



COTTEY
COLLEGE

2022 - 2023

CATALOG

Revised August 30, 2022

INTRODUCTION

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2022-2023 ACADEMIC CALENDAR

August	19-22	Friday-Monday	Orientation
	20	Saturday	Opening Convocation
	22	Monday	Advising
	23	Tuesday	Classes Begin
	30	Tuesday, 5 p.m.	Deadline for Adding Classes
September	2	Friday, 5 p.m.	Deadline for Dropping Classes Without Notation of W on Transcript
	5	Monday	Labor Day; No Classes
October	7	Friday	Mid-Semester Break; No Classes
Nov 2 - Dec 9			Registration for Spring 2023
November	16	Wednesday, 5 p.m.	Deadline for Withdrawal From Classes
	23-25	Wednesday-Friday	Thanksgiving Break
	28	Monday	Classes Resume
December	9	Friday	Last Day of Classes
	12-15	Monday-Thursday	Final Exam Week
	15	Thursday, 5 p.m.	Winter Break Begins
January	9	Monday	Classes Begin
	16	Monday	Martin Luther King Day; No Classes
	17	Tuesday, 5 p.m.	Deadline for Adding Classes
	20	Friday, 5 p.m.	Deadline for Dropping Classes Without Notation of W on Transcript
March	4	Saturday	Spring Break Begins
	20	Monday	Classes Resume
April 5 - May 5			Registration for Fall 2023
April	14	Friday, 5 p.m.	Deadline for Withdrawal From Classes
	18	Tuesday	Assessment Day
May	5	Friday	Last Day of Classes
	6	Saturday, 4 p.m.	Honors and Awards Convocation
	8-11	Monday-Thursday	Final Exam Week
	12	Friday, 5 p.m.	Blue and Yellow Dinner
	12	Friday, 7 p.m.	Capping
	13	Saturday, 10 a.m.	Commencement

2023-2024 ACADEMIC CALENDAR

August	18-21 19 21 22 29	Friday-Monday Saturday Monday Tuesday Tuesday, 5 p.m.	Orientation Opening Convocation Advising Classes Begin Deadline for Adding Classes
September	1 4	Friday, 5 p.m. Monday	Deadline for Dropping Classes Without Notation of W on Transcript Labor Day; No Classes
October	6	Friday	Mid-Semester Break; No Classes
Nov 1 - Dec 8			Registration for Spring 2024
November	15 22-24 27	Wednesday, 5 p.m. Wednesday-Friday Monday	Deadline for Withdrawal From Classes Thanksgiving Break Classes Resume
December	8 11-14 14	Friday Monday-Thursday Thursday, 5 p.m.	Last Day of Classes Final Exam Week Winter Break Begins
January	8 15 16 19	Monday Monday Tuesday, 5 p.m. Friday, 5 p.m.	Classes Begin Martin Luther King Day; No Classes Deadline for Adding Classes Deadline for Dropping Classes Without Notation of W on Transcript
March	2 18	Saturday Monday	Spring Break Begins Classes Resume
April 3 - May 3			Registration for Fall 2024
April	12 16	Friday, 5 p.m. Tuesday	Deadline for Withdrawal From Classes Assessment Day
May	3 4 6-9 10 10 11	Friday Saturday, 4 p.m. Monday-Thursday Friday, 5 p.m. Friday, 7 p.m. Saturday, 10 a.m.	Last Day of Classes Honors and Awards Convocation Final Exam Week Blue and Yellow Dinner Capping Commencement

2024-2025 ACADEMIC CALENDAR

August	23-26 24 26 27	Friday-Monday Saturday Monday Tuesday	Orientation Opening Convocation Advising Classes Begin
September	2 4 6	Monday Wednesday, 5 p.m. Friday, 5 p.m.	Labor Day; No Classes Deadline for Adding Classes Deadline for Dropping Classes Without Notation of W on Transcript
October	11	Friday	Mid-Semester Break; No Classes
Nov 6 - Dec 13		Wednesday-Friday	Registration for Spring 2025
November	20 27-29	Wednesday, 5 p.m. Wednesday-Friday	Deadline for Withdrawal From Classes Thanksgiving Break
December	2 13 16-19 19	Monday Friday Monday-Thursday Thursday, 5 p.m.	Classes Resume Last Day of Classes Final Exam Week Winter Break Begins
January	13 20 21 24	Monday Monday Tuesday, 5 p.m. Friday, 5 p.m.	Classes Begin Martin Luther King Day; No Classes Deadline for Adding Classes Deadline for Dropping Classes Without Notation of W on Transcript
March	8 24	Saturday Monday	Spring Break Begins Classes Resume
April 9 - May 9		Wednesday-Friday	Registration for Fall 2025
April	18 22	Friday, 5 p.m. Tuesday	Deadline for Withdrawal From Classes Assessment Day
May	9 10 12-15 16 16 17	Friday Saturday, 4 p.m. Monday-Thursday Friday, 5 p.m. Friday, 7 p.m. Saturday, 10 a.m.	Last Day of Classes Honors and Awards Convocation Final Exam Week Blue and Yellow Dinner Capping Commencement

2025-2026 ACADEMIC CALENDAR

August	22-25 23 25 26	Friday-Monday Saturday Monday Tuesday	Orientation Opening Convocation Advising Classes Begin
September	1 3 5	Monday Wednesday, 5 p.m. Friday, 5 p.m.	Labor Day; No Classes Deadline for Adding Classes Deadline for Dropping Classes Without Notation of W on Transcript
October	10	Friday	Mid-Semester Break; No Classes
Nov 5 - Dec 12		Wednesday-Friday	Registration for Spring 2026
November	19 26-28	Wednesday, 5 p.m. Wednesday-Friday	Deadline for Withdrawal From Classes Thanksgiving Break
December	1 12 15-18 18	Monday Friday Monday-Thursday Thursday, 5 p.m.	Classes Resume Last Day of Classes Final Exam Week Winter Break Begins
January	12 19 20 23	Monday Monday Tuesday, 5 p.m. Friday, 5 p.m.	Classes Begin Martin Luther King Day; No Classes Deadline for Adding Classes Deadline for Dropping Classes Without Notation of W on Transcript
March	7 23	Saturday Monday	Spring Break Begins Classes Resume
April 8 - May 8		Wednesday-Friday	Registration for Fall 2026
April	17 21	Friday, 5 p.m. Tuesday	Deadline for Withdrawal From Classes Assessment Day
May	8 9 11-14 15 15 16	Friday Saturday, 4 p.m. Monday-Thursday Friday, 5 p.m. Friday, 7 p.m. Saturday, 10 a.m.	Last Day of Classes Honors and Awards Convocation Final Exam Week Blue and Yellow Dinner Capping Commencement

ACCREDITATION AND AFFILIATION

Cottey College is accredited by The Higher Learning Commission and is an accredited institutional member of the National Association of Schools of Music and the Missouri Department of Elementary and Secondary Education.

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(800) 621-7440 / (312) 263-0456 or fax: (312) 263-7462
info@hlcommission.org
<http://hlcommission.org/>

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700 fax: (703) 437-6312
<http://nasm.arts-accredit.org/>

Missouri Department of Elementary and Secondary Education

205 Jefferson St.
Jefferson City, MO 65101
<https://dese.mo.gov/>
Main Line: 573-751-4212
Educator Certification: 573-751-0051

CONTACT INFORMATION

COTTEY COLLEGE, 1000 W. Austin, Nevada, MO 64772
Phone: 417-667-8181, Toll Free: 888-5COTTEY

SUBJECT	OFFICE	PHONE EXT.
Academic Affairs	Vice President for Academic Affairs	2128
Admission	Vice President for Enrollment Management	2238
Alumnae Affairs	Alumnae and P.E.O. Relations Assistant	2122
Athletics	Athletic Director	2237
Business Matters	Business Office	2101
Career Services	Director of Career Services	2184
Disability Questions	Disability Support Services and Student Success Coordinator	2131
Financial Aid	Director of Financial Aid	2192
General Information		0
Institutional Advancement	Associate Vice President for Institutional Advancement	2120
International Student Support/ Study Abroad	International Education Coordinator	2132
Library Services	Director of the Library	2153
Payment of Tuition, Fees	Business Office	2124
P.E.O. Inquiries	Alumnae and P.E.O. Relations Assistant	2122
Publications, Publicity	Director of Marketing	1414
Student Affairs	Vice President for Student Life	2126
Grades	Registrar	2125

EQUAL OPPORTUNITY POLICY

Cottey College is committed to providing equal opportunity to its students and employees in all aspects of campus life. The College does not unlawfully discriminate in educational programs, recruitment and admissions of applicants, school-administrated activities or programs, or employment opportunities, policies, or practices on the basis of race, religion, color, national origin, citizenship, age, disability, veteran status, sexual orientation, or any other status protected by law.

Full information on Cottey's equal opportunity policy, including contact for disability services, is on page 26.

THE COLLEGE

FROM THE PRESIDENT

Creating Incredible Futures

I am proud to be the president of a dynamic, nationally recognized college committed to higher education for women. Virginia Alice Cottey founded Cottey College in 1884 in an effort to ensure women could receive a quality educational experience. She stated in the first catalog that “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 and sciences curriculum, enriched by opportunities for personal growth through cultural, residential, and international experiences.

This catalog outlines courses of study in the arts and sciences designed to prepare students for baccalaureate and associate degrees and for leadership roles as responsible, engaged citizens of a complex global society. A Cottey education focuses on enhancing intellectual ability, the development of leadership skills, and preparation for personal and professional accomplishment.

The academic program is reviewed and revised regularly by the College’s faculty to ensure that it meets the needs of our students. The baccalaureate programs include a solid grounding in the liberal arts coupled with in-depth study of the degree-specific subject matter. Students work side-by-side with classmates and professors, are engaged in research from the first year forward, and have plentiful opportunities for internships, community service, and study abroad experiences. Upon completing a baccalaureate degree, students are ready for either the workforce or for graduate school. Students who earn a degree at Cottey report that they arrive at graduate institutions well prepared to face rigorous intellectual challenges.

I am honored to lead an institution with a distinguished history and a commitment to creating incredible futures for Cottey students. The merging of past and present on a historic campus that prepares students for the demands of a technological world, the supportive campus community that recognizes and equips students to face the challenges of a global society, the devotion of the Cottey community to mutual support and learning—these are the features that distinguish this College.

I invite you to be a part of this amazing institution as you work toward creating your own incredible future.



Dr. Stefanie D. Niles
President



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 opened Vernon Seminary on September 8, 1884, in Nevada, Missouri. 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...

In 1926, Virginia Alice Cottey became a member of the P.E.O. Sisterhood (philanthropic educational organization) and realized that the organization’s educational purposes matched the principles 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, a dormitory that allowed the enrollment to increase. In 1941, the College was accredited by the North Central Association of Colleges and Schools.

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 principle, as stated in the 1907-08 catalog continues to inspire:

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, the College expanded the physical plant and the student body. In 1949, the College welcomed international students, and became known as the “College of World Friendship.” Cottey College’s commitment to women’s education remained firm and viable during the turbulent 1960s and 1970s when some women’s colleges were unable to respond to the increasing academic interests of women. Cottey celebrated its centennial in 1984 with the theme “A Century of Commitment to Women.”

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 Judy and Glenn Rogers Fine Arts Building opened in 2015, enhancing fine arts instructional space.

Cottey College continued to advance its academic offerings by establishing Bachelor of Arts and Bachelor of Science degrees in 2012, and continues to expand its baccalaureate degree programs. Cottey now offers fifteen baccalaureate programs of study.



A COTTEY EDUCATION

Cottey is a women's college that focuses on educating women to become learners, leaders, and citizens. Women who attend Cottey receive the full support of a close-knit community, a faculty devoted to undergraduate teaching, and a range of co-curricular learning opportunities to prepare them for a dynamic future.

A Cottey education incorporates three important themes: women's leadership, social responsibility, and global awareness. All of the College's degree programs begin with a liberal arts foundation, which prepares students to deal with complexity, diversity, and change, and challenges students to explore a range of academic disciplines.

Cottey's baccalaureate programs extend the liberal arts foundation with a focus on an academic discipline that will lead students to a career or graduate studies. Students who earn an associate degree at Cottey often choose to stay at Cottey to earn a Bachelor of Arts or Bachelor of Science degree.

Cottey professors have earned degrees from excellent higher education institutions. Over ninety percent of faculty members hold the highest degree in their field. As scholars and outstanding educators, Cottey's faculty members are committed to encouraging curiosity and thoughtful inquiry. In small classes, students explore concepts, express ideas, and are challenged to excel.

The College has in place excellent resources dedicated to the education of women. Well-equipped classrooms and laboratories, a commitment to the use of technology to enrich learning, and internship and volunteer opportunities abound. Leadership development programs are available to all students.

Cottey students live and study with other women from across the nation and around the world. In this context of both diversity and community, significant opportunities exist for personal growth. Cottey's unique apartment-style suites contribute to building friendships and give students the chance to learn about themselves and others.

A highlight of a Cottey education is a spring break international experience paid for by the College, with little additional cost to the student. International experience destinations have included major European cultural centers (London, Paris, Madrid, Barcelona, Florence, and Rome), as well as faculty-led programs to New Zealand, Japan, Peru, Thailand, and Tanzania.

Women who attend Cottey share a common experience – the ability to shape their destiny based on the intellectual motivation and excellent academic preparation that they receive - to create incredible futures.



MISSION, VISION, and CORE VALUES

A Cottey education is guided by our mission, inspired by our vision, and grounded in our core values. These three statements combine to provide the foundation for learning and living.

MISSION

Cottey College, an independent liberal arts and sciences college, educates women to be contributing members of a global society through a challenging curriculum and a dynamic campus experience. In our diverse and supportive environment, women develop their potential for personal and professional lives of intellectual engagement and thoughtful action as learners, leaders, and citizens.

VISION

Cottey College will be a higher education institution of choice for women of diverse backgrounds who seek access to world class exceptional educational programs. A Cottey education will focus on three guiding threads: women's leadership, social responsibility, and global awareness. With care and respect for each student, we will empower women to enrich their lives, realize their full potential, and make valuable contributions to society. Cottey College will be a growing, vibrant, distinctive, and selective college for women, well known and respected for programs delivered in multiple and accessible formats, up-to-date facilities, and academic excellence.

CORE VALUES

Cottey College's core values are grounded in tradition and history as set forth by founder Virginia Alice Cottey and supported by the ownership of the P.E.O. Sisterhood. These six values clarify our identity, past, present, and future.

Educate Women to be knowledgeable and thinking members of a global society.

Promote Intellectual Growth through the study of science, culture, and society and the development of strong practical skills, including communication, analysis, and problem-solving.

Cultivate Responsibility to encourage positive contributions from women through their personal and professional lives.

Respect Difference by creating a climate of openness and appreciation of a diversity of ideas, perspectives, cultures, experiences, and contributions that comprise a multi-cultural society.

Broaden Global Perspectives by immersing students in new cultures and experiences and enhancing their understanding of the interconnectedness of our global economy and cultural practices.

Pursue Thoughtful Action by cultivating an atmosphere of inquiry, integrity, honesty, and mutual respect.

Develop Women's Leadership by providing opportunities to grow intellectually, socially, aesthetically, spiritually, and physically in order to realize individual potential.

HONOR CODE

The Honor Code of Cottey College defines and expresses the ethical spirit in which we, the members of the Cottey community, pursue the education of women. Recognizing that a community of learning cannot function well without respect for basic moral order, we also understand that the furthering of excellence requires still greater commitments. Thus, in addition to basic moral principles, we also affirm Virginia Alice Cottey's emphasis on the development of excellent personal character, and the more specific ethical standards of the professional associations that oversee the conduct and quality of higher education.

We, the members of the Cottey College community, commit ourselves to act with

1. Personal responsibility.
2. Academic honesty and integrity of word.
3. Moral respect for persons and their property.
4. Ethical concern for the good of the College community and the broader society of humankind.

Embracing these ideals, we aim for the ongoing fulfillment of the mission of this college as a center of higher, humane learning.

STUDENT LEARNING OUTCOMES

A successful Cottey student...

Recognizes the Roles of Women

A Cottey student demonstrates understanding of women's past, current, and developing contributions.

Enriches Knowledge

A Cottey student demonstrates understanding of ideas from a variety of academic disciplines.

Thinks Critically

A Cottey student explores issues and solutions before forming conclusions or making reasoned decisions.

Communicates Effectively

A Cottey student uses appropriate communicative means to contribute ideas and engage others to advance the work.

Acts Responsibly

A Cottey student respects diversity, is attentive to cultural context, and demonstrates ethical reasoning and action.

ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

GENERAL POLICY

Cottery College encourages applications from students seeking an independent, women's liberal arts and sciences college committed to women's leadership, social responsibility, and global awareness.

All candidates for admission must be graduates of accredited high schools or have satisfied high school graduation requirements through the G.E.D., by special official arrangements or through an accredited online or home school organization.

Admission is based on prior performance and one's potential to succeed at Cottery. Cottery College is committed to equal educational opportunity and does not unlawfully discriminate in its educational policies and practices on the basis of race, religion, color, national origin, age, disability, veteran status, sexual orientation, or any other factor protected by law.

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 capacity. Early application is, therefore, recommended.

SINGLE SEX ADMISSION POLICY

Cottery's admission policy is consistent with board policy and is consistent with state and federal law, and specifically informed by Title IX of the Education Amendments of 1972, which allows for single-sex admission policies in institutions of higher education that have historically served women. This policy affirms Cottery's proud historical tradition as a women's college and its legacy of providing a community specifically designed for women.

As a historically women's college, Cottery considers for admission those applicants who indicate a legally-assigned sex of female on their application. Cottery applies the same admission standards and criteria to all applicants. In reviewing applications, Cottery performs a holistic assessment using GPA, test scores, recommendations, activities, goals, and character. Overall, we seek to admit students whose interests and aspirations match the opportunities provided by Cottery and who will contribute to Cottery's unique educational environment.

With regard to admission, Cottery relies upon the information provided by each student applicant. Applicants who indicate a legally-assigned sex of female are considered for admission. In cases where supporting documentation does not reflect an applicant's legally-assigned female sex, Cottery may request additional information.

THE APPLICATION PROCESS

Students must apply online through the Cottery College website, cottery.edu/apply.

A student applying for admission needs to submit:

- (1) the application for admission and the nonrefundable \$20 fee;
- (2) official high school transcript (including course work through 11th grade); with a final high school transcript sent after graduation (showing the graduation date) to be received before the start of the first semester;
 - (a) A grade point average (GPA) of at least 2.6 is required in order to be admitted.
 - (b) Official college/university transcripts for any college/university coursework taken while in high school.
- (3) Cottery is test optional, meaning test scores are not required. Students may submit test scores as supplemental material.
- (4) Students who do not meet the above minimums or for whom the Admission Committee feels additional personal information is warranted may be required to submit supplemental materials like personal statements, letters of recommendation, essays, samples of graded coursework, Advanced Placement (AP) or College Level Examination Program (CLEP) scores, etc.

Cottery College will accept the **General Educational Development** (G.E.D.) test. Both the G.E.D. scores as well as an official copy of the certificate are required.

Based on the above requirements, each applicant will be individually evaluated for admission by the Admission Committee.

APPLICATION GUIDELINES

First Time Students

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,
- 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 will be notified of an admission decision shortly after receipt of her completed application, if she has

- (1) undertaken a college-preparatory high school curriculum,
- (2) achieved a high school grade point average of at least 2.6

Students whose academic credentials fall below these guidelines may be asked to provide additional information for consideration by the Admission Committee. Students admitted by committee may be admitted contingent on adhering to specific conditions and instructions throughout the first 27 semester hours earned.

Students who are accepted will receive notification that a nonrefundable tuition deposit is due (see Nonrefundable Application Fee and Tuition Deposit) to secure a place in the incoming class.

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.

TRANSFER APPLICANTS

Cottey College welcomes transfer applicants to study for their associate or baccalaureate degrees.

NOTE: Transfer students must also meet residency requirements. (Associate degree students must complete 27 credit hours at Cottey. Baccalaureate students must complete 30 of the last 36 credit hours at Cottey.)

No grade of "C-" or lower will be accepted as transfer credit. Transfer students who have been academically dismissed from a previous institution must seek special permission from the vice president for enrollment management to be considered for admission to Cottey College.

Transfer applicants will have their transcripts evaluated on a course-by-course basis. Prospective transfer applicants can receive a Cottey Unofficial Transcript Evaluation, by sending a transcript (unofficial is acceptable) to the registrar at eval@cottey.edu.

Transfer students must take all courses listed as graduation requirements. Transfer applicants will be admitted unconditionally to Cottey College as transfer students if the following criteria have been met:

- (1) The applicant has earned a minimum of 12 semester hours of college-level work (excluding remedial courses) from a college or university accredited by one of the following accreditation associations after completion of high school or receiving a G.E.D.
 - Higher Learning Commission (HLC)
 - Middle States Commission on Higher Education (MSCHE)
 - New England Commission of Higher Education (NECHE)
 - Northwest Commission on Colleges and Universities (NWCCU)
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - WASC Senior College and University Commission (WSCUC)
 - Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Collegesand
- (2) The applicant has achieved a 2.00 G.P.A. or higher on all college-level work.

Transfer applicants with 11 or less transferable credits from an accredited college or university, as above, will have the admission decision based on a combination of secondary and post-secondary transcripts. Students will need to:

- (1) Submit all official college or university transcripts; including any courses taken for college credit while in high school and all credits taken after completion of high school, and
- (2) Submit final high school transcript showing graduation date.

Applications from students with a cumulative college GPA of 1.6–1.9 will be reviewed by the Admission Committee for an admission decision. Students with a transfer GPA of less than 1.6 will not be admitted. Students are required to list all schools attended whether or not credit was received and regardless the age of the record.

Transfer students who have earned an Associate of Arts or Associate of Science degree from an accredited institution of higher education, as above, prior to matriculation at Cottey will be exempt from the General Education Core Requirements, but must take one WGS course.

Transfer students with other associate level degrees will be considered on an individual basis. This policy does not replace individual program requirements or course prerequisites. Therefore, transfer students may still need to complete lower level coursework to meet program requirements for graduation.

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. Home schooled students follow the same application guidelines and procedures as all other applicants. In addition, home schooled applicants should submit a 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.

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 (G.E.D.) test may also be admitted to Cottey. In this situation, copies of the G.E.D. scores as well as an official copy of the certificate will be required.

FORMER STUDENT READMISSION

Former Cottey College students who have not been enrolled for at least one semester (not to include the summer), or who have withdrawn from the college more than once, and who do not have an approved leave of absence must reapply to be considered for readmission to the College. A student must reapply using the online application. In addition to submitting an application for readmission, students who were dismissed from Cottey College for any reason, or who were on academic probation in their most recently completed semester at Cottey, must apply by letter to the vice president for academic affairs.

HIGH SCHOOL JUNIOR EARLY ADMISSION

Exceptionally mature and academically able students who have completed all but one year of high school, have the endorsement of their high school officials for early entrance to college, and can produce stellar letters of recommendation may be considered for admission to Cottey.

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.

INTERNATIONAL STUDENT ADMISSION

Cottey College welcomes applications from prospective international students and encourages international applicants to communicate with the Office of Enrollment Management at least nine 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 may be asked to submit the following:

- Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo scores, if one's first language is not English. Cottey College requires overall TOEFL score of 68 (17 on all sub scores), IELTS of 5.5 or above, and Duolingo score of 95 or above.
- Certified records of external examinations, when applicable.
- Post-secondary transcripts from foreign institutions must have an evaluation from an approved National Association of Credential Evaluation Services member (NACES) or from InCRED. U.S. university transcripts must be sent directly from the institution to Cottey College.

International applicants must submit certification of finances and the CSS Profile. Cottey's CSS code is 6120.

NON-DEGREE SEEKING HIGH SCHOOL STUDENT ADMISSION

Cottey provides an opportunity for qualified local high school junior and senior students to enroll in a maximum of six (6) credit hours per semester, at a reduced tuition rate. Interested students must contact the Office of Academic Records to obtain and complete the Non-Degree Seeking High School Student Registration Form.

Approval to register will be based on evaluation of previous academic work, available standardized test scores, and a written recommendation from the student's high school counselor. Registration is completed through the Office of Academic Records.

AUDITING STUDENT ADMISSION

A student who wants to audit a course at Cottey, and is not a currently enrolled student, must complete the Audit form which can be obtained through the Office of Academic Records. Students must gain permission from the instructor to audit. See page 84 in the Catalog for details. The fee for auditing a course is listed under "Incidental Fees."

NONREFUNDABLE TUITION DEPOSIT

A nonrefundable tuition deposit of \$125 is due to hold a place in the incoming class after the candidate has been notified of her acceptance for admission and has decided to enroll. Payment of this fee ensures a student's place in the student body. The nonrefundable tuition deposit is credited to the student's bill for the first semester.

For students admitted prior to April 15, nonrefundable tuition deposits are due on or before May 1. For students admitted after April 15, nonrefundable tuition deposits are due as soon as possible to secure a place in the class and accept any financial aid offered.

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 like those inherent in student athletes, artists, and/or performers. The four types of financial assistance are grants, scholarships, loans, and work programs. Approximately 98% 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 at fafsa.ed.gov as soon as it's available on October 1. International students should complete the CSS Profile. Cottey College's FAFSA code is 002458.

Financial need is the difference between the cost of attendance and the expected family contribution (EFC) which is calculated from the information reported on the FAFSA or International Student Profile. The cost of attendance includes tuition, fees, room, board, books and supplies, personal expenses, and transportation expenses.

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, and grants from the state of Missouri.

Scholarships do not have to be repaid. A variety of scholarships are available to qualified students. Some scholarships may require applications, auditions, etc. More information on scholarships can be found in the next section.

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

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

VETERAN AFFAIRS INFORMATION

Cottey College is approved to offer assistance to those students using the benefits of the Veterans Administration (VA) for educational purposes. All students using these benefits must contact the college VA Certifying Official in the Office of Academic Records at 417-667-8181, ext. 2125, or registrar@cottey.edu.

MILITARY TUITION ASSISTANCE

Cottey College is happy to accept Military Tuition Assistance (TA) and is eligible to do so under the Department of Defense Memorandum of Understanding. The program is available to active duty, National Guard, and Reserve Component service members. TA can lessen your financial concerns and may be combined with VA benefits towards tuition costs. To find out how to get started, service members need to first check with an education counselor for the specifics involving TA by visiting their local installation education office or by going online to a virtual education center. Service members must receive approval from an Educational Services Officer (ESO) or counselor within their military service prior to enrolling at Cottey.

If a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense policy, Cottey College will return any unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

The amount of 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 will 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. If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, Cottey College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

Calculation

When a student officially withdraws from the College, the date of withdrawal will be used as the last date of attendance. If a student stops attending, without officially withdrawing, Cottey College will determine the last date of attendance based on information received from faculty.

Tuition Assistance Returns

Days 1 - 48 of the semester - 100% of amount of aid minus percent earned by student. The percent earned equals the number of days completed up to the withdrawal date divided by number of days in the semester (80).

Days 49 - end of the semester (80) - 0%

SCHOLARSHIPS

Academic Scholarships

All admitted students will be considered for a range of merit scholarships. To qualify, a student must have a minimum 2.6 cumulative GPA. Cottey is test optional (a standardized test score is not required for admission); however, if the student has a test score, the scholarship will be based on either GPA or ACT/SAT score (whichever is higher). For transfer students, the scholarship is based on GPA only.

Merit scholarships start at \$8,000 and may go up to full tuition. Students will be informed of their award when they receive their admission decision or shortly afterwards.

Students must be enrolled full-time.

Awards are based on the highest test score or GPA received by March 1. Scholarships are renewable for four years with satisfactory academic progress. Institutional scholarships will not exceed the total cost of tuition.

Cottey A+ Scholarship

A \$1,000/year renewable scholarship awarded to accepted Missouri students who have completed the A+ program in high school.

Fine Arts Scholarships

Fine Arts Scholarships are available in art, dance, music, and theatre. Applicants must be accepted for admission, complete the online application, and submit a portfolio or audition materials. Priority deadline for fine arts scholarships is February 1. All subsequent applications will be considered as funds are available. Recipients must make satisfactory academic progress and meet departmental requirements for renewal of the scholarship.

Alumnae Scholarships

Alumnae Scholarships are \$1,000 per academic year and are awarded to daughters, granddaughters, sisters, great-granddaughters, and nieces of Cottey alumnae whom attended a minimum of two consecutive semesters.

Athletic Scholarships

Athletic Scholarships are awarded for participation in Cottey's athletic programs based on demonstrated ability. Awards vary.

Honors and Awards

Several scholarships are awarded each year at the Honors and Awards Convocation in May. 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.

Women in Science Scholarships

This scholarship is available to incoming freshmen who will be science majors. Up to ten \$3,000/year scholarships will be awarded each year. Deadline to apply is February 1, but early applications are encouraged.

Canadian Cottey Grant

The Canadian Cottey grant is awarded to offset the difference between the Canadian dollar and the U.S. dollar. This also includes outside scholarships Cottey receives on behalf of a Canadian student. Cottey College accepts the Canadian dollar for payment of tuition, fees, room, and board. After all scholarships and aid are applied, the remaining balance due on the student's account can be paid in Canadian dollars and the College will award a Canadian Cottey Grant that will equal the amount of the conversion difference on the date the funds are deposited.

Thank-You Notes

A portion of the Colleges' scholarships are made available through the generosity of donors to Cottey. If the funds to support the student's scholarship were provided by a donor, the student is required to write a thank you letter. The Office of Institutional Advancement will contact students who are required to write a thank you letter.

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

VALIDITY OF THE HIGH SCHOOL DIPLOMA FOR TITLE IV AID

Colleges and universities must develop and follow procedures to evaluate the validity of a student's high school program completion, if the college or university or the Department of Education has reason to question the legitimacy of the student's diploma. The FAFSA on the Web will collect the name of the high school the student graduated from and the state where the school is located for first-time undergraduate students. Students will select their high school from a drop-down list populated by the National Center for Education Statistics (NCES). Students who cannot find their high school will input the name, city, and state of their high school. The absence of a high school on the dropdown list does not mean that it is not legitimate; a copy of the student's final high school transcript will serve as proper documentation.

Cottey must have an official final high school transcript showing the student's graduation date. No financial aid can be disbursed and enrollment will not be finalized until this has been received. If Cottey is unable to determine whether the student's diploma is valid, the student will be ineligible for federal Title IV aid.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that financial aid recipients make satisfactory academic progress toward earning a degree in order to remain eligible for assistance. Satisfactory academic progress (SAP) standards apply to students receiving financial assistance from all federal, state, and institutional aid programs. The SAP Policy has two components: qualitative and quantitative. Students must meet the requirements for both components as outlined below.

Qualitative Requirements

- A student with less than 57 credit hours must have a cumulative grade point average (GPA) of at least 1.75.
- A student with 57 or more credit hours must maintain a cumulative GPA of at least 2.00.

Quantitative Requirements

- A student must have completed 67% of the credit hours attempted.
 - For example, if after the second semester the student has attempted 32 credit hours, she must have completed 21 hours (32 x 67%).
 - A student must complete a program within an established time frame.
 - Financial aid will be awarded according to the number of the required credit hours for the program multiplied by 150%.
 - A student will lose eligibility for financial aid for all future semesters after the semester in which the maximum hours allowed are exceeded.
 - For example, the Associate in Arts degree requires 62 credit hours. A student could receive aid for up to 93 (62 x 150%) credit hours.
 - The Bachelor of Arts degree requires 120 credit hours.
 - A student could receive aid for up to 180 (120 x 150%) credit hours.
1. Both qualitative and quantitative progress will be checked at the end of each semester.
 2. Students meeting the standards listed above will be in good standing.
 3. If the above standards are not met, the student will be placed on financial aid warning. During the financial aid warning semester, the student will continue to receive aid, if otherwise eligible, but they must meet SAP standards by the end of the warning semester or have an academic plan in place.
 4. If at the end of the financial aid warning semester SAP standards are not met, the student will be placed on financial aid suspension. Financial aid suspension means a student will receive no further federal, state, or institutional aid until the minimum standards have been met.
 5. Courses shown as failed, incomplete, audited, or withdrawn are not included in the number of credit hours earned. Repeated courses which were previously passed will not add to the credit hours earned.
 6. There are selected courses which may be repeated for credit and those are specified in the catalog.
 7. Credit hours earned by testing will be included in the number of hours earned. This includes Advanced Placement (AP) and International Baccalaureate (IB).

8. Financial aid suspension may be appealed if unusual circumstances affected academic progress. Such circumstances may include a severe illness/injury to the student or immediate family member, the death of a student's relative, or other special circumstances. A letter of appeal must be submitted to the director of financial aid within the time specified on the notice of financial aid suspension. The letter should include why the student failed to meet SAP standards and what has changed that will allow the student to be successful at the next evaluation.
9. Transfer students with no grade history at Cottey will enter on SAP good standing. Complete academic transcripts for work attempted at other institutions must be submitted to the Enrollment Management office before the beginning of the first semester at Cottey. Transfer students will be evaluated at the end of the first semester at Cottey just like all other students.
10. Former Cottey students who were not enrolled at Cottey for the most recent semester will re-enter at the SAP status earned at the end of their last Cottey enrollment.

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 Direct Loans (Subsidized and Unsubsidized), and Federal Direct 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 Direct Loan, Subsidized Direct Loan, Direct PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. When aid is returned, the student may owe a balance to the College.

TUITION EXCHANGE PROGRAMS

Cottey College is a member of the Council for Independent Colleges-Tuition Exchange program (CIC-TEP). Member colleges and universities have agreed to accept, tuition-free, students from families of full-time employees of other participating institutions. Participation in the exchange program is limited to full-time employees, who have been employed at Cottey College for a minimum of 12 months. This benefit applies to tuition only and does not cover non-credit or audited courses, high school discount courses, fees, housing, books, supplies, or other miscellaneous expenses. Graduate study is limited to employees and spouses. A searchable list of participating institutions may be found at cic.edu.

Cottey College participates in a Tuition Exchange Program (TE) with many colleges and universities across the country. Dependent children of current full-time employees of the College may attend one of the exchange institutions at a reduced tuition cost, provided they have met that institution's admission standards. This exchange program covers undergraduate courses only, and there are some limitations on the number of participants. The list of participating schools is available at tuitionexchange.org.

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, finance 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 \$125 for incoming students is credited to the student's bill and is nonrefundable. Information and questions regarding the payment of fees should be directed to the Business Office.

	<u>2022-2023</u>	<u>2023-2024</u>
Residential Students		
Full-time Tuition, per semester	\$11,675.00	To be determined
Room and Board, per semester:		
P.E.O. Hall	4,310.00	
Reeves & Robertson Halls	4,500.00	
Room, per semester		
Townhome - Double Room	2,500.00	
Townhome - Single Room	3,000.00	
Identification Key Card	20.00	
(one-time charge per academic year)		
Student Activity Fee, per semester	325.00	
Student Health Service Fee, per semester	195.00	
Technology Fee, per semester	275.00	
	<u>2022-2023</u>	<u>2023-2024</u>
TOTAL COST (Tuition, Room, Board, and Fees) PER SEMESTER:		
P.E.O. Hall	\$16,800.00	
Reeves & Robertson Halls	\$16,990.00	
Townhome - Double Room	\$13,967.00	
Townhome - Single Room	\$14,467.00	

2022-2023 Tuition Cost Per Credit Hour

Associate Degree - \$753.23	Bachelor Degree - \$778.37
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Part-time Students

Tuition, per credit hour:	
1-11 credit hours (fees included)	\$ 550.00
1-6 credit hours (high school student*)	50.00
Online Courses - Summer Session Only	125.00
Summer Internship, per credit hour	85.00
Meal Plan, per semester	1,960.00

*Cottey College welcomes high school junior and senior girls, on a space-available basis, who have demonstrated exemplary academic performance, to enroll in college coursework while still attending high school. High school girls are accepted into designated college courses on the basis of a recommendation from a high school official, minimum composite ACT score of 21 (970 SAT), and a minimum grade point average of 3.0. Students must meet prerequisites required of the course in which they desire to enroll. A maximum of 6 credit hours per semester is permitted with a total maximum of 12 credit hours taken at the high school rate. Private music lessons are excluded.

PAYMENT POLICY

All students with a balance due are automatically enrolled in a three-month payment plan and will receive an email and text message each month reminding them to check their account balance on the my.cottey website.

After the initial three-month payment plan has passed, students with a past due balance will have a Business Office hold placed on their account and will continue to accrue monthly finance charges. Students will not be able to register for classes or get their official transcript until the hold has been released. The three-month payment plan is listed below.

Fall	Spring
1st payment due August 15th	1st payment due January 15th
2nd payment due September 15th	2nd payment due February 15th
3rd payment due October 15th	3rd payment due March 15th

Students with balances in the Business Office under \$1,000.00 will have their hold lifted temporarily to allow for registration once they have met with the business office to create a payment plan.

Students with a fall semester balance greater than \$1,000.00 will not be able to register for the spring semester until their account balance is below \$1,000.00. Students have until the first day of classes to get their balance below \$1,000.00 and then register for classes. Please keep in mind campus housing is for current students only, so if an individual is not registered by the first day of classes the individual will be required to leave campus housing in order to prevent incurring further debt. Once the balance is brought below \$1,000.00 students will be eligible to register for classes and reapply for campus housing.

Students with a spring semester balance greater than \$1,000.00 will not be able to register for the fall semester until their account balance is below \$1,000.00. Students have until the first day of classes to get their balance below \$1,000.00 and then register for classes or their housing assignment will be cancelled.

Students will meet with the student accounts receivable manager or the vice president for administration and finance in order to set up an agreed upon payment plan that works for both parties.

WITHDRAWAL REFUND POLICY

TUITION REFUNDS

	<u>2022-2023</u>	<u>2023-2024</u>
First day of class to end of second week of class	\$10,507.50(90%)	To be determined
Third week of class to end of fourth week of class	\$5,837.50 (50%)	
Fifth week of class to end of eighth week of class	\$2,918.75 (25%)	
After eighth week of class	\$0.00 (0%)	

ROOM AND BOARD REFUNDS

	<u>2022-2023</u> Amount(%)	<u>2023-2024</u> Amount (%)
First day of class to end of second week of class:		To be determined
P.E.O. Hall	\$2,155.00 (50%)	
Reeves & Robertson Halls	\$2,250.00 (50%)	
Townhome - Double Room	\$1,250.00 (50%)	
Townhome - Single Room	\$1,500.00 (50%)	
Meal Plan	\$980.00 (50%)	
Third week of class to end of fourth week of class:		
P.E.O. Hall	\$ 1,077.50 (25%)	
Reeves & Robertson Halls	\$1,125.00 (25%)	
Townhome - Double Room	\$625.00 (25%)	
Townhome - Single Room	\$750.00 (25%)	
Meal Plan	\$490.00 (25%)	
After fourth week of class:		
P.E.O. Hall	\$0.00 (0%)	
Reeves & Robertson Halls	\$0.00 (0%)	
Meal Plan	\$0.00 (0%)	

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 their parents or guardians accept the terms of payment and refund in this catalog.

INCIDENTAL FEES

Study Abroad Administration Fee	\$400.00
Auditing Course – Per Credit Hour	\$70.00

SINGLE ROOM FEE

The additional fee for a single room is \$500 per semester and \$700 per semester for a double room as a single, which is nonrefundable after September 30 for the fall semester and February 1 for the spring semester. When Cottey College assigns a single room, no fee is assessed. If a student chooses to move into a single room after the semester begins, the following fees apply.

First day of class to end of second week of class – Must pay 100% of single room fee.
 Third week of class to end of fourth week of class – Must pay 50% of single room fee.
 After fourth week of class to end of semester – Must pay 25% of single room fee.

VETERANS BENEFITS AND TRANSITION ACT OF 2018 COMPLIANCE

Cottey College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs.

THE CAMPUS AND STUDENT LIFE

Nevada, Missouri, is the small community Virginia Alice Cottey chose as the home for her college. Today comprising 8,400 citizens, Nevada is the major population center between Kansas City and Joplin. Located in a residential section, Cottey's campus has 15 buildings on an 11-block tract and a scenic 33-acre wooded area, **BIL 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 currently houses administrative offices and the Service Center.

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, was renovated in 2015 as part of the construction of the Judy and Glenn Rogers Fine Arts Building. Originally constructed as a gymnasium, today this beautifully repurposed facility houses the studios and offices of the dance department.

The Judy and Glenn Rogers Fine Arts Building, built in 2015, was constructed to bring the fine arts together under one roof. Joined to the renovated Neale Hall by an atrium, the facility houses the music and art departments. It includes studios for the visual arts and practice rooms for the music department as well as classrooms and faculty offices. It is joined to Main Hall by an elevated glass walkway.

The central place for academic research is the **Blanche Skiff Ross Memorial Library**, constructed in 1963. Newly renovated in 2020, the library houses over 55,000 print books, covering the breadth of the arts and sciences on the undergraduate level, including the Women's, Gender, and Sexuality Studies Collection, the Popular Fiction Collection, and the Juvenile Collection. Access to over 250,000 eBooks, 60 academic research databases, and video and music streaming platforms are available on the library's webpage. Interlibrary loan borrowing is available through the MOBIUS Network. Textbook reserves and faculty reserves are available at the circulation desk. The main floor lounge includes a coffee and tea station. The conference room and the second-floor study lounge provide a variety of meeting spaces. The lower level of the library houses the Jann Rudd Weitzel Education Lab; the library's content creation zone for video, audio and social media content creation; and additional library study areas. All three floors have study tables, easy chairs, private study areas, including 20 computers and high quality printing/scanning technology.

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 BILs and renovated in 2021, seats 380 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 prayer and meditation room.

The **Susan Bulkeley Butler Center for Campus Life**, created in 2021 through the fundraising efforts of the CONNECT initiative, is located in the lower level of the Chapel. The Center for Campus Life houses the Chellie Club and the Spirit Shop, as well as meeting and lounge space for the campus community and its visitors.

Hinkhouse Center, built in 1971 and renovated in 1992, houses a gymnasium, fitness center, classrooms, Trading Lab/Esports Arena, athletic training facilities, and faculty and coaches' offices. The Student Life Center is housed in Hinkhouse Center. The complex also includes three tennis courts, softball and recreational fields, and the Vanek Family Memorial Softball Field, dedicated in 2013.

The **Student Wellness Center**, renovated in 2021, is located west of Robertson Hall. The Wellness Center has offices for health services, counseling, and spiritual life and campus diversity, along with the Cottey Cupboard and Diversity Closet. A meeting space and relaxation room provides additional student wellness opportunities and is available for all students. The building is accessible on the first floor.

The **Cottey House**, renovated in 2013 and located to the east of Main Hall on Cherry Street, is used to house guests of the College.

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. Approximately 100 students live in ten suites: California-Weller, Kansas, Michigan, Nebraska, New Mexico, Ohio, Rubie, Seaboard, Texas, and Washington. This facility is air-conditioned.

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, Hilding, Wheatlake, and Wisconsin. This facility is partially accessible to individuals with physical mobility disabilities and is air-conditioned.

The **Townhomes**, acquired by Cottey in 2020, provide housing options for junior and senior students or students over the age of 21. This housing option offers upper-class students the opportunity to experience autonomy while still living on campus. Each Townhome is fully furnished with a kitchen, living room, bath, double and single bedrooms. Each Townhome may house three or four students.

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. It is also home to the Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness.

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 lifestyle. 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.
- to be active contributors toward positive change through leadership, teamwork, and civic engagement.
- 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 student learning outcomes gained through participation in student life programs.

NEW STUDENT ORIENTATION

Throughout their time at Cottey, students will have the assistance and support of the College community. The first year at college is a time of change and growth for both students and families. All new students and their families are encouraged to participate in the New Student Orientation program held before each semester. The goal of New Student Orientation is to help new students and their families make a successful transition to college life. New Student Orientation includes academic and student life programs for the new students and their families.

HEALTH SERVICES

Cottey College contracts with local medical providers to provide limited health services for students. The semester health fee allows a student to see the physicians in the Health Services Office during the scheduled time with no office visit charge. They provide treatment for minor illness and injuries, health counseling, and referral services. Students (or their families) are responsible 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 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

Cottey College counseling services is committed to fostering the growth and development of Cottey students. By providing mental health services in a safe, supportive, and confidential environment, the counseling staff strives to help students acquire the skills, attitudes, and insights that will enable them to meet the challenges of life in an academic community. The counseling staff encourages personal, campus, and community responsibility, and promotes the wellness of the whole student - emotional, social, spiritual, intellectual, physical, environmental, and occupational. Counseling sessions at Cottey support diversity and inclusivity and are a safe zone for all students.

The Peer Empowerment Program (PEP) consists of second-, third-, and fourth-year students who have been 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 a counselor or the director of health and counseling services.

RESIDENCE LIFE

Cottey is a residential college. Living in college housing is an integral part of the Cottey College educational experience. The unique suite-style living contributes to the development of interpersonal skills and thus adds to the pleasure and value of a Cottey College education. Therefore, full-time students (i.e., those enrolled for at least 12 credit hours per semester) are expected to live in college housing. Exceptions to this residential policy require written approval from the vice president for student life. Students are able to sign the Residence Hall Agreement and complete the application process once they have made their tuition deposit.

Any student who wishes to live off campus must submit a Residency Requirement Exemption Request Form and the requested supporting documentation to the director of housing, who will review it with the vice president for student life. To receive the form and additional information regarding an exemption request, email the director of housing at cspencer@cottey.edu.

Residential students live in **P.E.O. Hall, Reeves Hall, Robertson Hall, and Townhomes**. The 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 16 students from diverse backgrounds and geographic locations in single, double, or triple 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. All residence halls are nonsmoking and Robertson Hall and Reeves Hall are air-conditioned.

A residence hall director and student resident assistants live in each residence hall to supervise and be of assistance to the residents. 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 mission of the College. The possession or use of alcohol or illegal drugs is prohibited on campus. The use of alcoholic beverages, illegal drugs, and repeated disregard for procedures and regulations have a negative impact on the educational process. Along with other guidelines for campus living, the specific policies, regulations, and the disciplinary system are contained in the Student Handbook which is available online. Students are urged to become familiar with these policies and regulations and to support them. Enrollment at the College 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. Weekly special buffets such as make-your-own stir-fry, southern food, and soup, salad and wings are highlights for Cottey students. Lunch and dinner include a wide variety of entrees, including vegetarian, vegan, gluten- and dairy-free options in addition to soup, salad, and deli bars. A Centennial Room dinner is a special event for suitemates to dine together in a more formal and private setting. Personally prepared by Dining Services staff, students select a six-course meal sure to delight.

The **Chellie Club**, the campus coffee house located in the Center for Campus Life, features deli items and a wide variety of coffees and drinks.

CAMPUS ACTIVITIES

There is a dynamic activities program on campus. The Student Activities Committee (SAC) plans, promotes, and produces events featuring bands, comedians, magicians, and novelty entertainers. Other events include Grocery BINGOs, intramurals, custom-made products, movies, and road trips. The Cottey College Performing Arts Series sponsors performances each year that span the realm of music, theatre, and dance. Students are admitted free to all campus performances, except student organization fundraisers. 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 the last weekend of September, 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.

LEADERSHIP DEVELOPMENT

The Cottey College campus provides a dynamic environment for students to learn and practice leadership through the efforts of the academic and student life programs and the Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness.

Student organizations are an integral part of the Cottey experience. There are numerous 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, and to 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 vice president for 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.

The Serenbetz Institute sponsors the Leadership, Experiences, and Opportunity (LEO) certification program. This four-level leadership certification program provides students opportunities to explore and enhance their leadership philosophy and skills. The learning outcomes of the LEO program are to be able to identify and develop a personal leadership style; introduce students to a network of successful women leaders; exposure to new experiences, ideas, and cultures; and develop leadership skills that are transferable to personal life, community service, and future careers/professions. A personalized approach rich in hands-on experience includes participation in enrichment events, field trips, community service, and the opportunity to build relationships with fellow student leaders make the LEO program distinctive.

ATHLETICS

Cottey offers intercollegiate athletic programs in basketball, volleyball, softball, golf, cross-country/track, flag football, and Esports. Cottey is a member of the National Association of Intercollegiate Athletics (NAIA). Members of the Cottey community enjoy supporting the Cottey Comets at home and on the road.

VICE PRESIDENT'S DISMISSAL

The vice president for student life may dismiss any student who behaves in a manner that:

- a. creates an unreasonable risk or danger to the safety of themselves, other students, or College personnel; or
- b. causes disruption of the academic or social process of other students at the College.

When students who have received this type of dismissal believe they are ready to resume enrollment at the College, they must make a formal written request to the vice president for student life for readmission.

EQUAL OPPORTUNITY POLICY

Cottey College is committed to providing equal opportunity to its students and employees in all aspects of campus life. The College does not unlawfully discriminate in educational programs, recruitment and admission of students, school-administrated activities or programs, or employment opportunities, policies, or practices on the basis of race, religion, color, national origin, citizenship, age, disability, veteran status, sexual orientation, or any other status protected by law.

The coordinator for equal opportunity is the director of human resources, Main Hall, Cottey College, 1000 W. Austin Blvd., Nevada, MO 64772; telephone (417) 667-8181, ext. 2103. Students may contact the disability support services and student success coordinator, located in the Kolderie Center in the Rubie Burton Academic Center, at (417) 667-8181, ext. 2131.

In addition, and in accordance with Title IX of the Educational Amendments of 1972, Cottey College does not unlawfully discriminate on the basis of sex in its educational programs, school-administrated activities or programs, or employment opportunities, policies, or practices.

Cottey College has designated Title IX coordinators to handle all inquiries regarding its efforts to comply with and carry out its responsibilities under Title IX of the Educational Amendments of 1972. As such, the coordinators are the best contact for employees and students who believe they have suffered discrimination or harassment on any protected basis, including sexual harassment and sexual violence. The Title IX coordinators may be contacted as follows:

Title IX Coordinator: McGee Stoller

Director of Human Resources
Cottey College
1000 W. Austin Blvd.
Nevada, MO 64772
(417) 667-8181, ext. 2103
mstoller@cottey.edu

Title IX Deputy Coordinator: Landon Adams, Ed.D.

Vice President for Student Life
Cottey College
1000 W. Austin Blvd.
Nevada, MO 64772
(417) 667-8181, ext. 2126
ladams@cottey.edu

Inquiries concerning the application of Title IX may also be directed to:

The Assistant Secretary
U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, D.C. 20202-1100

Cottey College seeks to provide an environment where every student and employee will have an equal opportunity to reach their full potential and contribute to the College's success. To that end, Cottey College will not tolerate any form of unlawful discrimination, harassment, or retaliation. It is incumbent upon all students and employees to report any discrimination, harassment, or retaliation that exists so that it can be addressed. These reports can be made directly to your supervisor or the director of human resources or to the vice president for student life. Any alleged violation of this policy will be investigated, and disciplinary action will follow as appropriate.

For more information regarding Cottey College's commitment to an environment free of discrimination and harassment and a full explanation of its grievance procedures for students, see the Cottey College Student Handbook at www.cottey.edu or visit the Cottey College intranet.

ACADEMIC PROGRAMS

THE SERENBETZ INSTITUTE FOR WOMEN'S LEADERSHIP, SOCIAL RESPONSIBILITY, AND GLOBAL AWARENESS

The Institute for Women's Leadership, Social Responsibility, and Global Awareness was established in the fall of 2010 to support Cottey College's mission to promote the education of women as "learners, leaders, and citizens." In 2014, the Institute was named in recognition of a major gift to the College by Thelma Serenbetz. The Institute's vision is to become a premier women's leadership program, employing focused research, innovative instruction, and life-long mentorship to equip Cottey graduates for excellence of responsible leadership globally.

Each of Cottey's four-year baccalaureate programs incorporates the three vital themes for which the Institute is named: the themes of women's leadership, social responsibility, and global awareness. Under the auspices of the Institute, these same emphases shape still further courses and events offered to the Cottey campus and Nevada community. While some of these offerings may be incorporated directly into the classroom, others may include special workshops, conferences, or speakers.

Specific initiatives sponsored and promoted by the Institute include the following:

1. Leadership, Experiences, and Opportunity (LEO) program providing students a personalized approach to leadership identity development through hands-on experience and reflection;
2. Undergraduate Research Grants for students and faculty to pursue research on leadership and its development within their academic disciplines;
3. Leadership Immersions, involving academic study or personal enrichment travel concerning women's leadership, social responsibility, or global awareness in students' disciplines;
4. Summer Leadership Internships, providing opportunities for students to explore leadership within a community, governmental, political, or non-profit organization;
5. Leadership library including educational resources, assessments, supplies, and technology;
6. Seminars, speakers, and workshops promoting understanding of issues influencing women's leadership in a changing world;
7. Courses in Organizational Leadership, with an emphasis on Women's Leadership which may contribute to the completion of a Bachelor of Arts, a minor, or the Certificate in Organizational Leadership.

DEGREE PROGRAMS

Cottery College offers a number of degree options to match student needs. Cottery baccalaureate graduates are well prepared for the world of work and for advanced study in graduate school or law school. Associate (two-year) degrees are available to Cottery students as well as the Bachelor of Arts and Bachelor of Science degrees.

BACCALAUREATE DEGREE PROGRAMS

Cottery College offers fifteen Baccalaureate Degree Programs:

Bachelor of Arts in Business Administration – Management	(See page 35)
Bachelor of Arts or Bachelor of Science in Criminology	(See page 37)
Bachelor of Arts in Elementary Education	(See page 39)
Bachelor of Arts in English	(See page 42)
Bachelor of Arts in Environmental Studies	(See page 44)
Bachelor of Arts in History	(See page 46)
Bachelor of Arts in International Business	(See page 35)
Bachelor of Arts in International Relations	(See page 45)
Bachelor of Arts in Organizational Leadership	(See page 48)
Bachelor of Arts or Bachelor of Science in Psychology	(See page 50)
Bachelor of Arts or Bachelor of Science in Secondary Education	(See page 53)
Bachelor of Arts in Theatre	(See page 62)
Bachelor of Arts in Women, Gender, & Sexuality Studies	(See page 64)
Bachelor of Science in Biology	(See page 65)
Bachelor of Science in Health & Biomedical Sciences	(See page 66)

The major is the primary field of study for a program. A major must include at least 30 credit hours in the discipline and may include supporting courses from other disciplines; however, the total hours required for the major should not exceed 80 credit hours. A minimum of 12 credit hours within the major must be 300-level or higher, in addition to the capstone course. Some majors are interdisciplinary by design; these majors will list the included disciplines in the catalog program description. Interdisciplinary majors must meet the above requirements (30-80 credit hours; at least 12 hours at or above 300-level) within the disciplines listed in the respective program description. Exceptions for the 80 credit hour maximum are made for individually accredited programs with curriculum approval.

The minor is a secondary field of study that may only be completed as part of a baccalaureate degree. Minors should require important core classes from the discipline, as well as at least one elective within the discipline. Minors require at least 18 credit hours, but no more than 25 credit hours. Students may not complete a minor in the same field of study as degree(s) earned or baccalaureate major (e.g., a student who earns an Associate in Arts-Music degree may not complete a Music minor with a baccalaureate degree).

Dual Fulfillment

No more than two courses may be used to fulfill both major and minor requirements.

No more than two courses used to fulfill the General Education Core may be used to fulfill requirements of a program (major or minor). No General Education Core courses may be used to fulfill requirements for associate degrees. The Curriculum Committee may grant exceptions to this rule for individual programs.

BACHELOR DEGREE REQUIREMENTS FOR GRADUATION

To receive a Bachelor of Arts (BA) or Bachelor of Science (BS) degree, students must do the following:

- (1) Declare a major offered at Cottery College. Contact the Office of Academic Records for more information.
- (2) Complete the degree requirements that are published in the catalog for either the academic year of the student's first regular enrollment at Cottery College, the academic year in which the student declares a major, or in effect the last year in residence at Cottery College.
 - (a) This catalog's requirements for the baccalaureate degree include the following:
 - i. Earn 120 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation.
 - a. No more than 8 hours of credit in physical activity/dance activity courses may be counted toward the minimum 120 credit hours required for graduation.
 - b. Thirty hours of the last 36 hours earned toward graduation must be taken at Cottery, excluding Study Abroad.
 - c. The student must be in residence at Cottery (excluding Study Abroad) during at least two semesters of the third and fourth year, combined.
 - ii. Complete an approved academic major as certified by the department and receive at least a C- in the senior capstone course (or program equivalent) in the major. Programs may set a higher standard at their discretion.
 - iii. Complete General Education Core Requirements.
 - (b) The degree will be conferred upon completion of all requirements.

- (3) Meet all financial obligations.
- (4) Submit an "Intent to Graduate" form to the Office of Academic Records no later than the last day of classes one year prior to the anticipated graduation date.
- (5) Students may earn multiple majors by completing all general and specific requirements for multiple baccalaureate majors, after which a single diploma is awarded. There may be no more than twelve (12) credit hours of shared courses between the requirements of the majors. Students may choose two majors within two different degree types (e.g., a major in a Bachelor of Arts program and a major in a Bachelor of Science program). Students with multiple majors must declare a primary major. The degree type (B.A. or B.S.) of the primary major is the degree shown on the diploma. All majors may be listed on the diploma. Multiple majors do not constitute a dual or second degree. Multiple majors may require additional semesters to complete.
- (6) Dual Degree. Students may earn dual degrees by completing the general and specific requirements that pertain to two degree programs (e.g., English and Business) and completing a minimum of 150 semester hours. The student must complete a minimum of 18 hours unique to each major (e.g., 18 hours of major requirements for B.S. in Biology that are different from 18 hours of major requirements for B.A. in Organizational Leadership). The student will receive a diploma for each degree. A dual-degree program may require additional semesters to complete.
- (7) Sequential Degree. Students who have earned a previous bachelor's degree, either from Cottey College or another regionally accredited postsecondary institution, may apply to pursue a sequential degree in a different area of study. On admission, credits awarded toward the previous degree will be evaluated by the Office of Academic Records for acceptance toward the sequential degree and the new major. All students admitted for a sequential degree are required to complete all remaining requirements for the major, complete a minimum of 30 credit hours over and above the first bachelor's degree, complete at least 24 of the 30 credit hours taken at Cottey at the 300-level or above, and earn a 2.0 or better cumulative grade point average.
- (8) NOTE: A student who is absent from Cottey College for one year or more and returns to finish their degree may elect to meet the degree requirements in effect the year of return to the College.

ASSOCIATE DEGREE PROGRAMS

Cottey College offers the following Associate Degrees:

Associate in Arts (A.A.)	(See page 73)
Associate in Arts - Music (A.A.-M.)	(See page 74)
Associate in Science (A.S.)	(See page 74)

Associate degree programs are focused on the first two years of a liberal arts education and are designed to prepare students to continue to the baccalaureate level and beyond. After two years of concentrated study and work with dedicated faculty, Cottey associate degree graduates may transfer to institutions across the country or remain at Cottey to complete a Bachelor of Arts or Bachelor of Science degree in one of fifteen majors.

While Cottey associate degree students commence their undergraduate careers at Cottey, they and the entire Cottey community proceed with the expectation that associate degree seeking students will accomplish their ultimate undergraduate goals at Cottey or at other baccalaureate institutions. A Cottey education includes the development of student abilities and identification of strengths, values, goals, and areas of interest. Students who opt to transfer to another college may receive assistance in the selection of transfer institutions. Many Cottey associate degree graduates continue their education by remaining at Cottey or transferring to a wide variety of institutions. Regardless of their choice, Cottey associate degree graduates report that they are extremely well prepared to declare a major and to excel academically.

ASSOCIATE DEGREE REQUIREMENTS FOR GRADUATION

To receive an associate degree, students must do the following:

- (1) Fulfill the graduation requirements as set forth in the catalog which is in effect when the student enters the College.
 - (a) Complete General Education Core Requirements.
 - (b) The associate degrees require the completion of at least 62 credit hours with a cumulative grade point average (GPA) of 2.0 or higher.
 - (c) Twenty-seven credit hours of the 62 required hours for graduation must be earned at Cottey College.
- (2) Meet all financial obligations.
- (3) Submit an "Intent to Graduate" form to the Office of Academic Records no later than the last day of classes one year prior to the anticipated graduation date.

The degree will be conferred upon completion of all requirements.

GENERAL EDUCATION

The Cottey College General Education Framework

The general education framework of Cottey College is structured around the three guiding threads of the vision statement: women's leadership, social responsibility, and global awareness. In fulfilling the general education core requirements, students take foundations courses that strengthen communication and analytical skills, encourage personal wellness, and increase awareness of how gender and sexuality structure our social world. Students also complete explorations courses that introduce them to the habits of thought and action associated with disciplines in each of four major fields of study: Fine Arts, Humanities, Sciences, and the Social Sciences. Together, the general education foundations and explorations courses help students develop competencies that are central to a Cottey education: Enriches Knowledge, Thinks Critically, Communicates Effectively, Recognizes the Roles of Women, and Acts Responsibly. Beyond the general education core, students take elective and major courses to broaden and deepen their knowledge and to reflect on what it means to be a globally aware and socially responsible leader.

Cottey College General Education Framework			
Mission	Thoughtful Action as Learners, Leaders, and Citizens		
Vision Threads/Core Values Learning Outcomes	<u>Global Awareness</u> Enriches Knowledge Acts Responsibly	<u>Women's Leadership</u> Recognizes Roles of Women Communicates Effectively	<u>Social Responsibility</u> Thinks Critically Acts Responsibly
Core Foundations <i>All students take the course-work in bold.</i> <i>See pages 31-32 for a list of courses that satisfy the core foundations requirement.</i> 14-16 credits	First-Year Writing Seminar (FWS 101) Step into the World (IDS 201)* * not required	First-Year Writing Seminar (FWS 101) College Writing (WRI 102) Women, Gender, and Sexuality Studies (WGS)	First-Year Writing Seminar (FWS 101) College Algebra (MAT 110) or higher math course Activity Courses Dance (DAN) and Physical Education (PHE)
Core Explorations <i>All students take a minimum of one course from Fine Arts, Humanities, Science, and Social Sciences.</i> <i>See page 31 for a list of courses that satisfy the core explorations requirement.</i> 13-14 credits	Fine Arts: Art, Dance, Music, Speech, and Theatre (3 credits) Humanities: English; French; History; Interdisciplinary Studies; Philosophy; Religion; Spanish; Women, Gender, and Sexuality Studies; and Writing (3 credits) Science Lecture & Lab: Astronomy, Biology, Chemistry, and Physics (4-5 credits) Social Sciences: Anthropology, Business, Criminology, Economics, Education, Environmental Studies, International Business, International Relations, Political Science, Psychology, and Sociology (3 credits)		
Broader Connections	Electives		
Deeper Explorations	Coursework in the Major		

Courses That Fulfill General Education Core Requirements

Course Prefix & #	Course Title	Credit Hours	Course Prefix & #	Course Title	Credit Hours
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Writing Requirement

FWS 101	First-Year Writing Seminar	3
WRI 102	College Writing	3

Mathematics

MAT 110	College Algebra	3	MAT 220	Calculus 2	4
MAT 115	Trigonometry	2	MAT 230	Calculus 3	4
MAT 120	Precalculus	4	MAT 240	Differential Equations	3
MAT 130	Elementary Statistics	3	MAT 260	Linear Algebra	3
MAT 210	Calculus 1	4			

Science

AST 101	Introductory Astronomy & Lab	4	BIO 240	Microbiology with Lab	4
BIO 101	Introductory Biology & Lab	4	CHE 110 & 111	Intro to Forensic Chem & Lab	4
BIO 107	Principles of Biology with Lab I	4	CHE 120 & 121	Introduction to Chemistry & Lab	4
BIO 108	Principles of Biology with Lab II	4	CHE 210 & 211	General Chemistry 1 & Lab	5
BIO 125	Botany with Lab	4	CHE 212 & 213	General Chemistry 2 & Lab	5
BIO 204	Genetics with Lab	4	CHE 320 & 321	Organic Chemistry 1 & Lab	5
BIO 207	Zoology with Lab	4	PHY 101	Introductory Physics & Lab	4
BIO 211	Human Anatomy & Physiology 1/L	4	PHY 205	General Physics 1 with Lab	4
BIO 212	Human Anatomy & Physiology 2/L	4	PHY 206	General Physics 2 with Lab	4

Fine Arts

ART 101	Art Appreciation	3	THE 101	Introduction to Theatre	3
DAN 107	Dance Appreciation	3	THE 103	Acting Fundamentals	3
DAN 201	Introduction to Choreography	3	THE 110	Stagecraft	3
MUS 101	Music Appreciation	3	THE 122	Performance of Literature	3
MUS 103	Fundamentals of Music	3	THE 181	Theatre Production	1
MUS 111 or 112	Harmony I or II	3		Taken three times	
MUS 150	Songwriting	3	THE 203	Acting: Character Development	3
MUS 185	Women in Music	3	THE 240	Script Analysis	3
SPE 121	Interpersonal Communication	3			

Humanities

English: ENG 103 and all 200-level ENG courses (except ENG 290)
 French: All 200-level FRE courses with the exception of FRE 201, 202, 213
 History: All 100- and 200-level HIS courses
 Interdisciplinary: IDS 130
 Organizational Leadership: OLS 102
 Philosophy: All 100- and 200-level PHI courses (except PHI 112)
 Religion: All 100- and 200-level REL courses
 Spanish: SPA 211, 212
 Women, Gender, & Sexuality Studies: WGS 105
 Writing: All 200-level WRI courses

Social Science

All 100- and 200-level courses in: Anthropology (ANT), Business (BUS), Criminology (CRM), Economics (ECO), Education (EDU), Environmental Studies (ENV), International Business (INB), International Relations (INR), Political Science (POL), Psychology (PSY), and Sociology (SOC).

Dance and Physical Education

DAN 110	Beginning Dance Technique	1	PHE 136	Fitness Walking	1
DAN 120	Traditional and Social Dance	1	PHE 138	Weight Training	1
DAN 136	Musical Theatre Dance	1	PHE 139	Lifetime Fitness Concepts	3
DAN 145	Improvisation	1	PHE 142	Beginning Golf	1
DAN 150	Beginning Yoga	1	PHE 173	Varsity Flag Football	1
DAN 200	Dance Company	2	PHE 174	Varsity Golf	1
DAN 210	Int/Adv Dance Technique	1	PHE 175	Varsity Track & Field	1
DAN 250	Yoga Practice	1	PHE 176	Varsity Cross-Country	1
DAN 291	Intermed/Advanced Improvisation	1	PHE 177	Varsity Softball	1
PHE 131	Tennis I/Badminton	1	PHE 178	Varsity Volleyball	1
PHE 132	Toning & Flexibility	1	PHE 179	Varsity Basketball	1
PHE 133	Jogging	1	PHE 180	Cycling	1
PHE/ENV 134	Outdoor Skills & Adventure Hiking	1	PHE 181	Cycling & First Aid	2
			PHE 183	Beginning Bicycling	1

Women, Gender, & Sexuality Studies

All 100- and 200-level WGS courses.

Courses That Fulfill Additional Requirements

Course Prefix & #	Course Title	Credit Hours	Course Prefix & #	Course Title	Credit Hours
Writing Intensive Courses					
ANT/ENV 391	Food and Culture	3	INR 360	U.S. Foreign Policy	3
ANT 392	Anthropology of Music and Dance	3	INR 365	International Environmental Policy	3
BIO 240	Microbiology	3	INR 490	Capstone Research Project	3
BIO/HBS 440	Molecular Mechanism of Disease	3	OLS 320	The Leader Within	3
BUS 320	Principles of Management	3	OLS 332	Leadership for Social Change	3
ENG	All 300-level ENG courses (except ENG 312)	3	OLS 350	Team Leadership & Grp Dynamics	3
ENV 365	Environmental Justice	3	OLS 420	Leadership Theories & Practices	3
ENV 485/490	Capstone Research Project	3	PSY 310	Research Methods: Design & Ethics	3
HIS/ENV 320	American Environmental History	3	PSY 311	Research Methods: Psych Statistics	3
HIS/WGS 330	Women's Suffrage Movement	3	PSY/WGS 321	Human Sexuality	3
IDS 130	Introduction to African Studies	3	PSY/WGS 331	Psychology of Women and Gender	3
IDS 312	Qualitative Research Methods	3	PSY/WGS 450	Psychology of Sport and Phys Acty	3
INB 450	Corporate Social Responsibility	3	WGS 305	Women's Health	3
INB 480	International Management	3	WGS 350	Feminist Theories	3
INB 490	Global Business Strategy	3	WGS 360	Ecofeminism: Women, Animals, and Social Justice	3
INR 330	Poverty and Inequality	3	WRI	All 300-level WRI Courses	3
INR 350	International Political Economy	3			
Science					
AST 101	Introductory Astronomy & Lab	4	CHE 120 & 121	Introduction to Chemistry & Lab	4
BIO 101	Introductory Biology & Lab	4	CHE 130 & 131	Intro to Environmental Chem & Lab	4
BIO 107	Principles of Biology with Lab I	4	CHE 210 & 211	General Chemistry 1 & Lab	5
BIO 108	Principles of Biology with Lab II	4	CHE 212 & 213	General Chemistry 2 & Lab	5
BIO 125	Botany & Lab	4	ENV 270	Introduction to GIS	3
BIO 204	Genetics & Lab	4	ENV 335	Earth Science	3
BIO 207	Zoology & Lab	4	PHY 101	Introductory Physics & Lab	3
BIO 211	Human Anatomy & Physiology 1/L	4	PHY 205	General Physics 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2/L	4	PHY 206	General Physics 2 w/ Lab	4
CHE 110 & 111	Intro to Forensic Chem & Lab	4			
Foreign Language					
FRE 101	Elementary French I	4	SPA 101	Elementary Spanish I	4
FRE 102	Elementary French II	4	SPA 102	Elementary Spanish II	4
FRE 201	Intermediate French I	3	SPA 201	Intermediate Spanish I	3
FRE 202	Intermediate French II	3	SPA 202	Intermediate Spanish II	3
FRE 213	Oral French	3	SPA 213	Oral Spanish	3

BACCALAUREATE DEGREE PROGRAM DESCRIPTIONS AND REQUIREMENTS

BACHELOR OF ARTS in BUSINESS ADMINISTRATION - MANAGEMENT BACHELOR OF ARTS in INTERNATIONAL BUSINESS

Faculty: Professor Lunkenheimer (coordinator), Associate Professor Chelminska, and Assistant Professor Ogren

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. Cottey offers all the typical business course prerequisites required if a student is planning to transfer for a different business major. Cottey offers two bachelor degrees in business: Business Administration-Management, as well as International Business with a semester long study abroad component, with the choice depending on the student's preference.

All business students are encouraged to get involved at Cottey. Students interested in business should consider becoming a part of the campus community with activities such as joining Enactus, a competitive collegiate business organization; or becoming a Golden Key—Cottey's student ambassador program. A student may complete all four levels of Cottey's LEO- Leadership, Experiences, Opportunity program or pursue the Certificate in Organizational Leadership through the Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness. Business students should strongly consider such elective courses as Public Speaking, Interpersonal Communications, and Beginning Acting.

Business and non-business majors have the opportunity to explore the skills necessary to succeed as an entrepreneur through hands-on experience in the Chellie Club—An Entrepreneurial Lab. Students acquire the skills and fundamentals of starting and operating a business, developing a business plan, managing finances and budgeting, marketing a product or service, developing efficient processes, and evaluating results, making changes as necessary to support a successful business. Real-life experiments with real marketplace, real customer feedback, and real challenges and opportunities will be conducted in a learning environment.

Students who complete course offerings in the department will show progress in program goals:

Bachelor of Arts - Business Administration – Management Program Goals

Communicates Effectively

Student will communicate clearly and effectively in English using business and economic terminology and concepts in a variety of contexts with appropriate technology.

Thinks Critically

Students will integrate relevant cultural, social, political, historical, geographic and environmental factors into the analysis of business issues and the development of an appropriate course of action.

Solves Problems

Students will identify and analyze qualitative and quantitative information to develop appropriate courses of action.

The International Business Department prepares students for postgraduate study as well as for careers in government, business, or any multinational endeavor. All International Business majors take courses in business and international business, in addition to completing a major capstone course. The major in International Business includes basic knowledge of accounting, marketing, management, and finance and extends this knowledge through classes in global business, multinational finance, and international management. This major includes meeting a foreign language requirement prior to graduation.

Bachelor of Arts – International Business Program Goals

Communicates Effectively

Student will communicate clearly and effectively in English using business and economic terminology and concepts in a variety of contexts with appropriate technology.

Thinks Critically

Students will integrate relevant cultural, social, political, historical, geographic and environmental factors into the international analysis of business issues and the development of an appropriate course of action.

Solves Problems

Students will identify and analyze qualitative and quantitative information to develop appropriate courses of action.

Respects Diversity

Students will increase awareness and knowledge of cultural diversity in international business settings regarding management and operations.

BUSINESS ADMINISTRATION-MANAGEMENT and INTERNATIONAL BUSINESS

Course #	Course Title	Credit Hours
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Foundational (30)

ECO 201	Prin of Econ: Macroeconomics	3
ECO 202	Prin of Econ: Microeconomics	3
BUS 211	Prin Acct: Financial Accounting	3
BUS 212	Prin Acct: Managerial Accounting	3
BUS 320	Principles of Management	3
BUS 325	Principles of Marketing	3
BUS 340	Principles of Finance	3

Senior Year Business Courses

BUS 425	Topics in Business	3
BUS 480	Strategic Management	3
INB 490	Global Business Strategy	3

B.A. in Business Administration - Management

Course #	Course Title	Credit Hours
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Supporting Requirements (18-20)

Foreign Language (6-8 hours required)
Two foreign language courses (same language)

Choose from:

FRE 101/102	Elementary French I & II	8
FRE 201/202	Intermediate French I & II	6
SPA 101/102	Elementary Spanish I & II	8
SPA 201/202	Intermediate Spanish I & II	6

CSC 101	Computer Application Systems, Concepts/Practice	3
MAT 130	Elementary Statistics	3
OLS 102	Foundations in Leadership	3
WRI 292	Professional Writing	3

B.A. in International Business

Course #	Course Title	Credit Hours
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Major Subject Area (18)

BUS 310	Management Information Systems	3
BUS 315	Operations Management	3
BUS 350	Organizational Behavior	3
BUS 399	Business Internship	3
INB 450	Corporate Social Responsibility	3
INB 480	International Management	3

Electives in Major (9)

Choose three:

BUS 260	Legal Environment of Business	3
BUS 335	Principles of Entrepreneurship and Small Business Mgmt	3
BUS 355	Human Resource Management	3
OLS 320	The Leader Within	3
OLS 350	Team Leadership and Group Dynamics	3
OLS 420	Leadership Theories & Practices	3
PSY 430	Conflict Resolution	3

General Education Core	27-29
Program Requirements	75-77
Minimum Credit Hours Required for Graduation	120

Course #	Course Title	Credit Hours
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Major Subject Area (21)

INB 110	Intro to International Business	3
INB 399	International Business Internship	3
INB 480	International Management	3
	Study Abroad	12
<i>Must be related to International Business and approved in advance</i>		

Electives in Major (6)

Choose one:

BUS 310	Management Information Systems	3
BUS 315	Operations Management	3

Choose one:

INB 345	Export Policies & Procedures	3
INB 420	Multinational Business Finance	3

General Education Core	27-29
Program Requirements	75-77
Minimum Credit Hours Required for Graduation	120

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN CRIMINOLOGY

Faculty: Assistant Professor Glosser (coordinator); and Associate Professor Quick

Criminology as a field integrates the study of the criminal mind, the causes of crime and delinquency, an understanding of the criminal justice system as well as how criminals are perceived in society. As a discipline it bridges theoretical and sociological concerns with that of practical applications in the criminal justice system. Because Cottey is a liberal arts institution, the criminology program emphasizes critical thinking through interdisciplinary perspectives rather than vocational training solely in criminal justice. As such, the criminology curriculum integrates core criminology and criminal justice focused courses with additional coursework options in sociology, psychology, international relations, political science, and beyond. Nevertheless, students will intern with local agencies at which they gain direct experience and practical skills. Therefore, with this degree, students can easily pursue entry-level employment in a range of positions or continue on in a variety of graduate degrees.

The program offers a B.A. and a B.S. degree. Although the B.A. degree is the most common, some criminology or sociology programs with a criminology emphasis offer B.S. degrees solely or as well as B.A. degrees. B.S. programs tend to emphasize more data analysis than others. For those students more interested in the forensics science side of criminology as well as computer and quantitative data analysis, the B.S. track would be ideal.

Students choose the B.A. option (57-60 credits in the major) or the B.S. option (45-48 credits in the major). After the core requirements, the remaining 24 credits for the B.A. track have three areas of study: 1) public administration, law, and ethics, 2) social sciences and 3) women's leadership. For the B.S. the remaining 27-29 credits include three areas of study: 1) criminal justice, law & ethics, 2) social sciences, and 3) investigation and data analysis. See these requirements and courses below.

Bachelor of Arts - Criminology Program Goals

Enriches Their Knowledge

A Cottey Criminology student demonstrates a knowledge base in criminology and professional development.

Thinks Critically

A Cottey Criminology student demonstrates scientific inquiry and critical thinking in their study of criminology.

Communicates Effectively

A Cottey Criminology student demonstrates effective communication of ideas.

Acts Responsibly

A Cottey Criminology student demonstrates ethical and social responsibility in a diverse world.

Bachelor of Arts in Criminology Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (15-16)			Public Administration, Law, & Ethics <i>Choose three</i>		
CRM 101	The Criminal Justice System	3	POL 131	Public Administration	3
CRM 201	Criminology	3	POL 141	Public Policy	3
SOC 101	Introductory Sociology	3	PHI 205	Ethics	3
MAT 130	Elementary Statistics	3	INR 340	International Law	3
			INR 355	Terrorism	3
Research Methods <i>Choose one</i>			Women's Leadership <i>Choose one</i>		
IDS 312	Qualitative Research Methods	4	OLS 102	Foundations in Leadership	3
INR 320	Quantitative Research Methods in Social Sciences	3	OLS 332	Leadership for Social Change	3
PSY 310	Research Methods in Psychology I	3	OLS 350	Team Leadership and Group Dynamics	3
PSY 311	Research Methods in Psychology II	3	WGS 105	Introduction to Women, Gender, and Sexuality Studies	3
Major Subject Area (24)			WGS 205	Social Justice and Civic Engagement	3
<i>Choose three</i>			Capstone		
CRM 275	Corrections	3	CRM 490	Senior Capstone in Criminology	3
CRM 301	Juvenile Justice	3			
CRM 375	Violence Against Women	3			
CRM 401	Ethical Issues in Criminal Justice	3			

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Electives in Major (12)					
<i>Choose four</i>			OLS 350	Team Leadership and Group Dynamics	3
ANT/WGS 201	Intro to Cultural Anthropology	3	WGS 105	Introduction to Women, Gender, and Sexuality Studies	3
ANT 291	Language and Culture	3	WGS 205	Social Justice and Civic Engagement	3
ECO 201/202	Principles of Economics 1 or 2	3	Supporting Requirements (6-8)		
PSY/SOC 232	Social Psychology	3	Foreign Language		
PSY 308	Psychology of Child & Adolescence Development	3	Two courses – same language		
PSY 335	Drugs and Behavior	3	General Education Core Requirements		
PSY 350	Abnormal Psychology	3	Program Requirements		
PSY 420	Counseling Psychology	3	Minimum Credit Hours Required for Graduation		
PSY 430	Conflict Resolution	3			
SOC 203	Family and Society	3			
SOC/ANT 235	Race, Class, Gender, & Sexuality	3			
INR/SOC 330	Poverty and Inequality	3			
OLS 332	Leadership for Social Change	3			

Bachelor of Science in Criminology Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (15-16)			Electives in Major (9)		
CRM 101	The Criminal Justice System	3	Social Sciences		
CRM 201	Criminology	3	<i>Choose three</i>		
SOC 101	Introductory Sociology	3	ANT/WGS 201	Intro to Cultural Anthropology	3
MAT 130	Elementary Statistics	3	ANT 291	Language and Culture	3
Research Methods (<i>Choose one from the following</i>):			ECO 201/202	Principles of Economics 1 or 2	3
IDS 312	Qualitative Research Methods	4	PSY/SOC 232	Social Psychology	3
INR 320	Quantitative Research Methods in Social Sciences	3	PSY 308	Psychology of Child & Adolescence Development	3
PSY 310	Research Methods in Psychology I	3	PSY 335	Drugs and Behavior	3
PSY 311	Research Methods in Psychology II	3	PSY 350	Abnormal Psychology	3
Major Subject Area (12)			PSY 420	Counseling Psychology	3
Criminal Justice, Law, & Ethics			PSY 430	Conflict Resolution	3
<i>Choose three</i>			SOC/WGS 203	Family and Society	3
POL 131	Public Administration	3	SOC/WGS 235	Race, Class, Gender, & Sexuality	3
POL 141	Public Policy	3	INR/SOC 330	Poverty and Inequality	3
PHI 205	Ethics	3	Investigation and Data Analysis		
INR 340	International Law	3	<i>Choose three</i>		
INR 355	Terrorism	3	BUS 211	Principles of Financial Accounting	3
Capstone			CHE 110	Introduction to Forensic Chemistry/Lab	4
CRM 490	Senior Capstone in Criminology	3	CSC 201	Introduction to Programming	3
			CSC 212	Data Structures	3
			ENV 270	Intro to GIS and Geospatial Technology	3
			ENV 310	Mastering GIS (Geographic Info Systems)	3
			<i>Any above listed methods courses not taken as a core requirement</i>		
			General Education Core Requirements		
			Program Requirements		
			Minimum Credit Hours Required for Graduation		

BACHELOR OF ARTS IN ELEMENTARY EDUCATION

Faculty: Assistant Professors Adams (coordinator), Lanser, and Saxena.

Cottey College's Elementary Education major is focused on contributing highly effective teachers in the field of education for grades 1-6. Teachers completing an education degree at Cottey are equipped to adapt to the educational needs of the next generation of students. The Elementary Education program involves interaction with local youth in area primary schools through practice and student teaching. Cottey graduates obtain solid teaching preparation as well as depth of study in core curricular areas.

An Elementary Education program involves a great deal of interaction with local youth in several area schools and is often viewed as the original service learning course opportunity. Working in classrooms every semester is not only beneficial to prospective teachers, but is also valued as a major contribution to the schools and families in the community. Current faculty members already have a working relationship with schools in Nevada and surrounding areas, and course descriptions include service-learning projects with local youth.

Communicates Effectively

A Cottey student uses appropriate communicative means to contribute ideas and engage others to advance the work.

Acts Responsibly

A Cottey student respects diversity, is attentive to cultural context, and demonstrates ethical reasoning and action.

Bachelor of Arts in Elementary Education Requirements

Course #	Course Title	Cred. Hrs.	Cred. Req.	
Core Requirements			43	Field Experiences
EDU 210	Foundations of Education	3		The field experiences involve activities in professional education, which include observations, tutoring, and assisting teachers in off-campus classroom settings.
EDU 310	Educational Psychology	3		
EDU 315	Assessment in Education	3		The field experiences include a minimum of 75 hours of field visits in primary schools (grades 1-6) with diverse school populations and in diverse settings (urban, suburban, rural) with 30 hours at entry level and 45 hours at a mid-level point. Student teaching requires a minimum of 12 weeks. These entry and mid-program field visits include observations and practica teaching in the presence of an elementary school teacher licensed in the appropriate certification area.
EDU 318	Language Acquisition & Development of Young Children	3		
EDU 320	The Exceptional Learner	3		Written documentation of these field experiences, candidate reflection, and teacher evaluation of candidates are required for all observations.
EDU 326	Literacy in Elementary Schools	3		
EDU 372	Teaching in Elementary Schools	3		
EDU 415	Classroom Management	3		
EDU 425	Literacy Interventions	3		
ENG 308	Child & Young Adult Literature	3		
MAT 130	Elementary Statistics	3		
PSY 307	Lifespan Development Across Cultures	4		
OR				
PSY 308	Psychology of Child and Adolescent Development			
PSY 325	Motivation & Emotion	3		
WRI 397	Teaching Writing	3		
Teaching Methods			12	
EDU 380	Elementary Math Methods	3		
EDU 381	Elementary Science Methods	3		
EDU 387	Integrated Methods I: Literacy and Social Studies	3		
EDU 388	Integrated Methods II: Literacy, Movement, and Arts	3		
Total Professional Education Course Credit Hours			55	

Clock Hrs	Semester Hrs	Course
<i>Entry Level</i> 30 hours	1	EDU 290 Field Experience I
<i>Mid Level</i> 45 hours	1	EDU 390 Field Experience II
<i>Culminating</i> 12 weeks	12	EDU 490 Student Teaching

Bachelor of Arts in Elementary Education Requirements (cont.)

Admission for Certification Program

Cottey College students desiring to become an Elementary Education major will need to apply for acceptance into the Educator Preparation Program. This application process must be completed during the second semester of the sophomore year at the latest.

The application process is based upon three criteria:

1. Academic performance
2. Disposition
3. Evidence(s) of commitment to teaching and learning

In an effort to identify these three criteria in an applicant, to be accepted into the Elementary Educator Preparation Program the student must:

1. Academic performance

- Complete EDU 210 Foundations of Education with a grade of "C" or higher.
- Provide evidence of adequate grade point average (3.00 Program Requirements) with an official transcript.
- Minimum ACT score of 20 OR pass the Missouri General Education Assessment (MoGEA) in (1) Reading Comprehension & Interpretation (186), (2) Writing (167), (3) Mathematics (183), and (4) Science & Social Studies (183).

2. Disposition

- Provide two faculty recommendations for the purpose of identifying academic performance, dispositions, and potential as a future educator.
- Provide one non-faculty recommendation for the purpose of identifying dispositions, experience with youth, and potential as a future educator.

3. Evidence(s) of commitment to teaching and learning

- Submit a completed application to the Education Department coordinator
- Submit a 500-600 word essay reflecting personal philosophy of education and reasons to enter the teaching profession
- Complete portfolio checkpoint 1
- Background check
- Minimum of 15 documented field experience hours
- Field experience summaries
- Interview with Elementary Education Admission and Program Committee

When all parts of the application have been received, the Education Admission and Program Committee will consider the application. The committee will either admit the student unconditionally, conditionally, or deny admission. If the student is conditionally admitted, they will be provided with a statement of actions to complete for unconditional admission. If the student is denied admission, they may appeal the decision.

Assessment: Candidate

Candidate assessment and readiness are measured through systematic data collection and analysis that includes, but is not limited to:

- Course embedded assessments (rubrics correlating with course assignments)
- Candidate field experience evaluations (entry, mid-level, and student teaching)
- Candidate ACT score OR Missouri General Education Assessment scores (MoGEA)
- Candidate portfolio artifacts and rationales integrated throughout the program
- Candidate Missouri Content Assessments (MoCA)
- Candidate Missouri Educator Evaluation System (MEES)

Entry and continuation in the program is contingent upon successfully passing the Missouri Educator Gateway Assessments.

The table below identifies the benchmarks at which candidates would be expected to complete these assessments.

Course	Benchmark	Exam
EDU 210	Entry	ACT/MoGEA, apply for admission
EDU 380-388	Methods	Missouri Content Assessments
EDU 490	Student Teaching	Missouri Educator Evaluation System (MEES)

CERTIFICATIONS: BA in Elementary Education

<u>Course #</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Course #</u>	<u>Course Title</u>	<u>Credit Hours</u>
Foundational (79)			Supporting Requirements (29)		
EDU 210	Foundations of Education	3	ECO 201	Principles of Economics I: Macroeconomics	3
EDU 250	Mathematics for Elementary Teachers I	3	HIS 111	United States History to 1877	3
EDU 251	Mathematics for Elementary Teachers II	3	HIS 112	United States History Since 1877	3
EDU 290	Field Experience I	1	MAT 250	College Geometry	3
EDU 310	Educational Psychology	3	POL 101	United States Government	3
EDU 315	Assessment in Education	3	SCIENCE		
EDU 318	Language Acquisition & Development of Young Children	3	Physical	Any course with PHY or CHE designation	4
EDU 320	The Exceptional Learner	3	Life	Any course with BIO or ENV	4
EDU 326	Literacy in Elementary Schools	3			
EDU 372	Teaching in Elementary Schools	3			
EDU 415	Classroom Management	3			
EDU 425	Literacy Interventions	3			
EDU 380	Elementary Math Methods	3	General Education Core Requirements		27-29
EDU 381	Elementary Science Methods	3	Program Requirements		108
EDU 387	Integrated Methods I: Literacy and Social Studies	3	Minimum Credit Hours Required for Graduation		120
EDU 388	Integrated Methods II: Literacy, Movement, and Arts	3			
EDU 390	Field Experience II	1			
EDU 490	Student Teaching	12			
ENG 290	English Grammar and Usage	3			
ENG 308	Child and Young Adult Literature	3			
ENV 125	World Regional Geography	3			
PHE 182	First Aid	1			
PSY 307	Lifespan Development Across Cultures	4			
OR					
PSY 308	Psychology of Child and Adolescent Development				
PSY 325	Motivation & Emotion	3			
WRI 397	Teaching Writing	3			

BACHELOR OF ARTS IN ENGLISH

Faculty: Professors Pivak and Stubblefield (coordinator), and Assistant Professors Polo and Green.

The Bachelor of Arts degree in English is inherently interdisciplinary, and courses in the major incorporate the threads of women's leadership, social responsibility, and global awareness. The program is versatile and cutting edge, but it is also rooted in tradition. Students are prepared to enter graduate school, pursue a professional degree (e.g. law), or explore the world of work.

English majors may choose a concentration in women writers or a general focus. Offerings range from broad surveys of American and British literature – including that of the colonized, displaced, and marginalized – to single-author focuses such as Jane Austen or Toni Morrison.

All English majors complete an Introduction to the Major course as well as the Capstone Research Project. Additionally, experiential learning is a fundamental component of the English major. Students enroll in foundational courses and courses that provide opportunities for explorations and excursions. Baccalaureate students pursuing another area of study who also wish to pursue a minor in English can find course requirements on page 69.

Bachelor of Arts - English Program Goals

Recognize the Roles of Women

A Cottey English student demonstrates understanding of women's contributions and representations in literature and writing.

Communicate Effectively

A Cottey English student demonstrates an ability to communicate, individually and collaboratively, in a rhetorically effective manner by grounding their writing in considerations of purpose, audience, context, and genre.

Thinks Critically

A Cottey English student creates sophisticated analyses of texts and generates well-supported claims appropriate to a specific rhetorical context.

Acts Responsibly

A Cottey English student demonstrates understanding of cultural diversity, including race, class, gender, sexuality, or ethnicity, as represented in a wide range of texts and contexts.

Bachelor of Arts in English Requirements

(This major has two tracks that a student may choose: 1. Women Writers Concentration, OR 2. General English Focus.)

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (9)			General English Focus (15)		
<i>Must take all 3 courses:</i>			Group 1	Select one pre-1900 course at 300-level (except ENG 312)	3
ENG 200	Introduction to the English Major	3	Group 2	Select two post-1900 courses at 300-level (except ENG 312)	6
ENG 410	Critical Theory	3	Group 3	Select one WRI course at 300-level	3
ENG 490	Capstone Research Project	3	Group 4	Select one additional course from Group 1, 2, or 3	3
Major Subject Area (9)			Supporting Requirements (35)		
<i>Select one course from each group:</i>			Foreign Language		
Group 1			<i>Two years of one language</i>		
ENG 201	English Literature 1	3	Math: PHI 112 or MAT 130		
ENG 202	English Literature 2	3	<i>No minimum grade; no dual fulfillment</i>		
ENG 205	American Literature 1	3	History		
ENG 206	American Literature 2	3	<i>One HIS course; no dual fulfillment</i>		
Group 2			Philosophy		
ENG 215	Shakespeare	3	<i>One PHI course; no dual fulfillment w/ Logic</i>		
ENG/WGS 220	American Women Writers	3	Social Sciences		
ENG/WGS 222	British Women Writers	3	<i>Any course from ANT, BUS, ECO, ENV, INB, INR, POL, PSY, SOC; no dual fulfillment</i>		
ENG 230	Studies in Ethnic Literature	3	Speech (No dual fulfillment)		
Group 3			SPE 101 Fundamentals of Speech		
WRI	One 200-level WRI course	3	Technology and Text Production		
Electives in Major			<i>One course from this list: CSC 101, ART 297, ART 260, or WRI 292</i>		
Experiential Learning (3-6)			Upper-division Writing-Intensive Course		
<i>Select two excursions (1-3 credits) each</i>			Not in ENG or WRI		
ENG 211	Excursion	1-3	General Education Core		
ENG 199	Internship	1-2	Program Requirements:		
Women Writers Concentration (15)			Minimum Hours Required for Graduation		
Group 1			27-29		
Select one pre-1900 course at 300-level (except ENG 312)			71-74		
Group 2			120		
Select two post-1900 courses at 300-level (except ENG 312)					
Group 3					
Select one WRI course at 300-level					
Required					
WGS 350	Feminist Theories	3			

--Students must fulfill the B.A. Gen. Ed. WGS requirement with a course that is not cross-listed with ENG.

--Women Writers Concentration Students must take three ENG/ WGS courses (200- or 300-level) within the major.

--Students must write a capstone thesis that focuses on a woman writer(s).

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES

Faculty: Professors S. Chaney, Fernando, Ross, Stubblefield, and Watanabe; Associate Professor Quick; and Assistant Professor Mangukiya (coordinator).

The Bachelor of Arts degree in Environmental Studies is inherently interdisciplinary and courses in the major incorporate the threads of women's leadership, social responsibility, and global awareness—and relate to themes in International Relations, International Business, and English. The hands-on and cutting-edge program is designed to cover broad topics in Environmental Studies while encouraging specializations that prepare students for graduate school or the professional world.

The Environmental Studies Department prepares students for environmental leadership careers in civic or federal services, environmental consulting, entrepreneurial industries, or emerging “green” industries and services, as well as for postgraduate studies of environmental assessment and management, environmental law, fish and wildlife, international relations, and business.

All required courses and electives for the Environmental Studies major strike a balance between the social and natural sciences as they relate to the environment. Students are exposed to the scientific principles, fieldwork, current research, perspectives and theories, as well as other academic disciplines that contribute to the study of the environment and its connections to social responsibility, global awareness, economics, politics, and policy development. Experiential learning is a fundamental component of the Environmental Studies major. Experiential learning includes exposure to and the application of cutting-edge technology, meeting professionals, review and authorship of research articles, and participating in field trips and field work in areas such as air and water quality, sustainable tourism, terrestrial ecology, and prairie ecosystem preservation. Summer internships and service learning, while not a requirement, provide students with important real-world experiences.

Bachelor of Arts - Environmental Studies Program Goals

- Understand the science behind environmental processes and issues;
- Understand and evaluate human involvement, impact, and interaction with the environment;
- Solve problems using tools and technology relevant to environmental graduate studies and professional careers;
- Think critically and build an informed opinion on current environmental issues;
- Communicate in professionally effective ways in written and oral forms, as well as through other media;
- Be responsible as global, national, and local citizen to themselves, society, and the environment at large;
- Recognize the overlap with social and science disciplines as well as potential specializations;
- Recognize gender differences in a global world and a woman's potential to understand environmental processes and shape environmental policy;
- Set up science and/or outreach projects about environmental issues and communicate results;
- Plan and conduct basic inquiries and surveys of environmental and sustainability issues;
- Understand the fundamental components, forces, and processes which comprise each element of the “sustainability concept”—namely ecological, economic, and societal factors;
- Exercise professional judgment to develop opinions and conclusions within and adjacent to developments of the environmental arena.

Bachelor of Arts in Environmental Studies Requirements

Course #	Course Title	Credit Hours
Foundational (15)		
ENV 110	Intro to Environmental Studies	3
ENV/BIO 120	Intro to Environmental Science	3
ENV 125	World Regional Geography	3
ENV 485	Capstone Research Project I	3
ENV 490	Capstone Research Project II	3

Major Subject Area (18-19)

Major Environmental Studies Requirements (9)

Select three courses from the following:

ENV 315	Ecosystems, Function/Mgmt	3
ENV 335	Earth Science	3
ENV/IDS 350	Env Cond & Global Econ Dev	3
ENV 365	Environmental Justice	3

Major Method Requirements (9-10)

Select three courses from the following:

ENV 270	Intro to GIS & Geospatial Tech	3
IDS 312	Qualitative Research Methods	4
INR 320	Quantitative Res Mthds in SS	3
MAT 130	Elementary Statistics	3

Electives in Major (14-27)

Lower Division Electives (7-14)

Select two or three courses from the following for a minimum of 7 credits:

BIO 101	Introductory Biology w/ Lab	4
BIO 107	Principles of Biology w/ Lab I	4
BIO 207	General Zoology w/ Lab	4
BIO 250	Ecology w/ Lab	4
CHE 130/131	Intro to Env Chemistry	4
CHE 210/211	General Chemistry 1	5
CHE 212/213	General Chemistry 2	5
ENV/PHE 134	Outdoor Skills & Adv Activities	1
ENV 225	Environmental Aware & Ethics	3
HIS 150	Intro to Historical Methods	3
PHI 205	Ethics	3
WRI 293	Intro to Primary Research	3

Course #	Course Title	Credit Hours
Upper Division Electives (7-13)		

Select three courses from the following:

ANT/ENV 391	Food and Culture	3
CHE 310/311	Princ of Analytical Chemistry	5
CHE 320/321	Organic Chemistry 1	5
CHE 330	Env Chem & Social Justice	3
ENV 310	Mastering GIS	3
ENV/HIS 320	Am Environmental History	3
ENV 340	Topics: Environmental Studies	3
ENV 360	Env Planning/Env Imp Assess	3
ENV 399	Internship	1-3
INR/SOC 330	Poverty and Inequality	3
OLS 360	Inclusive Leadership	3

Supporting Requirements (6)

Select two courses from the following:

BIO 320	Animal Behavior	3
CSC 201	Introduction to Programming	3
ENG 383	Animals in Literature	3
ENV 331	Sustainable Tourism	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Ldrshp & Group Dyn	3
INR 365	International Env Policy	3
INB 450	Corporate Social Responsibility	3
INR 350	International Political Economy	3
WGS 360	Ecofeminism	3

General Education Core Requirements	27-29
Program Requirements	53-67
Minimum Credit Hours Required for Graduation	120

BACHELOR OF ARTS IN HISTORY

Faculty: Professors S. Chaney (coordinator) and Firkus

Bachelor of Arts in History

The history 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 the United States, and European and world societies. An informed awareness of historical developments 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 the history program involve three principle areas: critical thinking skills, communication skills, and material knowledge.

Bachelor of Arts - History Program Goals

Enriches Knowledge

Students earning the B.A. in History demonstrate a basic understanding of major events, developments, ideas, institutions, and people in world, US, and European history.

Students earning the B.A. in History demonstrate the ability to situate historical events in geographic and chronological contexts, distinguishing the past from the present.

Thinks Critically

Students earning the B.A. in History demonstrate the ability to describe past events and developments from multiple perspectives using diverse and sometimes conflicting sources.

Students earning the B.A. in History demonstrate the ability to locate and distinguish between primary and secondary sources and evaluate the perspectives and claims expressed in both.

Communicates Effectively

Students earning the B.A. in History demonstrate the ability to compose evidence-based historical narratives and arguments in a variety of media that are appropriate for the audience and context.

Bachelor of Arts in History Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (9)			Electives in Major (15)		
Historical Methods and Research			History Electives		
HIS 150	Intro to Historical Methods	3	<i>(choose 5; at least 3 at the 300-level)</i>		
HIS 350	Advanced Historical Methods	3	HIS 125	Asian Civilization	3
HIS 490	Capstone Research Project in History	3	HIS 131-133	World Civs survey course not taken	3
Major Subject Area (15)			HIS 202	Twentieth-Century Europe	3
US History Survey (6)			HIS/WGS 211	History of Women in America	3
HIS 111	United States History to 1877	3	HIS 221	Native American History	3
HIS 112	United States History Since 1877	3	HIS 245	The Holocaust	3
World History Survey (6)			HIS 255	Early Modern Europe, 1350-1700	3
<i>(choose 2)</i>			HIS 260	Modern Europe, 1700-1900	3
HIS 131	World Civilizations to 1500	3	HIS/ENV 320	American Environmental History	3
HIS 132	World Civilizations Since 1500	3	HIS/WGS 325	Women Celebrities	3
HIS 133	World Since 1945	3	HIS/WGS 330	Women's Suffrage Movement	3
European History (3)			HIS 335	Hamilton's America	3
<i>(choose 1)</i>			HIS 340	Genocide in History	3
HIS 202	Twentieth-Century Europe	3	HIS 345	Modern Political Revolutions	3
HIS 255	Early Modern Europe, 1350-1700	3	HIS 355	Readings in History	3
HIS 260	Modern Europe, 1700-1900	3	Students pursuing the B.A. in History are encouraged to earn another major or a minor, to complete an internship, and to study abroad.		
			General Education Core		27-29
			Program Requirements		39
			Minimum Hours Required for Graduation		120

BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

Faculty: Professor Watanabe (coordinator), and Associate Professor Roy.

The Bachelor of Arts degree in International Relations is inherently interdisciplinary and courses in the major incorporate the threads of women's leadership, social responsibility, and global awareness—and relate to themes in environmental studies, and/or English. Additionally, experiential learning is a fundamental component of the International Relations major, with one semester of study abroad required.

The International Relations program emphasizes the study of areas such as relations among states, the influence of globalization, and comparative politics. It considers such issues as the status of women in developing countries, poverty, and inequalities. In addition, the interconnectedness of these areas is emphasized through complementary electives in areas including anthropology; sociology; psychology; history; environmental studies; geography; religion; and women, gender, & sexuality studies. Some highlights include:

- One semester of course study abroad taken in the geographic location of the student's choice.
- Experiential learning components which allow students to apply their in-class learning. For example, internships are encouraged.

Bachelor of Arts - International Relations Program Goals

Communicates Effectively

Student demonstrates the ability to construct and articulate clearly well-reasoned arguments, grounded in evidence.

Thinks Critically

Student demonstrates the ability to explore issues in international relations before accepting arguments or forming conclusions of their own.

Bachelor of Arts in International Relations Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (6)			INR/POL 335	Middle Eastern Politics: The Israeli-Palestinian Conflict	3
<i>Choose one:</i>			INR 340	International Law	3
POL 101	U.S. Government	3	INR 345	Politics, Power, and Religion	3
POL 121	Introduction to Political Science	3	INR 350	International Political Economy	3
POL 131	Public Administration	3	INR 355	Terrorism	3
POL 141	Public Policy	3	INR 360	U.S. Foreign Policy	3
<i>Choose one:</i>			INR 365	International Environmental Policy	3
ECO 201	Prin of Econ: Macroeconomics	3	INR/POL 370	Asian Politics	3
INR 350	International Political Economy	3	INR/PHI/POL 325	Social & Political Philosophy	3
Major Subject Area (12)			Supporting Requirements (9-20)		
<i>Required:</i>			Divisional Elective (3)		
INR 151	International Relations	3	One course must be taken from the following disciplines: (Must be 200 level or above; May be taken during study abroad).		
POL 201	Comparative Politics	3	Anthropology	International Business	
INR 320	Quantitative Research Methods	3	Economics	Sociology	
INR 490	Capstone Research Project	3	English	Philosophy	
Electives in Major (24)			Environmental Studies	Psychology	
Eight courses in International Relations are required. Preferably, at least three of these should be taken as part of the study abroad experience.			Geography	Religion	
Int Rel	Study Abroad Class	3	History	Women, Gender, & Sexuality Studies	
Int Rel	Study Abroad Class	3	Interdisciplinary Studies		
Int Rel	Study Abroad Class	3	Language Requirement (6-17)		
The additional five may be taken abroad or selected from the following:			<u>For native English speakers:</u>		
INR 216	Women, Power, & Global Politics	3	Five semesters of foreign language courses (If a student starts in a 200 or above level course, two semesters of 100-level courses are exempted)		
INR 310	International Organizations	3	<u>For nonnative English speakers:</u>		
INR/POL 315	Elections in the World & U.S.	3	1) One course in speech communication		
INR/SOC 330	Poverty and Inequality	3	Choose from: SPE 101 or SPE 121		
			and		
			2) At least one semester of a third language course		

Study Abroad and Experiential Learning Requirement

At least one semester of study abroad, with a full academic load is required.

Students are encouraged to enroll in credit-bearing and approved internship activities.

Students may work for political parties, NGOs, MNCs, or local, state, and federal governments in the US and/or in the country where they study abroad.

General Education Core	27-29
Program Requirement	51-62
Minimum Hours Required for Graduation	120

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

Faculty: Associate Professor Clyde Gallagher (coordinator)

Organizational Leadership is an interdisciplinary approach to relevant leadership issues in any sector or setting. The major is designed to provide an opportunity for students to study the theoretical and academic aspects of leadership while developing practical skills through the enhancement of individual leadership capacity. The program combines academic coursework with experiential aspects that result in a tangible and applicable understanding of effective leadership. The major is designed to support students as they progress through their careers by emphasizing the role, scope, and effectiveness of women leaders.

A Leadership Development Plan (LDP) that individualizes leadership growth for each student is completed each semester and tracks leadership development, contributing to a portfolio showcasing both academic knowledge and leadership skills that may be utilized for graduate school applications or advancing career objectives. Additionally, the major at Cottey relies heavily on experiential learning, both within the classroom and in the overall program requirements.

Students pursuing Organizational Leadership will be prepared to pursue graduate study in interdisciplinary fields or may pursue careers in areas such as:

Community Development	Military
Conductor	Non-Profit Management
Educational Administration	Organizational Management
Entrepreneur	Organizational Development
Event Coordination	Political Advisor
Government Official	Project Management
Industrial Relations	Theatre Director
Management Consulting	Volunteer Coordinator

Curriculum Overview

Students pursuing the major in Organizational Leadership will be required to complete 20 credits in Organizational Leadership Studies (OLS), 15 hours of coursework from relevant disciplines (BUS, ENG, PHI, PSY, SPE), and 9 credits of relevant electives. The curriculum does include courses that may involve prerequisites, and it is presumed that these courses will be taken as requirements for the second major or as requirements for the core curriculum.

Students interested in the study of organizational leadership will begin their journey by successfully completing OLS 102: Foundations in Leadership. Students are strongly encouraged to double-major and to pursue a study abroad or excursion experience that supports their education and development from a global perspective. Long-term integration of the elements within the program will occur during the Leadership Capstone, in order to enhance understanding and synthesis of experiential components (internship and excursion/immersions), academic learning, and individualized development.

Bachelor of Arts - Organizational Leadership Goals

Thinks Critically

A Cottey Organizational Leadership student integrates relevant leadership models, theories, and approaches into the analysis, practice, and evaluation of effective leadership in organizations. Issues and solutions are explored before forming conclusions or making reasoned decisions.

Communicates Effectively

A Cottey Organizational Leadership student appreciates, understands, and is able to apply collaborative approaches, skills, and behaviors for effective teamwork and group dynamics. The student uses appropriate communicative means to contribute ideas and engage others to advance the work.

Recognizes the Roles of Women

A Cottey Organizational Leadership student demonstrates contextual and systems thinking when considering the past, current, and developing contributions of women leaders and their own leadership capacity.

Bachelor of Arts in Organizational Leadership Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (7)			INB/WGS 250	Women & Economic Dev.	3
OLS 102	Foundations in Leadership	3	INB 450	Corporate Social Responsibility	3
OLS 211	Leadership Excursions	1	INR/WGS 216	Women, Power, & Global Politics	3
OLS 280	Organizational Leadership and Leading Change	3	INR/SOC 330	Poverty and Inequality	3
Major Subject Area (23-24)			OLS 220	The Followership Imperative	3
OLS 320	The Leader Within	3	OLS 260	Ethical Leadership	3
OLS 350	Team Leadership & Grp Dynamics	3	OLS 360	Inclusive Leadership: Gender, Culture and Intersectionality	3
OLS 399	Organizational Leadership Internship	1	POL 141	Public Policy	3
OLS 420	Leadership Theories & Practice	3	PSY/SOC 232	Social Psychology	3
OLS 480	Organizational Leadership Seminar	1	PSY 245	Personality Psychology	3
OLS 490	Leadership Capstone	3	PSY 325	Motivation & Emotion	3
<i>Choose one</i>			PSY/WGS 331	Psychology of Women & Gender	3
BUS 320	Principles of Management	3	PSY 351	Cross-Cultural Psychology	3
OLS 332	Leadership for Social Change	3	PSY/SOC 355	Psychology of Intergroup Relations	3
<i>Choose one</i>			PSY 430	Conflict Resolution	3
BUS 350	Organizational Behavior	3	PSY 445	Emotional Intelligence	3
PSY 345	Industrial-Organizational Psych.	3	PSY 450	Psychology of Sport and Physical Activity	3
<i>Choose one research course</i>			SOC/INR 330	Poverty & Inequality	3
IDS 312	Qualitative Research Methods	4	SPE 121	Interpersonal Communication	3
INR 320	Quantitative Mths in Soc. Sciences	3	SPE 205/WGS 206	Gender and Communication	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3	WGS 205	Social Justice & Civic Engagement	3
Electives in Major (12)			<i>*While these electives range from 100-level to 400-level in nature, we believe that the value of any of these courses will help a student achieve her individual goal and/or area for development as a leader.</i>		
<i>Select four courses from the following (one must be OLS)</i>			Supporting Requirements (9)		
ANT/WGS 304	Gender in Cross-Cultural Persp.	3	SPE 101	Fundamentals of Speech	3
BUS 480	Strategic Management	3	WRI 292	Professional Writing	3
DAN 201	Introduction to Choreography	3	<i>Choose one</i>		
ENV 331	Sustainable Tourism	3	PHI 205	Ethics	3
ENV 225	Environmental Awareness & Ethics	3	PHI 210	Human Nature & Society	3
ENV 350	Environmental Conditions and Global Economic Development	3	General Education Core Requirements		
HIS 133	The World Since 1945	3	Program Requirements		
HIS/WGS 211	History of Women in the U.S.	3	Minimum Hours Required for Graduation		
HIS/WGS 330	Women's Suffrage Movement	3	NOTE: Up to four required courses outside of OLS (not including electives) may be counted simultaneously for the Organizational Leadership major and another major.		

BACHELOR OF ARTS IN PSYCHOLOGY AND BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty: Professors Kohel and Tietz and Associate Professor Gilchrist (coordinator)

The baccalaureate degree in Psychology is designed to enable students to develop a well-rounded understanding of psychology in general as well as to have a deeper understanding in a few select areas. In order to provide greater breadth and depth across the many areas of psychology, students are required to take at least one course from each of the following domains: Diversity, Biological, Cognitive, Personality/Abnormal, Social, Developmental, and Applied. These domains were chosen in order to provide students with: a) exposure to the foundations of psychology; then b) more in-depth study in specific areas; then finally c) an understanding of how psychology can be applied.

Courses in this major provide students with the tools to become critical thinkers, which will allow them to better evaluate sources of information and the appropriateness of conclusions based on the methods used to collect data. General Psychology introduces major psychological perspectives and an overview of essential psychological concepts. In Research Methods, students conduct a research project and acquire the skills to analyze data. The Senior Capstone course is the culmination of the students' work in the major and allows them to complete a major project (i.e., research project or practicum) under the direction of a psychology faculty member.

Students may choose to pursue a B.A. or a B.S. in Psychology. The B.S. degree emphasizes more courses in science and math, whereas the B.A. degree emphasizes more courses in the humanities and social sciences, including two semesters of foreign language. Both degrees prepare a student for direct entry into the workforce or graduate school.

Regardless of whether one pursues a B.A. or B.S., experiential learning is a fundamental component of the psychology major. In various classes, students participate in service learning, active learning demonstrations, research projects, or field trips; they may also enroll in Opportunities in Undergraduate Research or Independent Study. Courses in the major also incorporate the threads of women's leadership, social responsibility, and global awareness. Cottey's small class sizes provide for intensive faculty mentoring both inside and outside the classroom, and the psychology department's system of course rotation ensures that majors have the variety of offerings necessary both to fulfill degree requirements and to pursue individual interests.

The psychology department offers a wide array of courses designed to meet a number of learning outcomes recommended by the American Psychological Association.

Bachelor of Arts - Psychology Program Goals

Enriches Their Knowledge

A Cottey Psychology student demonstrates a knowledge base in psychology and professional development.

Thinks Critically

A Cottey Psychology student demonstrates scientific inquiry and critical thinking in their study of psychology.

Communicates Effectively

A Cottey Psychology student demonstrates effective communication, including adherence to APA standards.

Acts Responsibly

A Cottey Psychology student demonstrates ethical and social responsibility in a diverse world.

Baccalaureate students pursuing another area of study who also wish to pursue a minor in Psychology can find course requirements on page 71.

Bachelor of Arts in Psychology Requirements

Course #	Course Title	Credit Hours
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Foundational (18)

Foundational Requirements

PSY 101	General Psychology	3
MAT 130	Elementary Statistics	3
PSY 310	Research Methods in Psychology: Research Design & Ethics	3
PSY 311	Research Methods in Psychology: Psychological Statistics	3
PSY 490	Senior Capstone (4th year)	3

Diversity - Choose one		3
PSY 321	Human Sexuality	
PSY 331	Psychology of Women & Gender	
PSY 351	Cross-Cultural Psychology	

Major Subject Area (19)

Biological - Choose one		3
PSY 235	Biopsychology	
PSY 248	Sensation and Perception	
PSY 335	Drugs and Behavior	

Cognitive - Choose one		3
PSY 240	Cognitive Psychology	
PSY 325	Motivation and Emotion	

Personality - Choose one		3
PSY 245	Personality Psychology	
PSY 350	Abnormal Psychology	

Social - Choose one		3
PSY 232	Social Psychology	
PSY 355	Psychology of Intergroup Relations	

Developmental - Choose one		4
PSY 307	Lifespan Development Across Cultures	
PSY 308	Psychology of Child & Adolescent Development	

Applied - Choose one		3
PSY 345	Industrial-Organizational Psychology	
PSY 420	Counseling Psychology	
PSY 430	Conflict Resolution	
PSY 440	Learning and Conditioning	
PSY 445	Emotional Intelligence	
PSY 450	Psychology of Sport and Physical Activity	

Electives in Major (6)

Choose at least 6 hours from the following
(not used for other requirements):

PSY	Any Psychology course	3
EDU 310	Educational Psychology	3
IDS 312	Qualitative Research Mthds	4

Course #	Course Title	Credit Hours
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INR 320	Quantitative Research Mthds in Social Sciences	3
IDS 190	Opportunities in Undergraduate Research	1
199/299/399/499	Internship	1-3

Supporting Requirements (18-27)

Foreign Language		6-8
<i>Two courses - same language</i>		

Science		3-4
<i>Any AST, BIO, CHE, PHY, MAT courses or CSC 110, 201, or 212, or ENV 270 or 335</i>		

Humanities (any course)		3
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Communications		3
<i>Choose from SPE 101, 121; THE 103, 122, 203, 251</i>		

Social Sciences		3
<i>Any Social Sciences except Psychology</i>		

Writing Intensive		6
<i>Any writing intensive courses; dual fulfillment allowed, usually fulfilled through Research Methods sequence</i>		

Students who pursue the Bachelor of Arts in the psychology major are required to complete 61-70 hours in psychology and statistics courses by the time of graduation, with 120 hours total; 18 hours of the major (including Senior Capstone) must be completed at Cottey. Students must also complete Assessment Day and other assigned assessment activities as part of graduation requirements.

Students must earn a C- or better in each course to fulfill all major requirements. (Does not include Gen Ed courses.)

General Education Core	27-29
Program Requirements	61-70
Minimum Hours Required for Graduation	120

Bachelor of Science in Psychology Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (18)			INR 320	Quantitative Research Mthds in Social Sciences	3
Foundational Requirements			IDS 190	Opportunities in Undergraduate Research	1
PSY 101	General Psychology	3	199/299/399/499	Internship	1-3
MAT 130	Elementary Statistics	3	Supporting Requirements (20-28)		
PSY 310	Research Methods in Psychology: Research Design & Ethics	3	Math or Science 14-16		
PSY 311	Research Methods in Psychology: Psychological Statistics	3	Any AST, BIO, CHE, MAT courses or CSC 110, 201, or 212, or ENV 270 or 335		
PSY 490	Senior Capstone (4th year)	3	At least two courses must be from same discipline		
Diversity - Choose one			Communications 3		
PSY 321	Human Sexuality	3	Choose from SPE 101, 121; THE 103, 122, 203, 251		
PSY 331	Psychology of Women & Gender	3	Social Sciences 3		
PSY 351	Cross-Cultural Psychology	3	Any Social Sciences except Psychology		
Major Subject Area (19)			Writing Intensive 6		
Biological - Choose one			Any writing intensive courses; dual fulfillment allowed, usually fulfilled through Research Methods sequence		
PSY 235	Biopsychology	3	Students who pursue the Bachelor of Science in the psychology major are required to complete 60-69 hours in psychology and statistics courses by the time of graduation, with 120 hours total; 18 hours of the major (including Senior Capstone) must be completed at Cottey. Students must also complete Assessment Day and other assigned assessment activities as part of graduation requirements.		
PSY 248	Sensation and Perception	3			
PSY 335	Drugs and Behavior	3	Students must earn a C- or better in each course to fulfill all major requirements. (Does not include Gen Ed courses.)		
Cognitive - Choose one					
PSY 240	Cognitive Psychology	3	General Education Core 27-29		
PSY 325	Motivation and Emotion	3			
Personality - Choose one			Program Requirements 63-71		
PSY 245	Personality Psychology	3	Minimum Hours Required for Graduation 120		
PSY 350	Abnormal Psychology	3			
Social - Choose one					
PSY 232	Social Psychology	3			
PSY 355	Psychology of Intergroup Relations	3			
Developmental - Choose one					
PSY 307	Lifespan Development Across Cultures	4			
PSY 308	Psychology of Child & Adolescent Development	4			
Applied - Choose one					
PSY 345	Industrial-Organizational Psychology	3			
PSY 420	Counseling Psychology	3			
PSY 430	Conflict Resolution	3			
PSY 440	Learning and Conditioning	3			
PSY 445	Emotional Intelligence	3			
PSY 450	Psychology of Sport and Physical Activity	3			
Electives in Major (6)					
Choose 6 hours from the following (not used for other requirements):					
PSY	Any Psychology course	3			
EDU 310	Educational Psychology	3			
IDS 312	Qualitative Research Mthds	3			

BACHELOR OF ARTS or BACHELOR OF SCIENCE IN SECONDARY EDUCATION

Faculty: Assistant Professors Adams (coordinator), Lanser, and Saxena.

Cotter College's Secondary Education major is focused on contributing highly effective teachers in the sciences and other fields for grades 9-12. Teachers completing an education degree at Cotter are equipped to adapt to the educational needs of the next generation of students. The Secondary Education program involves interaction with local youth in area high schools through practica and student teaching. Cotter graduates obtain solid teaching preparation as well as depth of study in a given subject area. The baccalaureate degree in Secondary Education offers certification area options from which students will choose the area to teach: Biology, Chemistry, Business Education, English, Mathematics, Social Science, and Speech/Theatre.

A Secondary Education program involves a great deal of interaction with local youth in several area high schools and is often viewed as the original service learning course opportunity. Working in classrooms every semester is not only beneficial to prospective teachers, but is also valued as a major contribution to the schools and families in the community. Current faculty members already have a working relationship with schools in Nevada and surrounding areas and course descriptions include service-learning projects with local youth.

Bachelor of Arts or Bachelor of Science - Secondary Education Program Goals

Communicates Effectively

A Cotter student uses appropriate communicative means to contribute ideas and engage others to advance the work.

Acts Responsibly

A Cotter student respects diversity, is attentive to cultural context, and demonstrates ethical reasoning and action.

Bachelor of Arts or Science in Secondary Education Requirements

Course #	Course Title	Cred. Hrs.	Cred. Req.
Core Requirements		28	<u>Field Experiences</u> The field experiences involve activities in professional education, which include observations, tutoring, and assisting teachers in off-campus classroom settings. The field experiences include a minimum of 75 hours of field visits in secondary schools (grades 9-12) with diverse school populations and in diverse settings (urban, suburban, rural) with 30 hours at entry level and 45 hours at a mid-level point. Student teaching requires 12 weeks. These entry and mid-program field visits include observations and practice teaching in the presence of a secondary school teacher licensed in the appropriate certification area. Written documentation of these field experiences, candidate reflection, and teacher evaluation of candidates are required for all observations.
EDU 210	Foundations of Education	3	
EDU 310	Educational Psychology	3	
EDU 315	Assessment in Education	3	
EDU 320	The Exceptional Learner	3	
EDU 325	Literacy in the Content Area	3	
EDU 370	Teaching in Secondary Schools	3	
EDU 415	Classroom Management	3	
EDU 425	Literacy Interventions	3	
PSY 307	Lifespan Development Across Cultures	4	
OR			
PSY 308	Psychology of Child and Adolescent Development		
Teaching Methods (Choose one)		3	
EDU 382	Secondary Methods of Teaching English		<u>Clock Hrs</u> <u>Semester Hrs</u> <u>Course</u>
EDU 383	Secondary Methods of Teaching Business Education		<i>Entry Level</i> 30 hours 1 EDU 290 Field Experience I
EDU 384	Secondary Methods of Teaching Science		<i>Mid-Program</i> 45 hours 1 EDU 390 Field Experience II
EDU 385	Secondary Methods of Teaching Social Science		<i>Culminating</i> 12 weeks 12 EDU 490 Student Teaching
EDU 386	Secondary Methods of Teaching Speech & Theatre		
EDU 389	Secondary Methods of Teaching Mathematics		<u>Admission for Certification Program</u> Cotter College students desiring to become a Secondary Education major will need to apply for acceptance into the Educator Preparation Program. This application process must be completed during the second semester of the sophomore year at the latest.
Total Professional Education Course Credit Hours		31	

Bachelor of Arts or Science in Secondary Education Requirements (cont.)

The application process is based upon three criteria:

1. Academic performance
2. Disposition
3. Evidence(s) of commitment to teaching and learning

In an effort to identify these three criteria in an applicant, to be accepted into the Secondary Educator Preparation Program the student must:

1. Academic performance

- Complete EDU 210 Foundations of Education with a grade of "C" or higher.
- Provide evidence of adequate grade point average (3.00 Content, and 3.00 Education) with an official transcript.
- Minimum ACT score of 20 OR pass the Missouri General Education Assessment (MoGEA) in (1) Reading Comprehension & Interpretation (186), (2) Writing (167), (3) Mathematics (183), and (4) Science & Social Studies (183).

2. Disposition

- Provide two faculty recommendations for the purpose of identifying academic performance, dispositions, and potential as a future educator.
- Provide one non-faculty recommendation for the purpose of identifying dispositions, experience with youth, and potential as a future educator.

3. Evidence(s) of commitment to teaching and learning

- Submit a completed application to the Education Department coordinator
- Submit a 500-600 word essay reflecting personal philosophy of education and reasons to enter the teaching profession
- Complete portfolio checkpoint 1
- Background check
- Minimum of 15 documented field experience hours
- Field experience summaries
- Interview with Secondary Education Admission and Program Committee

When all parts of the application have been received, the Education Admission and Program Committee will consider the application. The committee will either admit the student unconditionally, conditionally, or deny admission. If the student is conditionally admitted, they will be provided with a statement of actions to complete for unconditional admission. If the student is denied admission, they may appeal the decision.

Assessment: Candidate

Candidate assessment and readiness are measured through systematic data collection and analysis that includes, but is not limited to:

- Course embedded assessments (rubrics correlating with course assignments)
- Candidate field experience evaluations (entry, mid-level, and student teaching)
- Candidate ACT score OR Missouri General Education Assessment scores (MoGEA)
- Candidate portfolio artifacts and rationales integrated throughout the program
- Candidate Missouri Content Assessments (MoCA)
- Candidate Missouri Educator Evaluation System (MEES)

Entry and continuation in the program is contingent upon successfully passing the Missouri Educator Gateway Assessments.

The table below identifies the benchmarks at which candidates would be expected to complete these assessments.

Course	Benchmark	Exam
EDU 210	Entry	ACT/MoGEA, apply for admission
EDU 382-386	Methods	Missouri Content Assessments
EDU 490	Student Teaching	Missouri Educator Evaluation System (MEES)

CERTIFICATIONS: BA/BS in Secondary Education

BIOLOGY

Course #	Course Title	Credit Hours
Foundational (45)		
EDU 210	Foundations of Education	3
EDU 290	Field Experience	1
EDU 310	Educationl Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in Biology	3
EDU 370	Teaching in Secondary Schools	3
EDU 384	Secondary Methods of Teaching Science	3
EDU 390	Field Experience II	1
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
EDU 490	Student Teaching	12
PSY 307	Lifespan Development Across Cultures	4
OR		
PSY 308	Psychology of Child and Adolescent Development	

Major Subject Area (25-26)

Required:

BIO 107	Principles of Biology I with Lab	4
BIO 108	Principles of Biology II with Lab	4
BIO 125	Botany/Lab	4
BIO 150	History and Philosophy of Science	3
BIO 204	Genetics/Lab	4
BIO 350	Evolution	3

Choose one of the following:

BIO 115	Human Nutrition	3
BIO 211	Human Anatomy & Phys. 1/Lab	4
BIO 212	Human Anatomy & Phys. 2/Lab	4
BIO 240	Microbiology/Lab	4
BIO 250	Ecology with Lab	4
BIO 301	Molecular Biology with Lab	4
BIO 310	Cell Biology	3

Course #	Course Title	Credit Hours
Supporting Requirements (<i>minimum 12 hours</i>)		

Chemistry Coursework (3-5)

Choose one of the following:

CHE 110/111	Intro to Forensic Chemistry/Lab	4
CHE 120/121	Intro to Chemistry/Lab	4
CHE 130/131	Intro to Environ Chemistry Lab	4
CHE 210/211	General Chemistry 1/Lab	5
CHE 212/213	General Chemistry 2/Lab	5
CHE 310/311	Prin. of Analytical Chemistry/Lab	5
CHE 320/321	Organic Chemistry 1/Lab	5
CHE 322/323	Organic Chemistry 2/Lab	5
CHE 330	Environ Chemistry & Social Justice	3
CHE 340/341	Biochemistry/Lab	4

Physics (4)

Choose one of the following:

PHY 101	Introductory Physics/ Lab	4
PHY 205	General Physics 1 with Lab	4
PHY 206	General Physics 2 with Lab	4

Environmental Science (3)

Choose one of the following:

ENV 120	Intro to Environmental Science	3
ENV 315	Ecosystems, Function, and Management	3

Earth Science (3)

ENV 335	Earth Science: Soil, Water, Atmosphere	3
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General Education Core	27-29
Total Hours in Major	82-85
Minimum Hours Required for Graduation	120

CERTIFICATIONS: BA/BS in Secondary Education

BUSINESS EDUCATION

Course #	Course Title	Credit Hours
Foundational (45)		
EDU 210	Foundations of Education	3
EDU 290	Field Experience	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in Business Education	3
EDU 370	Teaching in Secondary Schools	3
EDU 383	Secondary Methods of Teaching Business Education	3
EDU 390	Field Experience II	1
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
EDU 490	Student Teaching	12
PSY 307	Lifespan Development Across Cultures	4
OR		
PSY 308	Psychology of Child and Adolescent Development	

Major Subject Area (39)

Accounting (6)

BUS 211	Principles of Accounting 1: Financial Accounting	3
BUS 212	Principles of Accounting 2: Managerial Accounting	3

Business/Consumer-Related (3)

BUS 260	Legal Environment of Business	3
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Management (3)

Choose one of the following:

BUS 320	Principles of Management	3
BUS 335	Principles of Entrepreneurship and Small Business Management	3

Course #	Course Title	Credit Hours
Computer/Emerging Technology (6)		
BUS 310	Management Information Systems	3
CSC 101	Applications Systems: Concepts & Practice	3
Coordination of Cooperative Ed (3)		
BUS 430	Coordination of Cooperative Ed	3
Economics (6)		
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Principles of Economics 2: Microeconomics	3
Business Communications (3)		
WRI 292	Professional Writing	3
Marketing (3)		
BUS 325	Principles of Marketing	3
Implementing Business Education Programs (3)		
BUS 420	Implementing Bus. Educ. Programs	3
Electives in Major (3)		
<i>Choose one of the following</i>		
BUS 103	Personal Finance	3
BUS 315	Operations Management	3
BUS 340	Principles of Finance	3
BUS 350	Organizational Behavior	3
INB 345	Export Policies & Procedures	3
General Education Core		27-29
Total Hours in Major		82-85
Minimum Hours Required for Graduation		120

CERTIFICATIONS: BA/BS in Secondary Education

CHEMISTRY

Course #	Course Title	Credit Hours
Foundational (45)		
EDU 210	Foundations of Education	3
EDU 290	Field Experience	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in Chemistry	3
EDU 370	Teaching in Secondary Schools	3
EDU 384	Secondary Methods of Teaching Science	3
EDU 390	Field Experience II	1
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
EDU 490	Student Teaching	12
PSY 307	Lifespan Development Across Cultures	4
OR		
PSY 308	Psychology of Child and Adolescent Development	
Major Subject Area (27-28)		
BIO 150	History and Philosophy of Science	3
Inorganic Chemistry		
CHE 210/211	General Chemistry 1/Lab	4
Analytical Chemistry		
CHE 310/311	Principles of Analytical Chemistry/Lab	5
Organic Chemistry		
CHE 320/321	Organic Chemistry 1/Lab	5
CHE 322/323	Organic Chemistry 2/Lab	5
Physical Chemistry		
CHE 212/213	General Chemistry 2/Lab	4
Biochemistry		
CHE 340/341	Biochemistry/Lab	4

Course #	Course Title	Credit Hours
Chemistry Electives		
<i>Choose one of the following:</i>		
CHE 120/121	Intro to Chemistry/Lab	4
CHE 130/131	Intro to Env. Chemistry/Lab	4
CHE 330	Env. Chemistry & Social Justice	3
Supporting Electives (13-14)		
Biology Coursework (3-4)		
<i>Choose one of the following:</i>		
BIO 107	Principles of Biology I	4
BIO 108	Principles of Biology II	4
BIO 115	Human Nutrition	3
BIO 125	General Botany/Lab	4
BIO 204	Genetics/Lab	4
BIO 207	Zoology/Lab	4
BIO 211	Human Anatomy & Physiology 1/Lab	4
BIO 212	Human Anatomy & Physiology 2/Lab	4
BIO 240	Microbiology/Lab	4
BIO 301	Molecular Biology/Lab	4
Physics (4)		
<i>Choose one of the following:</i>		
PHY 101	Introductory Physics/ Lab	4
PHY 205	General Physics 1 with Lab	4
PHY 206	General Physics 2 with Lab	4
Environmental Science (3)		
<i>Choose one of the following:</i>		
ENV 120	Intro to Environmental Science	3
ENV 315	Ecosystems, Function, and Mgmt	3
Earth Science (3)		
ENV 335	Earth Science: Soil, Water, Atmos.	3
General Education Core Requirements		27-29
Total Hours in Major		85-87
Minimum Hours Required for Graduation		120

CERTIFICATIONS: BA/BS in Secondary Education

ENGLISH

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (45)			American Literature (6)		
EDU 210	Foundations of Education	3	ENG 308	Young Adult Literature	3
EDU 290	Field Experience	1	<i>(Choose one of the following - 3 hrs)</i>		
EDU 310	Educational Psychology	3	ENG 205	American Literature I	3
EDU 315	Assessment in Education	3	ENG 206	American Literature II	3
EDU 320	The Exceptional Learner	3	ENG 220	American Women Writers	3
EDU 325	Literacy in English	3	ENG 231	Studies in Ethnic Literature:	3
EDU 370	Teaching in Secondary Schools	3		African-American Literature	
EDU 382	Secondary Methods of Teaching English	3	ENG 232	Studies in Ethnic Literature:	3
				Ethnic Women	
EDU 390	Field Experience II	1	ENG 326	The American Novel	3
EDU 415	Classroom Management	3	ENG 352	American Realism & Naturalism	3
EDU 425	Literacy Interventions	3	ENG 382	"Where the Truth Lies":	3
EDU 490	Student Teaching	12		Mad Men, Gender, and the	
PSY 307	Lifespan Development Across Cultures	4		American Dream	
OR			English and/or World Literature (6)		
PSY 308	Psychology of Child and Adolescent Development		ENG 201	English Literature I	3
Major Subject Area (33)			<i>(Choose one)</i>		
Composition and Rhetoric (12)			ENG 202	English Literature II	3
FWS 101	First-Year Writing Seminar	3	ENG 215	Shakespeare	3
WRI 102	College Writing	3	ENG 222	British Women Writers	3
WRI 397	Teaching Writing	3	ENG 321	18th Century Brit Women Writers	3
<i>(Choose one of the following)</i>			Electives in Major (3)		
WRI 251	Creative Writing	3	<i>(Choose one)</i>		
WRI 291	Introduction to Genre	3	ENG 327	Harry Potter & the Lord of the Rings: Analysis, Analogies, & Adaptations	3
WRI 292	Professional Writing	3	ENG 331	Victorian Poetry	3
WRI 350-399	Special Topics in Advanced Writing	3	ENG 334	Poetry as Protest	3
Study of English Language (6)			ENG 333	20th Century Amer Women Poets	3
ENG 290	English Grammar & Usage	3	ENG 363	World War I	3
ENG 312	History of English Language	3	ENG 364	"Make it New!": Women and Literary Modernism	3
			ENG 371	Major Authors: Jane Austen	3
			ENG 372	Major Authors: Toni Morrison	3
			ENG 373	Major Authors: Charles Dickens	3
			ENG 383	Animals in Literature	3
			General Education Core Requirements		
			Total Hours in Major		
			Minimum Hours Required for Graduation		
					27-29
					78
					120

CERTIFICATIONS: BA/BS in Secondary Education

MATHEMATICS

Course #	Course Title	Credit Hours
Foundational (45)		
EDU 210	Foundations of Education	3
EDU 290	Field Experience	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in Mathematics	3
EDU 370	Teaching in Secondary Schools	3
EDU 389	Secondary Methods of Teaching Mathematics	3
EDU 390	Field Experience II	1
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
EDU 490	Student Teaching	12
PSY 307	Lifespan Development Across Cultures	4
OR		
PSY 308	Psychology of Child and Adolescent Development	
Major Subject Area (21)		
Calculus and Analytical Geometry		
MAT 210	Calculus I	4
MAT 220	Calculus 2	4
MAT 230	Calculus 3	4
Algebraic Structures		
MAT 310	Foundations of Mathematics	3

Course #	Course Title	Credit Hours
Geometry		
MAT 125	College Geometry	3
Computer Science		
CSC 101	Application Systems-Concepts and Practice	3
Electives in Major (18)		
CSC 110	Introduction to Computer Science	3
MAT 240	Differential Equations	3
<i>Choose four:</i>		
MAT 350	History of Mathematics	3
MAT 360	Elementary Number Theory	3
MAT 320	Probability and Statistics	3
MAT 260	Linear Algebra	3
CSC 150	Introduction to Animation	3
OR		
CSC 201	Introduction to Programming	
OR		
CSC 212	Data Structures	
General Education Core Requirements		27-29
Total Hours in Major		84
Minimum Hours Required for Graduation		120

CERTIFICATIONS: BA/BS in Secondary Education

SOCIAL SCIENCE

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (45)			Political Science (6)		
EDU 210	Foundations of Education	3	POL 101	United States Government	3
EDU 290	Field Experience	1	<i>Choose one of the following:</i>		
EDU 310	Educational Psychology	3	POL 121	Intro to Political Science	3
EDU 315	Assessment in Education	3	POL 141	Public Policy	3
EDU 320	The Exceptional Learner	3	POL 201	Comparative Politics	3
EDU 325	Literacy in Social Science	3	POL 315	Elections in the World and United States	3
EDU 370	Teaching in Secondary Schools	3	POL/INR 370	Asian Politics	3
EDU 385	Secondary Methods of Teaching Social Science	3	INR/WGS 216	Women, Power, and Global Politics	3
EDU 390	Field Experience II	1	Economics (3)		
EDU 415	Classroom Management	3	<i>Choose one of the following:</i>		
EDU 425	Literacy Interventions	3	ECO 201	Principles of Economics I: Macro	3
EDU 490	Student Teaching	12	ECO 202	Principles of Economics II: Micro	3
PSY 307	Lifespan Development Across Cultures	4	Geography (3)		
OR			ENV 125	World Regional Geography	3
PSY 308	Psychology of Child and Adolescent Development		Behavioral Science (6)		
Major Subject Area (39)			<i>Choose two of the following:</i>		
U.S. History (12)			ANT 101	General Anthropology	3
HIS 111	U.S. History to 1877	3	ANT/WGS 201	Intro to Cultural Anthropology	3
HIS 112	U.S. History Since 1877	3	ANT 291	Language and Culture	3
<i>Choose two of the following:</i>			PSY 232	Social Psychology	3
HIS 211	History of Women in the U.S.	3	PSY 240	Cognitive Psychology	3
HIS 221	Native American History	3	PSY 321	Human Sexuality	3
HIS 320	American Environmental History	3	PSY 325	Motivation and Emotion	3
HIS 330	Women's Suffrage Movement	3	PSY 335	Drugs and Behavior	3
HIS 335	Hamilton's America	3	PSY 350	Abnormal Psychology	3
World History (9)			PSY/SOC 355	Psychology of Intergroup Relations	3
<i>Choose three of the following:</i>			SOC 101	Introduction to Sociology	3
HIS 125	Asian Civilization	3	SOC 203	Family and Society	3
HIS 131	World History I	3	SOC 235	Race, Class, Gender, and Sexuality	3
HIS 132	World History II	3	SOC/INR 330	Poverty and Inequality	3
HIS 133	The World Since 1945	3	General Education Core Requirements		
HIS 202	Twentieth Century Europe	3	Total Hours in Major		
HIS 245	The Holocaust	3	Minimum Hours Required for Graduation		
HIS 255	Early Modern Europe, 1350-1700	3			
HIS 260	Modern European History, 1700-1900	3			
HIS 340	Genocide in History	3			
HIS 345	Modern Political Revolutions	3			

CERTIFICATIONS: BA/BS in Secondary Education

SPEECH/THEATRE

Course #	Course Title	Credit Hours
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Foundational (45)

EDU 210	Foundations of Education	3
EDU 290	Field Experience	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in Speech & Theatre	3
EDU 370	Teaching in Secondary Schools	3
EDU 386	Secondary Methods of Teaching Speech & Theatre	3
EDU 390	Field Experience II	1
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
EDU 490	Student Teaching	12
PSY 307	Lifespan Development Across Cultures	4
OR		
PSY 308	Psychology of Child and Adolescent Development	

Major Subject Area (24)

Speech (12)

SPE 360	Debate	3
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Choose three of the following:

SPE 101	Fundamentals of Speech	3
SPE 110	Media and Society	3
SPE 121	Interpersonal Communication	3
SPE 205/WGS 206	Gender and Communication	3

Course #	Course Title	Credit Hours
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Theatre (12)

Choose 12 credit hours from the following:

THE 103	Acting Fundamentals	3
THE 110	Stagecraft, Lighting, and Sound	3
THE 181	Theatre Production	1
	<i>(May be repeated up to four times)</i>	
THE 294	Stage Management	3
THE 310	Dramatic Literature	3
THE 430	Directing	3

Electives in Major (6)

(Select at least 6 hours not used to fill other requirements)

SPE 110	Media and Society	3
THE 101	Intro to Theatre	3
THE 122	Performance of Literature	3
THE 177	Theatre & Event Technology	3
THE 203	Acting: Character Development	3
THE 230	Stage Makeup	3
THE 315	Theatre for Social Change	3
THE 325	Theatrical Costume Design	3
THE 355	Scene Design	3
THE 430	Directing	3

General Education Core Requirements	27-29
Total Hours in Major	75
Minimum Hours Required for Graduation	120

BACHELOR OF ARTS IN THEATRE

Faculty: Professor L. Chaney (coordinator) and Assistant Professor Carver

The Bachelor of Arts degree in Theatre is inherently interdisciplinary, and courses in the major incorporate the threads of women's leadership, social responsibility, and global awareness.

Earning a degree in theatre can pave the way to a wide array of careers, both onstage and off. At Cottey College, a degree will provide the student a balanced mix of professional training, technical theatre skills, and liberal arts knowledge that will prepare you for success — whether you are pursuing performance or you want to work behind the scenes. With degree courses that span everything from stagecraft to voice training to directing, Cottey theatre majors graduate ready to excel in both the professional field and further studies.

Theatre majors may choose a concentration in theatre as an agent of social change or a general focus. Students who opt to pursue the social change track will be required to declare a minor from another program.

The Bachelor of Arts in Theatre General concentration track seeks to provide students with the foundation needed to pursue careers in acting, design, stage management, directing, the entertainment industry, and graduate study. This more closely matches the standard theatre degree offered at other institutions. The student will gain knowledge of theatre history and dramatic literature, as well as practical experience in production and performance.

A bachelor's level program in Theatre as an Agent of Social Change allows students to explore the history, potential, and skills necessary for the art of theatre to incite social change. It incorporates the unique aspects of a Cottey College Education (specifically the emphasis on women's leadership, social responsibility, and global awareness). Young women will develop skills necessary for leadership in this dynamic application of theatre. Students would choose an area of concern that could be pursued as a minor or they could identify an "interest focus."

All Theatre majors complete a shared core of theatre courses and complete a capstone project. Theatre is an experiential program of study. Students will work on realized performance projects and participate in The American College Theater Festival excursion and opportunities for internships.

Bachelor of Arts - Theatre Program Goals

Theatre Majors will learn to:

- Communicate and collaborate effectively in the interactive and creative process of theatre.
- Demonstrate a working knowledge of the historical, cultural, and stylistic dimensions of theatre.
- Demonstrate technical proficiency in the areas of acting, design and technology.
- Form, communicate, and defend value judgments about quality and aesthetics in works of theatre.

Bachelor of Arts in Theatre Requirements

Course #	Course Title	Credit Hours
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Foundational (32)

THE 101	Introduction to Theatre	3
THE 103	Acting Fundamentals	3
THE 110	Stagecraft	3
THE 181	Theatre Production	4
THE 190	Theatre Professional Portfolio	4
THE 240	Script Analysis	3
THE 310	Dramatic Literature	3
THE 315	Theatre for Social Change	3
THE 430	Directing	3
THE 490	Senior Capstone in Theatre	3

Major Subject Area (15-17)

Choose either the General Theatre Focus or the Social Change Track

General Theatre Focus (17)

THE 122	Performance of Literature	3
THE 177	Theatre & Event Technology	2
THE 203	Acting: Character Development	3
THE 230	Stage Makeup	3
THE 294	Stage Management	3
THE 325	Theatrical Costume Design	3
OR		
THE 355	Scene Design	

Social Change Track (13-14)

INB 450	Corporate Social Responsibility	3
OLS 102	Foundations in Leadership	3
OLS 332	Leadership for Social Change	3
THE 499	Internship/Service Project	1-2
WGS 205	Social Justice and Civic Engagement	3

Theatre Social Track majors must complete a minor in one of the following:

Business
Criminology
English
International Relations
Organizational Leadership
Psychology
Sociology
Women, Gender, and Sexuality Studies

Course #	Course Title	Credit Hours
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Electives in Major (8)

(Choose 5 credit hours)

ART 111	2-D Design	3
ART 131	Drawing I	3
DAN 110	Beginning Dance Technique	1
DAN 120	Traditional and Social Dance	1
DAN 136	Musical Theatre Dance	1
DAN 145	Improvisation	1
DAN 200	Dance Company	1
DAN 201	Introduction to Choreography	3
DAN 210	Int/Advanced Dance Technique	1
DAN 291	Int/Advanced Improvisation	1
MUS 101	Music Appreciation	3
MUS 103	Fundamentals of Music	3
MUS 120	Elective Lessons	1
MUS 150	Songwriting	3
MUS 185	Women in Music	3
THE 122	Performance of Literature	3
	<i>(Elective for social change track only)</i>	
THE 177	Theatre & Event Technology	2

(Choose one)

SPE 101	Fundamentals of Speech	3
SPE 110	Media and Society	3

General Education Core Requirements	27-29
Total Hours in Major	53-57
Minimum Hours Required for Graduation	120

BACHELOR OF ARTS IN WOMEN, GENDER, & SEXUALITY STUDIES

Faculty: Professors Firkus, Pivak, Stubblefield, and Tietz; Associate Professors Mba, Quick, and Roy; and Assistant Professor Verklan (coordinator)

The Bachelor of Arts degree in Women, Gender, and Sexuality Studies (WGS) is inherently interdisciplinary, and courses in the major incorporate the threads of women's leadership, social responsibility, and global awareness. Students take courses across the curriculum; gain practical experience through internships, service learning, and experiential learning; complete a capstone project; and are well-prepared for graduate school or the world of work.

As an interdisciplinary field of study, students majoring in WGS are required to complete 18 additional hours outside of their WGS curriculum. This requirement ensures that all students majoring in WGS complete a minor or second major in an additional field of study. A significant portion of these additional credit hours may simultaneously count towards other degree requirements. Students are encouraged to discuss their degree plans with their major advisor to ensure efficient degree completion.

The major prepares students for many different kinds of careers and post-graduate plans, including non-profit work, social work, public health, law, graduate school, public policy, medicine and health, midwifery, the creative arts, entrepreneurship, and more.

Students interested in majoring or minoring in Women, Gender, and Sexuality Studies should contact Professor Verklan at: everklan@cottey.edu.

Bachelor of Arts - Women, Gender, & Sexuality Studies Program Goals

Recognizes the Roles of Women

The student has awareness and understanding of both the cultural and historical experiences of diverse women and the role of gender in the broader societal structure.

The student demonstrates an understanding of feminist theory and its applications both in and outside the academy.

Thinks Critically

The student demonstrates facility with a variety of academic perspectives, both intersectional and interdisciplinary, concerning the significance of gender on a personal, interpersonal, and societal level.

The student demonstrates awareness and understanding of difference as a structural component to societal and transnational processes and institutions that produces material consequences.

Communicates Effectively

The student uses appropriate communicative means to contribute ideas and engage others.

Bachelor of Arts in Women, Gender, & Sexuality Studies Requirements

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (12)			Supporting Requirements (21-35)		
WGS 105*	Introduction to Women, Gender, & Sexuality Studies	3	Foreign Language (6-8)		
WGS 199	Internship	3	<i>Two semesters of the same language</i>		
WGS 350	Feminist Theories	3	Math: PHI 112 or MAT 130 (3)		
WGS 490	Senior Capstone	3	<i>No minimum grade; no dual fulfillment</i>		
<i>*WGS 105 is a program prerequisite, meaning students must take WGS 105 before enrolling in any upper-division WGS course.</i>			Two upper-division Writing-Intensive Courses (6)		
			<i>Dual fulfillment allowed</i>		
Electives in Major (27)			Fulfillment of a minor or second major (6-18)		
<i>(Nine WGS cross-listed courses)</i>		27	*Please note: the minimum credit hours necessary towards fulfillment of the minor and/or second major will depend on how the student selects courses for the Cottey core, additional degree requirements, and WGS electives.		
<ul style="list-style-type: none"> At least two courses must be from the humanities/fine arts. At least two courses must be from the social sciences/natural sciences. At least one course must have a non-Western focus. <i>[This requirement can be fulfilled simultaneously with one of the preceding two.]</i> No more than two electives can be taken below the 200 level, and at least three of the electives must be taken above the 200 level. Up to three courses may be counted simultaneously for the WGS major and another major or minor. 			General Education Core Requirements 27-29 Total Hours in Major 60-74 Minimum Hours Required for Graduation 120		

BACHELOR OF SCIENCE IN BIOLOGY

Faculty: Assistant Professors Kohn (coordinator), Ghosh Kumar, and Sarker

Cottey's biology program is designed to prepare students for further study in biological fields such as ecology, genetics, molecular biology, 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 that contains both woodland and wetland environments.

Bachelor of Science - Biology Program Goals

Enriches Knowledge

A Cottey Biology student will gain knowledge in fundamental principles of biology including concepts of biological organization, structure and function, and characteristics of living organisms.

Thinks Critically

A Cottey Biology student will apply problem-solving skills, including qualitative reasoning to evaluate information.

Communicates Effectively

A Cottey Biology student will be able to communicate the results of scientific investigations orally and in writing.

BACHELOR OF SCIENCE IN BIOLOGY REQUIREMENTS

Course #	Course Title	Credit Hours	Course #	Course Title	Credit Hours
Foundational (23)			Supporting Requirements (16-17)		
BIO 107	Principles of Biology I	4	Physics (4)		
BIO 108	Principles of Biology II	4	<i>Choose one:</i>		
BIO 190	Introduction to Scientific Lit.	1	PHY 101	Introduction to Physics	4
BIO 204	Genetics	4	PHY 205	General Physics 1	4
CHE 210/211	General Chemistry 1	5	Mathematics (3-4)		
CHE 212/213	General Chemistry 2	5	<i>Choose one:</i>		
Major Subject Area (4)			MAT 130	Elementary Statistics	3
BIO 390	Communicating Science	1	MAT 210	Calculus 1	4
BIO 490	Capstone	3	Social Sciences (3)		
Electives in Major (24)			<i>Select one course from the list or choose a 300-level or above class from anthropology, environmental studies, psychology, or sociology, as approved by the program coordinator.</i>		
<i>(At least four courses must have a laboratory component and 12 credits must be at the 300-level or higher.) Choose from the following:</i>			ENV 315	Ecosystems, Fnct, and Mgnt	3
BIO 115	Human Nutrition	3	ENV 335	Earth Sci: Soil, Water and Atm	3
BIO 120	Intro to Environmental Science	3	PSY 235	Biopsychology	3
BIO 125	Botany	4	PSY 335	Drugs and Behavior	3
BIO 207	Zoology	4	Writing (3)		
BIO 211	Anatomy & Phys 1	4	<i>Writing intensive course, 200-level or above</i>		
BIO 212	Anatomy & Phys 2	4	Experiential Learning (3)		
BIO 240	Microbiology	4	<i>Internship, independent study, or independent research</i>		
BIO 250	Ecology	4			
BIO 301	Molecular Biology	4			
BIO 310	Cell Biology	3			
BIO 320	Animal Behavior	3			
BIO 330	Introduction to Virology	3			
BIO 350	Evolution	3			
CHE 340/341	Biochemistry	4			
BIO/HBS 440	Molecular Mechanism of Disease	3			
			General Education Core		27-29
			Total Hours in Major		67-68
			Minimum Hours Required for Graduation		120

BACHELOR OF SCIENCE IN HEALTH AND BIOMEDICAL SCIENCES

Faculty: Professors Ross and Fernando; and Assistant Professor Ghosh Kumar (coordinator)

The Bachelor of Science degree in Health and Biomedical Sciences is designed to educate students intending to pursue (1) an advanced degree in a medical profession and/or (2) an advanced degree in an interdisciplinary area based in the natural sciences. The curriculum is strongly based in the natural sciences (biology, chemistry, and physics) in order to ensure that graduates are well-prepared to pursue postgraduate education. In addition to classroom and laboratory coursework, our program provides students opportunities to engage in undergraduate research in biology, chemistry, and the health sciences; explore potential career options during internships; get involved in the local health-care community through service-learning; and develop a more global perspective through study abroad.

Option (1) - Careers in the Medical Fields

- Human Medicine
 - MD, Doctor of Medicine
 - DO, Doctor of Osteopathic Medicine
 - DPM, Doctor of Podiatric Medicine
 - OD, Doctor of Optometry
 - DDM, Doctor of Dental Medicine
 - PA, Physician Assistant (master's degree)
- Veterinary Medicine
 - DVM, Doctor of Veterinary Medicine
- Pharmacy
 - PharmD, Doctor of Pharmacy
- Physical Therapy
 - DPT, Doctor of Physical Therapy
- Chiropractic Medicine
 - DC, Doctor of Chiropractic
- Occupational Therapy
 - OTD, Doctor of Occupational Therapy

Option (2) - Careers in Biomedical Research

- Aging
- Biochemistry
- Cancer
- HIV/AIDS
- Infection and Immunity
- Neuroscience
- Pharmacology
- Stem Cells
- Traumatic Brain Injury
- More ...

The goal of this program is to prepare students for the next stage of their biomedical and/or medical education.

Bachelor of Science - Health & Biomedical Sciences Program Goals

Thinks Critically

A Cottey HBS student is able to apply scientific knowledge using observation and analysis.

Enriches Knowledge

A Cottey HBS student builds their knowledge of biological and chemical concepts.

Acts Responsibly

A Cottey HBS student demonstrates knowledge of ethical responsibility, cultural differences, and social inequities in the context of health and biomedical sciences.

Communicates Effectively

A Cottey HBS student develops scientific and professional communication skills.

Bachelor of Science in Health and Biomedical Sciences Requirements:

Course #	Course Title	Credit Hours
Foundational (40)		
BIO 107*	Principles of Biology I	4
BIO 108	Principles of Biology II	4
BIO 204	Genetics	4
CHE 210/211	General Chemistry I	5
CHE 212/213	General Chemistry II	5
CHE 320/321	Organic Chemistry I	5
PHY 205	General Physics I	4
PHY 206	General Physics II	4
HBS 190	Seminar I	1
HBS 290	Seminar II	1
HBS 390	Seminar III	1
HBS 490	Capstone Project	2

**Satisfies the Sciences core requirement*

Electives in Major (13-19)

You must complete a minimum of four courses from the following list. At least two of the courses must be at the 300+ level (one with a lab).

BIO 115	Human Nutrition	3
BIO 211	Anatomy & Phys I	4
BIO 212	Anatomy & Phys II	4
BIO 240	Microbiology	4
BIO 301	Molecular Biology	4
BIO 310	Cell Biology	3
BIO 330	Introduction to Virology	3
CHE 310/311	Analytical Chemistry	5
CHE 322/323	Organic Chemistry II	5
CHE 340/341	Biochemistry	4
CHE 410	Advanced Biochemistry	3
HBS 410	Medical Diagnostics	3
HBS/BIO 440	Molecular Mechanism of Disease	3

(We recommend that you investigate the requirements of the program/s in which you are interested in enrolling before making your selections)

Supporting Requirements (25)

Mathematics (7)

MAT 130	Elementary Statistics	3
MAT 210	Calculus 1	4

**Satisfies the Mathematics core requirement*

Oral Communication (3)

SPE 121*	Interpersonal Communication	3
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**Satisfies the Fine Arts core requirement*

Course #	Course Title	Credit Hours
Ethics (3)		
<i>Choose one of the following:</i>		
PHI 205*	Ethics	3
OLS 260	Ethical Leadership	3

**Satisfies the Humanities core requirement*

Psychology/Sociology (6)

PSY 101*	General Psychology	3
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**Satisfies the Social Sciences core requirement*

Choose one of the following:

PSY 2xx-4xx	Any Course	3
SOC 101	Introductory Sociology	3

Social Justice (3)

WGS 205*	Soc. Justice and Civic Engagement	3
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**Satisfies the WGS core requirement*

Advanced Learning* (3)

Select a combination of the following for a total of 3 credits

Internship	1-3
Independent Study	1-3
Research	1-3
Service-Learning	1-3
Special Topics Course	1-3
Study Abroad	3

**These courses may be taken more than once*

General Education Core Requirements	27-29
Total Hours in Major *	60-62
Minimum Hours Required for Graduation	120

**The number of courses that must be taken to meet the Health & Biomedical Sciences degree requirements depends on which courses are taken to meet the general education core requirements.*

MINORS for BACCALAUREATE STUDENTS

Students pursuing a Bachelor of Arts or Bachelor of Science degree at Cottey can also pursue minors in a number of disciplines, including: Anthropology; Art; Chemistry; Criminology; Dance; English; Fitness Education; French; Finance; History; International Relations; Mathematics; Music; Organizational Leadership; Psychology; Spanish; Sociology; Theatre; Women, Gender, & Sexuality Studies; and Writing.

Course #	Course Title	Cred. Hrs.	Cred. Req.	Course #	Course Title	Cred. Hrs.	Cred. Req.
ANTHROPOLOGY MINOR				BUS 325	Principles of Marketing	3	
Required Courses				<i>Choose one:</i>			
ANT 101	General Anthropology	3	6	ECO 201	Principles of Economics 1: Macro	3	
ANT/WGS 201	Intro to Cultural Anthropology	3		ECO 202	Principles of Economics 2: Micro	3	
Electives (at least 2 courses should be 300-level or above)				12-13	Electives		3
<i>Choose four of the following:</i>				<i>Select one from the following</i>			
Any ANT-listed courses				BUS 310	Management Information Sys	3	
One elective may be chosen from				BUS 315	Operational Management	3	
IDS 312	Qualitative Research Methods	4		BUS 340	Principles of Finance	3	
ENV 331	Sustainable Tourism	3		BUS 350	Organizational Behavior	3	
PSY 351	Cross-Cultural Psychology	3		BUS 355	Human Resource Management	3	
PSY 307	Lifespan Dvlpmnt Across Cultures	3		INB 480	International Management	3	
WRI 356	Digital and Multimodal Comp.	3		Total Credits			
Any SOC-listed courses				18			
Total Credits				18-19			
ART MINOR				CHEMISTRY MINOR			
Theory				Required			
<i>(may be taken as the fine arts general education requirement)</i>				15			
ART 101	Art Appreciation	3		CHE 210/211	General Chemistry I/Lab	5	
Studio Core - Choose three				CHE 212/213	General Chemistry II/Lab	5	
9				CHE 320/321	Organic Chemistry I/Lab	5	
ART 111	2D Design	3		Electives			
ART 112	3D Design	3		<i>Select two from the following</i>			
ART 131	Drawing I	3		CHE 310/311	Principles of Analytical Chemistry and Quantitative Analysis Laboratory	5	
ART 232	Drawing II	3		CHE 322/323	Organic Chemistry II/Lab	5	
Studio Electives - Choose two				CHE 330	Environmental Chemistry & Social Justice	3	
6				CHE 340/341	Biochemistry/Laboratory	4	
ART 213	Painting I	3		Total Credits			
ART 214	Painting II	3		22-25			
ART 251	Ceramics I	3		CRIMINOLOGY MINOR			
ART 252	Ceramics II	3		Required Core			
ART 262	Sculpture	3		15			
ART 260	Introduction to Graphic Design	3		CRM 101	The Criminal Justice System	3	
ART 297	Digital Photography	3		CRM 201	Criminology	3	
Special Topics		3		SOC 101	Introductory Sociology	3	
Total Credits				<i>Choose two of the following:</i>			
18				CRM 275	Corrections	3	
BUSINESS MINOR				CRM 301	Juvenile Justice	3	
Required Core				CRM 375	Violence Against Women	3	
15				CRM 401	Ethical Issues in Criminal Justice	3	
BUS 101	Introduction fo Business	3					
BUS 211	Financial Accounting	3					
BUS 320	Principles of Management	3					

Course #	Course Title	Cred. Hrs.	Cred. Req.
Electives			3
<i>Choose one of the following:</i>			
INR/SOC 330	Poverty and Inequality	3	
INR 355	Terrorism	3	
POL 131	Public Administration	3	
POL 141	Public Policy	3	
PSY 335	Drugs and Behavior	3	
PSY 350	Abnormal Psychology	3	
PSY 430	Conflict Resolution	3	
SOC 235	Race, Class, and Gender	3	
WGS 205	Social Justice and Civic Engagement	3	
Total Credits			18

DANCE MINOR

<i>Take two</i>			5-6
DAN 107	Dance Appreciation	3	
DAN 201	Choreography	3	
THE 110	Stagecraft	3	
THE 177	Event Technology**	2	
<i>** If this class is chosen, take an additional 1-credit hour DAN course</i>			
PHE 139	Lifetime Fitness Concepts	3	
ANT 392	Anthropology of Music and Dance	3	
<i>Take four-five</i>		<i>These course may be repeated for credit</i>	4-5**
DAN 110	Beginning Dance Technique	1	
DAN 120	Traditional and Social Dance	1	
DAN 136	Musical Theatre Dance	1	
DAN 145	Improvisation	1	
DAN 150	Beginning Yoga	1	
DAN 210	Int/Adv. Dance Technique	1	
DAN 250	Yoga Practice	1	
DAN 291	Advanced Improvisation	1	
<i>Take four times</i>			
DAN 200	Dance Company	2	8
Total Credits			18

ENGLISH MINOR

Students who wish to complete a minor in English take **three 200-level ENG courses and three 300-level ENG courses** for a total of **18 credit hours**.

Students who pursue a minor in English are strongly urged to also take **ENG 200: Introduction to the English Major**.

FINANCE MINOR

Required Core			18
BUS 103	Personal Finance	3	
BUS 211	Financial Accounting	3	
BUS 220	Personal Investing: Stocks & Bonds	3	
BUS 340	Principles of Finance	3	
ECO 201	Principles of Economics 1: Macro	3	
INB 420	Multinational Business Finance	3	
Total Credits			18

Course #	Course Title	Cred. Hrs.	Cred. Req.
FRENCH AND FRANCOPHONE MINOR			

To get a minor in French, a student must complete 18 credit hours above the 100-level courses (6-7 courses). Students who have five years or more of French, are native speakers, or an AP student must take FRE 311 (Review of French Grammar), 9 credits of 200-level courses (excluding Intermediate French I and II), and 9 credits of 300 level.

Required Core 9

(Students who have five years or more of high school French, are a native speaker, or an AP student must take FRE 311):

FRE 201	Intermediate French I	3
FRE 202	Intermediate French II	3
FRE 311	Review of French Grammar	3

200-level Courses 6-9

Choose 2 (6 credits) or 3 (9 credits) if you have five years or more of high school French, are a native speaker, or an AP student:

FRE 211	Introduction to French Literature	3
FRE 213	Oral French	3
FRE 214	French Civilization	3
FRE 215	Francophone Women in Translation	3

300-level Courses 3-6

Choose 1 (3 credits) or 2 (6 credits) if you have five years or more of high school French, are a native speaker, or an AP student:

Course #	Course Title	Cred. Hrs.	Cred. Req.
FRE 312	Francophone Culture and Civilization through Film	3	
FRE 313	Francophone African Literature	3	
FRE 314	Business French	3	

Total Credits: 18-24

HISTORY MINOR

Required Core 3

HIS 150	Historical Methods	3
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Choose one sequence of two courses 6

HIS 111	U.S. History to 1877	3
HIS 112	U.S. History Since 1877	3
OR		
HIS 131	World Civilizations to 1500	3
HIS 132	World Civilizations since 1500	3
HIS 133	The World Since 1945	3

Choose three courses 9

HIS 125	Asian Civilizations	3
HIS 202	Twentieth Century Europe	3
HIS/WGS 211	History of Women in the U.S.	3
HIS 221	Native American History	3
HIS 245	The Holocaust	3
HIS 255	Early Modern Europe, 1250-1700	3
HIS 260	Modern Europe, 1700-1900	3
HIS/ENV 320	American Environmental History	3
HIS/WGS 325	Women Celebrities of Early Amer.	3
HIS/WGS 330	Women's Suffrage Movement	3
HIS 335	Hamilton's America	3

Course #	Course Title	Cred. Hrs.	Cred. Req.
HIS 340	Genocide in History	3	
HIS 345	Modern Political Revolutions	3	
HIS 355	Readings in History	3	
Total Credits		18	

INTERNATIONAL RELATIONS MINOR

Required Core 9

INR 151	International Relations	3
POL 201	Comparative Politics	3

Choose one (from remaining POL survey courses)

POL 101	U.S. Government	3
POL 121	Introduction to Political Science	3
POL 131	Public Administration	3
POL 141	Public Policy	3

Electives 9

Select three from the following

INR 365	International Environmental Policy	3
INR/POL 370	Asian Politics	3
INR 310	International Organizations	3
INR/POL 315	Elections in the World & the U.S.	3
INR 320	Quantitative Research Methods In Social Sciences	3
INR/SOC 330	Poverty and Inequality	3
INR/POL 335	Middle Eastern Politics	3
INR 340	International Law	3
INR 345	Politics, Power, and Religion	3
INR350	International Political Economy	3
INR 355	Terrorism	3
INR 360	U.S. Foreign Policy	3
INR/WGS 216	Women, Power, & Global Politics	3

Total Credits 18

MATHEMATICS MINOR

Required Core 12

MAT 210	Calculus 1	4
MAT 220	Calculus 2	4
MAT 230	Calculus 3	4

Elective Requirements 9

Choose two from the following

MAT 240	Differential Equations	3
MAT 260	Linear Algebra	3
MAT 350	History of Mathematics	3
MAT 310	Foundations of Mathematics	3
MAT 320	Probability and Statistics	3

Choose one from the following

MAT 360	Elementary Number Theory	3
MAT 370	Financial Mathematics	3

Total Credits 21

Course #	Course Title	Cred. Hrs.	Cred. Req.
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MUSIC MINOR

Music Theory 10

MUS 109	Keyboard Harmony I	1
MUS 110	Aural Skills I	1
MUS 111	Harmony I	3
MUS 112	Harmony II	3
MUS 113	Keyboard Harmony II	1
MUS 114	Aural Skills II	1

Survey Course (Choose one) 3

MUS 101	Music Appreciation	3
MUS/WGS 185	Women in Music	3
MUS 231	Music History I	3
MUS 232	Music History II	3

Applied Lessons – All on same instrument 4

Music Ensemble 4

MUS 285, 287	(May be repeated for credit)	1
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Total Credits 21

ORGANIZATIONAL LEADERSHIP MINOR

Required Core 9

OLS 102	Foundations in Leadership	3
OLS 420	Leadership Theories & Practice	3

Choose One:

PHI 205	Ethics	3
PHI 210	Human Nature & Society	3

Electives 12

Select four courses from the list (at least two must be OLS courses and at least two must not be required for any other academic program).

BUS 320	Principles of Management	3
BUS 350	Organizational Behavior	3
BUS 480	Strategic Management	3
HIS/WGS 211	History of Women in the U.S.	3
INB 450	Corporate Social Responsibility	3
OLS 220	The Followership Imperative	3
OLS 260	Ethical Leadership	3
OLS 280	Organizational Leadership and Leading Change	3
OLS 320	The Leader Within	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership & Grp Dynamics	3
OLS 360	Inclusive Leadership: Gender, Culture and Intersectionality	3
POL 141	Public Policy	3
INR/WGS 216	Women, Power, & Politics	3
PSY 325	Motivation & Emotion	3
PSY 430	Conflict Resolution	3
PSY/WGS 331	Psychology of Women & Gender	3
SOC/INR 330	Poverty & Inequality	3
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
SPE 205	Gender and Communication	3
WGS 205	Social Justice & Civic Engagement	3
WRI 292	Professional Writing	3

Total Credits 21

Course #	Course Title	Cred. Hrs.	Cred. Req.
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PSYCHOLOGY MINOR

Students must take **PSY 101 General Psychology** plus one course from five of the six psychology subject areas (see page 51) for a total of **18 credit hours**. Courses in the Diversity subject area will count as well.

SOCIOLOGY MINOR

Required Core 6

SOC 101	Introductory Sociology	3
SOC/ANT 235	Race, Class, Gender, and Sexuality	3

Elective Requirements 15-17

Choose two

CRM/SOC 201	Criminology	3
CRM/SOC 301	Juvenile Justice	3
CRM/SOC 250	Deviant Behavior	3
CRM/SOC 370	Topics in Criminology	3

Choose two

IDS 312	Qualitative Research Methods	4
Any ANT-Listed Courses		3
Any CRM-Listed Courses		
Any SOC-Listed Courses		

Choose one

PSY 307	Lifespan Dvlpmnt Across Cultures	4
PSY 350	Abnormal Psychology	3
SOC/PSY 232	Social Psychology	3
WGS 205	Social Justice & Civic Engagement	3

Total Credits 21-23

SPANISH MINOR

Required Core 6

SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3

200-level courses (Choose two) 6

SPA 211	Hispanic Literature	3
SPA 212	Hispanic Culture & Civilization	3
SPA 213	Oral Spanish	3
SPA 214	Spanish Composition	3

300-level course (Choose two) 6

SPA 320	Business Spanish	3
SPA 330	The Chicano Experience	3
SPA 345	Afro-Latina Women Writers	3
SPA 350	Major Authors of Latin America and Spain	3

SPA 360	Spanish Golden Age	3
SPA 370	Latin American and Spanish-American Women Writers	3

Total Credits 18

To fulfill the 18 credits required of a Spanish Minor, Spanish native speakers and AP Spanish students will take three 200-level courses and three 300-level courses.

THEATRE MINOR

Required Core (Choose two) 6

THE 101	Introduction to Theatre	3
THE 240	Script Analysis	3
THE 310	Dramatic Literature	3

Choose one 3

THE 103	Acting Fundamentals	3
THE 122	Performance of Literature	3
THE 203	Acting: Character Development	3

Choose one 3

THE 110	Stagecraft, Lighting and Sound	3
THE 221	Costume Construction	3
THE 325	Theatrical Costume Design	3

Choose one 3

THE 230	Stage Makeup	3
THE 294	Stage Management	3

Live Theatre Production 2

THE 181	Theatre Production (Repeated)	1
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Total Credits 17

WOMEN, GENDER, & SEXUALITY STUDIES MINOR

Students who pursue a minor in Women, Gender, and Sexuality Studies are required to complete **18 credits** in WGS courses. It is highly recommended that students take WGS 105 Introduction to Women, Gender, and Sexuality Studies prior to other WGS courses above the 100-level.

Required Core 6

WGS 105	Introduction to Women, Gender, and Sexuality Studies	3
WGS 350	Feminist Theories	3

Elective WGS Cross-Listed Courses 12

No more than one elective can be taken below the 200 level, and at least one of the electives must be taken above the 200 level. No more than two courses may be taken from any one department.

Up to two courses may be counted simultaneously for the Women, Gender, and Sexuality Studies Minor and another major or minor.

Course #	Course Title	Cred. Hrs.	Cred. Req.
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Writing Minor

Required Core **4**

WRI 200	Introduction to Writing Studies	3	
WRI 400	Writing Minor Portfolio	1	

Choose two **6**

WRI 251	Creative Writing	3	
WRI 291	Introduction to Genre	3	
WRI 292	Professional Writing	3	
WRI 293	Introduction to Primary Research	3	
WRI 294	Introduction to Rhetorical Studies	3	
WRI 295	Writing Center Theory and Pedagogy	3	
ENG 290	English Grammar and Usage	3	
IDS 312*	Qualitative Research Methods	4	

Choose three **9**

WRI 351	Discourse Analysis	3	
WRI 352	Rhetorical Style	3	
WRI 353	Rhetorics of Public Memory	3	
WRI 354	Archives and Composition	3	
WRI 355	Style and Editing	3	
WRI 356	Digital and Multimodal Comp.	3	
WRI 357	Fiction Writing	3	
WRI 358	Advanced Composition	3	
WRI 397	Teaching Writing	3	

Total Credits **19**

Note: Completion of IDS 312 (Qualitative Research Methods) may satisfy either WRI 293 (Introduction to Primary Research) or 4 credit hours of the 9 credit hour 300-level requirement. Completion of IDS 312 may satisfy one of these requirements but not both.

ASSOCIATE DEGREE REQUIREMENTS

Associate in Arts (AA) Degree Requirements

In addition to the Core Requirements (see page 32), the following degree requirements must also be fulfilled for an Associate in Arts. Electives may be used to complete the 62 hour requirement.

Communications - Select 3 hours from list below

Humanities - Select 3 hours from list below

Social Sciences - Select 3 hours from list below

Foreign Language - Select 6-8 hours in sequential courses from foreign language approved courses
Cannot be used to fulfill another requirement

Total Hours 15-17

Course Selection for AA Degree Requirements

Communications (*select 3 hours*)

HIS 150	Intro to Historical Methods	THE 103	Acting Fundamentals
PHI 112	Intro to Logic	THE 122	Performance of Literature
SPE 101	Fundamentals of Speech	THE 203	Acting: Character Development
SPE 121	Interpersonal Communication	WRI 292	Professional Writing

Humanities (*select 3 hours*)

English: ENG 103 and all 200-level ENG courses (except ENG 290)

French: All 200-level FRE courses except 201, 212, 213

History: All 100- and 200-level HIS courses

Philosophy: All 100- and 200-level PHI courses (except PHI 112)

Religion: All 100- and 200-level REL courses

Spanish: SPA 211, 212

Women, Gender, & Sexuality Studies: WGS 105, All 100- and 200-level WGS courses cross-listed with ENG, FRE, or HIS

Writing: All 200-level WRI courses

Social Science (*select 3 hours*)

All 100- and 200-level courses in: Anthropology (ANT), Business (BUS), Criminology (CRM), Economics (ECO), Environmental Studies (ENV), International Business (INB), International Relations (INR), Political Science (POL), Psychology (PSY), Secondary Education (EDU), and Sociology (SOC).

Foreign Language (*6-8 hours required; select hours in the same language*)

FRE 101/2	Elementary French 1/2	SPA 211	Hispanic Literature
FRE 201/2	Intermediate French 1/2	SPA 212	Hispanic Culture & Civilization
FRE 213	Oral French	SPA 213	Oral Spanish
SPA 101/2	Elementary Spanish 1/2	SPA 214	Spanish Composition
SPA 201/2	Intermediate Spanish 1/2		

Associate in Arts-Music (A.A.-M) Degree Requirements

In addition to the Core Requirements (see page 32), the following degree requirements must be fulfilled for an Associate in Arts-Music. Electives may be used to complete the 62 hour requirement.

Applied lessons	MUS 121, 122, 221, 222 <i>(must be in the same instrument: voice, woodwind, brass, piano, or percussion; minimum of 4 credits required and up to 8 recommended)</i>	4 hours required
Ensemble	Choose from: MUS 285, 287 <i>(courses may be repeated for credit)</i>	4 hours required
Harmony I-IV	MUS 111, 112, 211, 212 <i>(MUS 111 will also fulfill the General Education Fine Arts requirement)</i>	12 hours required
Aural Skills I-IV	MUS 110, 114, 210, 214	4 hours required
Keyboard Harmony I-IV	MUS 109, 113, 209, 213	4 hours required
Music Survey Course	Choose from: MUS 185, 231, 232 <i>(MUS 185 also fulfills the General Education requirements for Fine Arts)</i>	3 hours required
Additional Requirements		8 hours required
Choose from EDU 210, 310; FRE 101, 102, 201, 202; MUS 130, 131, 132, 134, 205, 206, 215, 216, 230; PSY 308, 350; SPA 101, 102, 201, 202 <i>(Foreign language classes must be in the same language)</i>		

Total degree requirement credits: 39
Total including gen education core requirements and degree: 62-63

Associate in Science (AS) Degree Requirements

In addition to the Core Requirements (see page 32), the following degree requirements must be fulfilled for an Associate in Science. Electives may be used to complete the 62 hour requirement.

Twelve or more additional hours in AST, BIO, CSC, CHE, MAT, PHY must be taken to complete an Associate in Science. May not use MAT 090 Intermediate Algebra or CSC 101 Application Systems.

Course Selection for AS Degree Requirements

12 or more additional hours from the following prefixes: AST, BIO, CSC, MAT, PHY (If has lecture & lab must take both)

Choose from:

AST 101	Introductory Astronomy & Lab	4	CSC 110	Introduction to Computer Science	3
			CSC 150	Introduction to Animations	3
BIO 101	Introductory Biology & Lab	4	CSC 201	Introduction to Programming	3
BIO 107	Principles of Biology & Lab I	4	CSC 212	Data Structures	3
BIO 108	Principles of Biology & Lab II	4			
BIO 115	Human Nutrition	3	ENV 270	Introduction to GIS	3
BIO 120	Intro to Environmental Science	3	ENV 335	Earth Science; Soil, Water, Atm	3
BIO 125	Botany & Lab	4			
BIO 204	Genetics & Lab	4	MAT 115	Trigonometry	2
BIO 207	Zoology & Lab	4	MAT 120	Precalculus	4
BIO 211	Human Anatomy & Physiology 1/L	4	MAT 130	Elementary Statistics	3
BIO 212	Human Anatomy & Physiology 2/L	4	MAT 210	Calculus 1	4
BIO 240	Microbiology & Lab	4	MAT 220	Calculus 2	4
BIO 250	Ecology & Lab	4	MAT 230	Calculus 3	4
BIO 301	Molecular Biology & Lab	4	MAT 240	Differential Equations	3
BIO 320	Animal Behavior	3	MAT 260	Linear Algebra	3
			MAT 310	Foundations of Mathematics	3
CHE 110/111	Intro to Forensic Chem & Lab	4	MAT 320	Probability and Statistics	3
CHE 120/121	Introduction to Chemistry & Lab	4	MAT 350	History of Mathematics	3
CHE 130/131	Intro to Environmental Chem/Lab	4	MAT 360	Elementary Number Theory	3
CHE 210/211	General Chemistry 1 & Lab	5	MAT 370	Financial Mathematics	3
CHE 212/213	General Chemistry 2 & Lab	5			
CHE 310	Principles of Analytical Chemistry	3	PHY 101	Introductory Physics & Lab	4
CHE 311	Quantitative Analysis Laboratory	2	PHY 205	General Physics 1 & Lab	4
CHE 320/321	Organic Chemistry 1 & Lab	5	PHY 206	General Physics 2 & Lab	4
CHE 322/323	Organic Chemistry 2 & Lab	5			
CHE 330	Environmental Chemistry & Social Justice	3			
CHE 340/341	Biochemistry & Lab	5			

CERTIFICATES

The following certificates are available to all Cottey students; however, a certificate may be completed only as part of a degree. Students may not earn a certificate and a minor or major in the same discipline. No more than two courses may be used to fulfill certificate and other requirements of a major or minor.

CERTIFICATE IN DANCE

The Certificate in Dance provides an opportunity for students pursuing a 2-year or 4-year degree to also earn a dance credential, with less requirements than the Dance Minor. The certificate includes coursework in movement forms, performance, and theory.

Required Courses Credit Hours

Take one:

DAN 107	Dance Appreciation	3
DAN 201	Choreography	3
THE 110	Stagecraft	3
THE 177	Event Technology**	2
<i>**If this class is chosen, take an additional 1-credit hour DAN course</i>		
PHE 139	Lifetime Fitness Concepts	3
ANT 392	Anthropology of Music and Dance	3

Elective Courses

Take three-four These courses may be repeated for credit

DAN 110	Beginning Dance Technique	1
DAN 120	Traditional and Social Dance	1
DAN 136	Musical Theatre Dance	1
DAN 145	Improvisation	1
DAN 150	Beginning Yoga	1
DAN 200	Dance Company (Taken a 4th time)	2
DAN 210	Int/Adv. Dance Technique	1
DAN 250	Yoga Practice	1
DAN 291	Advanced Improvisation	1

Take three times

DAN 200	Dance Company	2
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Total Credits 12

CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

The Certificate in Organizational Leadership (COL) is designed to provide an opportunity for students to study the relevant theoretical and academic aspects of leadership while developing individual leadership capacity. The program combines academic coursework with experiential and co-curricular aspects that result in a tangible qualification reflected on the official transcript.

Students interested in obtaining a COL will submit a brief registration to the Serenbetz Institute at <http://bit.ly/COL-app> for the purpose of adequately tracking information and ensuring program requirements are met. Upon acceptance to this non-competitive program, students will complete the remainder of the curriculum.

Required Courses		Credit Hours
OLS 102	Foundations in Leadership	3
OLS 420	Leadership Theories & Practices	3

Choose one of the following:

PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
OLS 260	Ethical Leadership	3

Elective Course (*Select one course from the following, offered on a rotating basis*):

OLS 220	The Followership Imperative	3
OLS 260	Ethical Leadership	3
(Only if not used for the required ethics course)		
OLS 280	Organizational Leadership and	3
OLS 320	The Leader Within	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership & Grp Dynamics	3
OLS 360	Inclusive Leadership: Gender, Culture, and Intersectionality	3

Total Credits **12**

CERTIFICATE IN PUBLIC HISTORY

Public history is a field that focuses on presenting the past to a public audience. It combines learning history (and acquiring analytical and writing skills) with learning a variety of presentation methods (photography, acting, etc.). The requirements for a certificate in public history (13 hours) are listed below.

Required Courses		Credit Hours
HIS 112	US History since 1877	3
HIS 150	Introduction to Historical Methods	3
HIS 199	Internship	1

Choose two of the following supporting classes:

ART 297	Digital Photography	3
SPE 101	Fundamentals of Speech	3
THE 103	Acting Fundamentals	3
THE 325	Theatrical Costume Design	3
WRI 251	Creative Writing	3
WRI 357	Fiction Writing	3

Total Credits **13**

ACADEMIC RESOURCES

LIBRARY SERVICES

The Ross Library is a student-centered hub for information and collaboration, open daily. The newly remodeled Information Commons provides a dynamic learning environment for student interaction, staff assistance for questions, library research assistance, and both group and individual study areas. Abundant natural light, computers, wireless access for personal devices, traditional quiet study carrels, comfortable seating areas, and group meeting rooms appeal to diverse student learning styles. The Library's web site, <http://www.cottey.edu/library>, allows users to search the Library Catalog and access over 60 databases of scholarly resources including EBSCO, JSTOR, Gale, Hoover's Business, Environment Complete, Humanities International Complete, and PsycArticles. Users also have access to over 200 print and digital journals and magazines, in addition to The New York Times Online and NewsBank's Access World News. Along with books, movies, and music, Cottey students enjoy free access to books found in the MOBIUS library consortium catalog of over 60 million items. Materials outside the MOBIUS system are also available to students through the Library's interlibrary loan service. Cottey's library staff frequently work with student organizations, faculty, and the Cottey community to host special events, meetings, and educational programming.

ACADEMIC COMPUTING AND INFORMATION TECHNOLOGY

Cottey is committed to preparing students for a world with rapidly emerging technological challenges and opportunities. The College provides a giga-bit ethernet fiber-optic network environment and all members of the College community have access to computing and multimedia technology. Networked computers are located in academic computer labs, laboratories, computer suites in the residence halls, Ross Library, smart classrooms, and other general areas. An electronic mail system facilitates the flow of information and eLearning, the Web-based course management system, enhances learning on campus.

ACADEMIC ADVISING

At Cottey College, academic advising assists each student in the developmental process of clarifying and achieving their 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 the academic advisor throughout the advising process. The more clearly students can articulate their 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 their advisor, it is the student's responsibility to choose and implement their academic program. In addition to aiding in the selection of courses, the advisor reviews the advisee's academic progress and may suggest major, transfer, and/or career options. Upon request, the advisor may refer the student to other resources on and off campus.

ASSESSMENT

Cottey's academic assessment program is designed to evaluate progress toward achieving the 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 Cottey 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.

COTTEY COLLEGE LEARNING CENTER

Located in the Kolderie Academic Assistance Center, the Cottey College Learning Center (CCLC) houses the Tutoring and Writing Centers. The CCLC is a place where students can meet with trained peer tutors in a variety of subjects to enhance their learning experience. The CCLC also doubles as a learning space where students can work independently or collaboratively with peers. We have open work areas as well as study rooms for working one-on-one with peer tutors or individually. The space is specifically designed to be a welcoming learning environment, and we strive to maintain a professional, educationally-centered atmosphere. Though our services change from semester to semester depending on peer tutors' schedules, we typically offer assistance with all levels of math, chemistry, biology, Spanish, French, art history, psychology, and writing in all disciplines.

CAREER SERVICES

Career planning information and resources are available through the Kolderie Academic Assistance Center. The director of career services helps students explore their interests, skills, and preferences related to career goals through individual counseling and the many resources available to identify majors and careers. Career workshops on résumé and cover letter writing, interviewing, job search skills, salary negotiation, networking, as well as professional dress and etiquette are offered throughout the academic year. Opportunities for internships, service learning, civic engagement, volunteering, career fairs, and networking events are also available through the career services and experiential learning office.

STUDENT DISABILITY SERVICES

Cottey College is dedicated to providing qualified students with disabilities equal access to college programs, services, and activities under the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. The College community, through reasonable accommodations, ensures that no otherwise qualified person with a disability be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination with regard to any program or activity offered by the College. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to educational opportunities, programs, and activities in the most integrated setting feasible. Students seeking accommodations for a disability may contact the disability support services coordinator in the Kolderie Center (RBAC 164) or by calling (417) 667-8181, ext. 2131.

ACADEMIC RECORDS

The Office of Academic Records provides 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 athletic eligibility certification, Veterans benefits 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. Please contact the International Education Coordinator in the Kolderie Academic Assistance Center for assistance with matters relating to U.S. Citizenship and Immigration Service policies and procedures.

SEMESTER STUDY ABROAD PROCESS AND ELIGIBILITY

Students interested in studying abroad for a semester should consult with academic advisors and meet with the International Education Coordinator in the Kolderie Academic Assistance Center to discuss options. Students should check with the Financial Aid office to determine if aid may be applied to study abroad. Students may study abroad for a maximum of only one academic year while maintaining status as a Cottey student. Students who wish to study abroad for longer should speak with academic advisors and the International Education Coordinator about transfer options.

Students planning to study abroad will submit the Study Abroad Application to the International Education Coordinator's office. Students who meet the study abroad eligibility requirements will be notified of their conditional approval to study abroad.

Next, students must complete the Study Abroad Program Approval Form and Permission to Transfer Credit Form. Students should discuss possible programs with the International Education Coordinator. Students will then work with their academic advisors to discuss degree requirements that must be met while studying abroad. The academic advisor will need to pre-approve courses taken abroad, indicating how they will transfer back to Cottey.

Upon pre-approval of courses, students apply directly to their approved study abroad program. Students will need to follow the admission requirements and deadlines for their chosen study abroad programs.

All students will need to attend a study abroad pre-departure session at the end of the semester immediately preceding their study abroad experience. A study abroad administrative fee of \$400 will be assessed to students who study abroad.

While abroad, students must enroll in at least the equivalent of 12 Cottey credit hours to maintain full-time enrollment. Some study abroad programs consider full-time enrollment to be higher, in which case then the student must enroll in the higher number of credit hours. Some study abroad programs consider full-time enrollment to be lower. Should a program consider fewer than the equivalent of 12 Cottey credit hours to be full time, Cottey's minimum credit hour requirement will prevail. Upon arrival and enrollment, students must complete the Study Abroad Enrollment Verification Form, obtain the appropriate signatures, scan, and submit the form to the International Education Coordinator by email.

Academic credit earned for approved study abroad is considered earned in residence. Students will receive credit at Cottey for classes that are passed according to the host institution with grades being converted to the American grading system and appearing on the Cottey transcript. Classes taken abroad but not completed or passed will appear on Cottey transcripts with a grade of F. Grades from study abroad will be included in calculating a student's GPA.

To be eligible to be approved for a semester study abroad program, students must meet the following requirements:

1. Be seeking a Bachelor's Degree with a declared major,
2. Have completed at least one semester at Cottey College;
3. Be in good academic, disciplinary and financial standing,
4. Have and maintain a cumulative GPA of at least 2.5 at the time of application and departure, and*
5. Generally, students should be at the junior level at the time of the study abroad program.

Seniors should be aware that a semester abroad may delay graduation. International Business/International Relations majors must consult with their academic advisor to determine the best timing for their required study abroad. Typically the spring semester of the student's junior (third) year is spent abroad.

*Should a student's GPA fall below 2.5 at the end of the semester preceding departure, the student will be given an opportunity to file an appeal for approval. The final decision will be made by the vice president for academic affairs.

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. Any student who is not a dependent of their 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 their 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. A candidate becomes a student at Cottey College when she first sits in a class or participates in a Cottey College athletic practice, whichever comes first.

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
- campus address
- permanent address
- date and place of birth
- assigned student email address
- campus phone listing
- permanent phone listing
- dates of attendance
- enrollment status
- expected date of completion of degree requirements and graduation
- degrees and awards received
- classification
- previous educational institution attended
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- photographic, video, or electronic images
- class roster (only released to students in the class)

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 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.

ACADEMIC CLASSIFICATION OF STUDENTS

First-Year Students (freshmen).....0-27 credit hours earned
Second-Year Students (sophomore)28-56 credit hours earned
Third-Year Students (junior)57-86 credit hours earned
Fourth-Year Students (senior)87-plus credit hours earned

REGISTRATION AND CHANGES IN REGISTRATION

Students register on-line for the next semester after developing a plan of study with their academic advisor.

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, students may not add a course unless their academic advisor agrees, the instructor consents, and the vice president for academic affairs approves.

A student may drop courses during the first ten days of instruction. These courses do not appear on the transcript. For a dropped course the eleventh day of instruction through the twelfth week of instruction, a grade of W will be recorded on the transcript. The \$15.00 drop fee has been waived. Permission to withdraw from a course after the twelfth week of a semester is possible only in extenuating circumstances by special permission of the vice president for academic affairs.

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. Students with at least a 3.0 GPA and advisor approval are eligible to register for more than 18 credit hours. All other students must be granted special permission by the vice president for academic affairs to register for more than 18 credits. 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 vice president for student life. All international students must maintain at least 12 hours of enrollment at all times unless they receive approval for a reduced course load in compliance with visa regulations.

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 one of the following accrediting associations.
 - Higher Learning Commission (HLC)
 - Middle States Commission on Higher Education (MSCHE)
 - New England Commission of Higher Education (NECHE)
 - Northwest Commission on Colleges and Universities (NWCCU)
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - WASC Senior College and University Commission (WSCUC)
 - Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- 2) Credit hours taken at another institution may be transferred to Cottey only if the grade earned is a C or above. Courses from another institution in which a grade of C- or lower was earned are not acceptable for transfer credit.
- 3) Credits earned while enrolled in high school (dual enrollment) may be accepted in transfer and may be used for fulfilling degree requirements.
- 4) There are additional circumstances surrounding transferring writing courses at Cottey:
 - a. All incoming Cottey students are required to take FWS 101 First-Year Writing Seminar their first fall semester at Cottey (this class is offered only in the fall semester). This Cottey-specific first-year writing course focuses on more than writing skills; it also introduces students to the guiding themes of the College as well as the importance of a liberal arts and women's-only education. This requirement cannot be fulfilled with transfer credit. Students who do not receive a passing grade in FWS 101 may take the course in the subsequent fall semester.
 - b. Students may transfer an entry-level writing course (i.e., Freshman Composition, First-Year Writing, English Composition I, English 101, etc.) as elective credit.

Credit is transferred on a course-by-course basis, when the subject matter applies to Cottey's degree programs. In some cases courses with subjects that do not match the curriculum for the degree may be transferred as elective credit.

Transfer students who have earned an Associate of Arts or Associate of Science degree from an accredited institution (listed above) prior to matriculation at Cottey will be exempt from the General Education Core Requirements, but must take one WGS course.

Transfer students with other associate level degrees will be considered on an individual basis. This policy does not replace individual program requirements or course prerequisites. Therefore, transfer students may still need to complete lower level coursework to meet program requirements for graduation.

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.

COURSE PLACEMENT

Placement in 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.

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.

Requests for credit based on other examination programs will be considered on a case-by-case basis.

AP Test	Minimum Score	Credit Granted	Cottey Equivalent	Special Conditions
2-D Art and Design	4	3	ART 111	Pending portfolio review
3-D Art and Design	4	3	ART 112	Pending portfolio review
Art History	4	3	ART 202	
Biology	3	4	BIO 101, 101L	
Calculus AB	3	4	MAT 210	
Calculus BC	3	8	MAT 210, 220	
Chemistry	3	4	CHE 210	
Chemistry	3	5	CHE 210, 211	
Chemistry	4	8	CHE 210, 212	
Chemistry	4	10	CHE 210, 211, 212, 213	CHE 213 pending lab work review
Comp Govt/Politics	4	3	POL 201	
Computer Science A	4	3	CSC 201	
Drawing	4	3	ART 131	Pending portfolio review
Eng Lang & Comp	5	3	WRI 102	
Eng Lang Lit & Comp	4	3	ENG 103	
Environmental Science	4	3	ENV 120	
European History	4	3	HIS 102	
French Lang & Culture	3	8	FRE 101, FRE 102	
French Lang & Culture	4	14	FRE 101, 102, 201, 202	
Macroeconomics	4	3	ECO 201	
Microeconomics	4	3	ECO 202	
Music Theory	4	4	MUS 110, 111	
Music Theory	5	8	MUS 110, 111, 112, 114	
Philosophy	4	3	PHI 101	
Physics 1	4	4	PHY 101	
Physics C-Elec/Magnetism	5	4	PHY 206	
Physics C-Mechanics	5	4	PHY 205	
Psychology	3	3	PSY 101	
Spanish Lang & Culture	3	8	SPA 101, 102	
Spanish Lang & Culture	4	14	SPA 101, 102, 201, 202	
Statistics	3	3	MAT 130	
US Govt/Pol	4	3	POL 101	
US History	4	3	HIS 111	
US History	5	6	HIS 111, HIS 112	
World History (Modern)	4	3	HIS 132	

INTERNATIONAL BACCALAUREATE (IB)

Cotter College recognizes the International Baccalaureate programme standard level and higher level examinations when awarding credit, course exemptions, and placement. For students completing individual certificates in the Diploma Programme, credit will be awarded based on the grades in the individual subject examinations. Credit hours granted are entered on the student's transcript. The maximum amount of IB credit is 30 semester hours.

IB Exam	Minimum Score	Credit Granted	Cotter Equivalent	Special Conditions
Biology (SL/HL)	4	4	BIO 101/L	
Chemistry (HL)	4	4	CHE 210	
Chemistry (HL)	4	5	CHE 210, CHE 211	Pending lab work review
Chemistry (HL)	5	8	CHE 210, CHE 212	
Chemistry (HL)	5	10	CHE 210, 211, 212, 213	Pending lab work review
English A: Lang & Lit (HL)	6	3	WRI 102	
Env Systems & Soc (SL)	4	3	ENV 225	
French B (HL)	4	8	FRE 101, FRE 102	
French B (HL)	6	14	FRE 101, FRE 102, FRE 201, FRE 202	
Geography (SL/HL)	4	3	ENV 125	
Global Politics (SL/HL)	5	3	INR 151	
Language A: Lit. (SL/HL)	5	3	ENG 103	
Mathematics (SL)	4	7	MAT 130, MAT 210	
Mathematics (HL)	4	11	MAT 130, MAT 210, MAT 220	
Music (SL/HL)	5	3	MUS 101	
Philosophy (HL)	4	3	PHI 205	Optional Themes: Ethics AND Philosophy and Contemporary Society
Philosophy (HL)	4	3	PHI 205	Optional Themes: Ethics AND Political Philosophy
Physics (SL/HL)	5	4	PHY 101	
Psychology (SL/HL)	5	3	PSY 101	
Spanish B (HL)	4	8	SPA 101, SPA 102	
Spanish B (HL)	6	14	SPA 101, SPA 102, SPA 201, SPA 202	
Visual Arts (HL)	5	3	ART 111	Pending portfolio review
Visual Arts (SL)	7	3	ART 111	Pending portfolio review

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Cotter College accepts credit completed through the College Level Examination Program administered by the College Board. Credit hours granted are entered on the student's transcript.

CLEP Exam	Minimum Score	Credit Granted	Cotter Equivalent	Special Conditions
American Government	50	3	POL 101	
American Literature	50	3	ENG 103	Essay Required
Analyzing & Interpret Lit	50	3	ENG 103	Essay Required
Calculus	50	4	MAT 210	
Chemistry	50	4	CHE 210	
Chemistry	50	5	CHE 210, CHE 211	Pending lab work review
Chemistry	65	8	CHE 210, CHE 212	
Chemistry	65	10	CHE 210, 211, 212, 213	Pending lab work review
College Algebra	50	3	MAT 110	
English Literature	50	3	ENG 103	Essay Required
Introductory Sociology	50	3	SOC 101	
Precalculus	50	4	MAT 120	
Psychology	50	3	PSY 101	

FOREIGN LANGUAGE REQUIREMENT

Knowledge of a language other than English has long been integral to the traditional Associate in Arts and/or Bachelor of Arts degree. Students who wish to broaden their understanding of human complexities or communicate effectively in a global marketplace are strongly encouraged to familiarize themselves with at least one foreign language.

To complete an Associate in Arts degree, students must demonstrate proficiency in one foreign language through the second-semester level. The following section describes the process to petition a waiver to the foreign language requirement for the Associate in Arts degree.

If the requirement is waived, no credit is earned, and the hours required will be turned to electives.

Students who wish to obtain a waiver for the foreign language requirement of the Associate in Arts degree must submit the appropriate materials to the Curriculum Committee.

Native Speakers or Heritage Speakers with Proof of Formal Education in a Language Other than English

Native speakers or heritage speakers of languages other than English who completed part of their education in an English educational system need to submit proof of enrollment in classes in which the primary language of instruction was not English until the completion of at least elementary school or at least two years of middle school or high school. Classes and primary language of instruction are expected to be provided through formal documentation, e.g., a transcript. In consultation with your advisor, please develop and submit a petition to the Curriculum Committee, care of the registrar.

Native Speakers or Heritage Speakers without Proof of Formal Education in a Language Other than English

- If native speakers' or heritage speakers' languages other than English are offered by the Cottey College Language Department, they will be able to complete the foreign language requirement through the regular placement tests, with placements results of intermediate language or higher. OR
- If native speakers' or heritage speakers' languages other than English are not offered by the Cottey College Language Department, they will be able to complete the foreign language requirement through placement tests given by other colleges/universities at their own expense, with placement results of intermediate language or higher. OR
- Native speakers and heritage speakers will be expected to complete the foreign language requirement in another language other than English.

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 but do appear on the transcript. If auditing a course exceeds the normal course load, the student 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. Audit request forms are available from the Office of Academic Records.

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

Cottey College defines attendance as participating in the faculty and student interaction required by the course. The manner of participation used for attendance is defined by the format of the course. For in-class learning, attendance means that:

1. students are expected to arrive at class on time and stay for the duration of the class; and
2. students, whether present or not, are responsible for in-class content.

For online courses, attendance means following the communication requirements and due dates on the syllabus. For hybrid courses, students must follow both the online and in-class attendance requirements.

Administrative Withdrawal for Non-Attendance

First-week attendance (for in-class) or first-week online communication (for online learning) is required. Regular class attendance (for in-class) or online communication (for online learning) is expected of all students.

Instructors, together with the vice president for academic affairs and registrar, may drop a student from a course if the student:

1. does not attend class sessions within the first week (in-class) or communicate online the first week (online learning), or
2. does not attend class (in-class) or communicate online (online learning) for 14 consecutive calendar days (exclusive of spring break) prior to the withdrawal deadline noted in the academic calendar.

Students who are administratively withdrawn from a course will be notified via their Cottey email account.

Under all other circumstances, the student must initiate withdrawal from a course. Even if a student does not attend class meetings or does not log into the online course, the student remains financially responsible for paying tuition for the course, up to the date of formal withdrawal. Students who do not formally withdraw will receive a final grade in the course. The academic calendar available on Cottey's website contains the add, drop, and withdrawal deadlines.

Administrative Withdrawal from the College

Students who attend/participate in none of their courses within the first week of classes, or who do not attend any classes within 14 consecutive calendar days (exclusive of spring break), may be administratively withdrawn from the College. Students will not be administratively withdrawn from the College past the withdrawal deadline noted in the academic calendar.

Notes:

- Instructors may develop more stringent attendance requirements for individual courses. The requirement and consequence, if applicable, will be included in the course syllabus.
- Please see also the Catalog sections labeled Satisfactory Academic Progress, Satisfactory Progress and Good Standing, Probation, and Dismissal. Student athletes may have additional requirements regarding minimum credits enrolled.

Participation in Co-Curricular Opportunities

Cottey College emphasizes academics. Cottey College also believes in the education of the whole student and values activities beyond the classroom such as participation in athletics, arts performances, leadership opportunities, connecting with P.E.O. constituencies, and attendance at professional/scholarly meetings, which are also considered academic. The faculty and sponsors of such activities endeavor to reach a compromise concerning absences that respects both the importance of class attendance and the benefits of opportunities beyond the classroom.

Culminating singular performance events, such as those for performing arts classes (choir concerts, dance concerts, music ensemble concerts, plays, etc.) require the participation of all members of the class for successful completion. It is also recognized that athletic teams (which hold a unique position of simultaneously being curricular and co-curricular) require the presence of all their members at contests. These events may take precedence over co-curricular (student organization, clubs) activities. In the situation where events conflict, it is expected students, faculty members, and sponsors will come to a solution that is best for the student(s).

It is the responsibility of students to:

- attend classes (as defined above)
- complete all assignments
- understand their instructors' attendance policies
- keep track of their absences
- at least seven days in advance, inform their instructors in writing of any absences they anticipate for activities and arrange to make-up missed work. In the case of outdoor sports competitions, or other activities that might be suddenly cancelled and rescheduled, students should inform instructors as soon as possible.

It is the responsibility of sponsors of College events to:

- provide schedules that minimize class absences
- at least seven days in advance, inform the faculty in writing of any planned group absences. In the case of outdoor sports competitions or other activities that might be suddenly cancelled and rescheduled, sponsors should inform the faculty as soon as possible.
- recognize that student absences for college-sponsored activities must be minimal. A student may choose to attend class rather than a college-sponsored activity, and the student should not be penalized for making this choice.

It is the responsibility of faculty members to:

- recognize the value of participation in college-sponsored activities and allow students to complete work, such as hand in assignments or take exams at alternative times with seven days advanced notice. In the case of outdoor sports competitions, or other activities that might be suddenly cancelled and rescheduled, arrangement should be made at the instructor's discretion.
- allow course-appropriate flexibility for absences due to opportunities beyond the classroom, including but not limited to offering alternative options for achieving the goals of regularly scheduled class meetings.
- recognize students may choose to attend the college-sponsored activity instead of class, to fulfill scholarship (e.g., athletic, fine arts) requirements, and the student should not be penalized for making this choice.

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 Affairs support staff, and the Student Life support staff that a student is having difficulty.

Cottey's early warning system includes:

- Email notification when an instructor submits an academic concern notice. Instructors submit academic concern notices when students have unexcused absences, when students receive a poor grade on an exam or assignment, or when the instructor has any concern about a student's academic performance. These notices may be submitted at any time during the semester,
- Special intervention by the vice president for academic affairs if a student receives three or more academic concern notices,
- A five-week grade check-in for all students. Any student receiving three or more grades of C- or lower may be required to meet with a faculty or staff member to develop a plan for improving performance in their courses,
- All students receive midterm grades,
- Week-ten notification for any student who should consider withdrawing from a course. If an instructor believes that a student is unlikely to earn a passing grade in a class, an academic concern notice will be submitted by week ten of the semester. This provides the student with time to meet with the instructor, their academic advisor, and other support staff, and to decide whether to withdraw prior to the deadline for withdrawal during week 12 of the semester,
- Special intervention by the vice president for academic affairs if a student receives multiple notices indicating they should consider dropping more than one class.

WITHDRAWAL FROM COLLEGE

A student may withdraw from Cottey College up to the published deadline for withdrawal from classes. The date of withdrawal is the date the Academic Records office was first informed of the withdrawal or the last date of attendance, whichever comes first. Any department or agency of Cottey College that becomes aware of a student withdrawal must inform the Academic Records office within 24 hours. Upon receiving the withdrawal notice, the Academic Records office will process the withdrawal and inform the Financial Aid, Business, and Student Life offices.

LATE WITHDRAWALS

When a financial, medical, or other emergency circumstance makes it impossible or unwise to continue at Cottey, a student may withdraw after the deadline with the approval of the vice president for academic affairs. A late withdrawal under these circumstances permits the student to return to Cottey within one year of withdrawing without reapplying for admission, to register as a continuing student, to be guaranteed campus housing, and to complete degree requirements under the College Catalog in effect when the student matriculated. The vice president for academic affairs will not approve a request for a late withdrawal unless the student has a cumulative grade point average which would allow returning in good standing. In the case of a withdrawal for medical reasons, the student must provide written documentation from a medical health professional recommending the withdrawal.

LEAVE OF ABSENCE

When a financial, medical, or other emergency circumstance makes it impossible or unwise to continue at Cottey, a student 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 degree requirements under the College Catalog in effect when the student matriculated. Leaves may be approved for a period of up to 180 days. Upon returning, the student must resume studies in the same courses. For example, if the student went on a leave of absence after attending classes Tuesday of week 4, the student needs to return on Wednesday of week 4 of a subsequent term, in the same courses. A student may return to classes early (i.e., the beginning of the term) for a consistent academic experience, but won't officially become active until the actual leave of absence return date. A leave of absence must be approved by the vice president for academic affairs, in consultation with the registrar and the student's instructors. The vice president for academic affairs will not approve such petitions unless the student has a cumulative grade point average which would allow returning in good standing.

A student must request a leave of absence in writing to the vice president for academic affairs through the Academic Records office. In the case of a leave of absence for medical reasons, the student must provide written documentation from a medical health professional recommending the leave of absence.

The beginning date of the leave of absence is the date the Academic Records office was first informed of the request or the requested beginning date, whichever is later. Any department or agency of Cottey College that becomes aware of a leave of absence request from a student must inform the Academic Records office within 24 hours. Upon receiving the leave of absence request, the Academic Records office will process the request and forward it to the vice president of academic affairs for approval. The Academic Records office will also inform the Financial Aid, Business, and Student Life offices.

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. Transfer work is included on transcripts with the courses listed with hours accepted by Cottey (earned hours). Official transcripts are issued by the Office of Academic Records through the National Student Clearinghouse.

GRADE REPORTS

A student may access final grades for each semester on the JICS (Jenzabar Internet Campus Solution) portal (My Cottey).

GRADEPOINT AVERAGE (GPA)

A student's GPA is calculated by dividing the total number of GPA 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

The following do not calculate in the grade point average:

P	Pass	0 grade points
AU	Audit	0 grade points
I	Incomplete	0 grade points
W	Withdrawal without penalty	0 grade points
WIP	Work in progress, no grade	

INCOMPLETE

A student who has done satisfactory work for at least 80% of the term (12 weeks for fall and spring semesters), but because of illness or other circumstances beyond their control is unable to complete all course requirements, may request an incomplete. The instructor, not the student, makes the decision to grant an incomplete. At the end of the term, the instructor will enter a grade of 'I' for the student. An Incomplete Contract Form will be completed outlining the additional work to be accomplished, the timeframe for completion, and the grade the student will earn if the additional work is not completed. The Incomplete Contract Form will be submitted to the Academic Records office by the grade entry deadline. Incompletes must be completed no later than eight weeks into the subsequent term (excluding the summer term). After evaluating the additional coursework, the instructor will change the student's grade accordingly.

REPEATING AND BACKTRACKING

A student may attempt to improve their grade by repeating a course for which they received a C- or lower. A higher grade will replace the 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 a 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 a student failed or passed (with a low grade) in a previous attempt, they can get a better grade and improve their 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. Only one repetition of a course may be included in the student's enrollment status for federal financial aid.

A student may not take for credit a course that is a prerequisite for a course already completed satisfactorily. Exceptions will be granted only by permission from the department's coordinator.

LATE GRADUATION

Students who will not complete all requirements for graduation (requirements, hours, and GPA) must file for "Late Graduation." Late graduation petitions or exceptions must show that the student will be within nine (9) hours of completion of all requirements after Commencement in May. Students who receive approval from the Office of Academic Affairs and have a cumulative grade point average of 2.00 or higher may participate in Commencement.

PARTICIPATION IN COMMENCEMENT

To be eligible to participate in Commencement in May, students must have declared their degree and major prior to the start of the spring semester immediately preceding Commencement. Thus, for Commencement on May 14, 2023, a student must have declared their degree and major prior to January 9, 2023.

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 academic dishonesty for a student to receive excessive help with the preparation, writing, or revision of any assignment which is to be submitted to an instructor. Excessive help shall be held to exist when a student receives input on an assignment that goes beyond brainstorming, feedback, or revision suggestions. Excessive help includes (but is not limited to) having another student rewrite a passage of an essay or using another's exact words as if they were the student's own. In short, excessive help is when the helper rewrites all or any portion of an assignment. Students should remember that when it comes to defining the parameters of excessive help, the preferences of individual instructors may vary. When in doubt, students should consult with the individual instructor. Finally, students should also be aware that the assistance they receive from the Cottey College Writing Center does not, under normal circumstances, constitute excessive help. Students should think of the Writing Center as a collaborative resource to further their development of a wide array of rhetorical skills and not merely as a proofreading or editing service.
5. Plagiarism. Plagiarism is a form of stealing in which another person's ideas or even their 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, the student 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.
8. Translation Programs in Foreign Language Classes. The use of computer, on-line translation programs or/and pocket translators are NOT permitted in any Foreign language course and is considered cheating, academic misconduct and a violation of Cottey College's Honor Code. 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, the student should consult their 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 should be appropriate to the level of the violation. In cases that seem as somewhat careless or uninformed failures to cite sources appropriately, the instructor may opt for a mild consequence or even just a warning and a careful explanation. However, in cases in which the violation was clearly intentional and knowingly deceptive, the consequence should be more serious. In such a case, an instructor may choose to give either no credit on the work that was involved in the violation (with no possibility of redoing that work) or may even choose to give the student a course grade of F and expulsion from the course. A student found to have violated the Honor Code in a class may not withdraw from that class to avoid a reduced grade.

Any student found to have committed an act of academic dishonesty will be reported by the faculty member to the vice president for academic affairs. If it is determined by one or more members of the faculty that a student has been responsible for academic dishonesty more than once during enrollment at Cottey, the vice president for academic affairs, at their 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, at their discretion, reserves the right to expel the student committing the offenses from the College. 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.

APPEALING ACADEMIC DISHONESTY DISCIPLINARY ACTION

Any student who has had sanctions imposed by a faculty member and/or the vice president for academic affairs may appeal the case before an Academic Appeals Board.

ACADEMIC APPEALS BOARD

The Academic Appeals Board will be chaired by a faculty member elected by vote of the faculty each year, who will serve in a nonvoting capacity except in cases of a tie vote. If the chair is involved with the case, the chair must recuse themselves and another chair will be appointed by the vice president for academic affairs (VPAA) or the assistant VPAA, if the VPAA is involved in the case. In addition to the chair, four additional full-time faculty members, not involved in the case, will serve on the board. The student will select one or two full-time faculty members to sit on the board. It is the student's option to select one or two. Faculty members may decline to serve. The chair will contact members of the volunteer full-time faculty pool for two or three additional members. No members of the board should have involvement with the academic dishonesty case.

APPEAL PROCEDURE

Students who wish to appeal a disciplinary action related to academic dishonesty, by a faculty member(s) or the vice president for academic affairs (VPAA), must submit a written appeal, in the form of a letter (electronic or hard copy), any other documents or evidence to support their case, and the names of any supporting witnesses to the chair of the Academic Appeals Board within three business days of the sanctions being imposed.

The chair of the Academic Appeals Board will contact the faculty member(s)/VPAA and request relevant documents, evidence, and names of witnesses. Requested materials should be given to the chair within two business days of the request. If the student does not provide a written appeal, any other documents or evidence, and names of witnesses within three business days of sanctions being imposed, there will not be a hearing. If the faculty member(s)/VPAA do not provide relevant documents, evidence, and names of witnesses within two business days of the request from the chair, the hearing will go forward without these items.

The chair will convene the Academic Appeals Board and set a hearing date within three business days of receiving the written appeal and accompanying documents from the student. Invitations to the hearing will be sent, in writing (electronic or hard copy), to the student, faculty member(s)/VPAA, and any witnesses identified. The student is encouraged to attend the hearing, and may be accompanied by an advocate. The advocate will sit with the student, but may not comment on the proceedings. The faculty member(s)/VPAA who imposed the sanctions is also encouraged to attend the hearing.

The proceedings will be audio-recorded. All aspects of this process are to be kept confidential.

The decision of the Academic Appeals Board is final.

Academic appeals hearing procedures are available on my.cottey.edu

APPEALS FOR COURSE GRADE RE-EVALUATION

The Academic Appeals Board considers both course grade re-evaluation and academic dishonesty disciplinary actions. It is the choice and responsibility of the student to file an appeal petition. The student is encouraged to consult with the student's advisor or the vice president for academic affairs.

Course grade re-evaluation appeals must be based either on clerical or bookkeeping errors or on allegations of capricious, illogical, unjust, or unprofessional grading. No appeal can be made until a final course grade is assigned. Prior to beginning a course grade re-evaluation petition, the student must first review their assignments with the course instructor to determine if a clerical or bookkeeping error has occurred.

If the student cannot be physically present for the review conference, other forms of communication are acceptable. If it is determined that a clerical or bookkeeping error has occurred, the course instructor will submit a grade correction to the registrar. If, after the assignment review, the final course grade is still in dispute, the student may choose to prepare a course grade re-evaluation petition.

Course Grade Re-Evaluation Process

- The student will inform the Office of Academic Affairs of intent to file a course grade re-evaluation petition no later than the end of the fourth week of the semester following the course grade in question.
- The Office of Academic Affairs will then inform the chair of the Academic Appeals Board and the course instructor that an intent to appeal a course grade has been submitted. If the chair is involved with the case, the chair must recuse themselves and another chair appointed by the vice president for academic affairs (VPAA). The student will select one or two full-time faculty members to sit on the Academic Appeals Board. It is the student's option to select one or two. Faculty members may decline to serve. The chair will contact members of the volunteer full-time faculty pool for two or three additional members. All four members of the board should have no involvement with the grade re-evaluation case.
- The student must submit all petition materials to the Office of Academic Affairs within two weeks of submitting the intent to petition. See the "Course Grade Re-evaluation Petition" on My Cottey, under "Forms." The petition requires the student to provide a rationale for appeal.
- Student petition materials are shared with the course instructor and the Academic Appeals Board after receipt by the Office of Academic Affairs.
- The course instructor has two weeks to prepare materials for board consideration.
- The board will consider only the materials which have been submitted to the Office of Academic Affairs.
- The Academic Appeals Board will submit their recommendation to the VPAA no later than the end of the twelfth week of the semester in which the petition was submitted.

The VPAA's decision is final.

SATISFACTORY PROGRESS AND GOOD STANDING

Each student is expected to make satisfactory progress toward degree completion. 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 minimum cumulative GPA and a minimum earned credit hours that would not subject her to academic dismissal. Full-time students normally acquire the number of credit hours necessary for an associate degree in four semesters. Full-time students should acquire the number of credit hours necessary for a bachelor's degree in eight semesters. Students should complete a minimum of 15 to 16 credit hours per semester to achieve their degree in these time frames. The Federal Department of Education has specific guidelines for determining satisfactory progress for financial aid eligibility. Please see page 19 for information on standards of progress for students receiving federal financial aid.

PROBATION

A student whose term or cumulative GPA for a semester falls below 2.00, or a full-time student whose earned credits for the first semester fall below nine credit hours, is notified by the vice president for academic affairs that they are 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. A student on probation may not withdraw from a course or request an incomplete in a course.

When the semester and cumulative GPA equals or exceeds the 2.00 required and/or when the semester and cumulative credits equal or exceed the requirement, the student is released from academic probation during the subsequent semester. However, failure to make satisfactory academic progress or to fulfill College policies regarding the terms of probation will result in dismissal if the student's term or cumulative GPA is below 2.00 for two consecutive semesters.

DISMISSAL

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

A full-time student failing to earn six credit hours in their first semester will be dismissed. A full-time student failing to earn nine credit hours in their second or succeeding semesters will be dismissed.

A full-time student whose term or cumulative GPA is below 2.00 for two consecutive semesters will be dismissed after the end of the second semester.

REINSTATEMENT

A student who has been dismissed from Cottey College due to lack of academic progress will be given the opportunity to appeal the dismissal. A letter must be written to the vice president for academic affairs to outline what circumstances negatively impacted the academic performance that created the dismissal, as well as steps that will be taken to address the issues identified. A student whose appeal for reinstatement is successful will be placed on probation.

Students who have not been enrolled for at least one semester must complete a special application for readmission (see page 16).
Note: Submission of an appeal does not guarantee reinstatement.

STUDENT COMPLAINTS

Student complaints in the academic area should begin with a discussion with the relevant faculty member. If the student is not satisfied, or is not comfortable speaking with the faculty member, the student should meet with the vice president for academic affairs.

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 Curriculum Committee for consideration.

STUDENT RIGHT TO KNOW

Student Right to Know (SRTK) refers to a federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice. All colleges nationwide are effectively required to participate in the disclosure of rates.

SRTK is a "cohort" study; that is, a group of students who are first-time freshmen who are enrolled full-time and are degree-seeking as identified in a fall term and their outcomes are measured over a period of time. The outcomes that the two SRTK rates measure are Completion (the total number of students in the cohort who earn a degree) and Transfer (the total number of cohort non-completers who were identified as having enrolled in another institution). The tracking period of the cohorts is three years, at which time the SRTK rates are calculated and made public.

SRTK has its merits in that it attempts to provide a standardized measure of college effectiveness nationwide. However, in order to fully understand what SRTK rates mean for a college, one should also know its limitations. There can be data collection issues involved in the acquisition of valid numbers used in deriving SRTK rates; since there is no central nationwide "clearinghouse" of transfer data, it is impossible to generate accurate transfer-out rates.

In compliance with the Student Right to Know and Campus Security Act of 1990, Cottey College makes available its completion and transfer rates to all current and prospective students.

The graduation rate for first-time, full-time, degree-seeking students who entered Fall 2015 was 67%.

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.

NATIONAL ACADEMIC HONOR SOCIETIES

Alpha Chi (Missouri Tau, Chapter 406) is a scholarly, national-level honor society for juniors and seniors pursuing their bachelor's degrees and for graduate students. Alpha Chi was established in 1922, and currently has 300 chapters across almost all 50 states. Alpha Chi is committed to promoting scholarship and service for the overall good of the larger society. Induction to the society is highly competitive and limited to the top 10% of juniors and seniors with at least 24 semester hours completed at the institution sponsoring the chapter.

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.

Alpha Psi Omega is a national four-year theatre honor society. Alpha Psi Omega was organized for the purpose of providing acknowledgement to those demonstrating a high standard of accomplishment in theatre. Members are selected through a points system based solely on work done in Cottey's theatre productions. Members promote the performing arts as well as serve as technical crews for special campus events.

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

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

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.

Sigma Tau Delta, the international English honor society, was founded in 1924 and has over 900 active chapters around the world. In addition to a wide range of on-campus activities, Sigma Tau Delta members are eligible to apply for Sigma Tau Delta scholarships, participate in international conventions, and submit original work for publication and writing awards.

COTTEY COLLEGE HONOR ORGANIZATION

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

Chapter C, Hawaii Student Commencement Speaker Award. An Orchid Lei provided by P.E.O. Chapter C, Hawaii, is presented to the baccalaureate-degree graduate selected to give remarks during the Commencement ceremony.

Chapter C, Hawaii Outstanding Associate Graduate Award. An Orchid Lei provided by P.E.O. Chapter C, Hawaii, is presented to the associate degree 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 among Cottey students.

Graduation Honors

Summa Cum Laude is granted to students graduating with a bachelor's degree with a cumulative grade-point average of at least 3.90, Magna Cum Laude to those with a 3.70 to 3.89, and Cum Laude to those with a 3.50 to 3.69 through the final semester of their college career.

DEPARTMENTS AND COURSES

ACADEMIC DIVISIONS

The instructional program of the College is organized into four divisions. The divisions are composed of the following academic disciplines.

<u>FINE ARTS</u>	<u>HUMANITIES</u>	<u>SCIENCE & MATHEMATICS</u>	<u>SOCIAL SCIENCES</u>
Art	English	Astronomy	Anthropology
Dance	French	Biology	Business
Music	History	Chemistry	Criminology
Speech	Organizational	Computer Science	Economics
Theatre	Leadership	Health & Biomedical Sciences	Education
	Philosophy	Mathematics	Environmental Studies
	Religion	Physics	International Business
	Spanish		International Relations
	Women, Gender, & Sexuality Studies		Physical Education
			Political Science
			Psychology
			Sociology

Special Courses: Independent Study, Excursions, Internship, Learning Through Service, Non-Credit, Research Opportunities, Special Topics

EXPLANATION OF COURSE LISTINGS

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

<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Title</u>	<u>Course Frequency</u>
PRT	210	Introduction to Peer Tutoring	fs

Definition of Course Levels

000-099

Courses to develop students' skill levels in order to achieve success at the college level. Courses at this level apply toward full-time status and GPA but do not fulfill degree requirements.

100-199

Lower-level courses of introductory college-level difficulty that explore either a broad aspect or fundamental skill set in the discipline. Students will work to recall elements and details of content, including identification and illustration of important concepts.

Expectations upon enrollment:

- Students possess reading skills sufficient to comprehend college-level material in textbook and monograph form.
- Students can complete assignments involving reading and comprehending a specified amount of material, or preparing organized papers.

200-299

Lower-level courses of intermediate college-level difficulty intended primarily for second-year or sophomore students. Courses that explore specific facets of a discipline. Developing communication and critical thinking skills are used to distinguish central concepts and identify patterns within the subject matter.

Expectations upon enrollment:

- Students are acquainted with the basic language, terminology, or methodology of the subject itself.
- Students are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.
- Students are able to accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, demonstrate an in-depth knowledge of the material covered, or other work in the discipline.

300-399

Upper-level courses of advanced college-level difficulty intended primarily for upper division students. Courses that involve the synthesis and application of knowledge in the discipline through making critical distinctions, investigations, and critiques.

Expectations upon enrollment:

- Students have the ability to do research, or to obtain relevant information in the field.
- Students are proficient in the language of the field so as to read and assimilate relevant information.
- Students are able to combine the results of the research, or the reading, into cohesive (and possibly original) statements.
- Students are able to produce some substantial work, such as a paper, or a creative or experimental project.

400-499

Advanced upper-level courses intended primarily for fourth-year students (seniors) usually within a major; example types of courses are seminars, specialized work in a major, and capstones. Courses that culminate the undergraduate immersion, prompting discovery within the discipline. Students will master the ability to analyze and synthesize information independently in original and creative ways.

Expectations upon enrollment:

- Students have the ability to complete a major research project or paper.
- Students' learning may be designed and applied through seminars, field experiences, internships, or other capstone experiences.
- Students have the capacity to work independently under the guidance or supervision of an instructor.

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 u = summer

The course frequency projections are subject to change.

Course Description

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 they 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 they must also enroll during the same semester. Course descriptions may also contain instructions or limitations and should be reviewed carefully.

Credit Hours

After the course description is the number of credit hours. Cottey College operates on a semester system with an abbreviated summer term. A credit hour is determined by the following definitions.

- A class hour or instructional hour is defined as 50 clock minutes.
- A class must meet for at least 750 clock minutes for each semester hour of academic credit, or students must complete an equivalent amount of work appropriate to the discipline.
- Contact means direct interaction for teaching/learning between the instructor and one or more students as part of a regularly scheduled course.

One semester hour of credit may be given for a course for each contact hour per week of lecture or discussion classes (1:1 credit hour/contact hour ratio plus two hours of outside work). This equates to 50 minutes per week for 15 weeks or 750 minutes per semester.

One semester hour of credit may be given for a laboratory or studio class for at least two contact hours per week. Courses which include lecture and laboratory or studio carry credit combining the above guidelines.

One semester hour of credit may be given for each three hours of independent study per week.

One semester hour of credit may be given for an internship class for each 45 hours of internship work time.

One semester hour of credit may be given for Applied or Elective lesson courses for each 30 minute lesson per week.

Credit hour determinations for courses are made by the Curriculum Committee upon the recommendation of the respective academic division.

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.

Course Delivery Method

Courses may be delivered through traditional, hybrid, or online methods. For the purposes of these definitions, synchronous is defined as class instruction and student learning occurring at the same time (for example: instructor(s) and students meet in the classroom at 9:00 a.m. on Monday, Wednesday, Friday); asynchronous is defined as class instruction and student learning occurring at different times (for example: students view a recorded lecture for the first time three days after the video is created). Cottey uses the following definitions of educational delivery methods:

- Traditional: 0-24% of course content is delivered through web-based technology to enhance the face-to-face course. Instructor and student interactions occur face-to-face.
- Hybrid: 25-74% of course content is delivered online using either synchronous or asynchronous instruction. Instructor and student interactions occur both in the classroom and online. Face-to-face meetings are reduced proportionally by the amount of course content delivered online (i.e., a traditional course that meets twice per week could be offered as a 50% hybrid that meets once per week with equivalent online activities).

- Online: 75-100% of course content is delivered online using either synchronous or asynchronous instruction. Synchronous class meetings may be conducted using suitable technologies or face-to-face; however, there is no requirement for synchronous meetings. Students interact with one another and the instructor through the Learning Management System and other appropriate technologies. Instructor and student interactions occur online through discussion, chat, web conferencing, and other activities.

Course delivery method will be indicated on the course schedule and syllabus. Online and hybrid courses are as rigorous as traditional courses but may use different instruction techniques to reach course outcomes. Cottey is committed to providing an equivalent academic experience regardless of course delivery method. Course delivery method will be indicated on the course schedule and syllabus.

ACADEMIC DISCIPLINE AND COURSE DESCRIPTIONS

ANTHROPOLOGY (ANT)

Degree: Minor: Anthropology (page 66)
Faculty: Associate Professor Quick (coordinator)

The Anthropology Department primarily introduces students to the subfields of cultural anthropology and linguistic anthropology. The courses offered at Cotter provide a foundation for a major or minor in anthropology and assist any student in developing an anthropological perspective applicable to all fields of study. Anthropology may be combined with many other disciplines (economics, political science, music, art, history, literature, medicine, law, etc.) to create a more global approach.

ANT 101 General Anthropology (s)

This course introduces students to the field of anthropology, including its historical origins and its four major subfields—cultural, linguistic, archaeological, and biological anthropology. Applied aspects of each of the four subfields are included as well as an emphasis on the holistic nature of the discipline. **3 credits**

ANT/WGS 201 Introduction to Cultural Anthropology (f)

This course introduces students to the broad field of cultural anthropology—covering topics such as fieldwork, ethnography, cultural relativism and ethnocentrism, religion and ritual, ethics and the application of anthropology's theory and methods to contemporary world issues. Students also learn about difference and inequality within and across cultures with a focus on race and gender, as well as the global diversity of economies, political structures, and kinship. **3 credits**

ANT/SOC 235 Race, Class, Gender, and Sexuality (xs)

See course description under "SOCIOLOGY." **3 credits**

ANT 291 Language and Culture (xs)

Prerequisites: ANT 151, SOC 101, or PSY 101

This course introduces students to linguistic anthropology. Although language will be our principal concern, taking an anthropological approach pushes us to consider language, culture, society, and communication as all interrelated aspects of the human condition. The overall goal is to encourage students to appreciate the complex and diverse communication signals that humans engage in, while also considering some of their own language and communication biases. **3 credits**

ANT/WGS 304 Gender in Cross-Cultural Perspective (xs)

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. It also explores the reproductive, economic,

and religious factors that influence our gendered experiences and offers students opportunities to understand the diversity of these experiences around the world. **3 credits**

ANT 310 Indigenous Perspectives in the U.S. and Beyond (xs)

Prerequisite: Any social sciences or humanities course 200-level or above

This course examines the unique perspectives of those who identify as Indigenous. While it considers some historical issues, its focus is primarily on the contemporary Indigenous experience. The course includes at least one fieldtrip with a focus on the Osage Nation. **3 credits**

ANT/ENV 391 Food and Culture (xf)

Prerequisites: ANT 151, SOC 101, or PSY 101

Food unites people in ritualized gatherings, while it also divides them over politics and economics. Besides considering food's place in anthropology, this course will examine food and identity—food as it relates to cultural, class, and gendered identities—as well as food's significance in social, political, and economic systems. This course is writing intensive, and students will become active in Cotter's organic garden as a part of this course. **3 credits**

ANT 392 The Anthropology of Music and Dance (xs)

Prerequisites: ANT 151, MUS 101, or DAN 107

This writing-intensive course focuses on the society and culture surrounding music and dance in global settings. We consider music and dance's functions, their relation to various identities (class, gender, nationality, ethnicity) as well as to technology, globalization, and new media. We also delve into the intellectual history and varying approaches encompassing the study of music and dance. **3 credits**

ART (ART)

Degree: Minor: Art (page 68)
Faculty: Assistant Professor Booth (coordinator) and Assistant Professor Daleki

Cotter's art 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, museology, gallery direction, graphic design, architecture, photography, and studio art.

The Fine Arts Department offers well-equipped classrooms and studio areas for ceramics, painting, photography, design, drawing, and sculpture, housed in the newly-constructed Judy and Glenn Rogers Fine Arts Building. The Haidee and Allen Wild Center for the Arts includes an art gallery which is used for exhibition artwork of students and faculty and of regional and national artists.

ART 101 Art Appreciation (s)

An introduction of art processes and artists through slides, readings, discussions, and firsthand observation of art and visual images. Students will participate in introductory studio exercises. This course is designed for students who are not art majors or

minors and are seeking an introduction to art theory, media, and basic art historical information. ART 101 may be used to fulfill Cotter's general education requirement in art. **3 credits**

ART 111 2-D Design (f)

A foundational studio course introducing the elements and principles of art and design in reference to challenges presented when constructing two-dimensional projects (drawings, paintings, and other two-dimensional work). Students will plan and produce several two-dimensional projects in traditional and non-traditional art media. This course emphasizes formal and conceptual development. Five-and-a-half studio hours per week. **3 credits**

ART 112 3-D Design (s)

A foundational studio course introducing the elements and principles of art and design in reference to challenges presented when constructing three-dimensional forms (sculptural work). Students will plan and produce several three-dimensional projects in traditional and non-traditional art media. This course emphasizes formal and conceptual development. Five-and-a-half studio hours per week. **3 credits**

ART 131 Drawing I (fs)

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. Five-and-a-half studio hours per week. **3 credits**

ART 213 Painting I (f)

Study of color, composition, and perception through use of painting media. Includes study of basic techniques of oil painting. Five-and-a-half studio hours per week. **3 credits**

ART 214 Painting II (s)

Prerequisite: ART 213, ART 232, or permission of instructor
A continuation of the study of methods for the utilization of color and composition in pictorial art through the medium of paint. Students will build upon painting techniques learned in ART 213. Five-and-a-half studio hours per week. **3 credits**

ART 232 Drawing II (s)

Prerequisite: ART 131
Advanced drawing techniques; refinement of skills and methods of graphic representation. Using traditional and nontraditional media, this course stresses figure, portraiture, and composition. Five-and-a-half studio hours per week. **3 credits**

ART 251 Ceramics I (fs)

Introduces basic and advanced hand building techniques, preparation and use of clay and glazes, surface finishing techniques, and kiln operation. Emphasizes development of aesthetics and personal expression in creating sculptural and vessel-oriented work. Five-and-a-half studio hours per week. **3 credits**

ART 252 Ceramics II (s)

Prerequisite: ART 251

A continuation and reinforcement of techniques introduced in Ceramics I through complex wheelwork, handbuilding techniques, glaze research and development, surface experimentations, kiln operation, and functions of a ceramic studio. Emphasizes progressive independence in creating ceramic artworks and development of a formal style and conceptual voice in one's own ceramic artwork. Five-and-a-half studio hours per week. **3 credits**

ART 260 Introduction to Graphic Design (s)

Through visual examples and exercises, this course will focus on the fundamental principles of graphic design through hands on lessons and Adobe software. The foundational skills that are common in all areas of graphic design practice are image making, typography, composition, and comprehending color and shape. Five-and-a-half studio hours per week. **3 credits**

ART 262 Sculpture (f)

Introduces sculptural techniques such as woodworking, casting, installation, and experimentation of material. Students will produce free standing sculpture and mixed media installations with formal and conceptual considerations in mind. Five-and-a-half studio hours per week. **3 credits**

ART 265 Arts in the Community (y)

Prerequisite: Any 100- or 200-level art course

Arts in the Community introduces approaches to networking with other artists and stresses the importance of creating sustainable connections. It studies the benefits and advantages of collaborating with others in a creative approach as well as a comprehensive examination of systems and organizations that utilize art and collaboration in order to further understand each other. **3 credits**

ART 270 3D Art and Installation (xf)

Prerequisite: Any 100- or 200-level art course

Students will create interior and exterior installations that may incorporate sculptural elements, everyday objects, light, sound, or other devices. Course work will investigate the objective and subjective qualities of space, body, and form, and the meanings created through material. Five-and-a-half studio hours per week. **3 credits**

ART 297 Digital Photography (s)

Prerequisite: Students must provide their own digital camera.

Introduction to photographic fundamentals, digital imaging, retouching, and digital darkroom techniques. Teaches basic methods of using a digital camera including manual camera settings. Five-and-a-half studio hours per week. **3 credits**

ASTRONOMY (AST)

Faculty: Associate Professor Hyland (coordinator)

AST 101 Introductory Astronomy (fs)

A course intended for non-science majors that explores telescopes, the solar system, planets, stars, stellar evolution, stellar remnants, galaxies, and history of the universe. The lab portion covers elementary experiments illustrating methods and principles used in astronomy. **4 credits**

BIOLOGY (BIO)

Degrees: Bachelor of Science in Biology (page 65) and Health & Biological Sciences (page 66), Associate in Science (page 75)
Faculty: Assistant Professors Kohn (coordinator), Ghosh Kumar, and Sarker

Cottey's biology program is designed to prepare students for further study in biological fields such as ecology, genetics, molecular biology, 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 BIL Hill is a natural field site that contains both woodland and wetland environments. Rubie Burton Academic Center also includes a student gallery space where student artists display their work regularly.

BIO 101 Introductory Biology with Lab (s)

Basic concepts of cellular structure and function, patterns of inheritance, evolutionary mechanisms, ecological relationships, and environmental concerns. Introduces basic laboratory techniques, experimental method, and investigation of topics pertinent to study of living things. Not open to students with credit in BIO 107 or BIO 125. **4 credits**

BIO 107 Principles of Biology I with Lab (f)

Lecture and laboratory emphasizing basic biochemistry, cellular morphology, metabolism and reproduction, and classical and molecular genetics. The laboratory introduces techniques related to biochemistry, molecular biology, and cellular biology. Students may start the Principles of Biology courses with either Principles of Biology I or II. **4 credits**

BIO 108 Principles of Biology II with Lab (s)

Covers the basics of evolution, ecology, and the diversity of life. Students will explore organisms from every kingdom to discover how these organisms are related and the varied ways organisms interact with one another. The course consists of both lecture and laboratory components. In the laboratory, students will view specimens from every kingdom of life and develop analytical skills necessary for advanced study in biology. Students may start the Principles of Biology courses with either Principles of Biology I or II. **4 credits**

BIO 115 Human Nutrition (xs)

This course provides an introduction to the science of nutrition: basic structure and function involved in the ingestion, digestion, absorption, and metabolism of nutrients. **3 credits**

BIO/ENV 120 Introduction to Environmental Science (y)

Involves all basic sciences (geology, physics, chemistry, and biology) in introducing scientific study of biogeochemical cycles and energy flow through ecosystems. It especially considers impact of human activities on populations, communities, and ecosystems. **3 credits**

BIO 125 Botany with Lab (f)

Lecture and laboratory introduce plant biology. The course will cover the structure and function of plant cells, tissues and organs, plants and the environment, and evolution of different plant species. In addition, the course will use artistic techniques and exploration to aid in student learning. **4 credits**

BIO/CHE 150 History and Philosophy of Science (y)

Presents an introduction to the history and philosophy of the sciences through examination of relevant scientific experiments, both modern and historical. Topics will include experimental design, laboratory safety and ethics, and data analysis. Students will also learn how to evaluate various sources for scientific merit. **3 credits**

BIO 190 Introduction to Scientific Literature (f)

Presents an introduction to study in biology through examination of the professional literature. The class will focus on construction of scientific literature, writing as a group, publication ethics and Institutional Review Boards, and citations. Additionally, students will learn about the submission process for journal articles and the scientific review process. **1 credit**

BIO 204 Genetics with Lab (f)

Prerequisite: BIO 107

Lecture and laboratory introduce the study of hereditary mechanisms with coverage of Mendelian and molecular genetics. The laboratory focuses on patterns and mechanisms of inheritance with emphasis on classical and molecular techniques. **4 credits**

BIO 207 Zoology with Lab (y)

Prerequisite: BIO 108

Lecture and laboratory examine anatomy, physiology, and evolutionary relationships among major taxa of animals. The course covers structure and function of organ systems with an emphasis on vertebrates, coupled with survey of diversity, specializations, and taxonomy of the animal kingdom. **4 credits**

BIO 211 Human Anatomy and Physiology 1 with Lab (f)

Prerequisites: BIO 107 and BIO 108

Lecture and laboratory examine anatomical and physiological topics needed to understand the basic working of human body. Lecture covers cellular physiology, tissues, musculoskeletal system, and the nervous system. Laboratory includes microscopic study of tissues, dissection of preserved mammals, and study of human materials as available, e.g., skeletons and models. **4 credits**

BIO 212 Human Anatomy and Physiology 2 with Lab (s)

Prerequisite: BIO 211 or permission of the instructor

Lecture and laboratory examine anatomical and physiological topics needed to understand basic working of the human body. Lecture covers respiratory, sensory, excretory, digestive, endocrine, and reproductive systems. Laboratory includes microscopic study of tissues, dissection of preserved mammals, and study of human materials as available, e.g., skeletons and models. **4 credits**

BIO 240 Microbiology with Lab (s)

Prerequisite: BIO 107

Lecture and laboratory investigate the unseen world of bacteria, viruses, and other microbes. Lecture covers microbial structure, metabolism, classification, and methods of control. Laboratory includes basic microbiological techniques such as propagating, staining, and identification of various microbes. This course features applied learning in the form of diagnostic case studies. This is a writing-intensive course. **4 credits**

BIO 250 Ecology with Lab (f)

Prerequisite: BIO 108

An introduction to the interactions between living organisms and their physical, chemical, and biological environment. Several levels of ecological organization are examined including the study of different types of populations, communities, and ecosystems. Topics include population structure and growth, species interaction, nutrient cycling, and applications to current environmental management issues. The laboratory portion provides practical applications of topics in ecology including population structure and growth, species interaction, nutrient cycling, and environmental management issues. **4 credits**

BIO 275/375/475 Research in Biology (fs)

Prerequisite: Permission of instructor

Independent research in biology under direction of a faculty member. Students beginning a research project should register for BIO 275. After gaining at least one semester of experience in the research lab, and in consultation with the faculty sponsor, the student may register for BIO 375. After at least one semester of experience in BIO 375, students who have demonstrated exceptional research skills will be permitted to register for BIO 475, with the permission of their faculty sponsor. **1-3 credits repeatable**

BIO 301 Molecular Biology with Lab (s)

Prerequisites: BIO 107; CHE 212/213, CHE 320/321 highly recommended

Lecture and laboratory introduce the structure and synthesis of macromolecules. Lecture covers various aspects of gene structure, function, and regulation. Laboratory emphasizes isolation and quantitation of DNA, recombinant DNA technology, and exercises which demonstrate the regulation of gene expression. **5 credits**

BIO 310 Cell Biology (xs)

Prerequisite: BIO 107 with a C or better

Structure and function of eukaryotic cells. Emphasis on molecular approaches to understand cell structure, function, communication, and regulation. Students will participate in the reading and discussion of primary literature, and will gain skills in experimental design and data interpretation. The course concludes with a discussion of cells in their social context by focusing on animal development and stem cell biology. **3 credits**

BIO 320 Animal Behavior (xs)

Prerequisite: BIO 250

This course covers the fundamentals of animal behavior. Students will learn about behavioral interactions both within and between populations of animals from the mechanisms that control behavior to the evolutionary processes through which behavioral patterns have evolved. Some examples of topics in animal behavior include: communication and social interactions, mating behavior, parent-offspring interactions, and foraging behavior. **3 credits**

BIO 330 Introduction to Virology (u)

Prerequisite: BIO 301

Introduction to Virology covers various aspects of pathogenic and non-pathogenic viruses, molecular mechanisms of infection, and host-pathogen interaction. Students will have the opportunity to select a viral disease and write a review which would create an opportunity of application of their knowledge and strengthen scientific writing skills. **3 credits**

BIO 340 Human Cadaver Dissection and Prosection (s)

Prerequisite: BIO 211

Corequisite: BIO 212

Supervised dissection and prosection of cadavers. Includes the development of an individualized project related to dissection. **2 credits**

BIO 350 Evolution (xs)

Prerequisite: BIO 250

This course will cover evolutionary principles at the genetic, organismal, and population levels. Topics include genetic and phenotypic variation, natural selection, adaptation, speciation, macroevolution, and phylogenies. **3 credits**

BIO 390 Communicating Science (s)

Prerequisite: BIO 190

Scientific communication is a key skill in a scientist's toolbox. In this class, students will learn how to present scientific research in both written and oral formats. They will also begin to define and research a topic for their Capstone. **1 credit**

BIO/HBS 440 Molecular Mechanism of Disease (xs)

Prerequisites: BIO 301 and CHE 340

Provides insight into how molecular studies can be employed to expand medical research and aid in the development of novel treatments and therapeutics. The course will cover a number of areas selected by the participants. Possible topics include neurodegenerative disorders, prion disease, cancer, and diabetes. This is a writing-intensive course. **3 credits**

BIO 490 Biology Capstone (f)

Prerequisites: BIO 390 and permission of instructor

As a culmination of their time in the program, students will present both a written and oral presentation of original literature or laboratory research. **3 credits**

BUSINESS (BUS)

Degrees: Bachelor of Arts in Business Administration-Management (page 35), Bachelor of Arts in International Business (page 35)

Faculty: Professor Lunkenheimer (coordinator), Associate Professor Chelminska, and Assistant Professor Ogren

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. Cottey offers all the typical business course pre-requisites required if a student is planning to transfer for a different business major. Cottey offers two bachelor degrees in business: Business Administration-Management, as well as International Business with a semester-long study abroad component, with the choice depending on the student's preference.

BUS 101 Introduction to Business (f)

Introduces students to the study of business enterprises. Special focus on all the typical college majors relating to business such as: accounting, economics, entrepreneurship, finance, management, marketing, human resource management, and international business. Students typically take this course to learn more about the business field and to help decide on a specific business major. **3 credits**

BUS 103 Personal Finance (f)

Explore your wealth potential in Personal Finance. Learn the basics of investing by examining stocks, mutual funds, dividends, and capital appreciation. Learn about financial planning for one's current and future needs including bank accounts, cash management, and uses of credit. Research new cars and houses and determine the effect on one's budget. Learn about life, health, auto, and house insurance. Lastly, students will examine retirement planning and taxes. **3 credits**

BUS 150 Entrepreneurial Lab (fs)

Hands on experience for all majors interested in starting, owning, or managing a business someday. Gain real-life entrepreneurial skills necessary to succeed through planning daily operations, managing finances/budgeting, marketing a product/service, developing efficient processes, and evaluating results/customer feedback to adjust with the real-time marketplace, real challenges, and real opportunities. **0-3 credits. May be repeated for credit up to 12 hours**

BUS 211 Principles of Accounting 1: Financial Acct. (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**

BUS 212 Principles of Accounting 2: Managerial Acct. (s)

Prerequisite: BUS 211

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

BUS 220 Personal Investing - Stocks and Bonds (f)

This course will cover the fundamentals of investing in capital markets focusing primarily on ownership of stocks and bonds. We will discuss corporate capital structure and the advantages and disadvantages of each as an investor. Students will learn how and where to research information about investments. We will discuss the risk return trade off as well as the various kinds of risks to be considered when investing. We will discuss the importance of having clearly defined investment objectives and how to create a portfolio based on those objectives. **3 credits**

BUS 260 Legal Environment of Business (y)

Prerequisite: At least second-year standing

Fundamentals of business law; history and development of law; legal system, legal reasoning, and law of contract, torts, and agency. **3 credits**

BUS 310 Management Information Systems (f)

Prerequisites or Corequisites: BUS 211 or BUS 212 or ECO 201 or ECO 202 and CSC 101

This course provides an understanding of the information needs of management, elements of information technology, various information systems, and how technology can be utilized for competitive advantage. **3 credits**

BUS 315 Operations Management (s)

Prerequisites or Corequisites: BUS 211 or BUS 212 or ECO 201 or ECO 202 and CSC 101 and MAT 130

This course identifies and solves managerial problems relating to the production and delivery of goods and services. It examines project management, job design, factory capacity, layout planning, forecasting, inventory, and quality control through mathematical models and case studies. **3 credits**

BUS 320 Principles of Management (s)

Prerequisites or Corequisites: BUS 211 or BUS 212 or ECO 201 or ECO 202

This course introduces the functions of management that apply to any organization, including overviews of concepts, theories, and practices, the processes of developing plans and corporate strategy, structuring work relationships, coordinating activities, directing and motivating subordinates, and controlling functions that lead to organizational success. Roles and responsibilities of managers, effective decision making, productivity, and theories of human behavior will also be explored. This is a writing-intensive course. **3 credits**

BUS 325 Principles of Marketing (f)

The smartest people work in the field of marketing, convincing us that this particular brand of jeans is much better than all of the others. This course introduces the functions and activities of marketing including marketing concepts, role in society, target marketing, marketing mix, and factors that influence marketing decision making. Students will examine current marketing promotions, determine which brands are more valuable, and learn the steps in the selling process. **3 credits**

BUS 335 Principles of Entrepreneurship and Small Business Management (f)

Fosters the idea of starting, operating, and managing a business. Students assess individual skills and abilities, identify possible business opportunities, conduct feasibility analysis, research profit possibilities, explore market needs, find resources, and learn traits and characteristics of effective entrepreneurs. Students begin to develop skills necessary to organize, create, and manage a business. **3 credits**

BUS 340 Principles of Finance (f)

Prerequisite or Corequisite: BUS 211 or BUS 212 or ECO 201 or ECO 202

This course examines the financial needs of corporations, including asset investment, debt, and equity financing, and introduces decision making models for capital budgeting under uncertainty, taxation, and inflation. Other corporate finance issues include risk and return analysis, cost of capital, dividend policy, and capital structure. **3 credits**

BUS 350 Organizational Behavior (s)

Provides an overview of theories and concepts regarding human behavior at work. Students will obtain a comprehensive knowledge of factors and forces that shape individuals' actions and how they respond to their working environments. Subjects include different leadership styles, ways to increase employees' motivation and satisfaction, teamwork and team-building, job enrichment and employee empowerment. **3 credits**

BUS 355 Human Resource Management (su)

Prerequisite: BUS 211 or BUS 212

Study of principles and practices in major human resource management functions including legal concerns, planning, staffing, training and development, performance management, compensation, health and safety, and employee and labor relations. **3 credits**

BUS 420 Implementing Business Education Programs (y)

Students will develop an understanding of the nature, organization, and administration of business programs in the middle and secondary schools. Students will learn how business education prepares students for a changing work world and will examine how advertising and public relations are used in marketing business education. Students will develop an awareness of the issues, trends, and problems in developing an effective rapport with counselors and administrators, as well as an awareness of a culturally diverse workplace. **3 credits**

BUS 425 Topics in Business (s)

Prerequisite: Senior standing

The course focuses on current events concerning business that are occurring throughout the United States and world. Students will perform industry analysis related to their chosen career field and examine issues, concerns, and opportunities in that career field. **3 credits**

BUS 430 Coordination of Cooperative Education (y)

Students will learn how to establish and manage cooperative and specialized programs for business and marketing. Emphasis will be placed on promotion of school, community, and employment relationships. **3 credits**

BUS 480 Strategic Management (f)

Prerequisite: Senior standing

This course attempts to summarize student's wide-range understanding and knowledge of business operations. It focuses on corporate strategic analysis of company's internal and external environments, and on strategic formulation of corporate and departmental policies. It provides a direction into effective strategic decision-making and taking proper actions. Subjects covered are SWOT analysis, competitive environment, and corporate-level and business-level strategies. **3 credits**

CHEMISTRY (CHE)

Degrees: Bachelor of Science in Health & Biomedical Sciences (page 66), Associate in Science (page 75) Minor: Chemistry (page 68)

Faculty: Professors Fernando (coordinator) and Ross

The chemistry curriculum provides the breadth and flexibility necessary to meet the needs of students intending to major in the physical, natural, or environmental sciences; pursue professional degrees in the health sciences; or earn degrees in complimentary areas such as forensic science, psychology or education. The chemistry laboratory courses underscore modern aspects of chemistry including the use of instrumentation and specialized chemistry software. Our small class sizes and well-equipped laboratory spaces allow students to quickly develop expertise in the laboratory, and students who are prepared may begin participating in undergraduate research as early as the second semester of their first year of study.

CHE/PHY 102 Fundamentals of Physical Science (u)

An overview of the physical sciences needed for college courses in chemistry and physics. Topics include the scientific method, measurements, momentum, matter and energy, electricity and magnetism, waves, the atom, chemical bonds, stoichiometry, solution chemistry, chemical and nuclear reactions, and basic mathematics. The course includes experimental activities outside of class. This course does not meet the requirement for the science core curriculum. **3 credits**

CHE 110 Introduction to Forensic Chemistry (xs)

Corequisite: CHE 111

Intended for non-science majors. Presents chemical principles at an introductory level and explores selected topics in forensic chemistry. Introduces basic chemistry concepts of atoms and molecules, stoichiometry, chemical reactions, solution chemistry and thermochemistry, and concepts related to the identification and analysis of fingerprints, accelerants and explosives, fiber, paint, and DNA. Not open to students with credit for CHE 120, CHE 130, or CHE 210. **3 credits**

CHE 111 Introduction to Forensic Chemistry Laboratory (xs)

Corequisite: CHE 110

Introduces basic chemistry laboratory work with experiments designed to show applications of chemistry to the investigation and analysis of crime scenes. Exposes students to instrumental analysis utilized in forensic investigations including emission, absorption, and X-ray spectroscopies; mass spectrometry; and gas and liquid chromatographies. Two hours per week. **1 credit**

CHE 120 Introduction to Chemistry (s)

Corequisite: CHE 121

Presents chemical principles at an introductory level with an emphasis on the use of these principles to understand and describe chemical processes that occur in our body. Covers fundamentals including atomic and molecular structure, measurement and stoichiometry, solutions, acid-base chemistry, nuclear chemistry, gases, and organic and biomolecules. Not open to students with credit in CHE 110, CHE 130, or CHE 210. **3 credits**

CHE 121 Introduction to Chemistry Laboratory (s)

Corequisite: CHE 120

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

CHE/ENV 130 Introduction to Environmental Chemistry (y)

Corequisite: CHE 131

Presents chemical principles at an introductory level with an emphasis on the use of these principles to understand and describe chemical processes that occur in the environment. Covers fundamentals including atomic and molecular structure, measurement and stoichiometry, solutions, acid-base chemistry, nuclear chemistry, energy, and behavior of gases. Not open to students with credit in CHE 110, CHE 120, or CHE 210. **3 credits**

CHE/ENV 131 Introduction to Environmental Chemistry Laboratory (y)

Corequisite: CHE 130

Introduces basic chemistry laboratory work with experiments designed to show applications of chemistry to the investigation and analysis of the environment. **1 credit**

CHE/BIO 150 History and Philosophy of Science (y)

Presents an introduction to the history and philosophy of the sciences through examination of relevant scientific experiments, both modern and historical. Topics will include experimental design, laboratory safety and ethics, and data analysis. Students will also learn how to evaluate various sources for scientific merit. **3 credits**

CHE 210 General Chemistry 1 (f)

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

Corequisite: CHE 211

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

CHE 211 General Chemistry 1 Laboratory (f)

Corequisite: CHE 210

Utilizes modern laboratory methods, including computer-interfaced experiments. Teaches basic techniques in qualitative and quantitative study of chemical processes. Three hours per week. **1 credit**

CHE 212 General Chemistry 2 (s)

Prerequisite: CHE 210 with a grade of C or better

Corequisite: CHE 213

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

CHE 213 General Chemistry 2 Laboratory (s)

Corequisite: CHE 212

Includes synthesis experiments and quantitative and qualitative analysis of cations. Three hours per week. **1 credit**

CHE 295 Research in Chemistry (y)

Corequisite: CHE 210, with a minimum grade of C and permission of instructor

Independent research in the chemical sciences under direction of a faculty member. Laboratory research, library research, and preparation of research report are emphasized. **1-2 credits**

CHE 310 Principles of Analytical Chemistry (xs)

Prerequisite: CHE 212, with a grade of C or better

Corequisite: CHE 311

Presents equilibria, volumetric and gravimetric techniques, spectrophotometry, electroanalytical methods, and separation techniques important to analytical chemistry. **3 credits**

CHE 311 Quantitative Analysis Laboratory (xs)

Prerequisite: CHE 310

Utilizes techniques of quantitative analysis, including electroanalytical, spectrophotometric, chromatographic, gravimetric, and volumetric methods. Six hours per week. **2 credits**

CHE 320 Organic Chemistry 1 (f)

Prerequisite: CHE 212, with a grade of C or better

Corequisite: CHE 321

Presents the foundations of organic chemistry including structure, bonding, conformations, stereochemistry, thermodynamics, kinetics and reactivity, including acid-base and nucleophilic substitution reactions. Includes mass spectrometry and UV-visible, infrared, and nuclear magnetic resonance spectroscopy. **3 credits**

CHE 321 Organic Chemistry 1 Laboratory (f)

Corequisite: CHE 320

Utilizes a miniscale approach to organic laboratory with an emphasis on techniques of separation, purification, and identification. Includes hands-on experience with infrared nuclear magnetic resonance and UV-visible spectroscopy. Six hours per week. **2 credits**

CHE 322 Organic Chemistry 2 (s)

Prerequisite: CHE 320, with a grade of C or better

Corequisite: CHE 323

Presents increasingly complex organic reactions including nucleophilic addition and substitution, carbon-carbon bond-forming, and radical and redox reactions with applications to biological molecules. **3 credits**

CHE 323 Organic Chemistry 2 Laboratory (s)

Corequisite: CHE 322 Organic Chemistry 2

Emphasizes organic synthesis, chromatography, green chemistry and analysis of unknowns using spectroscopic and chromatographic techniques. **2 credits**

CHE/ENV 330 Environmental Chemistry and Social Justice (y)

Prerequisites: ENV 110 and CHE 130/131

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law, and policy. **3 credits**

CHE 340 Biochemistry (f)

Prerequisite: CHE 320 with grade of C or better

Corequisite: CHE 341

Introduces the basics of biochemistry including structure and function of biomolecules, enzyme kinetics, bioenergetics, and metabolic pathways. **3 credits**

CHE 341 Biochemistry Laboratory (f)

Corequisite: CHE 340

Utilizes biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations, and electrophoresis. Three hours per week. **2 credits**

CHE 410 Advanced Biochemistry (xf)

Prerequisites: CHE 340 and 341 (CHE 322 and 323 highly recommended)

An Advanced Biochemistry course covers the chemistry and function of biologically relevant macromolecules and small molecules and their implications in cellular function, physiology, signaling, and metabolism. **3 credits**

COMPUTER SCIENCE (CSC)

Faculty: Instructor Khokhar

CSC 101 Application Systems – Concepts and Practice (fs)

Covers Microsoft Word, Access, Excel, and specialized coverage of PowerPoint. Includes database design and development service project. **3 credits**

CSC 110 Introduction to Computer Science (y)

Provides an overview of selected computer science topics such as data representation and Boolean logic and how they apply to programming, as well as general coverage of operating systems and program execution. Includes introduction to computational and virtual world programming. **3 credits**

CSC 150 Introduction to Animations (y)

A introduction to programming practices and skills required to animate characters and objects in a 3-D virtual world environment. Animation development includes building character behavior and organizing the story of an animation into scenes and shots. **3 credits**

CSC 201 Introduction to Programming (y)

Rigorous foundation in high-level programming. Topics include data representation, control structures, classes, methods and arrays, and data structures. Emphasizes problem solving, decomposition, and algorithm development. Introduces sorting, searching, and algorithm analysis. **3 credits**

CSC 212 Data Structures (y)

Prerequisite: CSC 201

Introduces fundamental data structures such as lists, stacks, queues, trees and graphs. Topics include recursive algorithms and further study in sorting, searching, and algorithm analysis. **3 credits**

CRIMINOLOGY (CRM)

Degree: Bachelor of Arts or Bachelor of Science in Criminology (page 37)
Faculty: Assistant Professor Glosser (coordinator)

CRM 101 The Criminal Justice System (f)

This course introduces the main components of the criminal justice system including, but not limited to, policing, courts, and corrections. Students will explore how the criminal justice system operates at various levels as well as how it functions within and between prevailing socio-political and cultural forces. **3 credits**

CRM/SOC 201 Criminology (s)

Prerequisite: SOC 101 or CRM 101

This course introduces the field of criminology and provides a broad overview of sociological and interdisciplinary theories for criminal behavior. Students investigate several theories and research on crime and consider how they relate to policies for crime prevention and control. **3 credits**

CRM/SOC 250 Deviant Behavior (xs)

Prerequisite: SOC 101 or CRM 101

This course explores ways in which deviant behavior is socially constructed and how individuals are labeled and stigmatized. It also examines how mechanisms of social control are activated and challenged, as well as treatment methods related to deviancy. Theoretical formulations regarding deviant behavior are analyzed from sociological and criminological perspectives. **3 credits**

CRM 275 Corrections (s)

Prerequisite: CRM 101

This course focuses on the history, theories, policies, and practices inherent to corrections. Students will learn about philosophies of punishment and social control, examine the intricacies of both institutional and community corrections, study inmate culture, and explore the difficulties inherent to community reintegration post-incarceration. **3 credits**

CRM/SOC 301 Juvenile Justice (f)

Prerequisite: CRM 101

This course will examine the nature and extent of juvenile delinquency, risk and protective factors of juvenile delinquency, prevention and early intervention programs targeting youth, and rehabilitation programs for juvenile offenders. Included therein are discussions of the history, theories, policies, and practices of the juvenile justice system. **3 credits**

CRM/SOC 370 Topics in Criminology (y)

Prerequisite: CRM 101

A variable topics course which allows instructors to present different developments, problems, and controversies within and surrounding the justice system. The course offers students an opportunity for the advanced study of a special topic in crime, criminology, or criminal justice practice. The course content may vary from year to year in response to new and emerging theoretical and practical issues in the field. May be repeated as different topics to a maximum of nine semester hours. May also be repeated as different topics during the same semester. **1-3 credits**

CRM 401 – Ethical Issues in Criminal Justice (y)

Prerequisites: CRM 101 and PHI 205 or permission of instructor

This upper division course examines ethical issues inherent to the study and practice of criminology and criminal justice. Students will identify and critically assess ethical issues at individual, community, organizational, and societal levels as well as analyze specific ethical dilemmas faced by those working within the field. **3 credits**

CRM 490 – Senior Capstone in Criminology (s)

Prerequisite: Open only to senior Criminology majors

Students will consolidate their understanding of the criminology field by conducting research and/or completing a significant experiential learning project. The work will culminate in a paper and oral presentation to the faculty. The project will be completed with support of a Criminology faculty member. **3 credits**

DANCE (DAN)

Degree: Minor: Dance (page 66), Certificate: Dance (page 76)
Faculty: Professor Byrnes (coordinator)

DAN 107 Dance Appreciation (y)

Introduces dance as a historic, creative, expressive, and communicative art form. Explores elements of dance through philosophical reading, writing, discussion, and observation. **3 credits**

DAN 110 Beginning Dance Technique (f)

Introductory Western concert dance technique course in the ballet, jazz, and modern genres. Intended for students with little to no previous experience. Emphasis on development of basic skills. Performance of short dance phrases using fundamentals. May be repeated for credit. **1 credit**

DAN 120 Traditional and Social Dance (f)

Course offers students with any level of movement experience the opportunity to learn traditional and social dances from a variety of cultures. May be repeated for credit. **1 credit**

DAN 136 Musical Theatre Dance (s)

Course offers students with any level of movement experience the opportunity to learn choreography from stage and film musicals. May be repeated for credit. **1 credit**

DAN 145 Improvisation (s)

Course offers students with any level of movement experience the opportunity for creative exploration of spontaneously generated movement. May be repeated for credit. **1 credit**

DAN 150 Beginning Yoga (fs)

Introduction to yoga postures. This course, while respecting and peripherally touching on the other aspects of yoga, will focus on the physical practice of postures. The course will emphasize safe body alignment and personalizing one's practice. Participation in this course will lead to increased strength, flexibility, and balance. May be repeated for credit. **1 credit**

DAN 200 Dance Company (fs)

Prerequisite: Audition

Co-requisite: Additional DAN class

Rehearsal and presentation of concert works by faculty, students, and guest artists. May be repeated for credit. **2 credits**

DAN 201 Introduction to Choreography (f)

Prerequisite: DAN 145

Exploration of basic elements, processes, and theories of dance making. The course stresses innovation, focused choreographic concepts, and creation of dances that include a variety of expressive movement qualities and interesting visual elements that complement the performer(s). **3 credits**

DAN 210 Intermediate/Advanced Dance Technique (y)

Prerequisite: Permission of instructor

Intermediate/Advanced Western concert dance technique course in the ballet, jazz, and modern genres. Intended for students with previous dance training. Emphasis on increased technical abilities, more complex movement combinations, and enhanced performance qualities. May be repeated for credit. **1 credit**

DAN 250 Yoga Practice (f)

Prerequisites: DAN 150 or permission of instructor

Ongoing, informed practice of yoga postures. This course, while respecting and peripherally touching on the other aspects of yoga, will focus on the physical practice of postures. The course will emphasize safe body alignment and personalizing one's practice. Participation in this course will lead to increased strength, flexibility, and balance. Additional poses, beyond the Beginning Yoga course, will be introduced. May be repeated for credit. **1 credit**

DAN 291 Intermediate/Advanced Improvisation (y)

Prerequisite: DAN 145

Continued exploration of spontaneously generated movement. Experiences will include site-specific work and student-designed improvisations. **1 credit**

DAN 298 Focused Project in Dance (fs)

Faculty guided independent study of a dance topic of the student's choosing. Enrollment in this course is limited to students pursuing the Dance Certificate or Dance minor. May be repeated for credit. **1-2 credits**

ECONOMICS (ECO)

Faculty: Professor Lunkenheimer

ECO 201 Principles of Economics 1: Macroeconomics (xf)

Why are you not driving the car of your dreams? Find out in economics, where students will examine the basic concepts including supply and demand, scarcity, choice, markets, prices, inflation, employment, growth, money and banking, monetary and fiscal policy, and international trade. **3 credits**

ECO 202 Principles of Economics 2: 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**

EDUCATION (EDU)

Degree: Bachelor of Arts and Bachelor of Science in Secondary Education (page 53), Bachelor of Arts in Elementary Education (page 39)

Faculty: Assistant Professors Adams (coordinator), Lanser, and Saxena

EDU 210 Foundations of Education (f)

Prerequisite: WRI 102

Corequisite: EDU 290

This course is a survey of the philosophical, historical, sociological, and legal foundations of education in the United States. Students will examine the roles and responsibilities of teachers and the legal/ethical aspects of teaching. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Cultural diversity, multicultural education, and differentiated instruction will be included. Students will complete the Missouri Educator Profile (MEP). This is a prerequisite for all education courses. **3 credits**

EDU 250 Mathematics for Elementary Teachers I (f)

Prerequisite: MAT 110

This course focuses on multiple teaching modalities for problem solving skills using the real number system and algebra. Teacher candidates will deepen their content knowledge by developing inquiry based teaching strategies in the area of mathematics. **3 credits**

EDU 251 Mathematics for Elementary Teachers II (s)

Prerequisite: MAT 110

This course provides an introduction to teaching the basic concepts of probability (including counting techniques), statistics, and geometry. The basic geometry concepts to be covered include the fundamentals of planar and 3-dimensional geometry; congruence and similarity, proofs of congruent or

similar triangles; concepts of measure; and motion geometry and tessellations. **3 credits**

EDU 290 Field Experience I (f)

Corequisite: EDU 210

This course provides observation experiences in the school setting. Students will be required to document 30 hours.

1 credit

EDU 310 Educational Psychology (s)

Prerequisite: PSY 101

This course investigates psychological concepts, theory, models, and methods of research in development and education. Students explore current topics and application of learning theories to contemporary educational issues. The unique needs of English Language Learners and the acquisition of a second language will be examined. **3 credits**

EDU 315 Assessment in Education (s)

Prerequisite: Admission to Education Program

This course provides students experience in creating fair and effective assessments. Students will learn about measurement, item analysis, interpretation, and steps of developing appropriate classroom tests and assessments, performance assessments, standardized testing, biases in educational assessment, and self-assessment. **3 credits**

EDU 318 Language Acquisition & Development of Young Children (s)

Prerequisite: Admission to Education Program

This course focuses on the normal sequence of language development and the teaching of literacy in the elementary context. Strategies for teaching word recognition, vocabulary, decoding, comprehension, and critical thinking within a class of linguistically and culturally diverse students will be explored. This course will address how elementary teachers can identify typical and atypical language acquisition, indications for referral, and education techniques for working with English Language Learners and students with disabilities. **3 credits**

EDU 320 The Exceptional Learner (f)

Prerequisite: Admission to Education Program

This course is an introduction to human exceptionality and the field of special education. The student will develop an understanding of the unique characteristics, strengths, and challenges of exceptional learners along with the competencies to effectively teach exceptional learners. **3 credits**

EDU 325 Literacy in the Content Areas (f)

Prerequisite: Admission to Education Program

This course provides students with techniques for assessing and improving literacy skills in their content area. This includes reading to learn and writing to learn as part of literacy skills. Students will learn to apply reading and writing concepts, theories, and techniques to content area material by developing lesson plans and materials. Cultural diversity, multicultural education, and differentiated instruction will be included. Special consideration will be given to developing literacy skills of English Language Learners will be included. **3 credits**

EDU 326 Literacy in Elementary Schools (f)

Prerequisite: Admission to Education Program

This course provides techniques for assessing and improving student literacy skills that are grade level appropriate and content specific. Students apply literacy theories and techniques by developing lesson plans. Emphasis on cultural diversity, and differentiated instruction with special consideration to developing literacy skills of English Language Learners will be included. **3 credits**

EDU 370 Teaching in Secondary Schools (f)

Prerequisite: Admission to Education Program

This course examines the techniques for effective teaching at the secondary level. This includes designing engaging and rigorous lessons to meet the needs of diverse learners. Bloom's Taxonomy will be examined in relation to learning objectives and assessments in lesson planning. Students will design units of instruction that include critical thinking and problem solving activities, as well as strategies for teaching English Language Learners. Cultural diversity, multicultural education, and differentiated instruction will be included. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Educational technology will be reviewed/introduced. **3 credits**

EDU 372 Teaching in Elementary Schools (f)

Prerequisite: Admission to Education Program

This course will allow students to examine the specific techniques and procedures for effective teaching at the elementary level. Students will examine what is required to design authentic, engaging, and rigorous lessons that meet the needs of all learners. Candidates will engage in long range planning activities. **3 credits**

EDU 380 Elementary Math Methods (f)

Prerequisite: Admission to Education Program

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of manipulatives to teach mathematics to elementary students. Candidates create and teach several math lessons throughout the course. The course introduces candidates to trauma informed teaching practices and the role of research in elementary math education. **3 credits**

EDU 381 Elementary Science Methods (f)

Prerequisite: Admission to Education Program

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of hands on activities to teach science in the elementary school context. Candidates create and teach science lessons in the following areas: physics, chemistry, earth science, environmental science, and life science. **3 credits**

EDU 382 Secondary Methods of Teaching English (f)

Prerequisites: Admission to Education Program and EDU 370

Corequisite: EDU 390

This course examines a variety of methods of teaching English in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to English instruction. Students will also develop a Unit Plan of instruction. **3 credits**

EDU 383 Secondary Methods of Teaching Business Education (f)

Prerequisites: Admission to Education Program and EDU 370

Corequisite: EDU 390

This course examines a variety of methods of teaching business education in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to business education instruction. Students will also develop a Unit Plan of instruction. **3 credits**

EDU 384 Secondary Methods of Teaching Science (f)

Prerequisites: Admission to Education Program and EDU 370

Corequisite: EDU 390

This course examines a variety of methods of teaching science in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to science instruction. Students will also develop a Unit Plan for instruction. **3 credits**

EDU 385 Secondary Methods of Teaching Social Science (f)

Prerequisites: Admission to Education Program and EDU 370
Corequisite: EDU 390

This course examines a variety of methods of teaching social science in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to social science instruction. Students will also develop a Unit Plan for instruction. **3 credits**

EDU 386 Secondary Methods of Teaching Speech & Theatre (f)

Prerequisites: Admission to Education Program and EDU 370
Corequisite: EDU 390

This course examines a variety of methods of teaching speech & theatre in high school, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to speech & theatre instruction. Students will also develop a Unit Plan of instruction. **3 credits**

EDU 387 Integrated Methods I: Literacy and Social Studies (f)

Prerequisite: Admission to Education Program

This course emphasizes social studies content, and the development of integrated lessons appropriate for the elementary context. Candidates create and teach lessons in the elementary setting that incorporate appropriate literacy strategies associated with the learning of social studies content including the history of Missouri. **3 credits**

EDU 388 Integrated Methods II: Literacy, Movements and the Arts (f)

Prerequisite: Admission to Education Program

Foundations in Education; Admission to Education Program
This course emphasizes the integration of movement, visual arts, and music into elementary lessons. Candidates utilize research and experiences from other education courses to create and teach several integrated lessons in the elementary setting. Candidates utilize video to reflect and adapt on the effectiveness of the lesson based on feedback. **3 credits**

EDU 389 Secondary Education Methods for Teaching Mathematics (f)

Prerequisite: Admission to Education Program

This course examines a variety of methods of teaching mathematics in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc., as well as specific strategies unique to mathematics instruction. Students develop a yearlong course calendar, two fully developed unit plans, and a minimum of eight lesson plans. **3 credits**

EDU 390 Field Experience II (f)

Prerequisites: Admission to Education Program and EDU 290
Corequisite: One of the following - EDU 381-386 or EDU 389

This course provides involvement in a secondary classroom. Students will observe and participate in a variety of activities to become familiar with the total school experience. The student will be required to document 45 hours of observation and activity. **1 credit**

EDU 415 Classroom Management (s)

Prerequisite: Admission to Education Program

This course examines differentiated instruction and the role of the teacher in creating a classroom environment conducive to effective learning. Behavioral management techniques in classroom management will be included. The role of instructional technology (interactive whiteboard, clickers, podcasting, flipped classrooms, etc.) will be reviewed/introduced. Legal and ethical issues of technology in the classroom will be examined. **3 credits**

EDU 425 Literacy Intervention (s)

Prerequisite: Admission to Education Program

This course presents strategies to increase the reading ability of adolescent students. The focus is helping students gain more from their reading tasks, improve their motivation for and engagement in the learning process, as well as assist struggling readers who may need intervention on an individual basis. Special consideration will be given to developing literacy skills of English Language Learners. **3 credits**

EDU 490 Student Teaching (fs)

This culminating clinical experience involves observation and supervised teaching in an elementary or secondary school classroom. Students should have completed all courses required for the program prior to this course. Additional information on the student teaching application process and requirements can be found on the website. (Senior standing; Fee \$100, non-refundable) **12 credits**

ENGLISH (ENG)

Degree: Bachelor of Arts in English (page 42) Minor: English (page 69)

Faculty: Professors Pivak and Stubblefield (coordinator), and Assistant Professors Polo and Green

Cottey's English Department offers courses which recognize the integral relationship among thinking, reading, and writing. Students are given opportunities to engage in critical discussions, travel to literary sites, present papers at conferences, and edit and publish in our literary journal. In addition to developing in students the ability to read deeply, think critically, and write effectively, the English program helps students discover who they are, what they think, and what they are capable of achieving.

ENG 103 Writing About Literature (xs)

Examines fiction, poetry, and/or drama from a variety of perspectives. Covers components, devices, and vocabulary that characterize various literary genres. **3 credits**

ENG 200 Introduction to the English Major (fxs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
Introduces students to the discipline of English. Considers issues in the profession of English, and career options for English

majors. Introduces students to academic journals, literary criticism, and literary theory. **3 credits**

ENG 201 English Literature 1 (xf)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
Study of works by selected British writers who represent significant literary movements up to Romantic period. Includes some writing about British literature. **3 credits**

ENG 202 English Literature 2 (xs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Study of works by selected British writers who represent significant literary movements from Romantic period to present. Includes some writing about British literature. **3 credits**

ENG 205 American Literature 1 (xf)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Study of works by selected American writers who represent significant literary movements up to the Civil War. Includes some writing about American literature. **3 credits**

ENG 206 American Literature 2 (xs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Study of works by selected American writers who represent significant literary movements after the Civil War to present. Includes some writing about American literature. **3 credits**

ENG 211 Excursions (f)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Faculty-led excursions enable students to “experience and do English” so they may understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. When travel is not possible, virtual experiences will be substituted. Topics vary. **1-3 credits**

ENG 215 Shakespeare (xs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 In-depth study of selected plays and poems, with some consideration of historical and critical contexts. Includes some writing about Shakespeare’s work. **3 credits**

ENG/WGS 220 American Women Writers (xs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Introduces students to American women writers in traditional and nontraditional genres. Focuses on the way women explore or subvert gender. Includes writing about women and literature. **3 credits**

ENG/WGS 222 British Women Writers (xs)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 Introduces students to British women writers from the 17th century to the present. Focuses on obstacles faced by British women writers and the way women historically have explored or subverted gender. Includes writing about women and literature. **3 credits**

ENG 230 Studies in Ethnic Literature (f)

Prerequisite: WRI 102 or ENG 103 or permission of instructor
 The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced. **3 credits**

ENG 231 African-American Literature (xf)

This course will survey the history of African-American Literature from the eighteenth century to the present. We will read a wide range of literary texts, as well as cultural and political documents. In analyzing these works, we will also consider art and music, literary and critical theory, and social responsibility. **3 credits**

ENG/WGS 232 Ethnic Women Writers (xs)

This course will focus on ethnic literature by women writers in the U.S. and abroad. We will read a number of novels; however, we will also consider stories, poems, and theoretical essays. In addition, we will discuss issues of women’s leadership, social responsibility, and global awareness. **3 credits**

ENG 290 English Grammar and Usage (xf)

Prerequisite: WRI 102 or permission of instructor
 This course will provide a review of the basics of grammar and mechanics for the purpose of knowing and explaining how English grammar and language works. Students will learn the Reed-Kellogg system of diagramming to understand the deep structure of language. Grammar will be presented from both a prescriptive and descriptive perspective. Ideal for students interested in language and writing, studying a foreign language, or wanting to teach English or a foreign language. **3 credits**

ENG 308 Children’s/Young Adult Literature (xs)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
 This course introduces students to Young Adult Literature in a variety of genres. Includes discussion of various pedagogical methods for response-based teaching and issues in literary censorship. Fulfills post-1900 B.A. English and writing- intensive requirement. **3 credits**

ENG 312 History of the English Language (xf)

Prerequisites: WRI 102 and second-year status, or permission of instructor
 This course investigates the three phases of the English language - Old, Middle, and Modern English - and the relation of language to history and culture. **3 credits**

ENG 320 Topics in Fiction (f)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
 This course focuses on an in-depth study of the novel from a thematic, generic, or developmental perspective. Topics vary. Close reading, active discussion, and researched analysis will be central to the class. **3 credits**

ENG321/WGS 320 Eighteenth-Century British Women Writers (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
 This class surveys the novels of a variety of British women writing during the long 18th century. Works will be studied in context and, where applicable, in dialogue with one another and with other fiction of the time. Also examines select works of literary criticism and excerpts from contemporaneous nonfiction. Fulfills pre-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG 324/WGS 323 On Location: British Women Writers at Home (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
 This course explores how locations both shape and are shaped by literary output. Texts covered may include literary texts, theoretical essays, nonfiction, and literary criticism. In addition to classes on campus throughout the semester, students will usually travel to a destination(s) related to the course content. In addition, the class promotes strategies of social responsibility. Fulfills pre- or post-1900 B.A. English requirement, writing-intensive, and excursion requirements. **3 credits.**

ENG 326 The American Novel (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
 This course explores the American novel in terms of literary, historical, and cultural context and through close readings of literary, theoretical, and critical texts. Topics vary. Fulfills pre- or post-1900 B.A. English requirement depending on topic and writing-intensive requirement. **3 credits**

ENG 327: Harry Potter and The Lord of the Rings:**Analyses, Analogies, and Adaptations (y)**

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course focuses on the literary and cultural analysis of novels from the Harry Potter and Lord of the Rings series. Applying various theoretical approaches, students will work to connect text and cultural context. Students will also trace analogies in the novels and explore select film adaptations as interpretation. Fulfills writing-intensive requirement. **3 credits**

ENG 330 Topics in Poetry (s)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Thematic, stylistic, or period study in poetry. **3 credits**

ENG 331 Victorian Poetry (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Survey of British poetry written during the Victorian period, covering authors such as Tennyson, the Brownings, Christina Rossetti, and Thomas Hardy. Explores the cultural, political, and social milieus of the time in order to gain a deeper understanding of the many themes and stylistic innovations of the period. Fulfills pre-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG/WGS 333 “Her Kind”: Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath) (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course will explore the poetry of four important mid- twentieth-century American women poets: Gwendolyn Brooks, Anne Sexton, Adrienne Rich, and Sylvia Plath. We will employ close readings of their work, feminist literary theory, and interdisciplinary approaches to understand their position in literary history, their response to American culture, and their “revisioning” (to use Adrienne Rich’s term) of women’s experience. Special attention will be given to women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG/WGS 334 Poetry as Protest (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course will consider poetry as a means of resistance and a tool of social justice. Students will examine historical, cultural, political, and social context to analyze a wide range of poetic genres from different periods. Special emphasis on women’s leadership, social responsibility, and global awareness. Topics vary. Fulfills pre- or post-1900 English requirement depending on topic and writing-intensive requirement. **3 credits**

ENG 350 Topics in Pre-1900 Literature (xs)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Thematic, stylistic, or period study of poetry, narrative (fiction or nonfiction), or drama. Topics vary. **3 credits**

ENG 352 American Realism and Naturalism (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Course will consider American literature written between the Civil War and World War I. The class will analyze its literary, historical, cultural, social, and theoretical contexts, and special attention will be given to gender, race, class, and sexuality. Fulfills pre-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG 360 Topics in Post-1900 Literature (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Thematic, generic, stylistic, or period study of post-1900 literature. Topics vary. **3 credits**

ENG 363 World War I (y)

Prerequisite: ENG 103 or any 200-level English class (except ENG 290) or permission of instructor

World War I marked a pivotal moment in world history as technology and industrialization led to the first large-scale use of heavy artillery and other weapons of mass destruction. In this course, we will trace these developments and their effects on the human psyche. Readings include poetry, novels, journals, letters, and other nonfiction. Fulfills post-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG/WGS 364 “Make it New!”: Women and Literary Modernism (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course surveys the wide range of Modernist literature that responds to the social, artistic, technological, intellectual, and economic changes that took place in the early 20th century. Students will use literary theory and criticism, as well as other cultural artifacts, to understand the ways in which writers make sense of their rapidly-changing world. Special attention will be given to women’s leadership, social responsibility, and global awareness. Fulfills post-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG 370 Major Authors (f)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

In-depth study of a single author or a pair of authors. Topics vary. **3 credits**

ENG/WGS 371 Jane Austen (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) and WGS 105, or permission of instructor

Class will explore the development of Jane Austen’s literary career through a focus on her six major novels and some of the juvenilia. Background information on Austen’s life and times will enable students to appreciate the many themes and subtexts of these works. Fulfills pre-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG/WGS 372 Toni Morrison (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) and WGS 105, or permission of instructor

Exploration of the development of Toni Morrison’s literary career, focusing primarily on her novels and criticism. Fulfills post-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG 373 Charles Dickens (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) and WGS 105, or permission of instructor

Exploration of the development of Charles Dickens' literary career, focusing primarily on his novels and criticism. Fulfills pre-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG/WGS 374 Edith Wharton (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

Exploration of Edith Wharton's life and work in the context of women's leadership, social responsibility, and global awareness, and through the lens of feminist literary theory. Students will read a variety of genres and complete a wide range of assignments. Fulfills English B.A. post-1900 and writing-intensive requirements.

3 credits

ENG 380 Interdisciplinary Topics in Literature (xf)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course focuses on the ways in which English can work with other disciplines to gain a better understanding of literature and the world. Topics vary. **3 credits**

ENG 382 "Where the Truth Lies": Mad Men, Gender, and the American Dream (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor

This course will consider the award-winning AMC series *Mad Men* from a variety of perspectives. We will examine the cultural and historical context of the show, analyze key scenes, and discuss topics such as advertising, identity, nostalgia, design, fashion, visual style, race, class, gender, and sexuality. Fulfills post-1900 B.A. English and writing-intensive requirement.

3 credits

ENG 383 Animals in Literature (y)

Prerequisite: ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor.

This course considers the depiction of animals in literature and what that depiction suggests about the relationship between human and non-human animals. Students will consider texts from a wide range of disciplines with special focus on women's leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement. **3 credits**

ENG 410 Critical Theory (f)

Prerequisites: ENG 200 and second-year standing or permission of the instructor

Provides a historical and thematic survey of critical theory and an interdisciplinary theoretical framework for the analysis and understanding of literature and the world beyond the text.

3 credits

ENG 490 Capstone Research Project (s)

Prerequisite: Open only to senior English majors

Culmination of the student's work in the major. Allows student to complete a thesis under the direction of an English faculty member. Class meetings will guide and support the thesis-writing process by creating regular writing workshops for students and allowing for various kinds of feedback during each stage of the process. Students will also develop résumés, application letters, and portfolios, and they will present their theses to the campus community. **3 credits**

ENVIRONMENTAL STUDIES (ENV)

Degree: Bachelor of Arts in Environmental Studies (page 44)

Faculty: Professors S. Chaney, Fernando, Ross, Stubblefield, and Watanabe; Associate Professor Quick; and Assistant Professor Mangukiya (coordinator)

The Environmental Studies Department prepares students for environmental leadership careers in civic or federal services, environmental consulting, entrepreneurial industries, or emerging “green” industries and services, as well as for postgraduate studies of environmental assessment and management, environmental law, fish and wildlife, and international relations & business.

ENV 110 Introduction to Environmental Studies (f)

This is a 100-level introductory course that will introduce the field of environmental studies. Environmental studies is an interdisciplinary field and it borrows concepts from multiple disciplines such as environmental sociology, human ecology, geomorphology, development studies, environmental health, and environmental planning and design. This course will introduce the various dimensions of the field including environmental ethics, ecosystem studies, earth and atmospheric sciences, globalization and environment, environmental movements, environmental policy, political ecology, environmental health, environmental justice, environmental economics, environmental planning, and GIS. It will also discuss the possible career opportunities that exist in the field. **3 credits**

ENV/BIO 120 Introduction to Environmental Science (xf)

Involves all basic sciences (geology, physics, chemistry, and biology) in introducing scientific study of biogeochemical cycles and energy flow through ecosystems. It especially considers impact of human activities on populations, communities, and ecosystems. **3 credits**

ENV 125 World Regional Geography (s)

This course will introduce students to the different world regions including regions in Asia, Africa, North America, Latin America, and Europe. Students will learn the history, culture, population, territory, economy, and the environment of each region that will provide them with a comprehensive understanding of each. This course will make them globally aware of the different regions of the world and also keep them well informed of some of the current events that are affecting the regions. **3 credits**

ENV/CHE 130 Introduction to Environmental Chemistry (y)

Corequisite: CHE 131

Presents chemical principles at an introductory level with an emphasis on the use of these principles to understand and describe chemical processes that occur in the environment. Covers fundamentals including atomic and molecular structure, measurement and stoichiometry, solutions, acid-base chemistry, nuclear chemistry, energy, and behavior of gases. Not open to students with credit in CHE110, CHE 120, or CHE 210.

3 credits

ENV/CHE 131 Introduction to Environmental Chemistry Laboratory (y)

Corequisite: CHE 130 Intro to Environmental Chem

Introduces basic chemistry laboratory work with experiments designed to show applications of chemistry to the investigation and analysis of the environment. **1 credit**

ENV/PHE 134 Outdoor Skills and Adventure Activities (xs)

Prerequisite: Walk two miles in 32 minutes or less

Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each semester for caving, geocaching, or night hiking. Course combines lecture, activity, and required weekend participation. Meets for 8 weeks. **1 credit**

ENV 225 Environmental Awareness and Ethics (xs)

Environmental awareness and ethics goes hand in hand.

Environmental awareness develops with understanding of ethical relationships that humans share with the non-human world. This course will examine frameworks in environmental ethics, intergenerational justice, food justice, animal rights, land ethics, and ecological justice. This course will have a service learning component. **3 credits**

ENV 270 Introduction to Geographic Information Systems (GIS) and Geospatial Technology (xf)

GIS is being widely used in the United States and elsewhere in the world. Its use is increasing in popularity in academia, the public and private sector, health care, government services, industry, and others. In environmental studies, the use of GIS has increased in the recent years. This course will enable students to learn the basics of GIS theory, GPS, and remote sensing technologies; prepare and analyze maps using spatial analysis tools; and be familiar with the recent trends in the field. **3 credits**

ENV 310 Mastering Geographic Information Systems (GIS) (y)

Prerequisite: ENV 270

This course focuses on Geographic Information Systems (GIS) as an essential interdisciplinary tool in environmental studies, business, art and other disciplines. Through practical applications of ESRI Arc View, students learn GIS fundamentals and will become proficient in using GIS in many professional and academic fields. Topics include cartography, geodatabases, metadata and spatial analysis, as well as building, editing, and analyzing GIS. Students will complete a final project with a topic of their choice. **3 credits**

ENV 315 Ecosystems, Function, and Management (xs)

Prerequisite: ENV 110 or ENV 125

This course is divided into three sections. The first part will examine ecosystem functions, concepts, and services. The second part will explore human impact on the ecosystems and its management approaches. The third part will investigate major ecosystems including aquatic, forest, prairie, desert, and cave ecosystems. Case studies analyzing problems and management issues of these ecosystems will be discussed. The practical aspect of this course will include a field trip to a major ecosystem. **3 credits**

ENV/HIS 320 American Environmental History (xs)

Prerequisite: At least one history course

In this course, students will analyze changing perceptions and uses of the environment in the United States from pre-contact time to the present. Emphasis will be placed on examples of sustainability and conservation practices. Fulfills writing-intensive requirement. **3 credits**

ENV/CHE 330 Environmental Chemistry and Social Justice (y)

Prerequisite: ENV 110 and CHE 130/131

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice

will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law and policy. **3 credits**

ENV 331 Sustainable Tourism (s)

Prerequisites: ENV 110 or ENV 125

This course will critically examine the extent to which the tourism industry has been sustainable. Students will first learn the history of the tourism industry and then examine how the idea of sustainable development has been attached to the industry. Next, the course will analyze the different dimensions of sustainable tourism including socio-cultural, environmental, and economic dimensions. Finally, the course will examine how and to what extent the tourism industry has been sustainable in different settings such as urban, rural, mountain, and wilderness areas. **3 credits**

ENV 335 Earth Science: Soil, Water, Atmosphere (y)

Prerequisite: ENV 120 or BIO 250 or permission of instructor

This course will examine the physical geographic aspects including various dimensions of the atmosphere; solar energy, seasons and global temperature; water, weather, and climate systems; and earth-soil dynamics. Therefore, this course is divided into three parts: atmospheric system, water weather, and climate system, and earth-soil dynamics. The practical aspect of this course will include fieldtrip to geological facilities in Missouri. **3 credits**

ENV 340 Topics in Environmental Studies (y)

Prerequisite: ENV 110 or permission of instructor

Environmental Studies encompasses interdisciplinary research and multiple specializations. A topics course offers students the opportunity to develop a deeper understanding in one or more environmental topics. The topics will vary across semesters and include (but are not limited to): Climate Change, Wildlife Conservation, Geographies of Hope, and Sustainable Development. **3 credits**

ENV 350 Environmental Conditions and Global Economic Development (xs)

Prerequisite: ENV 110 or ENV 125

In this 300-level course, students will first learn about the concepts of globalization and population dynamics and then examine how environmental resources are impacted due to population pressure and the forces of globalization. They will also learn how environmental movements worldwide are responding to the forces of globalization. This course is divided into several sections. Concepts of globalization and population dynamics comprise the first section. The second section examines the effects of globalization on water resource, food system and biodiversity, waste, and energy resources. The third section will investigate the connection between globalization and environmental politics with a focus on the politics over climate change. The final part will study environmental movements in the United States and beyond. **3 credits**

ENV 360 Environmental Planning/Environmental Impact Assessment (xf)

Prerequisite: ENV 110

This course analyzes basics of the environmental planning process and how to create and foster development and redevelopment that meets social, ecological, and economic goals. Students will become familiar with Environmental Impact Assessment and how it should be carried out. Topics

covered include: architecture – environmental aspects; historic buildings preservation and adaptive reuse of the historic build environment; urban environmental and social issues; building gender equality in urban life; globalization and its regional and international impacts on urban processes; and pressure on the environment caused by human activities and structures. **3 credits**

ENV 365 Environmental Justice (s)

Prerequisite: Sophomore or higher or permission of the instructor

Environmental Justice will focus on the works of the first generation EJ scholars who were inspired by environmental racism; conceptions of environmental inequality formation by the second wave of EJ scholars; and how environmental justice activism and theory expanded to include new empirical spaces in different national contexts. Fulfills writing-intensive requirement. **3 credits**

ENV/ANT 391 Food and Culture (f)

Prerequisite: ANT 151 or SOC 101 or PSY 101

Food unites people in ritualized gatherings, while it also divides them over politics and economics. Besides considering food's place in anthropology, this course will examine food and identity—food as it relates to cultural, class, and gendered identities—as well as food's significance in social, political, and economic systems. This course is writing intensive, and students will become active in Cottey's organic garden as a part of this course. **3 credits**

ENV 485 Capstone Research/Outreach Project (Part I) (f)

Prerequisite: General education requirements completed

The capstone is the culmination of the student's work in the major. Over a period of two semesters, students will complete a thesis under the direction of an Environmental Studies faculty member or professional expert. This course will focus on the first part of the project. Students will be exposed to peer-reviewed scientific papers and will be able to strengthen their presentation skills. Students will learn how to write a research proposal which will include identifying a research title, writing a concise introduction, a background section, research questions, literature review, data collection and analysis methods, significance of the study, and a conclusion. Students will present their progress regularly and their research proposal at the end of the semester. Fulfills writing-intensive requirement. **3 credits**

ENV 490 Capstone Research/Outreach Project (Part II) (s)

Prerequisites: ENV 485

This course is the second part of the capstone research project. Students will work on the research proposal that they wrote in capstone research Part I. This process will include writing IRB application, getting IRB approval, data collection and analysis, and thesis writing. Finally, students will present their final thesis to the faculty, students, and academic staff of Cottey College at the end of the semester. Fulfills writing-intensive requirement. **3 credits**

FOREIGN LANGUAGES

Faculty: Professor Bourbon and Associate Professor Mba

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, journalism, and health care services.

FRENCH AND FRANCOPHONE (FRE)

Minor: French and Francophone (page 69)

Faculty: Associate Professor Mba (coordinator)

FRE 101 Elementary French I (f)

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

FRE 102 Elementary French II (s)

Prerequisite: FRE 101

Continuing emphasis on grammar, composition, reading, speaking, listening, and culture competence. **4 credits**

FRE 201 Intermediate French I (f)

Prerequisite: FRE 102 or four years of high school French (with approval from instructor).

Systematic review of grammatical structures and principles with vocabulary building; developing skills and techniques to learn French as spoken and written language. **3 credits**

FRE 202 Intermediate French II (s)

Prerequisite: FRE 201

This course is a continuation of the skills and themes taught in FRE 201. Students will refine their understanding of grammatical structures, expand their vocabulary, and improve their reading and conversational skills. **3 credits**

FRE 211 Introduction to French Literature (xf)

Prerequisite: FRE 202

Survey of French poetry and theater from its origins to present day. Course includes lectures, reading, and discussion of representative works. **3 credits**

FRE 213 Oral French (xf)

Prerequisite: FRE 202

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

FRE 214 French Civilization (xs)

Prerequisite: FRE 202

French history and geography from the medieval age to the present; past history as introduction to the present political, economic, and social life; French culture and its diffusion in the world. This course is taught in French. **3 credits**

FRE/WGS 215 Francophone Women in Translation (xs)

This course introduces students to influential women writers and film directors from several different Francophone countries. This course explores the themes of class, race, gender, identity, family, language, education, culture, and social progress. It will explore the history, geography, and socio-cultural dynamics of the Francophone country or area from which the work being

studied originates. Students will read a variety of genres: novel, short story, autobiography, memoir, drama, and poetry. In addition, they will watch several films by female directors or that have female protagonists. All works will be read and discussed in English. **3 credits**

FRE/WGS 253 Study of French and Francophone Women through Film (xs)

This course explores French and Francophone women's use of film to highlight and address race, ethnicity, gender, class, cultural, and social issues. It explores French and Francophone feminist film scholarship and theories, and representations of French and Francophone women in film. This class will be offered in English. **3 credits**

FRE 311 Review of French Grammar and Composition (xu)

Prerequisite: FRE 202

French 311 is an intensive review of grammar. It is designed to provide a solid foundation for students to understand the structure of the French language. It is also writing and translation intensive. This course is taught in French online. **3 credits**

FRE 312 Francophone Culture and Civilization through Film (xf)

Prerequisite: FRE 202, FRE 311 or with instructor's permission
A historical survey of Francophone cultures and civilizations through film. Students will be introduced to the French socio-political and cultural expansion across the world, with a special focus on sub-Saharan Africa, North Africa, Canada, Asia, and the Caribbean. This course is taught in French. **3 credits**

FRE 313 Francophone African Literature (xs)

Prerequisite: FRE 202, FRE 311 or with instructor's permission
This course introduces students to African literature written in French with emphasis on the work of major authors from Sub-Saharan Africa and North Africa. The study of diverse literary genres (epic, novel, short story, poetry, essay) will be supported by insights into the respective geographical, historical, linguistic, and societal context. This course is taught in French. **3 credits**

FRE 314 Business French (xu)

Prerequisite: FRE 202 or with instructor's permission

FRE 314 allows students to develop professionalism in commerce, international business, and economics. The objective of the course is to acquire a commercial and economic vocabulary as well as expression tools that will allow students to evolve effectively in a professional environment. This course is taught in French. **3 credits**

HEALTH AND BIOMEDICAL SCIENCES (HBS)

Degree: Bachelor of Science in Health and Biomedical Sciences (page 66)

Faculty: Professors Ross and Fernando, and Assistant Professor Ghosh Kumar (coordinator)

This program is intended for students who wish to enter postgraduate training programs to become medical professionals or pursue advanced research in a biomedical field. The curriculum is strongly based in the chemical and biological sciences to ensure that graduates are well-prepared to enter master's- or doctoral-level degree programs.

HBS 190 Health & Biomedical Sciences Seminar I (fs)

This discussion class introduces through examination of the professional literature topics important to health science professionals including ethics, health and well-being, public health, preventative medicine, global health, health justice, the status of women in the health sciences, and work in the areas of biomedical and clinical research. **1 credit**

HBS 290 Health & Biomedical Sciences Seminar II (s)

Prerequisites: HBS 190 and CHE 210 with grade of C or better
Presents an introduction to professional writing including journal articles, literature reviews, and grant proposals. Students will begin exploration of possible topics for their capstone project, develop a single topic, and present the topic both as a written report and an oral presentation. **1 credit**

HBS 390 Health & Biomedical Sciences Seminar III (s)

Prerequisite: HBS 290 with grade of C or better
Presents an introduction to professional skills including protection of human research participants; institutional review board protocols; bioethics of laboratory research; the creation of CVs, resumes, and cover letters; searching for jobs and/or graduate programs; creation of job/program applications; and interviewing. **1 credit**

HBS 410 Principles of Medical Diagnostics (xs)

Prerequisites: CHE 310/311 and CHE 340/341, or permission of instructor

Presents basic principles of current medical diagnostic methods and the scientific principles behind those methods. Will include topics such as proteomic mass spectroscopy, UV/Vis spectroscopy, IR spectroscopy, and FRET, and the applications of these spectroscopic techniques in the diagnosis of disease. **3 credits**

HBS/BIO 440 Molecular Mechanism of Disease (xf)

Prerequisites: BIO 301 and CHE 340, or permission of the instructor

Provides insight into how molecular studies can be employed to expand medical research and aid in the development of novel treatments and therapeutics. The course will cover a number of areas selected by the participants. Possible topics include neurodegenerative disorders, prion diseases, cancer, and diabetes. This is a writing-intensive course. **3 credits**

HBS 490 Health & Biomedical Sciences Capstone Research Project/Outreach Project (s)

Prerequisite: HBS 390 with a grade of C or better
Students will complete a laboratory, field or literature research project to culminate their degree. The project may contain a service-learning or internship-based component. The project will be completed with the support of the faculty or other appropriate project mentor and will include a written professional report and oral presentation. **2 credits**

HISTORY (HIS)

Major: History (page 46), Minor: History (page 69)

Certificate: Public History (page 77)

Faculty: Professors Firkus and S. Chaney (coordinator)

The history 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 the United States, and European and world societies. An informed awareness of historical developments 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 the history program involve three principle areas: critical thinking skills, communication skills, and material knowledge.

HIS 111 United States History to 1877 (f)

Survey of the development of United States from its colonial origins to end of Reconstruction. **3 credits**

HIS 112 United States History Since 1877 (s)

Survey of development of United States from Reconstruction to present. **3 credits**

HIS 125 Asian Civilization (f)

Study of the culture and history of China, Japan, Korea, and Southeast Asia. **3 credits**

HIS 131 World History to 1500 (xs)

A survey of major developments in world history from ancient times to 1500. Emphasis is placed on the rise and fall of major civilizations and empires, the emergence and spread of enduring faiths and philosophies, and the evolution of regional and global networks that dispersed crops, diseases, technologies, and ideas. **3 credits**

HIS 132 World History Since 1500 (xs)

A survey of major developments in world history from 1500 to 1950. Emphasis is placed on the expansion and contraction of empires in Africa, Asia, Americas, Europe, and Middle East and on the origins and consequences of the French, Atlantic, Russian, and industrial revolutions and of the two world wars. **3 credits**

HIS 133 The World Since 1945 (f)

A survey of developments in world history since the end of World War II. Emphasis is placed on the global Cold War and its many consequences, decolonization, and social justice movements in Africa, Asia, and Latin America; tensions in the Middle East; and challenges in the post-Cold War world. **3 credits**

HIS 150 Introduction to Historical Methods (s)

How do historians know what they know? This course will introduce the field of history and its methods. Learn about local history as projects are completed, each incorporating a different type of historical presentation. **3 credits**

HIS 202 Twentieth-Century Europe (xf)

A survey of major developments in twentieth-century Europe. Special attention is given to social and cultural trends, the cataclysmic effects of two world wars, competing democratic, communist, and fascist ideologies, the Cold War division of Europe, the collapse of European and Soviet empires, and challenges for the European Union. **3 credits**

HIS/WGS 211 History of Women in the United States (s)

Survey of women in the 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**

HIS 221 Native American History (f)

Study of the experiences of and policies toward Native Americans of North America. **3 credits**

HIS 245 The Holocaust (xs)

Prerequisite: Sophomore standing

An in-depth examination of the persecution and attempted annihilation of European Jews and other targeted groups by Nazi Germans and their collaborators during World War II. Topics covered include Antisemitism, Nazi ideology and policy, the Final Solution in its wartime context, and postwar legacies of the Holocaust. **3 credits**

HIS 255 Early Modern Europe, 1350-1700 (xf)

A survey of major developments in Europe between 1350 and 1700. Emphasis is placed on the Renaissance, the Reformation and wars of religion, interaction with the Ottoman Empire, conquest of Amerindian empires and European rivalries, the rise of Western science, and the emergence of the modern state. **3 credits**

HIS 260 Modern European History, 1700-1900 (xs)

A survey of major developments in Europe between 1700 and 1900. Emphasis is placed on the Enlightenment, French Revolution and Napoleonic Era; revolutionary movements of the 1820s-1840s; socio-economic changes in industrial production; the emergence of ideologies such as socialism, liberalism, and nationalism; and competition for empires in Africa and Asia. **3 credits**

HIS/ENV 320 American Environmental History (xs)

Prerequisite: At least one history class

An analysis of changing perceptions and uses of nature and the environment in the United States from pre-contact time to the present. Emphasis is placed on examples of sustainability and conservation practice. Fulfills writing-intensive requirement. **3 credits**

HIS 325/WGS 325 Women Celebrities of Early America (xf)

Prerequisite: At least one history class

We will study the lives and celebrity identity of famous women of pre-1920 America. You will also learn about why these women sought fame and about ways early Americans celebrated and scorned these women who were so well known in their own time that they could not be ignored. **3 credits**

HIS/WGS 330 Women's Suffrage Movement (xf)

Prerequisite: OLS 102 or at least one history class

In this course students will explore the leaders of the "Votes for Women" movement in the United States and their methods, 1848-1920. Fulfills writing-intensive requirement. **3 credits**

HIS 335 Hamilton's America (s)

Prerequisite: At least one history class

In this course you will learn about Alexander Hamilton and the time period in which he lived (1755-1804). You will explore why America developed as it did and how important Hamilton was to that development. You will also ponder the use of biography and Broadway musicals to tell historical stories. **3 credits**

HIS 340 Genocide in History (xs)

A comparative examination of genocides in history, with emphasis on examples from the twentieth century. The course explores the context in which genocides have occurred over the ages and also devotes attention to efforts in modern times to seek justice after the mass violence. **3 credits**

HIS 345 Modern Political Revolutions (xf)

Prerequisite: Sophomore standing or consent of instructor

An examination of the origins, anatomy, and short and long-term consequences of several major world revolutions since 1750 that sought to completely transform the political, social, economic and ideological aspects of society. Emphasis is placed on the French, Bolshevik, anti-colonial, and Iranian revolutions. **3 credits**

HIS 350 Advanced Historical Methods (s)

Prerequisites: History major of junior standing or consent of instructor

This junior-level course, required of all history majors, emphasizes the skills, standards, and ethics required in practicing history. Students hone their ability to locate and analyze sources, prepare notes and bibliographies, formulate and engage historical arguments, and write and present historical research. It is a prerequisite for HIS 490. **3 credits**

HIS 355 Readings in History (s)

Prerequisites: History major of junior standing or consent of instructor

This course allows students to immerse themselves in the history of a region, time period, specific person, or major event of interest to them. They will create a bibliography, read extensively, and regularly share their findings with the class. **3 credits**

HIS 490 Capstone Research Project in History (f)

Prerequisites: HIS 350 and senior standing

The senior capstone in history, required of all majors, involves completing a research project proposal and a substantial research essay on a topic chosen by the student in consultation with a history faculty mentor. The essay should demonstrate advanced historical methods and be formally presented to the campus community. **3 credits**

INTERDISCIPLINARY STUDIES (IDS)

Interdisciplinary studies draw upon and combine coursework from multiple academic disciplines to provide both broad perspective and in-depth focus on an area of study. Through interdisciplinary courses, students can gain greater insight and understanding of cultures and perspectives different from their own.

IDS 130 Introduction to African Studies (xf)

Survey of the historical developments of Africa's past over the last 500 years. Course introduces students to contemporary socio-cultural varieties of African societies while addressing

historical issues that have affected the continent. Materials are designed to give special emphasis to African initiatives and perspectives in shaping their own history. Fulfills writing-intensive requirement. **3 credits**

IDS 190 Opportunities in Undergraduate Research (fs)

Prerequisite: Completion of 12 hours with a cumulative GPA of 2.5 or higher (enrolled in the second semester of the first year of study or beyond)

In collaboration with a faculty member, a student may receive academic credit for participation in an undergraduate research project in the faculty member's field of interest. May be repeated for a total of 3 credits. **1 credit per semester**

IDS 201 Step Into the World! (s)

Prerequisite: Preliminary paperwork, passport, insurance, and payment(s) for travel to selected destination

Provides academic and logistical preparation for and participation in international travel. Students will become knowledgeable about specific aspects of the place(s) she visits, as well as the process of international travel. The former may include history, politics, economy, and geography. Students may also assess similarities and differences in the beliefs, behaviors, and customs of the place(s) they visit empowering them to be a more globally aware and socially responsible community

member. Final project, e.g., article, video, journal, multi-media presentation required. **1-2 credits**

IDS 312 Qualitative Research Methods (xf)

Prerequisite: IDS/ENV 125 or ENV 110 or ANT 151 or SOC 101 or permission of the instructor

This course will introduce the students to qualitative research methods. This course is divided into three parts: first, the students will examine what qualitative research method is and how it is different from positivist research traditions. Next, they will examine different qualitative data collection methods including interviews, fieldnotes, observation, and focused group. Finally, the course will explore different techniques in data analysis including constant comparative analysis, narrative analysis, and ethnography. Lab exercises will include the practical dimension of this course. Fulfills writing-intensive requirement.

4 credits

INTERNATIONAL BUSINESS (INB)

Degree: Bachelor of Arts in International Business (page 35)

Faculty: Professor Lunkenheimer (coordinator), Associate Professor Chelminska, and Assistant Professor Ogren

The International Business Department prepares students for postgraduate study as well as for careers in government, business, or any multinational endeavor. All International Business majors take courses in business and international business, in addition to completing a major capstone course. The major in International Business includes basic knowledge of accounting, marketing, management, and finance and extends this knowledge through classes in global business, multinational finance, and international management. This major includes meeting a foreign language requirement prior to graduation.

INB 110 Introduction to International Business (f)

This course focuses on providing students with basic knowledge and understanding of the complex environment of the international business field. It highlights the differences between the domestic and international operations, stressing the importance of cultural, social, political, legal, and economic concepts in order to comprehend the compound functions of global operations. It serves as an introductory course into the international business major and as a foundation for subsequent higher level courses.

3 credits

and examines foreign direct investment, international project analysis, and foreign operations financing. **3 credits**

INB 450 Corporate Social Responsibility (s)

Prerequisite: Senior Year

This course examines the responsibilities of business corporations to their many constituencies. Explores various theories and examines the state of current practice. Includes concepts of ethics, environmental and social responsibility, governance, compliance, and sustainability accounting. Fulfills writing-intensive requirement. **3 credits**

INB/WGS 250 Women & Economic Development (xf)

Prerequisite: at least sophomore standing

This course focuses on the status and roles of women in developing countries. Addressing the problems of poverty, population growth, rural-urban migration, human capital formation, agricultural transformation, and environmental degradation, it emphasizes women as a critical part of the solution. The course includes student presentations. **3 credits**

INB 480 International Management (s)

Prerequisite: Taken in final semester

This course analyzes cross-cultural and international management issues and the problems of managing in a global environment. Focuses on cultural and regional differences, political and economic influences, global market factors, and other variables that multinational enterprises must face. Fulfills writing-intensive requirement. **3 credits**

INB 345 Export Policies and Procedures (u)

Prerequisite: Junior standing

In this course, students will obtain a thorough understanding of the exporting process. It provides knowledge, materials, and information about current tactics and solutions in order to equip students with the necessary skills to manage exports in a company with international operations. Subjects include: selecting foreign markets, the role of cultural differences, documentation and logistics, forms of payment, international pricing, channels of distribution, and legal considerations.

3 credits

INB 490 Global Business Strategy (s)

Prerequisite: Taken in final semester

This course applies decision-making processes to practical business situations, using knowledge gained in previous courses. Examines business strategy and policy at executive management levels. Students will be assigned to develop a capstone project which includes managerial, marketing, financial, operational, and expansion analyses. Fulfills writing-intensive requirement.

3 credits

INB 420 Multinational Business Finance (xf)

Prerequisite: BUS 340

This course focuses on the theory and practice of multinational financial management. It covers the management of foreign exchange risk, intracorporate fund flows, and working capital,

INTERNATIONAL RELATIONS (INR)

Degrees: Bachelor of Arts in International Relations (page 45) Minor: International Relations (page 68)
Faculty: Professor Watanabe and Associate Professor Roy (coordinator)

The International Relations program emphasizes the study of areas such as relations among states, the influence of globalization, and comparative politics. It considers such issues as the status of women in developing countries, poverty, and inequalities. In addition, the interconnectedness of these areas is emphasized through complementary electives in areas including anthropology, sociology, psychology, history, environmental studies, geography, religion, and women's studies.

INR 151 International Relations (fs)

This course introduces students to basic concepts, ideas, and debates that are central to the study of world politics. Knowledge of the theories of international relations and how those theories might be applied are important assets for all students at the college level in this globalized era. The semester will be divided into two parts. Part One will cover international security; identifying political theories; the international system; foreign policy; international conflict; military force and terrorism; and international organization, law, and human rights. Part Two will cover international political economy, considering international trade, money and business, international integration, environment and population, the North-South gap, and international development. **3 credits**

INR 210 Model United Nations (s)

This course will provide students who will attend the Mid-West Model United Nations Conference with information and practice in order to successfully participate in the conference. This course consists of delegate research, public speaking training, preparation for position papers, preparation for draft resolutions, and strategic training. **2 credits**

INR/WGS 216 Women, Power, and Global Politics (f)

In this course, students will compare women's participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women's empowerment or the lack of it. The main topics covered in this course will include women's participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States.

After taking this course, students should be able to critically think about women's issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women's empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women's empowerment, gender justice, and most importantly, human rights. This course does not require prerequisites. **3 credits**

INR 310 International Organizations (f)

Prerequisite OR Corequisite: ECO 201 or IRB 151

This course studies roles, effects, and problems of various international organizations. In the globalized world, each state cannot solve global problems beyond its borders. Therefore, roles and effects of international organizations have drastically increased in recent decades. Considering these new trends, this course analyzes and evaluates various international organizations through different theories of international

relations and addresses problems of them and solutions for the problems. **3 credits**

INR/POL 315 Elections in the World and the United States (xf)

In this course, students will learn the relations between elections and democracy in the world, paying attention to questions, such as "Why do elections matter?" etc. Students will also study elections going on in the United States and learn how important they are for their future lives through individual research, discussions, group activities, etc. **3 credits**

INR 320 Quantitative Research Methods in Social Sciences (xf)

Prerequisite: POL 101, POL 121, POL 141, INR 151, or SOC 101
This course will introduce students to the fundamentals of quantitative research methods used in the social sciences including political science and international relations. The course will cover the essentials of research design, descriptive statistics, and inferential statistics. Additionally, students will be trained to use SPSS for statistical analysis. This course will provide students with the skill set required for conducting original research. It will enable them to decipher and critique statistical analyses presented by scholars in social sciences. Hands-on training in SPSS will make them more marketable and prepared for future careers including graduate/law school. Assessment techniques in this course include reading quizzes, homework assignments using statistical analyses of datasets on SPSS, a midterm, and a final. Required for all INR majors. **3 credits**

INR/PHI/POL 325 Social and Political Philosophy (xf)

Prerequisites: Sophomore standing and at least one previous course in PHI, POL, or INR

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered. **3 credits**

INR/SOC 330 Poverty and Inequality (xf)

Prerequisite: POL 101, POL 121, INR 151, or SOC 101

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement. **3 credits**

INR/POL 335 Middle Eastern Politics: The Israeli-Palestinian Conflict (s)

Prerequisite/Corequisite: INR151, POL201, or recommendation from a professor

This course is a basic course of Middle Eastern politics. Students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women's studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

3 credits

INR 340 International Law (xs)

Prerequisite: INR 151 or CRM 101 or permission from instructor
 This is an upper-division course for students of international relations. In this course, we will discuss the nature, scope, and sources of international law. Major issue areas explored in the course will include protection of human rights, international environmental law, criminal law, and the law of treaties.

After taking this course, students should be able to critically think about the role of power politics in shaping the content of international law. They should also be able to analyze when and why states choose to comply with international law. Students will be evaluated on the basis of attendance and participation, critical reaction papers, two exams (midterm and final), a research project, and an oral presentation. This course will be appropriate for students interested in global governance, international law and organizations, and transnational policy domains such as human rights and environment. **3 credits**

INR 345 Politics, Power, and Religion (xs)

Prerequisite: INR 151 or SOC 101 or permission of instructor
 This course will introduce students to the rich scholarship on the interaction between religion and politics in the United States and beyond. The first section will focus on classic and contemporary theories regarding the rational and functional approaches to religion, secularization, religious identity, religious worldviews and doctrines, and religious extremism. The second section will compare and contrast religion's impact on policy formulation across - and within - Christian majority states in the developed world, Muslim majority states, and states with other religious majorities. The principal goal of the course will be to enable students to think critically about the multi-faceted impacts of religion on politics across a wide variety of socio-cultural contexts.

After taking this course, students should be able to think about the relationship among religion and politics within, and across different political systems. The assessment techniques used in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final. **3 credits**

INR 350 International Political Economy (xf)

Prerequisite or Corequisite: ECO 201, ECO 202, POL 121, or INR 151

This course will cover fundamental theories of international trade and finance, with attention to globalization, equity, development, and environmental sustainability. The questions of equity and sustainability are as important as goals of efficiency or profit. What may be best for the fast movement of capital, for example, may be the worst for sustaining basic livelihoods or the environment. The field investigates how to increase the general public good, rather than private profit, viewing the two as not necessarily incompatible, but also not automatically congruent. Fulfills writing-intensive requirement. **3 credits**

INR 355 Terrorism (xs)

In this course students will learn about competing theoretical perspectives on the meaning and causes of terrorism. The second part of the course will engage with the organizational aspects of the phenomenon, and the final part will provide a comparative assessment of counter-terrorism strategies pursued by national governments as well as international governmental organizations. **3 credits**

INR 360 U.S. Foreign Policy (xs)

Prerequisites: INR 151 and HIS 112

In this course, students will be trained to apply major theories of international relations to the analysis of the sources of U.S. foreign policy, and the consequences of those decisions for the international political system. The course content will be subdivided into three sections, namely, theoretical approaches, levels of analysis, and policy domains. Theoretical discussions will be complemented with case studies covering the role of the United States in global governance since the end of the World War II.

After taking this course, students should be able to apply the grand theories of international relations to the analysis of contemporary and historical developments in world politics concerning the United States. Students' global awareness will be enhanced by challenging them to critically think about the implications of U.S. actions for an increasingly globalized world. Fulfills writing-intensive requirement. **3 credits**

INR 365 International Environmental Policy (xs)

The course examines current environmental problems in the world and how various regions, governments, and international organizations grapple with them. Students "interview" faculty members and/or other experts in the student's field of study to learn about a set of potential solutions currently under consideration in their field. Students take the perspective of a leader in a region, government, or international organization and examines the set of potential solutions for relevancy to an environmental problem they select. Fulfills writing-intensive requirement. **3 credits**

INR/POL 370 Asian Politics (xf)

Prerequisite: POL 121 or INR 151

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness. **3 credits**

INR 490 Capstone Research Project in International Relations (s)

Prerequisite: IRB 151

This course is required for senior students who major in International Relations. Students will write a thesis, including ideas and knowledge they have learned during their college education. Fulfills writing-intensive requirement. **3 credits**

MATHEMATICS (MAT)

Minor: Mathematics (page 70)

Faculty: Associate Professors Dioses (coordinator) and Cui

The mathematics program helps all 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 the mathematical sciences, the natural sciences, and engineering. Students may obtain the mathematical preparation needed for study in business, social sciences, and other quantitative fields.

MAT 090 Intermediate Algebra (fsxu)

Real numbers and algebraic expressions, linear equations and inequalities, graphs and functions, systems of equations, polynomials, rational functions, radicals, quadratic equations.

2 credits

MAT 105 Finite Mathematics (y)

Prerequisite: MAT 090

This is an introductory level course which features a variety of topics including logic, set theory, counting techniques, interest and annuities, introduction to probability, and statistics. It is designed to provide students an intense foundational introduction to the fundamental concepts in mathematics.

3 credits

MAT 110 College Algebra (fsxu)

Prerequisite: MAT 090 or Placement Test

Equations and inequalities, problem solving, coordinate geometry, graphing techniques, functions, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. **3 credits**

MAT 115 Trigonometry (y)

Prerequisite: MAT 090

Right triangles, trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, triangles and vectors. **2 credits**

MAT 120 Precalculus (f)

Prerequisite: MAT 090 or Placement Test

Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, inverse trigonometric functions, trigonometric equations and identities. **4 credits**

MAT 130 Elementary Statistics (fs)

Prerequisite: MAT 110 or MAT 120

Descriptive statistics, sampling, probability, random variables, binomial and normal distributions, confidence intervals, hypothesis tests, linear regression and correlation. **3 credits**

MAT 210 Calculus 1 (fs)

Prerequisite: MAT 110 and MAT 115, or MAT 120, or Placement Test

Limits and continuity, derivatives, rules of differentiation, applications of differentiation, definite and indefinite integrals, applications of integration. **4 credits**

MAT 220 Calculus 2 (s)

Prerequisite: MAT 210

Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, indeterminate forms and improper integrals, sequences and series, parametric equations, and polar coordinates. **4 credits**

MAT 230 Calculus 3 (f)

Prerequisite: MAT 220

Vectors, surfaces, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, cylindrical and spherical coordinates, vector fields, Green's Theorem. **4 credits**

MAT 240 Differential Equations (y)

Prerequisite: MAT 230

Initial-value problems, first-order differential equations, higher-order differential equations, Laplace transform, numerical solutions, applications, and mathematical models. **3 credits**

MAT 250 College Geometry (s)

Prerequisite: MAT 210

This course provides a rigorous study of the concepts and applications of the properties of finite geometries and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. Appropriate computer software and hand held technologies will be utilized.

3 credits

MAT 260 Linear Algebra (y)

Prerequisite: MAT220

This is a course for students of science, engineering, and mathematics. Topics include the system of linear equations, matrices and matrix algebra, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. In this class, we will focus on the mathematical theories and methods of linear algebra and will introduce some applications of linear algebra in software if time is allowed. **3 credits**

MAT 310 Foundations of Mathematics (y)

Prerequisite: MAT 220

This course is an introduction to advanced mathematics. It focuses on understanding and writing proofs using rigorous mathematical reasoning. Topics include: logic, proof techniques, set theory, relations, functions, cardinality, and systems of numbers. **3 credits**

MAT 320 Probability and Statistics (y)

Prerequisites: MAT 130 and MAT 220

This is a calculus-based course in probability and statistics. Probability topics include random events, foundations of probability, conditional probability, discrete and continuous random variables, densities and distributions, expectation, variance and moments, sampling distributions and the central limit theorem. Statistics topics include descriptive statistics, point estimator, confidence intervals, and hypothesis testing.

2 credits

MAT 350 History of Mathematics (y)

Prerequisite: MAT 230

This course is a survey of the historical development of mathematics from ancient to modern times. It focuses on the evolution of mathematical ideas across different cultures and the people who developed these ideas. Topics include: mathematics in ancient Greece, mathematics in ancient China and India, Islamic mathematics, Medieval and Renaissance mathematics, Newton and Leibniz, 18th and 19th century mathematics, and women in mathematics. **3 credits**

MAT 360 Elementary Number Theory (y)

Prerequisite: MAT 310

This course is an introduction to classical number theory. It focuses on the theoretical and the computational aspects of number theory as well as some applications. Topics include: divisibility, prime numbers, Diophantine equations, quadratic reciprocity, primitive roots, number-theoretic functions, applications to cryptography. **3 credits**

MAT 370 Financial Mathematics (y)

Prerequisite: MAT 320

The objective of this course is to provide students an understanding of the fundamental concepts of financial mathematics and how those concepts and mathematical techniques are used in the financial industry. Topics include no-arbitrage principle, time value of money, money market, black-scholes formula, risk assets such as stocks, portfolio management, forward and futures contracts, etc. **3 credits**

MUSIC (MUS)

Degrees: Associate in Arts-Music (page 74) Minor: Music (page 70)

Faculty: Professor Spencer, Associate Professor Lordo (coordinator), Assistant Professor Ross, and Adjunct Assistant Professors Johnson and Lee
Accompanist Rea

Cottey College is an accredited institutional member of the National Association of Schools of Music (NASM). The music department offers an Associate in Arts-Music degree, a music minor, and music courses for all students at Cottey, regardless of major. All students are able to take introductory classes in music, participate in ensembles, and take lessons from a faculty member.

The Associate in Arts-Music degree is a two-year program that prepares students to continue in baccalaureate programs in music education, music performance, composition, music therapy, music theory, and musicology. The A.A.-Music degree focuses on the first two years of liberal arts coursework needed for a baccalaureate degree in music, including music theory coursework, lessons, and ensembles.

Associate in Arts-Music Program Goals

A graduate of the A.A.-Music program:

- demonstrates the music literacy and technical skills necessary for critical thinking in music,
- demonstrates performance skills on piano, including scales, transpositions, and harmonizations,
- demonstrates a body of knowledge and musicianship for solo performance at a level appropriate for transfer into a baccalaureate program,
- collaborates successfully with other musicians in an ensemble setting.

The music facilities at Cottey provide excellent support for all aspects of the program. The Judy and Glenn Rogers Fine Arts Building includes a choral rehearsal area, a band room, faculty teaching studios, a MIDI and keyboard laboratory, and individual practice rooms. 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.

LESSONS AND ENSEMBLE COURSES

Lessons 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. Repertoire and techniques covered vary according to the needs and competencies of the student. Applied Lessons are specifically designed for music majors or minors, while Elective Lessons are open to any academic major. Students take one 30-minute lesson per credit hour enrolled. All lessons require concurrent enrollment in the appropriate repertoire class. Refer to the applicable course syllabus for attendance, participation, and scheduling policies for repertoire classes.

Applied and Elective Lessons are offered for woodwind, brass, piano, percussion, and voice. Woodwind lessons are available for saxophone, oboe, flute, clarinet, or bassoon. Brass lessons are available for trumpet, horn, trombone, euphonium, and tuba. Elective String Lessons are offered for violin, viola, cello, or string bass.

Ensemble courses provide students with opportunities for musical interaction and performance in group settings. All Cottey ensembles are open to qualified students by audition. Contact the instructor for audition information prior to enrolling in the ensemble.

To prepare adequately for transfer to a baccalaureate music major program, students should take applied music and ensemble courses each semester in residence.

Lessons, ensembles, and repertoire courses may be repeated for credit.

MUS 101 Music Appreciation (y)

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. **3 credits**

MUS 103 Fundamentals of Music (y)

A study of music theory fundamentals (scales, key signatures, meter signatures, intervals, triads, and rhythmic notation), aural skills fundamentals (ear-training and sight singing), and keyboard fundamentals (scales, intervals, and triads). May be taken by music majors as a required prerequisite for the MUS 111 Harmony I, MUS 109 Keyboard Harmony I, and MUS 110 Aural Skills I sequence. (May not be taken for credit by students who have earned credit for Harmony I-IV or Aural Skills I-IV.) Open to all other students for elective credit. **3 credits**

MUS 109 Keyboard Harmony I (f)

Prerequisite or Corequisite: MUS 111

One-octave major scales and arpeggios, harmonization using primary chords, and beginning level transposition, sight-reading, and repertoire. **1 credit**

MUS 110 Aural Skills I (f)

Prerequisite or Corequisite: MUS 111

Beginning sight singing in major and minor keys. Beginning interval identification and beginning level rhythmic, melodic, and harmonic dictation. Some computer-assisted instruction. **1 credit**

MUS 111 Harmony I (f)

Prerequisite: Music Major or Minor status, or permission of instructor

Intended for prospective music majors, but open to all qualified students with consent of the instructor. Review of music fundamentals, introduction to figured bass, analysis, melody writing, and elementary part-writing. Introduction to the Sibelius notation program and computer-assisted instruction. **3 credits**

MUS 112 Harmony II (s)

Prerequisite: MUS 111

Continued study of musical composition through part-writing and analysis. Includes triads in inversions, non-chord tones, seventh chords, and secondary functions. Continued use of the Sibelius notation program. **3 credits**

MUS 113 Keyboard Harmony II (s)

Prerequisite: MUS 109

One-octave harmonic and melodic minor scales and arpeggios, harmonization using diatonic chords, and early intermediate level transposition, sight-reading, improvisation, and repertoire. **1 credit**

MUS 114 Aural Skills II (s)

Prerequisite: MUS 110

Diatonic sight singing in major and minor keys and beginning improvisation. Melodic interval identification and early intermediate level rhythmic, melodic, and harmonic dictation. Some computer-assisted instruction. **1 credit**

MUS 119 Beginning Class Piano (y)

This course is taught in a classroom/piano laboratory environment, and is intended for those who have NO keyboard background. Students who previously have formally studied piano should enroll in a higher-level course. Theory covered in this class includes finger numbers, note reading, rhythm, dynamics, legato/staccato, key signatures, intervals, and rests. **1 credit**

MUS 120 Elective Lessons 1-2 credits (fs)

Prerequisite: Placement Interview

Corequisite: MUS 270

MUS 120 B	Elective Brass
MUS 120 C	Elective Percussion
MUS 120 P	Elective Piano
MUS 120 S	Elective Strings
MUS 120 V	Elective Voice
MUS 120 W	Elective Woodwinds

MUS 121 Applied Lessons 1-3 credits (f)

Prerequisite: Placement Interview

Corequisite: MUS 270

MUS 121 B	Applied Brass
MUS 121 C	Applied Percussion
MUS 121 P	Applied Piano
MUS 121 V	Applied Voice
MUS 121 W	Applied Woodwinds

MUS 122 Applied Lessons 1-3 credits (s)

Prerequisite: Placement Interview

Corequisite: MUS 270

MUS 122 B	Applied Brass
MUS 122 C	Applied Percussion
MUS 122 P	Applied Piano
MUS 122 V	Applied Voice
MUS 122 W	Applied Woodwinds

MUS 130 Clarinet Class (fs)

Corequisite: MUS 140

This course will focus on techniques for teaching the clarinet to students from the beginning level through high school. Teaching strategies, equipment, method books, and repertoire will be addressed. Students will also learn to play the clarinet at a basic level in order to model for beginning students. **1 credit**

MUS 131 Trumpet Class (fs)

Corequisite: MUS 140

This course emphasizes methods and materials for trumpet instruction. While the course focuses on trumpet methods for use with beginning students, pedagogical techniques of students at the intermediate and advanced levels will also be addressed. **1 credit**

MUS 132 Percussion Methods (fs)

Corequisite: MUS 140

Emphasis on procedures, materials and methods for the instruction of percussion instruments of the band and orchestra in the public schools. This course includes study on snare, keyboard instruments, timpani and auxiliary instruments. Marching percussion will also be discussed. **1 credit**

MUS 133 Guitar Methods (f)

Corequisite: MUS 140

Basic guitar instruction designed to prepare students to use guitar to accompany simple songs. Non-music majors may enroll with permission of instructor. **1 credit**

MUS 134 String Methods (fs)

Corequisite: MUS 140

Emphasis is on procedures, methods and materials for the instruction of the stringed instruments in the public schools. This course includes study on violin, viola, cello, and bass. **1 credit**

MUS 140 Pedagogy Lab (fs)

This course is designed to help students develop the musical and interpersonal skills required for successful rehearsal instruction. Students will apply instrument specific pedagogies taught in other classes. Topics will include lesson and rehearsal planning, curriculum development, music education philosophy, and classroom management. **0 credits**

MUS 150 Songwriting (y)

Songwriting and basic music composition without traditional Western notation. Emphasis on musical structures, basic chord progressions, and personal style development. This course is open to students with any level of music experience. May not be used to meet requirements of the A.A.-Music degree. **3 credits**

MUS 155 Handbell Ensemble (y)

Introduction to handbell and chime ringing techniques. Music reading experience is preferred, but not required. The ensemble will perform at least twice per semester. Does not meet the ensemble requirement for the music major or minor. **1 credit**

MUS 185 Women in Music (y)

Increased awareness of the contributions of women to the creation and performance of music. Fulfills Fine Arts requirements. **3 credits**

MUS 205 Diction I (xs)

Study and performance application of Italian and English lyric diction, articulation and pronunciation, for use by singers and choral instructors. **2 credits**

MUS 206 Diction II (xs)

Study and performance application of German and French lyric diction, articulation and pronunciation, for use by singers and choral instructors. **2 credits**

MUS 209 Keyboard Harmony III (f)

Prerequisite: MUS 113

Multi-octave major and minor scales and arpeggios, and intermediate level harmonization, transposition, sight-reading, improvisation, and repertoire. **1 credit**

MUS 210 Aural Skills III (f)

Prerequisite: MUS 114

Sight singing with chromaticism in major and minor keys and intermediate improvisation. Identification of all melodic intervals and intermediate level rhythmic, melodic, and harmonic dictation. Some computer-assisted instruction. **1 credit**

MUS 211 Harmony III (f)

Prerequisite: MUS 112

Continued study of musical composition through part-writing and analysis. Includes study of secondary functions and modulation. Emphasis on instrumental writing and further use of the Sibelius notation program. **3 credits**

MUS 212 Harmony IV (s)

Prerequisite: MUS 211

Continued study of chromatic harmony through part-writing and analysis. Includes study of late nineteenth and twentieth century analytical and compositional techniques. Continued use of the Sibelius notation program. **3 credits**

MUS 213 Keyboard Harmony IV (s)

Prerequisite: MUS 209

Multi-octave major and minor scales and arpeggios, advanced harmonization with modulation, score-reading with transposing parts, and performance as an accompaniment. **1 credit**

MUS 214 Aural Skills IV (s)

Prerequisite: MUS 210

Advanced level melodic, rhythmic, and harmonic dictation. Harmonic dictation with chromaticism and modulations. Advanced sight singing with chromaticism and modulations. Some computer-assisted instruction. **1 credit**

MUS 215 Brass Methods (fs)

Prerequisite: MUS 131

Corequisite: MUS 140

This course will focus on methods and materials for brass instruction. Emphasis will be given to determining facial characteristics beneficial to brass playing, and teaching proper posture, playing position, breathing techniques, embouchure development, articulations, and methods of rhythm instruction. This course includes study on horn, trombone, euphonium, and tuba. **1 credit**

MUS 216 Woodwind Methods (fs)

Prerequisite: MUS 130

Corequisite: MUS 140

This course will focus on teaching students the proper embouchure, hand position, and tone production techniques on the flute, oboe, saxophone, and bassoon. We will also discuss equipment, method books, and repertoire for these instruments. Students will learn to play the woodwinds at a beginning level in order to model for students. **1 credit**

MUS 221 Applied Lessons 1–3 credits (f)

Prerequisite: Audition

Corequisite: MUS 270

MUS 221 B	Applied Brass
MUS 221 C	Applied Percussion
MUS 221 P	Applied Piano
MUS 221 V	Applied Voice
MUS 221 W	Applied Woodwinds
MUS 221 R	Recital (1 credit)

MUS 222 Applied Lessons 1–3 credits (s)

Prerequisite: Audition

Corequisite: MUS 270

MUS 222 B	Applied Brass
MUS 222 C	Applied Percussion
MUS 222 P	Applied Piano
MUS 222 V	Applied Voice
MUS 222 W	Applied Woodwinds
MUS 222 R	Recital (1 credit)

MUS 230 Basic Conducting (s)

Prerequisites: MUS 110, 111, 112, and 114

An introduction to techniques of conducting, including basic patterns, gestures, error detection, elementary score study, and transpositions. **2 credits**

MUS 231 Music History I (xf)

Prerequisite: MUS 112

Historical survey of Western music history, including representative composers, works, genres, and elements of style. Introduces all musical periods, but emphasizes periods from antiquity through 1750. Meets music survey requirements for A.A.-Music degree. **3 credits**

MUS 232 Music History II (xf)

Prerequisite: MUS 112

Historical survey of Western music history, including representative composers, works, genres, and elements of style. Introduces all musical periods, but emphasizes periods from 1750 through the present. Meets music survey requirements for A.A.-Music degree. **3 credits**

MUS 270 Repertoire Class 0 credit (fs)

MUS 270B Brass Repertoire Class

Corequisite: Elective or Applied Brass Lessons

MUS 270C Percussion Repertoire Class

Corequisite: Elective or Applied Percussion Lessons

MUS 270P Piano Repertoire Class

Corequisite: Elective or Applied Piano Lessons

MUS 270S String Repertoire Class

Corequisite: Elective String Lessons

MUS 270V Voice Repertoire Class

Corequisite: Elective or Applied Voice Lessons

MUS 270W Woodwind Repertoire Class

Corequisite: Elective or Applied Woodwind Lessons

MUS 285 Wind Ensemble (fs)

Prerequisite: Audition

Performance of standard and contemporary concert band music literature. Ensemble performs several times. **0-1 credit****MUS 287 Chamber Singers (fs)**

Prerequisite: Audition

A women's vocal ensemble dedicated to the study, rehearsal, and performance of a variety of choral literature specializing in music by and about women. **0-1 credit****MUS 289 Jazz Ensemble (fs)**

Prerequisite: Audition

Ensemble performs a variety of styles, including jazz, rock and roll, blues, Latin, and R&B. Does not meet the ensemble requirement for the music major or minor. **0-1 credit**

ORGANIZATIONAL LEADERSHIP STUDIES (OLS)

Degrees: Bachelor of Arts in Organizational Leadership (page 48), Minor: Organizational Leadership (page 70), or Certificate in Organizational Leadership (page 77)

Faculty: Associate Professor Clyde Gallagher (coordinator) and Professor Ross

Faculty and staff members supporting leadership programs at Cottey College include: Professor Firkus; Denise Hedges; and Kris Korb

At Cottey, we believe all young women have the potential to be leaders. From the moment they step foot on campus, students are encouraged to begin thinking that way, too. Leadership courses and a B.A. and Certificate in Organizational Leadership function as the academic program component of the College's overall leadership initiative; which also includes the Leadership, Experiences, Opportunity (LEO) certification program and Student Life leadership development opportunities. Through leadership programming and education opportunities, students find their own voices and begin to define their place in and contributions to the larger world. They learn practical skills and behaviors that support their development into highly effective leaders and are exposed to research and theory associated with this field of study.

OLS 102 Foundations in Leadership (fsu)

Introduces theoretical and practical understanding of leadership. Assists in defining personal leadership orientation and philosophy, building relationships, initiating change, and empowering others. Emphasis on Organizational Leadership.

3 credits**OLS 211 Leadership Excursions (a)**

Prerequisite: OLS/WGS 102 or permission of instructor

Faculty-led excursions enable students to "experience and do leadership" so they may understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. Topics vary. **1 credit****OLS 220 The Followership Imperative (xf)**

Prerequisites: OLS 102 and OLS 280

Explores the dynamic relationships between leadership and followership. Followership is critical to any individual's leadership development and their role in the leadership process is essential. The course is offered in partnership with the Vernon County Ambulance District and students will complete required component of FEMA's Community Emergency Response Team (CERT) training. **3 credits****OLS 260 Ethical Leadership (xf)**An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. The emphasis of this class is practical application of ethical concepts, philosophies, and approaches in order to develop more mindful and effective women leaders. **3 credits****OLS 280 Organizational Leadership and Change (xsxu)**

Prerequisite: OLS 102

Understanding organizations' goals, motivations of their leaders, and the framework in which decisions are made is essential for effective leadership. Students will be introduced to foundational terms, concepts, and values that guide framing within organizations and the properties necessary for change to occur and be successful. **3 credits****OLS 320 The Leader Within (f)**

Prerequisite: OLS/WGS 102 or permission of instructor

The Leader Within will focus on concepts related to Self-leadership. Self-leadership is the practice of intentionally influencing your thinking, feeling, and behaviors to achieve your objectives (Bryant & Kazan 2012). This academically based service-learning course will provide an opportunity for students to examine their own leadership through concepts such as emotional intelligence and authentic leadership. The course will be grounded in both theory and practice utilizing experiential and discussion-based learning. Service-learning links the academic content of the course with experience in the community through intentional readings, discussion, and reflection on the service experience. Fulfills writing-intensive requirement. **3 credits****OLS 332 Leadership for Social Change (xf)**

Prerequisite: OLS/WGS 102 or permission of instructor

Academically based service-learning course in which students examine leadership in the context of social change, both theoretically and through observation and interview. The course will be grounded in both theory and practice utilizing experiential and discussion-based learning. Service-learning links the academic content of the course with experience in the community through intentional readings, discussion, and reflection on the service experience. Fulfills writing-intensive requirement. **3 credits**

OLS 350 Team Leadership & Group Dynamics (xs)

Prerequisite: OLS/WGS 102 or permission of instructor
 Team Leadership and Group Dynamics is an academically based service-learning course in which students examine how group behavior affects organizational effectiveness, conflict management, decision making, and strategies for efficient group outcomes. Through activities in this course, students will explore their leadership skills specifically related to groups and group social process. Emphasis will be placed on such topics as group decision-making, participation in groups, power and authority, and a variety of communication styles. Service-Learning and group community observation activities will provide an opportunity to evaluate current group processes and apply learning to actual structures. Fulfills writing-intensive requirement. **3 credits**

OLS 360 Inclusive Leadership: Gender, Culture and Intersectionality (xf)

Prerequisite: OLS/WGS 102 or permission of instructor
 There is a need for the leaders of the future to be aware of and sensitive to the cultural, gender, and intersectionality that is inherent within the communities, organizations, and individuals with whom they will work. The course emphasizes the role of women in various cultures and the impact of culture, gender, and intersectionality (the interplay between gender and culture) from a leadership perspective. Students will engage in discussions both within the course and with leaders from a variety of cultures to evaluate how to best be successful in a complex world. **3 credits**

OLS 420 Leadership Theories & Practices (s)

Prerequisite: OLS/WGS 102 or permission of instructor
 An examination of the theories and skills necessary for the development of effective leadership with an emphasis on leadership, its theory and practice. The course includes opportunities for evaluating leaders and leadership behavior in a variety of contexts. Basic concepts of leadership theory will be discussed followed by an in-depth study of modern and historical conceptualizations of leadership and examination of the application of various leadership skills and approaches. Fulfills writing-intensive requirement. **3 credits**

OLS 480 Organizational Leadership Seminar (f)

Prerequisite: Final year in major/minor
 The Senior Seminar will serve as the precursor to the capstone experience and the culminating course for students in the OLS minor. Students will complete work to present a public TED-type presentation that ties together personal learning, growth and application of leadership concepts. For students in the OLS major, the seminar will also serve as a time to consider and develop the plan for their capstone. Class meetings will provide support for presentation development and planning for the OLS major capstone. **1 credit**

OLS 490 Leadership Capstone Course (s)

This course is required for fourth-year students who major in Organizational Leadership. **3 credits**

PEER TUTORING (PRT)

PRT 210 Introduction to Peer Tutoring (fs)

Trains students who excel in one or more subject areas to serve as peer tutors. Concepts covered include learning and study skills strategies, diversity, educational theories, and leadership. To be eligible to participate, a student must be recommended by a faculty member and have a 3.00 cumulative GPA or higher. **1 credit; Pass/Fail**

PRT 212 Intermediate Peer Tutoring (fs)

The second level of the three-part Peer Tutoring Program training; follows Introduction to Peer Tutoring (PRT 210) and continues students' training in peer tutoring and offers additional practice in the Tutoring and Writing Centers as peer tutors. Students must complete PRT 210 to qualify for enrollment. **1 credit; Pass/Fail**

PRT 214 Advanced Peer Tutoring (fs)

The third level of the three-part Peer Tutoring Program training; follows Introduction to Peer Tutoring (PRT 210) and Intermediate Peer Tutoring (PRT 212) while continuing students' training in peer tutoring and practice while providing opportunities to assist with training and supervision of new tutors in the Learning Center. Students must complete PRT 210 and PRT 212 to qualify for enrollment. **1 credit; Pass/Fail**

PHILOSOPHY (PHI)

Faculty: Professor Rouintree (coordinator)

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 philosophers have influenced the outlooks and practices of many persons and their societies. Entering into philosophical reflections, Cottey students wrestle with perspectives and theories that continue to exert influence in the world today. At Cottey, none of the courses in philosophy are 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.

PHI 101 Philosophical Quests (f)

Explores questions about reality, the nature and limits of human knowledge, and the relevance of such concerns to human living. Aims to cultivate philosophical wonder and appreciation, as well as critical thinking and growing awareness of the historical and ongoing importance of philosophical views. Emphasizes select ancient and modern philosophers. **3 credits**

PHI 112 Introduction to Logic (s)

Pursues factors proper to excellence in critical thinking and its written expression. Aims to heighten student skills in identifying, clarifying, and evaluating various kinds of arguments, chiefly deductive, but inductive as well. **3 credits**

PHI 205 Ethics (f)

Examines select major ethical theories having both historical and ongoing importance. Confronts select socially unsettling moral issues such as the death penalty, world hunger, or controversial business practices. Aims to relate competing outlooks to ongoing debates about human choices, needs, and communities. **3 credits**

PHI 210 Human Nature and Society (xs)

Examines competing philosophical theories of human nature and existence, exploring various possible implications for both individual and social life. Considers modern theorists, both mainstream and radical, as well as select traditional thinkers. **3 credits**

PHI/POL/INR 325 Social and Political Philosophy (xf)

Prerequisites: Sophomore standing and at least one previous course in PHI, POL, or INR

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered. **3 credits**

PHI 340 Philosophy of Religion: Grounds and Challenges for Ultimate Concern (xs)

Prerequisites: Sophomore standing and completion of at least one course in PHI or REL

An examination of pivotal topics in philosophy of religion, including the existence of God, the problem of evil, the rational status of religious belief, and the nature of religious experience. Issues of conceptualization and articulation, relative to religious practice and social discourse, will be considered as well. **3 credits**

PHYSICAL EDUCATION (PHE)

Faculty: Professor Polon (coordinator)

The mission of the general physical education activity program is to provide a variety of curricula from which students may select to enable development of cognitive knowledge of the activity, increase their psychomotor skills, increase personal fitness, and enhance a sense of value for the activity. Departmental goals are directed toward the student outcomes listed below.

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 include a large gymnasium, a fitness center with free weights and selectorized and aerobic equipment, athletic training facilities, and locker/dressing rooms in the Hinkhouse Center. Adjacent to Hinkhouse are three outdoor tennis courts and an athletic field.

PHE 131 Tennis 1/Badminton (y)

Theories and techniques of tennis and badminton with practical application of knowledge, principles, and analysis of skills. **1 credit**

PHE 132 Toning and Flexibility (y)

Assists with development of muscular endurance and flexibility. Includes endurance, resistance, and floor exercises with static and PNF stretching. **1 credit**

PHE 133 Jogging (f)

Designed to increase cardiorespiratory fitness through individualized jogging workouts. Includes jogging or other cardiorespiratory workouts three days per week. **1 credit**

PHE/ENV 134 Outdoor Skills and Adventure Activities (y)

Prerequisite: Walk two miles in 32 minutes or less
Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each

semester for caving, geocaching, or night hiking. Course combines lecture, activity, and required weekend participation. Meets for 8 weeks. **1 credit**

PHE 136 Fitness Walking (f)

Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking or other cardiorespiratory workouts. **1 credit**

PHE 138 Weight Training (s)

Designed to improve muscular strength and endurance through proper technique and progressions of weight training, with use of both selectorized and free weight equipment. **1 credit**

PHE 139 Lifetime Fitness Concepts (fs)

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 fitness and wellness. **3 credits (1 credit Activity; 2 credits Theory)**

PHE 142 Beginning Golf (y)

Includes fundamentals of the basic golf swing, explanation of rules, etiquette, practice at driving range, and nine holes of golf as culminating activity. **1 credit**

PHE 143 Archery (y)

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

PHE 163 Adaptive Physical Education (y)

Designed for students with a documented disability or medical condition who may not be able to meet physical demands of an activity class. Enrollment requires recommendation of physician and consultation with instructor. Course may be repeated for credit. **1 credit**

PHE 173 Varsity Flag Football (s)

Prerequisite: Permission of instructor
Flag includes practices and games under the NAIA collegiate athletics association. Students will cover basic throwing, catching, and agilities and also advanced techniques/offense as well as defensive plays for competition throughout the year. Practice will be held several days per week. **1 credit**

PHE 174 Varsity Golf (fs)

Prerequisite: Permission of instructor
Intercollegiate golf team. Membership in NAIA. Participation in home and away golf matches and tournaments. May be repeated for 2 credits. **1 credit**

PHE 175 Varsity Track & Field (s)

Prerequisite: Permission of instructor
Intercollegiate track and field team. Membership in NAIA. Participation in home and away track and field meets. May be repeated for 2 credits. **1 credit**

PHE 176 Varsity Cross-Country (f)

Prerequisite: Permission of instructor
Intercollegiate cross-country team. Membership in NAIA. Participation in home and away cross-country meets. May be repeated for 2 credits. **1 credit**

PHE 177 Varsity Softball (s)

Prerequisite: Permission of instructor
Intercollegiate softball team. Membership in NAIA. Participation in home and away softball games. May be repeated for 2 credits. **1 credit**

PHE 178 Varsity Volleyball (f)

Prerequisite: Permission of instructor
Intercollegiate volleyball team. Membership in NAIA. Participation in home and away volleyball games. May be repeated for 2 credits. **1 credit**

PHE 179 Varsity Basketball (fs)

Prerequisite: Permission of instructor
Intercollegiate basketball team. Membership in NAIA. Participation in home and away basketball games. May be repeated for 2 credits. **1 credit**

PHE 180 Cycling (y)

This course introduces the student to basic cycling skills, basic bicycle maintenance and repair, and cycling safety. Emphasis is placed on using cycling as a lifelong fitness activity. It involves riding on local roads around campus. **1 credit**

PHE 181 Cycling and First Aid (y)

Fundamentals of cycling, bicycle care and repair, maintenance, and cycling safety. First aid unit includes American Red Cross CPR/AED First Aid training leading to optional certification. **2 credits (1 credit Activity; 1 credit Theory)**

PHE 182 First Aid (y)

Training and opportunity for certification in American Red Cross CPR, AED and First Aid. **1 credit Theory**

PHE 183 Beginning Bicycling (y)

This course teaches you how to ride a bike. It is intended for the student who never had the opportunity to learn to ride a bicycle as a child. Basic skills such as balance, posture, pedaling, and maneuvering are covered as well as cycling safety. Emphasis is placed on learning to use cycling as a lifelong fitness activity. Requires riding on local roads. **1 credit**

PHE 201 First Aid/CPR/AED Instructor Course (y)

This course leads to certification as an American Red Cross First Aid/CPR/AED Instructor. It will introduce the student to current emergency care procedures and how to teach these procedures to others. The course also introduces the student to the American Red Cross organization. It develops understanding of how to use Red Cross course materials, the Red Cross support network, how to conduct training sessions, and how to evaluate participants's progress. Once certified, a First Aid/CPR/AED instructor can teach and certify people in First Aid; Adult, Child, Cardio-Pulmonary Resuscitation; Automatic External Defibrillation; and Bloodborne Pathogens Training: Preventing Disease Transmission. **3 credits**

PHE 335 Personal Training (xf)

Prerequisites: PHE 139 in addition to one of the following activity courses: PHE 138, PHE 132, PHE 136, PHE 220, or PHE 125; or consent of the instructor
This course prepares students to become personal trainers. Course content includes but is not limited to screening and evaluating participants, creating exercise workouts for clients based on need, proper documentation, industry standards and guidelines, professional development and certification options. **3 credits**

PHE 491 Personal Training Practicum (xs)

Prerequisite: PHE 335
The personal training practicum provides practical experience for students who have completed the personal trainer course. Practicum students will focus on the application and synthesis of information to develop fitness programming for Cottey College students and employees. **1-2 credits**

PHYSICS (PHY)

Faculty: Associate Professor Hyland (coordinator)

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.

PHY 101 Introductory Physics (s)

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. Topics vary based on students' direction. The lab portion covers basic experimental techniques and physical examples of topics covered in the course. Not open to students with credit in PHY 205 General Physics I or PHY 206 General Physics 2. **4 credits**

PHY/CHE 102 Fundamentals of Physical Science (y)

An overview of the physical sciences needed for college courses in chemistry and physics. Topics include the scientific method, measurements, momentum, matter and energy, electricity and magnetism, waves, the atom, chemical bonds, stoichiometry, solution chemistry, chemical and nuclear reactions, and basic mathematics. The course includes experimental activities outside of class. This course does not meet the requirement for the science core curriculum. **3 credits**

PHY 205 General Physics 1 with lab (f)

Prerequisite or Corequisite: MAT 210

A combined lecture and lab course (workshop) that combines lecture, problem solving, and lab activities. The course covers topics in laws and concepts of mechanics, wave motion, acoustics, and thermodynamics. It emphasizes a connection between microscopic and macroscopic phenomena, conservation laws, and development of problem-solving ability. Lab portions emphasize modeling, animations, data collection, and graphical representation of data. **4 credits**

PHY 206 General Physics 2 with lab (s)

Prerequisite: PHY 205

A combined lecture and lab course that combines lecture, problem solving, and lab activities. The course covers topics in electricity, magnetism, and optics. It emphasizes a connection between microscopic and macroscopic phenomena, conservation laws, and development of problem-solving ability. Lab portions emphasize modeling, animations, data collection, and graphical representation of data. **4 credits**

POLITICAL SCIENCE (POL)

Faculty: Professor Watanabe and Associate Professor Roy (coordinator)

Economic, social, and political relations within and across nations have shifted dramatically over the past two centuries, and they continue to change at a rapid rate. These actions within and between nation states no longer stay where they originated; technology has created instantly available global access with powerful implications.

Given the processes of globalization, there are expanding career possibilities for students with a strong background in International Relations and Political Science. These programs help provide the student with a strong foundation for understanding globalization in order to pursue further study and seek careers in an interrelated world.

POL 101 United States Government (s)

This is a basic course of United States government, covering structures and actual operations of it, as well as current political issues. Recognizing problems and issues and analyzing and evaluating them not only from American perspectives, but also from world perspectives, comparing them with the situations of other parts of the world. **3 credits**

POL 121 Introduction to Political Science (xf)

This course is designed to introduce students to issues in contemporary political analysis, human values, and political goals through a comparative study of different political systems. By using different theoretical and philosophical frameworks, we will discuss basic political concepts, terms, and theories. Specifically, this course looks at general questions, such as What is politics?, What is political science?, What is power?, and What is theory? Understanding the basic concepts will help students answer these questions, while building a foundation for the advanced study of politics. We will also learn how to connect the study of politics to history, economics, philosophy, and other disciplines. In this course, students will explore a wide variety of cross-cultural issues on political processes, and thus they will further realize the importance of politics in our lives. Particularly, we will examine specific political issues within the topic of globalization, which embodies politics in the international system today. **3 credits**

POL 131 Public Administration (xs)

The principal goal of the course will be to enable students to critically think about how the government, at multiple levels, provides services to its citizens. The course will focus on the nature and scope of public administration, organizational theory, the bureaucracy, policy implementation, and public accountability. Theoretical discussions will be routinely complemented with case-studies to establish the connection between theory and practice. Assessment techniques used in the course will include class participation, critical analysis of case studies, midterms, and a final.

After taking this course, students will acquire the background required for internships in public and non-profit sectors. Students will also be familiarized with various career options in the two aforementioned areas. **3 credits**

POL 141 Public Policy (f)

This course will introduce students to the fundamentals of public policy. They will be familiarized with the purpose of public policymaking, the nature of the policy process, the positivist and post-positivist approaches to policy analysis, policy implementation, and evaluation. Students will be trained to apply the theoretical knowledge learned in class to the analysis of contemporary policy debates in the United States and beyond.

After taking this course, students should be able to critically think about the implications of important policy decisions. They should also be able to compare and adjudicate among different policy outcomes. The final grade for this course will be determined by the frequency of class attendance and participation, critical reaction papers, and two exams (midterm and final). This course will be appealing to any student interested in how common people are affected by governmental decisions, and how common people can affect those decisions, in turn. **3 credits**

POL 201 Comparative Politics (s)

Prerequisite: POL 101 or POL 121 or INR 151

Comparative politics is the study of domestic and regional political matters in each state and area. However, this course concentrates on the study of domestic governments and politics and its environment and culture in two or three states as specific case studies in six areas: Western Europe, Russia and Slavic Europe, Asia, Latin America, the Middle East, and Sub-Saharan Africa. Within each region, we will cover both past and current topics, issues, and events of the states. Other states are considered when suitable. Although the United States is not directly examined, it is referred to for comparison. The thematic focus of the course is valuing the diversity of human experience. **3 credits**

POL/INR 315 Elections in the World and the United States (xf)

In this course, students will learn the relations between elections and democracy in the world, paying attention to questions, such as "Why do elections matter?", etc. Students will also study elections going on in the United States and learn how important they are for their future lives, through individual research, discussions, group activities, etc. **3 credits**

POL/PHI/INR 325 Social and Political Philosophy (xf)

Prerequisites: Sophomore standing and at least one previous course in PHI, POL, or INR

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered. **3 credits**

POL/INR 335 Middle Eastern Politics: The Israeli-Palestinian Conflict (s)

Prerequisites/Corequisites: INR151, POL201, or recommendation from professors

This course is a basic course of the Middle Eastern politics, and students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women's studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world. **3 credits**

POL/INR 370 Asian Politics (xf)

Prerequisite: POL 121 or INR 151

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness. **3 credits**

PSYCHOLOGY (PSY)

Degree: Bachelor of Arts in Psychology (page 50), Bachelor of Science (page 52), Minor: Psychology (page 71)
Faculty: Professors Kohel and Tietz, and Associate Professor Gilchrist (coordinator)

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.

PSY 101 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**

PSY/SOC 232 Social Psychology (f)

Prerequisite: SOC 101 or PSY 101

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion. **3 credits**

PSY 235 Biopsychology (s)

Prerequisite: PSY 101

Survey of topics from the perspective of biopsychology, neuroanatomy, neural communication, sensation/perception, learning and memory, emotion, psychological disorders, and aging and neurodegenerative disorders. **3 credits**

PSY 240 Cognitive Psychology (f)

Prerequisite: PSY 101

An introduction to the concepts in cognitive psychology including theories and applications of memory systems, pattern recognition, attention, decision-making, problem solving, language, and reasoning. **3 credits**

PSY 245 Personality Psychology (y)

Prerequisite: PSY 101

Personality psychology examines how internal forces shape our thoughts, feelings, and behaviors. Topics include traits, self and identity, genetics, neuroscience, intrapsychic foundations, regulation and motivation, cognition, and resilience. **3 credits**

PSY 248 Sensation and Perception (xs)

Prerequisite: PSY 101

This course focuses on how humans sense and perceive stimuli in the external environment through use of the senses. Through lecture and hands-on demonstration, students will learn about topics such as: color and depth perception, how 3-D movies work, perception of pain, balance, and the link between scent and memory. **3 credits**

PSY 307 Lifespan Development Across Cultures (s)

Prerequisite: PSY 101

Chronological approach to development from conception through death and dying. Theory and research relating to biological, psychological, and social change across the lifespan, with attention to cross-cultural similarities and differences. Includes service learning requirement. May not be taken for credit if credit has been received for PSY 308 Psychology of Child & Adolescent Development. **4 credits**

PSY 308 Psychology of Child and Adolescent Development (f)

Prerequisite: PSY 101

Scientific study of basic factors in development from conception through adolescence. Examines biosocial, cognitive, and psychosocial development. Includes service learning requirement. May not be taken for credit if credit has been received for PSY 307 Lifespan Development Across Cultures. **4 credits**

PSY 310 Research Methods in Psychology: Research Design and Ethics (s)

Prerequisites: PSY 101 and MAT 130 (may also be corequisite)

Students will learn about the characteristics of science, various research study designs in psychology (e.g., surveys, observational research, single-factor experiments), and ethics in human subjects research. Students will plan a research study, complete an appropriate review of the literature and gain scientific writing skills. Fulfills writing-intensive requirement. **3 credits**

PSY 311 Research Methods in Psychology: Psychological Statistics (f)

Prerequisites: PSY 101, PSY 310, MAT 130

Students will learn about the characteristics of science, psychological statistics, and methods of data collection and analysis. Students will learn how to analyze their data through use of statistical software. They will also learn to write the results of these analyses and draw conclusions and complete a final written empirical research paper based on their findings. Fulfills writing-intensive requirement. **3 credits**

PSY 315 Health Psychology (xs)

Prerequisite: PSY 101

This course will cover the different biological, psychological, and social factors that relate to human health. Students will also learn about the different techniques that can be used to develop new health habits or change health behaviors. Topics will include stress and coping, eating, exercise, drug use, sleep, and illness. **3 credits**

PSY/WGS 321 Human Sexuality (s)

Prerequisite: PSY 101 or SOC 101 or WGS 105

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 levels. Fulfills writing-intensive requirement. **3 credits**

PSY 325 Motivation & Emotion (xs)

Prerequisite: PSY 101

This course explores what drives our behavior, including the physiological mechanisms of motivation, behavioral and cognitive approaches to motivation, and the interaction of emotions with motivation. **3 credits**

PSY/WGS 331 Psychology of Women and Gender (f)

Prerequisite: PSY 101 or WGS 105

Critical examination of psychological theories and research on gender. Topics such as gender roles, development of gender identity differences and similarities between the sexes, relationships, mental health, and sexuality will be examined across the historical, social, and cultural contexts, with particular emphasis on women and feminist perspectives. Fulfills writing-intensive requirement. **3 credits**

PSY 335 Drugs and Behavior (f)

Prerequisites: PSY 101 and PSY 235

This course will examine how various types of psychoactive drugs will affect the brain, psychological processes, and behavior. Students will also learn about different neurotransmitters, the chemical messengers of the brain whose effects are modified by drug use. Course topics will include: pharmacokinetics and drug action, classes of psychoactive drugs, drug abuse and addiction, and therapeutic treatments for various disorders and diseases. **3 credits**

PSY 345 Industrial-Organizational Psychology (y)

Prerequisite: PSY 101 or SOC 101

This course is designed to examine the psychology of the workplace from the standpoint of a behavioral scientist. A majority of the course will be devoted to topics related to research methods and proper assessment of both employees and of jobs. This includes discussions related to hiring methods, performance appraisals, best practices for job training, and other similar topics. The latter portion of the course will discuss issues related to individuals and groups within the work setting. During this section of the course, students will learn about such topics as leadership, occupational safety, and employee productivity. **3 credits**

PSY 350 Abnormal Psychology (f)

Prerequisite: PSY 101

Abnormal psychology examines the characteristics of and biological, psychological, social, and cultural explanations and treatments for major psychological disorders. Disorders include anxiety disorders, obsessive compulsive disorders, stress disorders, dissociative disorders, mood disorders, eating disorders, substance-related disorders, schizophrenia, and personality disorders. **3 credits**

PSY 351 Cross-Cultural Psychology (s)

Prerequisite: PSY 101

Cross-cultural psychology examines how culture shapes our thoughts, feelings, and behaviors - focusing on similarities and differences among cultures. Topics include culture's role in intelligence, emotion, motivation and behavior, human development and socialization, personality, attractiveness, gender and sex roles, and psychological disorders. **3 credits**

PSY/SOC 355 Psychology of Intergroup Relations (y)

Prerequisite: PSY 101

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations. **3 credits**

PSY 405-S Service Learning: Assistant Coordinator (y)

Prerequisites: Senior standing, previous service learning experience, and permission of instructor required

Students will increase leadership and teaching skills by leading a service learning program. Tasks will include coordinating and evaluating the efforts of other service learning students,

communicating with the service learning partner, and assisting the instructor in implementing the service learning program. Students will also do reflective writing about their experiences.

1- 3 credits

PSY 420 Counseling/Clinical Psychology (xf)

Prerequisites: PSY 101 and PSY 350

Counseling/clinical psychology examines how to explain and treat psychological disorders. Topics include neuroscience, microskills, the psychodynamic tradition, cognitive-behavioral counseling and therapy, the existential-humanistic tradition, feminist counseling and therapy, multicultural counseling and therapy, positive psychology and brief/solution-focused therapy, and family counseling and therapy. This course requires regular practice of and reflection on basic therapy skills. **3 credits**

PSY 430 Conflict Resolution (s)

Prerequisites: PSY 101 and PSY/SOC 232, or PSY 101 and PSY/SOC 355, or permission of instructor

Conflict Resolution examines how to explain, approach, and resolve interpersonal conflict, primarily through communication. Topics will include communication options, theoretical perspectives, responding to conflict, violent tendencies, conflict climates, face, conflict in the workplace, mediation, and negotiation. This course requires regular practice of and reflection on interpersonal communication skills. **3 credits**

PSY 440 Learning and Conditioning (xs)

Prerequisite: PSY 101

Students will discover how new behaviors are acquired, and how existing behaviors can be changed, through different principles of learning and conditioning. Lectures will include such topics as habituation, sensitization, imprinting, classical and operant conditioning, observational learning, and applied behavior analysis. Students will also complete various hands-on computer modules that illustrate different principles of learning, and will write brief reports based on what they find. **3 credits**

PSY 445 Emotional Intelligence (xf)

Prerequisite: PSY 101

Emotional intelligence is comprised of being able to perceive, understand, manage, and use emotions in beneficial ways. Topics will include multiple conceptualizations, measurements, and applications of emotional intelligence, regarding relationships, school, work, and mental health. **3 credits**

PSY/WGS 450 Psychology of Sport & Physical Activity (xs)

Prerequisite: PSY 101

This course will examine the major psychological theories related to sport and exercise behavior. The course is designed to introduce students to the field of sports and exercise psychology by providing a broad overview of the major topics in the area, including the history of sports and exercise psychology, foundations of personality, motivation, coaching and leadership, gender and cultural issues, team dynamics, performance enhancement strategies, and sports as recreation. Particular attention will be paid to issues of gender, race, and sexuality regarding sport. Fulfills writing-intensive requirement. **3 credits**

PSY 455 Brain Imaging Techniques (xs)

Prerequisite: PSY 235

This course will cover different methodologies to study activity in the brain. These techniques will include EEG, fMRI, PET scans, and other methods. In addition to learning about these techniques, students will also learn about appropriate research designs and data analyses for these methods. **3 credits**

PSY 490 Senior Capstone (s)

Prerequisites: PSY 101, MAT 130, PSY 310, and PSY 311

Students will choose one of three tracks: a research project, a service-learning based volunteer experience, or an internship-based volunteer experience. Students will demonstrate their level of proficiency for each of the American Psychological Associations' guidelines for the undergraduate psychology major, in conjunction with their chosen track. Students will develop a portfolio comprised of old and new work. **3 credits**

RELIGION (REL)

Faculty: Professor Rountree (coordinator)

Concerns for harmony with what is ultimately real, true, or powerful tend to mark major religious quests around the world. While often sharing significantly in such general kinds of concerns, religious communities and persons often differ greatly in the profoundest outlooks and approaches to which they come. 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 the understanding of some of the profounder currents of human thought and experience.

REL 105 World Religions 1 (s)

Initiates academic exploration of developments and practices within Judaism, Christianity, and Islam. Pursues intelligent appreciation of various religions' perspectives, particularly as expressed in selected portions of their sacred literatures. Attempts to develop insights into present day religious struggles in the face of modern challenges. **3 credits**

REL 106 World Religions 2 (xf)

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**

SOCIOLOGY (SOC)

Minor: Sociology (page 71)

Faculty: Associate Professor Quick and Assistant Professor Glosser

The courses in sociology at Cottey provide the foundation for a major or minor in sociology while providing basic knowledge and skills needed to pursue a variety of applied careers such as social work, social services, correction 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. By developing a sociological perspective, students sharpen their powers of observation and analysis.

SOC 101 Introductory Sociology (s)

This course introduces sociology as a way of investigating, critically understanding, and analyzing human social life. Sociologists examine how groups (organizations, institutions, and complex societies) are structured and how these groups interact with one another. They also consider how social contexts frame human behavior for individuals and groups. We will focus on several important sociological topics, including socialization, culture, inequality, race and ethnic relations, gender, poverty, and social movements. **3 credits**

SOC/CRM 201 Criminology (s)

See course description under "Criminology." **3 credits**

SOC 203 Family and Society (y)

This course provides an overview of the study of the family from a sociological perspective. It examines American families such as European American, Native American, African American, Asian American; Latino families; and the history of love, sex, and marriage. It examines the relationship between families and social class, race, gender, and work settings. Finally, it explores dating, parenting, marriage, remarriage, childhood, divorce, aging and death, as topics in relation to family structures. **3 credits**

SOC/PSY 232 Social Psychology (xs)

Prerequisite: SOC 101 or PSY 101

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion. **3 credits**

SOC/ANT 235 Race, Class, Gender, and Sexuality (xs)

This course examines race, ethnicity, class, gender, sexuality and other identities as sociological concepts and within an

interdisciplinary emphasis on how these identities intersect.

Students then learn to use the intersectional framework to interpret contemporary social issues and institutional settings to analyze how they together shape individual, institutional, and larger societal expectations. The course introduces students to the experiences of diverse groups in the United States and beyond. **3 credits**

SOC/CRM 250 Deviant Behavior (xs)

See course description under "Criminology." **3 credits**

SOC/CRM 301 Juvenile Justice (f)

See course description under "Criminology." **3 credits**

SOC/INR 330 Poverty and Inequality (xf)

Prerequisites: SOC 101; and POL 101, POL 121, or INR 151

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement. **3 credits**

SOC/PSY 355 Psychology of Intergroup Relations (f)

Prerequisite: PSY 101

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations. **3 credits**

SOC/CRM 370 Topics in Criminology (y)

See course description under 'Criminology.' **3 credits**

SPANISH (SPA)

Minor: Spanish (page 71)

Faculty: Professor Bourbon (coordinator)

SPA 101 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**

SPA 102 Elementary Spanish II (s)

Prerequisite: SPA 101

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**

SPA 201 Intermediate Spanish I (f)

Prerequisite: SPA 102

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

SPA 202 Intermediate Spanish II (s)

Prerequisite: SPA 201

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

SPA 211 Hispanic Literature (xf)

Prerequisite: SPA 202

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

SPA 212 Hispanic Culture and Civilization (y)

Prerequisite: SPA 202

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

SPA 213 Oral Spanish (y)

Prerequisite: SPA 202

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

SPA 214 Spanish Composition (xf)

Prerequisite: SPA 202

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

SPA 220 Medical Spanish I (xf)

Prerequisite: SPA 102

This course is designed to provide students with medical vocabulary and terminology needed to communicate with and help treat Hispanic patients with limited English proficiency. Students will be exposed to pertinent information about Hispanic cultures. They will also participate in language tasks through listening, reading, writing and conversations in Spanish. **3 credits**

SPA 222 Medical Spanish II (xs)

Prerequisite: SPA 220

This course seeks to complete the foundation of the basic skills in medical Spanish. Students will continue improving their Spanish language skills through the systematic and comparative study of medical terminology in Spanish. **3 credits**

SPA 230 Legal Spanish I (xf)

Prerequisite: SPA 102

This course presents basic legal vocabulary and terminology in different contexts in Spanish. Students will develop basic skills in reading, writing, and oral communication. It will focus on cultural issues related to Spanish-speaking individuals faced with matters concerning the law. **3 credits**

SPA 231 Legal Spanish II (xs)

Prerequisite: SPA 230

This course seeks to complete the foundation of the basic skills in legal Spanish. Students will continue improving their language skills and expand their knowledge of legal terms. Cultural issues that may affect interaction with Spanish-speaking individuals will continue to be a main focus in the course. **3 credits**

SPA 320 Business Spanish (y)

Prerequisite: SPA 202

This course serves as an introduction to the business world in Latin American countries as well as to the interaction between U.S. and Latin American companies and professionals. Readings, journal articles, essays, and interviews with business professionals open students to the inner workings of small businesses and large corporations alike. Students will learn language relevant to business environments as well as gaining insight on contemporary business-related culture and social attitudes that reflect the commercial relations between the Spanish speaking countries and the United States. **3 credits**

SPA 330 The Chicano Experience (y)

Prerequisite: SPA 202 Intermediate Spanish II

Thematic, stylistic, or period study of post 1960's Chicano literature to the present. Course will emphasize major themes such as language, history, culture, identity, and religion as related to the Chicano experience and literary heritage. Authors read in class include Sandra Cisneros, Ana Castillo, Ruben Martinez, Ignacio Padilla, and Gloria Anzaldua, among others. Emphasis varies. **3 credits**

SPA/WGS 345 Afro-Latina Women Writers (y)

Prerequisite: SPA 202

This class analyzes the literary production of Afro-Latina women writers. It reviews different literary periods and the images those periods created, and how oppression has marginalized the lives of this group. Also, by paying particular attention to race, gender, sexuality, and social issues in different regional contexts, the class will consider how Latin American women authors of African descent critically approach national discourses. **3 credits**

SPA 350 Major Authors of Latin America and Spain (xs)

Prerequisite: SPA 202

The course will study the works of major authors from Latin America and Spain through readings of primary sources and an application of theoretical and critical material. Issues of style, gender, ethics, identity, politics and their influence in Hispanic literature. Authors may include; Gabriel García Márquez, Mario Vargas Llosa, Pablo Neruda, Alejo Carpentier, Juan Goytisolo, Jorge Guillén, Federico García Lorca, and Luis Cernuda. **3 credits**

SPA 360 Spanish Golden Age (y)

Prerequisite: SPA 202

This course will investigate the main literary movements and the most significant authors of Spanish Literature during the XVI-XVII centuries. The most representative literary works in prose, poetry, and drama will be studied. Students will look at the evolution of the different aesthetic concepts and fictional expressions in one of the most important periods of Spanish Literature. They will analyze the relationship between literary fiction and its historic and cultural determinations. **3 credits**

SPA/WGS 370 Contemporary Latin American/Spanish Women Writers (xs)

Prerequisite: SPA 202

This course explores the narrative of contemporary Latin-American/Spanish women writers such as Griselda Gambaro, Rosario Ferre, Isabel Allende, Carmen Laforet, Rosa Chacel, Carmen Martin Gaité, and others. Will examine the articulation of gender, race, and class relations in different literary genres, and issues related to the role of women in Latin-American/Spanish society. **3 credits**

SPEECH (SPE)

Faculty: Professor L. Chaney and Assistant Professor Carver

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 teach speech, but it is often classified as humanities or basic skills at other institutions.

SPE 101 Fundamentals of Speech (fs)

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

SPE 110 Media and Society (y)

An introduction to the study of mass media focusing on the role media plays in shaping our understanding of the world. The class examines historical and structural features of a range of media (newspapers, radio, television, internet, etc.) to determine how media messages are produced and disseminated. This course explores issues of ownership, financing, and regulation while considering the impact on content and distribution. Class dialogue includes discussions about media effects, ethics, diversity, and responsibilities. **3 credits**

SPE 121 Interpersonal Communication (f)

Theory, practice, and exploration of interpersonal communications. Topics include perception, development of self-concept/self-esteem, verbal and nonverbal codes, effective

listening techniques, conflict resolution, development of relationships, and cultural and gender influences. **3 credits**

SPE 360 Debate (xf)

Prerequisite: SPE 101

Debate is designed to introduce students to the principles, practices and concepts of argumentation and debate. This course is a performance course with a significant amount of class time spent on public presentations, small group interaction, and formal argument, persuasion, and debate exercises. This course is designed presuming that students come with proficiency in public speaking and speech preparation. It will blend teaching and training methods, argumentation, and analysis and platform skills into course content. **3 credits**

THEATRE (THE)

Degree: Bachelor of Arts in Theatre (page 63)

Minor: Theatre (page 71)

Faculty: Professor L. Chaney (coordinator) and Assistant Professor Carver

Cotter's theatre program is designed to provide all of the basic foundations for students interested in pursuing a career in professional or educational theatre or any related career field. Students can take classes in beginning and advanced acting, scene design and stagecraft, lighting and sound design, costuming, children's theatre, and theatre history. Students also are provided the opportunity to participate actively at all levels in the College's theatrical presentations; to serve on crews for visiting road shows; and to qualify for entry into Delta Psi Omega, the national theatre honorary society.

THE 101 Introduction to Theatre (xfxu)

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

THE 103 Acting Fundamentals (f)

Basic realistic acting techniques. Includes physical movement, voice and character development, scene preparation, and improvisation. **3 credits**

THE 110 Stagecraft (f)

Basic theories and techniques of set and prop construction, including the use of hand and power tools and rigging, and lighting and sound design theory and equipment use. Students provide technical assistance for Cotter theatre, music, and dance performances and visiting professional road shows. **3 credits**

THE 122 Performance of Literature (xs)

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. Offered even years. **3 credits**

THE 177 Theatre and Event Entertainment Technology (xs)

This course introduces students to event technology and management. The course will focus on the set-up, operation, and troubleshooting of basic audio visual equipment, including video and slide projectors, monitors, computers, and projection screens. Students will be introduced to basic lighting and sound equipment used in an event setup. **2 credits**

THE 181 Theatre Production (fs)

Prerequisites: Audition and director's permission

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 of 62 credits required for an associate degree.

0-1 credit

THE 190 Theatre Professional Portfolio (s)

Prerequisite: THE 110 passed with 'C' or better

This course helps students in the development of a theatre portfolio. Emphasis is placed on the creation and documentation of portfolio projects and the process of seeking employment in all concentrations of theatre. **1 credit**

THE 203 Acting: Character Development (xs)

Techniques of building character through analysis, improvisation, exercises, performance/critique, and scene workshops. **3 credits**

THE 230 Stage Makeup (s)

Laboratory course providing students with fundamentals of the art of two dimensional character makeup. **3 credits**

THE 240 Script Analysis (xf)

Prerequisite: THE 101

This course is required for all students majoring in theatre and is designed to teach the technical and theoretical skills of script analysis using a formalist approach. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play's construction. **3 credits**

THE 294 Stage Management (xs)

Prerequisite: THE 110 or THE 181

Discover the art and craft of stage management through class work, observation, and production exploration. Learn practical techniques for managing theatrical productions in preparation for academic and professional production responsibility.

Offered odd years. **3 credits**

THE 310 Dramatic Literature (f)

Prerequisite: THE 240

This course surveys the world's dramatic literature by concentrating on text analysis of a representative sample of plays of varying periods (ancient, classical, modern) and types (tragedy, comedy, drama). Emphasis is placed on the plays in performance. Field trips to theatrical productions may be scheduled. **3 credits**

THE 315 Theatre For Social Change (xs)

Prerequisite: THE 101

Intended for the BA in Social Change track student, this course explores the techniques, writings, performances, and scripts that are catalysts toward adopting social change in various devised theatre applications and beyond. **3 credits**

THE 325 Theatrical Costume Design (xf)

An introduction to basic theatrical costume design. Students will use color, texture, line, and concept to create costume designs for plays. They will employ play analysis, character analysis, and production concept as basis for costume design. **3 credits**

THE 355 Scene Design (y)

Prerequisite: THE 110 or instructor approval

Basic theatrical set design theory and practice. Includes the construction of 3D set models, the production of hand and computer generated set designs, and ways of integrating costume and stage lighting designs into the overall design picture. Students serve on crews for Cottey and visiting road show productions. **3 credits**

THE 430 Directing (xs)

Prerequisites: THE 103 and THE 131

This course explores the process of directing plays for the stage. Studio exercises develop skills in key areas: interpretation of form and artistic intent, perception and sensibility in rehearsal, effective communication with actors, and balancing the interplay between action and text. **3 credits**

THE 490 Senior Capstone in Theatre (fs)

Prerequisites: THE 190, open only to senior theatre majors

The capstone is designed to be a culminating experience for the theatre major. The course is meant to serve as a testing ground of the depth of students' knowledge and ability in the area of their choice. The work will culminate in a realized project, paper, portfolio, and oral presentation to the faculty. **3 credits**

WOMEN, GENDER, & SEXUALITY STUDIES (WGS)

Major: Bachelor of Arts in Women, Gender, & Sexuality Studies (page 64)

Minor: Women, Gender, & Sexuality Studies (page 71)

Faculty: Professors Firkus, Pivak, Stubblefield, and Tietz; Associate Professors Mba, Quick, and Roy; and Assistant Professor Verklan (coordinator)

Women, Gender, and Sexuality Studies is an interdisciplinary field that examines the intersections of race, class, gender, and sexuality in women's lives. It is an umbrella that conscientiously articulates the relationship between feminism, history, philosophy, literature, sociology, anthropology, psychology, media, and other areas of study to explore more fully the role of and issues facing women historically and in contemporary society.

Women, Gender, and Sexuality courses focus on the historical and/or contemporary experiences of women, gender, or sexuality. Students in these courses will be expected to devote significant time to at least two of the following activities:

- Analyzing the intersections of race, class, gender, and sexuality in people's lives
- Examining institutional structures and structures of power from the perspective of women, gender, or sexuality
- Engaging with women, gender, and sexuality studies theory
- Considering how a focus on women, gender, or sexuality impacts the academic discipline being studied
- Linking course content about women, gender, or sexuality to their own experiences

WGS 105 Introduction to Women, Gender, and Sexuality Studies (fs)

This course will introduce students to a variety of critical approaches to- and popular representations of-gender. It is the introduction course to Women, Gender, and Sexuality Studies. **3 credits**

WGS 200 Introduction to LGBT Studies (f)

This course provides an introduction to the field of lesbian, gay, bisexual, and transgender studies. In this course, students will explore a survey of texts produced by scholars, writers, and activists whose work centers the experience of persons on the LGBT spectrum. **3 credits**

WGS/ANT 201 Introduction to Cultural Anthropology (fs)

See course description under "ANTHROPOLOGY." **3 credits**

WGS 205 Social Justice and Civic Engagement (f)

Prerequisite: Second-year standing or instructor permission
Examines the ways in which individuals and groups are named and treated as "other" in communities and societies; explores the way in which this designation of otherness harms individuals, families, communities, and nations; and considers ways in which civic engagement and activism can be used to promote human dignity and a socially just world. **3 credits**

WGS/HIS 211 History of Women in the United States (s)

See course description under "HISTORY." **3 credits**

WGS/FRE 215 Francophone Women in Translation (xs)

See course description under "FRENCH." **3 credits**

WGS/INR 216 Women, Power, and Global Politics (f)

See course description under "INTERNATIONAL RELATIONS." **3 credits**

WGS/ENG 220 American Women Writers (xs)

See course description under "ENGLISH." **3 credits**

WGS/ENG 222 British Women Writers (xs)

See course description under "ENGLISH." **3 credits**

WGS/ENG 232 Ethnic Women Writers (xf)

See course description under "ENGLISH." **3 credits**

WGS 240 Transnational Feminism (xs)

This course explores the ways in which feminist resistances and solidarities are structured transnationally in our contemporary world, as well as the gendered effects global structures bear across diverse populations. By the end of the semester, students will be able to apply a transnational feminist lens to global issues. **3 credits**

WGS/INB 250 Women & Economic Development (xf)

See course description under "INTERNATIONAL BUSINESS." **3 credits**

WGS/FRE 253 Study of French and Francophone Women through Film (xs)

This course explores French and Francophone women's use of film to highlight and address race, ethnicity, gender, class, cultural, and social issues. It explores French and Francophone feminist film scholarship and theories, and representations of French and Francophone women in film. This class will be offered in English. **3 credits**

WGS/ANT 304 Gender in Cross-Cultural Perspective (xs)

See course description under "ANTHROPOLOGY." **3 credits**

WGS 305 Women's Health (f)

Prerequisite: WGS 105

An interdisciplinary approach to the topic of women's health. Students are expected to complete a significant amount of reading, speak frequently in class, and complete a college-level research paper. Students are also expected to have facility with the basic terms of women, gender, and sexuality studies. A writing-intensive course. **3 credits**

WGS 320/ENG 321 Eighteen-Century British Women Writers (y)

See course description under "ENGLISH." **3 credits**

WGS/PSY 321 Human Sexuality (s)

Prerequisite: PSY 101 or SOC 101 or WGS 105

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 levels. Fulfills writing-intensive requirement. **3 credits**

WGS 323/ENG 324 British Women Writers at Home (y)

See course description under "ENGLISH." **3 credits**

WGS 325/HIS 325 Women Celebrities in Early America (xf)

See course description under "HISTORY." **3 credits**

WGS/HIS 330 Women's Suffrage Movement (xf)
See course description under "HISTORY." **3 credits**

WGS/PSY 331 Psychology of Women and Gender (f)
See course description under "PSYCHOLOGY." **3 credits**

WGS/ENG 333 "Her Kind": Twentieth-Century American Women Poets (y)
See course description under "ENGLISH." **3 credits**

WGS/ENG 334 Poetry as Protest (y)
See course description under "ENGLISH." **3 credits**

WGS/SPA 345 Afro-Latina Women Writers (y)
See course description under "SPANISH." **3 credits**

WGS 350 Feminist Theories (s)
This course provides a thematic survey of feminist theories and engages students in critical examinations of these theories. A writing-intensive course. **3 credits**

WGS 360 Ecofeminism—Women, Animals, and Social Justice (xf)
Prerequisites: WGS 105 and second-year standing, or permission of instructor
This course considers ecofeminism as it pertains to women and animals. Students will read a wide range of ecofeminist theoretical and activist texts from a variety of disciplines to explore the relationship between the oppression of women and the oppression of animals. The course includes an off-campus service learning requirement. Fulfills writing-intensive requirement. **3 credits**

WGS/ENG 364 Topics in Post-1900 Literature: "Make it New!": Women and Literary Modernism (y)
See course description under "ENGLISH." **3 credits**

WGS/SPA 370 Contemporary Latin American/Spanish Women Writers (xs)
See course description under "SPANISH." **3 credits**

WGS/ENG 371 Major Authors: Jane Austen (y)
See course description under "ENGLISH." **3 credits**

WGS/ENG 372 Major Authors: Toni Morrison (y)
See course description under "ENGLISH." **3 credits**

WGS/ENG 374 Edith Wharton (y)
See course description under "ENGLISH." **3 credits**

WGS 400 Cultural Studies in Fashion (y)
Prerequisite: WGS 350 or permission of instructor
This seminar explores the politics of fashion. Topics may include: the politics of veiling, cultural appropriation, and ethical fashion (among others). This course involves a significant amount of reading, in-class discussion, and a 12-15 page final paper. Students should have some facility with gender as an intersectional facet of identity upon enrollment. **3 credits**

WGS/PSY 450 Psychology of Sport & Physical Activity (xf)
See course description under "PSYCHOLOGY." **3 credits**

WGS 490 Senior Capstone (s)
Prerequisites: WGS declared major and senior standing
This course is the culmination of undergraduate study in WGS. In this course, students will produce a 15-20 page research paper, learn about feminist research methods and knowledge production, and prepare professional materials. This course is exclusively for WGS majors in their final year of coursework. **3 credits**

WRITING (WRI)

Minor: Writing (page 72)

Faculty: Professors Pivak and Stubblefield, and Assistant Professors Polo and Green

Cottey believes written communication is a cornerstone of a liberal arts education and requires six hours of writing for graduation, First-Year Writing Seminar (FWS 101), and College Writing (WRI 102).

First-Year Writing Seminar (FWS)

Faculty: Faculty across the disciplines teach this foundational course.

Writing-Intensive (WI) Courses

Faculty: Faculty across the disciplines teach writing-intensive (WI) courses.

The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. As such, Cottey strives to integrate writing into classes beyond the first-year writing program to ensure students develop and hone these skills. Therefore, students can expect to practice and learn about writing beyond their required first-year writing courses. See degree programs for details as individual programs may require WI courses.

Students can expect the following in any course marked with the WI designation:

- Writing will be an important part of the course and will constitute at least 30% of the course grade.
- Class time will be dedicated to teaching and/or talking about writing and the expectations for writing in the course.
- There will be a minimum of three (3) writing assignments of at least two (2) different genres. Length and type of assignments will vary based on professor and discipline.
- The professor will provide feedback on student writing. This feedback can happen at any stage in the writing process and may be either written comments or face-to-face discussion about the assignment.
- Students will have the opportunity to revise writing assignments. The number of revisions and the assignments with revision options is determined by individual professors.

FWS 101 First-Year Writing Seminar (f)

First-Year Writing Seminar is a foundational course for Cottey students for both writing and content. Students will be introduced to the benefits of women's-only education, Cottey history, leadership, social responsibility, and global awareness through the practice of thoughtful reading, analysis, and writing within a liberal arts context. This course provides students the opportunity to connect with the institution while also building community among themselves. **3 credits**

WRI 102 College Writing (s)

Prerequisite: FWS 101

Continues the focus of FWS 101 by assigning writing based on reading. Includes formal documentation, research methods, and critical essays on nonfiction and literary works. **3 credits**

WRI 200 Introduction to Writing Studies (xf)

Prerequisite: WRI 102 or permission of the instructor

An introduction to the discipline of Writing Studies. Through immersion in and engagement with scholarship, students will gain more nuanced understanding of writing, the teaching and study of writing, and changing principles of the field; additionally, students will analyze and compose in a variety of academic genres. **3 credits**

WRI 251 Creative Writing (xf)

Prerequisite: FWS 101 or permission of instructor

Introduction to writing of poetry and fiction, with emphasis on contemporary practice of both. Students will familiarize themselves with writers and poets in English, working to develop a personal aesthetic of the craft. **3 credits**

WRI 290 Studies in Writing (f)

Prerequisite: WRI 102 or permission of the instructor

Studies in Writing courses provide students with the opportunity to explore various subjects in the field of Writing Studies. These courses introduce disciplinary knowledge and provide writing-intensive experiences in various genres. **3 credits**

WRI 291 Introduction to Genre (y)

Prerequisite: WRI 102 or permission of the instructor

This course introduces students to genre theory, research, and pedagogies situated within the field of Writing Studies, specifically Composition/Rhetoric. Coursework will include, but is not limited to, research projects, textual analysis, genre critique, and presentations. **3 credits**

WRI 292 Professional Writing (xf)

Prerequisite: WRI 102 or permission of the instructor

Introduction to writing about technical subjects within a professional setting. Students create job documents and write reports, instructions, emails, and memos; develop audience awareness; receive instruction on document layout and design; and collaborate in a group project to produce a written report of and presentation on the group's primary research. **3 credits**

WRI 293 Introduction to Primary Research (y)

Prerequisite: WRI 102 or permission of instructor

This course introduces students to the practice of primary research, focusing on qualitative research methods with some introduction to quantitative research methods. Students will learn about data collection methods, data collection tools, research ethics and IRB protocol, and how to write up and present the findings of original research. The course culminates in students proposing and conducting their own small primary research project. **3 credits**

WRI 294 Introduction to Rhetorical Studies (y)

Prerequisite: WRI 102 or permission of instructor

This course introduces students to the study of rhetoric by exploring its role in theoretical, pedagogical, and practical arenas. Students will attend to both historical and contemporary rhetorical situations. Coursework will include critical reading, rhetorical analysis, researched projects, and composition in multiple genres. **3 credits**

WRI 295 Writing Center Theory and Pedagogy (y)

Prerequisite: WRI 102 or permission of instructor

This course introduces students to the theory and practice of Writing Center Studies. Students will learn about the history and emergence of writing centers in the United States, study seminal texts surrounding writing centers, learn the practices of working with writers in writing centers, observe tutoring sessions, and learn the specifics of the Cottey College Writing Center. Coursework will include critical reading and reflection, observations of recorded and live sessions, researched projects, implementation of tutoring strategies through participation in writing center sessions, and composition in multiple genres.

3 credits

WRI 350 Topics in Writing (xs)

Prerequisite: Any 200-level WRI course or permission of the instructor

These courses provide a deeper exploration of special topics within the field of Writing Studies, reinforces disciplinary knowledge, and provides writing-intensive experiences in various genres.

WRI 351 Discourse Analysis (y)

Prerequisite: Any 200-level WRI course or permission of the instructor

This course introduces students to the qualitative research method of discourse analysis, which allows us to determine how we attempt to do things with language. With discourse analysis, writing researchers can gain a more sophisticated understanding of the latent motives and constraints influencing a rhetorical situation. Fulfills writing-intensive requirement.

3 credits

WRI 352 Rhetorical Style (y)

Prerequisite: Any 200-level WRI course or permission of the instructor

This course discusses stylistic rhetorical moves and how they may be used to enhance the persuasiveness of nonfiction texts. Students will become acquainted with stylistic moves at the word, sentence, and passage level and will see how rhetoric truly is the ART of persuasion. Fulfills writing-intensive requirement. **3 credits**

WRI 353 Rhetorics of Public Memory (y)

Prerequisite: Any 200-level WRI course or permission of the instructor

This course explores the rhetorical work of museums, monuments, memorials, and archives by examining them as sites of public memory. Students in the course will read public memory and rhetorical scholarship, actively analyze sites, and create their own digital exhibits. Fulfills writing-intensive requirement. **3 credits**

WRI 354 Archives and Composition (y)

Prerequisite: Any 200-level WRI course or permission of the instructor

This course explores the representation of the field of rhetoric and composition within and by archives. With a special focus on underrepresented voices, sites, and forms of writing, this course teaches students to use archival research to complicate and enrich understandings of past writing and rhetorical practices. Fulfills writing-intensive requirement. **3 credits**

WRI 355 Style and Editing (y)

Prerequisite: ENG 290 or permission of the instructor

Students will be introduced to the principles, methods, and styles of technical editing and will apply that knowledge by practicing editing techniques with real editing tasks and clients. Designed for students who want to learn more about writing and editing, become better writers, and/or assist others in becoming better writers. Fulfills writing-intensive requirement. **3 credits**

WRI 356 Digital and Multimodal Composition (y)

Prerequisite: Any 200-level WRI course or permission of the instructor

This course introduces fundamental concepts of digital and multimodal writing for audiences across a variety of platforms with an emphasis on the interaction of the medium and the message. Theories of digital and visual rhetorics will be presented as well as the effect of interactivity, both document-to-reader and reader-to-document. Students in this course will develop the vocabulary and practical skills to create, collaborate on, and deliver digital documents in a variety of media to real audiences and users. Fulfills writing-intensive requirement. **3 credits**

WRI 357 Fiction Writing (y)

Prerequisite: WRI 251

The course offers advanced study of writing literary fiction, both the short story and the novel. Readings support the art and craft of contemporary fiction writing. Workshops for student writing will be conducted. Fulfills writing-intensive requirement.

3 credits

WRI 358 Advanced Composition (y)

Prerequisite: WRI 102 or permission of instructor

As an advanced composition course, this class moves beyond the writing of first-year composition to explore historical and theoretical perspectives of composition theory while asking writers to examine their own writing processes. This course also introduces students to a variety of genres and presents rhetorical principles relevant to the writing process. Fulfills writing-intensive requirement. **3 credits**

WRI 397 Teaching Writing (xs)

Prerequisite: Any 200-level WRI course or permission of the instructor

An advanced course focused on writing pedagogies. Students will explore theories, research, and conversations informing the teaching of writing in higher education, and will prepare materials designed for high-school writing instruction. Fulfills writing-intensive requirement. **3 credits**

WRI 400 Writing Minor Portfolio (s)

Prerequisite: This course is open only to Writing Minor students. Students must be in their final semester at Cottey to enroll in WRI 400. Enrollment is by instructor permission only. Culmination of the student's work in the Writing Minor. Under the direction of an English faculty member, students will compile a selection of written materials to demonstrate understanding of the Writing Studies field; successful composition in multiple genres; ability to make effective rhetorical choices; and pursuit of Cottey learning outcomes. **1 credit; Pass/Fail**

SPECIAL COURSES AND PROGRAMS

COTTEY LAW SCHOLARS PROGRAM

An agreement between Indiana University and Cottey College provides talented Cottey students and alumnae the ability to attend the Indiana University's Maurer School of Law as Cottey Law Scholars. Cottey College students or alumnae admitted to Indiana University's Maurer School of Law will be eligible for a formal mentorship program and a minimum scholarship amounting to approximately 50% of tuition (\$45,000 for in-state residents and \$75,000 for out-of-state residents).

Students admitted through this program will have a minimum UGPA and LSAT score at least equal to the median for the entering class of the prior year. The expectation is for Maurer Law School to accept two Cottey applicants each year (assuming sufficient qualified applications), and any student admitted through this collaboration will be referred to as a Cottey College Law Scholar during her time at the law school. Please contact Cottey pre-law advisor Dr. Sandra Chaney at schaney@cottey.edu or the vice president for academic affairs at acadaffairs@cottey.edu for details.

Pre-Law Advising at Cottey

Students planning to attend law school will find that Cottey's liberal arts curriculum prepares them well. In and beyond the classroom, students are advised by the pre-law adviser to find ways to gain experiences that will help them in law school. Cottey students are encouraged to choose a major that challenges and interests them and in which they will excel. The American Bar Association (ABA) does not recommend any particular major before attending law school. Some Cottey students opt for majors traditionally associated with preparation for law school, including Business, English, International Relations, and Liberal Arts. It is just as acceptable to major in fields such as Criminology, Environmental Studies, Organizational Leadership, Health Sciences, Psychology, or Women, Gender and Sexuality Studies.

During their time at Cottey, students should take demanding courses that develop vital skills and provide critical background knowledge. While the ABA does not recommend any specific group of courses prior to law school, it does seek students who are equipped with the following core skills and knowledge:

Core Skills

- writing, revising, and responding to constructive criticism
- reading comprehension, especially of lengthy, challenging texts (e.g., anthropology, economics, gender, history, literature, philosophy, political science)
- library research and the analysis and synthesis of findings in substantial written projects
- public speaking and careful listening
- problem-solving, including the critical examination of current events and ethical issues that help students clarify their beliefs and help them tolerate differences of opinion and criticism
- organization and management of large amounts of information from varied sources (e.g., capstone project)

Knowledge

- history of the U.S. as well as other countries and regions
- political thought and government, particularly that of the U.S.
- basic math and finance
- human behavior and social interaction
- diverse cultures, global issues, and international institutions

The ABA encourages students to gain exposure to the legal profession through internships and shadowing or mentoring opportunities with lawyers. These experiences can help them decide if a career in law is a good fit and might help set them apart from other applicants to law school. In addition, students should consider involvement in activities that demonstrate their concern for others and their ability to collaborate and work as a member of a team, such as involvement in community service or social justice causes.

INDEPENDENT STUDY

Independent Study is available in all disciplines.

298 Independent Study: "{Title Of}"

Under the auspices of a faculty member, a second-year (or higher) student with a cumulative GPA of 3.0 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. Curriculum Committee approval required. No more than three hours of Independent Study counts toward graduation, nor may more than one such course be taken in the same semester. May not be used to meet distribution requirements. **1-3 credits**

EXCURSIONS

Excursions are available in all disciplines.

111/211/311/411 Excursions (y)

Excursions enable students to experience and understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. Topics vary, and may include Willa Cather's Prairie (Red Cloud, NE), Mark Twain in Hannibal (Hannibal, MO), The World War I Museum (Kansas City, MO), The Nelson Atkins Museum of Art (Kansas City, MO), Walden Woods (Lincoln, MA), and Sophia Smith Collection (Northampton, MA). **1-2 credits**

INTERNSHIP

Internships are available in all disciplines.

199/299/399/499 Internship

An internship is a supervised work/learning experience that is related to a student's major or area of career interest. It is supervised by a faculty member and an internship site supervisor and offers course credit. Associate degree students may earn four hours of credit, and bachelor's students will be allowed to earn 12 credits during their college experience. To be eligible to participate, a student must have first-year, second-semester or second-year (or higher) standing by the beginning of the internship and have a 2.00 cumulative GPA or higher. **1-3 credits; Pass/Fail**

LEARNING THROUGH SERVICE

IDS 192 Learning Through Service

Experiential learning designed to develop or increase understanding between students and the communities to which they provide service. Service may take a variety of forms, including, but not limited to, community service, non-profit or volunteer work, cultural exchange, and project support or management. **1 credit**

NON CREDIT (NC)

NC 001 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**

RESEARCH OPPORTUNITIES

This course can be used by any faculty member to develop an experiential learning opportunity for students designed as a collaboration between a faculty member and one or more students.

IDS 190 Opportunities in Undergraduate Research (fs)

Prerequisites: Completion of 12 hours with a cumulative GPA of 2.5 or higher (enrolled in the second semester of the first year of study or beyond)

In collaboration with a faculty member, a student may receive academic credit for participation in an undergraduate research project in the faculty member's field of interest. May be repeated for a total of 3 credits. **1 credit per semester**

CONSORTIUM CLASSES

Cottey College participates in the Acadeum consortium of schools. Acadeum classes are available to Cottey students on an 'as needed' basis with the approval of the student's advisor and the vice president for academic affairs. The classes are not available to students receiving Veterans Administration (VA) benefits.

SPECIAL TOPICS

A **19x/29x/39x/49x 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. **1-3 credits**

STUDY ABROAD PARTNERSHIPS

Study Abroad Organizations:

Programs and internships in many countries and many academic disciplines.

International Studies Abroad (ISA) : <https://www.studiesabroad.com/>

University Studies Abroad Consortium (USAC): <https://usac.edu/>

CAPA: The Global Education Network: <https://www.capa.org/>

Direct Enroll/Exchange Institutions:

York St. John University (YSJ): www.yorks.ac.uk in York, England. Cottey students are able to study abroad through a partnership with YSJ paying fees and accommodation to YSJ.

The Hang Seng University of Hong Kong: <https://www.hsu.edu.hk/en/> Cottey students are able to study abroad at HSUHK for a semester, paying Cottey tuition.

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 the commitment of many alumnae, P.E.O. members, foundations and friends to Cottey College and their confidence in its future. Cottey gratefully acknowledges the generosity of its many supporters.

ACADEMIC PROGRAMS AND EQUIPMENT NEEDS

Brenda J. Atchison Music Fund, established in 2021 by the California State Chapter of the P.E.O. Sisterhood, family, and friends of Brenda J. Atchison in honor of her years of dedication and service to California State Chapter and the Executive Board of International Chapter of the P.E.O. Sisterhood. The earnings will be used to support the needs of the music department at Cottey College.

Clark Institute for Women in Business, established in 2020 through a gift from the estate of Linda Marie Clark, will build on the solid foundation of Cottey's existing programs to provide students with immersive experiences and specialized skills in business and finance that will take them to the top of their fields. By developing their critical thinking and analytical skills as students, graduates will exhibit the discipline knowledge that will set them on a course to be leaders, learners, and citizens in a manner that is of service to the global community.

Fields of Dreams Fund, established in 2007 by Kentucky State Chapter to honor Ann Haught Fields for her years of service to Kentucky State Chapter and the Executive Board of International Chapter of the P.E.O. Sisterhood. The earnings will be used for the writing center to provide additional instruction and assistance for students attending Cottey College to enhance their writing skills.

Rosemary Fowler Science Equipment Fund, established in 2008 by the many friends, family, colleagues, and former students of Dr. Rosemary Fowler, professor of chemistry at Cottey for 31 years. The earnings are used to purchase science equipment.

Jeanne June Music Program Fund, established in 2021 by Debbie Dawson and Linda Bedell. The earnings will be used to support the music program at Cottey College.

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

Harvey and Christine Nelson Music Fund, established in 2015 through the estate of Harvey and Christine Nelson, member of Chapter B, Arizona. The earnings are used to provide maintenance of acoustic pianos, organs, and harpsichords at Cottey College.

Ann Brierly Platt Theatre Arts Fund, established in 2018 by Ann Brierly Platt, Chapter BC, South Dakota, a 66-year member of P.E.O. The fund is in memory of her mother Freda S. Brierly, Chapter HS, Iowa; and her father Laurence I. Brierly, an actor on the 1924 Chautauqua Circuit. Earnings are used to promote and enhance the courses, programs, and activities of the Cottey College theatre department beyond what budgeted funds provide.

Jane Ann Runquist Chemistry Fund, established in 2021 by Jane Ann member of P.E.O. Chapter DM, Minnesota. Earnings from the fund are designated for the chemistry department.

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.

June P. Ericson Tonigan Memorial Fund, established in 2007 by her many friends, husband, and children. The earnings from this fund are used to enrich the international educational experience for Cottey students.

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 LECTURE FUNDS

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.

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.

Alice Donaldson Fund for the Distinguished Speakers Series, established in 2015 through the estate of Alice Donaldson, a member of Chapter HF, Missouri. The earnings are used to support the Distinguished Speaker Series.

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. Every three years, 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.

Shirley and Burt Zeiler Speaker Series Endowment for Women's Leadership and Social Responsibility, established in 2012 by their sons, James D. Zeiler and Dr. Steven B. Zeiler. The earnings are used to bring guest lecturers to the Cottey College campus.

ENDOWED CULTURAL FUNDS

Marty Bilek Cultural Fund, established in 2014 by Marty Bilek, member of Chapter EF, Texas. The earnings are used to provide cultural events at Cottey 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.

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

James Mason Hart and Rama Faye Hart Cultural Fund, established in 2018 by Rama Faye Hart, Class of 1962. The earnings are used to bring performance events and visual art exhibits to Cottey College for the benefit of the College and the Nevada community.

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 theatre, 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 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.

Jeanette and Joseph Head Chair in Business, established in 2014 by a bequest of Joseph and Ellen Head.

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.

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.

UNRESTRICTED ENDOWMENTS

The earnings from the following unrestricted endowments are used to support the general operations of the College.

Anniversary Fund, the College's first unrestricted endowment established in 1984 to celebrate 50 years of ownership by the P.E.O. Sisterhood and the 100th Anniversary of the founding of Cottey College.

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.

John K. and Rebecca W. Baird Fund, established in 2015 through the estate of John K. and Rebecca W. Baird.

Luella F. Bushey Endowment, established in 2015 by Scott Bushey. The gift was given in memory of his mother Luella, a member of Chapter F, Florida; and in honor of his sister Ellyn S. Drummond of Chapter CY, Florida; and his niece Deborah L. Smith of Chapter CA, Ohio.

Claribel Cully Endowment, established in 2014 through the estate of Claribel Cully.

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.

John A. & Clover E. Downs Fund, established in 2007 with funds bequeathed to the College by Clover E. Downs.

Lucy G. Balthrope and Grace Hortense Greenley Fund, established in 2016 through the estate of Grace Hortense Greenley.

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.

Nina Thompson Hughes Memorial Fund, established in 2015 through the estate of Nina Thompson Hughes.

William and Nancy Harvey Mendenhall Fund, established in 1999 by William and Nancy Harvey Mendenhall, Class of 1944.

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.

Ruth L. Roush Fund, established in 2015 through the estate of Ruth L. Roush, a member of AV, Pennsylvania.

Tri-Generation Endowment, established in 2006 by Elizabeth Andrews Leland. This fund is in memory of her mother Abby Lauzer Andrews and in honor of her daughter, Suzanne Elizabeth Leland-Lym, representing three generations of membership in P.E.O.

Dorothy Dyer Vanek Fund, established in 2020 through the estate of Dorothy Dyer Vanek. Dorothy was a member of Chapter EE, Arizona.

C.O. and Lou Ollie Waters Fund, established in 2001 through the estate of C.O. Waters. The Charles and Thelma Whiteford Fund, was established in 2000 by Thelma Whiteford, a 70-year member of the P.E.O. Sisterhood and member of Chapter DW, in Nevada, Missouri.

ENDOWED FACULTY DEVELOPMENT FUNDS

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.

Clover Faculty Development Fund, established in 2006 by friends and Dr. Haworth Clover in tribute to his wife, Carol Ann Anderson Clover, a 1958 graduate of Cottey College, and to his daughter, Catherine Alette Clover, a 1992 graduate of Cottey College, and both members of Chapter CX, California. The earnings are used to enhance pedagogy by providing training to the faculty on emerging teaching techniques and technologies.

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.

Donald H. Cunningham Faculty Development Fund, established in 2012 by his wife Pat Cunningham and colleague Cathryn Pridal, Ph.D., Cottey vice president for academic affairs, to recognize Don's service as a member of the Cottey College Board of Trustees. The earnings are used to provide funding for original research or work that may lead to publication or public presentation.

ENDOWED LEADERSHIP FUNDS

Anderson Leadership Fund, established in 2007 by Dr. William M. Anderson and Mrs. Anna M. Anderson, to commemorate their 30th wedding anniversary and to honor Anna's service on the Michigan State Chapter board and the Cottey College Board of Trustees. The earnings from the fund are used to provide leadership opportunities for students at Cottey College.

Barbara Andes Leadership Endowment, established in 2009 by Dr. Jerry P. Andes, California State Chapter, and friends in honor of Barbara's many years of service to the P.E.O. Sisterhood and leadership on the boards of California State Chapter, Program for Continuing Education, and the International Chapter of the P.E.O. Sisterhood. The earnings can be used to fund any activity or need associated with leadership, including, but not limited to, programs, speakers, travel, scholarships, and equipment.

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.

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.

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.

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.

Gladys Lee Wells Leadership Fund, established in 2016 through the estate of Anna L. Campbell, a member of Chapter FJ, Oregon. The fund is to honor Anna's mother, a former Cottey faculty member. The earnings from this fund are used for the general programs and operations of the Center for Women's Leadership.

OTHER ENDOWMENTS

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.

BIL Cottey Endowment Fund, established in 2007 by BILs who desire to add additional financial support to Cottey College. The earnings are available to the President of Cottey for unexpected opportunities, challenges, and short term projects for which there are no budgeted funds available.

Burgess International Student Emergency Fund, established in 2018 by Janice V. Burgess, past state president of Washington and member of Chapter JL, Washington. The earnings are used to assist international students with emergency expenses.

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.

Chapel Organ Endowment, established in 2021 by Cottey College alumnae. The earnings will be used to support the maintenance and repair of the organ.

Class of 1960 Excellence in Education Award, established in 2010 by members of the Class of 1960 in celebration of their 50-year reunion. The earnings are used to award faculty for outstanding pedagogy.

Class of 1970 Fund, established in 2012 by the Class of 1970 to commemorate its 40th reunion. The fund is intended to advance students in developing their roles in contributing to a socially responsible society. The annual earnings are used to fund: (1) the costs of a student to attend a conference in her field of study, with preference given to a student who has demonstrated leadership by being invited to present at the conference, and (2) the costs of a student or students to participate in a service-learning or leadership trip.

Cottey Campus Visit Fund, established in 2021 by the Cottey College Alumnae Association. The earnings of the fund are to be used to provide assistance to prospective students to fund their visits to the Cottey College campus.

Hansen International Student Emergency Fund, established in 2008 by Janet M. Hansen, a member of Chapter DW, Wisconsin. The earnings are used to assist international students with emergency expenses.

Miriam Kindred Internship Fund, established in 2010 by Miriam Kindred. Miriam is a 1951 graduate of Cottey and a member of Chapter EI, Texas. The earnings are used to provide internship opportunities to Cottey College students.

LaCaff Family Endowment, established in 2017 through the estate of Robert and Lee LaCaff, a member of Chapter EE, Texas. This fund is in memory of the LaCaff family: Theodore LaCaff (Nevada contractor and banker), Leola Requa LaCaff (Cottey College Class of 1903), Dr. Leola Maurine LaCaff (Cottey College Class of 1924), and LTC and Mrs. Robert F. LaCaff (Lee Bortner LaCaff, P.E.O.). The earnings are used to maintain the physical campus of Cottey College.

Gean F. Lipson Disabilities Fund, established in 2011 through the Gean F. Lipson Estate. The income is used to aid the College in its efforts for handicapped accessibility. If no improvements to the campus are needed, the fund may be used to provide scholarships to handicapped students attending Cottey College.

Lockrem Friendship Fund, established in 2015 by Jane and Peter Lockrem. Jane is a member of Chapter IN, California. The earnings are used to support emergency needs of Cottey students.

Madelon Gail Lucky Community Service Fund, established in 2017 by Mrs. Lucky, a member of Chapter EU, Arizona. The earnings are used to support community service projects of the College that promote women's leadership, social responsibility, and global awareness.

Women in STEM Research Fund, established in 2020 through an anonymous estate gift, in support of the efforts of the College to expand research opportunities for students in its science programs. The earnings will be used to support the costs associated with this research including, but not limited to, equipment, supplies, and stipends for faculty.

ENDOWED LIBRARY FUNDS

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.

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

Sandra J. Norton Andre Library Fund, established in 2015 by LaRue H. Andre in memory of his wife. Sandra was a member of Chapter BE, Iowa. The earnings are used for library acquisitions.

Ruby R. Burton Library Fund, established in 2012 by Judy A. Elkins, of Chapter AE, Nevada, in honor of her aunt. The earnings are used for library acquisitions.

Doris G. Butler Library Fund, established in 2010 through the Doris G. Butler Estate. Doris was a member of Chapter BL, Washington. The earnings are used for library acquisitions.

Ann Colson Cassell Library Fund, established in 2011 through a bequest by Thelma Stanley, a member of Chapter AP, Missouri, in honor of her niece, Ann Colson Cassell, a member of Chapter AF, Georgia. The earnings are used by the library in any way that best serves the students attending Cottey College.

Class of 1946 Library Fund, established in 1995 by the Cottey alumnae to commemorate their 50th reunion. The income is used for library acquisitions.

Class of 1964 Library Fund, established in 2010 by the Cottey alumnae to commemorate their 50th reunion. The income is used for library acquisitions.

Class of 1965 Library Fund, established in 2012 by the Class of 1965 to commemorate their 50th reunion. The income is used for library acquisitions.

Class of 1966 Library Fund, established in 2014 by the Cottey alumnae to commemorate their 45th reunion. The income is used for library technology enhancements.

Ebersole Library Fund, established in 2005 by Dorothy Ebersole Gould, a member of Chapter EH, Washington, in tribute to her mother, Blanche B. Ebersole, of Chapter C, Massachusetts. The earnings are used to purchase books for the library.

Wilma Stockton Fisher Library Fund, established in 2014 by Frank Fisher in memory of his wife, a member of the Class of 1944. The earnings are 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 for library acquisitions with preference 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.

Miriam Kindred Library Fund, established in 2010 through the Margaret Beckner Charitable Remainder Unitrust. Miriam is a 1951 Cottey graduate and a member of Chapter EI, Texas. 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.

Mary P. Lowe Library Fund, established in 2009 by Raymond and Roberta McFarland in memory of her mother, Mary P. Lowe, a member of Chapter EK, Arizona. The earnings are used for library acquisitions.

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.

Mildred Myers Library Fund, established in 2009 by Chapter GX, California, with funds bequeathed to the chapter by Mildred Myers. The earnings are used for library acquisitions.

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 for library acquisitions.

Ploetz Library Fund, established in 2011 by Ann Ploetz, Class of 1974, and her sister Susan Ploetz, Class of 1961, in memory of Walter Ploetz. Ann is a member of Chapter FA, Texas, and Susan is a member of Chapter AW, Wisconsin. The income is used for library acquisitions.

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.

Mary Smith Showalter Library Fund, established in 2012 by her children Lynn Fravel, Susan Hayden, and Stuart Showalter. Mary was a 65-year member of P.E.O. with membership in both Chapter K, Indiana, and Chapter BD, Florida. The income is used for library acquisitions.

Jo Ann Croley Wayne Library Fund, established in 2006 by Jo Ann Wayne, a 1957 graduate of Cottey College and member of Chapter RO, California. The earnings are used for library acquisitions.

Ruth Hedges Whitaker Library Fund, established in 2004 in her memory by her daughter, Kathleen Boersma. Ruth was a member of the Cottey Class of 1938. The earnings are used for library acquisitions.

Frances Engle Wilson Library Fund, established in 2012 by Frances Engle Wilson, of Chapter DX, Oklahoma. The earnings are used for library acquisitions.

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. Over ninety-five percent possess the doctorate or terminal degree within their field. Dates indicate the year of appointment to the faculty or staff.

Kristina Adams, Assistant Professor and Coordinator of Education. B.S.Ed., M.Ed., Ph.D., University of Oklahoma. (2018)

Tara Booth, Assistant Professor of Art. B.F.A., Michigan State University; M.F.A., University of Delaware. (2018)

Carmen Bourbon, Professor of Spanish. B.A., University of Puerto Rico; M.A., Inter American University of Puerto Rico; Ph.D., University of Nebraska at Lincoln. (2007)

Jo Byrnes, Professor of Dance. B.S., Kansas State University; M.F.A., Texas Woman's University. (2008)

Peter Carver, Assistant Professor of Speech and Theatre. B.A., Stetson University, Florida; M.A., Texas Woman's University; M.F.A., University of New Orleans, Louisiana. (2021)

Laura D. Chaney, Professor of Theatre. B.S., Texas Woman's University; M.F.A., Tulane University, Louisiana. (2014)

Sandra L. Chaney, Professor of History. B.A., University of Montana; M.A., Ph.D., University of North Carolina at Chapel Hill. (2017)

Paula Chelminska, Associate Professor of International Business. Jeannette and Joseph Head Professor of Business. B.S., M.B.A., Arkansas State University. (2012)

Carol Clyde Gallagher, Associate Professor of Organizational Leadership. B.S., Radford University, Virginia; M.A., Southern Methodist University, Texas; M.Ed., The College of William and Mary, Virginia; Ed.D., Florida Atlantic University. (2014)

Wei Cui, Associate Professor of Mathematics. B.S., M.S., Guizhou University, China; M.A., Ph.D., The University of Alabama at Tuscaloosa. (2016)

Abby Daleki, Assistant Professor of Art. B.F.A., M.A. Minnesota State University; M.F.A., University of Delaware. (2021)

Jorge Diones, Associate Professor of Mathematics. B.S., Licentiate in Mathematics, Pontifical Catholic University of Peru; Ph.D., Oklahoma State University. (2012)

Ganga Fernando, Professor of Chemistry. Iva Corpstein Professor of Science. B.S., University of Sri Jeyawardenepura, Sri Lanka; Ph.D., Southern Illinois University at Carbondale. (2008)

Angela Firkus, Professor of History. Claire (Clara) Dooner Phillips Professor of Social Science. B.A., M.A., University of Wisconsin at Eau Claire; Ph.D., Purdue University, Indiana. (1999)

Manjira Ghosh Kumar, Assistant Professor of Biology and Chemistry. B.S., University of Calcutta, India; M.S., Kalyani University, India; Ph.D., The Catholic University of America. (2019)

Amanda L. Gilchrist, Associate Professor of Psychology. B.S., Florida State University; M.A., Ph.D., University of Missouri at Columbia. (2013)

Angela Glosser, Assistant Professor of Criminology. B.A., Buena Vista University at Ottumwa, Iowa; M.C.J., Boston University; Ph.D., Iowa State University. (2019)

Jonathan Green, Assistant Professor of English. B.A., M.A., Ph.D., University of Arkansas. (2019)

Peter Hyland, Associate Professor of Physics and Astronomy. B.S., Case Western Reserve University, Ohio; M.A., Ph.D., University of Wisconsin at Madison. (2014)

Selena Kohel, Professor of Psychology. B.A., University of Wisconsin at Madison; M.A., New York University; Ph.D., University of Wisconsin at Madison. (2011)

Nancy R. Kohn, Assistant Professor of Biology. B.S., Albright College, Pennsylvania; M.S., St. Louis University, Missouri; Ph.D., The University of Louisiana at Lafayette. (2018)

Tracy Lanser, Assistant Professor of Education. B.S.Ed., Central Methodist University, Missouri; M.S.Ed., Ed.D., Southwest Baptist University, Missouri. (2020)

Jackie Lordo, Associate Professor of Music. B.Mus., Tennessee Technological University; M.Mus., University of Texas at Austin; Ph.D., University of Missouri at Columbia. (2016)

Gary Lunkenheimer, Professor of Business and Economics. Sherlock Hibbs Professor of Economics. B.G.S., Wichita State University, Kansas; M.B.A., Emporia State University, Kansas; Ph.D., University of Missouri at Columbia. (2005)

Rupalben Mangukiya, Assistant Professor of Environmental Studies. B.S., M.S., Sardar Patel University, India; Ph.D., George Mason University, Virginia. (2021)

Mary Mba, Associate Professor of French and Francophone. B.A., Abia State University, Nigeria; M.A., Kansas State University; Ph.D., University of Kansas. (2016)

Tammy Ogren, Assistant Professor of Business-Management. B.A., University of Northwestern Ohio; B.A., M.B.A., Mid-America Nazarene University, Kansas; Ph.D., Northcentral University, Arizona. (2017)

Kathryn Pivak, Professor of English. Hattie B. Touhy Associate Professor of English. B.A., Notre Dame College of Ohio; M.A., Kent State University, Ohio; Ph.D., Duquesne University, Pennsylvania. (2006)

Sarah Polo, Assistant Professor of English. B.S., Missouri Western State University; M.A., University of Missouri at Kansas City; Ph.D., University of Kansas. (2019)

Karen Polon, Professor of Physical Education. B.S., M.A., Kent State University, Ohio. (1993)

Sarah L. Quick, Associate Professor of Anthropology. B.A., University of South Carolina; M.A., University of Missouri at Columbia; Ph.D., Indiana University at Bloomington. (2013)

Brenda Ross, Professor of Chemistry. Eloise M. Cost Professor of Science. B.S., University of Nebraska at Lincoln; Ph.D., Yale University, Connecticut. (1996)

John Ross, Assistant Professor of Music. B.Mus, M.Mus, West Virginia University; D.M., Florida State University. (2019)

Kevin Rouintree, Professor of Philosophy. Virginia Alice Cottey Stockard Professor of Religion and Ethics. B.A., Anderson University, Indiana; M.A., University of Nebraska at Lincoln; Ph.D., University of Texas at Austin. (2001)

Oindrila Roy, Associate Professor of International Relations. B.A., Presidency College, India; M.A., Jadavapur University, India; M.A., Ph.D., Kent State University, Ohio. (2015)

Goutam Sarker, Assistant Professor of Biology. B.S., M.S., Jahangirnagar University, Bangladesh; Ph.D., The University of Texas at Arlington. (2021)

Pooja Saxena, Assistant Professor of Education. M.S., Chhatrapati Shahu Ji Maharaj University, India; Ph.D., Indiana University. (2021)

Theresa Spencer, Professor of Music. Gene Wild-Missouri Professor of Fine Arts. B.A., Tift College, Georgia; M.A., M.F.A., University of Iowa. (1986)

Trisha Stubblefield, Professor of English. Harmon Professor of English. B.M., B.A., Converse College, South Carolina; M.A., Ph.D., University of South Carolina. (2001)

Julie Tietz, Professor of Psychology. B.A., Rice University, Texas; M.A., Ph.D., Texas Tech University. (2001)

Elizabeth Verklan, Assistant Professor of Women, Gender, and Sexuality Studies. B.A., University of Illinois at Urbana-Champaign; M.A., Ph.D., University of Arizona. (2017)

Kanji Watanabe, Professor of International Relations and Political Science. B.A., Osaka Kyoiku University, Japan; M.A., Humboldt State University, California; Ph.D., Northern Arizona University. (2008)

COTTEY COLLEGE EMERITI

Rusalynd Andrews, Professor Emerita of Speech and Theatre. Ph.D., Southern Illinois University at Carbondale. (1997-2020)

Anne Bunton, Professor Emerita of Economics and Business. Ph.D., University of Missouri at Columbia. (1979-2005)

Theresa Burger, Professor Emerita of Physical Education. M.S., City University of New York Queens College. (1997-2022)

Catherine E. Campbell, Professor Emerita of French. Ph.D., University of Missouri at Columbia. (1982-2012)

Michael Denison, Professor Emeritus of Theatre and Speech. M.A., Bowling Green State University, Ohio. (2000-2014)

Michael J. Emery, Professor Emeritus of English, Ph.D., State University of New York at Binghamton. (1989-2018)

Alfred Fenske, Professor Emeritus of Drama and Speech. M.F.A., Goodman Theatre School of Drama, Art Institute of Chicago, Illinois. (1970-1999)

Rosemary Fowler, Professor Emerita of Chemistry. Ph.D., Texas Woman's University. (1977-2008)

Mary S. Haggans, Vice President Emerita for Administration and Finance. M.B.A., University of Missouri at Columbia. (1982-2013)

Robert L. Jones, Professor Emeritus of Biology. Ph.D., Indiana University. (1991-2018)

Dyke Kiel, Professor Emeritus of Music. Ph.D., University of North Texas. (1981-2013)

Rebecca Kiel, Librarian Emerita. M.L.S., North Texas State University. (1984-2013)

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)

Mary McNerney, Professor Emerita of Education. M.S.Ed., Northern Illinois University. (1980-2014)

Ernestine Norton, Professor Emerita of English. M.A., Vanderbilt University, Tennessee. (1964-1990)

Sinan Ozkal, Professor Emeritus of Physics and Astronomy. Ph.D., University of Missouri at Rolla. (1980-2013)

Mark Pearson, Professor Emeritus of Foreign Languages and Film Studies. Ph.D., University of Kansas. (1991-2015)

Don Perkins, Professor Emeritus of English. Ph.D., University of Wisconsin at Milwaukee. (1993-2010)

Chris L. Peterson, Professor Emeritus of Biology. Ph.D., University of Missouri at Columbia. (1991-2018)

Mari Anne Phillips, Vice President Emerita for Student Life. Ed.D., University of Missouri at Columbia; Licensed Psychologist; L.C.S.W. (1989)

Judy R. Rogers, President Emerita. Ph.D., University of North Carolina at Chapel Hill. (2004-2015)

Leroy Sikes, Associate Professor Emeritus of Mathematics. M.A., University of Arkansas. (1985-2012)

Kathryn Taylor, Associate Professor Emerita of Computer Science. M.S., Southern Illinois University at Carbondale. (1999-2022)

Helen R. Washburn, President Emerita. Ph.D., University of Oregon. (1986-2004)

Jann R. Weitzel, President Emerita; Professor of Education. Ph.D., The University of Iowa. (2015-2022)

THE ADMINISTRATION

PRESIDENT OF THE COLLEGE

Stefanie D. Niles, President. B.A., University of Virginia; M.S., Indiana University; Ed.D., University of Pennsylvania. (2022)

Catherine Moss, Director of the President's Office and Secretary to the Board. B.A., M.P.A., Eastern Washington University; Ed.D., Walden University, Minnesota. (2022)

Becky Penn, Assistant to the President's Office. A.D., Fort Scott Community College, Kansas. (1996)

McGee Stoller, Director of Human Resources. B.S., Missouri Southern State University. (2021)

ACADEMIC AFFAIRS

Joann Bangs, Vice President for Academic Affairs and Dean of the Faculty; Professor of Economics. B.S. University of Wisconsin at Madison; M.A., Ph.D., University of Minnesota-Twin Cities. (2018)

Jill Compton, Assistant Vice President for Academic Affairs. B.A., Maryville University, Missouri; Ph.D., University of Tennessee at Knoxville. (2017)

Andrew Adams, Library Assistant for Public Services. (2020)

Jamie Bloomfield, Administrative Assistant to the Serenbetz Institute. A.A.S., Fort Scott Community College. (2017)

Trudy Burr, Library Assistant for Acquisitions. (2020)

Brian Davis, Library Assistant for Public Services. A.S., Fort Scott Community College, Kansas. (2021)

Adam Dean, Director of Academic Computing. (1997)

Heather English, Disability Support Services and Student Success Coordinator. A.A., Cottey College; B.A., American University of Paris, France; M.A., Chapman University, California. (2021)

Arlene Good, Assistant Registrar. (1992)

Denise Hedges, Director of Leadership Development. B.S., Manchester University, Indiana; M.S.L., Stephens College, Missouri. (2007)

Tatiana Jones, Library Technician/Cataloger. M.S., Volgograd Institute of Civil Engineering, Russia. (2008)

Deana Kerbs, Assistant to the Vice President for Academic Affairs. (1981)

Fakeha Khokhar, Instructional Technology Specialist. B.S., University of the Punjab, Pakistan; M.S., University of Houston, Texas. (2021)

Amber Overton, Library Assistant and Student Employee Coordinator. Medical Office Assistant Certificate, Vatterott College, Missouri. (2017)

Annette Roberts, Director of Institutional Research, Assessment, and Accreditation. B.S., M.S., University of Memphis, Tennessee; Ed.D., Nova Southeastern University, Florida. (2022)

Kimberly Severance, Director of Career Services. B.S., Missouri Southern State University; M.Ed., Antioch University, New Hampshire. (2022)

Bill Stanfill, Registrar. B.S., University of Kentucky; M.A., Webster University, Missouri. (2018)

Courtney Trautweiler, Library Director. B.A., Texas A&M University; M.L.I.S., University of Central Missouri. (2015)

ATHLETIC DEPARTMENT

Maryann Mitts, Athletic Director and Head Basketball Coach. B.A., Rockhurst University, Missouri; M.A., University of Missouri-Kansas City; M.A., Loyola University, Louisiana; Ph.D., University of Arkansas. (2021)

Evan Belk, Assistant Basketball Coach, Assistant Sports Information Director, and Athletics Operations Manager. B.A., Ozark Christian College, Missouri; B.S.E., Missouri Southern State University. (2021)

Marla Kannady Foreman, Head Volleyball Coach/Administrative Assistant for Basketball and Softball. B.S.E., Missouri Southern State University. (2000)

Alicia Freeman, Head Flag Football Coach/Compliance and Eligibility Coordinator. B.S., M.B.A., University of Phoenix, California. (2022)

Dominic Habjan, Head Esports Coach. B.S., University of Missouri; M.P.A., University of Wisconsin at Madison. (2019)

Victoria Rose Howell, Head Cross-Country/Track and Field Coach. B.S., Nova Southeastern University, Florida; M.S., University of La Verne, California. (2020)

Ashleigh Miller, Assistant Volleyball Coach. A.A., A.S., Cottey College; B.S., Missouri State University. (2017)

Jamie Taylor, Head Softball Coach/Head Sports Information Director. B.S., St. Thomas University, Florida; J.D., University of Missouri-Kansas City School of Law. (2022)

Gracie Travis, Head Athletic Trainer. B.A., Capital University, Ohio; M.A., Missouri State University. (2020)

Kimberly Severance, Head Golf Coach. B.S., Missouri Southern State University; M.Ed., Antioch University, New Hampshire. (2022)

BUSINESS OFFICE

Kimberly Marshall, Vice President for Finance and Administration. B.S., M.P.A., Arkansas State University. (2022)

Connie Allen, Physical Plant Office Manager. A.A., Cottey College. (1982)

Brett Dawn, Manager of Campus Safety, Security, and Clery. B.S., Central Christian College, Kansas; M.A., Liberty University, Virginia. (2022)

Allison Fast, Administrative Computing Support Specialist. B.S., Missouri Southern State University. (2018)

Todd Hefner, Director of Physical Plant. B.A., Sam Houston State University, Texas; M.S Ed., Eastern Illinois University. (2020)

Justin Mays, Assistant Director of Administrative Computing Services. B.S., Missouri Southern State University. (2001)

Becky McConnaughey, Accounts Receivable Manager and Student Accounts. (2022)

Jeannie Nikodim, Controller. B.S., B.A., Missouri Southern State University; M.Acc., Missouri State University. (2021)

Allison Shinkle, Accountant. A.S., Fort Scott Community College, Kansas. (2021)

Keith Spencer, Director of Administrative Computing Services. B.B.A., Lamar University, Texas. (1988)

ENROLLMENT MANAGEMENT

David Heringer, Vice President for Enrollment Management. B.S., Rocky Mountain College, Montana; M.S., University of Mary, North Dakota. (2019)

Tiffany Carriker, Enrollment Counselor. B.A., Cottey College. (2021)

Madeline Culbertson, Senior Enrollment Counselor. B.A., William Jewell College, Missouri; M.S. Liberty University, Virginia. (2019)

Elise Dean, Enrollment Counselor. A.A., Cottey College. (2021)

Theresa Lee, Financial Aid Counselor. (1998)

Hannah Masters, Director of Financial Aid. B.S., B.A., International Business; M.B.A., Avila University, Missouri. (2020)

Angela Moore, Director of Enrollment Communications & Research. A.A., Cottey College; B.A., St. Cloud State University, Minnesota; M.Ed., American Intercontinental University, Illinois. (2009).

INSTITUTIONAL ADVANCEMENT

Christi Ellis, (CFRE) Associate Vice President for Institutional Advancement. A.A., Cottey College; B.S., William Woods University, Missouri; M.S., Central Missouri State University. (2008)

Carrie Dreyer, Assistant to the Vice President and Planned Giving. A.A., Cottey College. (1987)

Stephanie Grgurich, Director of Alumnae and P.E.O. Communication. A.A., Cottey College; B.A., Hood College, Maryland. (2011)

Amy Hollenburg, Director of Engagement Activities. A.S., B.A., Missouri Southern State University; M.F.A., University of California, Los Angeles. (2022)

Staci Keys, Director of Gratitude and Stewardship. B.A., Southeastern Louisiana University. (2016)

Rose Mohler, Alumnae and P.E.O. Relations Assistant. (2020)

Caroline Phillips, Director of Advancement Services. (2019)

Adrianne Rogers, Coordinator for Gift Processing and Reporting. B.A., Ashford University, California. (2019)

Megan Watson, Advancement Data Specialist. B.S., Texas A&M University-Commerce. (2017)

MARKETING AND COMMUNICATION

Randon Coffey, Director of Marketing. B.S.B.A., M.S.M., Missouri Southern State University. (2020)

Tim Bradshaw, Videographer-Photographer. (2022)

Taylor Hough, Graphic Designer. B.F.A., Art Institute of Dallas, Texas. (2021)

Bradley Love, Associate Director of Marketing. B.A., University of Texas-Austin; M.A., Emerson College, Massachusetts. (2020)

STUDENT LIFE

Landon Adams, Vice President for Student Life. B.S., Missouri Southern State University; M.B.A., Adams State University, Colorado; Ed.D., Lindenwood University, Missouri. (2019)

Robin Conner, Student Health Office Manager. A.A., Cottey College; B.S., Pittsburg State University, Kansas. (2014)

Dakotah Johnston, Coordinator of Campus Activities and P.E.O. Hall Director. B.A., Ohio Christian University; M.A., Indiana Wesleyan University. (2019)

Kristi L. Korb, Director of Campus Activities. B.S., Northern Michigan University; M.Ed., Temple University, Pennsylvania. (1988)

Chelsea Mendez, Head Chef and Assistant Director of Dining Services. (2016)

April Mosher, Executive Chef and Director of Dining Services. A.A., Crowder College; B.S. Missouri Southern State University. (2018)

Sherry Pennington, Spirit Shop Manager. B.B.A., Pittsburg State University, Kansas. (1998)

Shania Roberts, Robertson Hall Director. B.A., Cottey College. (2021)

Blaklee Sanders, Counselor. A.A., A.S., B.A., Cottey College; M.S.W., University of Kansas; L.C.S.W. (2015)

Jeanna Simpson, Director of Health and Counseling Services. B.S., Central Missouri State University; M.S.W., University of Kansas; L.C.S.W. (2001)

Cindy Spencer, Director of Housing. B.S., Missouri Southern State University; M.S., Pittsburg State University, Kansas. (2019)

Tonya Stacy, Chellie Club Manager. (2020)

Margaret Vincent, Coordinator for Residence Life and Reeves Hall Director. A.A., Cottey College; B.S., Northern Illinois University. (2018)

Shaun West, Assistant to the Vice President for Student Life. B.S., Southwest Missouri State University. (1997)

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Bowling Green, Kentucky (2022-2029)
Sun Valley, Idaho (2019-2023)
Louisville, Kentucky (2021-2025)

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 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 assuming their new positions in September 2020.

Brenda J. Atchison
President

Nevada City, California

Patricia L. Brolin-Ribi
First Vice President

Sun Valley, Idaho

Cathy Moss
Second Vice President

Louisville, Kentucky

Alix Smith
Organizer

Scottsdale, Arizona

Kathryn Ebert
Recording Secretary

Vancouver, Washington

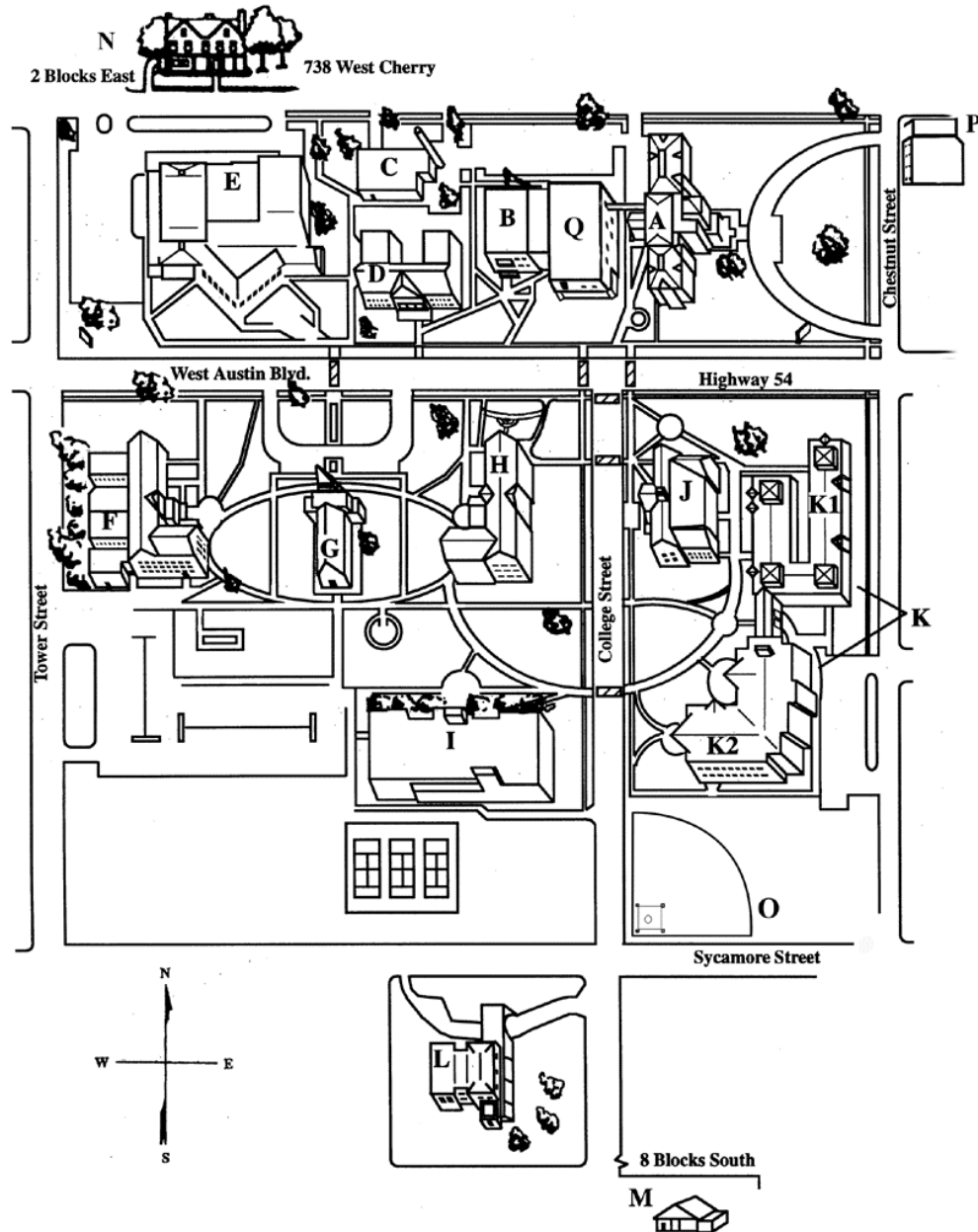
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MAP OF COTTEY CAMPUS



- 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 (Home of Serenbetz Institute)
- M. B.I.L. Lodge
- N. President's House
- O. Vanek Family Memorial Field
- P. Cottey House
- Q. Judy and Glenn Rogers Fine Arts Building