of two units of college-level courses including a) second-, third-, or fourth-year foreign language course or by b) literature courses taught in that language. (This requirement cannot be fulfilled by a language placement exam).
2. A minimum of six units of anthropology coursework, including Anthropology 211, at least one area course (but preferably two), and at least one 400-level course. Transfer students should take Anthropology 211 even if they have completed substantial coursework in anthropology at another institution. Anthropology 211 is normally taken in the sophomore year and is not open to first-year students. At least five units of anthropology coursework, and as many units of HSS divisional requirements as possible, must be completed by the end of the junior year.
3. Anthropology 470.

C. Recommended but not required:

1. Humanities 210, 220, or 230.
2. Sociology 211.

Introduction to Anthropology (211) is geared toward sophomores. It assumes a sound grounding in the humanities and sciences, and an understanding of Western culture, prior to the analysis of non-Western societies. The 300-level courses are usually for juniors and seniors although sophomores with adequate preparation are welcome. The 400-level courses are senior courses; solidly prepared juniors and seniors are the rule.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Anthropology major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group C requirement	Group C requirement
Foreign language (100 level)	Foreign language (100 level)
Division requirement course	Division requirement course

Courses typically taken by a second year Anthropology major:

<u>FALL</u>	<u>SPRING</u>
Anth 211	Anthropology course
Hum 210, 220, or 230	Hum 210, 220, or 230
Division requirement course	Division requirement course
Foreign language (200 level)	Foreign language (200 level)

2. For students beginning the major as sophomores

Courses typically taken by a first year Anthropology major:

FALL

Anth 211
Hum 210, 220, or 230
Foreign lang. (100 or 200 level)
Division requirement course

SPRING

Anthropology course
Hum 210, 220, or 230
Foreign lang. (100 or 200 level)
Division requirement course

Courses typically taken by a second year Anthropology major:

FALL

Anthropology elective
Anthropology elective
Division requirement course
Foreign language

SPRING

Anthropology elective
Anthropology elective
Division requirement course
Foreign language

- E. Off-campus study options:** A number of Reed's domestic and international exchange partners offer coursework of potential interest to anthropology majors.

ART

A. Divisional requirements:

1. Satisfactory completion of two units of a second-year college foreign language course. Waiver of the division foreign language requirement will be granted in cases where the student has demonstrated proficiency equivalent to two years of college-level study. Two units of foreign language may be used toward satisfying the Group D requirement. Proficiency cannot be used to satisfy Group D.
2. Approval of all independent study (481) courses by the division. Independent studies are normally approved only for upper class majors who have done extensive work in the area.

B. Departmental requirements: Applicants planning to major in art are not normally considered before successful completion, or reasonable certainty thereof, of Art 161 and 201. Transfers from other colleges, for whom in some cases one of these introductory courses may be waived, are expected to take a comparable amount of course work in art at Reed (one unit of art history and one unit of studio art) prior to consideration as majors.

For students doing a studio thesis at Reed:

1. Four units of art history, including Art 201 and at least one course in non-Western art.
2. Seven units of studio art, including Art 161.
3. Art 470.
4. Humanities 210, 220, or 230.
5. At least one semester of a 300-level studio course should be completed before the thesis year.

For students doing an art history thesis:

1. Five units of art history, including Art 201, at least one course in non-Western art, and one course at the 400-level.
2. Four units of studio art, including Art 161.
3. Humanities 210, 220, or 230.
4. Art 470.

No art major, except one who transfers with junior standing, may use more than one unit of studio art and one unit of art history from outside Reed to fulfill departmental requirements. Students wishing to transfer credit for work at other institutions are advised to consult with faculty before registering for such courses or to present examples of work done (art history papers, paintings, etc.) upon their return to Reed.

C. Departmental Recommendations:

1. Normally, before taking the junior qualifying exam, students should have taken the following courses at Reed (in addition to Art 201 and Art 161): for students planning a studio art thesis, at least one unit of studio art at the 300 level; for students planning an art history thesis, three units of art history.
2. A wide range of courses in other disciplines.

D. Interdisciplinary majors are typically allowed to waive two units from the departmental requirement, one each from art history and studio art.

See Combined Programs for requirements for the Pacific Northwest College of Art Program.

E. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Art major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Art 201 or Art 161	Art 161 or 201
Group requirement or a foreign language	Group requirement or a foreign language

Courses typically taken by a second year Art major:

<u>FALL</u>	<u>SPRING</u>
Art history course and/or 200-level studio art course	Art history course and/or 200-level studio art course
Hum 210, 220, or 230	Hum 210, 220, or 230
Group requirement or a foreign language	Group requirement or a foreign language

2. For students beginning the major as sophomores

Courses typically taken by a first year Art major:

<u>FALL</u>	<u>SPRING</u>
Art 201 and/or 161	Art history or 200-level studio art course
Hum 210, 220, or 230	Hum 210, 220, or 230
Foreign language	Foreign language
Group requirement	Group requirement

Courses typically taken by a second year Art major:

<u>FALL</u>	<u>SPRING</u>
Art history course	Art history course
Studio art course	Studio art course
Foreign language	Foreign language
Group requirement	Group requirement

F. Off-campus study options: Students interested in study in the arts have a wealth of opportunities available to them through Reed's overseas programs. Reed has a program in Classics and Art History in Rome; exchange programs with the University of East Anglia and Sussex University in England, and Trinity College Dublin in Ireland, which have a strong art history focus; and program at the Hebrew University which also offers courses in art history. Reed's collaborative program with Sarah Lawrence College in Florence, Italy offers excellent possibilities for students interested in both applied art and art history. For students with a second language there are superb course opportunities in art through Reed's programs in China, Germany and France. Two of Reed's domestic exchange programs, at Howard University—a predominantly African American university in Washington, DC—and at Sarah Lawrence College in New York, offer strong art history and applied art programs.

BIOLOGY

A. Divisional requirements: None.

B. Departmental requirements:

1. Biology 101/102, and 470
2. Three semester lecture-laboratory courses in biology, one from each of three "clusters"
 - a. Genes, Genetics, and Genomes, Genetics and Gene Regulation;
 - b. Animal Physiology, Cellular Biology, Developmental Biology, Microbiology, Plant Physiology;
 - c. Animal Behavior, Population Ecology and Evolution, Vascular Plant Diversity.
3. Two additional units in biology, at least one of which must be a full lecture-laboratory course; the other may be one additional full lecture-lab course or two half-courses, consisting of various combinations. For example, a seminar course (Biology 431) can be combined with any lecture-only course. Only one 200-level course may be applied toward the fifth unit requirement. Advanced courses may be taken in any sequence providing all prerequisites have been met.
4. Mathematics 111 and either 112, 121, or 141.
5. Chemistry 101/102 and 201/202.

Alternate Program in Biology: Offered for those who have interests that include interfacing biology with areas other than science (e.g., law, government, social work, or pre-college teaching). Consulting with an adviser in biology and the alternate area of study, the student declares a program and submits a petition to the biology department with a rationale for the course of study by the end of the sophomore year.

1. Biology 101/102, and 470.
2. Three semester lecture-laboratory courses in biology, one from each cluster as described for the biology major.
3. One additional full lecture-laboratory course from the above clusters.
4. Chemistry 101/102.
5. Mathematics 111 taken with either 112, 121, or 141.
6. Six to eight semester courses in the non-science concentration, for example, history, political science, economics, sociology, anthropology, or psychology.

Environmental Studies–Biology: Consult the Environmental Studies document (page 63).

C. Recommended but not required: Physics 101/102. Since individual circumstances vary, it is important to discuss these recommendations with an adviser in the biology department. Depending on the proposed area, organic chemistry may be recommended for students following the Alternate Program in Biology.

Consult the Pre-Medical Study information in the Dual Degree and Special Programs section for a listing of courses recommended for entry to medical school.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Biology major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
Chem 101	Chem 102
Possibly Math 111 or 141 or 121	Math 141 or 112

Courses typically taken by a second year Biology major:

<u>FALL</u>	<u>SPRING</u>
Chem 201	Chem 202
Math 111 or 141 or 121	Math 141 or 112
Bio 3XX course in one of three area "clusters"	Bio 3XX course in one of three area "clusters"
Group A or B course	Group A or B course

2. For students beginning the major as sophomores

Courses typically taken by a first year Biology major:

<u>FALL</u>	<u>SPRING</u>
Bio 101	Bio 102
Chem 101	Chem 102
Math 111 or 141 or 121	Math 141 or 112
Group A or B course	Group A or B course

Courses typically taken by a second year Biology major:

<u>FALL</u>	<u>SPRING</u>
Chem 201	Chem 202
Bio 3XX course from one of the clusters	Bio 3XX course from one of the clusters
Group A or B course	Bio 3XX course from one of the clusters
Group A or B course	Group A or B course

- E. Off-campus study options:** Given the sequential requirements for the major, biology students will have to do early and careful planning should they wish to participate in off-campus studies. Reed programs of potential interest to biology students include: programs in tropical biology in Costa Rica (especially The Organization for Tropical Studies (see <http://www.ots.duke.edu/>); exchanges with the University of East Anglia and Sussex University in England; and courses in biology, biochemistry and chemistry at Trinity College Dublin and Oxford University. Reed College participates in a semester exchange program with the Sea Education Association (SEA) in Massachusetts for oceanographic studies (see <http://www.sea.edu/>). Biology students with at least 2 years of foreign language have taken biology courses through Reed programs at the Université de Rennes in France and the Universität München in Germany. Interested students are encouraged to discuss these and other possible options with their academic adviser and Reed's Office of International Programs.

CHEMISTRY

A. Divisional requirements: None.

B. Departmental requirements:

1. Chemistry 101 and 102, 201 and 202, 212, 311, 316, 332, 333, 470.
2. Physics 101 and 102.
3. Mathematics 111, 112, 211. Physics 201 (lecture and lab) and 202 (lecture only) may be substituted for Mathematics 211.

Departmental requirements for Chemistry Major–Environmental Option:

1. Chemistry 101 and 102, 201 and 202, 212, 230, 311, either 332 or 333, and 470.
2. Biology 101 and 102, Physics 101 and 102, Mathematics 111 and one of 112, 121, or 141.
3. At least two of:
 - a. Economics 201, and 351 or 352
 - b. History 270 and 312, or other environmental history courses.
 - c. One 200-level political science course, and Political Science 373 or any new courses in environmental policy offered in political science.
4. One additional unit from the following: Chemistry 316, 332, 333, 391, Mathematics 211.

C. Recommended but not required:

1. If a student wishes to obtain certification of her or his program by the American Chemical Society, one unit of biochemistry (any combination of Chemistry 391, 392, 394 or 401) must be included.
2. Students with special interests in physical and theoretical chemistry should take Mathematics 212, Physics 201, 202 and Chemistry 324 (or independent study in theoretical/computational chemistry), and should consult with an adviser concerning more advanced courses in mathematics and physics. See also the interdisciplinary program in chemistry and physics.
3. Students contemplating graduate work in biochemistry or related fields should take Chemistry 391, 392 and 394, and should consult with an adviser concerning additional courses in biology. See also the interdisciplinary program in Biochemistry and Molecular Biology.
4. Students with interest in environmental chemistry should take Chemistry 230, and those interested in interdisciplinary training should consider the course programs in Environmental Studies.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Chemistry major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Chem 101	Chem 102
Math 111	Math 112

Courses typically taken by a second year Chemistry major:

<u>FALL</u>	<u>SPRING</u>
Chem 201	Chem 202
Math 211	Chem 212
Phys 101	Phys 102
Group A or B course	Group A or B course

2. For students beginning the major in their second year of college

Courses typically taken by a first year Chemistry major:

<u>FALL</u>	<u>SPRING</u>
Chem 101	Chem 102
Phys 101	Phys 102
Math 111	Math 112

Group A or B course

Group A or B course

Courses typically taken by a second year Chemistry major:

FALL

Chem 201

Chem 311

Group A or B course

Math 211

SPRING

Chem 202

Chem 212

Group A or B course

- E. Off-campus study options:** Given the sequential requirements for the major, Chemistry students are encouraged to do early and careful planning should they wish to participate in off-campus studies. Ideally, conversations should begin with an academic advisor during the student's first year at Reed.
- F. Advanced placement options:** A student who receives a 4 or 5 on the AP chemistry exam can receive one unit of college credit. Students who would like to combine their AP experience with Reed chemistry courses have several options open to them and should consult the department's academic information web page for more information: <http://academic.reed.edu/chemistry/info.html#AP>.

CHINESE

A. Divisional requirements:

1. Two units in a single literature outside of the major. Chinese majors may satisfy the requirement with: 1) two courses in English literature at the 200-level or higher; 2) two 300-level courses in a second non-English literature, read in the original language; or 3) two units of a single 300-level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. 300-level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. Divisional recommendations:

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign-language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. Departmental requirements: Students who wish to major in Chinese must have at least second-year language proficiency.

1. A minimum of five units at the 300 and 400 levels, including one unit of third-year Chinese, one unit of classical Chinese, and one unit of either classical Chinese literature or modern and contemporary Chinese literature.
2. Humanities 230.
3. A minimum of one unit in Chinese history, Chinese art history, Chinese anthropology, or Chinese religious thought, to be taken in the relevant departments.
4. Junior Qualifying Exam: Students must initiate the junior qualifying examination process by contacting a Chinese department faculty member at least one semester prior to the time of the intended completion of the qualifying examination.
5. Chinese 470–thesis

D. Departmental recommendations:

1. An additional unit in Chinese history, Chinese art history, Chinese anthropology, or Chinese religious thought, or any other Asia-related course that the college may offer.

E. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Chinese major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Chinese 110 (or 210)	Chinese 110 (or 210)
Group requirement	Group requirement

Courses typically taken by a second year Chinese major:

<u>FALL</u>	<u>SPRING</u>
Chinese 210 (or 311)	Chinese 210 (or 316)
Hum 230	Hum 230
Group requirement	Group requirement
English literature (200 level) or other non-Chinese literature course (300 level)	English literature (200 level) or other non-Chinese literature course (300 level)

2. For students beginning the major as sophomores

Courses typically taken by a first year Chinese major:

FALL

Chinese 210

Hum 230

Group requirement

English literature (200 level)

or other non-Chinese literature
course (300 level)

SPRING

Chinese 210

Hum 230

Group requirement

English literature (200 level)

or other non-Chinese literature
course (300 level)

Courses typically taken by a second year Chinese major:

FALL

Third year Chinese course

Chinese literature course

Chinese history course

Group requirement

SPRING

Classical Chinese

Chinese elective

Chinese elective

Group requirement

- F. Off-campus study options:** Reed has developed affiliations with three Chinese Universities: Capital Normal University located in Beijing; East China Normal University in Shanghai and Fujian Normal University located in Fuzhou, where students can study the Chinese language intensively. Students may also take courses in Chinese calligraphy, culture, and Tai Chi.

Interested students should check with the Chinese department faculty for recommendations for overseas programs appropriate to the Chinese major.

CLASSICS—GREEK & LATIN

A. **Divisional requirements:**

1. Two units in a single literature outside of the major. Classics majors may satisfy the requirement with: 1) two courses in English literature at the 200 level or higher; 2) two 300-level courses in a second non-English literature, read in the original language; or 3) two units of a single 300-level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. Classics majors may satisfy the division requirement with two units of 300-level literature in their second classical language. 300-level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. **Divisional recommendations:**

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. **Departmental requirements:**

1. Greek 311, 312 (assumes proficiency in or completion of 110, 210) **or** Latin 311, 312 (assumes proficiency in or completion of 110, 210).
2. Introductory course in the other classical language.
3. Classics 371, 373, and 470.

D. **Departmental recommendations:**

1. Additional units in 311, 312 (Advanced Greek or Advanced Latin).
2. Additional work in the other language.
3. French, German, or both.
4. Additional 300-level courses in Classics.
5. Relevant courses in other subjects such as anthropology, art history, linguistics, philosophy, and religion.

E. **Sample First and Second Year Programs**

1. For students beginning the major as first-year students

Courses typically taken by a first year Classics major:

FALL

Hum 110
Greek or Latin 110
Group B or C course

SPRING

Hum 110
Greek or Latin 110
Group B or C course

Courses typically taken by a second year Classics major:

FALL

Greek or Latin 210
Latin or Greek 110
Classics 371 or 373

SPRING

Greek or Latin 210
Latin or Greek 110
English literature (200 level)
or other non-classics literature
(300 level)

Hum 210, 220, or 230
or Group C course

Hum 210, 220, or 230,
or Group C course

2. For students beginning the major as sophomores

Courses typically taken in the sophomore year:

FALL

Greek 110 or Latin 110
Classics 371 or 373
English literature (200 level)
or other non-classics literature
(300 level)
Hum 210, 220, or 230
or Group C course

SPRING

Greek 110 or Latin 110
Classics electives
English literature (200 level)
or other non-classics literature
(300 level)
Hum 210, 220, or 230
or Group C course

Courses typically taken in the junior year:

FALL

Greek or Latin 210
Latin or Greek 110
Classics 371 or 373
Classics electives

SPRING

Greek or Latin 210
Latin or Greek 110
Course from Division of the Arts
Classics electives

- F. Off-campus study options:** The Intercollegiate Center for Classical Studies, one of Reed's approved programs, offers classics students a semester in Rome, Italy, normally during the junior year. All students at the Intercollegiate Center take a core course called "The Ancient City," which covers aspects of social and urban Roman history, Roman topography and archaeology, and Roman civilization. Additional courses students may take include Latin, Greek, and Italian as well as Renaissance and Baroque Art History. The College Year in Athens, another Reed approved program, offers students either a semester or a year in Athens, Greece, normally during the junior year. This program offers a variety of courses in ancient Greek history and culture. Additional courses students may take include Latin, ancient Greek, modern Greek, and modern Greek politics and economics. Other Reed programs open to classics students include: the exchange programs with Trinity College Dublin and University College Cork in Ireland, the Oxford University Program, and exchange programs with the University of East Anglia and Sussex University in England, Sarah Lawrence College, Howard University, and the Hebrew University of Jerusalem.

ECONOMICS

A. Divisional requirements: Before entering the senior year, each major is expected to complete three of the following:

1. Anthropology 211 and one upper-division anthropology course.
2. Any two units in economics.
3. Any two units in history.
4. Sociology 211 and one other sociology course.
5. One 200-level political science course and any other course in political science, but no more than one course from Political Science 230 and 386–415.

Note that for purposes of meeting either Group B or HSS divisional requirements in anthropology, economics, political science or sociology, students **must** include the introductory course (Anthropology 211, Political Science 210, 220, 230, 240, or 250, or Sociology 211) as one of the required two units.

B. Departmental requirements:

1. Economics 201.
2. Economics 311 or 312.
3. Economics 313.
4. Economics 304 or 314.
5. Economics 470.
6. Four additional units in economics (at least three of which are from Economics 315–469, excluding Economics 402), to make a total of 10 units of economics coursework.

C. Recommended but not required:

1. Although there is no formal mathematics requirement, Math 111 or the equivalent background in differential calculus is a prerequisite for Economics 313, the required course in microeconomic theory, and for 314, the more math-intensive alternative for fulfilling the macroeconomic theory requirement. Math 141 or equivalent preparation in statistics is a prerequisite for students who choose to fulfill the econometrics requirement with Economics 312.
2. Additional quantitative coursework from the following list is strongly recommended, especially for students intending to pursue graduate study in economics: Economics 312; Math 111, 112, 141, 211, 212, 322, and 331. See also the interdisciplinary program in mathematics and economics.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Economics major:

FALL

Hum 110

Econ 201

Group D course

(preferably Math 111)

SPRING

Hum 110

Economics course

Group D course

Courses typically taken by a second year Economics major:

FALL

Econ 304, 311, 313 (choose one or two)

Group A course

Division requirement course

Group C course

SPRING

Econ 312, 314 (choose one or two)

Group A course

Division requirement course

Group C course

2. For students beginning the major as sophomores

Courses typically taken by a second year student (first year of Economics major):

FALL

Econ 201
Group A course
Division requirement course
Group D requirement
(preferably Math 111)

SPRING

Economics course
Group A course
Division requirement course
Group D requirement

Courses typically taken by a junior (second year of Economics major):

FALL

Econ 304, 311, 313 (choose one or two)
Economics course
Division requirement course
Group C or elective

SPRING

Econ 312, 314
Economics course
Division requirement course
Group C or elective

- E. Off-campus study options:** Economics majors are able to study off-campus in a number of the College's approved programs including the University of East Anglia and the University of Sussex in England, Trinity College Dublin in Ireland, and Sarah Lawrence College and Howard University in the United States. Economics students with foreign language proficiency may wish to consider other overseas study programs.

ENGLISH

A. **Divisional requirements:**

1. Two units in a single literature outside of the major. English majors may **not** satisfy this requirement with courses in which the readings are in translation. 300-level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. **Divisional recommendations:**

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. **Departmental requirements for students matriculating in 2010 or thereafter:**

1. Two 200-level literature courses in different genres (Literature 266, when offered, may be used to fulfill this English department requirement as well),
2. One semester of the Junior Seminar.
3. At least four other 300- or 400-level English courses at Reed, one of which may be in creative writing or in literature in translation.
4. English 470.
5. Aside from the junior seminar and English 470, two of the seven required English courses must be in literature prior to 1900, and one of these must be in literature prior to 1700.

Departmental requirements for students who matriculated earlier than 2010:

1. Two 200-level literature courses in different genres (Literature 266, when offered, may be used to fulfill this English department requirement as well),
2. One semester of the Junior Seminar.
3. At least three other 300- or 400-level English courses at Reed, one of which may be in creative writing or in literature in translation.
4. English 470.
5. One of the English courses other than the Junior Seminar and English 470 must be in literature prior to 1700.

- D. **Departmental recommendations:**** The department recommends that all majors take at least one course in each of the principal literary genres: poetry, drama, and fiction. 200-level courses are intended primarily but not exclusively for sophomores.

E. **Sample First and Second Year Programs**

1. For students beginning the major as first-year students

Courses typically taken by a first year English major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group C course	Group C course
First-year language (Group D)	First-year language (Group D)

Courses typically taken by a second year English major:

<u>FALL</u>	<u>SPRING</u>
200-level English course	200 level or 300-level English course
Group B course (e.g. Hum 2xx)	Group B course (e.g., Hum 200-level)

Second year language 200 level English course	Second-year language Elective
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2. For students beginning the major as sophomores

Courses typically taken by a first year English major:

<u>FALL</u>	<u>SPRING</u>
200-level English course	A 200- or 300-level English course
Group B course (e.g., Hum 200-level)	Group B course (e.g., Hum 200-level)
Group C if needed or elective	Group C if needed or elective
Foreign language	Foreign language

Courses typically taken by a second year English major:

<u>FALL</u>	<u>SPRING</u>
English elective (300 level) Elective	English elective (300 level) Elective
Non-English literature course (300 level) or second- year language	Non-English literature course (300 level) or second- year language Junior Seminar

- F. Off-campus study options:** The English faculty strongly recommends that English majors who wish to study abroad do so in their sophomore year. Study abroad in the junior year can make it difficult to schedule both the junior seminar and the junior qualifying exam.

Reed's exchange programs with the Schools of English at the University of East Anglia and Sussex University in England have provided semester or year-long study opportunities for Reed's English majors. In addition, an exchange program at Trinity College Dublin in Ireland offers English majors a wide variety of course offerings in literature. Other Reed programs that may provide courses of interest to English majors include: Sarah Lawrence College, with strong offerings in writing and women's literature and Howard University, with an array of offerings in African American literature. English majors with foreign language proficiency can take literature courses in Reed programs in Germany, France, Russia, Costa Rica, Spain, and Ecuador.

FRENCH

A. **Divisional requirements:**

1. Two units in a single literature outside of the major. French majors may satisfy the requirement with: 1) two courses in English literature at the 200-level or higher; 2) two 300-level courses in a second non-English literature, read in the original language; or 3) two units of a single 300-level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. 300-level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. **Divisional recommendations:**

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. **Departmental requirements:** Any student wishing to enroll in a French course at any level and who has not studied French previously at Reed College must take the placement examination given every year during orientation week. Entering students who place out of second-year language (French 210) will be advised to enroll in French 320 or another 300-level course with consent of the instructor.

Students who wish to major in French and who have not had prior experience in the language can do so by completing French 110 and 210 during their first two years at Reed, or elsewhere. During their last two years they must complete all the course requirements for the major listed below:

1. A minimum of six units in literature at the 300 and 400 level, at least two of which must be prior to the 19th century.
2. Ability to write French at the equivalent of French 320.
3. French 470.

D. **Departmental recommendations:**

1. French 320 is strongly advised.
2. Humanities 210 and/or 220.

E. **Sample First and Second Year Programs**

1. For students beginning the major as first-year students

Courses typically taken by a first year French major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Fren 110 or 210	Fren 110 or 210
Group C or D course	Group C or D course

Courses typically taken by a second year French major:

<u>FALL</u>	<u>SPRING</u>
Fren 210 or 320	Fren 210 or 320
Group B course (e.g. Hum 200-level)	Group B course (e.g. Hum 200-level)
English literature (200 level) or other non-French literature course (300 level)	English literature (200 level) or other non-French literature course (300 level)
Group C or D course	Group C or D course

2. For students beginning the major as sophomores

Courses typically taken by a first year French major:

FALL

French 210
Group B course
(e.g. Hum 200-level)
English literature (200 level)
or non-French literature
course (300 level)
Group C or D course

SPRING

French 210
Group B course
(e.g. Hum 200-level)
English literature (200 level)
or non-French literature
course (300 level)
Group C or D course

Courses typically taken by a second year French major:

FALL

French 320
French 331, 332, 333, or 334
Course in Division of the
Arts
Group C or D course

SPRING

French 320
French 331, 332, 333, or 334
French elective
Group C or D course

- F. Off-campus study options:** The French department encourages its majors to spend some time abroad, and to that end it has instituted an exchange program in France with the Université de Rennes II and several campuses of the Université de Paris. The work a student completes abroad in these approved programs is credited toward the Reed degree, and students on financial aid may apply their aid toward the costs.

GERMAN

A. Divisional requirements:

1. Two units in a single literature outside of the major. German majors may satisfy the requirement with: 1) two courses in English literature at the 200 level or higher; 2) two 300 level courses in a second non-English literature, read in the original language; or 3) two units of a single 300 level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. 300 level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. Divisional recommendations:

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. Departmental requirements:

1. Required for the concentration in literature:

- a. First- and second-year German (110, 220) or the equivalent.
- b. German 311, or the equivalent in the Munich program.
- c. Six German literature courses in German at the 300–400 level. German 311 will not be accepted as one of the six courses. At least four of the six courses must be taken at Reed.
- d. Thesis (470).
- e. At least one semester or summer institute in Germany.

2. Required for the concentration in cultural studies:

- a. First- and second-year German (110, 220) or the equivalent.
- b. German 311 or the equivalent in the Munich program.
- c. Six upper-division courses in the German department and related disciplines. (German 311 will not be accepted as one of these six courses.) Four of these must be upper-division offerings in the German department. Two of the selected courses must be taken in German. The remaining two courses can be selected from departments related to the German culture studies program, such as history, art history, and philosophy.
- d. One course in German or modern European history.
- e. Humanities 220.
- f. Thesis (470).

D. Recommended but not required:

1. Recommended for the concentration in literature:

- a. German or modern European history.
- b. German philosophy.
- c. Humanities 220.

2. Recommended for the concentration in cultural studies: One year of study abroad at the University of Munich program or another approved institution is strongly advised.

E. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year German major:

FALL

Hum 110

1st- or 2nd-year German

Group requirement

SPRING

Hum 110

1st- or 2nd-year German

Group requirement

Courses typically taken by a second year German major:

FALL

Second-year German or
300-level culture or lit course
Hum 220
English literature (200 level)
or other non-German literature
course (300 level)
Group requirement

SPRING

Second-year German or 300-level
culture or literature course)
Hum 220
English literature (200 level)
or other non-German literature
course (300 level)
Group requirement

2. For students beginning the major as sophomores

Courses typically taken by a first year German major:

FALL

Ger 220
Hum 220
English literature (200 level)
or other non-German literature
course (300 level)
Group requirement

SPRING

Ger 220
Hum 220
English literature (200 level)
or other non-German literature
course (300 level)
Group requirement

Courses typically taken by a second year German major:

FALL

Ger 300-level course
German elective
Group requirement

SPRING

Ger 300-level course
Course in Division of the Arts
Group requirement
German elective

- F. Off-campus study options:** The ‘Year of Study in Munich’ is Reed College's oldest and most popular program for majors or other Reed students interested in the German language, literature and culture. Reed also has programs for German majors (or students with 2 years of German language proficiency) at the Freie Universität Berlin and at the Universität Tübingen, which has particular strength in areas of philosophy, religion and the social sciences. Students may also want to participate in the summer program in Freiburg.

HISTORY

- A. Divisional requirements:** Before entering the senior year, each major is expected to fulfill course distribution requirements by completing three of the following:
1. Anthropology 211 and one upper-division anthropology course.
 2. Any two units in economics.
 3. Any two units in history.
 4. Sociology 211 and one other sociology course.
 5. One 200-level political science course and any other course in political science, but no more than one course from Political Science 230 and 386–415.

Note that for purposes of meeting either Group B or HSS divisional requirements in anthropology, economics, political science or sociology, students **must** include the introductory course (Anthropology 211, Political Science 210, 220, 230, 240, or 250, or Sociology 211) as one of the required two units.

- B. Departmental requirements:**
1. Humanities 210, 220, or 230. This course is considered part of the major field of study and may not be used to satisfy the Group A or Group B requirement. *Note: A second 200-level Hum course can be used to meet a group requirement.*
 2. Six semesters (six units) of history courses. (Lower-division history courses taken outside Reed College may be included only with the consent of the department.) These history courses must be distributed so as to include, chronologically, at least one unit before 1800 and one unit after 1800, and geographically, at least one unit in each of the following areas:
 - (1) Europe
 - (2) the United States
 - (3) areas outside Europe, the United States, and Canada.

The same course may fill both a geographical and a chronological requirement. No more than two cross-listed courses from other departments may be included.
 3. One semester of a junior seminar, to be taken during the junior year (History 411 or 412). (The junior seminar counts as one of the six required units in history.)
 4. History 470.

Note: 300-level history courses are ordinarily open to sophomores, juniors, and seniors, and to freshmen only with the consent of the instructor.

C. Sample First and Second Year Programs
1. For students beginning the major as first-year students

Courses typically taken by a first year History major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group A, C, or D course	Group A, C, or D course
Division requirement course	Division requirement course

Courses typically taken by a second year History major:

<u>FALL</u>	<u>SPRING</u>
Hum 210, 220, or 230	Hum 210, 220, or 230
History course	History course
Division requirement course	Division requirement course
Group A, C or D course	Group A, C, or D course or history course

2. For students beginning the major as sophomores

Courses typically taken by a first year History major:

FALL

Hum 210, 220, or 230

History course

Group A, C or D course

Division requirement course

SPRING

Hum 210, 220, or 230

History course

Group A, C, or D course or history course

Division requirement course

Courses typically taken by a second year junior History major:

FALL

History course

Hist 411 or anthropology,
economics, sociology, or

political science course

Group A, C, or D course

Division requirement course

SPRING

History course

Anthropology, economics,
sociology, or political science

course, or Hist 412

Group A, C, or D course

Division requirement course

- D. Off-campus study options:** Reed's exchange programs at the University of Nottingham and the University of East Anglia in England have provided semester or year-long study opportunities for Reed's history majors interested in US, British, and European history taught from a different perspective. In addition, Reed programs at Trinity College Dublin in Ireland and Oxford University in England will also expand course offerings for history students interested in overseas education. Other Reed programs that may provide courses of interest for history majors include: Howard University, with an array of courses in Afro-American history; the Hebrew University of Jerusalem that offers coursework in Jewish and Middle East history; and the Center for Classical Studies in Rome offering ancient Roman history. History majors with foreign language proficiency can take history courses in Reed programs in Argentina, Morocco, Egypt, Russia, Spain, Germany, France, Ecuador and Costa Rica. Students interested in studying European history on the Continent but who are uncertain about their foreign language skills might also consider Reed's exchange with Sciences Po-Lille, which offers many courses in English.

LINGUISTICS

This major is for those whose interest in linguistics is sufficient to motivate a program which combines Linguistics with basic grounding in an allied field.

A. **Admission to the major:** After passing Linguistics 211 and Linguistics 212 (or equivalent courses), the prospective Linguistics major must present a plan of study to the department for approval.

B. **Divisional requirements:** None

C. **Department requirements:**

1. Linguistics 211 and Linguistics 212. Linguistics 211 is the prerequisite to Linguistics 212. Both courses are open to first year students if space permits.
2. Five additional courses in Linguistics (or cross-listed with Linguistics).
3. Competence in two languages other than English, equivalent to at least second-year college-level proficiency in one language, and at least first-year college-level proficiency in the second. (Students may demonstrate proficiency through Reed coursework, coursework completed elsewhere for transfer credit, the results of a placement exam, or some combination of these).
4. A total of four units in an allied field. Courses used for the allied field may be cross-listed with Linguistics, but may *not* be used to fulfill requirements 1, 2, or 3 above. Some representative examples are: (a) Anthropology 211 plus three upper-division Anthropology courses (including Linguistics courses cross-listed with Anthropology); (b) four courses in Psychology, including the introductory courses; (c) four courses in the Division of Literature and Languages; (d) four courses in Mathematics; (e) four courses in Philosophy. Other choices of allied field are also acceptable, as appropriate to the needs and interests of the student, and subject to the approval of the department.
5. A junior qualifying examination in linguistic analysis, to be taken after completing no fewer than five units in Linguistics. An element of the examination will be a thesis proposal.
6. Linguistics 470 (thesis), which may, as appropriate, be jointly supervised by faculty members from Linguistics and an allied field.

D. **Recommended (but not required):**

1. Further courses in the allied field and in Linguistics.
2. At least one classical language or one non-Indo-European language as part of, or in addition to, the language requirement, above. Additionally, more advanced competence in the languages used to meet that requirement.
3. Courses in anthropology, psychology, literature, and/or philosophy, *in addition* to courses in the student's chosen allied field, if it is not one of these. Students' attention is particularly drawn to those courses dealing with poetry, prose style, and the grammars of individual languages, both modern and classical, in the Division of Literature and Languages; courses on logic and the philosophy of language; and courses on cognition, mental representations, and psycholinguistics.

E. **Group and division applicability:** The following Linguistics courses may be counted toward the Group D requirement: 211, 296, 312, 320, 321, 323, 324, 328, 329, 331, 334, 336, 341, 344, 348, 352, 393 and 439. The following courses may be counted toward the Group B requirement: 212, 221, 296, 313, 326, 330, 332, 334, 335, 345, 348, 393, 402, 411, 439 and 440. If taken as Anthropology courses, the following courses count toward divisional requirements in History and Social Sciences: 334, 348, 411, and 440.

Note: Linguistics 211 and 212 cannot be taken together to fulfill a single group requirement.

F. Sample First and Second Year Programs:

Courses typically taken by a first year Linguistics major:

FALL

Hum 110

Group or allied field course

Group C course

Psych, Math, or foreign language

SPRING

Hum 110

Psych/Ling 296, or allied field course

Group C course

Psych, Math, or foreign language

Courses typically taken by a second year Linguistics major:

FALL

Linguistics 211

Linguistics or allied field course

Foreign language

Group or elective course

SPRING

Linguistics 212

Linguistics 323, or other Linguistics or allied field course

Foreign language

Group or elective course

- F. Off-campus study options:** Majors interested in studying abroad are recommended to complete the study abroad program during the spring semester of sophomore or junior year. Potential majors should consult with a member of the Linguistics department as soon as possible for help in planning their course of study.

MATHEMATICS

A. **Divisional requirements:** None.

B. **Departmental requirements:**

1. Mathematics 111 (or the equivalent), 112, 211, and 212.
2. Mathematics 321, 331, and 332.
3. Four additional units in mathematics courses numbered higher than 300 (excluding Mathematics 470).
4. Physics 101 and 102 or the equivalent.
5. Mathematics 470.

C. **Sample First and Second Year Programs**

1. For students beginning the major as first-year students

Courses typically taken by a first year Math major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Math 1xx	Math 112
Phys 101	Phys 102

Note: Math 111 should be taken in the Fall unless that requirement has already been satisfied.

Courses typically taken by a second year Math major:

<u>FALL</u>	<u>SPRING</u>
Math 211	Math 212
Group A or B course	Group A or B course
Group A or B or X course	Group A or B or X course
	Math 331

2. For students beginning the major as sophomores

Courses typically taken by a first year Math major:

<u>FALL</u>	<u>SPRING</u>
Math 111	Math 112
Phys 101	Phys 102
Group A or B course	Group A or B course
Group A or B or X course	Group A or B or X course

Courses typically taken by a second year Math major:

<u>FALL</u>	<u>SPRING</u>
Math 211	Math 212
Math 331	Math 332
Group A or B or X course	Group A or B or X course
	Math course numbered higher than 300

A student who follows Option 2 and graduates in four years will need to take six units of math, including thesis, in the senior year.

D. **Off-campus study options:** The Budapest Semester in Mathematics offers mathematics students a unique opportunity to spend one or two semesters in Budapest, Hungary and study under the tutelage of eminent Hungarian scholar-teachers with courses taught in English. Other overseas affiliated universities offering courses in mathematics taught in English include: Trinity College Dublin, the Universities of Sussex and East Anglia and Oxford University. Mathematics students with requisite language background can also study math on Reed programs in Germany, France, Ecuador, and Spain.

MUSIC

A. Divisional requirements:

1. Satisfactory completion of two units of a second-year college foreign language course. Waiver of the division foreign language requirement will be granted in cases where the student has demonstrated proficiency equivalent to two years of college-level study. Two units of foreign language (not literature) may be used toward satisfying the Group D requirement. Proficiency cannot be used to satisfy Group D.
2. Approval of all independent study (481) courses by the division. Independent studies are normally approved only for upper class majors who have done extensive work in the area.

B. Departmental requirements:

1. Music theory—Music 211 and 312.
2. Music history—Music 221 and 222.
3. Ethnomusicology—Music 150.
4. One unit of ensemble from among 104 (orchestra), 105 (chorus), 106 (contemporary ensemble), 107 (Collegium), 108 (jazz ensemble), 109 (chamber music)
5. One unit of private instruction (vocal or instrumental).
6. Junior seminar.
7. Three additional one-unit courses in the department (at the 200 level or above), one of which must include either Music 343 or an additional ethnomusicology course.
8. Thesis (470).

In addition to the requirements for all music majors, the following courses of study are recommended for students writing a senior thesis in ethnomusicology or composition:

9. Students planning a thesis in ethnomusicology should take two units of anthropology for either Group B or Group X and three additional units in ethnomusicology.
10. Students planning a thesis in composition should take Music 343 and Music 481 (independent study in advanced composition).

C. Recommended but not required: Piano lessons.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Music major:

FALL

Hum 110

Mus 111 (may not be required, depending on placement exam)

Mus 101, 104, 105, 106, 107, 108, or 109

Foreign language

or Group A, B, or C requirement

or Mus 221

SPRING

Hum 110

Mus 211

Mus 101, 104, 105, 106, 107, 108, or 109

Foreign language

or Group A, B, or C requirement

or Mus 222

Courses typically taken by a second year Music major:

FALL

Mus 312

Mus 221 (if not taken first year)

Mus 101, 104, 105, 107, 108 or 109

Foreign language (second year)

and/or

Group A, B or C requirement

SPRING

Mus 222 (if not taken first year)

Foreign language (second year)

and/or

Group A, B or C requirement

and/or

Mus 101, 103, 105 or 107

and/or
other Music courses

and/or
other Music courses

2. For students beginning the major as sophomores

Courses typically taken by a first year Music major:

FALL

Mus 111 (may not be required,
depending on placement exam)
Mus 221
Mus 101, 104, 105, 106, 107, 108, or 109
Foreign language
or
Group A, B or C requirement

SPRING

Mus 211
Mus 222
Foreign language
or
Group A, B or C requirement
and/or
Mus 101, 104, 105, 106, 107, 108, or 109

Courses typically taken by a second year Music major:

FALL

Mus 312
Mus 343 (offered in alternate years)
Mus 101, 104, 105, 106, 107, 108, 109
Mus 221 (if not taken in first year)
Foreign language (second year)
and/or
Group A, B, or C requirement
and/or
other music courses

SPRING

Mus 222 (if not taken in first year)
Foreign language (second year)
and/or
Mus 101, 104, 105, 106, 107, 108, or 109
and/or
Group A, B, or C requirement
and/or
other music courses

- E. Off-campus study programs:** Off-campus study opportunities for music majors are available through Reed College's approved programs. Sites with music courses taught in English include: the Universities of Sussex and East Anglia in England; Trinity College Dublin; Howard University, which offers an array of music courses with particular strength in African-American music; and Sarah Lawrence College, offering both strong music courses and proximity to the music 'scene' in New York city. Music students with requisite language background can also study music on Reed programs in Germany, France, Spain, Ecuador and Costa Rica.

PHILOSOPHY

A. Divisional requirements: The Division of Philosophy, Religion, Psychology, and Linguistics maintains no specific requirements.

B. Departmental requirements:

1. One course in each of the following four areas: epistemology, ethics, logic, and metaphysics.
2. Two courses in the history of philosophy, one of which is either Ancient Philosophy (PHIL 301) or Modern Philosophy (PHIL 302).
3. Two courses at the 200 level.
4. Six courses (other than thesis) above the 200 level, including at least two at the 400 level.
5. No more than three courses at the 200 level may be used to satisfy requirements for the major.
6. Thesis (470)

C. Sample First and Second Year Programs

Note 1. All Philosophy courses at the 200 level are open to first-year students. Each course has places reserved for first-year students.

Note 2. Philosophy courses at the 200 level have no prerequisites.

Note 3. Any two Philosophy courses at the 200 level will serve as an appropriate introduction to Philosophy.

Note 4. An intended major should take Logic before the end of the sophomore year.

Note 5. An intended major does not have to begin taking Philosophy courses in the freshman year. An intended major who takes two Philosophy courses in the sophomore year, one being Logic, may easily finish the major in a four-year program.

Note 6. Check the catalog for Philosophy course prerequisites. Some specify a 200-level course, such as Logic.

1. For students beginning the major as first-year students

Courses typically taken by a first year Philosophy major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group requirements course	Phil 201
Group requirements course	Group requirements course

Courses typically taken by a second year Philosophy major:

<u>FALL</u>	<u>SPRING</u>
Phil 2xx	Phil 302
Elective	Phil 310
Group requirements course	Group requirements course
Group requirements course	Group requirements course

2. For students beginning the major as sophomores

Courses typically taken by a first year Philosophy major:

<u>FALL</u>	<u>SPRING</u>
Phil 2xx	Phil 201
Group requirements course	Group requirements course
Group requirements course	Group requirements course
Elective	Elective

Courses typically taken by a second year Philosophy major:

FALL

Philosophy 301

Philosophy 311

Group requirements course

Group requirements course

SPRING

Philosophy 308

Philosophy 310

Group requirements course

Group requirements course

- D. Off-campus study programs:** Philosophy students have participated in a number of Reed's approved programs over the years. A site of particular interest for philosophy students with 2 years of college-level German has been the exchange program with Tübingen University in Germany. Tübingen, one of the oldest universities, has a very strong philosophy department with broad course offerings across the discipline. Other sites of interest include: The Universities of Sussex and East Anglia in England; Trinity College Dublin in Ireland; and the Hebrew University of Jerusalem offering courses in Jewish Thought, Classical Thought, Bible and Ancient Near East, and Islamic and Middle East studies. Philosophy students with sufficient language preparation can take philosophy courses in Reed programs in France, Costa Rica, Spain, and Russia.

PHYSICS

A. Divisional requirements: None.

B. Departmental requirements and recommendations:

1. For students seeking a career in physics:

- a. Physics 101, 102, 201, 202, 311, 321, 322, 331, 332, 342, and 470.
- b. Mathematics 111, 112, 211, 212, and one upper-division mathematics course approved by the student's adviser.
- c. Strongly recommended, but not required: Physics 351, 411 or 414, and 442.

2. For students contemplating medical school, secondary school teaching, or engineering:

- a. Physics 101, 102, 201, 202, 311, 321, 331, 332, 342, and 470
- b. Mathematics 111, 112, 211, and 212.

C. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Physics major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Phys 101	Phys 102
Math 111	Math 112

Courses typically taken by a second year Physics major:

<u>FALL</u>	<u>SPRING</u>
Phys 201	Phys 202
Math 211	Math 212
Group requirements course	Group requirements course
Group requirements course	Group requirements course

2. For students beginning the major as sophomores

Students contemplating starting the major in the second year should consult with a member of the Physics department. See first year program (above).

D. Off-campus study programs: Physics students will have to do early and careful planning should they wish to participate in off-campus studies, given the sequential requirements for the major. Students should consult carefully with their academic advisers to evaluate any contemplated off-campus study courses for applicability to the Reed degree program.

POLITICAL SCIENCE

- A. Divisional requirements:** Before entering the senior year, each major is expected to fulfill course distribution requirements by completing three of the following:
1. Anthropology 211 and one upper-division anthropology course.
 2. Any two units in economics.
 3. Any two units in history.
 4. Sociology 211 and one other sociology course.
 5. One 200-level political science course and any other course in political science, but no more than one course from Political Science 230 and 386–415.

Note that for purposes of meeting either Group B or HSS divisional requirements in anthropology, economics, political science or sociology, students **must** include the introductory course (Anthropology 211, Political Science 210, 220, 230, 240, or 250, or Sociology 211) as one of the required two units.

- B. Departmental requirements:**
1. Three of the five introductory courses, two of which must be completed before taking the junior qualifying examination. The third may be in progress at that time.
 - a. Introduction to Political Behavior (210).
 - b. Introduction to Comparative Politics (220).
 - c. Introduction to Political Philosophy (230).
 - d. Introduction to International Politics (240).
 - e. Introduction to Public Policy (250).
 2. Economics 201.
 3. Statistics: one of Political Science 311, Mathematics 141, Economics 311, Economics 312, Sociology 311, or Psychology 348.
 4. Four additional units in political science (Pol 311 may count as one of these units).
 5. Junior qualifying examination. Students will write a junior literature review and research design in a regular course in place of a portion of the other assignments for that course. Course choice is left to the student, but this must be completed during the second semester of the junior year in a 300- or 400-level course. Specific requirements are stated on the department website, http://academic.reed.edu/poli_sci/resources.html.
 6. Political Science 470.

- C. Recommended but not required:** Competence in a foreign language is strongly recommended for all majors, especially for those with interests in comparative and international politics. A half credit junior research seminar is recommended for all juniors but is not required.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Political Science major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Pol 200-level	Econ 201
Group A, C, or D course	Group A, C, or D course

Courses typically taken by a second year Political Science major:

<u>FALL</u>	<u>SPRING</u>
Pol 200-level or any political science course	Pol 200-level
Divisional req. course	Divisional req. course
Group A, C, or D course	Group A, C, or D course
Economics course	Political Science or group course

2. For students beginning the major as sophomores

Courses typically taken by a second-year student (in their first year as a Political Science major):

FALL

Political Science course
Pol 200-level
Econ 201
Group A, C, or D course

SPRING

Division requirement course
Pol 200-level
Division requirement course
Group A, C, or D course

Courses typically taken by a third-year student (in their second year as a Political Science major):

FALL

Pol 200 or any political
science course
Division req. course
Group A, C, or D course

SPRING

Upper division political
science course (for the qual)
Division req. course
Group A, C, or D course

E. Other Information

1. Off-campus study programs

Study abroad is encouraged by the department, and majors can study off-campus with appropriate planning. In order to make study abroad more feasible, the department has made special provisions for junior qualifying exams for those spending a full year abroad.

2. AP and IB Credit, Transfer Credits, and Ad Hoc Interdisciplinary Majors

The department's policies on AP credits, transfer credits, and on ad hoc interdisciplinary majors, is available at http://academic.reed.edu/poli_sci/resources/index.html.

PSYCHOLOGY

A. Divisional requirements: The Division of Philosophy, Religion, Psychology, and Linguistics maintains no specific requirements.

B. Departmental requirements:

1. At least 11 units in psychology, including:
 - a) Psychology 121 and 122.
 - b) Four of the following eight courses: Psychology 322 (Social Psychology), 333 (Behavioral Neuroscience), 351 (Psychopathology), 361 (Developmental Psychology), 366 (Cognitive Processes), 373 (Learning), 381 (Sensation & Perception), 393 (Psycholinguistics).
 - c) Psychology 348 (Research Design and Data Analysis)
 - d) Psychology 470 (thesis).
2. Six units in an allied field selected from the fields below, approved by the adviser when the major is declared. Students can petition the department for exceptions to the allied field requirements. Cross-listed courses taught by psychology faculty may not be used to meet this requirement.
 - a) Arts and Literature – six units in the following allied disciplines, to include at least two units from each two separate disciplines: art, creative writing, dance, humanities (210, 220, 230), music, literature, theatre. No more than four applied courses (i.e., studio art, creative writing applied courses in dance and music, acting and design courses in theater) may be counted.
 - b) Biological, Physical & Computational Sciences – six units in the following disciplines, to include at least two units from each of two separate disciplines: biology, chemistry, physics, mathematics, economics.
 - c) Cognitive Science – six units in the following disciplines, to include at least two units from each of two separate disciplines: philosophy, linguistics, biology, anthropology, computer science courses in mathematics.
 - d) Cross-cultural studies – six units to include a foreign language at the 200-level plus four additional units. Students must complete six units even if the 200-level language requirement is met by placement exam. Students should select from courses with an ethnic or international focus in history and social sciences, 300-level courses with ethnic or international focus in literature and languages, Humanities 230, religion, a second foreign language at the 200-level (cannot be met by placement exam).
 - e) History and Social Sciences – six units in the following disciplines, to include at least two units from each of two separate disciplines: anthropology, economics, history, humanities (210, 220, 230), political science, religion, sociology.

C. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Psychology major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Psy 121	Psy 122
Allied field or Group requirements course	Allied field or Group requirements course

Courses typically taken by a second year Psychology major:

<u>FALL</u>	<u>SPRING</u>
Psychology core	Psychology core
Allied field or Group requirements course	Allied field or Group requirements course
Group requirements course	Group requirements course
Psychology core or elective	Psychology core or elective

2. For students beginning the major as sophomores

Courses typically taken by a first year Psychology major:

<u>FALL</u>	<u>SPRING</u>
Psy 121	Psy 122
Allied field or Group requirements course	Allied field or Group requirements course
Allied field Group requirements course	Allied field or Elective
Group requirements course	Psychology core or elective

Courses typically taken by a second year Psychology major:

<u>FALL</u>	<u>SPRING</u>
Psychology core	Psychology core
Psychology core	Psychology elective
Allied field or Group requirements course	Allied field or Group requirements course
Elective	Elective

In general, students entering the major as sophomores and transfer students who have begun a Psychology major at another institution should consult with a member of the Psychology department in planning their program of study.

- D. Junior qualifying exam:** Before taking the junior qualifying exam student must have fully completed 5 units in Psychology, at least 2 of which have to be core courses. In general, students should prepare to take the exam in the second semester of their junior year, planning their courses accordingly.
- E. Combining Psychology with other disciplines:** In most cases, students will pursue a course of study that combines psychology with work in another discipline within the structure provided by the allied field requirement of the Psychology major. However, students may choose formally to declare an interdisciplinary major (e.g., Psychology–Biology, Psychology–Philosophy, Psychology–Linguistics). Students should discuss such combinations with a Psychology adviser as early as possible.
- F. Off-campus study options:** Students majoring in psychology have participated in Reed-approved programs at sites such as Sussex University, Hebrew University, Howard University, and Sarah Lawrence College. For students with requisite language proficiency, Reed programs in, for example France, Spain, Costa Rica and Germany are options. Students planning to study off-campus, especially at non-American universities, should consult with a psychology adviser as soon as possible, because many courses will not substitute for the required psychology courses listed in the departmental requirements above.

RELIGION

A. Divisional requirements: The Division of Philosophy, Religion, Psychology, and Linguistics maintains no specific requirements.

B. Departmental requirements:

1. One 100-level introduction in religion.
2. Religion 201 (theories and methods).
3. At least five additional units in religion, three of which must be at the 300 level or above.
4. Religion 399 (junior seminar).
5. Religion 470 (senior thesis and religion symposium)
6. Completion of two units in a foreign language of at least the second-year level or demonstration, by means acceptable to the department, of equivalent proficiency. To satisfy this requirement a student must do one of the following: pass a second-year language course at Reed, pass a second-year language course that has been approved by the department at another accredited college or university, or pass a language placement examination at the second-year or higher level. A number of placement examinations are offered at Reed every year during orientation. Students desiring to meet the language requirement by any means other than second-year coursework at Reed should consult with their adviser in advance. The department recommends students study the sacred language of a religion in which they are especially interested.

Requirements for the Interdisciplinary Major:

1. One 100-level introduction in religion.
2. Religion 201 (theories and methods).
3. Four other units in religion.
4. Course requirements as specified by the related discipline.
5. Second-year foreign language proficiency (as described in “Departmental requirements” above)
6. Religion 399 (junior seminar).
7. Religion 470 (senior thesis and religion symposium).

C. Departmental recommendation: Humanities 210, 220, or 230.

D. Sample First and Second Year Programs

1. for students beginning the major as first-year students

Courses a first year Religion major might take:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
Group A or C course	Group A or C course
	Rel 100-level

Courses a second year Religion major might take:

<u>FALL</u>	<u>SPRING</u>
Hum 210, 220, or 230	Hum 210, 220, or 230
Foreign language (second year)	Foreign language (second year)
Religion 201	Religion elective
Group A or C course	Group A or C course

2. For students beginning the major as sophomores

Courses a first year Religion major might take:

FALL

Rel 100-level
Foreign language
Hum 210, 220, or 230
Group A or C course

SPRING

Religion elective
Foreign language
Hum 210, 220, or 230
Group A or C course

Courses a second year junior Religion major might take:

FALL

Religion 201
Religion elective
Foreign language (second year)
Group A or C course

SPRING

Religion elective
Religion 399
Foreign language (second year)
Group A or C course

E. Off-campus study options: Reed offers students majoring in religion a variety of off-campus sites that can broaden the scope of their undergraduate studies. Reed-approved programs (some of which require a degree of language proficiency) include but are not limited to the following:

1. Tübingen University in Germany
2. The Hebrew University of Jerusalem (e.g. Jewish thought, the Bible and Ancient Near East, early Jewish-Christian polemics)
3. Howard University
4. Sarah Lawrence College
5. The American University in Cairo and the Al Akhawayn University in Morocco (e.g. Arabic, Islamic history, Islamic law, Islam and politics, and Islamic art and architecture)
6. Beijing Foreign Studies University, Capital Normal University, Fujian Normal University and East China Normal University (e.g. Chinese, classical Chinese, Chinese history and culture)

RUSSIAN

A. **Divisional requirements:**

1. Two units in a single literature outside of the major. Russian majors may satisfy the requirement with: 1) two courses in English literature at the 200 level or higher; 2) two 300 level courses in a second non-English literature, read in the original language; or 3) two units of a single 300 level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. 300 level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. **Divisional recommendations:**

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. **Departmental requirements:**

1. Two semesters of advanced Russian language; Russian 371, 372, and 373.
2. At least one more semester course in Russian poetry and one semester in other upper-division literature offerings.
3. Russian 470.

D. **Departmental recommendations:**

1. Humanities 210 or 220 in the sophomore year.
2. Courses in English or other literature, philosophy, or history that may be relevant to the chosen area of concentration of the individual student.

E. **Sample First and Second Year Programs**

1. For students beginning the major as first-year students

Courses typically taken by a first year Russian major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Russ 120 or 220	Russ 120 or 220
Group C or D course	Group C or D course
	Russ 266

Courses typically taken by a second year Russian major:

<u>FALL</u>	<u>SPRING</u>
Russ 220 or 300	Russ 220 or literature
Hum 210 or 220	Hum 210 or 220
English literature (200 level) or other non-Russian literature course (300 level)	English literature (200 level) or other non-Russian literature course (300 level)
Group C or D course	Group C or D course

2. For students beginning the major as sophomores

Courses typically taken by a first year Russian major:

<u>FALL</u>	<u>SPRING</u>
Russ 220	Russ 220
Hum 210 or 220	Hum 210 or 220
English literature (200 level)	English literature (200 level)

or other non-Russian literature
Group C or D course

or other non-Russian literature
Group C or D course

Courses typically taken by a second year Russian major:

FALL

Russ 300

Russ 371 or 373

Group C or D course

SPRING

Russ 372

Russ elective

Group C or D course

- F. Off-campus study options:** Reed has developed a number of associations to provide off-campus study opportunities for students interested in the Russian language and culture. Two of Reed's most popular programs for Russian majors and other students of the Russian language are based in St. Petersburg: at Herzen University and Smolny College. These programs are open to students in good academic standing with two years of college-level Russian. Each program provides coursework in Russian language. The Herzen program emphasizes the concentrated language study; the program at Smolny offers a full curriculum of liberal arts and sciences, taught in Russian.

SOCIOLOGY

- A. Divisional requirements:** Before entering the senior year, each major is expected to fulfill course distribution requirements by completing three of the following:
1. Anthropology 211 and one upper-division anthropology course.
 2. Any two units in economics.
 3. Any two units in history.
 4. Sociology 211 and one other sociology course.
 5. One 200-level political science course and any other course in political science, but no more than one course from Political Science 230 and 386–415.

Note that for purposes of meeting either Group B or HSS divisional requirements in anthropology, economics, political science or sociology, students **must** include the introductory course (Anthropology 211, Political Science 210, 220, 230, 240, or 250, or Sociology 211) as one of the required two units.

- B. Departmental requirements:**
1. Sociology 211.
 2. Sociology 311.
 3. Any five additional units of sociology.
 4. Junior qualifying examination. This requirement is satisfied by submitting a paper analyzing two research monographs in an area of substantive interest, preparatory to senior thesis work. Instructions are available on request and in the sociology folder on the courses server.
 5. Sociology 470.

- C. Recommended but not required:** Mathematics 141 will apply to the Group D requirement. Further work in mathematics and in other fields in the Division of History and Social Sciences is strongly recommended for students planning to continue their studies at the graduate level or in professional schools.

D. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Sociology major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group A or C requirement	Group A or C requirement
Econ 201, Pol 200-level,	Econ 201, Pol 200-level,
or	or
a Divisional requirement	a Divisional requirement

Courses typically taken by a second year Sociology major:

<u>FALL</u>	<u>SPRING</u>
Sociology 211	Sociology course
Math 141 (Group D req.)	Math course (Group D req.)
Group A or C requirement	Group A or C requirement
Division requirement	Division requirement

2. For students beginning the major as sophomores

Courses typically taken by a first year Sociology major:

<u>FALL</u>	<u>SPRING</u>
Sociology 211	Sociology course
Group requirement	Group requirement
Division requirement	Division requirement
Group requirement	Group requirement

Courses typically taken by a second year Sociology major:

FALL

Sociology course

Sociology course

Math 141 (Group D req.)

Elective

SPRING

Sociology 311

Sociology course or elective

Math course (Group D requirement)

Elective

- E. Off-campus study options:** With prior departmental approval, students can take courses in sociology as participants in Reed off-campus programs. However, be advised that a surprising number of courses offered under the rubric of sociology at other institutions are not comparable to sociology courses taught at Reed, will not prepare students for upper division work in the major, and will not satisfy major, divisional or group requirements. Be advised also that approval requires a syllabus and reading list, not just a course description.

SPANISH

A. Divisional requirements:

1. Two units in a single literature outside of the major. Spanish majors may satisfy the requirement with: 1) two courses in English literature at the 200 level or higher; 2) two 300 level courses in a second non-English literature, read in the original language; or 3) two units of a single 300 level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. 300 level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.
2. One unit in the Division of the Arts.

B. Divisional recommendations:

1. Humanities 210, 220, or 230.
2. Transfer students should take a foreign language placement test at the time of their first registration.
3. A course in literary theory, such as Literature 400, Literature 401, English 333, English 356, English 393, German/Literature 391, German/Literature 392, or Russian/Literature 413.

C. Departmental requirements:

1. A minimum of six units of literature at the 300 and 400 level. These must include at least two courses in Peninsular Spanish literature and at least two courses in Spanish American literature. At least one course in Peninsular literature and one course in Spanish American literature must focus on pre-twentieth-century texts.
2. Competence in Spanish equivalent to Spanish 321.
3. Junior seminar.
4. Spanish 470.

D. Departmental recommendations:

1. Spanish 321.
2. French, and/or Latin, and/or another foreign language.
3. Humanities 210 and/or 220.
4. Latin American history.

E. Sample First and Second Year Programs

1. For students beginning the major as first-year students

Courses typically taken by a first year Spanish major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Spanish 110 or 210	Spanish 110 or 210
Group requirement course	Group requirement course

Courses typically taken by a second year Spanish major:

<u>FALL</u>	<u>SPRING</u>
Spanish 210 or 321	Spanish 210 or Spanish literature course
Hum 210 or 220	Hum 210 or 220
English literature (200 level) or other non-Spanish literature course (300 level)	English literature (200 level) or other non-Spanish literature course (300 level)
Group requirement course	Group requirement course

2. For students beginning the major as sophomores

Courses typically taken by a first year Spanish major:

FALL

Spanish 210
Hum 210 or 220
Group requirement course
Foreign language
(first year)

SPRING

Spanish 210
Hum 210 or 220
Group requirement course
Foreign language
(first year)

Courses typically taken by a second year Spanish major:

FALL

Spanish 321
English literature (200
level) or other non-Spanish
literature course (300 level)
Division of the Arts course

SPRING

Peninsular or Latin American Lit
Spanish elective
English literature (200 level)
or other non-Spanish literature
course (300 level)

- F. **Off-campus study options:** Majors in Spanish are encouraged to spend time in a Spanish-speaking country. Reed has developed a number of off-campus study programs for students of Spanish language and the literature and culture of the Spanish-speaking world. Students are encouraged to study abroad during their second year. Reed programs include: in Ecuador, the Universidad San Francisco de Quito; in Spain, the Universidad de La Rioja in Logroño, the Hamilton College Academic Year in Madrid, the University Pompeu Fabra or the University of Barcelona in Barcelona; and in Argentina, at University of Buenos Aires or the Facultad Latinoamericana de Ciencias Sociales..

THEATRE

A. **Divisional requirements:**

1. Satisfactory completion of two units of a second-year college foreign language course. Waiver of the division foreign language requirement will be granted in cases where the student has demonstrated proficiency equivalent to two years of college-level study. Two units of foreign language may be used toward satisfying the Group D requirement. Proficiency cannot be used to satisfy Group D.
2. Approval of all independent study (481) courses by the division. Independent studies are normally approved only for upper class majors who have done extensive work in the area.

B. **Departmental course requirements:**

1. Theatre 202 (Introduction to Theatre Design); Theatre 210 (Acting Laboratory); Theatre 331 (Directing I).
2. Theatre 250 and 260 (Theatre History I & II).
3. Four units of theatre electives.
4. Two units of dramatic literature, which are to be taken outside the department. These may be used to fulfill the Group A requirement.
5. Humanities 210, 220, or 230 (generally used to fulfill the Group B requirement).
6. Theatre 470 (Thesis).

C. **Crew requirement (Theatre 162):** Students majoring in theatre or combined theatre programs are required to complete two sections of Theatre 162. One section for zero credit is required. The second section may be taken for zero, one-half or one full unit with departmental approval. Both sections must be completed before the student takes the junior qualifying examination. Students should fulfill this requirement in consultation with department faculty.

D. **Departmental recommendations:**

1. One unit from Dance, Music, or Art.

E. **Sample First and Second Year Programs**

1. **For students beginning the major as first-year students**

Courses typically taken by a first-year Theatre major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language and/or Group C course	Foreign language and/or Group C
Theatre 210	Theatre 202

Courses typically taken by a second-year Theatre major:

<u>FALL</u>	<u>SPRING</u>
Theatre 331	Theatre 250 or 260
Second year foreign language	Foreign language
Hum 210, 220, or 230	Hum 210, 220 or 230
Dramatic literature course (e.g. Eng 242)	Theatre 162

2. **For students beginning the major as sophomores**

Courses typically taken by a sophomore entering the program in the sophomore year:

<u>FALL</u>	<u>SPRING</u>
Theatre 210	Theatre 202
Hum 210, 220 or 230	Dramatic literature
Foreign language and/or Group C course	Foreign language and/or Group C course
Theatre 250 or 260	

Courses typically taken by a second year Theatre major in the junior year:

Foreign language (second year)

Theatre 331; Theatre 162

Dramatic literature course (e.g. Eng 242)

Theatre 250 or 260

- F. Off-campus study options:** Reed students interested in the disciplines of dance and theatre have a number of off campus options open to them through College-approved programs. Study at the British American Drama Academy (BADA), coordinated by one of Reed's exchange partners Sarah Lawrence College, offers students the opportunity to study with some of Britain's most distinguished actors and directors while living in one of the world's great cities for the performing arts. Students have also participated in Reed's semester program with the National Theatre Institute (Waterford, Connecticut) at the world-famous Moscow Art Theatre School.

Another interesting site for Theatre and Dance students is Reed's program at Howard University where students can choose from more than 100 courses in the Theatre Arts department including such courses as African Dance, African American Theatre, and Mounting and Touring a Children's Theatre Production. Students can also study at Sarah Lawrence College as Reed exchange students where they can take courses in dance and theatre as well as partake of the New York performance scene. Reed students with requisite language preparation have also taken theatre and dance courses on Reed programs in Costa Rica, France and Germany.

AMERICAN STUDIES

American studies is a major for the student who wants additional coursework in American society and culture. American studies majors usually select a disciplinary concentration in history, literature, religion, or political science, but other concentrations are available.

Majors take a junior qualifying exam designed by the American Studies Committee. In most years, an informal colloquium, which students are expected to attend, meets several times a semester.

Admission to the major is by application to the committee. The first part of the application should outline the student's coursework to date and describe the anticipated field of concentration. The second part of the application should describe and make a case for the proposed interdisciplinary study.

A. Required courses:

1. The student will fulfill the same departmental and divisional requirements as a regular divisional major with the same field of concentration.
2. In addition, the student will take a minimum of two units in American history and two units in American subject matter outside the field of concentration. These latter two units must be in the same field and in a department other than history.

B. Recommendation for the Major: In certain years a seminar may be offered as an introduction to the major. It is recommended that students considering the major take this course during their junior year. This course is meant as an introduction to the major and does not meet the requirement to take the junior seminar in the student's field of concentration.

**C. Sample First and Second Year Programs
For students beginning the major as first-year students**

Courses typically taken by a first year American Studies major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Group C or D course	Group C or D course
Group or concentration course	Concentration course

Courses typically taken by a second year American Studies major:

<u>FALL</u>	<u>SPRING</u>
American history course	American history course
Group A or B course	Group A or B course
Department requirement	Department requirement
Elective	Elective

BIOCHEMISTRY AND MOLECULAR BIOLOGY

The biochemistry and molecular biology (BMB) interdisciplinary major was designed in recognition of the increasing intimacy of the subject matter, objectives, and methodology of biochemistry and a variety of related biological disciplines. Application for admission to the major is by submission of a declaration of major form to the BMB Committee. Except in unusual cases, this application should be made no later than the end of the sophomore year. Before registering for thesis, BMB majors must pass junior qualifying examinations in both biology and chemistry.

Because of the sequential structure of this major, any student intending to pursue it should select an adviser from the biology or chemistry faculty by the end of the first year to ensure appropriate course scheduling.

A. Required courses:

1. Biology 101 and 102 (Introductory Biology); and three units from among the following courses: 322 (Plant Physiology), 351 (Developmental Biology), 356 (Genetics and Gene Regulation), 358 (Microbiology), 363 (Genes, Genetics and Genomes), 372 (Cellular Biology), and 381 (Animal Physiology). One unit, but not more than two units, must include Biology 356, 358, 363.
2. Chemistry 101 (Molecular Structure and Properties) and 102 (Chemical Reactivity); 201 and 202 (Organic Chemistry); 332 (Statistical Thermodynamics and Chemical Dynamics); and 391/392/394 (Biochemistry sequence).
3. One additional unit of 300-level biology, 300-level chemistry, or Chemistry 212 (Introductory Inorganic Chemistry).
4. Physics 101 and 102 (General Physics I & II).
5. Mathematics 111 (Calculus) and 112 (Introduction to Analysis). Mathematics 141 (Introduction to Probability and Statistics) may be substituted for Mathematics 112 only after consultation with a member of the Biochemistry and Molecular Biology Interdisciplinary Committee.
6. Biochemistry and Molecular Biology 470 (thesis); candidates must submit a brief proposal to the interdisciplinary committee by the end of the second week of the semester in which thesis work is to commence.

B. Sample First and Second Year Programs For students beginning the major as first-year students

Courses typically taken by a first year Biochemistry and Molecular Biology major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Biology 101	Biology 102
Chemistry 101	Chemistry 102

Courses typically taken by a second year Biochemistry and Molecular Biology major:

<u>FALL</u>	<u>SPRING</u>
Chemistry 201	Chemistry 202
Math 111	Math 112
Biology 363	Biology 358
Group A or B course	Group A or B course

CHEMISTRY–PHYSICS

The chemistry–physics program is for the student whose intellectual interests or career objectives span these two fields. It provides a richer foundation in physics than does the usual major in chemistry for students anticipating graduate study in chemical physics or theoretical physical chemistry. It also offers experience in theoretical and experimental chemistry beyond the usual major in physics for students interested in molecular and solid-state physics or applied physics. The chemistry and physics faculty member who coordinate the program will determine with the student the sequence of courses to satisfy interdisciplinary aims. Candidates must pass the junior qualifying examinations in both chemistry and physics before registering for thesis.

A. Required courses:

1. Chemistry 101/102, 201/202—lectures only, 212.
2. Physics 101, 102, 201, 202, 311, 321, 322.
3. Mathematics 111, 112, 211, 212, 331.
4. Chemistry 332 or Physics 351.
5. Chemistry 333 or Physics 342.
6. Chemistry 311 and 316 or Physics 331 and 332.
7. A thesis (Chemistry–Physics 470) that clearly bridges the two fields.

Students should recognize the hierarchy of prerequisites for many of these courses. Normally, the courses numbered from 100 should be taken in the first year at Reed, and those numbered from 200 should be taken in the second year. Students with an interest in these two fields should consult with both members of the Chemistry–Physics Committee as early as possible to plan a program.

B. Sample First and Second Year Programs

For students beginning the major as first-year students

Courses typically taken by a first year Chemistry–Physics major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Chemistry 101	Chemistry 102
Math 111	Math 112
Physics 101	Physics 102

Courses typically taken by a second year Chemistry–Physics major:

<u>FALL</u>	<u>SPRING</u>
Chemistry 201	Chemistry 202
Physics 201	Physics 202
Math 211	Math 212
Group A or B course	Chemistry 212

CLASSICS–RELIGION

This program is for the student whose interests are divided between the two fields and whose goals are not served by a major in either classics or religion. The primary fields for which the program is well suited are early Christianity (including Byzantine and medieval Christianity), Judaism in the Hellenistic or under the Roman Empire, and pagan Greek and Roman religious practice. Prior to the junior year, the student considering this program should consult with a member of the Classics–Religion Interdisciplinary Committee. A petition for acceptance into the major should include a statement describing the student's rationale for combining the two fields in an interdisciplinary manner.

A. Required courses:

1. Greek (110, 210), 311, 312, Classics 371 (Greek History); or Latin (110, 210), 311, 312, Classics 373 (Roman History).
2. Any 100-level Religion course; Religion 201; Religion 399 (junior seminar), and two other upper-division religion courses.
3. Classics–Religion 470 (senior thesis).

**B. Sample First and Second Year Programs
For students beginning the major as first-year students**

Courses typically taken by a first year Classics–Religion major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Greek 110 or Latin 110	Greek 110 or Latin 110
Group course	Religion 100-level course

Courses typically taken by a second year Classics–Religion major:

<u>FALL</u>	<u>SPRING</u>
Greek 210 or Latin 210	Greek 210 or Latin 210
Group C course	Group C course
Religion 201	Religion 300-level course
Group A or B course	Group A or B course

DANCE–THEATRE

This program emphasizes the complete theatre artist: one who feels equally comfortable in all facets of dance and theatre. The major provides an educational experience responsive to today's professional demands in the performing arts, in addition to satisfactory preparation for further work and study in either or both areas. The student may elect one of several emphases: performance, choreography, directing, or research. *This major requires careful planning because required courses in both departments are taught in alternate years.* The student should consult with an adviser in each department as soon as possible.

A. Divisional requirement:

1. Satisfactory completion of two units of a second-year college foreign language course. Waiver of the division foreign language requirement will be granted in cases where proficiency is demonstrated through examination. Two units of foreign language may be used toward satisfying the Group D requirement. Proficiency cannot be used to satisfy Group D.
2. Approval of all independent study (481) courses by the division. The opportunity for independent study is ordinarily offered only to upper-class students who have done extensive work in the area.

B. Admission to the major:

1. Completion of Dance 211 and 212 and Theatre 210
2. Satisfactory participation in at least one dance or theatre production at Reed.

C. Required courses:

1. Dance 111, 112, 211, 212, 311, and 312. (Dance 111, 112 may be waived if the student has had sufficient previous technique training.)
2. Three units of dance theory and criticism, history, and/or cultural studies are also required. Currently listed courses fulfilling that requirement include Dance 201, 252, 260, 262, 264, 280, 335, 345, 351 and 360.
3. Five units of theatre, including Theatre 202, 210, 250, 260 and 331. Theatre 360 (Lighting Design) is strongly recommended.
4. One unit of music.
5. One unit of art history, studio art, or 300-level theatre design.
6. Humanities 210, 220, or 230.
7. Dance–Theatre 470.

D. Junior Qualifying Examination: Students electing a major in dance–theatre are examined by the two departments in the second semester of the junior year. On the basis of this review, it will be determined whether a student will be admitted to senior standing, and may undertake a research-centered thesis project or a creative project with a research component. Performance on the exam, as well as within departmental courses, will affect the nature and scope of the thesis project.

E. Required activity: Students majoring in combined theatre programs are required to complete two semesters of Theatre 162 for department-sponsored productions prior to taking the Junior Qualifying Examination. Student-directed productions under the aegis of the theatre or dance department qualify as "department-sponsored." For hours from theater department productions to count towards this requirement, registration in Theatre 162 is required. See explanation in the theatre department section of the catalog.

F. Sample First and Second Year Programs

For students beginning the major as first-year students

Courses typically taken by a first year Dance–Theatre major:

FALL

Hum 110
Dance 111
Theatre 210
Group C course

SPRING

Hum 110
Dance 112
Theatre history
Group C course

Courses typically taken by a second year Dance–Theatre major:

FALL

Hum 210, 220 or 230
Theatre 331
Dance 211
Dance 201
Theatre 162

SPRING

Hum 210, 220 or 230
Theatre history
Dance 212
Dance history or Cultural studies
Theatre or dance elective

ENVIRONMENTAL STUDIES

The program in environmental studies is intended for students who wish to combine focused study in biology, chemistry, economics, history, or political science with interdisciplinary work on environmental themes across the natural sciences, history, and social sciences. Five courses of study are available, each concentrating in a home department with an environmental emphasis, augmented with cross-disciplinary requirements in environmental studies. Environmental studies majors will be identified with their home department as environmental studies–biology, environmental studies–chemistry, environmental studies–economics, environmental studies–history, or environmental studies–political science. An annually updated list of environmental studies–approved courses and Environmental Studies Committee members is available on the environmental studies website, <http://academic.reed.edu/es>.

A. Admission to the Major: To be admitted to the environmental studies program, students must obtain signatures of their academic adviser and the Environmental Studies Committee chair on their Declaration of Major form. Students should use this opportunity to discuss their proposed course of study with an Environmental Studies Committee member, ensuring that environmental studies courses will be offered in the semesters proposed and that all of the major requirements will be met.

B. Requirements for the Major:

1. Common Environmental Studies Core Requirement

- a. Environmental studies–history and social sciences courses (four units). Any two of the following:
 - i. Economics 201 and one environmental studies–economics course.
 - ii. One 200-level political science course (except 230) and one environmental studies–political science course (except 386–415)
 - iii. Two units of history, including at least one environmental studies–history course.
 - iv. Anthropology 211 and one environmental studies–anthropology course.
- b. Environmental studies–mathematics and natural sciences courses (4.5–5 units):
 - i. Biology 101/102
 - ii. Chemistry 101/102
 - iii. One of: Biology 332, 342, or 366, Chemistry 201, 202, 212, 230, or 311.
- c. Environmental studies interdisciplinary requirement (one unit): Environmental Studies 300 (Junior Seminar).
- d. Environmental Studies thesis: Environmental Studies 470.

2. Home Department Requirements: Students must fulfill the following course requirements in their respective home department (home department courses may be fulfilled by Environmental Studies core requirements):

Environmental Studies–Biology major:

- a. Five units in biology at the 200 level or above, including at least one course from each of the department’s three “clusters,” one additional lecture-lab course, and at least one unit of environmental studies–biology (Chemistry 230 can substitute for a half-unit of environmental studies–biology).
- b. Chemistry 201, 202, Math 111, and one of Math 112, 121, or 141.

Environmental Studies–Chemistry major:

- a. Chemistry 201, 202, 230, 311.
- b. Two more units from among the following: Chemistry 212, 316, 332, 333, 391, 392, Math 211.
- c. Physics 101, 102, Math 111, and one of Math 112, 121, or 141.

Environmental Studies–Economics major:

Seven units in economics. This must include Economics 201; 311 or 312; 313; 304 or 314; 351 or 352; and two additional units in economics (at least one of which is from Economics 315–469, excluding Economics 402).

Environmental Studies–History major:

- a. Six units of history, including History 411 or 412 (the Junior Seminar). Three of the units are to be drawn from a list of environmental studies–history courses. In addition, the six units would include at least one unit each in American history, European history, and the history of a region of the world other than America or Europe; and at least one would focus on the period before 1800 and one after 1800.
- b. Statistics: one of Math 141, Economics 311 or 312, Sociology 311, or Psychology 348.

Environmental Studies–Political Science major:

- a. Six units in political science. This must include three 200-level courses and at least one upper-level environmental studies–political science class.
- b. Statistics: one of Math 141, Economics 311 or 312, Sociology 311, or Psychology 348.

3. Junior Qualifying Examination

Environmental studies students are required to pass the junior qualifying exam in their home department. In addition, they will prepare a research proposal for the committee. The research proposal must be signed by an adviser in the home department and by a potential first reader from a different department. The research proposal must be signed by a member of the Environmental Studies Committee. These signatures indicate approval that the proposed research contains sufficient environmental content. Approval of the proposal by the Environmental Studies Committee constitutes passing the environmental studies portion of the junior qualifying exam.

4. Thesis

Students must complete a thesis with an environmental focus. The thesis orals board must include the thesis adviser from the home department and a first reader from outside the home department.

C. Sample First and Second Year Programs

1. For students beginning the major as first-year students with a concentration in Biology:

Courses typically taken by a first year ES student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
Chem 101	Chem 102

Courses typically taken by a second year ES student:

<u>FALL</u>	<u>SPRING</u>
Chem 201	Chem 202
Math 111	Math 141
Bio 3XX	Bio 3XX
ES–HSS	ES–HSS

2. For students beginning the major as first-year students with a concentration in Chemistry:

Courses typically taken by a first year ES student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
Chem 101	Chem 102

Courses typically taken by a second year ES student:

<u>FALL</u>	<u>SPRING</u>
Chem 201	Chem 202
Math 111	Math 141
Phys 101	Phys 102
Chem 230	ES-HSS

3. For students beginning the major as first-year students with a concentration in Economics:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
Math 111	Econ 201

Courses typically taken by a second year ES student:

<u>FALL</u>	<u>SPRING</u>
Chem 101	Chem 102
Econ 313	Econ 314
ES-HSS	Econ 3XX
Group A	Group A

4. For students beginning the major as first-year students with a concentration in History:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
ES-HSS	Math 141

Courses typically taken by a second year ES student:

<u>FALL</u>	<u>SPRING</u>
Chem 101	Chem 102
ES-History	History
Math 111	ES-HSS
Group A	Group A

5. For students beginning the major as first-year students with a concentration in Political Science:

Courses typically taken by a first year ES student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Bio 101	Bio 102
Group D	Group D

Courses typically taken by a second year ES student:

<u>FALL</u>	<u>SPRING</u>
Chem 101	Chem 102
Pol 2x0	ES-Political Science
ES-HSS	ES-HSS
Group A	Group A

GENERAL LITERATURE

The general literature major is intended for the student having special interests, orientations, or competencies that are not readily accommodated within a single department in the Division of Literature and Languages. The student majoring in general literature will follow an individual program of study that may include courses taken from the various departments within the division. Through the general literature major, the student may pursue an interest that combines two or more national literatures in a particular way: by genre (e.g., autobiography, the *Bildungsroman*), by period (e.g., the baroque, realism), or by a concept drawn from literary theory (e.g., feminism, structuralism).

The general literature program is overseen by a committee consisting of representatives from the division's constituent departments. To be considered for admission into the general literature major, the student must submit a written statement to the chair of the committee no later than the end of the first semester of the junior year. The statement should include an outline of the proposed plan of study, a specific list of relevant courses, and a rationale designed to persuade the committee that the program makes sense in terms of coherent intellectual objectives, and that these objectives could not be attained in one of the existing programs in the Division. The junior qualifying examination is designed by the committee with the individual student's interests in mind.

A. Divisional requirements:

1. One unit in the Division of the Arts.
2. Two units in a single literature outside of the major. English majors may not satisfy this requirement with courses in which the readings are in translation. Majors in departments other than English may satisfy the requirement with two courses in English literature at the 200 level or higher; two 300-level courses in a second non-English literature, read in the original language; or two units of a single 300-level literature, read in translation. The division strongly recommends that students majoring in a non-English literature choose either the first or second option. Classics majors may satisfy the division requirement with two units of 300-level literature in their second classical language. 300-level literature courses taken in a foreign language before the student has completed two years of the language or has demonstrated equivalent competence may not be used to fulfill this requirement.

B. Major requirements:

1. At least six units of literature courses, no more than two of which will be 200-level courses, and four of which shall be within the student's area of special interest.
2. General Literature 470 (thesis).

C. Recommended but not required: Humanities 210, 220, or 230.

**D. Sample First and Second Year Programs
For students entering the major as first-year students**

Courses typically taken by a first year General Literature major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
Group C	Group C

Courses typically taken by a second year General Literature major:

<u>FALL</u>	<u>SPRING</u>
Hum 210, 220, or 230	Hum 210, 220, or 230
Literature course	Literature course
Group A or B course	Group A or B course
Foreign language	Foreign language

HISTORY–LITERATURE

This program is for the student who wishes to combine history and literature in a manner that might not be feasible under requirements of the Division of History and Social Sciences or the Division of Literature and Languages. Admission to the major is by application to the History–Literature Committee. The student planning to major in History–Literature should consult with a member of this committee as early as possible to determine if he or she is qualified and, if so, to plan a program.

A. Required courses:

1. Humanities 210, 220, or 230. This course is considered part of the major field of study and may not be used to satisfy the Group A or Group B requirement. Students who take a second 200-level humanities course may count that course toward Group A or Group B.
2. Four units in history.
3. Four units in literature.
4. A third year (i.e. two semester-long 300-level courses or above) of foreign language literature or composition.
5. A junior seminar (such as English 301/302 or History 411/412) in history, English, or a foreign language. This does not count toward the required four classes in history and literature.
6. A thesis (History–Literature 470) that offers a meaningful tie between the two disciplines. The student should work with a faculty member in each discipline as the thesis adviser and first reader, or co-advisers.

B. Recommended but not required:

1. Two units in the Division of History and Social Sciences, in addition to the history courses.
2. Two units in a literature other than the area of concentration.

C. Sample First and Second Year Programs

For students beginning the major as first-year students

Courses typically taken by a first year History–Literature major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
Group C course	Group C course

Courses typically taken by a second year History–Literature major:

<u>FALL</u>	<u>SPRING</u>
Hum 210, 220, or 230	Hum 210, 220, or 230
History course	History course
Literature course	Literature course
Foreign language or literature	Foreign language or literature

INTERNATIONAL AND COMPARATIVE POLICY STUDIES

The program at Reed in international and comparative policy studies (ICPS) is designed to meet the academic needs of students interested in pursuing a major involving interdisciplinary work in the areas of international relations, comparative policy analysis, and international economic development. Courses applicable to the ICPS major come from relevant areas within the departments of anthropology, economics, history, political science, and sociology, and selected courses in foreign language departments (as indicated in the approved list of ICPS courses, available from the ICPS committee).

In this program students are expected to combine their ICPS course of study with work in a home department: economics, history, political science, sociology or another department with the consent of the ICPS committee.

- A. **Admission to the program:** To be admitted to the ICPS program, a student must petition the ICPS committee for acceptance to upper-division standing. The petition process is normally initiated in the second semester of the sophomore year. The petition is a formally written statement that is submitted to the ICPS committee and must include a rationale for the program to be pursued, a statement of the student's concrete educational objectives, and the list of courses planned for the junior and senior years. Since acceptance into the ICPS program is not automatic, applicants should be prepared to pursue an alternative course of study.
- B. **Required courses:**
1. **Foreign Language Requirement**
If appropriate to a student's proposed course of study, the ICPS Committee may require working knowledge of a foreign language. This may be defined as two, or more than two, Reed units in the language; or passing the Reed language placement examination at the appropriate level; or passing a special examination under the ICPS Committee's supervision.
 2. **ICPS Core Requirement**
 - a. Economics 201 (Introduction to Economic Analysis) and one of the following: Economics 342 (International Macroeconomics), 345 (European Economic History), 382 (Economics of Development), 383 (International Trade), 385 (Asian Economies in Transition), or another unit in economics at the 300 or 400 level as approved by the ICPS committee.
 - b. Political Science 210 (Introduction to Political Behavior) and either Political Science 220 (Introduction to Comparative Politics) or Political Science 240 (Introduction to International Relations).
 - c. Any two history courses, only one of which may be in American history. (Cross-listed courses may be used for this requirement only with the consent of the ICPS Committee.)
 - d. Two units of courses outside the student's home department, not including the above courses, that contribute to an understanding of international or comparative policy issues. Students may use courses drawn from the approved list of ICPS courses, available from the ICPS Committee, or other courses as approved by the ICPS Committee. ICPS–sociology majors may fulfill this requirement with Sociology 211 and either Sociology 357 (Political Sociology) or 280 (Social Movements).
 3. **Home Department Requirement:** Students must fulfill the following course requirements in their respective home department (these may include courses listed above to fulfill the ICPS core requirement):

ICPS–economics major:

1. Economics 201 (Introduction to Economic Analysis), 313 (Microeconomic Theory), and either 304 (Intermediate Macroeconomics) or 314 (Macroeconomic Theory).
2. Three additional economics courses, two of which must be related to international policy.

ICPS–history major:

1. Six units of history courses, distributed so as to include, chronologically, at least one unit before 1800 and one unit after 1800, and geographically, at least one unit in each of the following three areas: 1) Europe, 2) United States, and 3) areas outside the United States, Canada, and Western Europe. (The same course may fill both a geographical and a chronological requirement. No more than two cross-listed courses from other departments may be included.)
2. One semester of a junior seminar (which may count as one of the six units above).
3. Humanities 210, 220, or 230 is recommended, but not required (in which case it can be used to satisfy the college’s Group A requirement).

ICPS–political science major:

1. Three introductory political science courses (200-level).
2. Statistics: one of Political Science 311, Mathematics 141, Economics 311, Sociology 311, or Psychology 348.
3. Three additional units in political science, two of which must be in international relations, comparative politics, or public policy (Political Science 311 may count as one of these three courses).

ICPS–sociology major:

1. Sociology 211 (Introduction to Sociology), and either Sociology 357 (Political Sociology) or Sociology 280 (Social Movements).
2. Four additional sociology courses, preferably with an international focus.

4. Junior Qualifying Examination:

ICPS students will take the junior qualifying examination required in their respective home department. In addition, they will submit to the ICPS Committee a short thesis research proposal (four to six pages), on which they will have a half-hour oral examination administered by two members of the committee. In the proposal the student must define the thesis topic, discuss some of the major issues involved in it, explain the methodology to be used in researching the topic, and present a short critical bibliography of relevant secondary works and/or primary resources.

5. Thesis:

Each student must complete a thesis appropriate to the ICPS major, dealing with international relations or a comparative policy study involving two or more countries. The thesis adviser will ordinarily come from the ICPS Committee, or, with the committee’s approval, from the student’s home department. The ICPS Committee will approve the choice of first-draft reader.

C. Sample First and Second Year Programs

1. For students beginning the major as first-year students with a concentration in Economics

Courses typically taken by a first year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Economics 201	ICPS core course
Group C course	Group C course

Courses typically taken by a second year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Group A course	Group A course
ICPS core course	ICPS core course

Economics 313 Economics 304/314
Foreign language Foreign language

2. For students beginning the major as first-year students with a concentration in History

Courses typically taken by a first year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
Economics 201 or Pol 200-level	Economics or Political Science course

Courses typically taken by a second year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Group A course	Group A course
History course	History course
Economics 201 or Pol 200-level	Economics or Political Science course
Group C course	Group C course

3. For students beginning the major as first-year students with a concentration in Political Science

Courses typically taken by a first year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
or	or
Pol 200-level	Pol 200-level
Group C course	Group C course

Courses typically taken by a second-year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Group A course	Group A course
Pol 200-level	Pol course in comparative politics or public policy
History course	History course
Economics 201	Economics 342, 345, 382, 383, or 385

4. For students beginning the major as first-year students with a concentration in Sociology

Courses typically taken by a first year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
ICPS core course	ICPS core course
Foreign language	Foreign language

Courses typically taken by a second year ICPS student:

<u>FALL</u>	<u>SPRING</u>
Group A course	Group A course
Sociology 211	Sociology course
ICPS core course	ICPS core course
Group C course	Group C course

LITERATURE–THEATRE

A major for those who think of drama as the union of complementary disciplines, this program should appeal to the student interested in playwriting and performance, as well as to those who intend to write literary criticism with an emphasis on dramatic literature.

A. Required courses:

1. Humanities 210, 220, or 230 (may be used to fulfill Group B or X requirement).
2. Proficiency in a foreign language at the second-year level, demonstrated by examination or satisfactory completion of two units of a second-year college foreign language course.
3. Five units of literature, two of which must be non-dramatic literature, and two of which must be dramatic (including one unit of Shakespeare) and one of which must be a 300-level literature in a department other than English.
4. One unit of music, dance, or art.
5. Five units of theatre including Theatre 202, 210, 250, 260 and 331.
6. Literature–Theatre 470 (thesis).

B. Crew requirement (Theatre 162). Please see explanation in the Theatre section.

C. Junior Qualifying Examination: Students electing a major in literature–theatre are examined by the two departments in the second semester of the junior year. On the basis of this review, it will be determined whether a student will be admitted to senior standing and may undertake a research-centered thesis or a creative project with a research component. Performance on the exam will affect the nature and scope of the thesis project.

D. Thesis: The senior thesis of a literature–theatre major may be a creative project with a research component or an academic research project. Students have undertaken creative projects in playwriting, directing, acting, design, and dramaturgy.

E. Sample First and Second Year Programs
For students entering the major as first-year students

Courses typically taken by a first year Literature–Theatre major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Foreign language	Foreign language
Group C course	Group C course
Theatre course (210)	Theatre course (202)

Courses typically taken by a second year Literature–Theatre major:

<u>FALL</u>	<u>SPRING</u>
Hum 210, 220 or 230	Hum 210, 220 or 230
Literature course or 2 nd year Foreign Language	Literature course or 2 nd year Foreign Language
Dance 111, Art, or Music Theatre 331	Theatre 250 or 260

MATHEMATICS–ECONOMICS

The Mathematics–Economics major gives the student an opportunity to acquire a firm foundation in both fields during the normal four-year college program without sacrificing electives. Increasingly over recent years, economics has become an appropriate field for the application of mathematics. The joint major is particularly useful for students who intend to do graduate work in economics. For students considering this major, early consultation with members of both departments is important.

A. Requirements for the major:

1. Eight units of mathematics to include Mathematics 111, 112, 211, 212, 141, 331, and two other mathematics courses chosen from courses numbered higher than 300. Recommended: selections from Mathematics 321, 322, 332, 382, 391, and 392. At the discretion of the Department of Mathematics, Math 111 may be waived for students entering with sufficient background in calculus. Students with adequate background in statistics may substitute an upper-division mathematics course for Math 141.
2. Six units of economics, including Economics 201, 312, 313, and 314, and two units from among Economics 315–469, excluding Economics 402.
3. The junior qualifying examination is taken in both departments.
4. Mathematics–Economics 470 (thesis). The thesis is usually jointly supervised.

B. Sample First and Second Year Programs For students beginning the major as first-year students

Courses typically taken by a first year Mathematics–Economics major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Math 111	Math 112
Group C course	Group C course
Econ 201	Elective

Courses typically taken by a second year Mathematics–Economics major:

<u>FALL</u>	<u>SPRING</u>
Group A or X course	Group A or X course
Math 211	Math 212
Math 141	Econ 314
Econ 313	Elective

MATHEMATICS–PHYSICS

A program intended to serve the needs of students whose major interests lie in the rich area between applied mathematics and theoretical physics.

A. Admission to the Major: The student planning to major in mathematics–physics should consult with the head of the committee as early as possible to determine if he or she is qualified and, if so, to plan a program. Both departments must approve the application.

B. Required courses:

1. Mathematics 111, 112, 211, 212, 322, 331, and two other mathematics courses numbered higher than 310, including at least one of 311 or 321.
2. Physics 101, 102, 201, 202, 311, 321, 322, 342.
3. The thesis (Mathematics–Physics 470) must clearly bridge the two fields.

C. Recommended but not required:

1. **Strongly** recommended: two from Physics 323, 351, 362, 411 or 414, 442.
2. Mathematics 332, 411.
3. Working knowledge of a foreign language: Russian, German, or French.

D. Sample First and Second Year Programs

For students beginning the major as first-year students

Courses typically taken by a first year Mathematics-Physics major:

<u>FALL</u>	<u>SPRING</u>
Hum 110	Hum 110
Math 111	Math 112
Physics 101	Physics 102

Courses typically taken by a second year Mathematics-Physics major:

<u>FALL</u>	<u>SPRING</u>
Group A or B course	Group A or B course
Math 211	Math 212
Physics 201	Physics 202
Foreign language	Foreign language

Note: A math-physics major can fulfill group C and group D by finishing their major requirements. However, unlike the physics major, they cannot also fulfill group X with major requirements, because they are already fulfilling the maximum of one group requirement with courses from each of their 2 major departments. Therefore, a math-physics major, as compared to physics major, has an additional group requirement to fulfill outside of major requirements.

COMBINED DEGREE AND OTHER PROGRAMS

COMPUTER SCIENCE PROGRAM REED–UNIVERSITY OF WASHINGTON

By arrangement with the University of Washington, a student may obtain a Bachelor of Arts degree from Reed and a Bachelor of Science degree in computer science from the University of Washington.

The program calls for three years at Reed, including the completion of the general distribution requirements and major requirements in one department, the passing of the junior qualifying examination, the acquisition of a minimum of 22 units (at least 20 of which, including the distribution requirements, must be earned at Reed), and two years at the University of Washington.

The University of Washington will admit up to five students per year on the recommendation of Reed. Recommended students must satisfy the university's GPA requirements for transfer students, which may differ from year to year and which are not necessarily the same for Washington residents and nonresidents. The Reed bachelor of arts degree will be awarded after receipt of notification from the University of Washington that the student has met the requirements for the BS degree.

Course requirements: These vary, depending upon the field of the Reed major—chemistry, mathematics, or physics. Consult your major department and the program coordinator for more specific information. In special cases, an ad-hoc program with biology, economics, or other department may be approved.

Johnny Powell is the coordinator for this program.

ENGINEERING PROGRAMS

By arrangement with the Columbia University School of Engineering and Applied Sciences, Rensselaer Polytechnic Institute, or California Institute of Technology (Caltech), a student may obtain a bachelor's degree in engineering (or, alternatively, computer science or certain earth and planetary sciences) and a bachelor of arts degree from Reed.

The program calls for three years at Reed, including the completion of the general college distribution requirements, major requirements in one department (excluding thesis), the passing of the junior qualifying examination, the acquisition of a minimum of 22 units (at least 20 of which, including all but two units of the distribution requirements, must be earned at Reed), and two years at the engineering school. Transfer students entering these programs should expect to spend no fewer than five semesters at Reed to meet this requirement. The two degrees will be awarded concurrently; all requirements for both degrees must be met before either is awarded.

Course requirements:

1. During the first year at Reed:
 - a. Mathematics 111/112 or 211/212.
 - b. Physics 101 and 102.
2. General college distribution requirements.
3. Major requirements—except for thesis—must be completed in one department.
4. Consult with the Reed dual degree coordinator for information on other required courses. (The differential equations requirement for many majors at Columbia is fulfilled by PHY 201.)

Admission to the engineering school is contingent on Reed College's recommendation and the student's having met certain course requirements of the engineering school while at Reed. Typical course requirements are two years of physics, one or two years of chemistry, and two years of mathematics including differential equations. Normally, students with a G.P.A. below 3.3 should not expect to be recommended. (For Caltech the G.P.A. requirement is 3.5.) Admission to a specific field of engineering preferred by the student is not guaranteed; the student's academic record can be relevant to this issue.

Admission to Caltech is not automatic upon recommendation, but is subject to review by Caltech and may depend upon factors that cannot be anticipated. Caltech does not guarantee financial aid to otherwise eligible students.

While admission to the other programs is also subject to review by the participating school, admission can usually be expected upon recommendation.

Johnny Powell is the coordinator for this program.

FORESTRY–ENVIRONMENTAL SCIENCES PROGRAM REED–DUKE UNIVERSITY

By arrangement with the Nicholas School of the Environment of Duke University, a student may obtain a bachelor of arts degree at Reed and a professional master's degree (master of forestry or master of environmental management) from Duke in a five-year joint program. Work at Duke emphasizes three aspects of study and research in forest and other renewable natural resources: management, science, and policy.

The program calls for three years at Reed, including the completion of the general college distribution and major requirements (excluding thesis), passing of the junior qualifying examination, the acquisition of a minimum of 22 Reed units (at least 20 of which, including the distribution requirements, must be earned at Reed), and two years at Duke. Students in all academic majors may qualify for the program.

- A. **Divisional requirements:** Students whose major is in a division with divisional requirements must complete the requirements of the division.
- B. **Course requirements:** (Students in all academic majors may qualify for the program.)
 - 1. Biology 101 and 102.
 - 2. Mathematics 111 or 112, and Mathematics 141.
 - 3. Economics 201.
 - 4. Successful completion of the junior qualifying exam before the end of the junior year.

Consult your major department to see what specific courses are required.

Students should plan to take the Graduate Record Examination and make formal application for admission during the third year at Reed. In the summer following the third year, the student should begin work at Duke.

Keith Karoly is the coordinator for this program. Students who are interested in this program are encouraged to meet with the coordinator as early as possible during their Reed career to ensure proper planning for all requirements.

PRE-MEDICAL STUDY AND PRE-VETERINARY STUDY

There is no pre-med or pre-vet major, but rather a recommended selection of courses required to gain entrance to post-graduate study. Early and continued consultation with health professions advisors and the career services office is strongly encouraged to keep pre-medical and pre-veterinary students apprised of changes in academic requirements and the important non-academic factors that play into medical and veterinary school admissions.

Courses providing Preparation for Medical and Veterinary Study: Medical schools value the breadth in educational programs offered by liberal arts colleges. Work in the humanities and social sciences, as well as non-academic factors are all very important. Students should choose majors according to their academic interests, which will determine the major and any Divisional requirements.

1. Biology 101 and 102 (with lab)
2. Chemistry 101 and 102 (with lab)
3. Chemistry 201 and 202 (with lab)
4. Physics 101 and 102 (with lab).
5. Humanities 110 (fulfills writing-intensive requirements)
6. One year of mathematics, including Mathematics 111

Course prerequisites for veterinary school usually include the above plus additional specific courses, such as biochemistry or upper-level biology, which may be required for some medical schools as well. Introductory psychology and/or social psychology will be relevant preparation for the Medical College Admissions Test beginning in 2015.

Arthur Glasfeld, Jay Mellies, Janis Shampay, Paul Currie, and Julie Kern Smith are the advisers for this area.

VISUAL ARTS—BA/BFA

REED—PACIFIC NORTHWEST COLLEGE OF ART

The joint program with the Pacific Northwest College of Art (PNCA) requires a student to pursue a five year program—the first and second years at Reed, a two-year course of full-time study at the PNCA, and a fifth year combining work at both institutions. Graduates of this program receive the bachelor of arts degree from Reed and the bachelor of fine arts degree from the PNCA.

Students interested in this course of study are strongly advised to meet with the Reed chair of the joint program before the end of their first year. Although application to the program occurs in the fourth semester, it is important that students be aware of the requirement differences for the Reed art and joint program majors. Transfer students should consult with the committee chair as early as possible.

Requirements for Graduation:

1. One unit of art history and 3 units of studio art at Reed during the first two years.
2. Two additional units of art history at Reed before graduation.
3. Two years of full-time study and a final (fifth) year of half-time study, including thesis, at the PNCA.
4. Four units of work at Reed during the thesis (fifth) year. The thesis year must be taken as a full-time program, combining 4 units at Reed with 18 credits at PNCA.
5. Completion of sixteen Reed units prior to the beginning of the thesis (fifth) year.

Although the divisional requirement of a second year of a foreign language is waived, students are strongly encouraged to complete it.

The junior qualifying examination, thesis, and oral examination—normally administered by the major department and division—are under the jurisdiction of the PNCA. The board of examiners for thesis includes at least one faculty member from the art department at Reed.

During their fourth semester at Reed, candidates for this program should apply to the chair of the Reed–Pacific Northwest College of Art Committee, usually the senior studio art faculty member. Acceptance to the program is contingent upon the student having successfully completed at least 16 units of Reed credit, including at least 3 units of studio art and one unit of art history at Reed. Before the end of that fourth semester the student must also complete a declaration of major form, approved by the chair of the Reed–PNCA committee.

The physical education and distribution requirements are the same as those for all students at the college. The minimum credit requirement for graduation is 20 units at Reed plus the equivalent of 20 Reed units at the PNCA, instead of the usual 30 units required of students earning only the B.A. from Reed or students earning only the B.F.A. from the PNCA. The Pacific Northwest College of Art requires 120 credits for the B.F.A., which is equivalent to 30 Reed units.

Because of the limited number of courses at Reed under this program, advanced placement and transfer credit from other institutions can be granted only as additional to the twenty units and specific course requirements at Reed.

For financial arrangements for this joint program see the "Costs" section in the current catalog.

CONCISE REFERENCES

The Catalog and Faculty Code contain specific and detailed information regarding issues that arise in the advising process. In this section of the handbook, we highlight and clarify some of the more common definitions, questions and problems. Subjects are listed alphabetically.

Academic Actions – The actions taken for deficiency in student scholarship are listed below, in order of increasing severity, with the accompanying sanctions. There are no rigid lines dividing one action from another, because each student is considered individually. Instructor comments, semester grades and academic history are all considered when academic actions are determined.

Students are notified of their academic action by a statement on their academic status report. Academic actions are not noted on students' official transcripts. All students who receive an academic action are strongly encouraged to meet with their faculty adviser to discuss their academic status. It is often helpful for students to meet with a dean in student services to discuss strategies for improvement and to learn about support services such as tutoring, personal counseling, and study skills workshops.

1. *Official Warning* – Assigned if one D is earned. No sanctions are levied against students on official warning. A student on official warning should be told that this is an indicator of unsatisfactory progress and that return to good standing and continuation at Reed are contingent on immediate and marked improvement in the academic record. Students on warning are advised to complete a progress plan to help them identify strategies for a more successful semester.
2. *Probation* – A student receiving two or more D grades or one or more F grades is usually placed on probation. A student on probation generally is considered to be making unsatisfactory progress. The student is expected to formulate a progress plan in consultation with the adviser and a dean in student services. The progress plan will outline how the student will return to good standing and progress in the degree program. Any student on probation may not hold any elective or appointed office in community government or serve as a staff or committee member of any recognized community organization.

The student's record relative to the progress plan will be considered at the subsequent grade review. A student who fulfills the academic standards of the plan *usually* will be removed from probation. Occasionally, a student who improves will be continued on probation if the record warrants that action. A student who does not succeed in meeting the academic standards of the plan may be denied registration or be dismissed from the College.

3. *Denial of Registration* – Denial of registration means that a student is prohibited from enrolling at Reed for a specified period, usually one semester, sometimes two, rarely three. A student who is denied registration is welcome to apply for readmission at the end of the stipulated period. Readmission will be judged on the basis of evidence that the problems that caused the academic difficulties have been resolved.
4. *Dismissal from College* – This is a permanent action, used when the faculty believes that a student cannot do satisfactory work at the College for academic or other reasons.

Academic Conduct Policy – Academic dishonesty is a violation of Reed's Honor Principle in its most fundamental form and is contrary to the idea of scholarship. The principle of academic honesty requires that no one willfully or knowingly claim authorship to the work of another and that no one falsify or misrepresent empirical data. The principle of academic honesty also covers such acts as giving or receiving aid during examinations, copying someone else's laboratory report or homework exercise, and willfully or knowingly misrepresenting the words or ideas of another as one's own in a written assignment.

Any member of the Reed community who observes or has knowledge of a violation of the Academic Conduct Policy may seek advice about the appropriate options from the Chair of the Honor Council, report the violation to the instructor, or initiate an honor case with the Student Judicial Board. In all cases, it is the responsibility of the faculty member to determine the grade for the assignment and/or the course in which the alleged violation of the Academic Conduct Policy took place. In the interest of equity, the instructor is encouraged to consult with the Chair of the Administration Committee to find out the severity of academic penalties imposed by instructors in the past in similar situations.

In cases of suspected academic misconduct, the instructor is to meet with the student accused of academic misconduct and present the student with the evidence of a violation. If the student admits to academic misconduct, the instructor should fill out an Academic Misconduct Report form, available from the Registrar's Office, describing the incident. If the instructor believes that the misconduct is minor and a first-time offense, the misconduct report is forwarded to the dean of students for review by a three-person panel. If the panel determines that it is a first offense and is indeed minor, a record of that decision will be placed in the student's file and no further action will be taken. If it is determined that it is not a first offense, or that the misconduct was not minor, the report will be forwarded to the Judicial Board for action. If the student denies that academic misconduct took place or if the facts of the case cannot be agreed upon, the instructor should file a report with the Student Judicial Board. The Judicial Board will hear the case and if appropriate, recommend disciplinary action (not academic action) to the President of the College. Faculty members having questions or desiring assistance on this issue may consult with the Chair of the Administration Committee, the Registrar, or the Dean of Student Services. For more specific information about these policies and procedures, consult the Faculty Code.

Academic Status Reports are scholarship notices summarizing a student's general level of performance. They are given to all students judged to be in academic difficulty following each grade review and to all new students following the first two grade reviews (eight-week and end-semester). Students receiving these notices are asked to confer with their faculty adviser within one week of the time of issuance. Academic actions will be indicated on the grade review for first- and second-year students and will be reviewed for juniors and seniors at divisional grade review meetings. Do not treat these casually—take time to talk with the student about his or her academic progress. If an advisee receives such a notice but does not come to talk with you, you should initiate contact. It may be helpful to ask student services for help with this. Often the students who need help are hesitant or embarrassed to ask.

Ad-hoc majors are interdisciplinary majors between departments that do not have a standing committee. These programs generally take extra time to create and to supervise. In order to have an ad-hoc major approved, students must show that no standing major at the college accommodates their program. Students must obtain approval of the program from faculty in both departments. Tracking degree requirements is especially important for these students if their two majors are in different divisions. Although the Administration Committee has oversight responsibilities for interdivisional students, the committee relies on the advisers in each department to track these students carefully.

Advanced Placement can be in the form of placement in a course beyond the beginning level with no award of credit, or it can result from a successful grade in an Advanced Placement (AP) or International Baccalaureate (IB) examination in those fields approved by the faculty for credit. Students can apply a maximum of eight AP or IB units (or credit-by-exam units) toward their Reed degree, and credit may be used for any requirement (with department approval) except the general college distribution and division requirements. Students with AP/IB units are not exempt from Humanities 110.

Advisers, Changing of – Unless there is an irreconcilable clash of purpose, first-year students should work with their appointed adviser for the first year; but if any student wishes to change advisers during the academic year, the procedure is simple. To change advisers, the student obtains the consent of the new adviser and completes the change of adviser form. The form is available in the Registrar's Office and should be returned to that office when complete. The original adviser will receive notification of the change from the Registrar's Office and should then forward the student's advising file to the new adviser. When an advisee changes to another faculty member, be sure to send the file to the new adviser so that individual will have the information needed to advise the student. The student services deans and staff in the registrar's office are available to talk with a student about changing advisers and to provide recommendations for a new adviser. Upperclass students must choose their adviser from among the faculty in their major department.

Attendance – Class attendance is voluntary in some classes, but students are responsible for participating in courses. Although each instructor determines what constitutes satisfactory performance in his or her own classes, it is a common view among members of the faculty that the student who fails to participate in conferences fails to meet one of the most important standards of achievement at Reed. If a student does not come to class, contact that student right away. A student who does not rejoin your class and who fails to complete and submit a drop form must be assigned either a grade of UW (Unofficial Withdrawal) or F. A UW may be assigned at the end of the semester **only if** a UW was recorded at mid-semester. Early intervention is important.

Auditing a class – Students who audit a class earn no academic credit, are not graded, and no record of the audit is made on the student's transcript. MALS classes and classes that are capped, full or over-enrolled cannot be audited. Only those students whose sole remaining requirement is PE may audit a PE class. Special students and those not enrolled full-time will be charged a fee to audit a class. Individuals not enrolled at Reed may audit a class with the instructor's permission, and must complete the auditor's application, coordinated through the Admission Office. Audit fees are paid at the Business Office.

Classification – Students with fewer than 6 units of credit earned are classified as **first-year**; those who have 6 or more and who have not filed an approved declaration of major form are classified as **sophomores**. Students are considered **juniors** when they have both declared a major and completed 13 or more units. **Seniors** have declared the major, passed the junior qualifying exam and are certified as ready to begin a thesis.

Commencement – The annual commencement ceremony is held at the end of the academic year, and only those students who have completed **all** requirements (including PE and any transfer credit) are eligible to participate. Students who finish all of their requirements in fall graduate in January, and are eligible to participate in the following spring commencement.

Comment Forms – Used by faculty advisers, the Administration Committee, divisions, and student services, these must be submitted by instructors for each student receiving a grade of C- or below and for grades of Unofficial Withdrawal, Incomplete and Dismiss. If the instructor thinks any other grade merits comment, s/he is encouraged to submit one. For example, a student may have received a satisfactory grade but there are clear areas of concern in the student's performance such as poor writing or sporadic attendance. **Remember when writing comments that students have access to their comments.**

The adviser is responsible for addressing with the student those concerns raised in the instructor comments. It is important for the adviser to initiate this discussion, because students may be embarrassed or may not appreciate the importance of these comments. The adviser should note any patterns in academic difficulties (such as lack of preparation for class, non-attendance, etc.) and discuss these with the student. It is always advisable to refer the student to the course instructor for further information but this does not take the place of the adviser/advisee discussion.

Confidentiality of Records – In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), a student's education record may be released **only** to the student, and to College officials who have a "legitimate educational interest" in the record. If parents and students have agreed that parents can have access to the student's grades, parents can order a grade report by submitting a written request to the Registrar's Office and one will be provided by the Registrar's Office. Parents will be notified of academic actions of probation, denial of registration and dismissal from the college if parents and students have agreed that such notification will be automatic. The advising transcript available on IRIS includes a designator indicating whether information can be released to parents for each advisee.

Medical and psychiatric information and individual counseling records are considered confidential. This information cannot be shared without the student's explicit written permission. However, the College may release information about a student in an emergency situation if the College believes in good faith that knowledge of the information will protect the health and safety of a student or others.

Personal information such as local and home address can only be released if it appears in the online directory. Students may prevent such information from appearing in the online directory. A more complete discussion of FERPA is in the Guidebook and the complete College policy with respect to FERPA is available from the registrar.

Course Changes (to student enrollment) – To add or drop a course once classes begin, a drop/add form must be signed by the student's adviser and course instructor and returned to the registrar's office—Eliot Hall, 311.

- Students have two weeks in which to **add** a course. Approval of the Administration Committee, the adviser and the instructor are required for late adds. Petitions for late adds are rarely approved. If approved, the administration committee may assess a late registration fine currently ranging from \$25.00 to \$100.00.
- Students may **drop a semester course** through Monday of the sixth week of the semester without notation on the transcript. If a semester course is dropped after that date and by Monday of the tenth week of classes, the grade of W is recorded. No semester course may be dropped after Monday of the tenth week of classes of any semester, nor may a student withdraw without academic penalty from college during that time. Students may drop a **year-long course** through Monday of the tenth week of classes in fall without notation. Students who drop a year-long course from Monday of the tenth week in fall through Monday of the sixth week in spring will have W recorded for one or both semesters of the course. No year-long course may be dropped after Monday of the sixth week in spring.
- Students may **change** from one **section** to another of the same course or reduce the unit value of a course (with instructor permission) during the first two weeks of class, using the appropriate form.

Course Numbering System – Courses are numbered using the following scheme:

100 level – no prerequisites, normally taken during the first year

200 level – introductory courses some with prerequisites, normally taken by sophomores, upper-class students, and qualified first year students

300 level – intended for students with a background in the discipline; these courses have prerequisites or require equivalent college experience.

400 level – advanced courses with more than one prerequisite, normally taken by seniors.

500 and 600 level – graduate courses, open only to students in the Master of Arts in Liberal Studies program. Undergraduates may not enroll in graduate courses for credit or as an auditor.

Course Workload – Instructors should provide students with information at the beginning of the semester about the workload of the course. This enables students to better judge the overall workload of their semester program. Information about workload should include expectations for class preparation, major paper assignments, laboratory and studio requirements and examinations. The scheduling of work should be as specific as possible, preferably with due dates. The Faculty Code prohibits the assignment of work over vacation or break periods, other than routine class preparation.

Credit/No Credit Grading – Students may take a maximum of two units of work on a credit/no credit basis, and may do so only in their junior or senior years. Courses designated as available only on a credit/no credit basis are not included in the 2-unit limit. The grade of credit will be recorded for work at the level of C or higher; work at the level of C- or below will be reported as no credit. Enrollment on this basis must be approved by the instructor and the faculty adviser. It may not be used to meet college distribution requirements, division requirements or those of the major, and may not be taken in the student's major department. Students should be advised that the grade Credit is occasionally interpreted by graduate schools as a grade of C.

Cross-registration – Full-time students (enrolled in at least 3 Reed units) are eligible to enroll at other private colleges and universities in the greater Portland area at no additional cost through the Oregon Alliance of Independent Colleges and Universities (OAICU). Reed College has cross-registration agreements with 16 area schools. Such courses are considered part of the Reed course load, but the grades are not included in the Reed GPA. Students may obtain forms and instructions for cross-registration in the registrar's office.

Curricular Course Offerings – A **new course** must be approved by the sponsoring department and by the appropriate division before it is recommended to the CAPP. The CAPP considers courses for the curricular fit, duplication of other courses, department workload, etc. If the review is favorable, the CAPP recommends a course to the full faculty for final approval. Forms for new course approval are available in the Dean of Faculty's and Registrar's Offices. **Changes** to existing courses of unit value or prerequisites, or a significant change in course content are subject to the same procedure. **Minor changes** in course description need only departmental approval and are forwarded to the registrar for inclusion in the catalog. If a course is not offered for three years, the registrar's

office will notify the department that the course will be **deleted** from the curriculum unless it is scheduled in the following year.

Declaration of Major – Students must declare a major once they have completed 16 or more units. If a student is enrolled in courses the completion of which would bring the student's total number of units to 16 or more, the student will not be allowed to register for subsequent semesters until s/he declares a major. (Students who transfer with 16 or more units must declare the major before the end of their first semester at Reed.)

The major shall be declared by completion and submission of the declaration of major form to the Registrar's Office, listing all courses to be completed for the degree. A faculty member in the major field must sign the form to indicate that the curricular expectations of the major have been explained and discussed with the student.

Degree Progress Evaluation (Credit Evaluation) – At the beginning of the fall term each student receives a summary of credit earned. This evaluation includes a summary of the following: total units, courses applied to general college requirements, PE credits, whether a major has been declared and the junior qual passed, and transfer credit courses. Students should be encouraged to bring this with them to advising sessions. A sample is included in the appendix of this handbook. Because students do not receive grade reports each semester, this is a very important document with which students can assess progress toward meeting the general College requirements.

Departmental Requirements – It is the responsibility of each department to see that students in the major meet these requirements and to notify students who are missing requirements. Copies of such notifications must be sent to the registrar's office. The requirements for each major are detailed in "Planning an Academic Program" earlier in this handbook. The major planner forms provide a way for students to track their progress in completing major requirements. See "Major planner" later in this section.

Disabilities – Students with physical, medical, psychological/psychiatric, vision, hearing, attentional or learning-based disabilities are encouraged to meet with the director of disability support services regarding the impact of their disability. The director will work with the student and relevant faculty and staff to coordinate or implement accommodations as deemed appropriate following a review of documentation provided by an appropriately qualified professional. If you have an advisee with a disability or if you or your advisee is concerned that s/he might have a learning disability, contact the office of disabilities services for more information. Disability information is confidential and is released to the adviser or to other faculty only at the student's request. See Appendix IV.

Dismissal by Instructor – An instructor may dismiss a student from a class for serious misconduct at any time but only after consultation with the student's adviser. It can also be helpful to consult with one of the deans in student services. Dismissal during the period of classes will be recorded on the record as "DIS." The notation is not calculated in the GPA, but does show on the transcript.

Distribution (Group) Requirements – In addition to requirements for total units, major and residency, each student is required to complete courses across the disciplines. Students should be advised to complete these early in their time at Reed. Students' progress toward completing these general college requirements is tracked on degree progress evaluations. (See the General College Requirements section in this handbook.)

Each group calls for two units in the same discipline; no single course may satisfy more than one group requirement for a student.

Students may fulfill one of groups A–D with courses in the major department (interdisciplinary majors may fulfill two of groups A–D with courses in their major departments).

Group X: In addition to groups A–D, students must complete two units in any single department outside the student's major department.

Group requirements cannot be satisfied by waiver, independent study, credit/no credit courses, Advanced Placement, International Baccalaureate or any other examination; only one of HUM 210, 220, or 230 may be used to satisfy group requirements.

Double Majors – Students who elect to pursue a double major must complete all requirements for each major, including a thesis in each major. If a student chooses to graduate after completion of only one major, and subsequently completes a second major, the second major will be listed on the transcript as completed after the B.A. A second degree will not be given.

Dual Degree Programs – Reed offers combined programs with other higher education institutions leading to degrees such as Computer Science, Engineering, Forestry–Environmental Sciences, and Fine Arts. See the catalog, Faculty Code, or detailed descriptions in this handbook.

Emergency Absence – Students who must leave the College for a brief period of time but who intend to complete the semester's work may apply for an emergency absence through the office of student services. These may be granted for personal and family emergencies as well as for medical and psychological reasons. Students may apply for this absence at any time in the semester; this status will not extend beyond three weeks or the end of a semester. An emergency absence does not result in the refund of any tuition or fees.

Emergency Contact – Students are asked to designate in IRIS whom the college should contact if an emergency arises. That information is stored in the student information system, which is accessible by staff in the registrar's office and student services. If you know of an emergency situation, please contact student services so that appropriate contacts can be made.

Financial Aid Considerations – There are often financial aid implications for decisions students make, such as taking a leave absence, reducing the course load in a semester, participating in study abroad, and calculating the number of semesters needed to complete the degree. If a student is receiving financial aid or anticipates receiving aid, s/he should consult with the financial aid office regularly.

Students must complete three units with a 2.00 grade point average to remain eligible for financial aid. If a student does not complete three units with a 2.00 grade point average, the student will be placed on financial aid warning and must complete three units with a 2.00 grade point average for the next semester they are enrolled at Reed. If a student does not complete 3 units with a 2.00 grade point average during the warning period, the student becomes ineligible for federal, state, or institutional financial aid. Students with mitigating circumstances may petition to receive financial aid for one semester; students whose petitions are approved will be placed on an academic plan (developed in consultation with their adviser).

Foreign Language Requirement – There is no college foreign language requirement, but some departments, divisions, or interdisciplinary programs require coursework or a specific level of fluency. Currently, requirements exist for majors in the divisions of the Arts and Literature and Languages; in the departments of Anthropology, Linguistics, Religion, and certain allied fields within Psychology; and in the interdisciplinary programs of Classics–Religion, History–Literature, International and Comparative Policy Studies, and Literature–Theatre. Other departments strongly recommend some level of fluency.

Grade Point Average (GPA) – The cumulative GPA is calculated using Reed work only.

Grades and Grading System – For details of the grading system and recommended distribution, refer to the Faculty Code. A grade must be submitted for every student who is officially registered in a course. A student's registration status can be verified on Iris by contacting the registrar's office.

- *Late grades by faculty* — faculty may be fined \$5.00 for each grade not submitted by the stated deadline, up to a total of \$25.00 per grade review.
- *Students may review their grades* with the instructor or their faculty adviser. The student services deans may furnish grades when faculty are not available. Students are not sent regular grade reports, because of the College's commitment to encouraging students to study for the knowledge to be gained, rather than for the grade earned. Grades of C- or lower are reported to the student by the registrar's office after each progress or grade review. Federal law requires that the student record be made available to the student on written request, so students can request copies of their academic record in the registrar's office.

Grades, Change of – After the deadline for submission of grades, all changes of grade must be approved by the Administration Committee. Work completed after the last day of final examinations in a semester is not a sanctioned justification for changing a grade, except when a petition for this has received approval from the Administration Committee. Such approval is rarely given.

Graduate Program – Reed grants the Master of Arts in Liberal Studies (MALS). Questions about the program should be directed to the Director of Special Programs.

Guidebook to Reed – This resource document for students is published on the web (<http://web.reed.edu/academic/gbook/>). The Guidebook provides comprehensive information about academic and student life policies and procedures. Advisers should refer students to this publication for quick references regarding the most commonly asked questions (e.g. procedures for taking a Leave of Absence, petitioning for exceptions to academic policy).

Handbook for Majors – Each department or committee is expected to write and distribute a handbook containing thesis regulations to all its declared majors. This may also include useful information about the junior qualifying exam, and application procedures for jobs and graduate or professional school, etc.

Incomplete Grade – May be recorded only when work completed by the time of grade submission was of passing quality **and** reasons of illness or extreme emergency prevented the student from completing the class on time. It is the instructor's decision whether to assign the incomplete (i.e., it is not the student's option to "take" an incomplete). Documentation of the illness and/or emergency situations should be required. Students should be referred to student services for discussion of personal concerns, to provide documentation, and to make sure that the student is receiving all of the assistance needed. With any grade of Incomplete the instructor must complete an incomplete comment form detailing the reason it is assigned, the level of work already completed, the work remaining, and the grade to be assigned if no further work is completed. Advisers and students have access to their comment and incomplete forms.

The student must complete the course by the first day of classes of the next semester, whether or not the student is enrolled in the subsequent semester. The grade is due from the faculty member to the registrar by the end of the second week of classes. If the course is not completed on time, the instructor may assign a grade based on the work received. If a grade is not received from the faculty member, the grade reported on the incomplete form as the grade to be assigned if no further work is completed will be recorded.

Independent Study – Independent study courses (those numbered 481) are considered a faculty overload. They are not to be used to offer a course that has not received faculty approval, and should not duplicate the material in a regular course. Independent study is not recommended for first- or second-year students. By the end of the second week of the semester, independent study courses must be presented to the appropriate division for approval and titles of all such courses must be reported to the registrar.

International Baccalaureate – Similar to Advanced Placement, these are examinations students take in high school, following an advanced curriculum. Students may be granted quantity credit for a successful grade in an examination in those fields approved by the faculty for credit. See Advanced Placement (above) for credit and applicability limitations.

Junior Standing – Students are advanced to junior standing when they have completed a minimum of 13 units and have formally declared a major. By the end of the third week of each semester, departments must review the records of declared majors who have reached junior standing and advise them whether any program changes are required. All upper-class students must have a member of their major department as their official faculty adviser. Students filing for an *ad hoc* major must have two faculty advisers, one from each department.

Junior Qualifying Examination – This examination normally is taken near the end of the student's junior year. If it is necessary to give the exam at the beginning of the first semester of the senior year, it must be scheduled early enough so that notification of success or failure can be given to the student before the end of the second week of the semester. This will allow the successful student to add thesis before the deadline to add a course and the unsuccessful student to withdraw from school with minimal financial consequence. Students will not be advanced to

senior standing or enrolled in thesis until they have passed the exam and have been certified by the division or interdisciplinary committee as ready to begin a thesis.

The examination may be a written or oral examination, an essay newly written for this purpose, or a combination of these. It is not expected to take a substantial amount of time away from the student's regular course work. The objectives of the examination are (1) to evaluate the student's mastery of the discipline or related disciplines; (2) to serve as a diagnostic aid in identifying weaknesses in the student's preparation for advanced study or thesis work in that discipline; (3) to assist the student in unifying his or her knowledge of a major field of study; and (4) to assist the major department or interdisciplinary committee in assessing the effectiveness of its own program.

Leaves of Absence – Any student eligible for continuing registration at Reed is eligible for a leave of absence. Students choose to take leaves for a variety of reasons: to travel abroad, to pursue a full-time job or internship, to take coursework elsewhere, or simply because they would like a break from intense academic work. Students interested in taking a leave of absence should pick up a leave of absence form in the student services office and meet with their adviser and a dean in student services to discuss their plans for a leave.

Leaves must be requested by Monday of the tenth week of classes of the semester in which they are to take effect.

Students who have been granted a leave of absence may file for financial aid on the same basis as continuing students. Students must file the PROFILE form with the College Scholarship Service by April 1, the FAFSA with the federal processor by April 1, and copies of their parents' federal tax forms and W-2 forms with Reed's Financial Aid Office by April 15.

Major Planner – The major planner is a form that enables students to keep track of their progress not just in general college requirements (as the degree progress evaluation does), but to review major and division requirements as well. This form is for student and adviser use, and can be helpful when choosing a major, tracking a major, or to verify that major and division requirements have been met. Copies for each major are available in the registrar's office.

Medical Leave of Absence is available for students who have medical or psychological conditions that severely limit their ability to perform academic work. A medical leave of absence may be given at any point in the semester. Medical leaves are granted by a dean of student services in consultation with Reed's health services. The decision to grant a leave is based on the written recommendation of a physician, psychotherapist, or other qualified health care provider.

During the time of the leave, students must engage in appropriate treatment as recommended by their physician or therapist. Return and re-enrollment from a medical leave of absence is contingent on a written assessment by the health care provider to be evaluated by a dean in student services and the health services staff. For more information about medical leaves of absence, students should consult a staff member in student services or health services.

Overloads – Students must petition for permission to carry a program of more than 4-1/2 units a semester, exclusive of PE. Because an overload is understood to be a privilege, the student is expected to earn a B or better in all courses. For first-year students and sophomores, the student must secure the approval of the adviser and the Administration Committee; for juniors and seniors, of the adviser and the division. Petitions must be submitted when the student registers for classes. It is very unusual for a first-year student to be approved for an overload.

Petitions are formal requests for exceptions to established academic policy or deadlines. Petitions should be completed on the appropriate form and students must obtain all necessary signatures prior to returning the form to the registrar's office. Advisers should consider each petition carefully prior to signing and may choose to attach an additional letter of comment to the petition. See Appendix IV for specific information about types of petitions, signatures needed, etc.

Physical Education (PE) Requirement – Six quarters of PE are required for graduation. PE is not calculated in unit totals, the GPA, or course load. Only one PE credit can be earned in each quarter (half of a semester). This requirement is not waived, except in extraordinary cases when ongoing documented health problems interfere with a

student's ability to complete PE. Students may receive up to two credits in self-directed classes, off-campus PE, meditation, and swim fitness. The remaining four credits must be completed in instructional classes.

Quantity Requirements – Students must complete a minimum of 30 academic units and 6 quarters of physical education to graduate. 15 of the 30 academic units must be taken at Reed College, not by transfer or exchange. Exceptions (even for fractions of a unit) are not made to the 30-unit minimum except for approved three-year graduates. An exceptional student with approval may graduate in 3 years after completing at least 27 academic units and 6 quarters of PE. Students who wish to graduate in three years with 27 units must secure the support of the adviser, department, division and one member of the faculty outside the division, and submit a petition to the Administration Committee. Students should apply by the end of their third semester and should have a compelling academic reason for wishing to pursue an accelerated program.

Readmission – Students who wish to return to Reed after a period of non-attendance without an approved leave of absence must petition for readmission through the Registrar's Office. This includes students who withdrew or were withdrawn from the college, those who failed to re-enroll or to return from a leave of absence, and those who were denied registration. Students must submit copies of transcripts from all schools attended during the student's absence from Reed with the application for readmission.

If the student left because s/he was denied registration, the readmission application must include evidence of readiness to return. One way to demonstrate this readiness is to show evidence (official transcripts) of full-time transferable coursework with satisfactory grades from another institution. Other activities, particularly those related to the reasons for the academic difficulties, may also be considered as evidence of the student's readiness to return. Examples include participation in counseling, study skills training, or academically related internships. Any readmitted student who was denied registration or who was on probation at the time of leaving will return on probation and be required to complete a progress plan.

Registration for all continuing students takes place in spring, with the selection of courses for the coming year. Students register for fall and spring courses, and can change their schedule before the beginning of each term, using the web-based SOLAR system. Students receive from their adviser a new SOLAR Personal Identification Number (PIN) for each registration period (i.e. April and November). New and transfer students are offered the opportunity to enroll when they arrive on campus. See "Course Changes" for information on how to add and drop classes. The deadlines for all registration transactions are noted in the academic calendar.

Repeated Courses – When an entire course is repeated at Reed, only the higher grade will be included in the GPA. The lesser grade will be replaced with the appropriate revision code on the transcript. Both grades are retained for those courses for which credit can be earned more than once.

Residence Requirement – Residence is the minimum time a student must spend **at Reed** in order to graduate. Students must spend 2 full years at Reed and earn a minimum of 15 units. Participation in Reed-sponsored off-campus programs does not count as residence credit. Courses taken at another school for transfer while still a Reed student do not count as residence credit. Requirements for senior year residency are listed below.

Satisfactory (S) Grade – May be used only at the four- and eight-week progress reports, except for thesis. It indicates work at the level of C or better. If you can't identify a student who appears on your class list, it is good to record a UW to warn the student to drop the course.

Senior Oral Examination – The senior oral exam is given at the close of the student's final senior semester. It is a two-hour discussion between the student and the faculty of the major department/s and division. One or more faculty from another field, and sometimes an examiner from outside the College also participate. The student's knowledge about the thesis, grasp of the general field, and the larger context of the student's academic program are evaluated.

Senior Thesis Year – Both semesters of the thesis year must be spent in residence. Students must complete six academic units during the thesis year. At least two units must be taken in each semester, and one of these two units must be a non-thesis unit. Payment of full tuition for the year is required. Exceptions to the senior year in residence requirement are made only for students working in one of the Dual Degree Programs (see above).

Special Student – is a student who has not met all of the college entrance requirements, who is not pursuing the Reed degree, has been accepted for a semester or one year, and who is restricted to enrolling in no more than two courses. Exchange students or those on official leave from another school may carry a full program. The letter of admission specifies any restrictions that were made when special admission was granted, and whether the student is full- or part-time.

Student Course Load – The typical load ranges from 3 to 4-1/2 units per semester, excluding PE. Thirty units are required for graduation, so completion in four years calls for an average of 7.5 units to be completed each year. A small deficiency in one year can be made up fairly easily. If a pattern of deficiency continues, the student must plan either to take courses in summer or to enroll in additional semesters to complete degree requirements.

Exclusive of PE, a **full-time** student carries a minimum of 3 units per semester and pays full tuition; a **part-time** student carries fewer than 3 units per semester (considered an underload) and pays tuition on a per-unit basis. Special approval is needed to be a part-time student, to be charged reduced tuition, or to enroll in an overload (more than 4 1/2 units). See also "overload" and "underload."

Study Abroad – Appendix V details study abroad opportunities and regulations regarding academic credit. The request for credit for study abroad should be approved in advance, but this is sometimes impossible. For that reason, faculty should make clear to students what is expected if credit is to be granted, and students should know that careful documentation of all work is required on return. Students should understand that the granting of credit is not automatic. Study abroad is not considered to be residence credit, even in Reed-approved programs.

Thesis – The distinctive feature of a student's senior year is the sustained investigation of a carefully defined problem—experimental, critical, or creative—chosen from the major field and considered as one part of an overall senior year program. The problem is selected and developed through the year by the student, with the support of the faculty thesis adviser. At the end of the year the student submits to community scrutiny a thesis describing the problem and the attempted resolution.

The thesis involves substantially more than the writing of a long paper in a course. It requires the development of a wider variety of knowledge and skills, and permits greater integration of a student's academic experience. A thesis typically:

- poses problems of design for inquiry on a scale routinely confronted in research and scholarship outside the classroom, but not often encountered in courses;
- provides a context for exploring the relationship of critical, experimental, or analytical methods, to judge their applicability by experience;
- builds organizational and expository style through the task of writing the thesis itself;
- provides, through collaboration with the faculty adviser, a model for collegial inquiry and exercise of a scholarly apparatus and vocabulary;
- provides experience in self-direction through independent work;
- tests students' interest in and capacity for professional scholarly activity;
- provides valuable feedback, to allow faculty to judge the adequacy of the educational program and of their effectiveness as teachers, as these are reflected in students' scholarship.

Students should indicate their intention to enroll in thesis by registering for the course. No student's registration for thesis will be finalized until written notification of the passing of the junior qualifying examination has been given to the student and to the Registrar's Office.

Department thesis requirements vary; advisers should review those of their department.

"S" is an allowable grade for the **progress grading** and the first semester grading period in this course if satisfactory progress is being made. Given the tendency of some students to procrastinate, if satisfactory progress is not clearly evident at the first semester or the next-to-final grading period, thesis advisers should **not** record an S.

Every senior and thesis adviser is provided with a copy of the Senior Handbook, in which the deadlines, format, etc. for thesis are included.

Review the **deadlines for first drafts** and any special requirements that your department may have, so that you can advise your thesis students correctly. Warn the student to allow adequate time for the thesis adviser to read and edit the completed work as a whole before final printing and duplication.

Be sure the student understands that after the thesis adviser approves **four copies** of the thesis, have been checked through the Registrar's Office, and are ready for the members of the Orals Board, no other changes in the copy may be made. Further editing is not permissible, except for the correction of typographical, grammatical and other "mechanical errors" as may be required by the Orals Board in the senior oral examination.

If the thesis adviser will have **to be away** at a time that may prove crucial in the development or approval of a thesis, advance warning of the absence should be given so that the student can plan ahead.

Theses not completed on time – The options for students who fail to complete the thesis on time are outlined below. Refer to the Faculty Code for specific regulations.

- A three day (weekend) grace period, with certain provisions, incurring a fee of \$50
- If the student fails to meet that extension, a grade of IN, U, or F is given:
 - **IN** incurs no financial penalty, is limited in usage, must be approved by the division and Administration Committee, and must be made up by the first day of classes of the next semester or an earlier date specified by the thesis adviser. If the deadline is not met, the grade is changed to an F. Students must be eligible for an incomplete to take advantage of this option.
 - **U** (unfinished) is also due the first day of classes of the next semester, but incurs a \$200 fee on completion of the thesis.
 - **F** indicates the student failed thesis and must register for a new thesis.

When completed late, four copies of the thesis must be checked through the Registrar's Office by 3:00 p.m. on the deadline. The senior oral exam must follow promptly to meet the deadline of submitting the bound copies to the library within two weeks.

Students working to make up an IN or a U are not considered to be registered students and if they need college services such as library, laboratory, health insurance, or help from an adviser, they must make special arrangements. Such services will be granted only when feasible.

Transcripts – Students may request an official copy of their academic record (courses, grades, and units) by completing a request in the Registrar's Office. The first copy is free; a fee is charged for all subsequent copies. Students should allow 3–4 working days for transcript processing.

Advisers can view a student's transcript on the web through IRIS (<https://iris.reed.edu/>). For advising purposes, an unofficial transcript contains more detail and is displayed by semester within academic year, rather than by academic year alone.

Parents may request a copy of their student's grades, and if a signed information release form is on file, a special parent transcript will be sent at no charge.

Transfer Credit: New Students – Transfers often have special problems in fitting their previous work into Reed requirements and course equivalents. Questions of interpretation should be directed to the Registrar's Office, which consults with departments to establish equivalents and waivers.

- U.S. schools – transfer credit is allowed for work done at regionally accredited colleges and universities if the student achieves a grade of C- or better. The courses cannot have been either taught at the high school or used for high school graduation credit; the courses must be regular college level courses, in subjects and at a level applicable to the Reed degree and must be courses that are consistent with the Reed curriculum.
- Foreign schools – credentials are evaluated in accordance with the recommendations of AACRAO and are subject to faculty review after the student arrives on campus.

Transfer Credit: Continuing Students – Students who wish to complete courses elsewhere should complete a request for transfer credit approval before enrolling in courses they wish to transfer.

- U.S. schools – allowed on the same basis as entering students, provided that the student completes the approval process.
- Foreign schools – if study abroad is completed in a Reed-approved program, or in a branch of a regularly accredited American school, credit is allowed as indicated in U.S. schools. If study abroad is done individually or through an unaccredited organization, there is a more involved process and transfer credit is not guaranteed. See Appendix V for more information.

Underload – Students who wish to enroll in fewer than three units and pay reduced tuition must petition the Administration Committee (first-year students and sophomores) or their division (juniors and seniors) for approval before the end of the 2nd week of the semester. Except in cases of accommodations for documented disabilities, such approval is rarely given for more than one semester. Seniors enrolled in a two-unit thesis semester are not considered to be enrolled in an underload, and are not eligible for a tuition reduction. Full-time students who wish to reduce to an underload without a tuition adjustment need the approval of their adviser and a dean in student services. See also "student course load." Students on financial aid should consult with the financial aid office about the impact of an underload.

Unofficial Withdrawal (UW) may be used early in the semester for students who registered for a course but who have not been attending class. It warns students to drop the course or risk receiving a failing grade. UW may be recorded at the end of the semester only if the student received a UW at the 8-week evaluation period. It may *not* be recorded for a student who received a different grade during the semester, since that indicates that the student participated in the work of the course for at least a portion of the semester.

Vacation Breaks – These are meant to be as the title indicates! No work—other than routine class, studio, or lab assignments—is to be given over the fall, January, or spring breaks, except when such due dates were announced in the course syllabus at the beginning of the semester. Students are not to be expected to use vacation periods to prepare for exams, special reports, etc., in the week immediately following the break.

Wait lists – When conferences reach a maximum enrollment (generally 24), students can place themselves on a wait list. When space opens in the class, the first student on the list will be notified automatically via email and have a period of time to secure that open spot. If the student does not add the class by the allotted time, the next student on the list will be notified, and the student who failed to respond will be dropped from the wait list.

Withdrawal from College – Withdrawing from the College indicates a student's desire to separate permanently from Reed. If a student wishes to be absent for a semester or a year and either intends to return to Reed or has not yet decided whether to return, a leave of absence is more appropriate. To withdraw from the College it is necessary to complete a withdrawal form, available in the student services office (Eliot 218). The student must obtain the signatures of his or her adviser, a dean of student services, and staff of other relevant offices (e.g., financial aid, business, residence life). These signatures are required to ensure that students have the opportunity to discuss their options and plans, to be apprised of any consequences and to verify that withdrawing is the most appropriate action (in some cases a leave of absence, medical leave of absence, or emergency absence may be more appropriate). The completed withdrawal form must be returned to the student services office.

Students may withdraw from the College at any point through the first day of the tenth week of the semester (see the Academic Calendar for the specific date). After that date, withdrawals are not accepted. If a student stops attending classes without having completed the withdrawal process, failing grades will be assigned for those classes. In cases when personal emergency or health prevent a student from attending classes after the deadline for withdrawal, the student should consult with Student Services and/or the adviser. Students withdrawing at the end of the fall semester should realize that credit is not automatically given for one semester of a year-long course. To determine whether they can obtain credit, students should contact the course instructor and submit the required form to the registrar's office.

Continuing students who do not register for the semester immediately following are considered to have withdrawn from the College. If they wish to reserve a place for later re-entry, they may apply for a leave of absence, or they may file an application for readmission when they are ready to return.

Year-long Courses are graded with one cumulative grade for the year, even when there is a change of instructor. In such a case, the second instructor will take the work of the first semester into account when assigning the final grade. Two different grades will be recorded only if the two parts of the course were taken in different years and with different instructors.

APPENDIX I

HELPING A STUDENT IN DISTRESS

If you have a student in distress, you may want to encourage the student to seek help at the Health and Counseling Center (HCC). In such situations, we recommend that you first consult with or inform a dean in the Dean of Student Services' Office (503.777.7521, student-services@reed.edu). Confidentiality standards are more limiting for staff in the HCC than for other college staff members. If you make a referral directly to the HCC, the counselors and medical staff are not able to share information about the student, the counseling process or even confirm that the student came to the Center, even with the Dean of Student Services, without a written release of information from the student. For this reason, involving the Dean of Student Services' Office from the beginning tends to make it much easier to arrange academic accommodations (such as extensions, incompletes) should that prove necessary.

When and How to Alert Student Services

It is important to refer a student to the HCC and/or Dean of Student Services office if one or more of the following is true:

1. You feel overwhelmed or burdened by the student and/or the student's problem.
2. You've had contact with the student on several occasions and it appears that the student is "stuck," unable to find a way to feel better or to change things in his/her life.
3. The student has experienced an unusual number of problems over an extended period of time.
4. The student's behavior is interfering with the class. Examples of such behavior might be interrupting, responding inappropriately, sleeping, and substantial physical agitation.
5. You're concerned that the student is self-destructive, suicidal, dangerous to others, severely depressed, or out of contact with reality.
6. You have reason to believe the student is abusing alcohol or other drugs.
7. For any reason, you're concerned about a student's wellbeing and think additional support might be helpful.

When in doubt about whether to refer a student, feel free to call Jen Negen (503.777.7521) in the Dean's office, or Kate Smith (503.517.7462), Director of the HCC to talk about how to proceed. Please rest assured that we respect your relationship with the student and the importance of confidentiality.

What to Look For

Signs of personal stress, physical or mental health issues, and substance abuse are often subtle and difficult to interpret. While it's not uncommon for any of us to act out of character at times, some behaviors, when observed repeatedly, may suggest more serious concerns. Some indications of distress could include:

Changes in appearance and behavior

- Unusually poor hygiene
- Clothing dramatically inappropriate for the season
- Unusually clumsy behavior, stumbling, lack of coordination, poor balance
- Peculiar mannerism, posture, or gait
- Unusual motor behavior, such as trembling, restlessness, pacing
- Dramatically slowed or listless behavior
- Unusually tired behavior, sleeping in class
- Inappropriate laughter
- Loud or obnoxious behavior (out of character)
- Loss of inhibition
- Inability to focus

Changes in mood and affect

- Grandiosity or euphoria
- Irritability, anger, hostility
- Appears sullen or withdrawn
- Depression
- Rapid mood changes or emotional instability
- Apparent loss of motivation

Speech

- Rapid, loud, or pressured speech
- Unusually long latencies
- Inability to speak intelligibly, slurred speech

Thought process

- Flight of ideas—thoughts so rapid that speech seems incoherent
- Inhibited thinking—thoughts progress slowly with few meaningful associations
- Global reduction in the quantity of thought
- Perseveration—returning to the same limited set of ideas

Thought content

- Apparent delusions, phobias, or obsessions
- Report of or apparent hallucinations

If you'd like to consult with a professional about what you're observing, please contact Kate Smith (503.517.7462), HCC Director, for more information.

How to Talk to a Student about Your Concern

If you feel comfortable talking to the student, you can of course discuss the situation with him/her directly. If you are so inclined, you can let the student know you would like to refer him/her to the Dean of Student Services office and/or the HCC for additional support. Referrals tend to be most effective when the referring person suggests the referral in a direct, non-judgmental manner, and is responsive to the student's reaction to the referral suggestion. For example, if the student says s/he would be willing to get help but is unsure of next steps, providing relevant information might be helpful, whereas if the student says s/he has no interest in seeking support, information about resources is not likely to be useful or well received.

The following steps may be useful:

1. Point out the student's behaviors that concern you. It's often helpful to note the magnitude and duration of these behaviors.
2. If appropriate, you can let the student know it may be a good idea to seek help from one of the many resources on campus.
3. Assure the student that you are not judging or diagnosing him/her by making this suggestion.
4. If the student responds positively, you can direct the student to the Dean of Student Services office and/or the HCC and if appropriate, recommend that an appointment be set up soon. If you're comfortable doing so and the problem is apparently acute, offer to escort the student to the relevant office.
 - a. It's important to let the student know that they will be seen in the HCC more quickly if they let the staff there know that the issue is urgent.
5. Follow up with the student to let him/her know that you're available to talk about how he/she is doing.

If you do not feel comfortable with the above steps and/or if they are not appropriate for the specific situation, you can always contact the Dean of Student Services office directly and let us know about your concerns.

What to Expect

If you contact the dean's office regarding a student of concern, we will generally ask you the following questions:

1. Do you have any concern for the student's immediate safety?
2. Would you like us to contact the student and offer our support or suggest a meeting with our staff?
3. Are you comfortable with us referring to our conversation with you if/when we talk to the student, and if so, to what extent?

Whenever possible, we will keep the faculty member updated to the extent we can within the confines of relevant privacy constraints, and will most likely check back in with you for more information. We do our best to respond expeditiously to your concerns. If the issue seems to grow more urgent as you await our reply, please don't hesitate to contact us with updates.

Due to privacy constraints and the sensitive nature of many of these situations, our responses to you will likely NOT include:

1. Diagnoses, if any are known.
2. Confirmation that the student is seeing someone at the health center.
3. Personal details not directly relevant to your class or the student's ability to participate in your class.

Faculty members are often the first to alert us to a serious issue with a student and it is critical that faculty feel comfortable sharing this information with us. We are very respectful with the information we receive and will only share it with those who have a legitimate “need to know.” We thank you in advance for your understanding in these matters and if you have questions or concerns about this process, we encourage you to contact us to discuss them.

APPENDIX II

STUDENT HEALTH UPDATES

When students are seen at the Health and Counseling Center, they may request that information be sent to their faculty to inform them of this visit. *Students are informed that the student health update notification is for informational purposes only, and that his/her professor is not obligated to consider this information when evaluating the student.*

How is the content of the health update determined?

Both the student and the medical provider approve the specific language used in the student health update before the Dean of Student Services office sends the update to the faculty member. The health update notice may provide a lot of information, or it may be very brief, depending on the student's preferences.

A student may request a student health update after a single visit to the health center, after frequent or ongoing treatment, or any range in between. The student does not need to disclose details, a diagnosis, or any other information they do not want to share about their medical record.

Sometimes the student will present to the health center following a period of illness, and ask HCC staff to convey to faculty that the student had been ill and that the illness has impacted their academic performance (e.g., class attendance, meeting assignment deadlines). In such cases HCC staff will indicate that the student health update is based upon student self report and not upon staff assessment and/or treatment of the condition during the period of illness.

What does a faculty member do once they receive a student health update?

There is no required action once a faculty member receives a student health update.

Health updates may be used, at the faculty member's discretion, to determine accommodations for the student (extensions, alternate assignments, etc.). In addition, faculty members generally require a health update before granting an incomplete at the end of a semester. The staff in student services will encourage students to talk to their professors about their situation and how it might be impacting their academic performance. The student might not feel comfortable discussing diagnoses or treatments, but it is completely appropriate to talk to the student about the implications for his/her ability to perform in the class.

Please don't hesitate to contact the Dean of Student Services office (503.777.7521), student-services@reed.edu with any concerns or questions about this process.

APPENDIX III

STUDENTS WITH DISABILITIES

Reed College is committed to providing equal access and opportunity for all qualified students with disabilities, and facilitating participation of students with disabilities in all college-sponsored programs, activities and services. A disability may include mobility, chronic medical, psychological, visual, hearing, attentional, learning disabilities, or Asperger's Syndrome/Autism spectrum disorder, among others. *All students with disabilities are required to meet the same Reed academic standards as their non-disabled peers, with or without the use of reasonable accommodations.*

Colleges and universities are prohibited from discriminating against students with disabilities in their recruitment, admission, or treatment. State and federal mandates, including the Americans with Disabilities Act (ADA), Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973 were written to assure equal educational opportunity, full participation, independent living, and economic sufficiency for all students.

The Director of Disability Support Services is the primary resource for faculty needing information about disabilities and for students seeking academic adjustments and/or services. Please feel free to contact him/her with any questions or concerns at 503/517-7921 or disability-services@reed.edu.

Documentation of a Disability

All incoming students receive a questionnaire that allows them to disclose to the college that they have a documented disability for which they might like to request reasonable accommodations. Students seeking reasonable accommodations must work with Disability Support Services (DSS) to document their condition and determine eligibility for academic accommodations and support services. Each student request is handled on a case-by-case basis. Our goal is to ensure an accessible and inclusive educational experience in which students with disabilities have access to all programs, opportunities and activities.

In order to qualify for accommodations, Reed students must supply the DSS office with current documentation, including material from an appropriate credentialed professional that addresses the functional limitations and impact of the condition(s) in an academic setting, as well as disability information provided directly by the student. Students with a temporary disability may need to document their condition each semester before services can continue. A copy of the college's documentation guidelines is available on the DSS webpage (http://web.reed.edu/academic_support/disability_services.html).

Student Responsibilities

The ADA and ADAAA not only require compliance of schools regarding access and accommodation, they require that both the faculty instructor and the student have a part in the process of academic adjustments. Functionally, Reed's Disability Support Services office has a facilitative role in this process.

- **Students must self-identify if they desire academic adjustments or services in any class.**
In order to meet eligibility requirements for support services, students with a qualified disability need to inform every instructor in which they are seeking an accommodation how their performance may be affected and what adjustments they will need. This does not mean they have to tell you what their disability is, but they are expected to discuss any requested accommodations with you.

If a student informs you that, based on a disability, they need an academic accommodation in your class, but you have not received documentation from DSS, please refer the student to the Director of Disabilities Support Services, who will work with the student and review any substantiating documentation. The director will then confirm with you whether or not the student is eligible for any accommodations.

- **Students need to give timely notice.**

Students must identify their need for accommodation early in the semester (or ideally, before the semester begins) to allow the college/the instructor/DSS the needed time to adjust, accommodate, or consult prior to the class or exam. Failure to give timely notice can mean that a student may not be accommodated for a particular exam or assignment. Services and accommodations cannot be provided retroactively.

Letters are Sent to Faculty at the Student's Request

To assist both students and faculty in the process of academic accommodations, with written student permission, the DSS office provides a letter to relevant instructors, ideally at the beginning of the term. This letter, which provides verification that DSS has supporting documentation on file, informs instructors of the accommodations that have been requested by the student and approved by the DSS office. Students should then contact their instructors to work out implementation details of the accommodations. Students are also encouraged to meet with their adviser to discuss pertinent aspects of their academic program and study needs.

What is and What is Not an Accommodation?

Accommodations are academic adjustments or services designed to allow students to compete on an equal basis with peers. With or without accommodations, students with a disability are to be graded according to the same standards as all other students. Simply put, students experiencing disabilities have the same right to succeed or fail as other students.

Accommodations are not intended to compromise academic standards when evaluating academic performance. Additionally, accommodation requests from students need not be met if:

- the student is not qualified for the academic program and/or the specific course (i.e. does not meet essential eligibility requirements, either with or without a reasonable accommodation),
- providing the accommodation would fundamentally alter the academic program or nature of the course, or
- the accommodation would involve an undue financial or administrative burden.

How Are Accommodations Determined?

Accommodations are initially determined on a case-by-case basis by reviewing the documentation provided in consultation with the student and the diagnosing professional. It is important to recognize that accommodations may be unique to each course and may, for a variety of reasons, need to change over time.

Input from faculty plays a critical part in determining appropriate accommodations. Decisions regarding the nature of the accommodations will be determined by taking into account the substantial effect on some major life activity (e.g., learning); the ability to access information, services, and classrooms; the ability to produce work in a classroom environment or participate in college activities; and the content and expectations of the specific course. The final determination for providing appropriate and reasonable accommodations rests with the College.

Working with the DSS Office to Provide Accommodations

The office of DSS is a resource for faculty members and students. If a student requests accommodations in your class, the staff in the DSS office are there to help. Some of the common ways in which this might happen include:

Note-taking assistance

At the beginning of the semester, student services may ask for your assistance in recruiting student note-takers. For students experiencing attentional, auditory and/or other processing difficulties, it may be difficult to listen, comprehend and take notes while continuing to attend to the class proceedings; therefore, a note-taker can be helpful. Note-takers are paid by disabilities support services.

Relocation of classes or modification to assure access

Working with the registrar's office, the DSS office or the instructor can request a classroom change if notified in a timely manner that a student experiencing a disability will be taking a particular class and has special needs.

Use of auxiliary aids or services

Auxiliary aids may include use of a scribe, use of a reader, sign language interpreting, captioning/transcription of auditory material, use of a computer or assistive technology, alternative format of print materials, note-taking, or tape recording of lectures.

Adjustment in the testing situation

The goal for testing accommodations is to allow students to be tested for what they know and to avoid having the disability interfere with their ability to complete a test. This may mean, for example, that a student who has difficulty writing due to a physical impairment may use a computer, or that a student who experiences limited vision may use a reader for parts of an exam. Extended time, off-the-clock breaks and use of a distraction-reduced testing environment on exams are other examples of testing adjustments that may be relevant in specific circumstances.

Testing accommodation assistance that may be provided by DSS:

- Alternate test sites (e.g. private testing room)
- Use of readers, scribes, adapted equipment during an exam
- Proctoring exams
- Enlarging of texts, quizzes, etc.
- Adjustment of the manner in which the test is administered (e.g. oral vs. written).

Other accommodations that might be arranged through DSS:

- Assistive listening devices
- Tape recording of lectures with faculty permission
- Providing copies of transparencies, overheads, and/or lecture notes which students may keep or from which students may make copies.

Accommodation Recommendations for Faculty

1. If a student requests academic accommodations for a disability and you have had no official notification of the student's need for accommodation, please assist the student in contacting DSS. It can become a legal dilemma, and potentially inequitable to other students, if a student is provided academic adjustments without determination of eligibility.
2. If you have questions or concerns about accommodations recommended by the DSS office fundamentally altering the nature of your course, please contact the DSS office. Federal mandates require that reasonable accommodations be provided to students with qualifying disabilities, and the DSS office may be helpful in designing effective and necessary accommodations that will not undermine the academic integrity of a course.
3. We encourage faculty to place information about requesting disability services at Reed College in the course syllabus, and to refer students to DSS for accommodation requests.
4. If a student with a disability cannot perform a particular assignment or procedure in class and asks for an accommodation, you may be asked clarify the expectations for your class. The DSS Director will work with faculty to ensure that the accommodation does not alter the fundamental nature of the course or program. This would begin by determining the "essential functions" of the activity or assignment and how these essential functions relate to skills necessary to successfully complete the activity or assignment.
5. If a student believes that procedures have not been followed properly, an approved accommodation has not been implemented, or that any action has been improperly directed against him or her because of a disability or perception of a disability, the student may attempt to resolve the matter through an informal or formal grievance process.

6. If you have any questions or concerns regarding advising or teaching students with disabilities, please contact the DSS office. There are many resources that may be helpful for you in working with students with disabilities.

The Director of Disabilities Support Services maintains the college's confidential disability files as required by law and is the primary resource for faculty needing information about disabilities and for students needing academic accommodations. Please feel free to contact the DSS office with any questions at 503/517-7921, disability-services@reed.edu or stop by the DSS office in the Dorothy Johansen House.

APPENDIX IV

PETITIONS AND CHANGE REQUESTS

A number of procedures having to do with registration and academic records are managed by the submission of forms. Unless otherwise noted, the forms for these processes are available in the Registrar's Office or through the Registrar's Office website at <http://www.reed.edu/registrar/forms.html>. The student is responsible for insuring that any form or petition is completed, signed and delivered to the designated office.

Petitions are written requests for an exception to an established academic policy or deadline. Petitions must be completed and submitted to the Office of the Registrar to be considered by the appropriate faculty committee or administrative officer. The rationale for the petition should be carefully explained and documented. In addition to the required signature/s, written support of the adviser and sometimes the instructor is necessary. There is no guarantee that a petition will be approved. Approval of petitions depends on adequate and appropriate rationale.

In some cases, a late registration fine may be levied by the Administration Committee for petitions approved for late course adds, late section changes, and late course drops or withdrawals. Late fines range between \$25.00 and \$100.00.

PETITIONS

Related to Requirements & Grades	Suggested Timing for Petition Submittal	Signatures Required	Form(s) Required
1. Waiver or substitution for Group A, B, C, D, X, humanities	Before the end of the junior year	Adviser Department Chair - Jr/Sr	Petition to Admin Committee
2. Extension of time to complete work to remove incomplete	Prior to the deadline (the first day of classes for subsequent semester)	Adviser and instructor	Petition to Admin Committee
3. Admission to 3-year program	Within the third semester at Reed	Adviser, Dept & Division Chair, one additional faculty outside division	Petition to Admin Committee
4. Irregular Senior year--fewer than 6 units or irregular thesis	Prior to the senior year	Adviser Department & Division Chair	Petition to Admin Committee
Related to Enrollment			
1. Register (pay fees) late--a fee is charged	Registration day	Adviser, Controller	Petition to register late (available in the Business Office)
2. Waiver of late registration fee	During registration	Adviser, Controller	None
3. Enroll in more than 4.5 units in a semester (overload)	Prior to or at the time of registration	Adviser Division Chair - Jr/Sr	Petition to Admin Committee (Fr/So) to Division (Jr/Sr)
4. Enroll in fewer than 3.0 units in a semester and pay reduced tuition (under load)	Prior to or at the time of registration or no later than the second week of the semester	Adviser Director of Financial Aid ¹	Petition to Admin Committee (Fr/So) to Division (Jr/Sr)
5. Add a course or reduce unit value after the deadline	As soon as possible after the first two weeks of class	Adviser Instructor	Petition to Admin Committee and completed Drop/Add form
6. Drop or withdraw from a course after the final deadline	No later than the last day of classes	Adviser Instructor	Petition to Admin Committee and completed Drop/Add form

¹ Signature needed only for students on financial aid

Change Requests are those forms that are routinely processed without special approval. The deadline column lists the date beyond which a request will not be honored (and a petition may be needed).

CHANGE REQUESTS

Related to Requirements & Grades	College Deadline	Signatures Required	Form(s) Required
1. Resolution of a grade of Incomplete	Work due: first day of classes in next semester. Grade due: by the end of the second week of classes.	Form submitted by the instructor	Change of Grade form
2. Change of Grade	Suggested: within one semester of the original grade assignment.	Form submitted by the instructor	Change of Grade form - submitted to Admin Committee
3. Approval of transfer credit	Prior to enrolling in classes elsewhere	Adviser and Department Chair(s) Division Chair - Jr/Sr Admin Committee - Fr/So	Transfer Credit Request
Related to Enrollment			
1. Add a class, change sections, or reduce unit value in a course	End of the second week of classes	Adviser and instructor	Drop/Add form
2. Change to Credit/No Credit Grading (Jr/Sr only)	Monday of the tenth week of classes	Adviser and instructor	Change to Credit/No Credit or Drop/Add form
3. Drop a course with no entry on the permanent record - no "W"	Semester course--Monday of the sixth week of classes. Year course--Monday of the tenth week of fall semester.	Adviser and instructor	Drop/Add form
4. Drop a course with a "W" (withdrawn) notation	Semester course--Monday of the tenth week of course. Year course--Monday of the sixth week of classes in spring. After registration	Adviser and instructor	Drop/Add form
5. Drop to fewer than 3.0 units during the semester	After registration	Adviser, a Student Services Dean, instructor, Director of Financial Aid ¹	Drop/Add form
6. Withdraw from college	Monday of the tenth week of classes	Adviser, a St. Svcs. Dean, Controller, Residence Life ² , Financial Aid ⁴	Withdrawal form (available in Student Services)
7. Take a Leave of Absence	Prior to the semester or by Monday of the tenth week of classes	Adviser, a St. Svcs. Dean, Controller, Residence Life ⁵ , Financial Aid ⁴	Leave of Absence form (available in Student Services)
8. Take a Medical Leave of Absence	At any time during the semester	Adviser, a St. Svcs. Dean, Controller, Residence Life ⁵ , Financial Aid ⁴	Medical Leave of Absence form (available in Student Services)
9. Take an Emergency Leave of Absence for up to three weeks	At any time during the semester	Student Services Dean (Instructors on return)	Emergency Absence form (available in Student Services)
10. Apply for readmission	July 1 for fall readmission January 2 for spring readmission	None	Application for Readmission
11. Change Adviser	At any time	New adviser	Change of Adviser form

¹ Signature needed only for students on financial aid

² Signature needed only for students living in the residence halls

APPENDIX V

OFF-CAMPUS STUDY

Reed offers a number of foreign and domestic programs for students interested in off-campus study. Students considering such study are encouraged to meet with their faculty adviser and the director of international programs to develop a study plan. Students in good academic standing who are approved by the faculty for participation in these programs are registered as regular students at the college and are able to use their financial aid for off-campus study. Residence in Reed-approved study-abroad programs does not count toward the college's two-year residence requirement.

International Programs

Argentina: University of Buenos Aires/FLACSO, year or semester

Reed students with at least two years of Spanish have the opportunity to enroll at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) and/or the University of Buenos Aires in areas of Latin American politics, history, and literature as well as other areas in the humanities, arts, and sciences. Program coordination by the Council on International Educational Exchange offers students guidance with academics, housing, and extracurricular opportunities.

Australia: Australian National University, year or semester

Reed students with at least a 3.0 GPA who are interested in science, social science, and humanities may consider ANU for exploring Australian culture and life from a local perspective. Students can take part in peer-mentoring programs aimed to ease the transition into a new university and culture, and can also choose to volunteer for a position at ANU to stay involved.

Australia: University of Sydney, year or semester

Reed students with at least a 3.0 GPA may take advantage of Australia's most extensive university studies while embracing Australian student life and culture. With its main campus located nearby downtown Sydney, the University of Sydney provides its students with an intimate look at Australia's most populous city.

China: Reed China Program, year or semester

Reed has affiliations with three Chinese universities—Capital Normal University in Beijing, East China Normal University in Shanghai, and Fujian Normal University in Fuzhou—where students can study the Chinese language intensively. Students may also take courses in Chinese calligraphy, Chinese culture, and tai chi.

Costa Rica: Organization for Tropical Studies, semester

Reed has joined with the Organization for Tropical Studies to offer an integrated, rigorous program in tropical biology that takes place in the ecosystems and cultural context of Costa Rica. Students learn about science by doing science, including extensive fieldwork in the varied field stations of the country. Courses are taught in English. Students must have completed at least one year of college-level biology or the equivalent by the start of the program.

Cuba: Sarah Lawrence College in Cuba, fall semester

This unique opportunity is offered to Reed students in conjunction with Sarah Lawrence College's program based in Havana. Students take four courses, including Spanish, a core seminar, and electives. The seminar focuses on gender, health, education, and sustainable development throughout Cuban society. Students can take classes with Cuban students at the University of Havana, the Instituto Superior de Arte, or at the Fundación del Nuevo Cine Latino-Americano. Students must have completed four semesters of college-level Spanish or the equivalent to qualify.

Ecuador: University of San Francisco de Quito, year or semester

By participating in the program at the University of San Francisco de Quito, Reed students will take regular courses in Spanish with Ecuadorian students in departments including biology, literature, politics, and social sciences. Students will live with Ecuadorian families in Quito. The University of San Francisco also has an environmental and marine sciences program in the Galapagos Islands open to qualified Reed students.

Egypt: American University in Cairo, year or semester

In addition to courses in Arabic language and Middle Eastern politics, history, and religions, the American University in Cairo offers students a broad array of courses in sciences, social sciences, and humanities taught in English.

England: London School of Economics and Political Science (LSE), year

The London School of Economics offers a unique opportunity to study at one of the world's foremost social science universities.

England: Oxford, Center for Medieval and Renaissance Studies, year or semester

The Center for Medieval and Renaissance Studies was founded in 1975 by Drs. John and Sandy Fenely: first, to establish a permanent institute for the interdisciplinary study of the medieval, Renaissance, and early modern periods; second, to provide academic training for overseas students from all disciplines wishing to complete part of their education at Oxford but who are not matriculated members of Oxford University.

England: Sarah Lawrence College Programs in London and Oxford

London Theatre Program, year or semester

This program gives students an opportunity to work and study with leading actors and directors from the world of British theatre. Through a combination of classes, tutorials, master classes, and performances, students take part in Britain's great theatrical tradition.

Oxford University, year

Students can spend an academic year as associate students at Oxford University. The emphasis of this program is on the Oxford tutorial, combined with a core seminar, university lectures, and a complete range of social, cultural, and athletic privileges at Wadham College.

England: University of Sussex, year or semester

Sussex University, a short distance from London in Brighton, is a comprehensive university with particular strength in the social sciences.

England: University of East Anglia, year or semester

The UEA, in Norwich, shares a common educational theme with Reed College in its use of the conference style of instruction. Reed students may enroll in any of the various schools of the university—including the schools of English and American studies, biology, and chemistry—that offer courses across disciplines.

England: University of Nottingham, year or semester

The University of Nottingham, a large comprehensive British university with particular strength in psychology, political theory, economics, biosciences, film studies, and American studies, offers students an opportunity to become fully immersed in the British academic system, live in residence with British students, and participate in all elements of student life in England.

France: Lille III, year or semester

Through this program, students may choose to spend either a year or semester in France at Lille III (Université Charles de Gaulle). Two primary exchange plans are offered at Lille III, one for experienced French speakers, and another for students seeking linguistic guidance. Upon arrival in France, students undergo an expansive 10-day orientation program to assist in immersion and general cultural acclimation. Several excursions within and outside of the city are provided by the university.

France: Sciences Po-Lille, year or semester

The program of Sciences Po in Lille offers a selective educational environment for all students interested in studying in Europe. There is no language requirement, but plenty of opportunities to learn French through language classes for all levels and integration with the local cultures. This program is located on the border between France and Belgium. It gives Reed participants small class settings to study wide-ranging topics including journalism, European studies, international relations, and the history and politics of European integration.

France: University of Rennes II Haute Bretagne, year or semester

The Université de Rennes II, a comprehensive French university located in Brittany, offers Reed students with university-level French the opportunity to take courses in the social sciences and humanities. Students will need to have completed at least two years of college-level French language or the equivalent.

France: University of Paris, year or semester

In cooperation with Sarah Lawrence College, Academic Programs Abroad, and the Center for University Programs Abroad, Reed students with at least two years of college-level French language can take courses at some of France's most prestigious academic institutions including the Sorbonne (Paris IV), Jussieu (Paris VII), Ecole du Louvre, or Institut d'Etudes Politiques. The program provides immersion in the French university system, integrated with intensive tutorial work to provide students with personalized study programs.

Germany: University of Munich, year

Reed's oldest program was established in 1972 with the Universität München, founded in 1472 in Bavaria. Students must have completed two years of college-level German or the equivalent. Courses taught for the program and at the Universität offer Reed students access to top-level studies in all disciplines offered by Reed.

Germany: Tübingen University, year or semester

The Universität Tübingen, in Baden Württemberg, exchanges students with Reed for a semester or academic year. Founded in medieval times, Tübingen is recognized for its humanities faculties, particularly in philosophy. Two years of college-level German or the equivalent is required.

Germany: Freie University, year or semester

The Freie Universität Berlin, founded in 1948 and internationally recognized for teaching and research, offers regular university courses taught in German and the vibrant cultural life of the reunited capital of Germany. Students with no German language preparation may take intensive German language courses as well as select courses taught in English on the "FU-BEST" program at the Freie. Students enrolling in regular courses at the university must have completed two years of college-level German or the equivalent.

Greece: College Year in Athens, year or semester

Through this program, Reed students can take advantage of the resources of Athens and of Greece, and expand their knowledge and understanding of Greece's fundamental contribution to the development of Western civilization and of the world of Eastern Orthodox Christianity. The courses explore ancient times to the present in the areas of ancient Greek civilization and East Mediterranean area studies, and represent the disciplines of archaeology, art history, classical languages, cultural anthropology, Greek literature in translation, history, modern Greek language, philosophy, political science, and religious studies.

Hungary: Budapest Semester in Mathematics, year or semester

Through this program mathematics majors in their junior or senior years may spend a semester in Budapest and study under the tutelage of eminent Hungarian scholar-teachers who are members of the Eotvos University. All courses are taught in English, and classes are held in small groups.

Ireland: Trinity College–University of Dublin, year or semester

Trinity College, Ireland's most prestigious university, offers a broad array of academic and extracurricular resources. Reed students accepted for study at Trinity College Dublin will take courses in a variety of disciplines of their choice with primary focus in their major field of study.

Ireland: University College Cork, year or semester

University College Cork, Ireland's leading research university, offers the opportunity to study a variety of disciplines, with particular strength in Celtic studies and the sciences, and rich offerings in the liberal arts. Students will find a broad international student community on this urban campus in Ireland's second-largest city.

Israel: Ben-Gurion University of the Negev, year or semester

Reed students have the opportunity to take courses directly through Israel's leading undergraduate institution. In addition to a wide selection of English-taught classes, students in this program will undergo an intensive introduction to the Hebrew language, and can also focus on topical areas including Israel studies and Arabic language studies.

Israel: Hebrew University, year or semester

Students are nominated by Reed to study at Hebrew University in Jerusalem. They may either enroll in regular courses in the university taught in Hebrew or study in the Rothberg School for Overseas Students, where courses are taught in English in the areas of Middle East and Israeli studies and the Hebrew language. The Rothberg School has recently added focused programs in dance and music for interested students.

Italy: Intercollegiate Center for Classical Studies in Rome (ICCS), semester

The ICCS in Rome, established in 1965, offers courses in Greek and Latin literature, ancient history and archaeology, and ancient art.

Italy: Florence Center of Syracuse University, year or semester

The Florence Center offers a broad array of courses taught in English in fields including history, literature, political science, fine and studio arts, architecture, and Italian language and culture.

Italy: New York University in Florence, year or semester

Located at La Pietra, a magnificent estate outside the city of Florence, the program offers students an intellectually and culturally rewarding experience centered on coursework in areas including studio art, art history, literature, politics, and the Italian language.

Italy: Sarah Lawrence College Program in Florence, year or semester

Participants in this program take a core seminar that focuses on the history of the city of Florence in addition to regular university courses in disciplines including music, Renaissance literature, and art history. All students enroll in Italian language courses at the appropriate level that begin with an intensive introduction before the university semester begins.

Lebanon: American University of Beirut, year or semester

The AUB, a comprehensive university overlooking the Mediterranean Sea in Beirut, offers Reed students—in addition to courses in Arabic language and Middle Eastern politics, history, and religions—a broad array of courses in sciences, social sciences, and humanities taught in English with students from the country and region.

Morocco: Al Akhawayn University, year or semester

Reed students may study intensive Arabic as well as other courses in areas of arts and humanities taught in English. The university's residential campus is in the community of Ifrane, in the Atlas Mountains.

Palestine: Al-Quds Bard College for Liberal Arts and Sciences, year or semester

The partnership program between the Al-Quds Honors College and Bard College allows Reed students to spend a year or semester at Palestine's leading liberal arts institution. Students interested in learning Arabic and taking fairly geographically determined courses should consider this program, especially as it offers the rare opportunity for students to live in homestays in Ramallah.

Russia: ACTR Russian Language Program, year or semester

In cooperation with the American Council of Teachers of Russian, Reed students can spend a semester or year in Moscow, St. Petersburg, or Vladimir, engaged in intensive study of the Russian language.

Russia: European University at St. Petersburg, fall semester

In cooperation with Vassar College, this program offers Reed students interested in art history and Russian history, culture, and language a program centered on the collections of the Hermitage Museum and the State Russian Museum—two world-class institutions. Students have direct access to works of art through their classes and take classes in art history and Russian language and culture. No previous language skills are necessary.

Russia: Middlebury School in Russia, year or semester

Reed has developed an affiliation with Middlebury College to participate in programs in Irkutsk, Yaroslavl, and Moscow. Students study Russian intensively while participating in extracurricular life in Russian cities.

Russia: National Theatre Institute of Moscow, semester

Reed theatre students have the unique opportunity to study in the heart of Moscow at the world-famous Moscow Art Theatre School, the home of Stanislavsky and Anton Chekhov. Russian language is not required. A full semester of courses in acting, Russian theatre history, movement and voice, design, and Russian language are included in the program.

Russia: Smolny College, year or semester

Smolny College, the liberal arts college of Saint Petersburg State University, offers Reed students with advanced Russian language skills the opportunity to take courses across fields of social sciences, humanities, and the arts with Russian students. Students live either in dormitories or with Russian families.

Russia: St. Petersburg University, year or semester

At St. Petersburg University, students may take courses in a variety of disciplines, with additional compulsory linguistic classes on grammar and conversation. Students who have completed at least two years of Russian can spend a semester taking courses at the university through a program co-sponsored by the Council on International Education Exchange. Students with third-year proficiency in Russian qualify to spend the full year.

South Africa: Organization for Tropical Studies, semester

Centered in Kruger National Park, the OTS program in South Africa provides students who have an active interest in biology with a rich experience in field study and research. The academic program consists of four core courses with a concentration on ecology and includes visits to additional sites in South Africa.

Spain: Hamilton College's Madrid Center, year or semester

Based at the Centro Universitario de Estudios Hispánicos and proximate to affiliate Universidad de San Pablo, this program offers students who have completed two or more years of Spanish language the opportunity to enroll in courses across the fields of arts and humanities while participating in the life of Madrid, Spain's cultural, intellectual, and geographic center. This program is open to Reed students in good academic standing who have completed at least one year of college-level biology.

Spain: Middlebury School in Spain, year or semester

Under the auspices of Middlebury College, Reed students with two or more years of Spanish language can study in four Spanish universities: Getafe, Logroño, Segovia, and the Universidad Complutense de Madrid. In addition to Spanish literature, history, and culture, courses can include work in a variety of other disciplinary areas that complement the Reed academic program.

Spain: CIEE Program in Barcelona, year or semester

Administered by the Council on International Educational Exchange (CIEE), this program offers Reed students with at least two years (four semesters) of college-level Spanish language the opportunity to take courses at the University of Barcelona or the Universitat Pompeu Fabra. Courses are offered in all

disciplines represented in the Reed curriculum and are particularly complementary of work in the arts, literature, and politics.

Spain: CIEE Program in Seville, year or semester

Administered by the Council on International Educational Exchange (CIEE), this program offers Reed students with at least two years (four semesters) of college-level Spanish language the opportunity to take courses at the Universidad de Seville. Courses are offered in all disciplines represented in the Reed curriculum.

Multiple Sites: School for Field Studies (SFS), semester

SFS offers Reed students an interdisciplinary approach to questions about public policy and biological resource management combined with direct research projects involving independent field work at the sites, including Tropical Island Diversity—Panama; Himalayan Forests, Watersheds and Rural Livelihoods—Bhutan; Wildlife Management Studies and Public Health—Kenya and Tanzania; Rainforest Studies—Australia and New Zealand; Marine Resource Studies—Turks and Caicos Islands; Sustainable Development Studies—Costa Rica.

Domestic Programs

Howard University, semester or year

Howard University is a historically black university in Washington, D.C., with particularly strong offerings in black culture, history, and literature.

Sarah Lawrence College, semester or year

Sarah Lawrence, in New York within a half hour by train of New York City, offers students highly rated courses in fields including women's studies, African American studies, creative writing, performing arts, and European studies.

Sea Education Association (SEA), semester

At the Sea Education Association (SEA), founded in 1971 at the Woods Hole Oceanographic Institution and affiliated with Boston University, undergraduates may study the ocean from a multitude of academic perspectives. Coursework focuses on maritime studies, nautical science, and oceanography and includes six weeks of applied studies aboard a sailing vessel.

Independently Arranged Programs

In addition to the formal programs described above, Reed students are able to participate in a variety of other study programs sponsored by either a foreign university or an American college. Students are encouraged to discuss their study plans with their adviser, as well as the director of international programs, before they leave the college. Although students participating in such programs are required to take a leave of absence from the college and are not able to use Reed financial aid, they can, with careful planning, be assured of having the work apply toward Reed academic requirements.

APPENDIX VI

ACCESS TO GRADES

The following text describing Reed's philosophy on parent access to student grades and the form authorizing parent access to grades are included in the Orientation Handbook for incoming students.

Reed College has a long tradition of providing students with detailed and individualized evaluation of their work in each course. We encourage students to measure their academic achievement by self-assessment and discussion with their instructors. The college does not send grade reports to students but does notify them of any unsatisfactory grades at the mid-point and end of each semester. At the end of the academic year, students receive a summary of credit earned. Students may also ask their academic adviser or instructor for their grades at any time, or ask one of the deans of student services when the college is not in session and the adviser is not available. Students may request an official transcript at any time in the registrar's office.

Reed College's policies on the release of student information are in compliance with federal laws regarding the release of student records. The Family Educational Rights and Privacy Act (FERPA) generally protects a student's educational records from release without the student's consent. The college protects even more stringently a student's medical and psychiatric records from inspection by anyone but the student.

We ask students and parents to discuss and decide how parents will be informed of the student's progress at Reed. Because grade reports are not provided to students, and because students choose not to focus on letter grades, many students do not know their exact grades. This may be a source of confusion for some parents. We want to be sure that parents and students are aware of our policy, and we hope that families will discuss strategies for sharing information about student progress before students come to Reed.

To that end, we ask that students and their parents choose whether parents will be able to request a copy of the student's grades independently, or whether parents will get that information from discussion with, or by request of the student. If a student agrees that parents can request information independently, parents can obtain an unofficial copy of the transcript by sending a signed request to the registrar's office. If access to information about grades is restricted to the student, we will release information to the parents only with the student's written permission.

Students in academic difficulty may be placed on warning or probation, or in extreme cases, be denied registration or be dismissed from the College. We recognize that college is a time when students are encouraged to learn from their mistakes and failures, and we offer assistance to all students in academic difficulty. We do not routinely inform parents of such academic actions, so each family must determine whether parents will be notified directly if the student is placed on probation, denied registration, or dismissed.

After your discussion of these important issues, complete the student academic information release form online at <https://iris.reed.edu>, noting your decisions on the release of student grades and the notification of academic action. If we do not receive a reply, the release of student grades to parents will require the signature of the student and there will be no notification to parents by the college regarding academic action. For more information, please email Reed's registrar, Nora McLaughlin, at nora.mclaughlin@reed.edu or call 503/777-7774.

APPENDIX VII

TALKING TO PARENTS ABOUT STUDENT INFORMATION

Reed College values the accuracy and security of student records. Students enrolled at U.S. colleges and universities have certain rights under federal law regarding student information. Generally speaking, the rights parents have to records for students in secondary educational settings transfer to the student in higher educational settings.

Under FERPA (the Family Educational Rights and Privacy Act), college students may in most cases determine who will receive information about them. As Reed has implemented its policies in line with FERPA, parents (or other family member(s), hereafter referred to as parents) who want to receive a copy of a student's educational records can generally do so only if the student signs a release form.

Reed College believes it is important for parents and students to make a mutually acceptable arrangement regarding information sharing. Students and parents are asked in advance of the student's first semester of enrollment whether the parents can be provided information about the student's academic standing. Parents can submit a written request to obtain information about the student's academic standing or grades; however, the college will not release this information without the student's written consent. If the student or parent wishes to change the status of this release, a new form must be filed in the registrar's office with the signature(s) of the student, and the parent(s), if appropriate.

What to do when a parent calls and asks for information about a student

- Generally, when parents call it is best to first validate the parents' concerns and let them know that you will do what you can to help.
- Next, it is important to inform the parent of the limits of what can be shared without the student's permission. If the parent challenges this, you can direct the parent to the web pages listed below and/or to the Dean of Student Services office.
- ***If the parent is calling to express concern about the student's safety or the safety of others, please consider referring the parent directly to the Dean of Student Services office. Whether or not you make this referral, please contact the Dean's office and/or Community Safety right away, to inform us of the concern.***
- If this is a non-emergency situation, it is completely reasonable to communicate college policies and procedures to a parent or family member. If the parent has questions that are specific to the student (grades, academic actions, etc.) it is often best to remind the parent that they can ask their student directly. Even if the student has indicated in IRIS that they have granted access to grades and/or academic actions, it is often difficult to verify that the person you are talking to is indeed this student's parent.
- If appropriate, you can offer to let the student know that his/her parent contacted you and ask the student how he/she would like to proceed.

For more information about Reed College policy related to access to student records, see web.reed.edu/registrar/pdfs/ferpa.pdf.

What to do when a parent calls and asks for grades or academic actions for a student

- Typically the simplest way for parents to receive information about their student's grades, current academic action, or other student information is for the student to provide the information directly to the parent.
- Since it is often difficult to confirm that the person on the other end of the phone is in fact the student's parent, **it is generally best to refer the parent to the registrar's office** where they can submit his/her request.
- If the parent and student have both signed the release allowing the parent direct access:
 - This will be noted in IRIS on the student's transcript under Parent Access by one of the following:

- Access to Grades
- Access to Academic Actions
- Access to Grades and Academic Actions
- Remember, this authorization is for grades and academic actions only, not other information about the student.
- The College does not send grades to parents automatically even if the student has provided access to grades. Parents may request a copy of the student's grades by sending a signed letter or fax to the registrar's office.
- If the parent and student have NOT both signed the release allowing the parent direct access:
 - This will be noted in IRIS on the student's transcript under Parent Access by one of the following:
 - No access
 - Grades Only
 - Grades and Academic Actions
- The student academic information release form is available at <http://www.reed.edu/orientation/forms.html>.

Security of information

- In order to ensure the security of student records, generally the College does not release private information over the phone or by e-mail.
- To request copies of transcripts by mail, please contact the Registrar's office.
- For all other requests, please contact the Dean of Students office.

Other types of records

- FERPA regulations protect a student's education records, which include records related to the student's educational experience. The student academic information release form allows access only to *final* semester grades and academic actions (i.e. probation, denial of registration and dismissal).
- Other College policies, federal law, state licensing boards and/or professional ethics govern access to disability, physical and mental health records. Professionals working in these areas will not release student information without specific written consent from the student, and/or in case of an extreme emergency (see below).
- FERPA regulations allow, but do not require, higher education institutions to provide notice to parents when a student violates federal, state or local laws related to alcohol or drugs. In general, Reed College does not release this information without the student's consent.

Emergencies

- In most cases, the College will not contact parents or provide medical, academic, or disciplinary information without the student's permission. In the case of an extreme emergency, where the student's health is in serious jeopardy, or if there is a concern that the student poses a threat to him/herself or to someone else, the College may contact parents without student permission.
- As a general guideline, if the student is able to communicate about the situation, it is up to the student to decide whether and how to discuss the issues.

More information

- The U.S. Department of Education is responsible for overseeing FERPA. See the Department's Web site for additional information: www.ed.gov/policy/gen/guid/fpco/ferpa/.
- For more information about Reed College policy related to access to student records, see web.reed.edu/registrar/pdfs/ferpa.pdf.

APPENDIX VIII

ACADEMIC TROUBLESHOOTING FOR FACULTY

Regular and Emergency Absences

There is no College policy on absence from class. However, conference participation is intrinsic to our academic mission, and faculty generally believe that the student who misses a number of classes has failed to meet one of the most important standards of achievement at Reed. Since attendance and participation are important factors in the evaluation of student performance, we strongly encourage you to articulate your policy on absences on your syllabi. Below is a statement that several faculty put together and which includes the College's policy on emergency absences (http://web.reed.edu/student_services/leave_of_absence.html):

Regular, prepared, and disciplined conferencing is intrinsic to this course. Once you have missed two weeks of class – whether or not your absences are excused – you will have missed too much material and will not receive credit for this course. If a condition is chronic, appropriate documentation and reasonable accommodations should be considered in consultation with both me and the Disability Support Services office (503) 517-7921 or disability-services@reed.edu. Other reasonable actions for students facing academic difficulties due to problems that are not acute emergencies might include seeking help with time management strategies and study practices at the DoJo, seeking health/mental health services from Health and Counseling Services ((503) 517-7349), withdrawing from the course, and applying for a medical leave.

An **emergency absence** (EA) is **not** a leave from the college. If you intend to take an emergency absence, you are strongly encouraged to meet briefly with one of the Deans of Student Services to discuss resources available to support you.

A notice from Student Services that you are absent because of an illness or are taking a formal emergency absence does not mean that you are excused from meeting any of the requirements of this course. If you must be absent due to a health or other emergency, it is your responsibility to catch up on the material that was missed. Private tutorials will normally not be offered outside of regular office hours to students who have been absent from conference for such reasons. If you intend to take an emergency absence, you should meet with me as soon as possible to discuss the implications of taking an emergency absence in this class. If you should need more time away from the college, you may apply for a leave or a medical leave, whichever is more appropriate for your situation.

You should also be aware of the College's approach to student health updates. When students are seen at the Health and Counseling Center, they may request that information be sent to their faculty to inform them of this visit. ***Students are informed that the student health update notification is for informational purposes only, and that his/her professor is not obligated to consider this information when evaluating the student.*** Health updates may be used, at the

faculty member's discretion, to determine accommodations for the student (extensions, alternate assignments, etc.). In addition, faculty members generally require a health update before granting an incomplete at the end of a semester.

Leaves and Medical Leaves

Here is a thumbnail sketch of College policy, the fuller version of which is available at http://web.reed.edu/student_services/leave_of_absence.html:

A **leave of absence** (LOA) may be available for students who are taking time off from the college for a variety of reasons. Leaves are usually processed before the start of a semester and can be granted for a maximum of two semesters. The final deadline to take a leave during the semester is the deadline to withdraw from a semester course. A **medical leave of absence** (MLOA) may be available for students who have medical or psychological conditions that severely limit their ability to perform their academic work. Students who want to request a medical leave of absence should first meet with a staff member in Health and Counseling. Medical leaves of absence are granted by the Dean of Student Services in consultation with Reed's Health and Counseling Services and are based on the written recommendation of a physician or mental health professional. Normally, medical leaves will last for at least one full semester but no more than two consecutive years (four semesters).

Reasonable Accommodations and Disability Services Available from the College

Here there is established practice, and a number of faculty have included statements on their syllabi like the following:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with Disability Support Services (DSS) and provide them with documentation of your disability, so they can work with you to determine what accommodations are appropriate for your situation. They will provide you with a letter to bring to me, outlining these accommodations. At this point you and I can discuss the appropriate accommodations or services that can be given in the context of the goals that are intrinsic to this course, my pedagogy, and the area of campus in which we are meeting. To avoid any delay you should contact the DSS office as early as possible in the semester. Any student who will request accommodations in this class should also contact me as soon as possible for assistance in developing a plan to address your academic needs in this course. *Please note that accommodations are not retroactive and that reasonable disability accommodations cannot be provided until I have received an accommodation letter from and discussed your case with you and the DSS office.* You can reach Disability Support Services at (503) 517-7921 or disability-services@reed.edu.

Incompletes

Here is the College policy (Reed College Faculty Code V A) and the statement on the website (www.reed.edu/academic/gbook/acad_pol/incomplete.html):

“An Incomplete [IN] is permitted in a course where the level of work done up to the point of the [IN] is passing, but not all the work of a course has been completed by the time of grade submission, for reasons of health or extreme emergency, and for no other reason. The decision whether or not to grant an IN in a course is within the purview of the faculty for that course.”

A student requesting an Incomplete (IN) usually must provide documentation of the illness or emergency situation. In these cases it is often helpful to first notify the student services office. The dean can then inform the student’s instructors and adviser of the need for extensions of deadlines and for incompletes. Deadlines for completing required work are to be determined by the instructor but in no case may the date for completion extend beyond the first day of classes for the subsequent semester. If the student has not completed all of the work for the course at the time incomplete work is due, the instructor will assign a grade based on the work received. IN is not a final grade. Extensions of the deadline for making up an incomplete may be granted by the Administration Committee only in cases where circumstances are compelling and are beyond the control of the student. Students must petition for such exceptions and should do so before the deadline.

Interpretation of the code varies somewhat across the college, and the Division of Literature and Language has added the following suggestions:

- a) When granting incompletes, faculty members should take the student’s academic status (whether they are on probation or official warning) in consideration when establishing the deadline for the work. If the student is on probation already, faculty should consider earlier deadlines for incompletes so as to deny registration, if necessary, in a timely manner.
- b) Faculty should keep in mind the importance of requiring that incomplete work for divisional courses (particularly for students who stand the risk of being denied registration if they don’t hand it in) be stipulated for two weeks before the first day of the new semester.

Here is one faculty member’s addendum to the code:

I take this policy to restrict the grade of incomplete to acute, extreme emergencies and health crises that temporarily interrupt the work of a student who was previously making good progress in a course—crises that have a definite onset, are of relatively short duration, and are outside the control of the student. *In this class incompletes will not be granted to students unable to complete the work of the course on time due to chronic medical conditions or ongoing situations in the student’s academic or non-academic life.*

Finally, we want to note that “off the book” incompletes are contrary to democratically established policies and procedures and might raise issues of equity and fair treatment.

Late Work/Extensions:

We advise you to state your policy on late work and extensions as clearly as possible on your syllabi to avoid problems down the line. Please also remember that **no work can be accepted at**

the end of the semester after the deadline posted by the Registrar on the academic calendar
(http://www.reed.edu/academic_calendar/index.html).

Mike Foat, Ellen Millender, Pancho Savery 2012

Student academic information release

Name _____ Reed ID _____

Please read the description of the release of grades in *Getting Started at Reed* before completing this form. Additional information is available in the *Guidebook to Reed*.

Parent or guardian information (If more than one parent will have access to this information, please verify or add the information for both. If parents live at different addresses, please specify both addresses.)

Parent/Guardian 1

FIRST

MIDDLE

LAST

Name _____

Address _____

City _____ State/Province _____ Zip _____ Country _____

 Relationship to student: mother father stepmother stepfather guardian

Parent/Guardian 2

Name _____

Address _____

City _____ State/Province _____ Zip _____ Country _____

 Relationship to student: mother father stepmother stepfather guardian

Release of grades

We have read and discussed the description of the release of grades on page 3 of *Getting Started at Reed*. We have agreed to the following (please check one):

- Only the student will have access to grades.
- Parents or legal guardians (listed above) may receive copies of semester grades by sending a signed request to the registrar each time they wish to receive a copy.

Release of academic action status

We understand that academic difficulties may result in a student being placed on probation, denied registration, or dismissed from college. We have agreed to the following (please check one):

- Only the student will be notified of academic actions.
- Academic action information (including grades) will be mailed to parents or legal guardians (listed above) after an end-of-semester grading period in which the student has academic difficulties that result in probation, denial of registration, or dismissal.

We understand that in order to change either of these choices, a new form must be completed. The new form must be signed by the parent or parents and the student, and be submitted to the registrar's office.

Student signature _____ Date _____

Parent or guardian signature _____ Date _____

Parent or guardian signature _____ Date _____

Reed College Degree Requirements
ADVISING WORKSHEET – Effective 2005

Student Name: _____

Adviser Name: _____

	<u>Units Required</u>	<u>Units Applied</u>	<u>Courses Applied</u>
Humanities	3	_____	_____
Group A: Literature, Philosophy, Religion, the Arts (2 units in one discipline, excluding applied)	2	_____ _____	_____ _____
Group B: History, Social Sciences, Psychology (2 units in one discipline)	2	_____ _____	_____ _____
Group C: Natural Sciences (Biology, Chemistry, Physics) (2 units in either biological or physical sciences)	2	_____ _____	_____ _____
Group D: Mathematics, Logic, Linguistics, Foreign Language (2 units in one discipline or language)	2	_____ _____	_____ _____
Group X: 2 units in one discipline not in the major department	2	_____ _____	_____ _____
Division Requirements (if any)	_____	_____	_____ _____ _____
Major Requirements	_____	_____	_____ _____ _____ _____
Total Units Required	30	_____	_____

Physical Education	6 qtrs	_____	_____
---------------------------	--------	-------	-------

Residency Requirements

-- at Reed (Reed courses only)	15	_____	
-- senior year	6	_____	

Declaration of Major

Date Filed _____

Junior Qualifying Examination Pass

Date _____

Thesis Submitted

Date _____

Successful Orals

Date _____
 RO/NM 6/2006

Four Year Program Plan

Each student should plot out the courses that s/he would like to take for each semester of the degree program. It is important to use the catalog, the major planner and the Adviser's Handbook. Students who are considering a variety of majors or course options should develop alternate plans. This grid should be used in conjunction with the *Reed College Degree Requirements Advising Worksheet* on the reverse to insure that the proposed plan will satisfy all requirements.

Freshman year

First Semester Courses	Units	Second Semester Courses	Units
Total Units:		Total Units:	

Sophomore Year

First Semester Courses	Units	Second Semester Courses	Units
Total Units:		Total Units:	

Junior Year

First Semester Courses	Units	Second Semester Courses	Units
Total Units:		Total Units:	

Senior Year

First Semester Courses	Units	Second Semester Courses	Units
Total Units:		Total Units:	

MAJOR PLANNER: ART HISTORY 8/2013

MAJOR REQUIREMENTS

Applicants planning to major in art are not normally considered before successful completion, or reasonable certainty thereof, of Art 161 and 201. Transfers from other colleges, for whom in some cases one of these introductory courses may be waived, are expected to take a comparable amount of coursework at Reed before they can be considered as majors. Also, before taking the Junior Qualifying Exam, students should complete, in addition to Art 161 and 201, three units of art history at Reed.

A. REQUIREMENTS:

Five units of art history, including Art 201, at least one course in non-Western art, and one course at the 400-level

Four units of studio art, including Art 161

Humanities 210, 220 or 230

B. JUNIOR QUALIFYING EXAM

C. THESIS 470 (ART HISTORY)

DISTRIBUTION REQUIREMENTS

YOU MAY USE COURSES IN YOUR MAJOR DEPARTMENT TO SATISFY ANY ONE DISTRIBUTION REQUIREMENT OTHER THAN GROUP X.

HUMANITIES: Hum 110 or the equivalent (3 units)

GROUP A: Literature, Philosophy, Arts, Religion (2 units in one discipline excluding applied courses)

GROUP B: History, Social Sciences, Psychology (2 units in one discipline)

GROUP C: Natural Sciences (2 units in Biological or Physical Science)

GROUP D: Mathematics, Logic, Linguistics, Foreign Language (2 units in one discipline)

GROUP X: 2 units in any one discipline outside of the major department (not courses used for groups A–D)

INSTRUCTIONS

1. Use a copy of the current Catalog and the Guidebook.
2. Check off and fill in the courses you have completed. Please note that no student may fulfill more than one distribution requirement through work in his or her major department.
3. Count the number of units you have—remember that to graduate, you need 30 units, 15 of which must be units taken at Reed College.
4. Make sure you complete six quarters of PE.
5. You must also complete a Declaration of Major form and pass your department's Junior Qualifying Exam.

HAVE YOU COMPLETED...

30 units of coursework?
 ____ / 30
 15 units at Reed?
 ____ / 15
 6 quarters of PE?
 ____ / 6

DIVISIONAL REQUIREMENTS

A. EACH MAJOR IS EXPECTED TO COMPLETE THE FOLLOWING REQUIREMENTS:

Two units of a second-year college foreign language course

Approval of all independent study (481) courses by the division

MAJOR PLANNER: POLITICAL SCIENCE

8/2013

MAJOR REQUIREMENTS

A. REQUIREMENTS:

Three of the five introductory courses. a. Intro to Political Behavior (210) b. Intro to Comparative Politics (220) c. Intro to Political Philosophy (230) d. Intro to International Politics (240) e. Intro to Public Policy (250):

*Two must be completed before taking the junior qualifying examination. The third may be in progress at that time.

Economics 201

Statistics: One of Math 141, Econ 311, Econ 312, Pol 311, Psy 348, or Soc 311

Four additional units in political science

B. JUNIOR QUALIFYING EXAM

C. THESIS 470 (POLITICAL SCIENCE)

D. RECOMMENDATIONS:

Competence in a foreign language

INSTRUCTIONS

1. Use a copy of the current Catalog and the Guidebook.
2. Check off and fill in the courses you have completed. Please note that no student may fulfill more than one distribution requirement through work in his or her major department.
3. Count the number of units you have—remember that to graduate, you need 30 units, 15 of which must be units taken at Reed College.
4. Make sure you complete six quarters of PE.
5. You must also complete a Declaration of Major form and pass your department's Junior Qualifying Exam.

HAVE YOU COMPLETED...

30 units of coursework?
 ____ / 30
 15 units at Reed?
 ____ / 15
 6 quarters of PE?
 ____ / 6

DISTRIBUTION REQUIREMENTS

YOU MAY USE COURSES IN YOUR MAJOR DEPARTMENT TO SATISFY ANY ONE DISTRIBUTION REQUIREMENT OTHER THAN GROUP X.

HUMANITIES: Hum 110 or the equivalent (3 units)

GROUP A: Literature, Philosophy, Arts, Religion (2 units in one discipline excluding applied courses)

GROUP B: History, Social Sciences, Psychology (2 units in one discipline)

GROUP C: Natural Sciences (2 units in Biological or Physical Science)

GROUP D: Mathematics, Logic, Linguistics, Foreign Language (2 units in one discipline)

GROUP X: 2 units in any one discipline outside of the major department (not courses used for groups A–D)

DIVISIONAL REQUIREMENTS

A. BEFORE ENTERING THE SENIOR YEAR, EACH MAJOR IS EXPECTED TO COMPLETE TWO OF THE FOLLOWING:

Anth 211 and _____
 one other upper-division _____
 anthropology course

Any two 1-unit courses in _____
 Economics _____

Any two 1-unit courses in _____
 History _____

Soc 211 and _____
 one other sociology course _____

DEGREE PROGRESS EVALUATION
Reed College Office of the Registrar

Name:	Date Printed:	08/26/2013
Mail Stop:	Compliance Date:	08/26/2013
Major: English	Compliance:	9
Class: Senior	Compliance Subject:	ENG
Advisor: Leibman, Laura	Reed ID:	C32062

Requirement	Req'd Units	Courses	Completed Units	In Progress Units	To Be Met Units	Req Met
Total Units	30.00		28.50	6.00	0.00	Y
Residency - at Reed:	15.00		24.50	6.00	0.00	Y
Senior Year Fall 2013:			0.00	3.00		
Senior Year Spring 2014:			0.00	3.00		
Senior Year Totals:	6.00		0.00	6.00	0.00	Y
Physical Education	6		5	1	0	Y
General College Requirements						
Humanities	3.00				0.00	Y
Group A	2.00	HUM 110 HUM 110	1.50 1.50			
Group B	2.00	THEA 331 THEA 335	1.00	1.00		Y
Group C	2.00	HUM 220 HUM 220	1.00 1.00		0.00	Y
Group D	2.00	CHEM 101 CHEM 102	1.00 1.00		0.00	Y
Group X	2.00	SPAN 311 SPAN 312	1.00 1.00		0.00	Y
		ART 161 ART 262	1.00	1.00		

Requirement	Req Met
Declaration of Major	Y
Junior Qualifying Examination	Y

Any change of major may affect which course can be applied
to fulfill group requirements.
Students are responsible for ensuring that all degree requirements are met.

DEGREE PROGRESS EVALUATION
 Reed College Office of the Registrar

Name: _____ Compliance Date: 08/26/2013

Requirement	Req'd Units	Courses	Completed Units	In Progress Units	To Be Met Units	Req Met
English Major Area						
Two 200-level English courses in different genres	2.00				0.00	Y
		ENG 205	1.00			
		ENG 211	1.00			
One semester junior seminar	1.00				0.00	Y
		ENG 301	1.00			
Four additional 300- or 400-level English courses	3.00				0.00	N
		ENG 393	1.00			
		ENG 333		1.00		
		ENG 352		1.00		
Thesis	2.00				0.00	Y
		ENG 470		1.00		
		ENG 470		1.00		
Pre-1700 English Major Area						
One literature course prior to 1900 and one prior to 1700	2.00				1.00	N
		ENG 242	1.00			
LL Divisional English						
One unit in the Division of the Arts	1.00				0.00	Y
		MUS 111	1.00			
Two units of literature not in translation	2.00				0.00	Y
		SPAN 366	1.00			
		SPAN 321	1.00			

 Any change of major may affect which course can be applied
 to fulfill group requirements.
 Students are responsible for ensuring that all degree requirements are met.

**Progress Plan for Students on Academic Probation
(also used by students on Official Warning)**

Office of the Registrar
Reed College

Student Name _____ Class Standing _____
Reed ID _____ Reed Box Number _____
Adviser Name _____ Major _____

This form must be completed after consultation with the faculty adviser and with input from Student Services. Use additional pages if necessary. The completed form, including signatures of the student, the adviser, and one of the Deans in Student Services, must be turned in to Student Services, Eliot 218, by the deadline to add classes, which is the end of the second week of the semester, Friday, September 13, 2013. The plan will then be forwarded for approval to the Division for declared majors or to the Administration Committee for first- and second-year students.

Satisfactory completion of the standards outlined in an approved progress plan normally results in removal from probation. Failure to meet the level of academic performance outlined in this plan for the next semester usually results in denial of registration or dismissal from the College.

Academic standards to be met:

Strategies for meeting these standards:

Student signature _____ Date _____

Adviser approval _____ Date _____

Student Services approval _____ Date _____

Div / Admin approval _____ Date _____

SS 5/13

So, What IS a Progress Plan?

Description of Progress Plans

A formal progress plan is required of all students placed on probation following the end-of-semester grade review. It is also advised for students on official warning. The progress plan process consists of identifying three primary components: a description of the difficulties and the reasons for them, strategies for overcoming these difficulties, and specific academic standards to be met during the probation period. If you meet the standards of the progress plan as of the next grade review, it is likely that you will no longer be on academic probation. For students on probation, if the goals of the plan are not met, students will normally be denied registration or dismissed from the college.

Procedures for Students on Probation

As soon as possible, you need to meet with your faculty adviser to devise a plan to overcome your academic difficulties so you may be removed from academic probation. To prepare for this meeting you should first complete a progress plan worksheet (enclosed). This worksheet will serve as the basis for your discussion with your adviser and will assist you when completing your formal progress plan. After meeting with your adviser and then completing your progress plan, you should contact the Student Services office (extension 7521, E218) to arrange a meeting with one of the deans and to hand in your progress plan. In some instances, particularly when personal issues were a factor in your difficulties, it may be advisable for you to have a meeting where both your adviser and one of the deans in Student Services are in attendance or to meet with one of the deans prior to meeting with your adviser. Your completed progress plan, with adviser signature, is due to Student Services by the deadline to add classes, which is the end of the second week of the semester, Friday, September 13, 2013. The document will then be forwarded to the administration committee for final approval for first- and second-year students, and to the division chair for juniors and seniors.

During the process of completing your worksheet and developing your plan, you should try to identify the specific difficulties that interfered with your academic success this past semester and explore strategies directly related to these difficulties. For example, students in academic difficulty often have motivation problems related to personal issues or confusion regarding their academic interests or may never have developed effective study skills. These problems require varied strategies such as personal counseling, exploration of various majors, or instruction and peer tutoring regarding study skills.

Please be aware that if you do not meet with your adviser and make a progress plan, this will be brought to the attention of the division or administration committee at the next grade review when it is considering your situation and determining your academic standing.

Establishing Appropriate Academic Standards

Appropriate academic standards usually include maintaining a normal course load (3 - 4 1/2 units per semester, 7 - 9 units per year) and receiving grades that are of the standard of official warning or better (no worse than one D grade). Your plan will reflect your individual situation, difficulties, resources, and goals and will serve as an agreement with the college regarding how you will return to good academic standing.

When developing your academic standards it is very important that you look carefully at your particular situation and overall academic record. Students tend to make one of two errors in developing their plans. They either establish unrealistically high standards, or they propose standards that are too low to compensate for past deficiencies. An example of the first type of error is a student who writes that he/she will receive all Bs for a semester or a student who states C as the standard for a year-long course even after receiving an F in the first semester. These may be valuable goals, but they may not be as appropriate as minimum standards. The plan is an agreement that is used to help determine whether a student will return to good standing or be denied registration. We do not want to be faced with a situation in which the student did not meet the standards of the plan (e.g. receiving 2 C+s after setting standards of Bs) but otherwise has a satisfactory overall record. Technically, a student could be denied registration in such a circumstance.

The second type of error occurs when a student's overall record is not satisfactory. The recommended standards (see above) allow the option of one D grade, so a student could propose standards of 2 Cs and 1 D. However, if the past record is not satisfactory (e.g., a C- average or less) these proposed grades will not be adequate to show the administration committee or the division that the student is capable of successful full-time work at Reed. This is particularly an issue for students who are beyond their first year at Reed.

It is important to note that federal standards for financial aid regarding satisfactory academic progress can be stricter than those guidelines recommended above, both in terms of GPA and number of units earned. Any student on financial aid, or planning on applying for aid, should discuss his/her situation with Leslie Limper in the financial aid office prior to formal completion of the progress plan.

PROGRESS PLAN WORKSHEET

This worksheet is for your use only—it is not to be turned in. Please fill it out and then meet with your adviser to discuss it. You should also make an appointment to meet with one of the Deans in Student Services to provide you with specific strategies and tools for overcoming your difficulties.

Please keep in mind that to be removed from academic probation (or avoid being placed on probation) and return to satisfactory academic standing, students must normally complete a full course load (3 - 4 1/2 units per semester) with no failing grades and no more than one grade of D. Failure to meet this level of academic performance for the semester after being placed on probation usually results in denial of registration or dismissal from the College.

STUDENT WORKSHEET (to be retained by the student after review with the adviser)

Nature of difficulties

Think about and explain what happened during the last semester that caused you to have difficulty in your course(s). Please be as explicit as possible; consider personal, as well as academic, matters.

Academic standards

Are the conditions for returning to good academic standing as outlined above reasonable ones that you can meet? If not, why not? What would you suggest as appropriate alternate standards?

Strategies for successfully meeting the academic standards

What must you do and what can the College do to help you succeed academically next semester? Consider such things as tutoring, the writing lab, personal counseling, class attendance, and study habits.