



Cottey students in Retiro Park, Madrid, Spain, as part of the International Experience.

A NOTE TO THE PROSPECTIVE STUDENT

A college catalog serves several distinct purposes. As the official academic publication of the College, it contains information about the curriculum, graduation requirements, the academic rights and responsibilities of a student, and support services.

For a prospective student, the catalog may also provide an introduction to the College. This catalog will give you a sense of Cottey's commitment to the unique advantages of a single sex educational experience for women. The Admission and Financial Aid section outlines the steps necessary to become a Cottey student. To obtain more information and an application for admission or arrange a campus visit, contact the dean of enrollment management.

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Nevada, MO 64772
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COTTEY COLLEGE

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Information Subject to Change

The information contained in this catalog is subject to change without published notice. Such changes may result from action by the administration or Board of Trustees of Cottey College.

Equal Opportunity Policy

Cottey College does not discriminate in admission or access to, or treatment in, its programs and activities on the basis of age, race, religion, color, national origin or disability.

The coordinator for equal opportunity is the director of human resources, Main Hall, Cottey College, Nevada, MO 64772; the coordinator for student disability services is the advisement coordinator, Rubie Burton Academic Center, telephone (417) 667-8181.

ACCREDITATION

Recognized as a two-year college of liberal arts, Cottey College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is an accredited institutional member of the National Association of Schools of Music.

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info@arts-accredit.org

FROM THE PRESIDENT

This year, I join Cottey College as the eleventh president. I am pleased to become a part of this dynamic, nationally known, two-year college committed to higher education for women, by women, about women. Founded in 1884, Cottey is unique as the only college owned by a nonsectarian women's organization, the P.E.O. Sisterhood. The founder of Cottey College, Virginia Alice Cottey, presented her College to the P.E.O. Sisterhood in 1927 because the



Dr. Judy Rogers

organization shared her commitment to providing education for women. The P.E.O. Sisterhood has built on the vision of the founder by generously supporting the College through annual dues and gifts.

Virginia Alice Cottey wrote in the first catalog: "We have endeavored to make our course of study thoroughly practical and adapted to the needs of young women of the present day." Cottey College continues to meet the educational needs of women in the twenty-first century by maintaining high academic standards and offering a rigorous liberal arts curriculum, enriched by opportunities for personal growth through cultural and residential experiences.

The curriculum outlined in this catalog is a course of study in the arts and sciences designed to prepare students for continued education beyond the

associate's degree and for leadership roles as responsible, engaged citizens of a complex global society. The curriculum focuses on enhancing intellectual ability, knowledge of the liberal arts and personal skills.

This course of study is reviewed and revised regularly by the College's faculty to ensure that the academic program meets the needs of our students. Evidence of success in meeting this goal is that 95% of Cottey's graduates continue their education at hundreds of institutions. Our alumnae report that they arrive at transfer institutions of their choice well prepared to face the challenges of completing their bachelor's degrees. They credit Cottey's strong academic program, frequent interaction with a caring faculty and staff and the opportunities and encouragement they had for leadership development as some of the reasons for their success. In addition, Cottey's location in a small, midwestern town, free from the distractions of large urban areas, provides our students the opportunity to focus, learn and grow.

I am energized to be joining a dynamic institution with a distinguished history, an established reputation for academic excellence and a commitment to continued growth and

accomplishment. The merging of past and present in Cottey's historic campus that prepares students for the demands of a technological world, the small and supportive campus community that recognizes and acknowledges a global society, the devotion of the Cottey community members to mutual support and learning—these are the features that distinguish this College from others.

As I considered this change in my career, I was most impressed by the women I met at Cottey College. I recognize this as an environment in which I will continue to learn and grow as I contribute to the learning and growth of others. This is the synergy of Cottey College. I invite you to be a part of this dynamic campus.



Cottey College's Historic Main Hall

A LEGACY OF EXCELLENCE

Virginia Alice Cottey was a woman of vision. Guided by the belief that women deserved the same education as men, she founded Cottey College in 1884 to educate women to be “knowledgeable, thinking, mature adults.”

Backed by the \$3,000 she and her sisters had saved, Virginia Alice Cottey selected Nevada, Missouri, as the site for her school. She opened Vernon Seminary on September 8, 1884, in a two-story red brick building with 28 students from kindergarten through a two-year collegiate course. The original name honored the county in which the school was located, yet local people referred to it only as the Cottey’s school or Cottey College. In 1886, the founder proudly renamed her school Cottey College.

It was important to the founder that a Cottey education be of the highest caliber. As president, Virginia Alice Cottey maintained strict curriculum guidelines. In the 1904-05 catalog she wrote:

We have endeavored to make our course of study thoroughly practical and adapted to the needs of young women of the present day. It has been arranged with a special view of making our pupils accurate thinkers, and...also of giving them a love for good books and a strong desire for further research...

As time passed, Virginia Alice Cottey realized that she could not guide her college forever and she began to search for a group that could sustain her dream after she was no longer able to do so. In 1926, she accepted an invitation to join the P.E.O. Sisterhood, a philanthropic educational organization. As the organization’s educational purpose became clear to her, she realized that the ideals of the P.E.O. Sisterhood were the same ideals by which she guided her College. Deciding that P.E.O. and Cottey belonged together, she presented the College to the P.E.O. Sisterhood in 1927.

With the support of the P.E.O. Sisterhood, Virginia Alice Cottey’s dream continued. In 1939, the founder was present for the dedication of P.E.O. Hall. The dormitory was the first major building project completed under the ownership of the Sisterhood. In 1940, the College was accredited by the North Central Association of Colleges and Schools. Thanks to the nationwide membership of P.E.O., the College further expanded the national diversity of the student body.

Virginia Alice Cottey died July 16, 1940, at the age of 92. Her devotion to her ideals encouraged the aspirations of Cottey faculty, students and alumnae for 56 years. Her dream and its guiding principal, as stated in the 1907-08 catalog would also inspire those who would come to Cottey after 1940:

The College was founded...for the purpose of affording [women] superior facilities for obtaining a thorough, practical, yet liberal education, at very reasonable rates...A strong faculty, trained in the best colleges and universities, will strive in every legitimate way to awaken and deepen the interest necessary to success.

In the years following World War II, the College expanded the physical plant and the student body. In 1949, the College initiated a program to recruit international students. Cottey

became known as the “College of World Friendship” in the decade that followed. During the turbulent 1960s and 1970s, some women’s colleges were unable to respond to the increasing academic interests of women and closed or became coeducational, but Cottey College’s commitment to women’s education remained firm and viable. Cottey celebrated its centennial in 1984 with the theme “A Century of Commitment to Women.” The year of celebration reaffirmed the ideals of the founder.

Response to a changing world calls for ambitious planning and steady progress. In the last decade of the twentieth century Cottey celebrated renewed growth by dedicating two new buildings—the Haidee and Allen Wild Center for the Arts in 1990, and the Rubie Burton Academic Center in 1998. The new buildings improved the design and function of academic and performance spaces as well as created an opportunity for more advanced use of technology.

The future is bright for Cottey. Virginia Alice Cottey would be proud of what her dream has become. Her legacy is an institution committed to inspiring in students a love of learning, a desire for knowledge, and a will to be contributing citizens. Her legacy is one of excellence.



Virginia Alice Cottey Stockard

A COTTEY EDUCATION

Cottey College is a two-year liberal arts institution of higher learning. Cottey designs its programs for young women who desire to pursue their first two years of undergraduate studies in a focused environment where they have the full support of a close-knit community of educational vision and practice.

At Cottey, we seek to enable each student to realize excellence in the foundational stages of her higher education experience. Cottey professors make teaching their primary professional concern, and freshman and sophomore women are the sole direct recipients of all Cottey's educational efforts. Ultimately, we aim to facilitate each student's educational progress in a manner that enables her to graduate from Cottey and transfer to a baccalaureate institution as a more mature student who is better equipped with the knowledge, skills, and justified confidence necessary to the successful achievement of her academic goals.

A highlight of the Cottey experience for each second-year student is the annual "International Experience" in which the College takes the entire graduating class to a major cultural center of Europe, such as London, Paris, or Madrid. In tandem with this international emphasis, as well as with the College's core academic purposes and commitments, Cottey students live and study with other young women from across the nation and around the world. In this context of both diversity and community, Cottey women find significant leadership opportunities.

Finally, thanks to the commitments and generosity of the P.E.O. Sisterhood, Cottey alumnae, and other generous supporters, Cottey's high quality private educational program is available and accessible at a most reasonable cost. Numerous forms of financial aid exist for students with particular needs and recognizable talent and merit.

THE MISSION AND GOALS OF COTTEY COLLEGE

Cottey College will educate qualified women in the arts and sciences to prepare them for transfer to programs beyond the associate's degree by enhancing their intellectual ability, their store of knowledge, their personal skills, and thereby their capacity for contribution to society and their chosen ends.

To achieve its mission, Cottey College commits its human, financial, and physical resources to the following goals.

Goals

To enhance their intellectual ability, students will develop their capacity to:

- Process and use information and ideas logically, critically, and perceptively
- Synthesize information and ideas
- Recognize the connections among fields of knowledge
- Express themselves creatively in intellectual or aesthetic endeavors
- Use quantitative reasoning and analysis
- Communicate clearly and effectively in English

To enhance their store of knowledge, they will study:

- Literature and the fine arts
- The history of civilizations, ideas, beliefs, and values
- Human behavior and social interaction
- The natural sciences and scientific progress
- Ethical and social issues
- The international and intercultural character of the global society

To enhance their personal skills, they will:

- Participate in programs contributing to physical fitness and personal health
- Experience growth in essential technological expertise
- Participate in opportunities for leadership development and for active involvement in issues important to them
- Live, work, and study in a nationally and internationally diverse residential environment

COTTEY COLLEGE HONOR CODE

Cottey College's Honor Code is the ethical umbrella under which the College educates women from around the world in the arts and sciences to prepare them for transfer to programs beyond the associate's degree by enhancing their intellectual ability, their store of knowledge, their personal skills, and thereby their capacity for contribution to society and their chosen ends. The Cottey College Honor Code is based on the firm conviction that a learning community can exist and prosper only with each member's genuine and abiding respect and esteem for all other members of that community.

Those affiliated with the College acknowledge our debt to Virginia Alice Cottey's emphasis on character, the P.E.O. Sisterhood's concept of the cardinal virtues, and the ethical and moral standards of the learned and professional groups that comprise the academic community we call higher education. It builds on these to establish the following values which constitute the Cottey Honor Code:

1. The integrity of one's word
2. Intellectual and academic honesty
3. Respect for and consideration of others and their property

These values are crucial to the academic, social, and spiritual well-being of Cottey and represent the College's highest aims for its students and employees. Each member of the Cottey community is expected to make a commitment to the Honor Code.

Approved by the Cottey College Board of Trustees, October 22, 1999

ACADEMIC PROGRAM

LIBERAL ARTS AND SCIENCES

At Cottey, higher education in the liberal arts and sciences continues to be a matter of great excitement and a source of hope for society. This is because liberal arts education, by its very nature, seeks deepened understanding, reasoning, and intelligence in all areas of human concern. Liberal arts education seeks not only greater understanding of the sciences, but also heightened appreciations of human expressions in the humanities and the fine arts. Seeking to be practical in the finest sense, liberal arts education aims to help humans discover principles by which to live—principles born from growing insightfulness and reasonable self-discipline. The educational community of Cottey College seeks continually to align its own academic program with these finest and deepest concerns of liberal arts education.

The academic program at Cottey prepares a student to reach high educational goals. Highly qualified faculty members not only have expertise in their academic area, but also embrace their role as teachers and mentors, capturing the intellectual imaginations of their students. Small class sizes foster closer interactions with faculty and better engage students in the learning process. Cottey's program integrates technology to enhance a student's academic experience, and to prepare her for an increasingly complex world.

TRANSFER ORIENTED

While Cottey students commence their undergraduate careers at Cottey, they and the entire Cottey community proceed with the expectation that Cottey students will accomplish their ultimate undergraduate goals at baccalaureate institutions. Programs at Cottey College, therefore, focus not only on the development of student abilities, but also on assisting students in the selection of transfer institutions, and upon identifying their strengths, abilities, values, goals, and areas of interest. Each year approximately 95% of Cottey graduates continue their education at a wide variety of institutions. Whether they transfer to prestigious colleges or flagship universities, Cottey graduates report that they were extremely well prepared to declare a major and to excel academically.

REQUIREMENTS FOR GRADUATION

Cottey College grants the Associate in Arts degree (A.A.) or the Associate in Science (A.S.) degree. Students must fulfill the graduation requirements as set forth in the catalog which is in effect when they enter the College. Both degrees require the completion of 62 credit hours with a cumulative grade point average (GPA) of 2.0 or higher. The final 24 credit hours must be earned at Cottey College.

All graduates must complete a 24-credit common core curriculum. The core includes 11 credits in basic skills such as English composition (writing), mathematics and physical activity. The other 13 credits are distribution requirements in the fine arts, humanities, natural sciences and social sciences.

Depending on their interests and prospective majors, Cottey graduates earn either the A.A. or A.S. degree by meeting additional degree requirements beyond the core curriculum. The A.A. degree requires 12 additional credits focusing on the humanities, foreign languages and fine arts. The A.S. degree requires 11 additional credits focusing on the sciences and mathematics. Graduation requirements are listed on the next two pages.



GRADUATION REQUIREMENTS

Associate in Arts (A.A.) Degree

<u>Basic Skills</u>	<u>Credits</u>
ENG101 English Composition I	3
ENG102 English Composition II	3
MAT103 College Algebra or above or a higher numbered MAT course	3
Physical Activity (DAN or PHE) */***	2
<u>Distribution and Degree Requirements</u>	
Fine Arts Theory *	3
Social Science	
ECO, HIS or POL	3
ANT, ECO, HIS, POL, PSY or SOC	3
Laboratory Science (AST, BIO, CHE or PHY)	4
Humanities	
PHI, REL, or literature or civilization course in ENG, FRE, GER or SPA *	3
Humanities or Fine Arts	
ART, DAN, MUS, PHI, REL, THE or literature or civilization course in ENG, FRE, GER or SPA *	3
Foreign Language (must be in one language) **	<u>6</u>
Basic Skills, Distribution & Degree Requirements	36
<u>Electives</u>	<u>26</u>
MINIMUM REQUIRED	62

* See COURSES MEETING GRADUATION REQUIREMENTS

** Students ready to enter a course beyond FRE/GER/SPA 202 may, after consulting with the foreign language faculty, request that this requirement be reduced or waived.

*** Maximum of four physical activity credits count toward required 62 credits.

GRADUATION REQUIREMENTS

Associate in Science (A.S.) Degree

<u>Basic Skills</u>	<u>Credits</u>
ENG101 English Composition I	3
ENG102 English Composition II	3
MAT103 College Algebra or above or a higher numbered MAT course	3
Physical Activity (DAN or PHE) */**	2
 <u>Distribution and Degree Requirements</u>	
Fine Arts Theory *	3
Social Science	
ECO, HIS or POL	3
ANT, ECO, HIS, POL, PSY or SOC	3
Humanities	
PHI, REL, or literature or civilization course in ENG, FRE, GER or SPA *	3
Science and Mathematics	
AST, BIO, CHE, CSC beyond 100, PHY or MAT beyond 103	12
With at least: One laboratory science Courses in two disciplines Two courses in one discipline	_____
Basic Skills, Distribution & Degree Requirements	35
<u>Electives</u>	<u>27</u>
MINIMUM REQUIRED	62

*See COURSES MEETING GRADUATION REQUIREMENTS

**Maximum of four physical activity credits count toward required 62 credits.

COURSES MEETING GRADUATION REQUIREMENTS

CORE CURRICULUM		ASSOCIATE IN ARTS DEGREE REQUIREMENTS	ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS
BASIC SKILLS	DISTRIBUTION REQUIREMENTS	ASSOCIATE IN ARTS DEGREE REQUIREMENTS	ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS
English Composition-6 hours	Social Science-3 hours	Social Science-3 hours	Social Science-3 hours
ENG 101 [all numbers]	ECO [all numbers]	Additional course in:	Additional course in:
ENG 102 [all numbers]	HIS [all numbers]	ANT [all numbers]	ANT [all numbers]
	POL [all numbers]	ECO [all numbers]	ECO [all numbers]
<u>Mathematics-3 hours</u>		HIS [all numbers]	HIS [all numbers]
MAT 103	<u>Laboratory Science-4 hours</u>	POL [all numbers]	POL [all numbers]
or higher	AST [all numbers]	PSY [all numbers]	PSY [all numbers]
	BIO [all numbers]	SOC [all numbers]	SOC [all numbers]
<u>Physical Activity-2 hours</u>	CHE [all numbers]	<u>Foreign Language-6 hours</u>	<u>Second Science/Math-4 hours</u>
DAN 111, 112, 121, 122,	PHY [all numbers]	FRE 101, 102, 201, 202,	Study in a different discipline,
131, 132, 145, 146,		211, 212, 213, 214	one <u>not</u> used for core curriculum
151, 152, 161, 211,	<u>Humanities-3 hours</u>	GER 101, 102, 201, 202,	lab science requirement
221, 245	ENG 106, 107, 131, 132,	SPA 101, 102, 201, 202,	AST [all numbers]
PHE 121, 122, 125, 129,	133, 201, 202, 205,	211, 212, 213, 214	BIO [all numbers]
131, 132, 133, 136,	206, 251		CHE [all numbers]
138, 142, 143, 152,		<u>Humanities/Fine Arts-3 hours</u>	CSC 110, 201, 212
153, 154, 163, 178,		Additional course in:	MAT 104, 112, 120, 201, 202,
179, 220, 221, 222	FRE 211, 212, 214	ART [all numbers]	203, 204
PHE 139, 181, 223, 224,	GER 211, 212, 214	DAN 107, 201, 202, 205, 206	PHY [all numbers]
226, 230	IDS 103, 105	ENG 106, 107, 131, 132,	
counts as	PHI [all numbers]	133, 201, 202, 205,	<u>Continued Science/Math-4 hours</u>
1 activity credit &	REL [all numbers]	206, 251	Further study in math or science discipline
1 elective credit	SPA 211, 212	FRE 211, 212, 214	taken previously
		GER 211, 212, 214	BIO [all numbers]
	<u>Fine Arts Theory-3 hours</u>	IDS 101, 103, 105, 151	CHE [all numbers]
	ART 101, 201, 202	MUS [all numbers]	CSC 110, 201, 212
	DAN 107, 201, 205, 206	PHI [all numbers]	MAT 104, 112, 120, 201, 202,
	MUS 101, 103, 105, 106,	REL [all numbers]	203, 204
	107, 111	SPA 211, 212	PHY [all numbers]
	THE 101, 102, 122, 131	THE [all numbers]	

ACADEMIC SUPPORT SERVICES

LIBRARY SERVICES

The Blanche Skiff Ross Library is one of a number of locations on campus where a student can find a nook for solitary study, meet with a group for work on a common interest, or use a computer. Seven days a week (80 hours/week) library staff members are ready to guide students in selecting resources for academic research, deal with technical problems, and assist with using the library's Web site, reference questions, interlibrary loans, reserves, and audiovisual services.

Browsing the shelves of over 50,000 volumes of books, videos, DVDs, CDs, slides, maps, and music scores can lead to exploring a broad range of subjects, viewpoints, and cultures. Over 180 current periodical subscriptions reflect the variety of today's interests, some titles extend to 150 years of history. On campus, the library Web site links to databases with full text of over 2,000 periodicals as well as news services, government documents, and scholarly databases.

As a member of MOBIUS (Missouri Bibliographic Information User System), the library provides excellent interlibrary loan service. Cottey's library catalog is linked to SWAN (South West Academic Network) in southwest Missouri and to the state-wide academic library catalog. For books not found in MOBIUS and for copies of periodical articles, we use standard interlibrary loan service.

ACADEMIC COMPUTING AND INFORMATION TECHNOLOGY

At Cottey, we are committed to preparing students for a world with rapidly emerging technological challenges and opportunities. The College provides a giga-bit wideband fiber-optic network environment. All members of the College community can use computing and multi-media technology to enhance educational activities. Personal computers are located in academic computer labs, laboratories, computer suites in the residence halls, offices, Ross Library and smart classrooms. A wireless network also allows students to connect their personal computers to the campus intranet and the Internet on the main campus. An electronic mail system with a web based class folder management system facilitates the flow of information on campus.

ACADEMIC ADVISING

At Cottey College, academic advising assists each student in the developmental process of clarifying and achieving her educational goals. Each student is assigned a full-time faculty member as an academic advisor.

It is the responsibility of the student to work closely with her academic advisor throughout the advising process. The more clearly a student can articulate her vision and goals, the more productive the relationship will be. Together the advisor and student devise a balanced academic program. The advisor reviews all registration decisions, including changes made after the beginning of a semester. After consultation with her advisor, it is the

student's responsibility to choose and implement her academic program. In addition to aiding in the selection of courses, the advisor reviews the advisee's academic progress and may suggest transfer and career options. At the student's request, the advisor may refer her to other resources on and off campus.

ASSESSMENT

Cottery's academic assessment program is designed to evaluate progress toward achieving those goals related to the academic program. The measures to assess these goals and their related objectives are found in course syllabi where appropriate and otherwise in documents describing the assessment program. Students attending Cottery support this effort by participating in activities designed to assess specific courses and programs as well as the overall academic program. These activities are aimed at evaluating the effectiveness of and improving the academic program.

CAREER COUNSELING

Career planning information and counseling are available at the Kolderie Academic Assistance Center. The transfer and career planning coordinator helps students explore their interests, skills, values and personality preferences related to career goals through individual and group counseling. Students use the many resources available to identify majors and careers which include current publications on careers, majors, internships, study abroad and scholarships. The career lab hosts an interactive computer program that allows students to relate their interests and values to career planning. Workshops on résumé preparation, interviewing skills and major selection are offered throughout the academic year. Opportunities for community volunteering, part-time and summer employment, study abroad and internships are also available.

STUDENT DISABILITY SERVICES

Cottery College is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational programs and services on an equal basis. The aim is to provide this opportunity in an integrated setting that fosters independence and meets the guidelines of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973.

Reasonable accommodations are made on an individual and flexible basis. It is the responsibility of individuals with disabilities to make their needs known and to provide proper documentation of a disability. Students seeking physical or academic accommodations for a disability should contact the coordinator for student disability services. Students will meet personally with the coordinator to arrange accommodations. Contact with the coordinator should be initiated prior to the student's first semester at the College to ensure as timely accommodations as possible.

TRANSFER COUNSELING

Over 95 percent of Cottery graduates transfer to four-year institutions. The Kolderie Academic Assistance Center offers transfer information and assistance. Its resources include

college catalogs and promotional materials, admission and scholarship applications, college reference books, network access to colleges and universities, and computer software programs that allow students to identify choices. The transfer and career planning coordinator provides individual counseling, conducts workshops to prepare for transfer, and arranges for college and university admission representatives to meet with students regarding transfer.

ACADEMIC RECORDS

The registrar and the Office of Academic Records provide service and support to students and alumnae. The registrar is responsible for all aspects of student registration and records. These responsibilities include: course scheduling, registration and course enrollment changes; grade reporting and transcript service; enrollment and eligibility certification; interpretation and application of academic rules and regulations; transfer credit evaluation; and certification of degrees.

INTERNATIONAL STUDENT COORDINATION

Cottey College is authorized under federal law to enroll nonimmigrant students. The registrar also serves as international student coordinator and in this capacity assists international students with matters relating to U.S. Citizenship and Immigration Service policies and procedures.



Students in sociology classes organize and run the annual Cultural Fair.

DEPARTMENTS AND COURSES

ACADEMIC DIVISIONS

The instructional program of the College is divided into four divisional areas.

<u>FINE ARTS</u>	<u>HUMANITIES</u>	<u>SCIENCE & MATHEMATICS</u>	<u>SOCIAL SCIENCE</u>
Art	English	Astronomy	Anthropology
Dance	French	Biology	Business
Music	German	Chemistry	Economics
Speech	Journalism	Computer Science	History
Theatre	Philosophy	Mathematics	Physical Education
	Religion	Physics	Political Science
	Spanish		Psychology
			Sociology

DESCRIPTION OF COURSE LISTINGS

Courses at Cottey College are listed by discipline. Courses are identified according to the following example:

Course Prefix	Course Number	Course Title	Course Frequency
ENG	101	English Composition I	fs

The following course numbering system is currently in effect:

<u>Number</u>	<u>Indicates</u>
0-99	college preparatory (developmental/remedial)
100-199	designed primarily for, but not limited to, first-year students
200-299	designed primarily for, but not limited to, second-year students

“Course Frequency” indicates the projected schedule on which the course will be offered:

- f = fall semester
- s = spring semester
- fs = both semesters
- xf = alternate years in fall semester
- xs = alternate years in spring semester
- y = occasionally

The course frequency projections are subject to change.

Following each course listing is a course description. The first item in the course description is the **prerequisite** for those courses which have prerequisites. Prerequisites are listed to inform the student what she must complete in advance to ensure success in the course. **Consent of Instructor** [listed in the appropriate class schedule] may be substituted for the prerequisite.

The second item in the course description is the **corequisite** for those courses which have corequisites. Corequisites are listed to inform the student in which courses she must also enroll during the same semester. Course descriptions may also contain instructions or limitations and should be reviewed carefully.

The last item in the course description is the **number of credit hours**. The unit of credit is the credit hour. Lecture courses meet one hour per week for 15 weeks for one credit hour. Laboratory and studio courses meet a minimum of two hours per week for 15 weeks for one credit hour. Courses which include lecture and laboratory or studio carry credit combining the above guidelines.

The course listings are based upon reasonable projections of faculty and faculty availability and appropriate curriculum considerations. The College reserves the right at any time to modify or terminate program requirements, content and the sequence of program offerings for educational, financial or other reasons.



SPECIAL COURSES

DIRECTED STUDY

Directed Study is available in all disciplines:

298 Directed Study: “[title of]”

Under the auspices of a faculty member, a second-year student with a cumulative GPA of 3.3 or higher may receive academic credit for pursuing on an individual basis, a topic or project related to, but beyond the scope

of, regular course offerings. Academic Committee approval required. No more than three hours of Directed Study counts toward graduation, nor may more than one such course be taken in same semester. May not be used to meet distribution requirements.

1-2 credits

EDUCATION

As one of several institutions of higher education which are members of the Nevada TeleCenter partnership, Cottey has developed a resource sharing agreement with Crowder College of Neosho, Missouri. Cottey shares its library resources with Crowder College’s Nevada students. In return, interested full-time Cottey students may take pre-professional education courses offered by Crowder College at their Nevada campus at no additional charge. The pre-professional education courses include: Introduction to Teaching, Literature for Elementary Children, Technology in Teaching, Educational Psychology, and Educational Field Experience. Although these courses are approved by the Missouri Department of Elementary and Secondary Education, interested students should contact their transfer institution concerning the transferability of these courses. This program is coordinated by the coordinator of advising.

LEARNING COMMUNITIES

In 2002-2003 the faculty began exploring Learning Communities, an approach that purposely restructures the curriculum to thematically link courses and enroll a common group of students. This approach fosters community, coherence and connections among courses as well as creates more sustained intellectual interaction among students and their teachers. Using this model, United States History will be linked with American Literature and Introduction to Business with Business and Technical Communication in 2004-2005.

NON CREDIT (NC)

NC001 STRATEGIES FOR ACADEMIC SUCCESS (fs)

Focuses on student and learning skills needed for success in college. Includes preferred learning styles, time management,

stress management, note-taking skills, methods for test preparation and test taking, textbook reading methods, memory techniques and effective listening skills. Meets one hour per week. **0 credit**

SPECIAL TOPICS

A **19x/29x Special Topics** course designation indicates courses that are new or that may only be offered one semester. Designed to take advantage of visiting professors or special cultural events, as well as permitting faculty latitude to experiment with a new course.

Current special topics include:

ART292	Digital Art II	IDS196	American Film
ART294	Painting: Watercolor	IDS197	Comparative Cinema
BUS295	Legal Environment of Business	IDS295	Step into the World
CHE295	Research in Chemistry	MUS195	Popular American Music
CSC/		PHE194	Winter Sports
MAT296	Discrete Math	PHE198	Hiking
HIS295	History of American West	POL295	Comparative Politics
HIS296	Medieval World	PSY297	Psychology of Gender
		SPE199	Interpersonal Communication

ANTHROPOLOGY (ANT)

The Anthropology Department is designed to introduce students to the four branches of anthropology (cultural anthropology, physical anthropology, linguistics, and archaeology) with an emphasis on the cultural branch. The course offered provides a foundation for students interested in going into anthropology and assists all students in developing an anthropological perspective which is beneficial in all fields of study. Additionally, anthropology can be combined with many other disciplines (economics, political science, music, art, history, literature, medicine, law, etc.) to create a more global or international approach. For those students not interested in pursuing anthropology academically or as a career, the information and skills learned can help them better understand and live in today's world.

ANT151 INTRODUCTION TO CULTURAL ANTHROPOLOGY (fs)

Introduces some major theories, principles, and concepts. Includes ethnographic studies of selected cultures, including Iroquois, Masai, Yanomamo, and people of Papua, New Guinea. Includes subsistence patterns, political and economic systems, marriage, family and kinship, gender roles,

religion and magic, and culture and personality. Issues such as universal human rights and consequences of progress also addressed. Students plan and carry out Annual Cottey College Cultural Fair.

4 credits

ART AND ART HISTORY (ART)

Cottey's art and art history program provides a unique opportunity for students to develop skills in problem-solving and understanding of the visual arts as a vital part of their liberal arts education through a range of art history and studio art courses. For those students who plan to pursue further studies in art, there are career opportunities such as advertising, art scholarship, art education, art history, illustration, interior design, crafts, jewelry, museology, gallery direction, graphic design, architecture, photography, and studio art.

Neale Hall houses well-equipped classrooms and studio areas for ceramics, painting, photography, design, drawing, printmaking and sculpture. The Haidee and Allen Wild Center for the Arts includes an art gallery which is used for exhibition artwork of students, faculty and regional and national artists.

ART101 ART APPRECIATION (y)

Study of art processes and artists through slides, readings, discussions and firsthand observation of art and visual images.

3 credits

ART131 DRAWING I (f)

Introduces techniques of drawing. Includes study of line media, representation of form, values and composition. Stresses basic skills of representation in traditional media, and includes exploration of nontraditional forms. Subjects include figures, nature and studio studies. Six studio hours per week.

3 credits

ART132 DRAWING II (s)

Prerequisite: ART131

Advanced drawing techniques; refinement of skills and methods of graphic representation. Using traditional and nontraditional media, course stresses figure, portraiture and composition. Six studio hours per week.

3 credits

ART151 CERAMICS I (fs)

Introduces handbuilding techniques, wheelwork, preparation and use of clays and glazes, surface finishing techniques, and kiln operation. Emphasizes development of aesthetics and personal expression in creating both functional and non-functional ceramic work. Six studio hours per week.

3 credits

ART152 CERAMICS II (s)

Prerequisite: ART151

Emphasis on experiments dealing with development of technique, glazing, kiln operation and functions of ceramic studio. Six studio hours per week. **3 credits**

ART201 SURVEY OF ART HISTORY I (y)

Study of forms of art, content of art, and context within which it has evolved from prehistoric era to Gothic period.

3 credits

ART202 SURVEY OF ART HISTORY II (y)

Prerequisite: None

Study of forms of art, content of art, and context within which it has evolved from Renaissance to the modern era.

3 credits

ART210 PRINTMAKING (y)

Prerequisite: ART131 or ART211

Introduction to printmaking. Techniques may include monoprint, relief, intaglio, serigraph and nontraditional media. Six studio hours per week. **3 credits**

ART211 2-D DESIGN (f, xs)

Introduces elements of art and principles of design with focus on creatively solving problems in 2-D design. Emphasizes use of appropriate craftsmanship utilizing variety of tools and materials. Six studio hours per week. **3 credits**

ART212 3-D DESIGN (f)

Emphasizes advanced standards of three-dimensional media execution, formal organization and individual interpretation. Six studio hours per week. **3 credits**

ART213 PAINTING (y)

Prerequisite: ART131 or ART211
Study of color, composition and perception through use of painting media. Includes study of basic techniques of oil painting. Six studio hours per week. **3 credits**

ART241 PHOTOGRAPHY I (f)

Prerequisite: 35mm camera
Introduces concepts and techniques of black and white photography. Includes theory of photo processes and equipment, history and practice of photography and applied work in camera techniques, film processing, printing and display. Six studio hours per week. **3 credits**

ART242 PHOTOGRAPHY II (s)

Prerequisite: ART241 and 35mm camera
Advanced concepts and techniques of black and white photography. Includes introduction to photography as narrative, artistic, conceptual and journalistic medium. Six studio hours per week. **3 credits**

ART251 ADVANCED CERAMICS (y)

Prerequisite: ART152
Development of individual skills in functional and/or non-functional forms. Six studio hours per week. **3 credits**

ART262 SCULPTURE (s)

Introduces sculpture in various materials using range of traditional and contemporary techniques. Emphasizes development of studio skills, aesthetics and personal expression. Six studio hours per week. **3 credits**

ART271 DIGITAL ART 1 (y)

Prerequisite: CSC100 or consent of instructor; digital camera recommended
Introduces digital art forms. Extensive use of Adobe Photoshop™ and the basics of Adobe Illustrator™. Useful as a foundation in commercial art, illustration and photography. Preparation and output of images for fine arts, desktop publishing and web. Six hours per week. **3 credits**

Current **Special Topics** include:

ART292 Digital Art II

ART294 Painting: Watercolor

ASTRONOMY (AST) - See Physics and Astronomy

BIOLOGY (BIO)

Cottey's biology program is designed to prepare students for further study in biological fields such as ecology, zoology, botany, and physiology. Pre-professional preparation for teaching, medicine, nursing, physical therapy, veterinary medicine and research is also an integral part of the advising and curriculum.

The biology facilities are located in Grantham Hall with laboratories for biology and anatomy and physiology. Located at B.I.L. Hill is a natural field site for research and classwork that contains both woodland and wetland environments.

BIO101 INTRODUCTORY BIOLOGY (fs)

Corequisite: BIO101L

Basic concepts of cellular structure and function, patterns of inheritance, evolutionary mechanisms, ecological relationships and environmental concerns. Not open to students with credit in BIO105 or BIO107. **3 credits**

BIO101L INTRODUCTORY BIOLOGY LABORATORY (fs)

Corequisite: BIO101

Basic laboratory techniques, experimental method and investigation of topics pertinent to study of living things. Two hours per week. **1 credit**

BIO105 GENERAL BOTANY (y)

Corequisite: BIO105L

Introduces basic biological concepts as they relate to plants. Plant form and function at cellular and whole plant levels, ecology, reproduction, growth, evolution and taxonomy of major groups. **3 credits**

BIO105L GENERAL BOTANY LABORATORY (y)

Corequisite: BIO105

Investigation of plant form, function and taxonomic relationships. Introduces laboratory techniques and experimental methods. Two hours per week. **1 credit**

BIO107 PRINCIPLES OF BIOLOGY (fs)

Corequisite: BIO107L

Emphasizes basic chemical and physical laws applicable to functioning of living things. Cellular morphology, metabolism and reproduction, molecular genetics, heredity, evolution and ecological principles. Intended for students planning to enter sciences and health care professions. **3 credits**

BIO107L PRINCIPLES OF BIOLOGY LABORATORY (fs)

Corequisite: BIO107

Introduces techniques of laboratory work, methods of scientific inquiry and investiga-

tion of topics related to basic functioning of life. Two hours per week. **1 credit**

BIO204 GENETICS (f)

Prerequisite: BIO101 or BIO107

Corequisite: BIO204L

Study of hereditary mechanisms with coverage of Mendelian, molecular and population genetics. **3 credits**

BIO204L GENETICS LABORATORY (f)

Corequisite: BIO204

Patterns and mechanisms of inheritance with emphasis on classical techniques and laboratory procedures. Three hours per week. **1 credit**

BIO206 MOLECULAR BIOLOGY (s)

Prerequisite: BIO107 and CHE104

Corequisite: BIO206L

Introduction to structure and synthesis of macromolecules. Coverage of various aspects of gene structure, function and regulation. **3 credits**

BIO206L MOLECULAR BIOLOGY LABORATORY (s)

Corequisite: BIO206

Emphasizes isolation and quantitation of DNA, recombinant DNA technology, and exercises which demonstrate the regulation of gene expression. Three hours per week. **1 credit**

BIO207 GENERAL ZOOLOGY (s)

Corequisite: BIO207L

Examines anatomy, physiology, basic ecology and evolutionary relationships among major taxa of animals. **3 credits**

BIO207L GENERAL ZOOLOGY LABORATORY (s)

Corequisite: BIO207

Structure and function of organ systems with an emphasis on vertebrates coupled with survey of diversity, specializations and taxonomy of animal kingdom. Two hours per week. **1 credit**

BIO211 HUMAN ANATOMY AND PHYSIOLOGY I (xf)

Corequisite: BIO211L

Anatomical and physiological topics needed to understand basic workings of human body. Reviews cellular physiology (respiration, protein synthesis, etc.), tissues, musculoskeletal system, and nervous system. Designed for students directed toward careers in human health fields and is not included in curriculum for pre-med, pre-vet or pre-dentistry programs. **3 credits**

BIO211L HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY (xf)

Corequisite: BIO211

Microscopic study of tissues, dissection of preserved mammals and study of human materials as available, e.g., skeletons and models. Similarities to human anatomy are emphasized. Three hours per week.

1 credit

BIO212 HUMAN ANATOMY AND PHYSIOLOGY II (xs)

Prerequisite: BIO211 -or permission of instructor

Corequisite: BIO212L

Remaining organ systems of body are covered: respiratory, special sensory, excretory, digestive, endocrine and reproductive (including developmental biology).

3 credits

BIO212L HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY (xs)

Corequisite: BIO212

Microscopic study, dissection of preserved mammals and study of human materials as available, e.g., skeletons and models.

Similarities to human anatomy are emphasized. Three hours per week.

1 credit

BUSINESS (BUS) AND ECONOMICS (ECO)

Students who complete course offerings in the department will show progress in the following learning objectives:

- Process and use information and ideas logically, critically and perceptively through business and economic problem solving.
- Synthesize information and ideas through reading and evaluating information pertaining to business and economics.
- Communicate clearly and effectively in English using basic business and economic vocabulary and concepts.
- Increase knowledge of human behavior and social interaction reflected in the conduct of common business activities, institutions, and markets.
- Increase knowledge of ethical and social issues surrounding business and economic principles.
- Increase knowledge of international and global business and economic principles, connections, and institutions.
- Experience growth in essential technological expertise through spreadsheet analysis, internet research, use of presentation software and study of e-business.
- Attain a level of competence sufficient to succeed in advanced business and economics courses for which these courses are prerequisites.
- Transfer these courses successfully to appropriate baccalaureate programs.

A core of basic business courses provides the foundation for students entering a number of fields, such as accounting, business administration, economics, finance, human resource management, international business, management, and marketing. Students are assisted in planning schedules to fit as closely as possible the needs of their particular fields of study and transfer institutions.

BUS101 INTRODUCTION TO BUSINESS (f)

Study of business enterprise including descriptive introductions to accounting, economics, entrepreneurship, finance, management, marketing, human resource management, international business, and self-owned small business. **3 credits**

BUS103 PERSONAL FINANCE AND CONSUMER ECONOMICS (s)

Basic financial planning for individuals; cash management and budgeting, use of credit, investment, insurance, personal accounting, retirement planning and taxes. **3 credits**

BUS211 PRINCIPLES OF ACCOUNTING I (f)

Study of generally accepted accounting principles and methods of preparing and analyzing financial statements. Use and interpretation of balance sheet, income statement, statement of owner's equity, and statement of cash flow. Ethical and global issues in accounting. **3 credits**

BUS212 PRINCIPLES OF ACCOUNTING II (s)

Prerequisite: BUS211
Study of methods used in preparing, interpreting, analyzing, and understanding accounting data for the purposes of goal-setting, planning, controlling, evaluating decisions involving business enterprises. Ethical and global issues in accounting. **3 credits**

ECO201 PRINCIPLES OF ECONOMICS I: MACROECONOMICS (f)

Basic concepts of macroeconomics including scarcity and choice, markets and prices, inflation, employment, growth, money and banking, monetary and fiscal policy, and international trade. **3 credits**

ECO202 PRINCIPLES OF ECONOMICS II: MICROECONOMICS (s)

Basic concepts of microeconomics including scarcity and choice, markets and prices, elasticity, externalities and common resources, costs of production, product markets, factor markets, and selected issues topics. **3 credits**

CSC100 COMPUTER APPLICATIONS

See Computer Science for description.

MAT112 ELEMENTARY STATISTICS

See Mathematics for description.

ENG210 BUSINESS AND TECHNICAL COMMUNICATION

See English for description.

Current **Special Topics** include:

BUS295 Legal Environment of Business

CHEMISTRY (CHE)

The curriculum provides basic education in chemistry with sufficient breadth and flexibility to meet the needs of students in the liberal arts, preprofessional programs, and students who wish to pursue careers in the field. The sequence of chemistry courses and their contents are based on the criteria recommended by the American Chemical Society Committee on Professional Training and, therefore, are readily transferrable. The courses underscore modern aspects of chemistry with particular attention given to instrumentation, modern concepts and methods, and use of computers. The two-year sequential offering in chemistry provides students with an excellent foundation for future studies in chemistry, biology, veterinary medicine, health-related disciplines such as medicine, dentistry and pharmacy,

environmental sciences, engineering, industrial work, science journalism and science education.

The department possesses modern equipment typically available in undergraduate chemistry laboratories. Major equipment includes: Varian Saturn 2000 bench top gas chromatograph mass spectrometer, Varian EM360 nuclear magnetic resonance spectrometer with Anasazi Eft-60 computer interface, Perkin Elmer Spectrum 1000 Fourier transform - infrared spectrometer, Varian Cary 100 ultraviolet - visible spectrophotometer, Beckman high-performance liquid chromatograph, gas chromatographs, rotary evaporators, vacuum manifold system, analytical balances and digital pH meters.

CHE101 INTRODUCTORY CHEMISTRY (fs)

Corequisite: CHE101L

Introduces chemical principles and role of chemicals in our world. Covers fundamentals including atomic and molecular structure, stoichiometry, acid-base chemistry, nuclear chemistry and behavior of gases. Investigates chemistry as it relates to earth's environment, our physical well-being, and daily activities. Not open to students with credit in CHE103. **3 credits**

CHE101L INTRODUCTORY CHEMISTRY LABORATORY (fs)

Corequisite: CHE101

Introduces chemical laboratory work with experiments to show applications of chemistry to everyday life. Two hours per week. **1 credit**

CHE103 GENERAL CHEMISTRY I (f)

Prerequisite: Strong secondary-school preparation in mathematics and laboratory science

Corequisite: CHE103L

Teaches basic chemical principles that are foundation for future chemistry and related courses. Atomic and molecular structure, stoichiometry, properties of solids, liquids and gases, acid-base theory and solutions. **4 credits**

CHE103L GENERAL CHEMISTRY I LABORATORY (f)

Corequisite: CHE103

Modern laboratory methods including computer-interfaced experiments are studied with safety emphasized. Teaches basic techniques in quantitative study of chemical processes. Three hours per week. **1 credit**

CHE104 GENERAL CHEMISTRY II (s)

Prerequisite: CHE103

Corequisite: CHE104L

Emphasizes chemical thermodynamics, chemical equilibria, electrochemistry, kinetics and mechanisms of chemical reactions and the relationship of structure to physical and chemical properties. **4 credits**

CHE104L GENERAL CHEMISTRY II LABORATORY (s)

Corequisite: CHE104

Quantitative analysis experiments, synthesis experiments and qualitative analysis of common cations. Three hours per week. **1 credit**

CHE201 PRINCIPLES OF ANALYTICAL CHEMISTRY (y)

Prerequisite: CHE104

Rigorous treatment of equilibria important to analytical chemistry. Discussion of volumetric and gravimetric techniques. Introduction to spectrophotometry, electroanalytical methods and separation techniques. **3 credits**

CHE202L QUANTITATIVE ANALYSIS LABORATORY (y)

Prerequisite: CHE201

Techniques of quantitative analysis with emphasis on instrumental methods. Includes electroanalytical, spectrophotometric, chromatographic, gravimetric and volumetric methods. Calculations are made using spreadsheets. Laboratory safety is stressed. Six hours per week. **2 credits**

CHE221 ORGANIC CHEMISTRY I (f)

Prerequisite: CHE104

Corequisite: CHE221L

Studies chemical principles underlying aliphatic and aromatic compounds. Syntheses and reactions of these compounds are discussed. Modern theory, mechanisms, stereochemistry and spectral methods are stressed to illustrate logic inherent in subject matter and to demonstrate predictability of many chemical transformations.

3 credits

CHE221L ORGANIC CHEMISTRY I LABORATORY (f)

Corequisite: CHE221

Utilizes integrated macroscale-microscale approach to organic laboratory instruction. Emphasis on techniques of separation and purification including gas chromatography, distillation extraction and thin layer chromatography followed by synthesis and purifica-

tion of compounds. Hands-on experience is provided in gas chromatography, infrared spectroscopy and ultraviolet spectroscopy. Six hours per week. **2 credits**

CHE222 ORGANIC CHEMISTRY II (s)

Prerequisite: CHE221

Corequisite: CHE222L

Discusses chemistry of variety of functional groups. Theory is employed extensively to demonstrate coherence underlying seemingly diverse transformations. Qualitative organic analysis is introduced, with particular emphasis on spectroscopic methods.

3 credits

CHE222L ORGANIC CHEMISTRY II LABORATORY (s)

Corequisite: CHE222

Utilizes integrated macroscale-microscale approach to organic laboratory instruction. Emphasizes methods employed in qualitative organic analysis. Student identifies "unknown" organic compounds. Includes multistep syntheses which require identification of products by spectral methods with emphasis on applications to research. Hands-on experience with applications in proton nuclear magnetic resonance and high pressure liquid chromatography. Six hours per week. **2 credits**

Current **Special Topics** include:

CHE295 Research in Chemistry

COMPUTER SCIENCE (CSC)

The computer science program is designed to serve the basic computer literacy needs of students in all fields, as well as to offer beginning courses required of computer science and information systems majors. The curriculum offers a thorough treatment of foundation computing principles and skills as they relate to the computer science discipline. The orientation to program development skills is based in an analytic, problem-solving approach. The approach emphasizes the development of critical-thinking skills in conjunction with specific knowledge of computer languages and familiarity with various Integrated Development Environments. The two-year sequential offering in computer science provides students a solid foundation to the discipline and enables them to continue computer science studies at the upper-division undergraduate level. The general computing lab is equipped with software relevant to all department courses.

CSC100 COMPUTER APPLICATIONS IN THE LIBERAL ARTS (fs)

Designed to provide basic computer skills required in typical college work. Applications include Word, PowerPoint, Excel and Access. Word/Excel integration and Word/Web page conversions also included.

3 credits

CSC110 INTRODUCTION TO COMPUTER SCIENCE (fs)

Pre-/Co-requisite: MAT103

Overview of topics such as data storage techniques, data representation, program execution, operating and network systems, and high-level programming. Aims to give students familiarity with language and basic concepts of computer science and appreciation for roles of abstraction and algorithms. Not intended for computer science majors, but provides excellent foundation for further study. **3 credits**

CSC201 INTRODUCTION TO PROGRAMMING (f)

Prerequisite: CSC110 and MAT103

Rigorous foundation in high-level structured programming. Topics include data representation, control structures, functions, arrays and structures. Emphasizes problem solving, decomposition, algorithm design and modular development. Introduces sorting, searching and algorithm analysis.

3 credits

CSC212 DATA STRUCTURES (s)

Prerequisite: CSC201

Advanced programming. Introduces fundamental data structures such as pointer-based lists, stacks, queues, trees and graphs. Includes advanced language features such as data abstraction, object orientation and recursion. Includes further study in sorting, searching and algorithm analysis. **3 credits**

Current **Special Topics** include:

CSC/MAT296 Discrete Math

DANCE (DAN)

Dance education is aimed at fostering all aspects of human development: social, physical, intellectual and emotional. The dance curriculum is structured to stimulate creativity, increase awareness and mastery of the body, challenge the intellect and increase opportunities for social interaction. Career opportunities in dance include teaching, dance therapy, dance historian or critic, performance and choreography.

The dance facilities are located in Hinkhouse Center. There are two spacious dance studios with sprung floors, mirrors and ballet barres. Students have access to the temperature-controlled studios seven days per week. Student dance performances are given in both the Haidee and Allen Wild Center for the Arts and Hinkhouse Center.

Courses marked with the symbol (§) before the course prefix and number fulfill the distribution requirement in physical activity.

DANCE THEORY COURSES

DAN107 DANCE APPRECIATION (fs)

Introduces dance as historic, creative and communicative art form. Explores elements of dance through reading, writing, discussion and observation.

3 credits

DAN201 INTRODUCTION TO CHOREOGRAPHY (s)

Study of elements of time, space, weight and energy; explores concepts of phrasing and structure through solo movement studies and small group composition.

3 credits

DAN202 CREATIVE MOVEMENT FOR CHILDREN (f)

Considers content and evaluation procedures of teaching. Discusses methods of incorporating movement into classroom situations as well as methods of using dance to inspire creativity and movement expression. Observation, assisting and practice teaching. **3 credits**

DAN205 DANCE HISTORY I (y)

Survey of development of Western Theatrical Dance from European Peasant and Renaissance Court Dances to trends of twentieth century. **3 credits**

DAN206 DANCE HISTORY II (y)

Survey of American dance forms from early twentieth century to present. **3 credits**

DANCE TECHNIQUE COURSES

May be repeated for credit. Two or three hours per week. **1 credit**

100-level courses: emphasis on development of basic skill, strength, control, flexibility and rhythmic awareness. Performance of simple dance phrases using fundamentals.

200-level courses: emphasis on increased technical abilities, complex movement combinations, exploration of movement problems and concentration on demands of performance.

§DAN111 BALLET I (s)

Barre work, adagio and allegro movement combinations and reverance.

§DAN112 BALLET II (f)

Prerequisite: DAN111

§DAN121 JAZZ I (s)

Emphasis on body isolations and syncopation.

§DAN122 JAZZ II (f)

Prerequisite: DAN121

§DAN131 TAP I (y)

Fundamentals of technique in tap dancing. Emphasis on rhythm and style.

§DAN132 TAP II (y)

Prerequisite: DAN131

§DAN145 MODERN DANCE I/ IMPROVISATION (f)

Introduces basic elements and principles of modern dance.

§DAN146 MODERN DANCE II (s)

Prerequisite: DAN145

§DAN161 BALLROOM DANCE (y)

Development of knowledge and skill in ballroom dancing. Introduces basic steps of foxtrot, waltz, cha cha and swing. May not be repeated for credit.

§DAN211 INTERMEDIATE

BALLET (fs)

Prerequisite: DAN112

§DAN221 INTERMEDIATE JAZZ (y)

Prerequisite: DAN122

§DAN245 INTERMEDIATE

MODERN DANCE (y)

Prerequisite: DAN146

DANCE PERFORMANCE COURSES

May be repeated for credit. **1 credit**

§DAN151 REPERTORY DANCE

COMPANY I (f)

Prerequisite: Audition

Presentation and rehearsal of concert works by faculty, students and occasional guest artists. Course spans two semesters; commitment to both semesters required.

§DAN152 REPERTORY DANCE COMPANY II (s)

Prerequisite: DAN151

Continuation of presentation and rehearsal of concert works. Performance opportunities.

ECONOMICS (ECO) —See Business and Economics

ENGLISH (ENG)

Cottey's English Department offers courses in writing and literature which recognize the integral relationship among thinking, reading, and writing. Because Cottey believes written communication is a cornerstone of a liberal arts education, the College requires six hours of English composition for graduation. As for vocational possibilities, English majors have traditionally entered the fields of teaching and law. In addition, the study of English is valuable in such areas such as journalism, radio, television, advertising, publishing, public relations, business, the ministry, and others.

WRITING COURSES

ENG101 ENGLISH COMPOSITION I (fs)

Practice in fundamentals of expository writing, as illustrated in student's own writing and in essays of professional or student writers. **3 credits**

ENG102 ENGLISH COMPOSITION II (fs)

Prerequisite: ENG101
Continues focus of ENG101 by assigning writing based on reading. Includes formal documentation, research methods, and critical essays on nonfiction and literary works. **3 credits**

ENG210 BUSINESS AND TECHNICAL COMMUNICATION (s)

Introduction to role of written and oral communication as it affects world of work. Technical genres include short reports, formal reports, memos and letters, job inquiries and resumes, proposals and trip reports. Emphasis on both creative approaches to content and appropriate formats for work assigned. Students do oral presentations based on research on writing assignments. **3 credits**

ENG251 CREATIVE WRITING (y)

Prerequisite: ENG102
Introduction to writing of poetry and fiction, with emphasis on contemporary practice of both. Students will familiarize themselves with contemporary short fiction writers and

poets in English, working to develop personal aesthetic of craft of creative writing. **3 credits**

LITERATURE COURSES

ENG106 SHAKESPEARE (y)

In-depth study of selected plays and poems, with some consideration of historical and critical contexts. **3 credits**

ENG107 WOMEN AND LITERATURE (y)

Introduces students to diverse women writers in traditional and nontraditional genres. Focuses on the way women explore or subvert gender, and serves as an introduction to literature. **3 credits**

ENG131 THE NOVEL (y)

Introduces the novel through selections from several historical periods and subgenres. Emphasizes critical reading and discussion. Includes some writing about novels. **3 credits**

ENG132 POETRY (y)

Introduces a broad range of poetry from several historical periods and literary types. Explores the nature of poetry as a specific type of literature and devices it uses to create a significant experience through language. Includes some writing about poetry. **3 credits**

ENG133 THE SHORT STORY (y)

Introduces a broad range of short fiction. Emphasizes critical reading and discussion of short fiction. Includes some writing about short fiction. **3 credits**

ENG201 ENGLISH LITERATURE I (f)

Study of works by selected British writers who represent significant literary movements and eras in British life up to Romantic period. **3 credits**

ENG202 ENGLISH LITERATURE II (s)

Study of works by selected British writers who represent significant literary movements and eras in British life from Romantic period to present. **3 credits**

ENG205 AMERICAN LITERATURE I (f)

Study of works by selected American writers who represent significant literary movements and eras in American life up to 1900. **3 credits**

ENG206 AMERICAN LITERATURE II (s)

Study of works by selected American writers who represent significant literary movements and eras in American life from 1900 to present. **3 credits**

FOREIGN LANGUAGES

Foreign languages are an integral part of liberal arts studies. Increasingly, foreign languages are either a requirement in a chosen area of study or a valuable skill for careers in specific fields. Many graduate programs require a reading knowledge of one and sometimes two foreign languages. The program is adapted to those students interested in language as part of a liberal arts education and those planning to major in foreign languages. Possible career fields for a student majoring in foreign languages include teaching, interpreting or translating, law, international relations, foreign affairs, government, international business, comparative literature, fine arts, library science, travel and tourism, and journalism.

FRENCH (FRE)

FRE101 ELEMENTARY FRENCH I (f)

Essentials of grammar and composition with progressive practice in listening, speaking, reading and writing. **4 credits**

FRE102 ELEMENTARY FRENCH II (s)

Prerequisite: FRE101
Emphasis on grammar, composition, reading, speaking and understanding. **4 credits**

FRE201 INTERMEDIATE FRENCH I (f)

Prerequisite: FRE102
Systematic review of grammatical structures and principles with vocabulary building; developing skills and techniques to learn French as spoken and written language; reading from articles, short stories, novels, interviews or plays using those skills; and techniques to increase ability to read French for enjoyment or practical purposes. **3 credits**

**FRE202 INTERMEDIATE
FRENCH II (s)**

Prerequisite: FRE201
Emphasizes reading and writing.
3 credits

**FRE211 FRENCH
LITERATURE I (xf)**

Prerequisite: FRE202
Survey of French poetry and theater from its origins to present day. Lectures, reading and discussion of representative works. **3 credits**

**FRE212 FRENCH
LITERATURE II (xs)**

Prerequisite: FRE202
Survey of French short story and novel from its origins to present day. Lectures, reading and discussion of representative works.
3 credits

FRE213 ORAL FRENCH (xf)

Prerequisite: FRE202
Develops comprehension of spoken French as step toward further developing oral expression. Includes review of difficult grammar concepts. **3 credits**

FRE214 FRENCH CIVILIZATION (xs)

Prerequisite: FRE202
Geography; past history as introduction to present; political, economic and social life; French culture and its diffusion in the world.
3 credits

GERMAN (GER)

**GER101 ELEMENTARY
GERMAN I (f)**

Essentials of grammar and four basic skills: understanding, speaking, reading and writing. **4 credits**

**GER102 ELEMENTARY
GERMAN II (s)**

Prerequisite: GER101
Emphasizes grammar, listening, speaking, reading and composition. **4 credits**

**GER201 INTERMEDIATE
GERMAN I (f)**

Prerequisite: GER102
Includes review of grammar, listening comprehension practice and conversation. Reading and discussion of German stories coupled with assigned compositions. **3 credits**

**GER202 INTERMEDIATE
GERMAN II (s)**

Prerequisite: GER201
Grammar review with listening comprehension and conversation practice. Reading and discussion of modern short stories and articles. **3 credits**

GER211 GERMAN READINGS I (f)

Prerequisite: GER202
Reading and discussion in German of material selected from the humanities and social sciences that reflect German culture, literature and current events. Emphasis on reading, comprehension and vocabulary building. **3 credits**

GER212 GERMAN READINGS II (s)

Prerequisite: GER202
Conversation and oral presentations based on readings on varied aspects of contemporary German life and literature. Supplemental written assignments with continued emphasis on reading skills. **3 credits**

**GER213 GERMAN
CONVERSATION/COMPOSITION (y)**

Prerequisite: GER202
Intensive in-class discussion and exercises designed to develop fluency. Vocabulary building, advanced grammar and written assignments designed to further correct expression. **3 credits**

GER214 GERMAN CIVILIZATION (y)

Prerequisite: GER202
Survey of German intellectual, political and economic history, geography, and customs, including continuing influence of German culture on contemporary world. **3 credits**

SPANISH (SPA)

SPA101 ELEMENTARY

SPANISH I (f)

Structures of Spanish language are learned through aural-oral approach. Stresses creative use of Spanish. Reading and composition skills gradually acquired. Language laboratory assignments coordinated with classroom work. **4 credits**

SPA102 ELEMENTARY

SPANISH II (s)

Prerequisite: SPA101

Emphasizes speaking and understanding through aural-oral study of the structure of the language. Reading and composition skills also acquired. Laboratory assignments coordinated with classroom work. **4 credits**

SPA201 INTERMEDIATE

SPANISH I (f)

Prerequisite: SPA102

Includes a review of grammar, brief cultural readings, exercises in composition, vocabulary studies and limited supplementary readings. **3 credits**

SPA202 INTERMEDIATE

SPANISH II (s)

Prerequisite: SPA201

Further review of grammar, numerous brief cultural readings, exercises in composition,

vocabulary studies and limited supplementary readings. **3 credits**

SPA211 HISPANIC LITERATURE (xs)

Prerequisite: SPA202

Readings of short stories, novels, drama and poetry. Literary works represent Spain or Hispanic America. Lectures, discussion, and oral and written reports. **3 credits**

SPA212 HISPANIC CULTURE AND CIVILIZATION (xs)

Prerequisite: SPA202

Surveys Spanish and Hispanic American history, customs, geography, intellectual and artistic development, and social and psychological realities. **3 credits**

SPA213 ORAL SPANISH (xf)

Prerequisite: SPA202

Develops fluency in speaking and comprehension with emphasis on use of contemporary vocabulary and idioms. Pronunciation included. **3 credits**

SPA214 SPANISH COMPOSITION (xf)

Prerequisite: SPA202

Develops ability in written expression while acquiring new vocabulary and reviewing problematic grammar structures. **3 credits**

FRENCH (FRE) - See Foreign Languages

GERMAN (GER) - See Foreign Languages

HISTORY (HIS) AND POLITICAL SCIENCE (POL)

The history and political science program offers students the opportunity to study the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs and the art and literature contributing to the development of Western Civilization and the United States and their role in today's global society. An informed awareness of historical

developments and political thought and systems will prepare students for a diverse range of careers as well as for lives of action and contribution in contemporary society. Students' learning goals in these disciplines involve three principal areas: critical thinking skills, communication skills and material knowledge.

HIS101 HISTORY OF WESTERN CIVILIZATION TO 1500 (f)
Survey of Western Civilization from its ancient origins to A.D. 1500. **3 credits**

HIS102 HISTORY OF WESTERN CIVILIZATION SINCE 1500 (s)
Survey of Western Civilization from A.D. 1500 to present. **3 credits**

HIS111 UNITED STATES HISTORY TO 1877 (f)
Survey of the development of United States from its colonial origins to end of Reconstruction. **3 credits**

HIS112 UNITED STATES HISTORY SINCE 1877 (s)
Survey of development of United States from Reconstruction to present. **3 credits**

HIS202 TWENTIETH-CENTURY EUROPE (xf)
Prerequisite: HIS102 or HIS112
Study of historical development of twentieth-century European society and its relation with world society. **3 credits**

HIS211 HISTORY OF WOMEN IN THE UNITED STATES (s)
Prerequisite: HIS111 or HIS112
Survey of women in United States from

colonial to modern times. Introduces political, social, religious and economic factors that influenced women's roles in and contributions to U.S. society. **3 credits**

POL101 UNITED STATES GOVERNMENT (f)
Structure and actual operations of United States government as well as current political issues. Basic features of political system emphasized. **3 credits**

POL121 INTRODUCTION TO POLITICAL SCIENCE (f)
Study of content and methods of political science. Includes major philosophies, institutions of government and controversial political issues. **3 credits**

POL151 INTERNATIONAL RELATIONS (fs)
Study of forces influencing relations between nations. Includes diplomacy, origins of war and international organizations. **3 credits**

Current **Special Topics** include:
HIS295 History of American West
HIS296 Medieval World
POL295 Comparative Politics

INTERDISCIPLINARY STUDIES (IDS)

IDS101 LITERATURE AND OPERA (y)
Systematic study of four works of literature and the operas based on them. Involves reading, viewing videotapes, lectures and listening to audiotapes. **3 credits**

IDS102 LEADERSHIP (s)
Provides basic understanding of theories, ethics, and models of leadership by integrating texts from the humanities and social sciences. **2 credits**

IDS103 GERMANIC MYTHOLOGY & FAIRY TALE (xs)

Introduces major Germanic myths and folktales which have influenced modern literature, cinema and art. Also addresses questions of structure and function in myth and folktale. **3 credits**

IDS105 CLASSICAL MYTHOLOGY (xf)

Introduces major Greco-Roman myths and myth cycles which influenced modern literature and art. Includes structure and function of myth. **3 credits**

IDS151 INTERNATIONAL FILM (xs)

Introduces international cinema, which initially developed in isolation from, then in opposition to, the narrative and cinematic techniques of dominant Hollywood cinema. Includes Soviet montage, German Expressionism, Italian Neo-Realism, French New Wave. Films by critically acclaimed directors from Japan, Sweden, and elsewhere may be included. **3 credits**

Current **Special Topics** include:

IDS196 American Film

IDS197 Comparative Cinema

IDS295 Step into the World

JOURNALISM (JRN)

Students interested in communications and journalism have the opportunity to explore this field through several introductory courses. Those students who enroll in Journalism I and II also write for the student newspaper as a basic course requirement. Three one-credit hour practicum courses allow students to gain hands-on experience in publication development or broadcast. Because most journalism programs require a diverse background in the liberal arts, the courses offered in all four academic divisions at Cottey provide suitable preparation for most transfer institutions.

JRN115 JOURNALISM I (f)

Introduces basics of news writing. Students gain understanding of nature of news, how to gather information, how to interview and how to craft strong news and feature stories. Introduces press law and ethics and other variables that affect news. **3 credits**

JRN116 JOURNALISM II (s)

Further exploration of journalist's craft and introduction to editorial and column writing. Strong emphasis on investigative and literary journalism techniques and their influence on American politics and policies. **3 credits**

JRN229 JOURNALISM PRACTICUMS (fs)

Prerequisite: Consent of instructor
May be repeated for credit. **1 credit**

NEWSPAPER PRACTICUM (fs)

Students gain practical experience in writing, editing, layout and design or photography with college newspaper, The Spectrum.

YEARBOOK PRACTICUM (fs)

Students gain practical experience in writing, editing, layout and design or photography with college yearbook, The Retrospect.

BROADCAST PRACTICUM (fs)

Students gain practical experience in broadcast media.

MATHEMATICS (MAT)

The mathematics program helps students develop the ability to think logically, solve problems and understand numerical data. The curriculum provides the solid foundation in mathematics necessary for prospective majors in mathematics, the sciences and engineering. Students may obtain the mathematical preparation needed for study in computer science, business, social sciences and other quantitative fields.

MAT101 INTERMEDIATE ALGEBRA (f)

Thorough review of basic principles of algebra. Three hours per week.

2 credits

MAT103 COLLEGE ALGEBRA (fs)

Prerequisite: Two years of high school mathematics or MAT101

Basic concepts, linear and quadratic equations, inequalities, functions and graphing, exponential and logarithmic functions, systems of equations, word problems, complex numbers, polynomials and binomial theorem. **3 credits**

MAT104 TRIGONOMETRY (y)

Prerequisite: Two years of high school mathematics or MAT101

Right triangle trigonometry, trigonometric functions, trigonometric identities and equations, graphing of trigonometric functions, law of cosines and law of sines.

2 credits

MAT112 ELEMENTARY STATISTICS (s)

Prerequisite: MAT103

Descriptive statistics, sampling, basic probability, random variables, binomial and normal distributions, confidence intervals, tests of significance, and introduction to regression and correlation. **3 credits**

MAT120 PRECALCULUS (y)

Prerequisite: Two years of high school algebra or MAT101

Preparation for study of calculus, including

linear functions, polynomials, rational functions, exponential and logarithmic functions, and introductory trigonometry.

Not open to students with credit in MAT103 or MAT104. **4 credits**

MAT201 CALCULUS I (fs)

Prerequisite: MAT103 or MAT120

Inequalities, functions, limits and continuity, differentiation, applications of derivative, integration, and applications of definite integral. **4 credits**

MAT202 CALCULUS II (fs)

Prerequisite: MAT201 and MAT104

Calculus of trigonometric functions, logarithmic and exponential functions, techniques of integration, indeterminate forms and improper integrals, infinite series, conic sections and polar coordinates.

4 credits

MAT203 CALCULUS III (fs)

Prerequisite: MAT202

Three-dimensional vector calculus, partial differentiation, multiple integration, applications, line integral and Green's Theorem. **4 credits**

MAT204 DIFFERENTIAL EQUATIONS (s)

Prerequisite: MAT203

Ordinary differential equations including first order equations, higher order linear equations, applications, series solutions and Laplace transforms. **3 credits**

MUSIC (MUS)

Cottey College is an accredited institutional member of the National Association of Schools of Music. The objectives of the music program are to afford all students a musical background which will assist in their understanding of the musical heritage of civilization, and to provide the first two years of a curriculum for students planning to complete music degrees at a four-year institution. A student at any level of proficiency may study with a professor in any applied music area offered at Cottey.

To achieve the College's mission and goals as well as the music department's goals and objectives, the department offers courses that assist students to:

- develop basic skills and understanding of harmony, melody, rhythm, form and texture
- develop skills as listener, performer, composer and scholar through interpretation, composition, analysis and criticism of music
- develop performance skills in various styles of music
- develop ability to read music at sight and other technical skills sufficient for demonstrating aesthetic expression
- develop musicianship through ensemble performance each semester.

The music facilities at Cottey provide excellent support for all aspects of the program. Those in Main Hall include a choral rehearsal area, faculty teaching studios, a MIDI laboratory, keyboard laboratory, and individual practice rooms. The Cottey Chapel is used as an organ studio as well as for performances. The Haidee and Allen Wild Center for the Arts houses the two primary performance spaces, the Auditorium and the Missouri Recital Hall. Audiovisual resources, books, recordings, and scores are located in the Blanche Skiff Ross Memorial Library.

MUSIC THEORY COURSES (MUSICIANSHIP)

MUS101 MUSIC APPRECIATION (fs)
Designed to assist students in increasing understanding of Western art music. Deals with active repertoire from Baroque through twentieth century. Emphasizes critical listening. **3 credits**

MUS103 FUNDAMENTALS OF MUSIC (fs)
Study of basic materials of music, including rudiments of theory, ear training and dictation. **3 credits**

MUS105 CONCERT PERFORMANCE (f)
Studies works included in concerts which class will attend. Includes works on programs, musical historical context, some technical aspects of performing media

involved, and lives of composers represented. **3 credits**

MUS106 MASTER PIANISTS (s)
Studies literature included in piano recitals which class will attend. Includes piano and its literature, contemporary and historically important pianists, specific works included in recitals, and major composers of piano music. **3 credits**

MUS107 PIANO LITERATURE (y)
Survey of composers and literature for piano from eighteenth through twentieth centuries. **3 credits**

MUS111 HARMONY I (f)
Prerequisite: Placement exam
Corequisite: MUS111L

Intended for prospective music majors, but open to all qualified students with consent of instructor. Melodic, rhythmic, and harmonic elements of musical composition. Introduction to figured bass, elementary part writing and analysis. **3 credits**

MUS111L HARMONY I LAB (f)

Corequisite: MUS111
Melodic, rhythmic and harmonic dictation. Sight singing melodies and intervals. Playing scales, harmonizing melodies, and reading lead sheets at keyboard. Some computer assisted instruction. **2 credits**

MUS112 HARMONY II (s)

Prerequisite: MUS111
Corequisite: MUS112L
Continued study of musical composition through part writing and analysis. Includes triads in inversion, non-chord tones, and seventh chords. Introduces Sibelius notation program. **3 credits**

MUS112L HARMONY II LAB (s)

Corequisite: MUS112
More advanced melodic, rhythmic, and harmonic dictation. Continued study of sight singing. More advanced melody harmonization and reading lead sheets at keyboard. Introduces keyboard transposition, improvisation, and reading figured basses. Some computer assisted instruction. **2 credits**

MUS211 HARMONY III (f)

Prerequisite: MUS112
Corequisite: MUS211L
Continued study of musical composition through part writing and analysis. Includes study of secondary functions and modula-

tions. Emphasis on instrumental writing and further use of Sibelius notation program.

3 credits

MUS211L HARMONY III LAB (f)

Corequisite: MUS211
Advanced level melodic, rhythmic, and harmonic dictation. Advanced level sight singing. Advanced level melody harmonization, reading lead sheets, transposition, improvisation, and figured bass at keyboard. Introduces score reading at keyboard. Some computer assisted instruction. **2 credits**

MUS212 HARMONY IV (s)

Prerequisite: MUS211
Corequisite: MUS212L
Continued study of musical composition through part writing and analysis. Includes study of late nineteenth and twentieth century compositional techniques. Continued use of Sibelius notation program. **3 credits**

MUS212L HARMONY IV LAB (s)

Corequisite: MUS212
More advanced level melodic, rhythmic and harmonic dictation. Continued study of sight singing at advanced level. Continued advanced level melody harmonization, reading lead sheets, transposition, improvisation, and figured bass at keyboard. More advanced level score reading at keyboard. Some computer assisted instruction. **2 credits**

MUS219 MUSIC LITERATURE (fs)

Prerequisite: permission of instructor
Chronological study of history and literature of music from Baroque to present. **3 credits**

Current **Special Topics** include:

MUS195 Popular American Music

APPLIED MUSIC AND ENSEMBLE COURSES

Applied music courses offer practical instruction in the performance of instrumental and vocal music and are open to all Cottey students. Cottey music faculty offer music lessons at all levels. Repertoires and techniques covered vary according to the needs and competencies of the student. Ensemble courses provide music students with opportunities for musical interaction and performance in group settings. To prepare adequately for transfer to a baccalaureate music major

program, students should take applied music and ensemble courses each semester in residence.

Beginning and Class courses are open to all Cottey students. “Beginning” courses are individual private lessons, and “Class” courses employ small group instruction methods. They have no auditions or prerequisites (except as stated below for continuation in Class II courses), but students should meet with instructors prior to registration to verify placement at the proper level. Enrollment is limited only by faculty time available or class size limits. Instruction is at the college preparatory level.

Elective courses are private lessons for students who may or may not plan to be music majors after they transfer from Cottey. Instruction is at the postsecondary (college) level. Elective courses may be repeated for credit as shown below.

Secondary courses are private lessons intended for prospective music majors who plan to transfer to professional degree programs such as music education, music therapy or performance. They are also suitable for prospective liberal arts music majors, who seek to acquire keyboard proficiency or exposure to another performance medium. (Most professional music degree programs have a piano or keyboard proficiency requirement, and the National Association of Schools of Music encourages all music students to acquire functional competence in piano.) They offer instruction in vocal or instrumental music that a student wants to develop into a secondary performance area, different from and in addition to her primary performance emphasis. First-year secondary courses (100-level) are at the beginning or elementary to intermediate level of difficulty, and second-year secondary courses (200-level) are at the intermediate to advanced level of difficulty. Secondary courses may be repeated for credit.

Principal courses are a sequence of private lessons intended for prospective music majors in music education, music therapy or any other professional music degree program other than performance; but they are open with consent of instructor to prospective liberal arts music majors, and by audition to other suitably qualified students. Their purpose is to develop and extend a student’s primary performance area of instrumental or vocal music through a sequence of applied music study spread over the full four semesters at Cottey. They are at the intermediate to advanced level of difficulty, and instruction is at the postsecondary (college) level.

Performance courses are a sequence of private lessons intended for prospective performance majors (a professional music degree program), but other highly talented and motivated students who are suitably qualified may enroll in them through audition and with the instructor’s consent. Their purpose is to develop and extend a student’s primary or principal performance medium to an extremely high stage of achievement, and they offer a demanding sequence of applied music study spread over four semesters. Performance courses are at the intermediate to advanced level of difficulty, and instruction is at the postsecondary (college or conservatory) level.

Recital courses offer academic credit for public recitals by students in “Performance” courses. Students must prepare and give recitals under the supervision of their performance instructors.

Repertoire courses may be required, at the discretion of the instructor, for many applied music courses. Refer to the applicable course syllabus for attendance, participation and scheduling policies for repertoire classes.

Applied music courses marked with a bullet (•) in the tables following may be repeated once for credit. Those marked with two bullets (••) may be repeated for credit as many times as needed.

BRASS: Applied brass courses may require concurrent enrollment in Brass Repertoire Class (MUS270).

<u>Applied Brass Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS170	Beginning Brass Lessons		1
• MUS173	Elective Brass I	Audition or MUS170	1 or 2
• MUS174	Secondary Brass I	Consent of Instructor	1
MUS175	Principal Brass I	Audition	1 or 2
MUS176	Principal Brass II	MUS175	1 or 2
MUS177	Performance Brass I	Audition	3
MUS178	Performance Brass II	MUS177	3
•• MUS270	Brass Repertoire Class May be a corequisite for applied brass courses.	Corequisite: Applied Brass	0
•• MUS273	Elective Brass II	MUS173 or Audition	1 or 2
•• MUS274	Secondary Brass II	MUS174 or Audition	1
MUS275	Principal Brass III	MUS176	1 or 2
MUS276	Principal Brass IV	MUS275	1 or 2
MUS277	Performance Brass III	MUS178	3
MUS277R	Brass Recital III	Corequisite: MUS277	1
MUS278	Performance Brass IV	MUS277	3
MUS278R	Brass Recital IV	Corequisite: MUS278	1

ORGAN: Applied organ courses may require concurrent enrollment in Organ Repertoire Class (MUS220).

<u>Applied Organ Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS120	Beginning Organ Lessons		1
• MUS123	Elective Organ I	Audition or MUS120	1 or 2
• MUS124	Secondary Organ I	Consent of Instructor	1
MUS125	Principal Organ I	Audition	1 or 2
MUS126	Principal Organ II	MUS125	1 or 2
MUS127	Performance Organ I	Audition	3
MUS128	Performance Organ II	MUS127	3
•• MUS220	Organ Repertoire Class May be a corequisite for applied organ courses.	Corequisite: Applied Organ	0
•• MUS223	Elective Organ II	MUS123 or Audition	1 or 2
•• MUS224	Secondary Organ II	MUS124 or Audition	1
MUS225	Principal Organ III	MUS126	1 or 2
MUS226	Principal Organ IV	MUS225	1 or 2
MUS227	Performance Organ III	MUS128	3
MUS227R	Organ Recital III	Corequisite: MUS227	1
MUS228	Performance Organ IV	MUS227	3
MUS228R	Organ Recital IV	Corequisite: MUS228	1

PERCUSSION: Applied percussion courses may require concurrent enrollment in Percussion Repertoire Class (MUS280).

<u>Applied Percussion Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS180	Beginning Percussion Lessons	(fs)	1
• MUS183	Elective Percussion I	(fs)	1 or 2
• MUS184	Secondary Percussion I	(fs)	1
MUS185	Principal Percussion I	(f)	1 or 2
MUS186	Principal Percussion II	(s)	1 or 2
MUS187	Performance Percussion I	(f)	3
MUS188	Performance Percussion II	(s)	3
•• MUS280	Percussion Repertoire Class May be a corequisite for applied percussion courses.	(fs)	0
•• MUS283	Elective Percussion II	(fs)	1 or 2
•• MUS284	Secondary Percussion II	(fs)	1
MUS285	Principal Percussion III	(f)	1 or 2
MUS286	Principal Percussion IV	(s)	1 or 2
MUS287	Performance Percussion III	(f)	3
MUS287R	Percussion Recital III	(f)	1
MUS288	Performance Percussion IV	(s)	3
MUS288R	Percussion Recital IV	(s)	1

PIANO: Applied piano courses may require concurrent enrollment in Piano Repertoire Class (MUS230).

<u>Applied Piano Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS130	Beginning Piano Lessons		1
MUS131	Class Piano I	(fs)	1
MUS132	Class Piano II	(f)	1
• MUS133	Elective Piano I	(s)	1
• MUS134	Secondary Piano I	(fs)	1 or 2
MUS135	Principal Piano I	(fs)	1
MUS136	Principal Piano II	(f)	1 or 2
MUS137	Performance Piano I	(s)	1 or 2
MUS138	Performance Piano II	(f)	3
•• MUS230	Piano Repertoire Class	(s)	3
	May be a corequisite for	MUS137	0
	applied piano courses.	Corequisite: Applied Piano	
•• MUS233	Elective Piano II	(fs)	1 or 2
•• MUS234	Secondary Piano II	(fs)	1
MUS235	Principal Piano III	(f)	1 or 2
MUS236	Principal Piano IV	(s)	1 or 2
MUS237	Performance Piano III	(f)	1 or 2
MUS237R	Piano Recital III	(f)	3
MUS238	Performance Piano IV	(f)	1
MUS238R	Piano Recital IV	(s)	3
		Corequisite: MUS237	1
		MUS237	3
		Corequisite: MUS238	1

STRINGS: Lessons are available for violin, viola, cello or string bass. Applied string courses may require concurrent enrollment in String Repertoire Class (MUS240).

<u>Applied String Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS140	Beginning String Lessons		1
• MUS143	Elective Strings I	Audition or MUS140	1 or 2
• MUS144	Secondary Strings I	Consent of Instructor	1
MUS145	Principal Strings I	Audition	1 or 2
MUS146	Principal Strings II	MUS145	1 or 2
MUS147	Performance Strings I	Audition	3
MUS148	Performance Strings II	MUS147	3
•• MUS240	String Repertoire Class	Corequisite: Applied Strings	0
	May be a corequisite for applied string courses.		
•• MUS243	Elective Strings II	MUS143 or Audition	1 or 2
•• MUS244	Secondary Strings II	MUS144 or Audition	1
MUS245	Principal Strings III	MUS146	1 or 2
MUS246	Principal Strings IV	MUS245	1 or 2
MUS247	Performance Strings III	MUS148	3
MUS247R	String Recital III	Corequisite: MUS247	1
MUS248	Performance Strings IV	MUS247	3
MUS248R	String Recital IV	Corequisite: MUS248	1

VOICE: Applied voice courses may require concurrent enrollment in Voice Repertoire Class (MUS250).

<u>Applied Voice Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS150	Beginning Voice Lessons		1
MUS151	Class Voice I		1
MUS152	Class Voice II		1
•MUS153	Elective Voice I	MUS151	1 or 2
•MUS154	Secondary Voice I	MUS150, 151 or 152	1
MUS155	Principal Voice I	Consent of Instructor	1 or 2
MUS156	Principal Voice II	Consent of Instructor	1 or 2
MUS157	Performance Voice I	MUS155	3
MUS158	Performance Voice II	Consent of Instructor	3
•• MUS250	Voice Repertoire Class May be a corequisite for applied voice courses.	MUS157	0
MUS251	Foreign Language Diction for Singers (French & German) (Italian & English)	Consent of Instructor	1
	Lyric diction, pronunciation rules, and their application to the assigned repertoire.		
•• MUS253	Elective Voice II	MUS153 or Consent of Instructor	1 or 2
•• MUS254	Secondary Voice II	MUS154 or Consent of Instructor	1
MUS255	Principal Voice III	MUS156	1 or 2
MUS256	Principal Voice IV	MUS255	1 or 2
MUS257	Performance Voice III	MUS158	3
MUS257R	Voice Recital III	Corequisite: MUS257	1
MUS258	Performance Voice IV	MUS257	3
MUS258R	Voice Recital IV	Corequisite: MUS258	1

WOODWINDS: Lessons are available for saxophone, oboe, flute, clarinet or bassoon. Applied woodwind courses may require concurrent enrollment in Woodwind Repertoire Class (MUS260).

<u>Applied Woodwind Courses</u>		<u>Prerequisite/Corequisite</u>	<u>Credit</u>
MUS160	Beginning Woodwind Lessons		1
• MUS163	Elective Woodwinds I	Audition or MUS160	1 or 2
• MUS164	Secondary Woodwinds I	Consent of Instructor	1
MUS165	Principal Woodwinds I	Audition	1 or 2
MUS166	Principal Woodwinds II	MUS165	1 or 2
MUS167	Performance Woodwinds I	Audition	3
MUS168	Performance Woodwinds II	MUS167	3
•• MUS260	Woodwind Repertoire Class May be a corequisite for applied woodwind courses.	Corequisite: Applied Woodwinds	0
•• MUS263	Elective Woodwinds II	MUS163 or Audition	1 or 2
•• MUS264	Secondary Woodwinds II	MUS164 or Audition	1
MUS265	Principal Woodwinds III	MUS166	1 or 2
MUS266	Principal Woodwinds IV	MUS265	1 or 2
MUS267	Performance Woodwinds III	MUS168	3
MUS267R	Woodwind Recital III	Corequisite: MUS267	1
MUS268	Performance Woodwinds IV	MUS267	3
MUS268R	Woodwind Recital IV	Corequisite: MUS268	1

MUSIC ENSEMBLE COURSES

Ensemble courses may be repeated for credit.

••MUS139 DUO-PIANO (fs)

Prerequisite: Audition

Corequisite: Applied Piano

Performance of duet music for piano.

Repertoire and sight reading according to needs of students. One hour lesson per week. **1 credit**

••MUS159 COTTEY POPS CHOIR (fs)

Choral ensemble performing a wide variety of music including pop and light classical.

Three rehearsals per week. **1 credit**

••MUS169 CHAMBER MUSIC ENSEMBLE (fs)

Prerequisite: Audition

Performance of chamber music and works for small chamber orchestra. **1 credit**

••MUS239 PIANO ACCOMPANIMENT (fs)

Prerequisite: Audition

Piano as accompaniment for other instrumental or vocal performance. Repertoire and sight reading according to needs of student pianist and other student musician. **1 credit**

••MUS259 CHAMBER SINGERS (fs)

Prerequisite: Audition

Choral ensemble specializing in chamber repertoire. Three rehearsals per week.

1 credit

••MUS269 JAZZ ENSEMBLE (fs)

Prerequisite: Audition

Performance of different jazz styles and literature. Instruments used include: alto saxophone, tenor saxophone, baritone saxophone, trombone, trumpet, piano, rhythm guitar, bass guitar, trap set. **1 credit**

PHILOSOPHY (PHI) AND RELIGION (REL)

PHILOSOPHY (PHI)

Philosophy involves human quests for insight into such pivotal concerns as the nature of reality, the limits of human knowledge, and the nature of the good life for human beings. The concerns and outlooks of various philosophical quests have influenced the thinking and acting of many persons and their societies. Entering into the philosophical quest, Cottey students wrestle with perspectives and theories that continue to exert influence in the world today. At Cottey, none of the courses in philosophy is devoted to a broad smattering of names, dates, and superficially examined problems. Instead, each course aims to confront the writings and outlooks of a limited number of thinkers, carefully selected to represent significantly different ways in which people try to understand the world.

Philosophy promotes the development of intellectual skills and insightfulness. More importantly, philosophy can promote deepening appreciations and understandings of the diversity of human concerns and possibilities. It can thus contribute to a more satisfying college experience, as well as to the achievement of a life of more thoughtful fulfillment. Study in philosophy offers excellent preparation for continuing work in any area that requires heightened critical thinking abilities, such as law, social science, theology, business, or education.

RELIGION (REL)

Concerns for harmony with what is ultimately real, true, or powerful tend to mark religious quests the world over. Yet, within—and sometimes beyond—such a general description, religious communities and persons have pursued a variety of profound outlooks and approaches. In the religion courses at Cottey, we examine a number of major communities of religious faith and practice. We aim, however, not merely to examine diverse details, but to attain insights into the moving visions and practices of human beings as they face certain of life's most pressing questions.

As is the case in our courses in philosophy, our courses in world religions introduce students to selected major texts, perspectives, and thinkers. By virtue of this common emphasis upon pivotal writings and writers, our combined course offerings in philosophy and religion offer the interested student an opportunity to pursue both breadth and depth in her understanding of some of the profounder currents of human thought and experience. Our department offers a variety of courses that fulfill general education requirements in senior colleges and universities.

PHI101 INTRODUCTION TO PHILOSOPHICAL QUESTS (f)

Focuses on fundamental questions about reality, knowledge, and human living. Aims to cultivate philosophical wonder, critical thinking, and awareness of interactions between philosophical views and social outlooks. Emphasizes select major philosophers. **3 credits**

PHI103 ETHICS: PURSUITS OF RIGHT AND GOOD (s)

Examines approaches in ethical theory, as well as debated moral issues, such as world hunger, affirmative action, abortion, or business practices. Aims to frame competing outlooks within the context of ongoing debates about human choices, communities, and environments. **3 credits**

PHI112 LOGIC: TRAINING IN RIGHT REASONING (s)

Pursues factors proper to excellence in critical thinking and written expression. Cultivates skills in recognizing and clarifying arguments, and applies a variety of logical methods for evaluating arguments from various contexts. Examines deductive and inductive reasoning, various fallacies, etc. **3 credits**

PHI121 HUMAN NATURE: VISIONS AND DISPUTES (f)

Examines select modern and traditional views of the basic nature of human life and its highest fulfillments. Considers some of the implications of these views for interpersonal relationships, higher education, and the shaping and governing of society.

3 credits

REL105 WORLD RELIGIONS I (f)

Initiates academic exploration of developments and practices within Judaism, Christianity, and Islam. Pursues intelligent appreciation of various religions' perspectives, particularly as selected portions of their sacred literatures convey them.

Attempts to develop insights into present day struggles in the face of modern challenges.

3 credits

REL106 WORLD RELIGIONS II (s)

Initiates academic exploration of some of the varied outlooks and practices of religious traditions originating in India and China.

Pursues intelligent appreciation of the various religions' perspectives, as these are conveyed through their sacred literatures.

Emphasizes Hinduism, Buddhism, Confucianism, and Taoism. **3 credits**

PHYSICAL EDUCATION (PHE)

The mission of the general physical education activity program is to provide a variety of curricula from which the student may select to enable her to develop her cognitive knowledge of the activity, increase her psychomotor skills, increase her personal fitness and enhance her sense of value for the activity. Departmental goals are directed toward the following student outcomes: Students in physical education courses will:

- improve or maintain skill acquisition in physical activity classes
- improve or maintain their fitness level in fitness related classes
- meet the attendance policy of a physical activity course thereby participating in an activity for three hours per week
- increase their knowledge of a particular activity or sport.

Some specialized courses in the program provide opportunities for leadership development and employment.

The physical education facilities, located in Hinkhouse Center, include: a large gymnasium, a 25-yard swimming pool, weight room, two dance studios, three outdoor tennis courts, a male and female locker/dressing room, and an athletic field.

Courses marked with the symbol (§) before the course prefix and number fulfill the distribution requirement in Physical Education/Dance activity.

PHYSICAL EDUCATION THEORY COURSES

§PHE139 LIFETIME FITNESS CONCEPTS (f)

Study and assessment of health and skill related components of physical fitness. Also considers importance of nutrition, consumer information, injury prevention and behavior modification as they relate to general fitness. Three hours per week. Counts as one credit activity and one credit theory. **2 credits**

§PHE223 LIFEGUARD TRAINING (s)

Prerequisite: Skill pretest • 500 yard continuous swim in this order: 200 yards freestyle, 100 yards breaststroke, and 200 yards breaststroke or front crawl strokes • Swim 20 yards, surface dive to bottom, retrieve 10 pound brick and return to starting point keeping both hands on brick and face above water. Theory and practice of knowledge and skills of lifeguarding.

Opportunity for completion of American Red Cross certification in Lifeguard Training, CPR/PR, First Aid, AED, and Waterfront Lifeguarding. Three hours per week. Counts as one credit activity and one credit theory. **2 credits**

§PHE224 SWIMMING INSTRUCTOR (y)

Prerequisite: Skill test and knowledge pretest
Theory and practice of all swimming strokes, skills and diving. Application of knowledge, principles and analysis of Red Cross Learn to Swim and Water Safety programs directed toward completion of American Red Cross Water Safety Instructor certification and authorization. Three hours per week. Counts as one credit activity and one credit theory. **2 credits**

§PHE226 LIFEGUARDING

INSTRUCTOR (y)

Prerequisite: PHE223 and pass skill and knowledge pretest

Theory and practice of lifeguard training skills, knowledge and principles directed toward completion of instructor certification and authorization to teach Lifeguard Training courses. Instruction in AED, disease transmission and oxygen administration included. Three hours per week plus weekend practicums. Counts as one credit activity and one credit theory. **2 credits**

§PHE230 SKIN AND SCUBA DIVING (f)

Prerequisite: Medical clearance; skill pretest - float, swim or tread water too deep to stand for 10 minutes, swim 200 yards (any stroke, no time limit)

Theory and practice of the sports of skin and SCUBA diving. Includes PADI, Open Water SCUBA knowledge development and confined water course segments. Three hours per week. Four additional training dives in open water are required for certification; these are optional and require out of pocket expenses. Counts as one credit activity and one credit theory. **2 credits**

PHYSICAL EDUCATION ACTIVITY COURSES

WATER SPORTS

May not be repeated for credit. Two or three hours per week. **1 credit**

§PHE121 SWIM I: NONSWIMMER (f)

For students with little or no experience and/or with fear of water. Not open to students who can tread water.

Includes personal safety skills in, on or around water, deep water orientation and skills, and introduces basic swimming strokes and skills.

§PHE122 SWIM II: STROKE DEVELOPMENT (fs)

Prerequisite: PHE121 or ability to tread water for three minutes in deep end of pool

Includes all six swimming strokes, basic swimming skills as well as diving into water and review of personal safety skills.

§PHE125 FITNESS SWIMMING (y)

Prerequisite: PHE121 or ability to swim front crawl stroke 50 yards with proper breathing

Designed to increase cardiovascular fitness and endurance through lap swimming. Concepts of fitness, fitness components and swim training discussed. Techniques for increasing speed and efficiency developed. Focus on increased swimming distances.

§PHE129 COMPETITIVE SWIMMING (y)

Prerequisite: Ability to swim 500 yards freestyle continuously and to perform standing front dive

Introduces competitive aspects including four competitive strokes and advanced skills such as starts and turns as well as training and conditioning principles. Attendance at an off-campus swim meet is required.

§PHE220 AQUACISES (fs)

Approach to figure improvement and fitness (non-swimmers included) by performing simple water exercises. Water resistance movements for muscle tone and coordination; stretching for flexibility and improved posture; brisk, lively movements to build endurance, increase circulation and stimulate internal body systems.

§PHE221 SWIM III: STROKE REFINEMENT AND ADVANCE SKILLS (y)

Prerequisite: PHE122 or ability to swim 500 yards continuously

Includes review and advanced work in all six swimming strokes, introduces advanced skills (flip turns, starts). Introduces competitive skills, synchronized swimming, fitness swimming and other aquatic activities such as water polo and skin diving.

§PHE222 SYNCHRONIZED SWIMMING (y)

Prerequisite: Intermediate skill or skill testing
Rhythmic forms and analysis in relation to creative expression in swimming. Composed of basic body positions, swimming strokes and stroke variations, sculls for propulsion and support, and figures and hybrid figures.

INDIVIDUAL SPORTS

May not be repeated for credit. Two or three hours per week. **1 credit**

§PHE131 TENNIS I/BADMINTON (y)

Theories and techniques of tennis and badminton with practical application of knowledge and principles and analysis of skills.

§PHE132 TONING AND FLEXIBILITY (y)

Assists with development of muscular endurance and flexibility. Includes endurance, resistance and floor exercises with static and PNF stretching.

§PHE133 JOGGING (f)

Designed to increase cardiorespiratory fitness through individualized jogging workouts. Includes jogging or other cardiorespiratory workouts three days per week.

§PHE136 AEROBIC EXERCISE/FITNESS WALKING (fs)

Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking and different types of aerobic classes.

§PHE138 WEIGHT TRAINING (fs)

Designed to improve muscular strength and endurance through proper technique and progressions of weight training, with use of both Universal and free weights.

§PHE142 BEGINNING GOLF (s)

Includes fundamentals of basic golf swing, explanation of rules and regulations, practice at driving range, and nine holes of golf as culminating activity.

§PHE143 CANOEING/ARCHERY (y)

Prerequisite: Swim 100 yards clothed and tread water for five minutes.

Theory and practice of archery and canoeing with emphasis on application of knowledge, principles and analysis of skills. **1 credit**

§PHE163 ADAPTIVE PHYSICAL EDUCATION (y)

Designed for student with documented disability or medical condition who may not be able to meet physical demands of activity class. Enrollment requires recommendation of physician and consultation with instructor. Course may be repeated for credit.

§PHE181 CYCLING & FIRST AID (y)

Prerequisite: Bicycle
Fundamentals of cycling, bicycle care and repair, maintenance and cycling safety. First aid unit includes American Red Cross Community First Aid and Safety training leading to certification in Adult, Child, and Infant CPR and First Aid. Three hours per week. Counts as one credit activity and one credit theory. **2 credits**

TEAM SPORTS

May be repeated for credit. Two or three hours per week. **1 credit**

§PHE152 SOCCER/BASKETBALL (y)

Theories and techniques of team sports with practical application of knowledge, principles and analysis of skills.

§PHE153 VOLLEYBALL II/ SOFTBALL (y)

Theories and techniques of team sports with practical application of knowledge, principles and analysis of skills.

§PHE154 SOCCER/VOLLEYBALL (y)

Theories and techniques of team sports with practical application of knowledge, principles and analysis of skills.

§PHE178 VARSITY VOLLEYBALL (f)
Prerequisite: Consent of instructor
Intercollegiate volleyball team. Membership in NJCAA. Participation in home and away volleyball games. May be repeated for credit. **1 credit**

§PHE179 VARSITY BASKETBALL (fs)
Prerequisite: Consent of instructor
Intercollegiate basketball team. Membership in NJCAA. Participation in home and away basketball games. May be repeated for credit. **1 credit**

Current **Special Topics** include:
PHE194 Winter Sports
PHE198 Hiking

PHYSICS (PHY) AND ASTRONOMY (AST)

Physics develops an understanding of physical phenomena through study of classical and modern theory in conjunction with laboratory experience. It fosters intellectual curiosity and is important in the natural sciences, social sciences, engineering, law and health fields.

The physics laboratory equipment includes an air table, air tracks, spectrometers, e/m apparatus, microwave optics system, two IBM compatible computers and interface systems, Millikan oil drop apparatus and other standard physics laboratory instruments.

AST101 INTRODUCTORY ASTRONOMY (fs)
Corequisite: AST101L
Early astronomy, telescopes, solar system, stars, stellar evolution, galaxies and early and modern cosmologies. **3 credits**

AST101L INTRODUCTORY ASTRONOMY LABORATORY (fs)
Corequisite: AST101
Elementary experiments illustrating methods and principles used in astronomy. Occasional night observations are required. Two hours per week. **1 credit**

PHY101 INTRODUCTORY PHYSICS (s)
Corequisite: PHY101L
Fundamentals and applications of conceptual physics. Descriptive explanation of mechanics, heat and thermodynamics, fluid mechanics, waves and sound, electricity and magnetism, light, and atomic and nuclear physics. Not open to students with credit in PHY201 or PHY202. **3 credits**

PHY101L INTRODUCTORY PHYSICS LABORATORY (s)
Corequisite: PHY101
Elementary experiments in conceptual physics. Two hours per week. **1 credit**

PHY201 GENERAL PHYSICS I (f)
Prerequisite: MAT201
Corequisite: PHY201L
Laws and concepts of mechanics, wave motion, acoustics and thermodynamics. Emphasizes conservation laws and development of problem solving ability. **4 credits**

PHY201L GENERAL PHYSICS I LABORATORY (f)
Corequisite: PHY201
Data collection, simple error analysis and graphical representation of data. Experiments in mechanics, heat and wave motion. Three hours per week. **1 credit**

PHY202 GENERAL PHYSICS II (s)
Prerequisite: PHY201
Corequisite: PHY202L
Electricity, magnetism and optics. **4 credits**

**PHY202L GENERAL PHYSICS II
LABORATORY (s)**
Corequisite: PHY202
Experiments in electricity, magnetism and optics. Three hours per week. **1 credit**

POLITICAL SCIENCE (POL) - See History and Political Science

PSYCHOLOGY (PSY)

Psychology is the scientific inquiry into the nature of thought, feeling, and action. Because psychology developed from such disciplines as biology, physics and philosophy, students will find that the study of psychology enhances one's understanding of a variety of subjects. Courses in psychology are designed to serve a number of purposes: to satisfy intellectual curiosity; to offer insights into human behavior, personal and social; to offer another dimension to the studies of those involved in education and nursing in particular, and all disciplines in general. Students with the baccalaureate degree in psychology have a firm foundation for entry-level careers in social service agencies, consumer advocacy, business (such as personnel work and organization development) and community improvement groups. In addition, the psychology degree constitutes strong preparation for enrollment in graduate education in such disciplines as psychology, education, social work, law, medicine, and business.

PSY101 GENERAL PSYCHOLOGY (fs)
Introduces scientific study of behavior and mental processes. Overview of areas of neuropsychology, growth and development, perceptual processes, learning and thinking, motivation and emotion, intelligence and personality, social psychology and mental disorders. **3 credits**

PSY203 DEVELOPMENTAL PSYCHOLOGY: CHILD (y)
Prerequisite: PSY101
Scientific study of basic factors in development from conception through age 12. Topics such as heredity, growth and maturation, learning and motivation, language, cognition, socialization and disturbed patterns of development discussed. Special attention given to complex interaction of heredity and environment. **3 credits**

PSY205 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (y)
Prerequisite: PSY101
Development from pre-pubescence through late adolescence. Explores theory and research relating to physical growth, emotion, social and cognitive developmental change, motivation, problems and disturbances. **3 credits**

PSY206 DEVELOPMENTAL PSYCHOLOGY: LIFE SPAN DEVELOPMENT (y)
Prerequisite: PSY101
Development from conception through death and dying. Theory and research relating to all aspects of development explored with special emphasis on physical, cognitive, social and emotional changes occurring in adulthood (middle adulthood through old age). **3 credits**

PSY221 HUMAN SEXUALITY (f)

Prerequisite: PSY101 or SOC101

Surveys topics from biological, sociological, anthropological, religious and psychological perspectives. Examines sexual values in order to enhance students' knowledge of sexuality and influences which affect it at personal, familial and societal level.

3 credits**PSY232 SOCIAL PSYCHOLOGY (s)**

Prerequisite: SOC101 or PSY101

Introduces selected topics, concepts and theories. Includes the self, self-presentation, social perception, conformity and deviance, person perception, prosocial and aggressive behavior, and prejudice and discrimination.

3 creditsCurrent **Special Topics** include:**PSY297 Psychology of Gender****RELIGION (REL) - See Philosophy and Religion****SOCIOLOGY (SOC)**

The study of sociology increases students' understanding of the relationship between the individual and society. By developing a sociological perspective, students sharpen their powers of observation and analysis which assists them in all aspects of human relations. Sociology assists students in understanding contemporary social problems and the difficulties in developing social policy solutions. It also broadens students' awareness of the diversity of human experience around the world. The basic courses at Cotney provide the foundation for a major or minor in sociology while providing basic knowledge and skills needed to pursue a variety of applied careers: social work, social services, corrections and juvenile treatment, environment and resource allocation, social gerontology, and community health services. Sociology courses also contribute to students' preparation in other professions including human resources and personnel management, marketing and advertising, education, law, and medicine.

SOC101 INTRODUCTORY**SOCIOLOGY (fs)**

Introduces basic concepts and major theoretical perspectives. Includes culture and cultural change, socialization and self, deviance, social inequality, race relations, gender inequality, and social institutions. Includes study of U.S., Japan, Egypt, Germany, Mexico and !Kung Bushmen of southern Africa. **3 credits**

SOC201 SOCIAL PROBLEMS (xf)

Prerequisite: SOC101

Analysis of contemporary social problems, using sociological concepts and theories. Major topics include problems in political economy, poverty, racism, population and environment, and problems living in mass societies. Problems analyzed at both national (U.S.) and global levels. **3 credits**

SOC203 FAMILY AND SOCIETY (y)

Prerequisite: SOC101

Analysis of changing American family, using sociological concepts and theories. Includes myths about family, gender roles, economics and work, family violence, divorce and remarriage, and lifestyle variation. Emphasizes experiences of various ethnic populations such as Asian American, Native American, African American, and Latino. **3 credits**

SOC204 WOMEN IN CROSS-CULTURAL PERSPECTIVE (xf)

Prerequisite: SOC101 or ANT151

Comparative, interdisciplinary analysis of women's experiences throughout evolution of society and in various societal types. Emphasizes importance of women's bodies

in determining women's status in China, India, U.S. and African countries. Includes relevant theory from anthropology, sociology, and social psychology. **3 credits**

SOC232 SOCIAL PSYCHOLOGY (s)

Prerequisite: SOC101 or PSY101

Introduces selected topics, concepts and theories. Includes the self, self-presentation, social perception, conformity and deviance, person perception, prosocial and aggressive behavior, and prejudice and discrimination. **3 credits**

SPANISH (SPA) - See Foreign Languages

SPEECH (SPE)

The speech program is designed to increase the ability of students to communicate effectively with individuals in a variety of settings. Courses emphasize analysis and study of the elements of public speaking, interpersonal communication, and performance of poetry and prose. There are a variety of career options an individual might pursue using this background: communication studies, broadcasting, television journalism, mass media, public address and rhetoric. It is also invaluable for those studying business, public relations, law, teaching, and theology. The fine arts faculty at Cottey teaches speech, but it is often classified as humanities or basic skills at other institutions.

SPE101 FUNDAMENTALS OF SPEECH (fs)

Emphasizes preparation and delivery of speeches in various contexts. Beginning techniques in research and criticism are included. **3 credits**

SPE103 VOICE AND ARTICULATION (f)

Emphasizes voice development through major training system used and recognized by conservatories, speech programs, and actors training programs. Vocal exercises and drills used to lead to production of commanding, clear and expressive articulation. **3 credits**

SPE202 PERSUASION (y)

Prerequisite: SPE101

Investigates techniques employed in western society in contexts of interpersonal communication, mass mediated communication, and public communication. Identify, analyze and critically respond to persuasive appeals in these contexts as well as utilize persuasive appeals in public speeches of student creation. **3 credits**

Current **Special Topics** include:

SPE199 Interpersonal Communication

THEATRE (THE)

The theater program at Cottey is designed to provide classroom and performance opportunities for students. A student interested in theater education or the professional theater is provided a foundation for further study. The theater program emphasizes experience and students may participate in every phase of theater production including set construction, lighting and sound, costuming, directing, make-up and, of course, acting. A background is

provided in the history of theater and training is provided in all phases of theatrical production with student productions presented each semester.

THE101 INTRODUCTION TO THEATER (f)

History of theater from ancient Greeks into twentieth century. Includes discussion of basic playwriting, directing, acting and theater architecture and design. **3 credits**

THE102 TWENTIETH CENTURY THEATER (s)

Includes major movements and artists of twentieth-century and contemporary theater, including Stanislavski, Brecht and Artaud. **3 credits**

THE103 BEGINNING ACTING (fs)

Introduces basic realistic acting techniques. Includes physical movement, voice and character development, scene preparation, improvisation and some stage fighting techniques. **3 credits**

THE110 ELEMENTARY STAGECRAFT (fs)

Includes basic scenery design and set construction, lighting and sound equipment and design, use of hand and power tools and related design software. Students create set design with model and light plot and work on production crews. **3 credits**

THE122 PERFORMANCE OF LITERATURE (s)

Study and practice of public performance of poetry, prose and dramatic forms of literature and life texts. Includes analysis of conversational and literary forms, criticism, class presentations and class response. **3 credits**

THE131 DRAMATIC LITERATURE (f)

Introduces technique of reading dramatic literature from the major periods of play writing. Includes discussion of dramatic writing and instruction in stage practice as applied to text. **3 credits**

THE181 THEATER PRODUCTION (fs)

Prerequisite: audition and director's consent
Guided participation in major theatrical production as actress, assistant director/stage manager, or technical support (minimum of 45 hours of work time as crew member or crew head). May be repeated. Maximum of 4 credit hours may be included in minimum 62 credits required for graduation. **1 credit**

THE201 HISTORY OF AMERICAN MUSICAL THEATER (y)

Traces history of American Musical Theater from early years of European influence to development of unique theatrical form. Major works studied through readings and recordings. Includes study of Hollywood musical film. **3 credits**

THE251 CHILDREN'S THEATER (s)

Studies means and methods employed in various types of productions for youthful audiences. Includes extensive reading and analysis of children's theater literature, preparation and presentation of children's theater production. **3 credits**

ACADEMIC RECOGNITION

PRESIDENT'S LIST

The President's List honors those students whose semester grade point average is 3.75 or above and who completed at least 12 credits in the previous semester.

DEAN'S LIST

The Dean's List honors those students whose semester grade point average is between 3.50 and 3.74 and who completed at least 12 credits in the previous semester.

HONOR SOCIETIES

Cottey is privileged to have the oldest existing chapter of **Phi Theta Kappa** in the world. This international academic honor society recognizes outstanding students at two-year colleges offering associate degrees. Membership in Cottey's chapter, which was founded in 1918, is by invitation and is based upon high levels of academic achievement.

Alpha Mu Gamma is a national honorary fraternity for lower-division students of foreign languages, including international students for whom English is a foreign language. Requirements for membership are excellence in the study of foreign languages at Cottey and overall excellence in college classes. Membership in Cottey's chapter, Kappa Gamma, is by invitation.

Delta Psi Omega, the national honorary dramatics fraternity for junior colleges, was created to honor its members for their work in college theater productions. Members are selected through a points system based solely on work done in Cottey's theater productions. Members promote the performing arts as well as serve as technical crews for special campus events.

Mu Sigma Epsilon, a campus honorary music society, recognizes excellence in performance and bases membership on performance points and academic standing. The organization presents a musicale of student performances each semester and assists with the performances and receptions for other students and faculty.

Psi Beta, the national psychology honorary society for junior colleges, bases membership on grade point average and participation in psychology courses. Cottey's chapter is a charter member of the national organization.

Sigma Kappa Delta is the national honor society for English for two-year college students. This society recognizes excellence in English and overall scholarship, giving students the opportunity to celebrate and promote English language and literature at Cottey. Cottey's chapter, the first in the nation, publishes the literary magazine *The Image Tree* annually and sponsors speakers and events for the Cottey community.

Golden Key is Cottey's honorary service organization. Each year students are selected to represent Cottey. Membership is based on application, grade point average, leadership ability and involvement in campus activities. Members conduct campus tours for visitors, host prospective students for overnight visits and serve as hosts for official College functions.

GRADUATING STUDENT AWARDS

Citizenship Award, established by Chapter Y, District of Columbia, P.E.O. Sisterhood, in tribute to its past presidents. This award is given annually (by vote of the student body) to a graduate on the basis of campus citizenship.

First Lei Award, one of two Hawaiian leis provided by Chapter C, Honolulu, Hawaii, P.E.O. Sisterhood. It is presented annually to the graduate with the highest scholastic average.

Second Lei Award, provided by Chapter C, Honolulu, Hawaii, P.E.O. Sisterhood. It is given annually to the graduate considered (by vote of the faculty) to be outstanding in the areas of leadership, student government, and academic, social and community affairs and who best exemplifies the spirit and ideals of the College.

Margaret Fritchler Zeran Award, established by Dean Franklin R. Zeran of Oregon State College in memory of his wife. It is presented annually to the graduate judged (by a vote of the faculty) to approach most nearly an ideal of intellect and spirituality and to have exerted the most wholesome influence upon her associates.

ACADEMIC POLICIES

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 as amended [commonly called FERPA or the Buckley Amendment] is designed to protect the privacy of educational records, to establish the rights of students to inspect and review their records, and to provide a means of correcting inaccurate or misleading data. "Educational records" include any records in the possession of an employee which are shared with or accessible to another individual. Certain "student records" are not included among educational records under the Buckley Amendment. Among these student records are records held by educational personnel (such as faculty) that are not accessible to or revealed to any other person. Cottey College makes every effort to comply fully with this legislation.

FERPA regulations make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of Cottey College to notify both the student and her parent(s) or legal guardian in writing of certain academic warnings from the Office of Academic Affairs, grade reports, probationary status, and dismissal. Any student who is not a dependent of her parent(s), as defined by the Internal Revenue Code, must notify the registrar of the College in writing, with supporting evidence satisfactory to the College, by October 1, of each academic year. In the absence of such notice and supporting evidence, the College will assume that a student is a dependent of her parent(s). If the dependency status changes after October 1, the student shall notify the registrar in writing.

In communications with parents concerning campus life and academic matters other than those listed in the preceding paragraph, it is normally college policy to respect the privacy of the student and not to disclose information from student records without the prior consent of the student. At the student's request, such information will be provided to parents and guardians.

Certain information is considered public and is released by the College at its discretion. A student must formally request that the registrar withhold disclosure of "directory" information, except to College officials with legitimate educational interests and certain others as specified in the regulations. Directory information includes:

student's full name	degrees and awards received
campus address	classification
permanent address	previous educational institution
date and place of birth	attended
assigned student e-mail address	participation in officially recognized
campus phone listing	activities and sports
permanent phone listing	weight and height of members of
dates of attendance	athletic teams
enrollment status	photograph
expected date of completion of	
degree requirements and graduation	

Transcripts of academic records and statements of academic status are released to third parties only with written authorization from the student. A student has the right of access to her academic records. A student has the right to challenge and request the correction of any contents of her educational records that are considered to be inaccurate, misleading or in violation of the student's privacy or other rights. Such a challenge should be directed to the registrar.

REGISTRATION AND CHANGES IN REGISTRATION

Students register on campus for the next semester during academic advising periods scheduled by the registrar. After developing a plan of study with her academic advisor, a student must finalize her course schedule by submitting a signed copy of her registration to the Office of Academic Records.

After the official registration period, a student may add or drop courses. The registrar publishes class schedules, academic advising and registration periods, and add and drop dates.

A student may add courses during the first six days of instruction if facilities, equipment and enrollment permit. Both the academic advisor's signature and the course instructor's consent are required. Students may appeal a denial of consent to the division chair and the vice president for academic affairs. After the sixth day of instruction, a student may not add a course unless her academic advisor agrees, the instructor consents, and the vice president for academic affairs approves.

A student may drop courses during the first six days of instruction without penalties or charges. These courses do not appear on the transcript.

The seventh day of instruction through the tenth week of instruction, a student withdrawing from a course must pay a \$15 per course withdrawal fee. A grade of W will be recorded on her transcript.

After the tenth week of instruction and until the last day of instruction, a withdrawal fee of \$15 per course is charged, and a grade of WP or WF will be recorded on the student's transcript to indicate whether she was passing or failing at the time of withdrawal.

COURSE LOAD

A full-time student load is defined as 12-18 credit hours with the typical student load being 15-16 credit hours each semester. To register for more than 18 credit hours, students must obtain approval from the vice president for academic affairs. The maximum is 18 credits for a student's first semester at Cottey and 21 credit hours per semester thereafter. To maintain residential status, Cottey students must be enrolled for a minimum of 12 credit hours per semester, unless that requirement is waived by the dean of student life.

TRANSFER CREDIT

Transfer students are welcome at Cottey College, and the College will make every effort to see that all transferable credit is accepted. Final determination of transfer credits to be accepted is made by the registrar, subject to approval by the vice president for academic affairs in consultation with the appropriate faculty. Transfer work from other institutions will not be officially credited to the Cottey College record until the student has enrolled at Cottey College. Official transcripts must be received directly from all colleges and universities attended. Credits may be accepted for transfer if these criteria are met:

- 1) The institution at which the credits were earned is accredited by a regional accrediting association.
- 2) Credit hours taken at another institution may be transferred to Cottey only if the grade earned is a C or above.

Transfer credits accepted by Cottey College are not calculated in the student's Cottey College grade point average (GPA). Cottey College awards credits in semester credit hours. Quarter hours will be converted into semester credit hours at the rate of two-thirds of a semester credit hour per quarter hour.

ACADEMIC CLASSIFICATION OF STUDENTS

First-Year Students	0-23 credit hours earned
Second-Year Students	24-62 credit hours earned

COURSE PLACEMENT

Placement in computer science, foreign languages, English composition, laboratory science, mathematics and music is determined by the student's past level of achievement and/or scores on auditions or tests administered at Cottey. Credit is not given for the lower-level courses not taken due to placement in an advanced course.

AUDITING

In order to audit a course, a student must obtain permission from the instructor. Permission is contingent upon whether, in the instructor's judgment, the course is suitable for an audit and whether space is available. The instructor determines what requirements the student must fulfill. Audits do not earn credit hours or grade points and do not appear on the transcript. If by auditing a course a student exceeds the normal course load, she must obtain permission from the vice president for academic affairs. Changes from audit to credit, or credit to audit, must be made in accordance with the schedule change policy.

CLASS SIZE

Enrollments in Cottey courses typically range from 5 to 30 students. The average class size ranges from 10 to 15. The College reserves the right to cancel any course for which fewer than five students register.

CLASS ATTENDANCE

Class attendance is expected. Each instructor determines his or her own policy and provides this information in the course syllabus. When absent from class, the student is responsible for the work and announcements made during the missed class.

EARLY WARNING OF ACADEMIC DIFFICULTIES

Cottey College believes that its admission criteria are sufficient to assure the success of each matriculant. Recognizing that the new student's adjustment to the college environment varies with each student, the College has developed an early warning system to provide feedback to the student, the academic advisor, the academic support staff, and the student life support staff that a student is having difficulty.

Cottey's early warning system includes:

- notification by an instructor of his/her concern about a student's academic performance at any time during the semester,
- mid-term down grade notification by an instructor for each C- or lower grade,
- special warning by the vice president for academic affairs if a student receives three or more faculty concern notices, and
- special warning by the vice president for academic affairs if a student receives three or more mid-term down grade notifications. (This warning requires that the student meet with each instructor, her advisor, and her academic advisement coordinator to secure their advice and signatures on the warning letter; and that she return the signed letter to the vice president for academic affairs.)

A copy of each warning is sent to the student, her academic advisor and the academic advisement coordinator for her class.

WITHDRAWAL FROM COLLEGE

In order to withdraw from the College any time during the semester and avoid punitive grades, a student must obtain a withdrawal form from the Office of Student Life and obtain the required signatures. No refund will be given (if applicable) until this form is processed.

LEAVE OF ABSENCE

When a financial, medical or other problem makes it impossible or unwise for a student to continue at Cottey, she may apply for a leave of absence. A leave of absence permits the student to return to Cottey without reapplying for admission, to register as a continuing student, to be guaranteed campus housing, and to complete her degree under the degree requirements of the catalog in effect when she matriculated. Leaves may be approved for a period of up to one year. A petition for leave of absence should normally be submitted before the end of the semester preceding the semester for which the leave is requested. The vice president for academic affairs will not approve such petitions unless the student has a cumulative grade point average which would allow her to return in good standing.

TRANSCRIPTS

An academic record (transcript) is permanently maintained for each student who enrolls at Cottey. This record includes a list of courses in which the student has enrolled as well as the credits and grades earned in those courses. Transcripts are issued by the Office of Academic Records upon written request of the student and payment of the transcript fee.

GRADE REPORTS

In lieu of a grade report, an unofficial transcript is sent each semester to the student and to the student's parent(s) or legal guardian unless the student has satisfactorily demonstrated to the registrar that she is not a dependent of her parent(s).

GRADE POINT AVERAGE (GPA)

A student's GPA is calculated by dividing the total number of attempted credit hours into the total grade points received. The following table explains the assignment of grade points per credit hour:

A	4.00 grade points	C	2.00 grade points
A-	3.70 grade points	C-	1.70 grade points
B+	3.30 grade points	D+	1.30 grade points
B	3.00 grade points	D	1.00 grade points
B-	2.70 grade points	D-	0.70 grade points
C+	2.30 grade points	F	0.00 grade points
AU	Audit		0 grade points
I	Incomplete		
W	Withdrawal without penalty		0 grade points
WF	Late withdrawal, failing		0 grade points
WP	Late withdrawal, passing		0 grade points

INCOMPLETE

A student, who has done satisfactory work for at least 12 weeks but because of illness or other circumstances beyond her control is unable to complete all course requirements, may request a grade of Incomplete. The instructor, not the student, makes the decision to grant an Incomplete. Incompletes must be completed by the end of the subsequent semester and summer or the grade will be changed to F.

REPEATING AND BACKTRACKING

A student may attempt to improve her grade by repeating a course for which she received a C- or lower. A higher grade will replace her earlier grade. The lower grade will be eliminated from GPA calculations, credit hours attempted and earned will remain the same, and the higher grade earned at Cottey will be used to calculate her cumulative GPA.

If the course is repeated at another college or university, and a grade of C or better is earned, the repetition is handled as if it were a credit transfer. Credit hours earned for the course will transfer to Cottey, but the grade will not. Even though the grade earned elsewhere does not replace the Cottey grade, a repetition elsewhere will nevertheless improve a student's cumulative GPA, because both the original C- or lower Cottey grade and the credit hours attempted at Cottey will be ignored in GPA calculations.

Regardless of whether she failed or passed (with a low grade) in a previous attempt, a student can get a better grade and improve her GPA by repeating a course, but "passed" courses count toward graduation only once. Students who repeat and pass a course they have failed will then receive credit for that course, but they do not earn any additional credit hours by repeating courses they have passed before.

A student may not take for credit a course that is a prerequisite for a course she has already completed satisfactorily. Exceptions will be permitted only when senior institutions use specific courses as admission requirements, which would adversely affect Cottey graduates seeking to transfer there.

RESIDENCE REQUIREMENT/LATE GRADUATION

Thirty-two credit hours must be earned at Cottey. Late graduation or exceptions must have the recommendation of the Academic Committee and the approval of the vice president for academic affairs. Students receiving approval must complete the transferable course(s) within one academic year and may not participate in commencement.

GRADE RE-EVALUATION: APPEALS AND RECORD CORRECTIONS

In some circumstances and under certain conditions, a student may petition the vice president for academic affairs to change her final grade for a course or to amend her academic record. Students are encouraged to discuss the grading of all assignments with their profes-

sors, but the grading of a specific assignment within a course may not be appealed beyond the course instructor. After a student has discussed her final grade with her instructor and asked for a re-evaluation of her grade for the course, she may then file a Grade Appeal and Academic Record Correction petition.

Such appeals must be based either on clerical or bookkeeping errors or on allegations of capricious, illogical, unjust or unprofessional grading. Those formally reviewing a student's petition will never allow their own subjective judgment to supplant a faculty member's professional judgment in evaluating the quality of a student's performance in a course, because grades must be consistent with the professional standards of the relevant academic discipline.

Acting as a Grade Appeals and Academic Records Correction Board, the Academic Committee will consider student petitions, gather whatever additional pertinent information is needed, and recommend appropriate resolution. The Academic Committee will also act in academic dishonesty cases (as defined in the Student Handbook) by reviewing Judicial Board findings for grade changes as sanctions when the instructor concerned does not concur with the sanctions recommended, considering student appeals of grade change sanctions, and reviewing other academic dishonesty cases brought to their attention by faculty or students. In every case the Academic Committee will inform the faculty member whose grading is being appealed and will invite her/him to respond to the student's petition. To prevent conflicts of interest, a faculty member whose grading is being appealed will neither sit as a member of the Academic Committee during its review of the petition nor participate in its deliberations. After the Academic Committee has considered the petition and at the direction of the vice president for academic affairs, the registrar will make whatever academic record corrections are necessary and inform all those concerned of the actions taken. The Academic Committee will also act on Judicial Board recommendations for grade changes as sanctions in cases of academic dishonesty as defined in the Student Handbook. (Such sanctions must be approved by the instructor and the Academic Committee.) The Academic Committee may review the findings or sanctions in any academic dishonesty case. Students appeal Judicial Board findings and sanctions in academic dishonesty cases to the Academic Committee.

All petitions and requests for grade changes or academic record corrections must be initiated before the end of the semester following the semester in which the course in question was taken.

SATISFACTORY PROGRESS AND GOOD STANDING

Each student is expected to make satisfactory progress toward the associate degree. To be in good academic standing, a student must have at least a 2.00 cumulative GPA. Satisfactory academic progress requires the completion of at least 12 credit hours per semester for full-time students, with a progressive minimum cumulative GPA and a progressive minimum earned credit hours that would not subject her to academic dismissal.

PROBATION

A student whose GPA for a semester falls below 2.00 or a full-time student whose earned credits for a semester fall below 12 credit hours is notified by the vice president for academic affairs that she is on academic probation. College policies require that limitations

be placed upon the activities of students who are on probation. The purpose for these limitations is to enable students who are experiencing academic difficulty to focus time and energy upon course work and to take advantage of help available from instructors, advisors, the Academic Assistance Center, the Counseling Office and other resources of the College.

Failure to make satisfactory academic progress or to fulfill College policies regarding the terms of probation may result in dismissal. When her semester and cumulative GPA equals or exceeds the 2.00 required and/or when her semester and cumulative credits equals or exceeds the requirement, the student is released from academic probation during the subsequent semester.

DISMISSAL

A student failing to have a 1.00 GPA at the end of her first semester will be dismissed. A student failing to have a 1.50 cumulative GPA at the end of her second semester may be dismissed. A student failing to have a 1.80 cumulative GPA at the end of her third semester may be dismissed.

A full-time student failing to earn 6 credit hours in her first semester will be dismissed. A full-time student failing to earn 9 credit hours in her second semester will be dismissed. A full-time student failing to earn 9 credit hours in her third semester will be dismissed.

ACADEMIC ASPECTS OF THE HONOR CODE

The following items are considered examples of academic dishonesty.

1. Dishonest preparation of course work. In the preparation of assignments, intellectual honesty demands that a student not copy from another student's work. When writing a paper, it is proper to acknowledge all sources of information.
2. Dishonest examination behavior. The unauthorized giving or receiving of information during examinations or quizzes (this applies to all types, such as written, oral, lab or take-home) is dishonest examination behavior. Unauthorized use of books, notes, papers, etc. is not acceptable.
3. Papers borrowed or purchased. It shall be considered an act of dishonesty for a student to submit to a teacher any paper which has been borrowed or purchased from any source whatsoever. Such a work is not the true work of the student who submits the paper, and such action is as reprehensible as copying from another paper during a test.
4. Excessive help. It shall also be considered an act of dishonesty for a student to receive excessive help from another student with the preparation or writing of any paper which is to be submitted to an instructor. Such excessive help shall be held to exist when it exceeds the general discussion of ideas. In short, excessive help is that in which the helper rewrites all or any portion of the paper. The individual instructor will define the parameters of legitimate help.
5. Plagiarism. Plagiarism is a form of stealing in which another person's ideas or even his/her very words are borrowed without acknowledgement or credit being given. Plagiarism may go all the way from directly copying an entire paper from a single source to a merging together of quotations from many sources; it exists when these

sources are not properly identified and when quoted material is not put in quotation marks or indented. Even when the student paraphrases the ideas of another writer, she is obligated to credit that writer.

6. Aiding and Abetting. Aiding and abetting, that is participating in any way in cheating, is considered academic dishonesty and shall be treated with the same consequences.
7. Unauthorized Collaboration. A test or assignment is given to the individual with the expectation that it be completed independently without assistance from another student or outside sources of information unless collaboration with others or use of resource materials is specified by the instructor.

The above-mentioned items are not the only violations to be considered. The Cottey College community maintains that any violation of the spirit of the Honor Code is a violation. If a student is in doubt about some practice, she should consult her advisor and/or instructor.

Disciplinary Action for Honor Code Violations Including Academic Dishonesty

Students who violate the Honor Code are subject to a grievance being filed against them. The grievance will be reviewed by the Judicial Board of the College. The exception is the case of academic dishonesty.

With respect to academic dishonesty, faculty members of Cottey College are responsible for determining if a situation has risen to the level of academic dishonesty (cheating) and for the discipline of students whom they believe to be guilty of academic dishonesty in their classrooms.

The consequence of academic dishonesty at Cottey College will depend on whether the violation is a single incident in a class or is the result of multiple violations that occur in one or more than one class. The result of a single violation in a class may be either no credit on whatever work is involved in the violation, with no possibility of redoing the work, or a course grade of F and expulsion from the course. The faculty member teaching the class in which the academic dishonesty occurred will decide which of these consequences to enforce, in accordance with the guidelines set forth above.

Any student found guilty of academic dishonesty will be reported by the faculty member to the vice president for academic affairs. If it is determined by a member(s) of the faculty that a student is responsible for academic dishonesty more than once during her enrollment at Cottey, the vice president, in his or her discretion, will determine, in consultation with the faculty members in whose classes the academic dishonesty occurred, whether the consequences for the dishonesty will exceed those for the individual class or classes. Depending on the severity of the violations, the vice president for academic affairs, in his or her discretion, reserves the right to expel the student committing the offenses from the College.

Any student who has had sanctions imposed by a faculty member and/or the vice president for academic affairs may appeal her case before an Academic Appeals Board to be appointed by the President each academic year. The President will appoint two students from the Student Academic Committee, and two faculty members from the Faculty Academic

Committee to serve on the Board. The academic Appeals Board will be chaired by the Chair of the Faculty Senate, who will serve in a nonvoting capacity except in cases of a tie vote. If the Chair of the Faculty Senate, other faculty member, or student member is involved in the case, the President will appoint an alternate member(s) to serve from the Faculty Senate and Student Academic Committee, respectively. The student appeal must be submitted in writing to the Chair of the Faculty Senate within three school days of the date that the sanction was imposed. A hearing will take place within three school days of the submitted appeal. The decision of the Academic Appeal Board will be final.

Students are ethically responsible under the terms of the Honor Code for reporting occurrences of academic dishonesty to the faculty member in whose classes the alleged cheating may have occurred.

GENERAL POLICY ON EXCEPTIONS AND WAIVERS

Requests for exceptions to, deviations from and waivers of these academic policies will be addressed to the vice president for academic affairs and referred to the Academic Committee for consideration.

THE CAMPUS AND STUDENT LIFE

THE CAMPUS

Nevada, Missouri, is the small community Virginia Alice Cottey chose as the home for her college. Today comprising 10,000 citizens, Nevada is the major population center between Kansas City and Joplin. Located in a residential section, Cottey's campus has 14 buildings on a 11-block tract and a scenic 33-acre wooded area, **B.I.L. Hill and Lodge**. The Hill is a favorite place for campus gatherings and retreats, and serves as a nature laboratory.

Historic **Main Hall**, built in 1884, is the College's original building. Completely renovated in 2002, it houses administrative offices, music studios, practice rooms, classrooms, faculty offices, the Service Center, and the Bookstore.

The **Rubie Burton Academic Center** is composed of two wings. **Alumnae Hall**, built in 1974 and renovated in 1998, contains classrooms, faculty offices, the student art gallery, and the computer lab. Offices for Academic Affairs, the Registrar, and the **Kolderie Academic Assistance Center** are also in this building. **Grantham Hall**, completed in 1998, houses well-equipped science and computer laboratories, the majority of the classrooms and faculty offices, and student and faculty lounges.

Neale Hall, built in 1922 and renovated in 1972, accommodates the art classrooms, studio areas, and faculty offices.

The central place for academic research is the **Blanche Skiff Ross Memorial Library**, constructed in 1963. It houses 50,000 books, covering the breadth of the liberal arts and sciences on the undergraduate level, including the Women's Collection, the Reference Collection, the Juvenile Collection, and the Popular Reading Collection. The on-line periodicals, accessible on computers throughout the campus, are reinforced by 190 paper subscriptions plus microfiche and microfilm. In addition, there are music scores and recordings, art slides, and the collection of 800 video and DVD recordings that includes 250 movies plus videos on other topics. A conference room, a group study room, the Nevada Room (for commuting students), and the Fries Room (a classroom) provide a variety of meeting spaces. All three floors have study tables, easy chairs, private study areas, and computers.

The Haidee and Allen Wild Center for the Arts, completed in 1989, provides facilities for the performing arts. It features a 495-seat auditorium, a climate-controlled art gallery, a recital hall with seating for 150, and a large scenery shop and costume shop.

The **Chapel**, built and donated in 1956 by the B.I.L.s, seats 480 in the nave and houses the Dysart Memorial Organ, a 21-rank Hammer-Reuter organ, and the Nell Farrel Stevenson Grand Piano. The Chapel, which is nondenominational, also contains a smaller side chapel and parlor, (the Canadian Room).

Hinkhouse Center, built in 1971 and renovated in 1992, houses a gymnasium, swimming pool, two dance studios, weight room, classrooms, and faculty offices. There is a spacious student lounge, game room, television room, and the Chellie Club coffee house. The

Student Life Center is housed in the upper level of Hinkhouse Center. The complex also includes three tennis courts, and softball and soccer fields.

P.E.O. Hall (1939), first building erected after Cottey was accepted as a gift by the P.E.O. Sisterhood in 1927. Approximately 100 students live in ten suites: Arkansas, California-Gardner, California-Remy, Illinois, Iowa, Minnesota, Missouri, Oregon, Pope, and Yellowstone.

Reeves Hall (1949), named for Winona Evans Reeves. The residence hall houses approximately 100 students in 10 suites: California-Weller, Kansas, Michigan, Nebraska, New Mexico, Ohio, Rubie, Seaboard, Texas, and Washington.

Robertson Hall (1959), named for Elizabeth Robertson. The Bessie Raney Dining Room is on the lower level. Robertson Hall houses approximately 150 students in 14 suites: Arizona, Colorado-Minear, Colorado-Thompson, Dakota, Florida, Indiana, Louisiana, Oklahoma, Rosemary-Alumna, Santa Barbara, Southeastern, Wallace, Wheatlake, and Wisconsin. This facility is partially accessible to individuals with physical mobility disabilities and is air-conditioned.

The **Helen and George Washburn Center for Women's Leadership**, acquired in 1998, is located just south of the campus at 400 S. College. The beautiful home and grounds are used to host campus retreats, seminars, and to house visiting faculty.

STUDENT LIFE

STUDENT LIFE CENTER MISSION AND GOALS

The Student Life staff is committed to the development of the whole person. While the formal academic experience is the centerpiece of collegiate life, the student life staff strives to support and complement the academic program to make it as meaningful as possible. Our primary mission is to assist students in making a successful adjustment to collegiate life.

In order to promote the greatest possible learning and developmental growth of students within our academic community, the staff members are committed to creating an environment that encourages learning, involvement, introspection, maturation, and a balanced life-style. To fulfill our mission, we will strive to achieve the following goals:

To Provide Services

- and resources designed to assist students in making a successful adjustment to collegiate life.

To Increase Awareness

- of personal, community, and social issues and encouragement to respond to those issues.
- of different or divergent opinions and ways of life which lead to a better understanding of and tolerance for others.

To Create Opportunities

- for inquiry and expression on matters of interest to students.
- to form self-governing student groups that initiate and pursue activities of interest to students.
- that encourage responsibility, initiative, leadership, good citizenship, and a sense of ethics.
- that promote personal growth and development.
- that encourage lifetime health and wellness.

To Offer Activities

- that promote interaction among students, faculty, staff, and the larger community both on and off campus.
- that foster an appreciation of cultural and ethnic diversity in our global community.
- that enhance student learning through active participation.

To Conduct Assessment

- as a means of identifying students' needs and continuously improving services to meet them.
- to document the outcomes of student life programs.

The Student Life Center includes the offices of Campus Activities, Counseling, Health Services, Housing, Spiritual Life, and the Office of Student Life.

NEW STUDENT ORIENTATION

Throughout a student's two years at Cottey, she will have the assistance and support of the College community. The freshman year at any college can be a challenge for both students and parents. Therefore, all new students and their families are encouraged to participate in the new student orientation program held before each semester. The goal of orientation is to help the new student and her family make a successful transition to college and more specifically, to Cottey. Fall orientation includes academic and student life programs for the new students and their families. (Spring orientation includes the same information in a briefer format.) Placement examinations and academic advising occur during the orientation program.

HEALTH SERVICES

Cottey College contracts with local physicians to provide limited health services for students. The semester health fee allows a student to see the physician in health services during his scheduled time with no office visit charge. The physicians provide treatment for minor illness and injuries, health counseling, and referral services. The student (or her family) must pay for medical expenses involving: additional consultations with physicians outside of the normal health services hours, x-ray and laboratory work, prescription medications, and other medical procedures or services as required. Health services offered by the College should not be viewed as a substitute for health insurance. Students who experience a serious illness or injury may be referred for treatment, at their expense, to the newly expanded and renovated Nevada Regional Medical Center, located only 12 blocks from campus. The College reserves the right, if parents or a guardian cannot be reached, to make decisions concerning emergency health problems for any student.

COUNSELING OFFICE

Students of the twenty-first century face many challenges and pressures through both their academic and social roles. The Counseling Office offers free professional and confidential counseling services to assist students in realizing their potential in all aspects of college life as well as their transition into adulthood. Individual, family, roommate, and suite sessions are available. Counselors also assist students who experience emotional or substance abuse problems through the Student Assistance Program. In addition to individual and group therapy, presentations are made to student groups by Counseling Office staff on a wide variety of college-related issues.

The Peer Empowerment Program, PEP, consists of second-year students who are carefully selected and trained, and have volunteered to help their fellow students with problems. Members listen open-mindedly, assist students in sorting out issues, and make referrals when appropriate. Peer listeners will not tell you what to do, but they can help you decide on a course of action. Peer assistance is private and confidential. Peer listeners are supervised by the coordinator of counseling.

RESIDENTIAL LIFE

Residential life at Cottey provides students a vibrant and dynamic learning environment. Although a very small number of Cottey's students commute to campus from home, most come from other parts of the country or world and live on campus. All students must secure and maintain campus residency throughout their enrollment unless they can commute from their homes or an individual exception to the requirement has been approved by the College administration. The unique suite style living contributes to the development of interpersonal skills and thus adds to the pleasure and value of a Cottey education.

Residential students live in **P.E.O. Hall, Reeves Hall, and Robertson Hall**. These halls are divided into suites which are comfortable and beautifully decorated, made possible by P.E.O. chapters, individual donors, and others. Individual suites house eight to sixteen students from diverse backgrounds and geographic locations in single and double rooms. There is a computer suite in each residence hall with eight to ten networked computers, printers, and scanners available on a 24-hour basis. For students bringing personal or laptop computers, the option of accessing a high-speed wireless network system within the residence halls and campus wide is available for the cost of a wireless network card. All residence halls are nonsmoking and Robertson Hall is air-conditioned.

A residence hall director and student resident assistants live in each residence hall to supervise and be of assistance to the residents. Residence halls are recognized as student organizations, and officers are elected to conduct hall business. Suite residents also elect a suite chair to act as the coordinator for the suite.

The College has established student regulations, consistent with living cooperatively in a community, designed to support the purposes and traditions of Cottey. The use of alcoholic beverages, illegal drugs, and repeated disregard for procedures and regulations have

a negative impact on the educational process. The use of alcohol or illegal drugs is prohibited on campus. Along with other guidelines for campus living, the specific policies, regulations, and the judicial system are contained in the Student Handbook which is available on line and distributed on campus at the beginning of each academic year. Students are urged to become familiar with these policies and regulations and to support them. Enrollment, as well as the signing of the Cottey College Residence Hall Agreement, constitutes an agreement on the part of the student to comply with the policies in this catalog and in the Student Handbook.

Eating in **Raney Dining Room** is also a part of residential life at Cottey College. All meals are served in Raney Dining Room which is located in Robertson Hall. Meals are provided three times per day Monday through Saturday and twice on Sunday. Extra care is taken to provide a pleasant dining experience. Occasional “sit-down” dinners are featured with family service. Lunch and dinner include a wide variety of entrees, including vegetarian and vegan, in addition to soup, salad, and deli bars. A Centennial Room dinner is a special event for suitemates and their guests to dine together in a more formal and private setting. Personally prepared by the director of food service, students select a six-course meal sure to delight.

The **Chellie Club**, the campus coffee house located in Hinkhouse Center, features deli items and a wide variety of coffees and drinks. A stereo provides musical entertainment and the adjacent lounge area includes a game room and television room. Student organizations host coffee house nights featuring student musicians, poets, comedians, and others.

SPIRITUAL LIFE

Cottey recognizes spirituality as an important component of personal development. Toward this end, Cottey strives to provide educational opportunities for increased understanding of the significance of spirituality and an appreciation for its many forms. The Spiritual Life Committee, which is made up of faculty, staff, and students, plans and implements chapel services during the year to celebrate special holidays and campus events and informal opportunities for fellowship. The committee collaborates with area clergy to provide chapel services reflecting Cottey’s diverse student body and their spiritual beliefs.

The College is nonsectarian and assists students interested in denominational affiliation in identifying area churches in which they can become involved. Many area churches encourage student affiliation through host family programs. These programs provide students an opportunity to be “adopted” by a church family with similar denominational beliefs for occasional home-cooked meals, rides to church, social interaction, and other kinds of support.

STUDENT ORGANIZATIONS & CAMPUS ACTIVITIES

Student organizations are an integral part of the Cottey experience. There are over 30 recognized student organizations on campus. All provide additional opportunities for the extension and enrichment of the individual’s education. They represent a broad spectrum of interests, ideas, and activities. These organizations make significant contributions to the intellectual, cultural, recreational, social, and spiritual life of students. Students are encouraged to participate in at least one organization. Both first-year and second-year students serve in leadership positions. Programming assistance, organizational support, and leadership information are provided to student organization officers and sponsors.

The Student Government Association (SGA) is recognized by the College as the official voice of the students. Through SGA, students participate in shared campus governance, in the management of student organizations, and in student discipline. The basic role of SGA is to work cooperatively with the College administration to improve the quality of student life. It also serves as an “umbrella” organization to all other student organizations in terms of determining officer criteria, budget issues, and other common concerns. The SGA president works closely with the dean of student life and the President on issues of importance to students and is also invited to discuss student life issues with the Cottey College Board of Trustees.

Numerous performers appear on campus. The Student Activities Committee (SAC) plans, promotes, and produces events featuring bands, comedians, coffeehouse singers, and novelty entertainers. The Cottey Lecturers and Artists Super Series (CLASS) sponsors five performances each year. Previous performers have included dance companies, lecturers, symphonies, musicals, poets, and jazz and blues singers. Students are admitted free to all campus performances, except student organization fund-raisers. Some performances will sell out.

Family Weekend is a special weekend created for families to spend on campus with students. Parents, siblings, grandparents, other relatives, and friends are all invited. Family Weekend, traditionally held in early October, is a great opportunity for families and friends to meet suitemates and college friends, and get a taste of life at Cottey.

Much of Cottey’s character can be attributed to its traditions. Cottey traditions, some of which date back to its founding, serve as a symbolic expression of the rich and unique heritage shared by the College community. Others have evolved through the years and are perpetuated by students. Cottey life is enriched and made more special by many traditions. Participation in student traditions is optional.

ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

GENERAL POLICY

Cottey College encourages applications from students who are serious about enrolling in a women's liberal arts college and who are well-prepared through college preparatory, honor and advanced placement high school courses. All candidates for admission must be graduates of accredited high schools, or have satisfied high school graduation requirements through the G.E.D. or by special official arrangements. Admission is based on prior performance and ability to succeed at Cottey. Cottey College does not discriminate in admission on the basis of age, race, creed, color, ethnic origin or physical handicap.

Campus visits and interviews are important in assisting the prospective student and her parents in choosing a college. Cottey College encourages these visits. A campus visit should be arranged through the Office of Enrollment Management at least one week in advance. This allows sufficient time to arrange tours, faculty interviews, housing and meals.

Application for admission from each candidate should be on file in the Office of Enrollment Management as early as possible; the College accepts students for admission only until it reaches a maximum enrollment of 350 residential students. Early application is, therefore, recommended.

THE APPLICATION PROCESS

An application for admission may be requested by writing, phoning, or e-mailing the Office of Enrollment Management, Cottey College, 1000 W. Austin, Nevada, MO 64772, phone toll-free: 1-888-5-COTTEY, or e-mail enrollmgt@cottey.edu. Students may also apply on line through the Cottey College Web site, www.cottey.edu.

All applicants for admission to Cottey College should take a college preparatory course sequence. The required high school curriculum includes four years of study in English composition and literature, at least two years in history and government, three years in mathematics (Algebra I, Algebra II and Geometry), two years in laboratory science and two years of study in one foreign language.

A student applying for admission needs to submit: (1) the application for admission; (2) cumulative high school transcript (including at least 6 semesters of course work in 9th, 10th and 11th grades); (3) the counselor/teacher evaluation form; (4) the \$20 nonrefundable application fee; and (5) results from the test battery of either the ACT Assessment Test (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board. A personal statement at least one typed page in length may be required if the admission committee feels additional personal information is warranted.

It is recommended that candidates take either the ACT or SAT in the spring semester of the junior year or the fall semester of the senior year. Multiple test results are accepted. When taking the test, request that an official copy of the scores be sent to Cottey. (The scores may

also be sent through the high school counselor by request.) **The ACT code for Cottey is 2286 and the SAT code is 6120.** Arrangements for these tests may be made with the student's guidance counselor. The admission committee will consider the highest test result for admission and scholarship purposes.

ADMISSION GUIDELINES

If a student has: (1) the required high school curriculum, (2) a high school solid grade point average of at least 2.6 (calculated by the Office of Enrollment Management), AND (3) standardized test results that meet our current eligibility requirements (ACT composite of 21 or better, SAT total of 970 or better), she will be notified of an admission decision within two to four weeks after completing the application process.

Students whose academic credentials fall below these guidelines will have their files further evaluated by the admission committee. This process may add an additional two to four weeks for notification of an admission decision.

Students who are accepted will receive notification that an advance deposit is due (see Application Fee and Advance Tuition Deposit).

Students accepted for admission also receive a health form (requiring a doctor's examination), which must be completed before enrollment at Cottey College. Health information is confidential.

SPECIAL ADMISSION

Cottey College will accept the **General Educational Development test (G.E.D.)** with the following stipulations: (1) the G.E.D. scores as well as an official copy of the certificate are required; (2) the applicant must also submit either the ACT or SAT scores or an official college transcript showing at least one full-time semester successfully completed with a minimum GPA of 2.00. Based on the above requirements, each applicant will be individually evaluated for admission by the admission committee.

HOME SCHOOL POLICY

Students who have been home schooled and have completed high school graduation requirements under a home-school program may be considered for admission. Cottey has accepted and enrolled home-schooled students. Home-schooled students follow the same application guidelines and procedures as all other applicants. In addition to these requirements, home-schooled students must submit a home-schooled student form and a home school credit evaluation form. Students can obtain these forms from the Office of Enrollment Management. These forms are to be completed and signed by a parent/guardian of the home-schooled applicant.

In order to be considered for admission, home schooled students will need to submit:

1. Application form and \$20 application fee.
2. ACT or SAT standardized test scores.

3. Home school credit evaluation form (including at least 6 semesters of course work in 9th, 10th and 11th grades) prepared and signed by home-schooling parent/guardian.
4. Home schooled student form signed by the home-schooling parent/guardian.
5. Two letters of recommendation—one from the applicant's parent/guardian and one from another source who can speak to the student's potential for success in a rigorous college program.

The Office of Enrollment Management may also ask for a portfolio detailing all high school work completed (including courses studied, textbooks, assignments, extracurricular activities and writing samples). Evidence must show completion of courses in English, social studies, mathematics, science and foreign language. The student may also be required to furnish proof that home schooling requirements within their state of residence have been satisfied.

Home-schooled students who have received a General Educational Development test (GED) may also be admitted to Cottey. In this situation, copies of the GED scores as well as an official copy of the certificate will be required.

READMISSION OF FORMER STUDENTS

Former Cottey College students who have not been enrolled for at least one semester (not to include the summer) and who do not have an approved leave of absence must complete a special application for readmission. This application form may be requested from the Office of Enrollment Management. In addition to submitting an application for readmission, students who were dismissed from Cottey College for any reason must apply by letter to the vice president for academic affairs.

EARLY ADMISSION FOR HIGH SCHOOL JUNIORS

Exceptionally mature and academically able students who have completed all but one year of high school and have the endorsement of their high school officials for early entrance to college may be considered for admission to Cottey. Recommendations will be requested. With the approval of the high school, courses successfully completed at Cottey may be counted toward a student's high school graduation. Students interested in applying for early admission should contact the Office of Enrollment Management as early as possible.

ADMISSION OF INTERNATIONAL STUDENTS

Cottey College welcomes applications from qualified international students and advises prospective students to communicate with the Office of Enrollment Management at least six months in advance of their proposed entrance. There is a limited amount of financial aid available for international students, so if financial aid is needed, this fact should be made clear in initial correspondence.

International applicants need to submit a completed Cottey College International Student Application, certification of finances, secondary school transcripts and certified records of external examinations, when applicable.

Students whose first language is not English must furnish Cottey College with official scores from the Test of English as a Foreign Language (TOEFL). Students whose first language is English may be required to furnish Cottey College with official scores from either the ACT or SAT. The decision to admit international students is based on a thorough review of the application and supporting materials.

ADMISSION OF AUDITING STUDENTS

A student who wants to audit a course at Cottey (and is not a currently enrolled student) needs to fill out an application form in the Office of Enrollment Management. Once the student is admitted to the College, she needs to obtain permission from the instructor to audit and return the completed Audit Form to the Office of Academic Records. See page 63 in the catalog for details. The fee for auditing a course is listed under “Incidental Fees.”

ADVANCED PLACEMENT (AP)

Cottey College accepts credit completed through the Advanced Placement Program administered by the College Entrance Examination Board. Credit hours granted are entered on the student’s transcript. See chart on the following page for minimum scores required, credits granted and special conditions (if any).

Requests for credit based on the College-Level Examination Program (CLEP) or other examination programs will be considered on a case-by-case basis.

INTERNATIONAL BACCALAUREATE (IB)

Students who have earned an IB diploma and have earned a score of 5 or higher on the IB Higher Level examination will receive transfer credit for one course in each of the appropriate disciplines. Additional credit may be granted with faculty approval. No credit will be granted for subsidiary level courses. The maximum amount of IB credit is 30 semester hours.

TRANSFER APPLICANTS

Students who have attended a postsecondary institution will be responsible for submitting the same information as high school graduates in addition to transcripts of all work completed at all other institutions of higher education.

APPLICATION FEE AND ADVANCE TUITION DEPOSIT

A nonrefundable application fee of \$20 must accompany each application for admission to Cottey College. If the fee presents a financial hardship to the family, the fee may be waived with a written request from the student’s high school counselor.

An advance tuition deposit of \$100 is due after the candidate has been notified of her acceptance for admission. Payment of this fee ensures a student’s place in the student body and housing assignment. The advance tuition deposit is credited to the student’s bill for the first semester. The advance tuition deposit will be refunded only to students who withdraw before May 1.

ADVANCED PLACEMENT

<u>AP Test</u>	<u>Minimum Score</u>	<u>Credit Granted</u>	<u>Cottey Equivalent</u>	<u>Special Conditions</u>
3-D Design	3	3	ART212	Pending portfolio review
American Govt/Pol	4	3	POL101	
American History	4	6	HIS111, 112	
Art: Studio Drawing	3	3	ART131	Pending portfolio review
Art: Studio General	3	3	ART131	Pending portfolio review
Art History	4	3	ART202	
Biology	3	4	BIO101	
Calculus AB	3	4	MAT201	
Calculus BC	3	8	MAT201, 202	
Chemistry	3	4	CHE103	
	3	5	CHE103, 103L	review AP lab work
	4	9	CHE103, 103L, 104	
	4	10	CHE103, 103L, 104, 104L	
Comp Govt/Politics	4	3	POL121	review AP lab work
Computer Science A	4	3	CSC111	must successfully write/execute CSC111 final
Computer Science AB	4	3	CSC111	
Eng Lang & Comp	3	3	elective	
	4	3	ENG101	
Eng Lit & Comp	3	3	elective	
	4	3	ENG101	
Environmental Science	3	4	elective	
European History	4	3	HIS102	
French Language	4	3	FRE202	*see note
German Language	4	3	GER202	*see note
Human Geography	3	3	elective	
Macroeconomics	4	3	ECO201	
Microeconomics	4	3	ECO202	
Music Theory	3	5	MUS111, 111L	
	4	10	MUS111, 111L, 112, 112L	
Physics B	3	4	—	
Physics C-Elec/Magnetism	3	4	PHY202, 202L	
Physics C-Mechanics 3	5	5	PHY201, 201L	
Psychology	3	3	PSY101	
Spanish Language	4	3	SPA202	*see note
Statistics	3	3	MAT112	

*must complete >202 at Cottey to receive elective credit

FINANCIAL AID

Financial aid programs at Cottey include federal, state, institutional and external resources. Eligibility for aid is determined on the basis of financial need, academic ability and/or special abilities. The four types of financial assistance are grants, scholarships, loans and work programs. Approximately 97% of the student body receives assistance from at least one of these sources.

Students seeking need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). Students and their families are encouraged to complete and submit the FAFSA as soon as possible after January 1. Priority for all need-based financial aid is given to students who are accepted for admission and whose FAFSA results are received by March 31.

Financial need is the difference between the cost of attendance and the expected family contribution (EFC). The cost of attendance includes tuition, fees, room, board, books and supplies, personal expenses, and transportation expenses. The EFC is a measure of your family's financial strength and is calculated from the information reported on the FAFSA.

TYPES OF FINANCIAL AID AVAILABLE

Grants do not have to be repaid. The types of grants available are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Cottey Grants, Charles Gallagher Grants, and Missouri College Guarantee Program Grants.

Scholarships do not have to be repaid. The types of scholarships available are Honors Scholarships, Academic Scholarships, Fine Arts Scholarships, Alumnae Scholarships, Athletic Scholarships, Honors & Awards Scholarships, and P.E.O. Scholarships. More information on scholarships can be found in the next section.

Loans must be repaid with interest. The types of loans available are Federal Subsidized and Unsubsidized Stafford Loans and Federal Parent Loans for Undergraduate Students (PLUS).

Work programs are provided through Federal Work Study and Campus Employment.

SCHOLARSHIPS

Honors Scholarships

Students who are accepted for admission by January 31 and meet the criteria for eligibility are invited to apply for and compete in the Honors Scholarship Event. There are three types of Honors Scholarships:

(1) The Francys Scott Sigler Scholarship is valued at the amount of tuition, plus room and board in P.E.O. or Reeves Hall.

(2) The Trustees' Scholarship is valued at the amount of tuition.

(3) The President's Scholarship is valued at \$7,500.

Honors Scholarship recipients must complete at least 12 credit hours per semester with a cumulative GPA of 3.5 for renewal, except for the Trustees' Scholarship which requires a 3.75 cumulative GPA.

Academic Scholarships

Academic Scholarships are awarded to qualified students when they are accepted for admission. Recipients are chosen on the basis of high school GPA, ACT/SAT scores, and class rank. Awards range from \$2,000 to \$5,000 per academic year and are renewable if required GPA is achieved.

Fine Arts Scholarships

Fine Arts Scholarships are available in art and art history, dance, music, and theatre and speech. Applicants must be accepted for admission prior to the scholarship deadline. The application is available from the Office of Enrollment Management. Recipients must make satisfactory academic progress and meet departmental requirements for renewal of the scholarship.

Alumnae Scholarships

Alumnae Scholarships are awarded to daughters of alumnae who are accepted for admission as of March 1. Awards are \$500 per academic year.

Athletic Scholarships

Athletic Scholarships are awarded for basketball and volleyball based on demonstrated ability. Awards can range from \$500 up to the amount of tuition and books.

Honors and Awards

Several scholarships are awarded each year at the Honors and Awards Convocation in May. These scholarships are awarded primarily to students for use during their second year at Cottey. Recipients are selected on the basis of outstanding achievement in various academic areas and/or campus activities.

P.E.O. Scholarships

Many Cottey students receive scholarships from state, provincial, and local chapters of the P.E.O. Sisterhood. A student does not need a P.E.O. affiliation to qualify. Application deadlines and procedures vary by chapter, so early application for admission is encouraged.

Girl Scout Leadership Award

Cottey College offers a \$1,000 award to Girl Scout Gold Award recipients. This award is renewable for the second year at Cottey with completion of at least 24 credit hours and a 3.0 cumulative GPA at the end of the first year.

When a student has no demonstrated financial need and institutional scholarships are awarded, the total amount of scholarships may not exceed the total fee amount.

SATISFACTORY ACADEMIC PROGRESS

Students receiving financial aid must make Satisfactory Academic Progress (SAP) in their program of study leading to a degree. A student's cumulative grade point average (GPA) and the number of hours earned are used to evaluate academic progress.

Students must maintain a 2.0 cumulative GPA to receive financial aid. The cumulative GPA will be monitored once a year at the conclusion of the spring semester.

Full-time students (enrolled in 12 or more credit hours per semester) must earn at least 24 credit hours per academic year, three-quarter time students (enrolled in 9-11 credit hours per semester) must earn 18 credit hours per academic year, and half-time students (enrolled in 6-8 credit hours per semester) must earn 12 credit hours per academic year. Students who enter for the spring semester must earn one-half of the hours shown for each category of enrollment status to maintain financial aid eligibility.

In calculating the amount of hours completed per year, the following will not be counted; incompletes, "F" grades, repeated courses, audited courses, and withdrawals. Students who fail to complete the minimum number of required hours may take summer courses at other institutions and have those hours transferred to Cottey, with permission from the registrar.

Full-time students have a maximum of 4 semesters of aid eligibility, three-quarter time students have a maximum of 6 semesters of aid eligibility, and half-time students have a maximum of 8 semesters of aid eligibility.

A student whose GPA or number of credit hours earned falls below the guidelines shown above will be placed on financial aid probation for the following semester. While a student is on financial aid probation she may continue to receive financial aid. Failure to make up deficiencies by the end of the probationary semester will result in financial aid suspension. A student on financial aid suspension is no longer eligible to receive financial aid. A student may appeal the suspension of aid to the Coordinator of Financial Aid. Written appeals must include documentation of special circumstances.

FINANCIAL AID REFUND POLICY (RETURN OF TITLE IV FUNDS)

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws prior to completing 60% of the semester, the student may no longer be eligible for the full amount of Title IV funds that were originally awarded. Title IV assistance at Cottey includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Stafford Loans (Subsidized and Unsubsidized), and Federal PLUS Loans.

The amount of Title IV aid earned by the student must be determined as of the date of withdrawal. If the amount disbursed to the student is greater than the amount earned, unearned funds must be returned to the funding agency. The percent earned equals the number of days completed up to the withdrawal date divided by the total days in the semester.

The school has 30 days from the date the institution determines that the student withdrew to return all unearned funds. The order of the return of Title IV funds by the school is as follows: Unsubsidized Stafford Loan, Subsidized Stafford Loan, PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. When aid is returned, the student may owe a balance to the College.

FINANCIAL MATTERS

STUDENT FEES PER SEMESTER

Student billing for the fall semester occurs in July and in November for the spring semester. A student/parent may elect to pay the balance in full or make three monthly payments with a 1% monthly, or 12% annualized interest charge. Fall semester payments are due August 15, September 15, and October 15. Winter/spring semester payments are due December 15, January 15, and February 15. The advance tuition deposit of \$100 is credited to the student's bill for the first semester. This deposit is nonrefundable after May 1. Information and questions regarding the payment of fees should be directed to the Business Office.

	2004-2005	2005-2006
Residential Students		
Full-time Tuition, per semester	\$5,400	\$5,800
Room and Board, per semester:		
Reeves & P.E.O. Halls	2,500	2,600
Robertson Hall	2,700	2,800
Student Activity Fee, per semester	125	125
Student Health Service Fee, per semester	90	90
Telephone Fee, per semester	65	65
Technology Fee, per semester	75	75
TOTAL PER SEMESTER:		
Reeves & P.E.O. Halls	\$8,255	\$8,755
Robertson Hall	8,455	8,955
Non-Residential Students		
Tuition, per credit hour:		
1-6 credit hours	\$ 150	\$ 150
1-6 credit hours (high school student*)	75	75
7-11 credit hours	450	485
12 or more credit hours per semester:	5,400	5,800
Student Activity Fee, per credit hour:		
1-11 credit hours	11	11
12 or more credit hours per semester:	125	125
Technology Fee, per semester:		
1-6 credit hours	25	25
7-11 credit hours	75	75
12 or more credit hours	75	75

*Rate applies to any junior or senior young woman attending a school that is eligible to participate in the community scholars program and who maintains a minimum B average and excludes private music lesson courses.

WITHDRAWAL REFUND POLICY

TUITION REFUNDS*

	2004-2005		2005-2006	
	<u>Amount</u>	(%)	<u>Amount</u>	(%)
First day of class to end of second week of class	\$4,860.00	(90%)	\$5,220.00	(90%)
Third week of class to end of fourth week of class	\$2,700.00	(50%)	\$2,900.00	(50%)
Fifth week of class to end of eighth week of class	\$1,350.00	(25%)	\$1,450.00	(25%)
After eighth week of class	\$ 0.00	(0%)	\$ 0.00	(0%)

ROOM AND BOARD REFUNDS

	2004-2005		2005-2006	
	<u>Amount</u>	(%)	<u>Amount</u>	(%)
First day of class to end of second week of class:				
Reeves and P.E.O. Halls	\$1,250.00	(50%)	\$1,300.00	(50%)
Robertson Hall	\$1,350.00	(50%)	\$1,400.00	(50%)
Third week of class to end of fourth week of class:				
Reeves and P.E.O. Halls	\$ 625.00	(25%)	\$ 650.00	(25%)
Robertson Hall	\$ 675.00	(25%)	\$ 700.00	(25%)
After fourth week of class:				
Reeves and P.E.O. Halls	\$ 0.00	(0%)	\$ 0.00	(0%)
Robertson Hall	\$ 0.00	(0%)	\$ 0.00	(0%)

An administrative charge of \$100 will be charged for all students who withdraw prior to the first day of class.

*For first time students on Title IV Federal Student Assistance Programs who withdraw on or before 60 percent of the enrollment period is completed, a pro rata refund for tuition, room and board charges is made.

If a student receives financial aid, the College must refund the granting agency or agencies in accordance with the regulations and/or restrictions placed upon such funds prior to refunding any remaining refundable balance to the student and/or parents or guardians. When a student registers at the College, it is understood that the student and her parents or guardians accept the terms of payment and refund in this catalog.

INCIDENTAL FEES:

Identification Key Card	\$10
Withdrawal Fee Per Course (third through tenth week)	\$15
Auditing Course — Per Semester Hour	\$70

SECURITY/DAMAGE DEPOSIT

To provide security against loss to the College or damage to Cottey College property, each residential student is required to deposit \$125 with the College prior to her first registration. Each non-residential (commuting) student is required to deposit \$50 with Cottey College. This fee is in addition to the total fee.

Any charges made against the security/damage deposit must be restored prior to the subsequent academic year in the case of residential students or by the subsequent semester in the case of non-residential students. The unused portion of the deposit will be refunded when the individual ceases to be a student at Cottey College.

SINGLE ROOM FEE

The additional fee for single rooms is \$200 per semester, which is nonrefundable after September 30 and February 15. When Cottey College assigns a single room, no fee is assessed.



COTTEY COLLEGE'S ENDOWED FUNDS

Cottey College places special emphasis on the endowed funds established at the College. These endowments allow Cottey to maintain and invest the principal of the fund while using earnings to underwrite special programs, faculty salaries and scholarships. These permanently held funds demonstrate people's commitment to Cottey College and their confidence in its future. Cottey gratefully acknowledges the generosity of its many supporters.

UNRESTRICTED ENDOWMENTS

Anniversary Fund, a fund established to celebrate 50 years of ownership by the P.E.O. Sisterhood and the 100th Anniversary of the founding of Cottey College. The Anniversary Fund is the college-held general endowment fund. The principal is held intact and only the annual earnings are used to support the College's annual operating budget and allow Cottey to keep the tuition and costs affordable.

Katy Archer Fund, established in 2001, by Mary Archer and Chapter DB, Texas, as a tribute to Katy Archer, past president of Texas State Chapter. The earnings from this fund provide unrestricted income used to support the general operations of the College.

Elizabeth Ann Turner Dillon Fund, established in 1997 by her husband, Merrill B. Dillon. Mrs. Dillon served as a Cottey College trustee from 1972 to 1979. The earnings from this fund provide unrestricted income used to support the general operation of the College.

Jane Ellen Wolfe Hoffman Fund, established in 2003 by her sister and brother-in-law Betty Wolfe Windham and L. Burke Windham. Mrs. Hoffman was a member of CX, California. The earnings from this fund provide unrestricted income used to support the general operations of the College.

William and Nancy Harvey Mendenhall Fund, established in 1999 by William and Nancy Harvey Mendenhall, Class of 1944. The earnings are used to provide unrestricted income to support the general operations of the College.

Mary Louise Remy Endearment Fund, established in 2001 by the College's investment consulting group and investment money managers as a tribute to her service to the P.E.O. Sisterhood and Cottey College. Mrs. Remy, a member of Chapter E, California, is past president of International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees. The earnings from this fund provide unrestricted income used to support the general operation of the College.

C.O. and Lou Ollie Waters Fund, established in 2001 through the estate of C.O. Waters. The earnings from this fund provide unrestricted income used to support the general operations of the College.

Charles and Thelma Whiteford Fund, established in 2000 by Thelma Whiteford, a 70-year member of the P.E.O. Sisterhood and member of Chapter DW, in Nevada, Missouri. The earnings from this fund provide unrestricted income used to support the general operations of the College.

ENDOWED CHAIRS

Iva Corpstein Chair in Science, established in 1980 by Chapter D, Arizona, in memory of Iva Corpstein, a longtime member of Chapter D, with a bequest from her estate.

Eloise M. Cost Chair in Science, honoring and in memory of her husband, James N. Cost, was established in 1994 by gifts from Eloise Cost, a P.E.O. member since 1935 and longtime supporter of Cottey College.

Harmon Chair in English, established in 1994 by a bequest from Frances Harmon Whisamore, a 1922 Cottey graduate. It is in honor of the following Cottey College alumnae: Sally Houston St. John, Dr. Lucy Harmon, Rachel Harmon Bethel, Katherine Harmon Robertson, Allie Harmon Grey, Frances Harmon Whisamore, Laverne Harmon, Marie Harmon Butner, Leota Harmon Kropp, Marjorie Harmon Thweatt, Katherine Robertson Young, Teresa Howard Wolfe, and Tracy Thweatt Davis.

Sherlock Hibbs Chair of Economics, dedicated to the espousal of Ludwig von Mises (Austrian) School of Economics, was established in 2003 through the estate of Sherlock Hibbs.

Claire (Clara) Dooner Phillips Chair in Social Science, established by the Arizona State Chapter in 1971 in memory of Claire Dooner Phillips.

Virginia Alice Cottey Stockard Chair in Religion and Ethics, established in 1960 through the generous gifts of the Cottey College Alumnae Association, together with the cooperation of Supreme Chapter, P.E.O. Sisterhood, in honor of the founder of the College.

Margaret Emily Stoner Chair in Speech and Drama, established in 1968 in honor of Mrs. Margaret Emily Stoner, past president, Indiana State Chapter, and past president, Supreme Chapter, P.E.O. Sisterhood, by Chapter I, Indiana, and the Indiana State Chapter.

Hattie B. Touhy Chair in English, established in 1961 through gifts by G.F. Touhy of Santa Cruz, California, in loving memory of his wife, Hattie B. Touhy, member of Chapter BT, Kansas.

Gene Wild—Missouri Chair in Fine Arts, established by the Missouri State Chapter, P.E.O. Sisterhood, in 1975 in honor of Miss Gene Wild, Past President, Missouri State Chapter.

ENDOWED CULTURAL FUNDS

General Endowed Cultural Fund, established in 1989 by hundreds of alumnae, P.E.O.s, B.I.L.s and friends of Cottey College. The income is used to provide numerous cultural events at the College.

Thomas and Mary Dell Clark Cultural Fund, established in 1989 through their bequests and by their heirs. The income is used to provide cultural events at Cottey College.

Elizabeth Frances Hatchett Cultural Fund, established in 1997 by Ms. Georgianne H. Raftery in memory of her aunt, Elizabeth Frances Hatchett, a 1925 graduate of Cottey College. The earnings are used to provide cultural events at Cottey College.

Dorothy Hill Cultural Fund, established in 1986 by Dorothy Hill, Chapter DW, Missouri, with income used for cultural events at Cottey College for the enjoyment of the College, Nevada and Vernon County communities.

Rose Ann Millsap Performing Artists Endowment, established in 1995 through the trust of her husband, Marvin M. Millsap. The income is used to bring distinguished performing artists, particularly in the fields of music and theater, to Cottey College.

Lelia Raney Pott Cultural Fund, established in 1990 by Mrs. Pott, a member of Chapter S, Texas. The income earnings are used to provide cultural activities, with an emphasis on music, for Cottey College and the surrounding community.

Helen Peniston Scull Cultural Fund, established in 1989 by Alonzo Scull in memory of his wife, Helen Peniston Scull, Chapter TJ, Del Mar, California. The income is used to provide cultural events at Cottey College.

ENDOWED PROGRAMS

Beckwith Handbell Endowment, established in 1996 by Mrs. Priscilla Beckwith, a member of Chapter L, Georgia. The income from this fund is to be used for the perpetual care of the handbells, providing periodic maintenance and renovation, replacement or purchase of additional bells as deemed necessary. If the income earnings exceed the above needs, the proceeds can be used to pay for other expenses incurred by the handbell choir.

Grace S. Buell Landscaping Fund, established in 1998 by Kennedy Buell in memory of his wife, Grace S. Buell, member of Chapter BJ, Virginia. The earnings are used to purchase trees and flowers and maintain the aesthetic beauty of the campus.

Rubie Burton Academic Center Fund, established in 1999 by hundreds of alumnae, P.E.O.s, B.I.L.s, and friends of Cottey College. The income supports the technology and equipment needs of the Rubie Burton Academic Center.

David G.C. Cassa Faculty Development Fund, established in 1997 by his wife, Cary B. Cassa, a member of Chapter L, New Jersey. The earnings are used to promote Cottey College faculty research and professional development.

Jean E. Christensen Lecture Fund, established in 1990 by Dr. John Christensen, in memory of his wife. The income is used to bring guest lecturers to the Cottey College campus.

Clark Student Leadership Fund, established in 1989 by Michael and Nancy Clark Hamisak in memory of her parents, Orville and Arva Clark. Dr. Orville Clark was a member of the Cottey College Board of Trustees, 1969-76. The interest is used to pay for travel and other related expenses for outstanding students to attend regional or national conferences.

Class of 1950 Leadership Fund, established in 2000 to commemorate their 50th class reunion. The earnings from this fund promote leadership activities for Cottey students.

Alice Virginia Coffin Enrichment Series, established in 1986 by the Massachusetts State Chapter, P.E.O. Sisterhood, in honor of Alice Virginia Coffin, one of the seven founders of the P.E.O. Sisterhood. The income is used to provide a program series featuring people who have achieved success in contemporary fields.

Lillian Corley Faculty Development Fund, established in 1987 by Indiana State Chapter in honor of Lillian Corley, president of International Chapter of the P.E.O. Sisterhood, 1985-87. The income is used to provide awards to Cottey College faculty for research and professional development.

Blanche Hinman Dow Lecture Fund, established by gifts from the class of 1965 and the Cottey College Student Senate, in honor of Dr. Blanche Hinman Dow, Cottey President 1949-65. Biennially, a member of the faculty is selected by his/her peers for recognition as the Blanche Hinman Dow Lecturer. The recipient delivers a scholarly address to the College community and is awarded an honorarium.

Kiekhofer Women's Leadership Fund, established in 2000 to honor the support of Dr. William and Mrs. Emily Kiekhofer, a member of DE, Oklahoma, past president of Oklahoma State Chapter, and past member of the Cottey College Board of Trustees. The earnings from this fund support programs for the Center for Women's Leadership.

Mable H. McKee Fund, established in 1987 by Mable McKee. The income is used for the benefit of the business department at Cottey College.

Marjorie Mitchell Leadership Fund, established in 2000 by her nieces, Marjorie Mitchell Rose and Toni Mitchell Koski, Class of 1945, and nephew, Tracy Mitchell, in memory of their aunt, Marjorie Mitchell, president of Cottey College from 1938 to 1949. The earnings provide leadership opportunities and experiences at Cottey College.

Olga Reinhold Norman Music Fund, established in 1994 by Franklin P. Norman in memory of his wife, Olga, who was a member of the Cottey College music faculty for 20 years. The primary intent of this fund is to provide awards to students who have demonstrated outstanding performance of classical music, primarily on the violin. The portion of the income not allocated for awards may be used to purchase music and equipment for the music department or to fund on-campus performances of classical music.

Mary Louise Remy Leadership Fund, established in 2001, to honor Mary Louise Remy's leadership and service to Cottey College and the P.E.O. Sisterhood, by her sister, Edith Frances Greathead, her family, and members of Chapter E, California. Mrs. Remy, a member of Chapter E, California, is past president of International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees. The earnings of the fund are used for the general operations of the Center for Women's Leadership.

Ernest Salter Science Equipment Fund, established in 2001 in honor of Dr. Ernest Salter, Cottey College Associate Professor of Chemistry and Physics from 1960 to 1976 by Mary Stenstrom, a 1965 Cottey College graduate, and her husband, Dr. John R. Black. The earnings are used to purchase science equipment.

Merry Ann DeVaney Sauls Academic Writing Contest, established in 1996 by Merry Ann DeVaney Sauls, a 1959 graduate of Cottey College. The income is used to sponsor the Academic Writing contest. This contest was developed to enhance the prestige of academic writing in all the academic disciplines and recognize outstanding student course-related works.

Marjorie W. Smith Leadership Seminar Fund, established in 1999 by Washington State Chapter in memory of Marjorie W. Smith, president of International Chapter of the P.E.O. Sisterhood, 1979-1981 and president of Washington State Chapter, 1959-1960. The earnings from this fund are used to fund leadership seminars in conjunction with Cottey's Center for Women's Leadership.

Van Vlack Science Equipment Fund, established in 2002 by Laura R. Van Vlack-Ailes and Bruce H. Van Vlack. The earnings from this fund are used to purchase, upgrade, maintain, repair, and replace laboratory equipment for the science department.

ENDOWED LIBRARY FUNDS

Alumnae Library Fund, established in 1990 by the Cottey College Alumnae Association. The income is used for library acquisitions.

Ida M. Anderson Albrecht Library Fund, established in 2003 through a bequest of her daughter, Carroll Lea Anderson, a member of Chapter GF, Nebraska. The earnings are used for library acquisitions.

The Class of 1946 Library Fund, established in 1996 by the Cottey alumnae to commemorate their 50th reunion. The income is used for library acquisitions.

Freyder Library Fund, established in 2000 by Carol Hofmann Freyder, of Chapter M, Alabama, in memory of Marjorie Roth Freyder and George Gill Freyder, her in-laws, and James Gill Freyder, her husband. The earnings are used to purchase books for the Library with preference toward books in the fields of music and fine arts.

Dorothy Ann Kimberlin Holmes Library Fund, established in 2000 in her honor by her sons and daughter. Mrs. Holmes is a 1936 Cottey College graduate and a member of DO, Colorado. The income is used for library acquisitions.

Gale King Music Library Fund, established in 2000 by Chapter JA, California, through a bequest of Gale King. The income is used to purchase music materials for the Library.

Evelyn Ladd Library Fund, established in 1998 by Chapter CB, Florida, with funds bequeathed to the chapter by Evelyn Ladd. The income is used for library acquisitions.

Masters-Willett Library Fund, established in 1972 by Herbert Willett in memory of Mrs. Charlie Masters, a P.E.O. from Santa Fe, New Mexico. The interest is used to purchase books for the Library with a preference towards books in the field of literature and poetry.

Dora Cottey McClure and J. Ella White Library Fund, established in 1977 through the bequest of Mary S. Taylor Gantz in memory of her two most inspiring Cottey teachers. The income is used by the Library in any way that best serves the students.

Susan Elizabeth Meeker Library Fund, established in 1996 through the bequest of Susan Elizabeth Meeker, a 1977 graduate of Cottey College. The income is used for library acquisitions to help promote and enhance familiarity and use by the students of the many resources available at the Library.

Gladys L. Davis Percy Library Fund, established in 2000 by her children William G. Percy, Carol J. Percy Cooper and Mary Beth Percy. Mrs. Percy was the charter president of Chapter FY, Nebraska, and a member of the P.E.O. Sisterhood for 55 years. The earnings are used to purchase children's literature for the Library.

Blanche Skiff Ross Library Fund, established in 1990 in memory of Verna Ross Orndorff and Diane Ross Fennekohl, daughters of Blanche Skiff Ross. The income is used for library acquisitions.

ENDOWED SCHOLARSHIPS & AWARDS

Through generous benefactors Cottey College has the following permanently held scholarship funds. All admitted applicants and students are automatically considered for these scholarships. Individual applications are not accepted.

General Endowed Scholarship Fund, established in 1988 by hundreds of alumnae, P.E.O.s, B.I.L.s, and friends of Cottey College. The income provides numerous scholarships to young women attending Cottey College.

Gladys Moreland Albers Memorial Scholarship, established in 1983 by the bequest of Gladys M. Albers. The income is awarded as scholarships to students attending Cottey College.

Alumnae Legacy Scholarship, established in 1999 by Cottey College alumnae. The earnings are used to provide scholarships to qualified Cottey students whose mothers attended Cottey.

George G. Amory Scholarship, established in 1976 by a bequest from the estate of George G. Amory of Winter Park, Florida. The income is designated for scholarships at Cottey College.

Marleene Keene Andersen Scholarship, established in 2001 by her husband, Clark Andersen, and her children, Kristin Andersen Cox and Matthew Andersen, in recognition of her service to the P.E.O. Sisterhood and as the 2000-2001 president of Kentucky State Chapter. The earnings from this fund are awarded as scholarships for students attending Cottey College with preference given to students from Kentucky.

Maria Lycouressi Argy Family Scholarship, established in 2002 in honor of Maria Lycouressi Argy, Class of 1952. The earnings are awarded to deserving students who are interested in the sciences, health science, or teaching.

Arkansas Chapter AN Scholarship, established in 1979 by Mrs. John M. Thomas, a charter member of Chapter AN, Arkansas, in honor of the charter members of Chapter AN. The income is awarded as scholarships to young women attending Cottey College.

Helen Erickson Ashenfelter Memorial Scholarship, established in 1984 by C. Bruce Ashenfelter, of Grafton, Wisconsin, in memory of his wife, Mrs. Helen Ashenfelter, Chapter CR, Racine, Wisconsin. The income provides scholarships for students attending Cottey College with preference given to students from Wisconsin.

Brenda Atchison Scholarship, established in 2001 by Chapter RI, California, in honor of Brenda J. Atchison, president of California State Chapter 2000-2001. The income provides scholarships awarded to second-year students who have demonstrated leadership skills in student or volunteer activities on the Cottey College campus.

Mimi Atwater Memorial Scholarship, established in 1964 by Dr. and Mrs. Gordon Atwater of New Orleans, in memory of their daughter. The income is awarded to a qualified student for the study of French in France.

Zita Ann and Richard F. Bache Scholarship, established in 1998 through a bequest from Zita Ann Bache. The earnings provide need-based scholarships to deserving students attending Cottey College.

Elizabeth Fitzgerald Baker Scholarship, established in 1988 by Dr. Richard E. Baker, in memory of his wife. The income provides scholarships to Cottey College students.

Barbara Beeler Scholarship, established in 1984 by Mr. and Mrs. H.W. Beeler in honor of their daughter, a 1984 graduate of Cottey College. The income provides scholarships for students attending Cottey College, with preference given to physically challenged students.

Lawrence and Naomi Bell Scholarship, established in 1992 by Chapter U, Ohio, with funds from the Bell's estate. The income is used to provide scholarships to students attending Cottey College with preference given to students from Ohio and particularly Marietta, Ohio.

Helen Spradling Boylan Scholarship, established in 2002 by the Helen S. Boylan Foundation. Helen Boylan was a member of Chapter FE and Chapter AP, Missouri. The income provides scholarships to students attending Cottey College.

Joan K. Bradshaw Scholarship, established in 1987 by the Ohio State Chapter in honor of Joan K. Bradshaw, president of International Chapter of the P.E.O. Sisterhood, 1987-89. The income is used for a scholarship to a gifted student, with preference given to an Ohio woman.

Vilva Cory Broeren Scholarship, established in 1997 by Mrs. Vilva C. Broeren, a 50-year member of Chapter DC, California. The earnings are awarded for academic merit scholarships to students attending Cottey College with preference given to students from California.

Josephine Brooke Scholarship, established in 1971 through the bequest of Josephine Brooke. The income is awarded for a scholarship at Cottey College.

Clara Brown Scholarship, established in 1974 by Mrs. R.J. Brown in honor of Chapter CK, Texas. The income is awarded to students with financial need attending Cottey College with preference given to students from Texas and particularly Abilene, Texas.

Dorothy Buchanan Scholarship, established in 2004 in loving remembrance of Dorothy, a 50-plus-year member of P.E.O. by her husband, Thomas, and her children, Deborah and John. The earnings are used to award scholarships to students with financial need.

Kathryn Stephenson Buchinger Scholarship, established in 1980 by Mrs. William G. Buchinger, Chapter AO, Michigan. The income is used as scholarships to students attending Cottey College.

Marie K. Busch Awards, established in 1977 by New York State Chapter, in honor of Marie K. Busch, past president of New York State Chapter and International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees. These are awarded each year to returning students selected as follows: 1) Scholastic Award to a freshman achieving the highest cumulative grade point average. 2) Freshman of the Year Award to an individual selected by students on basis of scholarship, leadership, service (student government), social and community affairs, and integrity.

Arleen M. Carlson Scholarship, established in 2001 by Arleen M. Carlson, a member of Chapter S, Minnesota. The earnings are awarded to deserving students attending Cottey College with preference given to students from Minnesota.

Suzanne Humbert Chamberlin Scholarship, established in 1996 by Mrs. Chamberlin, a member of Chapter NA, Illinois, in memory of her father, Colonel Auguste Humbert, an officer de la Légion d'Honneur, who died in World War I. The income is to be used for scholarships with preference given to students from the Maison d'Education de la Légion d'Honneur.

Harry Chew Scholarship, established in 1979 with gifts from friends, colleagues and students in memory of Harry Chew, a member of the Cottey art faculty for 27 years. The income is awarded to a student studying art at Cottey College.

Helen Church Scholarship, established in 2001 by her son and daughter-in-law, Harrison Leon and Harriet Church. The earnings are used to award scholarships to students attending Cottey College.

Ione Hynds Clark Scholarship, established in 1989 by Dr. Thomas S. Clark in memory of his wife, a member of Chapter BT, Arizona. The income is awarded as scholarships to women attending Cottey College with preference given to students from Sun City, Arizona, and Rolfe, Iowa.

Coca-Cola Scholarship, established in 1997 by the Coca-Cola Foundation. The earnings from this fund are awarded as a scholarship to a second-year student attending Cottey College, in recognition of her participation in socially responsible activities that benefit the Cottey community and/or the area community.

Hester M. Cochran Scholarship, established in 2003 by Susan Cochran Krieg in memory of her mother, a member of Chapter L, Arizona and an Arizona past state president. The earnings are used for scholarships to students attending Cottey College.

Carolyn Dye Cohenour Scholarship, established in 1964 by Mrs. Carolyn Dye Cohenour, a Cottey alumna, of Nevada, Missouri. The income is designated to assist high school graduates from the Nevada area and other students of limited financial resources to attend Cottey College.

Nancy Cole Scholarship, established in 2004 by Charles Cole in memory of his wife, Nancy, a member of Chapter M, North Carolina. The earnings are used to award scholarships to deserving students.

Ruth Connelly Scholarship, established in 1993 by a bequest from Charles Glenn Connelly in memory of his wife. The income provides scholarships to students attending Cottey College.

Daniel Stickney Coombs Scholarship, established in 1975 by the bequest of Mr. Coombs as requested by his wife, Cora Edgington Coombs. Scholarships are awarded by Cottey College to worthy and needy students.

Correll Memorial Scholarship, established in 1987 through the bequest of Mable L. Correll, in memory of her mother, Jennie E. Correll, and herself. The income is awarded as scholarships to students attending Cottey College.

Eloise M. Cost Scholarship, established in 1986 by Mrs. Cost in honor of Dr. Evelyn L. Milam, president of Cottey College 1974-86. As income permits, it is awarded each year at Honors and Awards Convocation as one scholarship of up to \$1,500 or two or more scholarships of no less than \$1,000 each, to students returning for a second year and selected for outstanding achievement combining both academic merit and extracurricular activity.

Cottey College Board of Trustees Scholarship, established in 1999, is awarded to a top academic student based on ACT/SAT scores and grade point average. The scholarship is renewable each semester providing the student earns at least 12 credit hours each semester and maintains a 3.75 cumulative grade point average.

Dorothy Anne Cowles Memorial Scholarship, established in 1974 by Mr. and Mrs. William E. Cowles of Jackson, Mississippi, and friends of the Cowles family, in loving memory of their daughter, a member of the Class of 1974. This scholarship is awarded each year at Honors and Awards Convocation to a returning student who participates wholeheartedly in extracurricular activities and whose personality reflects exuberance and friendly concern for all those in the Cottey community.

Beth Lenore Fuller Cox Scholarship, established in 2001 by her P.E.O. daughters, Barbara Cox Dittmar and Elizabeth Cox Talley, in memory of their mother, who was a 67-year P.E.O. member. The income is to be used to provide scholarships to students attending Cottey College.

Helen D. Crandall Scholarship, established in her memory in 1990 through the bequest of her husband, Byron Crandall. The interest is used to provide scholarships to students with financial need.

Naida Stevenson Cravens Scholarship, established in 1983 through the bequest of Naida S. Cravens, with the income used for annual scholarships to students attending Cottey College.

Cross Memorial Scholarship, established in 1975 by Mary Ethel Cross Partridge of Emporia, Kansas, in memory of her parents, John William and Sara Juliza Cross, and her sister, Maude Lucille Cross. The scholarship is awarded to a returning student with good academic promise.

Ruth F. Crume Scholarship, established in 2001 through the bequest of Ruth Crume, a member of Chapter FH, Missouri. The earnings are awarded as need-based scholarships to students attending Cottey College.

Thelma H. Cuddeback Scholarship, established in 2001 by Dr. Richard B. Cuddeback in memory of his wife, Thelma Cuddeback, a member of Chapter G, Connecticut. The earnings are used as scholarships to students attending Cottey College.

Reba Cunningham Scholarship, established in 1990 by her friends and colleagues in honor of her 23 years of service to Cottey College. The income is used for scholarships awarded to international students.

Hattye R. Dale Scholarship, established in 1987 by Hattye R. Dale, a Cottey College alumna and former staff member. The income is awarded as scholarships to students attending Cottey College.

Mary Knapp Davis Scholarship, established in her memory in 1990 by her husband, Doug Davis, family, friends and members of Chapter KB, Illinois. The income is awarded to students with financial need who have demonstrated high academic achievement as well as leadership and civic responsibility. Preference will be given to qualified students from northern Illinois.

Jean Davison Scholarship, established in 1989 by Gus Davison and Ann Davison Williamson in memory of Jean Davison, a member of Chapter BG, Missouri. The income is used for scholarships to students attending Cottey College.

Marjorie E. Deily Memorial Award, established in 1972 by Mrs. Gladys McCue Thompson, a Cottey alumna, Cottey College Associate and former trustee, and by other friends in loving memory of Marjorie E. Deily. Miss Deily, a member of Chapter KK, Missouri, was director of health services and counselor to Cottey students from 1950-66. The award is presented to a student planning a career in one of the medical or scientific fields.

Ruth G. Demaree Scholarship, established in 1998 by Duane and Ruth Demaree. The earnings are awarded to second-year students with a G.P.A. of 3.0 or better preferably from Arkansas or neighboring state.

Diamond Anniversary Scholarship, established in 2001 with gifts from thousands of P.E.O.s, P.E.O. chapters, alumnae, and friends in commemoration of the 75-year partnership between Cottey College and the P.E.O. Sisterhood. The earnings provide scholarships to students attending Cottey College.

Della M. Doidge and Martha Doidge Keith Scholarship, established in 1983 by the bequest of Della M. Doidge. The income is used for scholarships or loans for needy and deserving students attending Cottey College.

Eliza James Douglas Scholarship, established in 1989 through a bequest by Thomas Wayne Reeder, in memory of his wife's mother. The income is awarded to students attending Cottey College.

Blanche Hinman Dow International Scholarship, established by the Cottey College Alumnae Association in 1973 in loving memory of Dr. Blanche H. Dow, president of Cottey College 1949-65. The recipients of this scholarship are designated by the Alumnae Association.

Marguerite Dray Scholarship, established in 1992 in her memory by her grandchildren. The income is awarded to second-year international students with financial need.

Eva Ellsworth Dungan Scholarship, established in 1964 by Mrs. Eva Ellsworth Dungan of Waverly, Iowa, with the income designated to aid needy and deserving students attending Cottey College.

Emma Birdseye Dunphy Scholarship, established in 1972 through the bequest of Emma B. Dunphy, in memory of her father and mother, John T. and Mary U. Birdseye. The income is awarded to students at Cottey College for outstanding achievement in music.

Marie S. Engle Scholarship, established in 1997 through the bequest of Marie S. Engle. The earnings are awarded as scholarships to students attending Cottey College.

Harriet O. Evans Scholarship, established in 2002 by Colonel John Evans and the family in memory of his wife of 64 years, Harriet O. Evans, a member of Chapter N, Texas. The earnings are used to award scholarships to academically talented students with financial need.

Lucile E. Evans Scholarship, established in 1998, by her niece, Susan Hildebrand, a member of Chapter DB, Arkansas, and her nephew, Jim Hildebrand, in memory of Lucile E. Evans, a member of Chapter P, Nevada. The earnings are used to provide scholarships to students attending Cottey College.

Floella P. Farley Memorial Scholarship, established in 1984 by gifts from Dr. Orpha Stockard, students and friends, in memory of Miss Farley, a member of the Cottey College music faculty 1933-66. The scholarship, based on outstanding achievement in music, is awarded to a student studying music at Cottey College.

Alice Appleget Farr Scholarship, established in 1981 by a bequest from Mrs. Farr, with income awarded as scholarships to young women attending Cottey College.

Mary Anderson Finch Scholarship, established in 2002 by Margaret Church Smith in memory of her great aunt. The earnings are awarded to students who have financial need and a minimum 2.5 grade point average.

Alitha Fireoved Scholarship, established in 2001 through the bequest of Alitha Fireoved. The earnings are used to award scholarships to women attending Cottey College.

Evorie Denny Fisher Scholarship, established in 2003 by Chapter DV, Missouri, with funds bequeathed to the chapter by Mrs. Fisher, a 50-year member of Chapter DV. The earnings are used for scholarships to students attending Cottey College.

Helen F. Flaharty Scholarship, established in 1970 by a gift from the estate of Henry A. Flaharty. The income is used to provide scholarships to deserving students.

Ruby Freese Scholarship, established in 1994 by Chapter B, Alabama, with funds donated by Ruby Freese, a 50-year member of Chapter B. The interest income is used to provide a scholarship for a student attending Cottey College with preference given to a student from Alabama or the southeastern United States.

French Club-Reid Hall Scholarship, established in 1961 by the Cottey College French Club to assist Cottey graduates who wish to pursue their study of French during their third year in a Francophone country.

Don and Alene Freyer Scholarship, established in 1995 by the Freyers in honor of Chapter DD, Arizona. The income is awarded to deserving students attending Cottey College.

Georgia Chapter X Scholarship, established in 2003, in honor of two chapter members, Alice Carlson and Dorothy Henninger, both of whom also served as Georgia State Chapter president. The earnings are used for scholarships to students attending Cottey College.

Myrtle Ivey Gifford Scholarship, established in 1973 by a bequest of Miss Mae J. Ivey, Chapter BK, Minnesota, in loving memory of her sister, Myrtle Ivey Gifford. The income is awarded as scholarships to students attending Cottey College.

Erma L. Glock Scholarship, established in 1993 by Loran and Erma Glock. The income is awarded to a student attending Cottey College with limited financial resources.

Ellen P. Graff Scholarship, established in 1993 through the bequest of Melvin Graff. The income provides scholarships to students attending Cottey College.

Chester H. and Margaret D. Grau Scholarship, established in 2000 through the estate of Margaret Grau. The earnings provide scholarships to students with financial need attending Cottey College.

Harriet Harrington Haas Scholarship, established in 2000 by Raymond Haas in honor of his wife Harriet, a member of Chapter BU, Florida. The earnings are used to provide scholarships to students attending Cottey College.

Hazel L. Hall Music Award, established in 1963 by Arthur F. Hall and Chapter BH, Wisconsin, in memory of Hazel Hall.

Janet Hansen Scholarship, established in 1998 by Janet Hansen, a member of Chapter DW, Wisconsin. The income is used to provide scholarships to students attending Cottey College.

Gayle Harris Scholarship, established in 2004 through the bequest of Miss Harris. The earnings are used to award scholarships to students attending Cottey College.

Ruth Jane Harris Scholarship, established in 1979 by Emogene, of Chapter DD, Oklahoma, and Walter R. Harris, in memory of their daughter. The income is awarded to a deserving student attending Cottey College.

Elizabeth Ann Hawkins Scholarship, established in her memory in 1995 by her family and friends. The income is to be used to provide financial need-based scholarships to non-smoking Colorado students attending Cottey College.

Ann and Gladys Hemsworth Scholarship, established in 1999 by Martin Hemsworth in loving memory of his wife, Ann Moore Hemsworth of Chapter DW, Ohio, and his mother, Gladys Martin Hemsworth of Chapter DM, Nebraska and Chapter FE, Iowa. The earnings are used to provide scholarships to students attending Cottey College.

Jane Henderson Scholarship, established in 2001 through a bequest from Jane Henderson, a member of Chapter IR, Illinois. The earnings are used to award scholarships to music students attending Cottey College with preference given to Illinois women with financial need who are studying piano or organ.

Carol Lea Heppe Scholarship, established in 1994 by Charles Heppe in memory of his wife. The income provides scholarships to students attending Cottey College.

Nettie Hershberger Scholarship, established in 1992 through a bequest of Nettie Hershberger. The income is awarded to students attending Cottey College.

Emma S. Hibbs Scholarship, established in 2002 through the bequest of her son, Sherlock Hibbs. The earnings are awarded to students attending Cottey College.

Lula Badger Hill Scholarship, established in 1986 by Dorothy Hill in memory of her mother, Mrs. J.K. Hill, whose parents homesteaded in Vernon County in 1847. The income is awarded to students attending Cottey College with preference given to students from Nevada or Vernon County, Missouri.

Lois Gillam Hoesly Scholarship, established in 1972 by a bequest of John J. Hoesly. The income is used for international student scholarships.

Nancy Watrud Hoium Scholarship, established in 2003 by Minnesota State Chapter, family, and friends in honor of her service to the P.E.O. Sisterhood. Nancy, a 1956 Cottey alumna, served as president of Minnesota State Chapter and International Chapter of the P.E.O. Sisterhood. The earnings are used to award scholarships to students attending Cottey College.

Holben Twins Scholarship, established in 1987 by Ethel L. Holben Turner, of Chapter AI, Indiana, and Esther L. Holben Sigerfoos, of Chapter BS, Michigan. The income is used for scholarships to deserving Cottey students.

Era E. Holt Speech Award, established in 1940 by the Cooperative Board of Springfield, Missouri, and later funded by Frederic Holt, in memory of his mother. It is presented annually to the first-year student judged to have made the greatest improvement in voice and diction.

Helen L. Honer Scholarship, established in 1999 through Mrs. Honer's charitable remainder trust. The earnings are used to provide scholarships to students attending Cottey College.

Dorothy Johnson Memorial Scholarship, established in 1978 through a gift by Carl W. Johnson, with the income used for scholarships.

Muriel Pleasant Johnson Memorial Award, established in 1971 by Mrs. Don I. Cone, in memory of her beloved daughter. It is awarded to a returning student judged outstanding in the field of music.

Johnston-Shugart Scholarship, established in 2002 by Mary Ellen Johnston, a member of Chapter K, New Mexico. This fund was established in memory of her grandmother, Rena Shugart, Chapter J, New Mexico, and her mother, Jane Shugart Johnston, Chapters J and K, New Mexico. The earnings are awarded as scholarships to young women attending Cottey College.

Kansas State Chapter Scholarship, established in 2004 by Kansas chapters in honor of the 100th anniversary of Kansas State Chapter and the 75-year partnership between P.E.O. and Cottey College. The earnings are used to award scholarships to students attending Cottey College.

Keister Athletic Scholarship, established in 1999 by Lois Keister Bevins, Class of 1947. The earnings are used to provide scholarships to Cottey College students involved in either intercollegiate or intramural athletics.

Miriam K. Kernan Scholarship, established in 1989 by Chapter O, Michigan. The income provides scholarships to students attending Cottey College.

Emma Letts King Scholarship, established in 2000 through the bequest of Lina Gale King, a member of Chapter JA, California. The earnings provide scholarships to deserving students attending Cottey College.

Helen Erosky Kirby Scholarship, established in 2001 by Helen Kirby, a 1953 Cottey graduate and a member of Chapter FS, Kansas. The earnings are used to provide scholarships to students attending Cottey College.

Leora Knight Scholarship, established in 1979 by Chapter E, Alaska, in memory of Leora Knight. The income is awarded as scholarships to students interested in biology or science.

Bernadine H. Lacy Scholarship, established in 1997 through the bequest of Bernadine H. Lacy. The earnings are awarded as need-based scholarships to students attending Cottey College.

Elma Lazarus Memorial Scholarship, established in 1981 by Chapter AM, Minnesota, with funds bequeathed by a member to the chapter. The income is awarded as scholarships to students attending Cottey College on the basis of need with preference given to students from Minnesota.

Sylvia Garrison Lee Scholarship, established in 1993 through the bequest of Edwin H. Lee and Sylvia Garrison Lee. The income is awarded to students attending Cottey College.

Christine Stout Lewis Scholarship, established in 1993, by Christine S. Lewis. The income is used as scholarships for students attending Cottey College with preference given to those students with financial need.

Lena M. Lock Scholarship, established in 1998 by Lena Lock, a member of KX, Iowa. The earnings are used to provide scholarships to students attending Cottey College.

Louisiana State Chapter Scholarship, established in 2003 by Louisiana State Chapter in honor of all the Louisiana chapters. The earnings are used for scholarships to students attending Cottey College.

Marguerite M. Lowe Scholarship, established in 1980 by a bequest of Marguerite M. Lowe. The earnings are used to provide scholarships at Cottey College to deserving students.

Charlotte M. MacDonald Scholarship, established in 1987 through a bequest from Charlotte M. MacDonald. The income is used for deserving students who wish to attend Cottey College.

Mary Jackson Martin Memorial Scholarship, established in 1984 with a gift from the estate of Betty Martin, Chapter JQ, California, in memory of her stepmother, a charter member and first president of Chapter JQ. The income is awarded to deserving students attending Cottey College.

R. J. Martin Memorial Award, established in 1974 by the board of trustees in loving memory of their dedicated colleague, of Columbia, Missouri, who served as a member of the board from 1967-73. An engineer by profession, Mr. Martin was instrumental in advancing the completion of the Hinkhouse Center and initiating plans for the Academic Building. This award is presented to a first-year student who is among the top five percent of her class in academic rank.

Martin-Wentzell Scholarship, established in 1984 by Roy J. and Margie G. Martin in honor of Margie G. Martin, Lincoln, Nebraska, and Ethel L. Wentzell, Worcester, Massachusetts, in consideration of their association and sisterly love of P.E.O. Chapter FF, Nebraska; Chapters DL and FL, Oklahoma; and Chapter R, Massachusetts. The income is awarded as scholarships to women attending Cottey College with preference to students from Nebraska, Oklahoma and Massachusetts.

Mabel E. Maxcy Scholarship, established in 2002 through the bequest of Mabel E. Maxcy in honor of Chapter U, Texas. The earnings are used to award scholarships to women from Texas attending Cottey College.

Lydia D. Mayer Scholarship, established in 1988 by her friends and mother, Virginia Casey Mayer, a 1949 Cottey graduate. The income is used to provide scholarships to deserving Cottey students.

Margaret Looney McAllen Scholarship, established in 2002 by Margaret Looney McAllen, a member of Chapter EN, Texas and Class of 1955. The earnings are to provide scholarships to students with financial need who have demonstrated high academic achievement. Preference is given to Texas students interested in careers in education.

Lida Windemuth McBeath Scholarship, established in 2003 through the bequest of Lida Windemuth McBeath, a member of Chapter AE, Wisconsin. The earnings are used to award scholarships to women attending Cottey College.

VeMae Sanders McNees Scholarship, established in 2001 by VeMae McNees, a member of Chapter A, Washington. The earnings are awarded to students from Washington and Alaska who have demonstrated high scholastic aptitude and moral character.

Tsung-Ying Chang Miao Memorial Scholarship, established in 1986 by her daughter, Judy C. Miao, a 1964 Cottey graduate, in recognition of her unselfish promotion of education. The income is awarded as scholarships to students with financial need with preference to students from the People's Republic of China, Taiwan, United States or other international students.

Dr. Evelyn L. Milam Scholarship, established in 1985 by the Cottey College Board of Trustees in honor of Dr. Evelyn L. Milam, president of Cottey College 1974-86. The income is used for scholarships to students attending Cottey College.

Minnesota Chapter R Scholarship, established in 1978 by Mrs. J.R. Duke, a member of Chapter R, Minnesota. The income provides scholarships to students attending Cottey College.

Missouri Chapter FQ Scholarship, established in 2003 by Chapter FQ, Missouri. The earnings are used to award scholarships to students attending Cottey College.

Missouri Chapter HR Scholarship, established in 1981 by Chapter HR, Missouri. The income is awarded as scholarships to Missouri students with preference to residents of Phelps County who demonstrate academic achievement, leadership ability and the ideals of Cottey College.

Lola Morton Moore Scholarship, established in 1998 by Robert A. and Mary Moore Plane, Class of 1946, in memory of Mary's mother, a member of Chapter CF, Illinois. The earnings are used as an award to a returning student selected on the basis of achievement and promise in the fields of math or science.

Mabel M. Morhart Scholarship, established in 1974 through the bequest of Elbert L. Morhart in honor of his wife, a member of Chapter Y, Nebraska. Scholarships are restricted to deserving students from Nebraska with financial need.

Phyllis A. Mundy Scholarship, established in 2000 by Phyllis A. Mundy, of Chapter EJ, Texas. The income is used to provide scholarships to students attending Cottey College with financial need and with a preference given to students from Texas.

New Jersey State Chapter 60th Anniversary Scholarship, established by New Jersey State Chapter in 2002 in celebration of the 60th anniversary of New Jersey State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Dwight E. and Ida Curry Newberg Scholarship, established in 1998 by Ida Curry Newberg in memory of her husband, Dwight. The earnings are used to provide scholarships to students attending Cottey College.

William and Doris Greenstreet Niemann Scholarship, established in 1998 by Doris Niemann, in memory of her parents, John Coleman Greenstreet and Wilma Greenstreet. Mrs. Niemann is a 1945 graduate of Cottey College and a member of Chapter GC, Illinois. The income is used to provide scholarships to non-smoking students attending Cottey College.

Martha Norris Scholarship, established in 1993 by Clifford Norris in memory of his wife, Martha Heidenreich Norris, a 1930 graduate of Cottey College. The income provides scholarships to students attending Cottey College.

Irene Osthoff Award, established in 1987 with gifts from friends and colleagues in honor of Irene Osthoff, a member of the Cottey faculty from 1970-87. It is awarded to a returning student who, by the vote of the faculty, has been judged to exhibit to an unusual degree the qualities of perseverance, courage and grace under adversity.

Patricia Ozmun Memorial Scholarship, established in her memory in 1992 by her husband, Lyle Ozmun, P.E.O. daughters Sandy Ozmun McDaniel and Patty Ozmun Bullock, family, friends and members of Chapter DX, Dallas, Texas. The income is used for scholarships to students from Texas to attend Cottey College.

Genevieve Stout Palmer Scholarship, established in 1974 by Dr. and Mrs. John B. Stout, of Tulsa, Oklahoma, in loving memory of their daughter, Mrs. Genevieve Stout Palmer, and by her husband, Robert E. Palmer. The income is restricted to a scholarship for a needy student judged outstanding in the field of piano.

Parris Scholarship, established in 1986 by a bequest of Janet I. Parris, with the income awarded to students with financial need, and ranked in the upper ten percent of their high school graduating class.

Ruby Patterson Memorial Scholarship, established in 1980 by Chapter BO, Colorado, with funds bequeathed by this member to the chapter. The income is used for scholarships for deserving students from Colorado with preference given to students from the Pikes Peak area.

Ruth Brenizer Peasley Scholarship, established in 2000 through the bequest of Ruth Brenizer Peasley, a member of Chapter H, Pennsylvania. The earnings provide scholarships to deserving students attending Cottey College.

Dorothy Virginia Peek Scholarship, established in 1987 by Dorothy V. Peek. The income is used to provide a scholarship to a U.S. citizen with preference given to a student from Missouri.

Helen Robinson Petersen Scholarship, established in 1989 by Robert G. Robinson in honor of his sister. The income is used for scholarships awarded to first-year Cottey students who are nonsmoking citizens of the United States.

Gladys Petters Scholarship, established in 2001 through the bequest of Gladys Petters. The earnings are awarded as scholarships to students attending Cottey College.

Physical Plant Scholarship, established in 1984 by Cottey College Physical Plant staff. The income is used to provide scholarships to returning students.

Mary E. Pickett Scholarship, established in 1994 through the bequest of Barbara Jean Pickett. The income provides scholarships to second-year students attending Cottey College.

LaVon Poquet Scholarship, established in 1999 through the estate of LaVon Poquet by Chapter KN, Illinois. The income is awarded as scholarships for students attending Cottey College with preference given to students from Illinois.

Dorothy M. Potts Scholarship, established in 1975 by Richard B. Potts, Victoria A. Potts and Nancy Potts Spencer in memory of Dorothy M. Potts. The scholarship is awarded to a Sacramento, California, area student attending Cottey College.

Preston Memorial Art Award, established in 1959 by Miss Hester Preston, a Cottey alumna and former art teacher at Cottey, in memory of her mother, Mary B. Preston. It is awarded to a returning student selected on the basis of achievement and promise in the field of art.

Alice H. Quigley Scholarship, established in 1998 by Chapter DH, Ann Arbor, Michigan, with funds bequeathed to the chapter by Alice H. Quigley. The income provides scholarships to deserving students attending Cottey College, with preference given to students from Michigan.

Foy Cleveland Real and Helen Logan Real Scholarship, established in 1996 through the bequest of Helen Logan Real, a 1930 graduate of Cottey College Academy. The income is awarded to students attending Cottey College from Nevada, Missouri.

Ida Mae Reeder Scholarship, established in 1989 through a bequest by Thomas Wayne Reeder, in memory of his mother. The income is awarded to students attending Cottey College.

Donna Rhoades Scholarship, established in her memory in 1991 by her family and friends. The income is used to provide scholarships for young women attending Cottey College interested in becoming teachers.

Pearl C. Richardson Scholarship, established in 1979 by Robert B. Richardson in memory of his wife. The income is used for scholarships to students attending Cottey College.

Annette Kelly Riddering Scholarship, established in 1988 by Chapter BL, Michigan, with funds bequeathed by Mrs. Riddering to the chapter. The income is awarded as scholarships to deserving students attending Cottey College.

Evelyn Ridgway Scholarship, established in 1992 in her memory by Ethel Ridgway, a member of Chapter CW, Kansas. The income is awarded as scholarships to students attending Cottey College with preference given to students interested in music or music education.

Frank and Vivian Riechers Scholarship, established in 2002 through the bequest of Vivian Adeline Riechers. The earnings are used to award scholarships to women from Texas attending Cottey College.

Barton Hoxie Robinson Scholarship, established in 1986 by Robert G. Robinson in memory of his brother, Barton Hoxie Robinson. The income is used for scholarships to first-year students who are nonsmoking citizens of the United States.

Bess and Elizabeth Robinson Scholarship, established in 1983 by Robert G. Robinson in memory of his mother, Bess, and his sister, Elizabeth, who were P.E.O.s. The income is used for scholarships to first-year students who are nonsmoking citizens of the United States.

Elizabeth V. and George M. Robinson Scholarship, established in 1998 by Mrs. Robinson, a member of Chapter BH, Illinois. The earnings are awarded as scholarships to deserving students attending Cottey College.

I. Barton Robinson Scholarship, established in 1995 by Robert G. Robinson in memory of his father, I. Barton Robinson. The income is used for scholarships to first-year students who are nonsmoking citizens of the United States.

Robert G. Robinson Scholarship, established in 1992 by Robert G. Robinson. The income is used for scholarships to first-year students who are nonsmoking citizens of the United States.

Barbara Simpson Romanovich Scholarship, established in 1996 by Anthony J. Romanovich in memory of his wife, Barbara, of Chapter JB, Illinois. The income earnings are awarded to students attending Cottey College.

Louise Rothenberger Memorial Scholarship, established in 1971 by a bequest of Louise Rothenberger, Chapter I, Arizona. This scholarship is awarded to a deserving and worthy young woman.

Evelyn Sampson Piano Scholarship, established in 2002 through the bequest of Evelyn Sampson, a member of Chapter AG, North Dakota, and lifelong musician. The earnings are used to award scholarships to second-year students studying piano.

Jane M. I. Schmalz Scholarship, established in 1988 by Dr. A. Chandler Schmalz with gifts from family and friends, in loving memory of his wife, a member of Chapter AR, Georgia. The income provides scholarships to students attending Cottey College with preference given to students from Georgia.

Edwardena H. Schneider Scholarship, established in 2003 by Arizona State Chapter with funds bequeathed to the state by Mrs. Schneider, a member of Chapter CH, Arizona. The earnings are used to award scholarships to deserving students attending Cottey College with preference given to students from Arizona.

Ruth Klepper Settle Memorial Scholarship, established in 1984 by J.A. Ballard with funds from the estate of his cousin, Mrs. Ruth Klepper Settle, of Chapter AK, Little Rock, Arkansas. The income is used for scholarships with preference given to students interested in music education.

Dee M. Sheffield Scholarship, established in 2001 by Gordon H. Sheffield in memory of his wife, Dorothy M. "Dee" Sheffield, a charter member of Chapter CH, Arizona. The earnings are used for scholarships to returning Cottey students interested in the field of education.

Edna Z. Sheffield Memorial Scholarship, established in 1984 by Gordon H. and Dorothy M. Sheffield, of Sun City, Arizona, in memory of his mother, Edna Z. Sheffield, of Chapter EP, Storm Lake, Iowa. The income is used for scholarships to second-year students with preference given to students interested in music.

Geneva E. Taylor Sheppley Scholarship, established in 1993 by Geneva E. Sheppley of Chapter HL, Iowa. The income is used as scholarships to students attending Cottey College.

Frances G. Shoolroy Scholarship, established in 2001 by Frances Shoolroy, a member of Chapter DF, Ohio. The earnings are awarded as scholarships to students attending Cottey College.

Mabelle and Harry Short Scholarship, established in 1972 by a gift from Mr. and Mrs. Harry B. Short of Houston, Texas, to provide financial assistance to deserving students and to encourage applicants from the state of Texas as well as other states.

Francys Scott Sigler Scholarship, established in perpetuity in 1992 by Maurice Sigler in memory of his wife, a 1927 graduate of Cottey College and a member of Chapter CP, Florida. The interest earnings are used to provide at least one full scholarship to a student attending Cottey College who has demonstrated financial need.

Eva Leonard Siler Scholarship, established by Robert Siler in 2002 to honor the memory of his mother, Eva Leonard Siler, and wife, Dorothy Kendrick Siler, and as a tribute to his daughters, Dana Siler Wilson and Christine Kamper Siler. The earnings are used to award scholarships to students attending Cottey College.

Lola J. Sloan Scholarship, established in 1982 through a bequest by Mrs. Lola J. Sloan. Preference is given to an Ottawa High School (Kansas) student with financial need.

Lucille H. Smith Scholarship for Foreign Study, established in 1985 by the Illinois State Chapter, in honor of Lucille H. Smith, president of International Chapter of the P.E.O. Sisterhood, 1983-85. The income is awarded as a scholarship to a young woman attending Cottey for study abroad during her third or fourth year at a college or university, or to a Cottey student who wants to study abroad for a summer, or to a Cottey alumna for study abroad.

Mary Jane Kunkler Smith Scholarship, established in 1992 by Mary Potter Kunkler and Ann E. Self. The income is used to provide a scholarship for a student attending Cottey College with preference given to a student from Kentucky.

Susan F. Smith Scholarship, established in 2001 by Larry and Susan Smith, a member of Chapter DA, Ohio, and past president of Ohio State Chapter. The earnings are awarded as scholarships to students attending Cottey College.

Hester South Scholarship, established in 1996 through her bequest. The earnings are to be used to provide scholarships to qualified Ohio students attending Cottey College.

Mary Ellen Stadler Scholarship, established in 2001 by Chapter L, Kansas, through the bequest of Mary Ellen Stadler. The earnings are awarded to students on the basis of need and/or merit, with preference given to students from Kansas and/or students interested in education and/or English.

Dottie S. Stagg Scholarship, established in 1997 by Robert E. Stagg in honor of his wife, Dottie, past state president of Georgia State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Lois A. Stevens Scholarship, established in 1997 through the bequest of Ms. Stevens. The earnings are to be used to provide scholarships of up to one-half the cost of tuition, room and board to academically-meritorious students.

Orpha L. Stockard Scholarship, established in 1985 by Dr. Stockard's family, students and friends. The income is awarded as scholarships to students studying at Cottey College with preference given to students interested in English.

Eloise Eastman Stoltenberg Scholarship, established in 1999 through a bequest from her husband Roman Donald Stoltenberg. The earnings are used to provide scholarships or loans to students attending Cottey College.

Myra Jane Lind-Stott Scholarship, established in 1981 by William I. Stott, Grosse Pointe Woods, Michigan, in memory of his late wife, Myra Jane Lind-Stott, of Chapter CV, Michigan. The income is awarded as scholarships to deserving young women attending Cottey College.

Ruth W. Stout Memorial Scholarship, established in 1979 by Carl R. Stout of Little Rock, Arkansas, in loving memory of his wife, Ruth W. Stout, of Chapter W, Arkansas. The income is used to award scholarships to young women attending Cottey College who have financial need with preference to residents of Pulaski County, Arkansas, or residents of Arkansas.

Lu Stover Scholarship, established in 1993 by Howard Stover and friends, in memory of his wife, a Cottey College Associate. The income is used as scholarships to students attending Cottey College.

Student Life Scholarship, established in 2001 by the Cottey College student life staff. The earnings are awarded to returning students who are active in campus and/or community activities and demonstrate leadership, character, integrity, and enthusiasm for life.

Mary K. Sunderlin Scholarship, established in 1981 by Mrs. Donald Sunderlin, Chapter H, North Carolina, and former president, Delray Beach, Florida, P.E.O. Group. The income is used as scholarships to students attending Cottey College.

Dorothy S. Sutherland Scholarship, established in 2003 by Dorothy S. Janke, Donald R. Sutherland, and Robert L. Sutherland in memory of their mother. The earnings are used to award scholarships to full-time students attending Cottey College who have and maintain a minimum 2.0 grade point average and demonstrated financial need.

Charity Palmer Taylor Scholarship, established in 1977 by Margaret Taylor Stainton and Robert L. Taylor, in memory of their mother. The income is used to provide scholarships at Cottey College to deserving students.

Dorothy Lee Therrell Scholarship, established 1993 through the bequest of Dorothy Lee Therrell. The income provides scholarships to students attending Cottey College.

Gladys and George Thompson Scholarship established in 1996 through the bequest of Gladys McCue Thompson, Class of 1914. The interest is to be used to award scholarships to Cottey students studying either art or music.

Miriam C. Thorn Scholarship, established in 2001 through the bequest of Miriam C. Thorn, a member of Chapter BK, Texas. The earnings are awarded as scholarships to students attending Cottey College.

Dorothy and John Tierney Family Scholarship, established in 2000 by Dorothy and John Tierney. The income is awarded to students attending Cottey College.

Margaret Todd Scholarship, established in 1973 by a bequest from Mrs. Dean Edgington Todd, of Los Angeles, California, in loving memory of her daughter. The income is used for scholarships to students attending Cottey College with preference given to those with financial need.

Sally Zoekler Todd Scholarship, established in 1995 by Robert and Sally Todd in recognition of the love demonstrated in Chapter IB, Iowa, Chapter BH, Indiana, and Chapters Q and AL in New Jersey. The scholarship is awarded to a deserving returning student, with preference given to students from Iowa, Indiana and New Jersey.

Mabel Danford and Emma Toulouse Scholarship, established in 1997 by Robert B. and Virginia Danford Toulouse as a memorial tribute to their mothers. Mabel Danford, a P.E.O. for 34 years, was a member of Chapter P, Missouri, and Emma Toulouse, a P.E.O. for 56 years, was a member of Chapter EC, Missouri. The earnings provide scholarships to students attending Cottey College.

Tschiffely-Fish-Moyer Scholarship, established in 1978 to honor the memory of Lacey Balch Rice Tschiffely and her daughters, Elberta Tschiffely-Fish and Dorothy Tschiffely-Moyer. It is awarded to a deserving student with preference given to a returning student with financial need.

Fred, Mattie and Helen Turner Scholarship, established in 1998 through the bequest of Helen Turner. The income is used to provide scholarships to students of high academic merit attending Cottey College.

Frances B. Tyson Scholarship, established in 1979 by Evelyn T. O'Brien, of Chapter G, New Jersey, in memory of her mother, Frances B. Tyson, M.D., also of Chapter G. The income is used as scholarships to students attending Cottey College.

Zelma Fabra VanderLinden Scholarship, established in 2003 by Zelma Fabra VanderLinden, a 1924 graduate of Cottey College. The earnings are used to provide scholarships to students attending Cottey College.

Alberta Wood Virden Scholarship, established in 1992 through the bequest of Mr. and Mrs. Charles R. Virden. Alberta Wood Virden was a student at Cottey College in the 1920s. The income is used to provide scholarships to students with financial need.

Jean Both Wadsworth Scholarship, established in 2001 by Jean Both Wadsworth, a member of Chapter DD, Illinois. The earnings are used to award merit-based scholarships to women attending Cottey College who have demonstrated good moral character and have the capacity for leadership and good citizenship.

Mary Jane Wall and Minnie Ellen Wall Scholarship, established in 1987 through a bequest by Mary Jane Wall. The income is used for scholarships with preference given to middle-class students with average GPAs and to re-entry women who have taken a hiatus in their educational program to raise a family.

Edith Markham Wallace Scholarship, established in 1991 through the bequest of Rhea Pinckney. The income is awarded as scholarships for students attending Cottey College with a preference given to students from Washington.

Mabel Dymond Wallis Scholarship, established in 1970 by a bequest of Mrs. Mabel Dymond Wallis of Clearwater, Florida. The scholarship is restricted to aid international students.

Helen and George Washburn International Student Scholarship, established in 2004 by friends and colleagues in tribute to their 18-year service to Cottey College. The earnings are used to award scholarships to international students attending Cottey College.

Emily J. Weills Memorial Scholarship, established in 1975 by the bequest of Emily J. Weills. Scholarships are awarded by Cottey College, at its discretion, to women of any race, creed, or nationality, who are, or expect to become, members of the student body.

Nell Terrill Burton Welch Scholarship, established in 1979 by Bee Spanswick and Edythe B. Magruder, in memory of their sister. Income is used as a scholarship to a student attending Cottey College with preference being given to international students.

Florence Rice Wellman Memorial Award, established in 1972 by the bequest of Florence Rice Wellman, a longtime member of Chapter W, California, and Chapter N, Minnesota. This award is given to a returning student who has distinguished herself in one of the fine arts.

Stella M. Wentworth Scholarship, established in 1979 through a bequest from Stella M. Wentworth, in memory of her mother, Abia R. Wentworth, of Chapter A, Missouri. The income is used for international student scholarships.

Audrey Parrish White Scholarship, established in 1988 by Audrey White, of Chapter IO, Kansas. The income is used as scholarships to students with high academic achievements in English.

Gladys H.G. Wiedemann Scholarship, established in 1979 by Mrs. K.T. Wiedemann, of Chapter DX, Wichita, Kansas. The income is used as scholarships to worthy students attending Cottey College.

Florence Cheney Wightman Scholarship, established in 1976 by the bequest of Esther M. Blum, provides scholarships to worthy and needy students.

Wiley Scholarship, established in 1984 by the bequests of Herbert C. Wiley and Betty Wiley. The income provides scholarships to worthy students attending Cottey College.

Velma Covert Wilson Scholarship, established in 2000 through the bequest of Arthur Philip Wilson, Jr., in memory of his mother, a member of Chapter CH, Nebraska. The earnings provide scholarships to students attending Cottey College with preference given to students from Columbus, Nebraska.

Ella M. Witter Scholarship, established in 1971 by the bequest of Miss Ella M. Witter of Storm Lake, Iowa, to aid deserving students.

Velma Wood Young and Louise Wood Washburn Scholarship, established in 1985 by a bequest from Louise Wood Washburn. The income is used for scholarships to students at Cottey College.

LOAN FUNDS

Janet Hunt Bellinger Loan Fund, established in 1997 through the bequest of Ms. Bellinger, a member of Chapter GQ, Iowa.

Edith Morgan Briggs Loan Fund, established in 1963 by a gift from Edward M. Briggs of Cincinnati, Ohio, in memory of Edith Morgan Briggs.

Howard S. and Maxine H. Elliott Educational Loan Fund, established in 1996 through a bequest from Howard S. Elliott of Grand Junction, Colorado.

Velda Medlock Gustlin Student Loan Fund, established in 1974 by Clarence Gustlin of Los Angeles, California, in loving memory of his wife, Velda Medlock Gustlin, a member of Chapter DI, California. Due to the Gustlin's lifelong interest in promoting musicians' careers, preference is given to students whose educational emphasis is music.

Lois Corrough Holley Loan Fund, established in 1961 through a bequest of Mrs. Maud H. Corrough of Grinnell, Iowa, in memory of Mrs. Lois Corrough Holley.

Lynn Loan Fund, established in 1959 by J.W. Lynn of Kansas City, Missouri, in memory of his wife, Agnes N. Lynn. The fund is used for small, short term loans to students enrolled at Cottey.

Richard L. Sawyers Loan Fund, established in 1997 through a bequest from Mr. Sawyers of Savannah, Missouri.

Solum Loan Fund, established in 1991 through the trust of Wallace Alden Solum and Gertrude Christine Solum.

Louise Wood Washburn and Velma Wood Young Student Loan Fund, established by William A. Washburn of Waco, Texas, in honor of his wife, Louise Wood Washburn and her sister, Velma Wood Young, both members of Chapter E, Texas.



Cottey students have many opportunities to volunteer in the community.

THE FACULTY

Faculty members at Cottey College are selected on the basis of academic preparation, teaching effectiveness, experience in their teaching fields, and commitment to the philosophy of the liberal arts and Cottey. Ninety-one percent possess the doctorate or terminal degree within their field. Dates indicate the year of appointment to the faculty or staff.

Rusalyn Andrews, Professor of Theatre and Speech. Margaret Emily Stoner
Professor of Speech and Drama.

B.S., Southwest Missouri State University; M.S., Illinois State University; Ph.D., Southern Illinois University at Carbondale. (1997)

Michel Ashmore, Associate Professor of Music (Piano).

B.Mus., Eastman School of Music, New York; M.Mus., University of Oklahoma. (1972)

Richard L. Brown, Professor of Spanish.

B.Mus., M.A., Ph.D., Texas Tech University. (1981)

Anne Bunton, Professor of Economics and Business. Sherlock Hibbs Professor of Economics.

B.A., University of Missouri; M.A., University of Kansas; Ph.D., University of Missouri at Columbia; Certified Public Accountant. (1979)

Theresa Burger, Professor of Physical Education.

B.A., M.S., City University of New York Queens College. (1997)

Susan Callahan, Associate Professor of Mathematics.

B.S., M.S., University of Missouri at Rolla. (1980)

Catherine E. Campbell, Professor of French.

A.B., Mount Holyoke College, Massachusetts; M.A., Colgate University, New York; Ph.D., University of Missouri at Columbia. (1982)

Michael Denison, Associate Professor of Theatre and Speech.

B.A., M.A., Bowling Green State University. (2000)

Michael J. Emery, Professor of English. Hattie B. Touhy Professor of English.

B.A., University of Texas at El Paso; M.A., Ph.D., State University of New York at Binghamton. (1989)

Angela Firkus, Associate Professor of History.

B.A., M.A., University of Wisconsin at Eau Claire; Ph.D., Purdue University, Indiana. (1999)

Rosemary Fowler, Professor of Chemistry. Eloise M. Cost Professor of Science.

B.S., East Texas State University; M.S., Ph.D., Robert A. Welch Post-doctoral Fellow, Texas Woman's University. (1977)

L. Bruce Holman, Professor of Art.

B.A., University of Missouri at Kansas City; M.A., M.F.A., Ph.D., Syracuse University, New York. (1983)

Haley Hoss Jameson, Assistant Professor of Dance.

B.S., Kansas State University; M.F.A., Texas Woman's University. (2003)

Robert L. Jones, Professor of Biology.

B.A., Butler University, Indiana; M.A.T., Ph.D., Indiana University. (1991)

Dyke Kiel, Professor of Music (Instrumental). Gene Wild-Missouri Professor of Fine Arts.

B.Mus., M.A. Sam Houston State University, Texas; Ph.D., University of North Texas. (1981)

Mary E. Kitterman, Vice President for Academic Affairs and Professor of English.

B.S., University of Kansas; M.A., Northwestern University, Illinois; M.A., University of Richmond, Virginia; Ph.D., University of Virginia. (2002)

Mary McNeerney, Associate Professor of Education and Advisement Coordinator.

B.S., Mt. Saint Scholastica College, Kansas; M.S.Ed., Northern Illinois University. (1980)

Sinan Ozkal, Professor of Physics and Astronomy. Iva Corpstein Professor of Science.

B.S., University of Ankara, Turkey; M.S., Ph.D., University of Missouri at Rolla. (1980)

Mark Pearson, Professor of German.

B.A., University of Kansas; M.A., University of Cincinnati, Ohio; M.A., Ph.D., University of Kansas. (1991)

Don Perkins, Associate Professor of English.

B.A., Ball State University, Indiana; M.A., Ph.D., University of Wisconsin at Milwaukee. (1993)

Chris L. Peterson, Associate Professor of Biology.

B.S., M.A., Southwest Missouri State University; Ph.D., University of Missouri at Columbia. (1991)

Karen Polon, Associate Professor of Physical Education.

B.S., M.A., Kent State University, Ohio. (1993)

Debi Reed-Hill, Associate Professor of Sociology. Claire (Clara) Dooner Phillips Professor of Social Science.

B.S., Pittsburg State University, Kansas; M.Ed., Central State University, Oklahoma; Ph.D., Oklahoma State University. (1996)

Melinda Rhodes, Lecturer of English and Journalism and Assistant Dean of the Faculty.

B.A., Missouri Southern State University; M.A., Ed.S., Pittsburg State University, Kansas; Ph.D. Candidate, University of Nebraska at Lincoln. (1999)

Derek Rivard, Assistant Professor of History.

B.A., Ripon College, Wisconsin; M.A., Ph.D., Fordham University, New York. (2001)

Judy R. Rogers, President of the College and Professor of English.
B.A., Centre College, Kentucky; M.A., Ph.D., University of North Carolina at Chapel Hill.
(2004)

Brenda Ross, Professor of Chemistry.
B.S., University of Nebraska at Lincoln; Ph.D., Yale University, Connecticut. (1996)

Kevin Rouintree, Assistant Professor of Philosophy. Virginia Alice Cottey Stockard Associate
in Religion and Ethics.
B.A., Anderson University, Indiana; M.A., University of Nebraska at Lincoln; Ph.D., University
of Texas at Austin. (2001)

Leroy Sikes, Assistant Professor of Mathematics.
B.S., Southwest Baptist University, Missouri; M.A., University of Arkansas. (1985)

Rand Smith, Assistant Professor of Art.
B.F.A., Brigham Young University, Utah; M.F.A., Arizona State University. (2000)

Theresa Spencer, Associate Professor of Music (Voice).
B.A., Tift College, Georgia; M.A., M.F.A., University of Iowa. (1986)

Trisha Stubblefield, Assistant Professor of English. Harmon Associate in English.
B.M., B.A., Converse College, South Carolina; M.A., Ph.D., University of South Carolina.
(2001)

Kathryn Taylor, Assistant Professor of Computer Science.
B.S., Eastern Kentucky University; M.S., Southern Illinois University at Carbondale. (1999)

Julie Tietz, Associate Professor of Psychology.
B.A., Rice University, Texas; M.A., Ph.D., Texas Tech University. (2001)

COTTEY COLLEGE EMERITI

Inez Byer, Professor Emerita of Philosophy and Religion.
Ph.D., University of Missouri at Columbia. (1964-2001)

Reba E. Cunningham, Professor Emerita of Psychology.
M.S., Pittsburg State University, Kansas. (1966-1989)

Jean Edwards, Librarian Emerita.
M.S., Wayne State University, Nebraska. (1968-1986)

Alfred Fenske, Professor Emeritus of Drama and Speech.
M.F.A., Goodman Theater School of Drama, Art Institute of Chicago, Illinois. (1970-1999)

Marjorie H. Goss, Professor Emerita of English.
Ph.D., University of Oregon. (1971-1993)

Henry M. Gregory, Professor Emeritus of Religion.
Ph.D., Southern Baptist Theological Seminary, Kentucky. (1953-1985)

- Cornelia K. Hawkins**, Librarian Emerita.
M.A., Vanderbilt University, Tennessee. (1966-1985)
- Nancy Haynes**, Professor Emerita of Drama and Speech.
Ph.D., University of Colorado at Boulder. (1958-64, 1980-1997)
- Donald H. Lamore**, Professor Emeritus of French.
Doctorat d'Université, Université d'Aix-Marseilles, France. (1958-1982)
- Marie L. Lamore**, Professor Emerita of French.
Doctorat d'Université, Université d'Aix-Marseilles, France. (1959-1982)
- Sharon Lansing**, Professor Emerita of Psychology.
Ph.D., Wayne State University, Michigan. (1987-2001)
- Donna Lynde**, Professor Emerita of Art.
M.F.A., Universidad de Guanajuato, Mexico. (1974-1996)
- F. Kirk Metzger**, Professor Emeritus of History.
Ph.D., Rutgers University, New Jersey. (1977-1997)
- Evelyn L. Milam**, President Emerita.
Ph.D., University of Wyoming. (1974-1986)
- Jeanette Morrison**, Professor Emerita of Art.
M.A., University of Chicago. (1934-1968)
- Charles C. Nash**, Professor Emeritus of English.
Ph.D., University of Minnesota. (1973-2004)
- Donna Needham**, Professor Emerita of Physical Education.
M.S., Pittsburg State University, Kansas. (1962-1997)
- Ernestine Norton**, Professor Emerita of English.
M.A., Vanderbilt University, Tennessee. (1964-1990)
- Helen R. Washburn**, President Emerita.
B.S.Ed., M.Ed., University of Idaho; Ph.D., University of Oregon. (1986-2004)

THE ADMINISTRATION

President of the College

Judy R. Rogers, President.

B.A., Centre College, Kentucky; M.A., Ph.D., University of North Carolina at Chapel Hill. (2004)

Patricia Bobbett, Assistant to the President and Secretary to the Board. (1987)

Becky Penn, Secretary

A.D., Fort Scott Community College. (1996)

Academic Affairs

Mary E. Kitterman, Vice President for Academic Affairs and Dean of the Faculty.

B.S., University of Kansas; M.A., Northwestern University, Illinois; M.A., University of Richmond, Virginia; Ph.D., University of Virginia. (2002)

Janie Bossert, Assistant Dean for Academic Administration, Registrar, and International Student Coordinator.

B.A., Hawaii Loa College. (1991)

Melinda Rhodes, Assistant Dean of the Faculty.

B.A., Missouri Southern State University; M.A., Ed.S., Pittsburg State University, Kansas; Ph.D. Candidate, University of Nebraska at Lincoln. (1999)

Nancy D. Kerbs, Coordinator of Institutional Research.

A.A., Cottey College; B.A., University of California at Berkeley. (1981)

Rebecca Kiel, Acting Director of the Library.

B.A., Sam Houston State University, Texas; M.L.S., North Texas State University. (1985)

Mary McNeerney, Advisement Coordinator and Coordinator of Student Disability Services.

B.S., Mt. Saint Scholastica College, Kansas; M.S.Ed., Northern Illinois University. (1980)

Susan Yoss, Transfer and Career Planning Coordinator.

B.A., College of the Ozarks, Missouri; M.S. Southwest Missouri State University; Licensed Professional Counselor and Certified Rehabilitation Counselor. (2002)

Deana Kerbs, Administrative Secretary. (1981)

Jeanne Besaw, Library Assistant. (2003)

Deborah Garten, Library Assistant. (2000)

Arlene Good, Staff Secretary. (1992)

Linda Gundy, Staff Secretary. (1989)

June Woods, Library Assistant. (2003)

Admission and Financial Aid

Marjorie J. Cooke, Dean of Enrollment Management.
B.A., Drew University, New Jersey. (2001)

Sherry Pennington, Coordinator of Financial Aid.
B.B.A., Pittsburg State University, Kansas. (1998)

Becky Wehmueller, Admission Representative.
A.S., Cottey College; B.A., Fresno Pacific University, California. (2001)

Betsy Leighninger, Admission Representative.
B.S., Southwest Missouri State University. (2001)

Taryn Sprankles, Admission Representative.
A.A., Cottey College; B.S., Oregon State University. (2002)

Theresa Lee, Administrative Secretary. (1998)

Angie Newton, Staff Secretary. (2003)

Kathe Dipman, Staff Secretary. (2001)

Athletic Department

Dave Ketterman, Athletic Director/Basketball Coach, and Lecturer of Physical Education.
B.S., Southwest Missouri State University; M.A.Ed., University of Missouri-Columbia. (2004)

Marla Kannady, Head Volleyball/Assistant Basketball Coach.
B.S.E., Missouri Southern State College. (2000)

Business Office

Mary S. Haggans, Chief Financial Officer.
A.A., Cottey College; B.S., M.B.A., University of Missouri-Columbia. (1982)

Tina Buckner, Assistant to the Chief Financial Officer. (1999)

Amy Ruetten, Controller.
B.S., University of Wisconsin at Platteville. (1996)

Lois Owings, Accountant.
A.A., Crowder College. (1974)

Cassia Craig, Accounting Clerk. (1986)

Boni Thompson, Cashier. (1993)

Betsy McReynolds, Director of Human Resources.
B.F.A., William Woods College. (1997)

Neal Swarnes, Director of Physical Plant and Security.
A.A., Fort Scott Community College, Kansas; B.S., Missouri Southern State College. (1977)

Connie Shopper C.P.S., Physical Plant Office Manager. (1982)

Michael Richardson, Director of Food Service.
B.A., University of Colorado. (1993)

Cindy Winters, Office Manager of Food Service. (2003)

Keith Spencer, Director of Administrative Computing Services.
B.B.A., Lamar University, Texas. (1988)

Adam Dean, Senior Computer Technician. (1997)

Justin Mays, Computer Technician. (2001)

Lois Witte, Bookstore Manager.
A.A., Cottey College. (1992)

John Shopper, Service Center Manager. (1985)

Jeane Fahle, Receptionist. (2002)

Helen and George Washburn Center for Women's Leadership

Kay Kuhlmann, Director of Helen and George Washburn Center for Women's Leadership.
B.G.S., University of Iowa; M.A., University of Missouri-Kansas City. (2000)

Institutional Advancement

Wendy MacLaren, Dean of Institutional Advancement.
B.A., The College of Idaho. (1987)

Steve Reed, Director of Public Information.
B.A., Drury College, Missouri. (1992)

Angie Niemeyer Daniels, Coordinator of Alumnae Relations.
A.A., Cottey College; B.S., Lindenwood University, Missouri. (1996)

Kristine Anderson Fulton, Director of Development.
A.A., Cottey College; B.A., Minnesota State University at Moorhead. (1993)

Denise R. Carrick Hedges, Coordinator of P.E.O. Relations.
B.S., Manchester College, Indiana. (1997)

Carrie Dreyer, Administrative Secretary.
A.A., Cottey College. (1987)

Delene Fulton, Staff Secretary. (1997)

Elise Kimura-Tittle, Staff Secretary.
B.S., University of Tulsa, Oklahoma. (1993)

Linda Russell, Staff Secretary. (2002)

Student Life

Mari Anne Phillips, Dean of Student Life.
A.A., Cottey College; B.S.W., M.S., Pittsburg State University, Kansas; Ed.D. University of Missouri-Columbia; Licensed Psychologist; L.C.S.W. (1989)

Helen Lodge, Director of Housing, Assistant Dean of Student Life.
B.A., Central College, Iowa. (1991)

Kristi L. Korb, Coordinator of Campus Activities and Calendar.
B.S., Northern Michigan University; M.Ed., Temple University, Pennsylvania. (1988)

Nancy Denman, Coordinator of Counseling.
B.A., M.A., University of Missouri-Kansas City; Ph.D., University of Kansas; Licensed Psychologist (Missouri and Kansas). (1998)

Jeanna Brauer, Counselor.
B.S., Central Missouri State University; M.S.W., University of Kansas; L.C.S.W. (2001)

Patrice Harris, Reeves Hall Director.
B.S., Central Missouri State University (2004)

Becky Wehmuller, P.E.O. Hall Director.
A.S., Cottey College; B.A. Fresno Pacific University, California. (2001)

Jessie Jones, Robertson Hall Director.
A.A., Cottey College; B.A., Truman State University, Missouri. (2003)

Diane Martin, Administrative Secretary. (1985)

Shaun West, Student Health Assistant.
B.S., Southwest Missouri State University. (1997)

GOVERNING BOARDS

Board of Trustees

Anna M. Anderson, Ludington, Michigan (1999)
Bryan Breckenridge, Nevada, Missouri (2001)
Karen Browne, Wilmington, Delaware (2004)
John Grider, Bowling Green, Kentucky (2002)
Helen Kirby, Great Bend, Kansas (1998)
Marilyn Mancini, Northport, Alabama (2000)
Donna Shavlik, Estes Park, Colorado (2003)
Julie Wilson, Beaverton, Oregon (2004)

International Chapter of the P.E.O. Sisterhood

The close relationship between Cottey College and the P.E.O. Sisterhood is maintained through the members of the Cottey Junior College Corporation and the board of trustees. The following members of the corporation are the elected officers of the International Chapter of the P.E.O. Sisterhood.

W. Joyce Goff President	Grand Island, Nebraska
Ann H. Fields First Vice President	Bowling Green, Kentucky
Barbara Andes Second Vice President	Fullerton, California
Elizabeth Garrels Organizer	Mount Pleasant, Iowa
Susan Sellers Recording Secretary	Houston, Texas

**2004-2005
ACADEMIC CALENDAR**

August	20	Friday	Residence Halls Open for New Students Only
	21-24	Saturday-Tuesday	Orientation
	22	Sunday	Residence Halls Open for Returning Students
	23-24	Monday-Tuesday	Advising; Registration
	24	Tuesday, 7 p.m.	Opening Convocation
	25	Wednesday	Classes Begin
September	1	Wednesday, 5 p.m.	Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript
October	1-3	Friday-Sunday	Family Weekend
	11	Monday	Mid-Semester Break; No Classes
	12-15	Tuesday-Friday	Mid-Semester Exam Week
November	3	Wednesday, 5 p.m.	Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
	24-26	Wednesday-Friday	Thanksgiving Recess
	29	Monday	Classes Resume
December	10	Friday, 5 p.m.	Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
	10	Friday	Last Day of Classes
	13-16	Monday-Thursday	Final Examinations
	16	Thursday, 5 p.m.	Christmas Recess Begins; Residence Halls Close
January	8	Saturday, 2 p.m.	Residence Halls Open, Orientation for New Students
	10	Monday	Class Changes, Registration for New Students, Classes Begin
	17	Monday, 5 p.m.	Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript
February/	28-4	Monday-Friday	Mid-Semester Exam Week
March	5	Saturday, 9 a.m.	Spring Recess Begins; Residence Halls Close
	19	Saturday, 2 p.m.	Residence Halls Open
	21	Monday	Classes Resume
April	1	Friday	Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
	2	Saturday	Founder's Day
	13	Wednesday	Assessment Testing Day
May	6	Friday, 5 p.m.	Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
	6	Friday	Last Day of Classes
	9-12	Monday-Thursday	Final Examinations
	14	Saturday, 10 a.m.	Honors and Awards Convocation
		Saturday, 7 p.m.	Capping
	15	Sunday, 10 a.m.	Commencement (all students are encouraged to attend)
		Sunday, 5 p.m.	Residence Halls Close

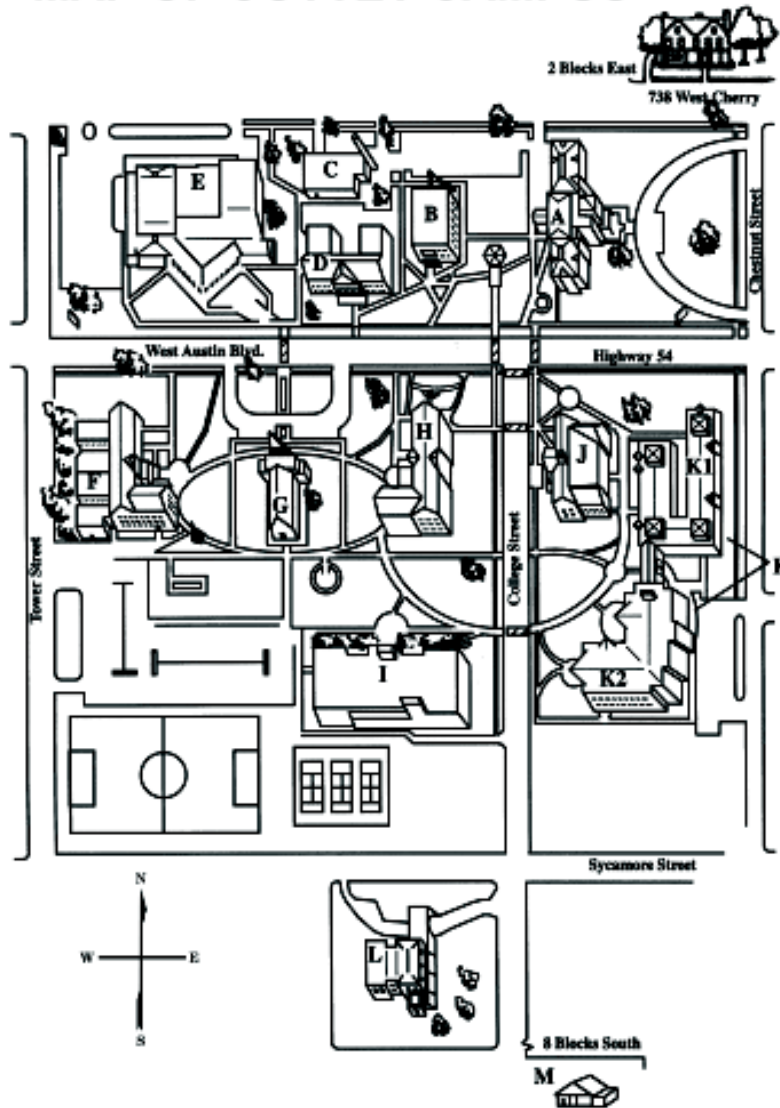
**2005-2006
ACADEMIC CALENDAR**

August	19	Friday	Residence Halls Open for New Students Only
	20-23	Saturday-Tuesday	Orientation
	21	Sunday	Residence Halls Open for Returning Students
	22-23	Monday-Tuesday	Advising; Registration
	23	Tuesday, 7 p.m.	Opening Convocation
	24	Wednesday	Classes Begin
	31	Wednesday, 5 p.m.	Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript
September/	30-2	Friday-Sunday	Family Weekend
October	10	Monday	Mid-Semester Break; No Classes
	11-14	Tuesday-Friday	Mid-Semester Exam Week
November	2	Wednesday, 5 p.m.	Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
	23-25	Wednesday-Friday	Thanksgiving Recess
	28	Monday	Classes Resume
December	9	Friday, 5 p.m.	Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
	9	Friday	Last Day of Classes
	12-15	Monday-Thursday	Final Examinations
	15	Thursday, 5 p.m.	Christmas Recess Begins; Residence Halls Close
January	7	Saturday, 2 p.m.	Residence Halls Open, Orientation for New Students
	9	Monday	Class Changes, Registration for New Students, Classes Begin
	16	Monday, 5 p.m.	Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript
February/	27-3	Monday-Friday	Mid-Semester Exam Week
March	4	Saturday, 9 a.m.	Spring Recess Begins; Residence Halls Close
	18	Saturday, 2 p.m.	Residence Halls Open
	20	Monday	Classes Resume
	31	Friday	Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
April	1	Saturday	Founder's Day
	12	Wednesday	Assessment Testing Day
May	5	Friday, 5 p.m.	Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
	5	Friday	Last Day of Classes
	8-11	Monday-Thursday	Final Examinations
	13	Saturday, 10 a.m.	Honors and Awards Convocation
		Saturday, 7 p.m.	Capping
	14	Sunday, 10 a.m.	Commencement (all students are encouraged to attend)
		Sunday, 5 p.m.	Residence Halls Close

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- A. Main Hall
- B. Neale Hall
- C. Maintenance Building
- D. P.E.O. Hall
- E. Haidee and Allen Wild Center for the Arts
- F. Robertson Hall
- G. Chapel
- H. Reeves Hall
- I. Hinkhouse Center Student Life Offices
- J. Blanche Skiff Ross Library
- K. Rubie Burton Academic Center
 - K1. Alumnae Hall
 - K2. Nelle Horner Grantham Hall
- L. Helen and George Washburn Center for Women's Leadership
- M. B.I.L. Lodge
- N. President's House

