

COTTEY COLLEGE

FOR WOMEN.
BY WOMEN.
ABOUT WOMEN.



2016-2017 Course Catalog

INTRODUCTION

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FUTURE COTTEY STUDENTS

Thank you for your interest in Cottey and becoming a part of the grand tradition of women's colleges.

At Cottey College, our goal is to inspire you to take charge of your own destiny and achieve extraordinary success.

The pages that follow comprise the official academic publication of the College, and contain information about the curriculum, graduation requirements, student services, and the academic rights and responsibilities of our students.

We want you to gain a sense of Cottey's commitment to our students and the unique environment of Cottey College in and out of class.

We see you as you are; current and future leaders in our global society.

Cottey's commitment to our students is simple. We are committed to ensuring your success throughout your Cottey career and after – no matter where life will take you.

The Admission and Financial Aid section of this catalog outlines the steps necessary to become a Cottey Comet, spectacular and rare!

For all that is beyond these pages, email us at admit@cottey.edu, call us at **1-888-5-COTTEY** or **1-888-526-8839**, or visit us online at www.cottey.edu and in-person at 1000 W. Austin Blvd. Nevada, MO 64772.

- Get to know current students
- Cheer on the Comets at a free home game!
- Take a tour
- Sit in on a class
- Meet your prospective professors
- Spend the night in one of our residence halls
- Sample the food

Don't be a stranger. Be a sister!

- Like us on [Facebook.com/CotteyC](https://www.facebook.com/CotteyC)
- Follow us on Twitter and Instagram @CotteyCollege
- Tune in on our You Tube channel, **CotteyEdu**

2016-2017 ACADEMIC CALENDAR

August

19	Friday	Residence Halls Open for New Students Only
20-23	Saturday-Tuesday	Orientation
21	Sunday	Residence Halls Open for Returning Students
22-23	Monday-Tuesday	Advising; Registration
22	Monday	Opening Convocation
24	Wednesday	Classes Begin
31	Wednesday, 5 p.m.	Deadline for Adding Classes

September

6	Tuesday, 5 p.m.	Deadline for Dropping Classes Without Fee and Without Notation of W on Transcript
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Sept/October

30-2	Friday-Sunday	Family Weekend
10	Monday	Mid-Semester Break; No Classes
11-14	Tuesday-Friday	Mid-Semester Exam Week

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; Residence Halls Close

January

7	Saturday, 2 p.m.	Residence Halls Open, Orientation for New Students
9	Monday	Class Changes, Registration for New Students, Classes Begin
16	Monday, 5 p.m.	Deadline for Adding Classes
20	Friday, 5 p.m.	Deadline for Dropping Classes Without Fee and Without Notation of W on Transcript

Feb/March

27-3	Monday-Friday	Mid-Semester Exam Week
4	Saturday, 9 a.m.	Spring Break Begins; Residence Halls Close
18	Saturday, 2 p.m.	Residence Halls Open
20	Monday	Classes Resume

Mar/April

31-2	Friday-Sunday	Founder's Weekend
14	Friday, 5 p.m.	Deadline for Withdrawal from Classes
19	Wednesday	Assessment Day

May

5	Friday	Last Day of Classes
8-11	Monday-Thursday	Final Exam Week
12	Friday, 10 a.m.	Writing Awards Ceremony
12	Friday, 7:30 p.m.	Baccalaureate Service
13	Saturday, 10 a.m.	Honors and Awards Convocation
13	Saturday, 7 p.m.	Capping
14	Sunday, 10 a.m.	Commencement (all students are encouraged to attend)
14	Sunday, 5 p.m.	Residence Halls Close

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.

The Higher Learning Commission

230 S. LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

(800) 621-7440 / (312) 263-0456 or fax: (312) 263-7462

<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/>



CONTACT INFORMATION

COTTEY COLLEGE, 1000 W. Austin, Nevada, MO 64772

Phone: 417-667-8181

SUBJECT	OFFICE	PHONE EXT.
Academic Affairs	Vice President for Academic Affairs	2128
Admission	Vice President for Enrollment Management	2238
Alumnae Affairs	Coordinator of Alumnae Relations	1492
Athletics	Athletic Director	2237
Business Matters	Assistant to the VP for Administration & Finance	2123
Career Planning and Transfer	Career Planning and Transfer Coordinator	2184
Disability Questions	Coordinator of Student Disability Services, Academic Advising, and Student Success Programming	2131
Financial Aid	Director of Financial Aid	2190
General Information	College Receptionist	0
Institutional Advancement	Vice President for Institutional Advancement	2120
International Student Support/ Study Abroad	International Education and International Student Support Coordinator	2132
Library Services	Director of the Library	2153
Payment of Tuition, Fees	Business Office	2124
P.E.O. Inquiries	P.E.O. Relations Manager	2122
Publications, Publicity	Director of Public Information	2140
Student Affairs	Vice President for Student Life	2126
Transcripts, 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 97**.

THE COLLEGE

FROM THE PRESIDENT

I am proud to be the President of a dynamic, nationally known College committed to higher education for women. Founded in 1884, Cottey is unique as the only college owned by a nonsectarian women's organization, the P.E.O. Sisterhood. The founder of Cottey College, Virginia Alice Cottey, presented her College to the P.E.O. Sisterhood in 1927 because the organization shared her commitment to providing education for women. The P.E.O. Sisterhood has built on the vision of the Founder by generously supporting the College through annual dues, gifts, and stewardship of the College.

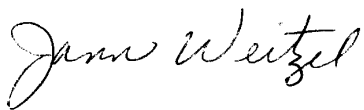
Virginia Alice Cottey wrote in the first catalog: "We have endeavored to make our course of study thoroughly practical and adapted to the needs of young women of the present day." Cottey College continues to meet the educational needs of women in the twenty-first century by maintaining high academic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

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

The academic program is reviewed and revised regularly by the College's faculty to ensure that it meets the needs of our students. Evidence of success in meeting this goal is that Cottey's associate degree graduates continue their education at hundreds of institutions. Our alumnae report that they arrive at transfer institutions of their choice well prepared to face the challenges of completing their degrees. They credit Cottey's strong academic program, frequent interaction with a supportive faculty and staff, and the opportunities and encouragement they had for leadership development as some of the reasons for their success. In addition, Cottey's recent addition of baccalaureate programs demonstrates the College's efforts to grow and change to meet the needs of current students.

I am honored to lead a dynamic institution with a distinguished history, an established reputation for academic excellence, and a commitment to continued growth and accomplishment. The merging of past and present on an historic campus that prepares students for the demands of a technological world, the small and supportive campus community that recognizes and prepares students for 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 am impressed by the learning environment at Cottey College. This is the synergy of Cottey College. I invite you to be a part of this dynamic campus.



Dr. Jann Weitzel



A LEGACY OF EXCELLENCE

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

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

As expressed in the 1907-08 catalog, the founder’s vision was to combine “superior facilities... a thorough, practical, yet liberal education at very reasonable rates... [and] A strong faculty, trained in the best colleges and universities. Virginia Alice Cottey served as president for over 50 years with a steadfast commitment to her vision.

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

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

Virginia Alice Cottey died July 16, 1940, at the age of 92. Her devotion to her ideals encouraged the aspirations of Cottey faculty, students, and alumnae for 56 years. Her dream and its guiding principles would continue to inspire those who would come to Cottey after 1940.

In the years following World War II, the College expanded the physical plant and the student body. In 1949, the College initiated a program to recruit international students. Cottey became known as the “College of World Friendship” in the decade that followed. During the turbulent 1960s and 1970s, some women’s colleges were unable to respond to the increasing academic interests of women and closed or became coeducational, but Cottey College’s commitment to women’s education remained firm and viable. Cottey celebrated its centennial in 1984 with the theme “A Century of Commitment to Women.” The year of celebration reaffirmed the ideals of the founder.

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

The future is bright for Cottey. In 2011, following careful study and research, the College reaffirmed and extended its dedication to providing a rigorous liberal arts and sciences education for women by offering baccalaureate degrees. Accredited by the Higher Learning Commission (HLC), Cottey’s eight bachelor’s degree programs build on the College’s core strengths: an academically challenging curriculum, leadership opportunities for women, an international experience, and a close, energetic campus community. Cottey continues to offer its associate degree programs.

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



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.

STUDENT LEARNING OUTCOMES for COTTEY COLLEGE

A successful Cottey student...

1. Recognizes the Roles of Women

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

2. Enriches Her Knowledge

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

3. Thinks Critically

A Cottey student explores issues before accepting arguments or forming conclusions of her own.

4. Communicates Effectively

A Cottey student uses appropriate means to communicate clearly.

5. Solves Problems

A Cottey student creates solutions, integrating and applying knowledge and skills across areas of study and experience.

6. Respects Diversity

A Cottey student is attentive to cultural contexts, compares and contrasts patterns, and respects differences.

7. Collaborates Successfully

A Cottey student respectfully engages others to foster a supportive environment, and contributes ideas and effort to advance the work of a group.

8. Acts Responsibly

A Cottey student is reflective and acts ethically as a personally and socially responsible member of global, national, and local communities.

COTTEY COLLEGE 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.

ACADEMIC PROGRAMS

A COTTEY EDUCATION

Striving to cultivate the excellence of women as learners, leaders, and citizens, the Cottey curriculum seeks to combine innovation with the best of the liberal arts tradition in higher education.

At Cottey, the liberal arts and sciences continues to be a matter of great excitement and hope. This is because liberal arts education, by its very nature, promotes each student's deepened understanding, reasoning, and competence in fundamental areas of human concern. Committed to greater understanding in the sciences, liberal arts education seeks also for heightened appreciations of human efforts in the humanities and the fine arts. Aiming to be practical in the finest sense, liberal arts education pursues both principles and approaches by which individuals and their communities may better seek to flourish. With these deep and fine concerns, the educational community of Cottey College works continually to align its efforts in the higher education of women.

The college's specific degree programs each aim to prepare students to reach high educational goals. Each of Cottey's four-year baccalaureate programs seeks to combine liberal arts refinements and interdisciplinary studies with the rigors of a well-focused major. Emphasizing leadership, social responsibility, and global awareness, each four-year program aims for the production of graduates of both academic and ethical excellence. With each of Cottey's two-year associate degree options, students may begin to explore, focus, and build up the foundations of their careers in higher education. Students may initiate their studies in their future majors or choose to spend greater time in academic exploration, seeking better to identify their interests and academic strengths.

Living and studying with other young women from across the nation and around the world, Cottey life fields many opportunities for the personal growth of Cottey students. Cottey's leadership development programs, open to all students, carefully combine both theory and practice. Students are helped to develop their leadership outlooks and skills in ways that may greatly enhance not only their future educational and career paths, but their overall ability to contribute to the good of society.

In its commitment to enhancing global awareness, Cottey allows students the opportunity to travel outside the United States. A highlight is a spring break trip to a major cultural center of Europe. Any student with sophomore status (28-56 credits) is eligible to participate. Previous destinations of the Europe trip have included London, Paris, Madrid, Barcelona, Florence, and Rome. These trips are designed to involve low financial costs to the students. The funds that support the European trip are also available to students to assist with alternative trips to such locations as Guatemala, New Zealand, Japan, Thailand, and Peru. The baccalaureate majors in international relations and international business require a junior semester abroad.

The human and physical resources of Cottey College are noteworthy. Trained at excellent institutions, over 90 percent of Cottey's faculty members hold the highest degree in their field. These highly qualified professionals not only possess expertise in their academic areas, they also embrace their roles as teachers and mentors, promoting the intellectual imaginations of their students. Small class sizes foster closer interactions and the better engagement of students in the learning process. Integrating modern technologies into various aspects of its programs, Cottey works to prepare each student for an increasingly complex world.

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

The Institute for Women's Leadership and Social Responsibility, established in the fall of 2010, supports 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 Cottey four-year baccalaureate program 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. Undergraduate Research Grants for students and faculty to pursue research on leadership and its development within their academic disciplines
2. Leadership Immersions, involving academic study or personal enrichment travel concerning women's leadership, social responsibility, or global awareness in students' disciplines
3. Summer Leadership Internships, providing opportunities for students to explore leadership within a community, governmental, political, or non-profit organization
4. A leadership library, with educational resources, assessments, supplies, and technology
5. The hosting of the LUNAFEST film festival, established in 2000 by LUNA, makers of the Whole Nutrition Bar for Women. The festival features short films by women cinematographers, connecting women, their stories and their causes
6. Seminars, speakers, and workshops that promote understanding of issues influencing women's leadership in a changing world
7. The annual Distinguished Speakers' Series, as well as other forums and academic venues promoting dialogue on issues of women's leadership in a global context.
8. Baccalaureate courses in Leadership Studies, with an emphasis on Women's Leadership. These courses contribute also to the Certificate in Organizational Leadership.

DEGREE PROGRAMS

Cottey College offers a number of degree options to match student needs. Cottey Baccalaureate graduates are well prepared to enter the world of work and for advanced study in graduate school or law school. Additionally, there are associate (two-year) degrees available to Cottey students.

BACCALAUREATE DEGREE PROGRAMS

Cottey College offers eight Bachelor Degree Programs:

Bachelor of Arts in Business Administration – Management	(See page 16)
Bachelor of Arts in English	(See page 18)
Bachelor of Arts in Environmental Studies	(See page 20)
Bachelor of Arts in International Business	(See page 22)
Bachelor of Arts in International Relations	(See page 24)
Bachelor of Arts in Liberal Arts	(See page 26)
Bachelor of Arts in Psychology	(See page 28)
Bachelor of Science in Health Sciences	(See page 30)

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 Cottey College. This requires completion of the declaration of major form, signed by the relevant department coordinator, and submitted to the Office of Academic Records.
- (2) Complete the degree requirements that are published in the catalog for either the academic year of the student's first regular enrollment at Cottey College or the academic year in which the student declares her major.
 - (a) This catalog's requirements for the B.A. includes 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. Forty-five hours earned toward graduation must be taken at Cottey.
 - c. The student must be in residence at Cottey 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" on the senior project in the major.
 - iii. Complete both
 - a. the Lower Division General Education Core Requirements and
 - b. the Upper Division Core Requirements
 - (b) This catalog's requirements for the B.S. includes 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. Forty-five hours earned toward graduation must be taken at Cottey.
 - c. The student must be in residence at Cottey 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" on the senior project in the major.
 - iii. Complete the Lower Division General Education Core Requirements.
- (3) Meet all financial obligations.
- (4) If wishing to participate in commencement exercises, the student must submit an "Intent to Graduate" form to the Office of Academic Records no later than the first week of classes in the spring semester preceding the May graduation of their choosing.

NOTE: • Students who complete graduation requirements after participating in a Cottey associate degree graduation ceremony may elect to meet the degree requirements in effect their last year in residence at Cottey.

• A student who fails to complete all the requirements for a Cottey BA or BS degree within eight calendar years of her enrollment as a first-time freshman will be required to meet degree and major requirements in effect one of the four academic years immediately preceding her graduation. The student selects which year within the four-year period that will affect her requirements, but both the major requirements and the general degree requirements must be those in effect for one and the same academic year.

ASSOCIATE DEGREE PROGRAMS

Cottey College offers the following Associate Degrees:

- Associate in Arts (A.A.),** or Associate in Arts with a **Music** emphasis
- Associate in Fine Arts (A.F.A.),** with an emphasis in **Art, Dance,** or **Theatre**
- Associate in Science (A.S.).**

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 eight 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. Each year approximately 95 percent of 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) The associate degrees require the completion of at least 62 credit hours with a cumulative grade point average (GPA) of 2.0 or higher.
 - (b) Twenty-seven credit hours of the 62 required hours for graduation must be earned at Cottey College.
- (2) Meet all financial obligations.
- (3) If wishing to participate in commencement exercises, the student must submit an “Intent to Graduate” form to the Office of Academic Records no later than the first week of classes in the spring semester preceding the May graduation of their choosing.

GENERAL EDUCATION CORE REQUIREMENTS

Core Requirements in liberal arts coursework at Cottey is divided between the following:

- (1) Lower division General Education Core Requirements
This contains fundamental coursework, primarily for first-year and second-year students.
- (2) Upper division General Education Core Requirements
This contains intensive and interdisciplinary coursework, primarily for third-year and fourth-year students.

All Cottey degrees require the fulfillment of the Lower Division General Education Core Requirements. In addition to fulfilling the lower division general education core requirements, all Bachelor of Arts degrees require also the fulfillment of the Upper Division Core Requirements. Science programs that award the Bachelor of Science degree, while requiring lower division general education core requirements, have their own distinctive upper division requirements.

General Education Cottey Core Requirements

Writing

ENG 101 College Writing 1	3 credits
ENG 102 College Writing 2	3 credits

Mathematics

MAT 103 College Algebra or higher	3 credits
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Science & Math Division

Lecture (AST/BIO/CHE/PHY) & Lab	4 credits
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Fine Arts Division

3 credits

Humanities Division

3 credits

Social Science Division

3 credits

Dance or Physical Education Activity (2 separate courses)

2 credits

Technology Intensive

3 credits

Women's Studies

3 credits

Either or both of the Technology Intensive and the Women's Studies requirements may be taken as part of another requirement.

Total Core Requirements Hrs. **24-30 credits**

Upper Division General Education Core Requirements for all Bachelor of Arts Degrees

Writing intensive Upper Level Coursework † 6 credits

Interdisciplinary Upper Level Coursework 6 credits

From selected courses, including Leadership options. No more than one may be from the major.

Foreign language† 6-8 credits

One mathematics course at the level of Statistics or higher † ♦ 3 credits

A second Science course designated AST/BIO/CHE/ENV/PHY, with or without lab† 3-5 credits

†May be taken in the major. Refer to the required courses for each major to determine the specific courses that may count toward both the major and the general education core requirements.

♦ If the major permits, students may substitute PHI 112: Introduction to Logic for Statistics if College Algebra has been taken at the college level and passed with a grade of B or better.

Total Degree Requirements:	Associate Degrees	62 credits
	Baccalaureate Degrees	120 credits

Courses That Fulfill General Education Core Requirements

Course Prefix & #	Course Title	Credit Hours	Course Prefix & #	Course Title	Credit Hours
Writing Requirement					
ENG 101	College Writing 1	3			
ENG 102	College Writing 2	3			
Mathematics					
MAT 103	College Algebra	3	MAT 202	Calculus 2	4
MAT 112	Elementary Statistics	3	MAT 203	Calculus 3	4
MAT 201	Calculus 1	4	MAT 204	Differential Equations	3
Science					
AST 101 & L	Introductory Astronomy & Lab	4	CHE 130 & 131	Intro to Environmental Chem & Lab	4
BIO 101 & L	Introductory Biology & Lab	4	CHE 210 & 211	General Chemistry 1 & Lab	5
BIO 105 & L	General Botany & Lab	4	CHE 212 & 213	General Chemistry 2 & Lab	5
BIO 107 & L	Principles of Biology & Lab	4	CHE 320 & 321	Organic Chemistry 1 & Lab	5
BIO 207 & L	General Zoology & Lab	4	PHY 101 & L	Introductory Physics & Lab	4
BIO 211 & L	Human Anatomy & Physiology 1 & Lab	4	PHY 205	General Physics 1 w/ Lab	4
CHE 110 & 111	Intro to Forensic Chem & Lab	4	PHY 206	General Physics 2 w/ Lab	4
CHE 120 & 121	Introduction to Chemistry & Lab	4			
Fine Arts					
ART 101	Art Appreciation	3	THE 101	Introduction to Theatre	3
ART 201	Survey of Art History 1	3	THE 102	Twentieth Century Theatre	3
ART 202	Survey of Art History 2	3	THE 122	Performance of Literature	3
DAN 107	Dance Appreciation	3	THE 131	Dramatic Literature	3
DAN 201	Introduction to Choreography	3	THE 181	Theatre Production	3
MUS 101	Music Appreciation	3	THE 203	Acting: Character Development	1
MUS 103	Fundamentals of Music	3	THE 221	Costume Construction	3
MUS 111 or 112	Harmony 1 or 2	3	THE 251	Children's Theatre	3
SPE 121	Interpersonal Communication	3	THE 321	Theatrical Costume Design	3
Humanities					
ENG 103	Introduction to Literature	3	FLM 251	International Film	3
ENG 201	English Literature 1	3	FLM 252	American Film	3
ENG 202	English Literature 2	3	FLM/WST 253	Women and Cinema	3
ENG 205	American Literature 1	3	PHI 101	Philosophical Quests	3
ENG 206	American Literature 2	3	PHI 205	Ethics	3
ENG 215	Shakespeare	3	PHI 210	Human Nature & Society	3
ENG/WST 220	American Women Writers	3	REL 105	World Religions 1	3
ENG/WST 222	British Women Writers	3	REL 106	World Religions 2	3
ENG 230	Studies in Ethnic Literature	3	SPA 211	Hispanic Literature	3
ENG 251	Creative Writing	3	SPA 212	Hispanic Culture & Civilization	3
ENG 310	Women in Shakespeare	3	SPA 320	Business Spanish	3
ENG 350	Topics in Pre-1900 Literature	3	SPA/WST 340	Contemporary Latin American/ Spanish Women Writers	3
ENG 370	Major Authors	3			
FLM 101	Introduction to Film Studies	3	WST 105	Introduction to Women's Studies	3
Social Science					
ANT/WST 151	Intro to Cultural Anthropology	3	INB 480	International Management	3
BUS 101	Introduction to Business	3	INR 151	International Relations	3
BUS 320	Principles of Management	3	POL 101	United States Government	3
ECO 201	Prin of Economics 1: Macroeconomics	3	POL 121	Introduction to Political Science	3
ECO 202	Prin of Economics 2: Microeconomics	3	POL 201	Comparative Politics	3
ENV 331	Sustainable Tourism	3	PSY 101	General Psychology	3

Social Science (continued)

HIS 101	Western Civilization to 1500	3	PSY/SOC 232	Social Psychology	3
HIS 102	Western Civilization Since 1500	3	PSY 235	Biopsychology	3
HIS 111	United States History to 1877	3	PSY 240	Cognitive Psychology	3
HIS 112	United States History since 1877	3	PSY 245	Personality Psychology	3
HIS 121	Native American History	3	PSY 248	Sensation and Perception	3
HIS 125	Asian Civilization	3			
HIS 210	World History I	3	SOC 101	Introductory Sociology	3
HIS/WST 211	History of Women in the U.S.	3	SOC/WST 203	Family & Society	3
HIS 252	Medieval Europe	3	SOC/WST 204	Women in Cross-Cultural Perspective	3
HIS 255	Renaissance & Reformation Europe	3			

Dance and Physical Education

DAN 111	Beginning Ballet	1			
DAN 121	Beginning Jazz	1	PHE 132	Toning & Flexibility	1
DAN 131	Beginning Tap	1	PHE 133	Jogging	1
DAN 136	Musical Theatre Dance	1	PHE/ENV 134	Outdoor Skills & Adventure Hiking	1
DAN 145	Improvisation	1	PHE 136	Aerobic Exercise/ Fitness Walking	1
DAN 146	Beginning Modern	1	PHE 138	Weight Training	1
DAN 161	Ballroom Dance	1	PHE 139	Lifetime Fitness Concepts	3
DAN 200	Dance Company	1	PHE 142	Beginning Golf	1
DAN 211	Intermediate/Advanced Ballet	1	PHE 176	Varsity Cross-Country	1
DAN 221	Intermediate/Adv Jazz	1	PHE 177	Varsity Softball	1
DAN 232	Intermediate/Adv Tap	1	PHE 178	Varsity Volleyball	1
DAN 245	Intermediate/Advanced Modern	1	PHE 179	Varsity Basketball	1
DAN 291	Intermed/Advanced Improvisation	1	PHE 121	Swim 1: Non-Swimmer	1
PHE 122	Swim 2: Stroke Development	1	PHE 222	Synchronized Swimming	1
PHE 125	Fitness Swimming	1	PHE 223	Lifeguard Training	2
PHE 181	Cycling & First Aid	2	PHE 224	Swimming Instructor/WSI	2
PHE 220	Aquacises	1	PHE 226	Lifeguarding Instructor	2

Technology Intensive

CSC 101	Application Systems, Concepts/Practice	3
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Technology Intensive Courses - To be used with College Writing 2 if CSC 101 is not taken.

ART 171	Introduction to Digital Art	3	ENV 125	World Geography	3
ART 297	Digital Photography	3	ENV 270	Introduction to GIS	3
CHE 213	General Chemistry 2 Lab	1	ENV 310	Mastering GIS	3
CHE 321	Organic Chemistry 1 Lab	2	MAT 112	Elementary Statistics	3
CHE 323	Organic Chemistry 2 Lab	2	MUS 103	Fundamentals of Music	3
CSC 140	Introduction to Web Design	3	MUS 109,110,111	Harmony 1	5
CSC 201	Introduction to Programming	3	THE 110	Stagecraft, Lighting, and Sound	3
			THE 255	Scene Design	3

Women's Studies

ANT/WST 151	Introduction to Cultural Anthropology	3	PSY/WST 331	Psychology of Women and Gender	3
ENG/WST 220	American Women Writers	3	SOC/WST 204	Women in Cross-Cultural Perspective	3
ENG/WST 222	British Women Writers	3	SOC/WST 235	Race, Class & Gender	3
ENV/WST 125	World Regional Geography: Globalization and Diversity	3	SPA 340	Contemporary Latin American/ Spanish Women Writers	3
FLM/WST 253	Women and Cinema	3	SPE/WST 205	Gender & Communication	3
FRE/WST 215	Francophone Women Writers	3	WLS 102	Foundations of Leadership	3
HIS/WST 211	History of Women in the U.S.	3	WST 105	Introduction to Women's Studies	3
INB/WST 291	Women and Economic Development	3	WST 350	Feminist Theories	3

Courses That Fulfill Upper Division General Education Bachelor of Arts Core Requirements

Course Prefix & #	Course Title	Credit Hours	Course Prefix & #	Course Title	Credit Hours
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Writing Intensive Courses

ANT 391	Food and Culture	3	ENV 485/490	Capstone Research Project	3
BUS 320	Principles of Management	3	HIS/ENV 320	American Environmental History	3
ENG 310	Shakespeare	3	IDS 365	International Environmental Policy	3
ENG 320	Topics in Fiction	3	INB 480	International Management	3
ENG 330	Topics in Poetry	3	INB 490	Global Business Strategy	3
ENG 350	Topics in Pre-1900 Literature	3	INR 330	Poverty and Inequality	3
ENG 360	Topics in Post-1900 Literature	3	INR 350	International Political Economy	3
ENG 370	Major Authors	3	INR 490	Capstone Research Project	3
ENG 380	Interdisciplinary Topics in Literature	3	PSY 321	Human Sexuality	3
ENG 410	Critical Theory	3	PSY 331	Psychology of Women and Gender	3

Interdisciplinary Requirements:

Select two from the following (only one class of the two may meet a major requirement):

ANT/SOC 291	Language and Culture	3	IDS 365	International Environmental Policy	3
ANT/IDS 392	Anthropology of Music and Dance	3	INB/IDS 340	Environmental Business	3
ENG 380	Interdiscip Topics in Literature	3	INB/IDS 450	Corporate Social Responsibility	3
ENG 391	Grammar and Editing	3	INB/WST 250	Women & Economic Development	3
ENV 315	Ecosystems, Function/Mgmt	3	INR/SOC 330	Poverty and Inequality	3
ENV 360	Environmental Planning	3	INR/IDS 350	International Political Economy	3
ENV/HIS 320	Amer Environmental History	3	POL/INR 225	Asian Politics	3
ENV/IDS 331	Sustainable Tourism	3	PSY 331	Psychology of Women and Gender	3
ENV/IDS 345	Economics of the Environment	3	PSY 351	Cross-Cultural Psychology	3
ENV/IDS 350	Environ Cond & Global Econ Dev	3	PSY 430	Conflict Resolution	3
HIS 330	Women's Suffrage Movement	3	WST/IDS 360	Ecofeminism: Women, Animals, and Social Justice	3

Foreign Language

FRE 101	Beginning French 1	4	SPA 101	Beginning Spanish 1	4
FRE 102	Beginning French 2	4	SPA 102	Beginning Spanish 2	4
FRE 201	Intermediate French 1	3	SPA 201	Intermediate Spanish 1	3
FRE 202	Intermediate French 2	3	SPA 202	Intermediate Spanish 2	3

Science

AST 101 & L	Introductory Astronomy & Lab	4	CHE 130 & 131	Intro to Environmental Chem & Lab	4
BIO 101 & L	Introductory Biology & Lab	4	CHE 210 & 211	General Chemistry 1 & Lab	5
BIO 105 & L	General Botany & Lab	4	CHE 212 & 213	General Chemistry 2 & Lab	5
BIO 107 & L	Principles of Biology & Lab	4	CHE 320 & 321	Organic Chemistry 1 & Lab	5
BIO 207 & L	General Zoology & Lab	4	PHY 101 & L	Introductory Physics & Lab	4
BIO 211 & L	Human Anatomy & Physiology 1 & Lab	4	PHY 205	General Physics 1 w/ Lab	4
CHE 110 & 111	Intro to Forensic Chem & Lab	4	PHY 206	General Physics 2 w/ Lab	4
CHE 120 & 121	Introduction to Chemistry & Lab	4			

Non-Lab Science Courses - For Baccalaureate Degree Majors

ENV 315	Ecosystems, Function & Management	3	ENV 335	Earth Science: Soil, Water, Atmosphere	3
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BACCALAUREATE DEGREE PROGRAM DESCRIPTIONS AND REQUIREMENTS

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION - MANAGEMENT

Faculty: Associate Professor Lunkenheimer and Assistant Professor Chelminska

The Bachelor of Arts in Business Administration – Management is an interdisciplinary program among the fields of English, Environmental Studies, International Relations, and Psychology. The major incorporates the threads of women’s leadership, social responsibility and global awareness. Students are prepared to enter graduate school, pursue a professional degree (e.g. law), or explore the world of work.

Students pursuing the Business Administration – Management major learn to:

- Communicate clearly and effectively in English, using business and economic vocabulary and concepts;
- Synthesize information and ideas through reading and evaluating information pertaining to business and economics;
- Experience growth in essential technological expertise through spreadsheet analysis, internet research, use of presentation software, and study of e-business;
- Process and use information and ideas logically, critically, and perceptively through business and economic problem solving;
- Develop decision making skills relating to best business practices;
- Increase knowledge of human behavior and social interaction reflected in the conduct of common business activities, institutions, and markets;
- Increase knowledge of ethical and social issues surrounding business and economic principles.

Bachelor of Arts in Business Administration - Management Major Requirements

Course #	Course Title	Credit Hrs.	Cred. Req.	Course #	Course Title	Credit Hrs.	Cred. Req.
Core Requirements			30	Major Requirements (cont.)			
BUS 211	Prin Acct: Financial Accounting	3		<i>Select three from the following courses:</i>			9
BUS 212	Prin Acct: Managerial Accounting	3		BUS 260	Legal Environment of Business	3	
BUS 315	Operations Management	3		BUS 310	Management Information Systems	3	
BUS 320	Principles of Management	3		BUS 325	Principles of Entrepreneurship and Small Business Management	3	
BUS 325	Principles of Marketing	3		IDS/WLS 320	The Leader Within	3	
BUS 340	Principles of Finance	3		IDS/WLS 350	Team Leadership and Group Dynamics	3	
ECO 201	Prin of Econ: Macroeconomics	3		WLS 420	Leadership Theories & Practices	3	
ECO 202	Prin of Econ: Microeconomics	3					
BUS 399	Business Internship	3					
MAT 112	Elementary Statistics	3					
Major Requirements			36	Capstone Research Course			
CSC 101	Computer Application Systems, Concepts/Practice	3		INB 490	Global Business Strategy		3
WLS 102	Foundations in Leadership	3					
INB 450	Corporate Social Responsibility	3					
INB 480	International Management	3					
PSY 430	Conflict Resolution	3					
BUS 350	Organizational Behavior	3					
BUS 480	Strategic Management	3					
INB 491	Topics in Business/International Relations	3					
				Total Hours Required for B.A. in Business Administration-Management			
				Business Core		30	
				Business Major		36	
				Total Hours in Major		66	
				General Education Core Requirements		51-53	
				Minimum Hours Required for Graduation		120	

BACHELOR OF ARTS IN ENGLISH

Faculty: Professors Emery, Stubblefield (coordinator), Associate Professor Pivak, and Assistant Professors Denny and Laughlin.

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 Emily Dickinson. The English Department also offers broadly interdisciplinary courses that are designed to include multi-disciplinary perspectives, and are open to students in any of the baccalaureate majors.

A Cottey student who graduates with a B.A. in English should:

- Communicate complex ideas clearly to a range of audiences.
A Cottey English graduate demonstrates strong written and oral communication skills.
- Demonstrate breadth and depth of knowledge.
A Cottey English graduate shows an understanding of literature's history, theory, and relevance.
- Demonstrate strong research skills.
A Cottey English graduate finds, evaluates, and uses a variety of evidence and perspectives.
- Demonstrate deep critical thinking.
A Cottey English graduate creates sophisticated and creative interpretations of texts based on rigorous analysis of evidence and synthesis of ideas.
- Integrate ideas.
A Cottey English graduate shows understanding of women's leadership, social responsibility, and global awareness, both as they pertain to texts and to her own life.

All students 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 33**.

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 Hrs.	Cred. Req.
Foundations 1:			9
<i>Must take all 3 courses:</i>			
ENG 200	Introduction to the English Major	3	
ENG 410	Critical Theory	3	
ENG 490	Capstone Research Project	3	

Foundations 2:			9
<i>Select one course from each group:</i>			
Group 1			
ENG 201	English Literature 1	3	
ENG 202	English Literature 2	3	
ENG 205	American Literature 1	3	
ENG 206	American Literature 2	3	
Group 2			
ENG 215	Shakespeare	3	
ENG/WST 220	American Women Writers	3	
ENG/WST 222	British Women Writers	3	
ENG 230	Studies in Ethnic Literature	3	
Group 3			
ENG 210	Intro to Professional Writing	3	
ENG 251	Creative Writing	3	

Experiential Learning			3-6
<i>Select two excursions (1-2 credits) each</i>			
ENG 211	Excursion	1-2	
ENG 199	Internship	1-2	

Explorations:			15
Group 1			
ENG 310	Topics in Drama (Pre-1900)	3	
ENG 320	Topics in Fiction (Pre-1900)	3	
ENG 330	Topics in Poetry (Pre-1900)	3	
ENG 350	Topics in Literature (Pre-1900)	3	
ENG 370	Major Authors (Pre-1900)	3	
ENG/IDS 380	Interdisciplinary Topics in Lit. (Pre-1900)	3*	
Group 2			
ENG 310	Topics in Drama (Post-1900)	3	
ENG 320	Topics in Fiction (Post-1900)	3	
ENG 330	Topics in Poetry (Post-1900)	3	
ENG 360	Topics in Literature (Post-1900)	3	
ENG 370	Major Authors (Post-1900)	3	
ENG/IDS 380	Interdisciplinary Topics in Lit. (Post-1900)	3*	
Group 3			
ENG 290	English Grammar and Usage	3	
ENG 390	Special Topics in Writing	3	

*ENG/IDS 380 may be used to fulfill one of the B.A. Gen. Ed. IDS requirements.

Course #	Course Title	Credit Hrs.	Cred. Req.
Women's Writers Concentration <i>(Select from Explorations)</i>			
Group 1 (Select one pre-1900 course)		3	
Group 2 (Select two post-1900 courses)		6	
Group 3 (Select one course)		3	

Required
WST 350 Feminist Theories 3

--Students must fulfill the B.A. Gen. Ed. WST requirement with a course that is not cross-listed with ENG.
--Women Writers Concentration Students must take three ENG/WST courses (200- or 300-level) within the major.
--Students must write a capstone thesis that focuses on a woman writer(s).

General English Focus *(Select from Explorations)*

Group 1 (Select one pre-1900 course)	3
Group 2 (Select two post-1900 courses)	6
Group 3 (Select one course)	3
Group 4 (Select one additional course from Group 1, 2, or 3)	3

Total Hours Required for English

	General English Focus	Women Writers
Foundations 1	9 hrs	9 hrs
Foundations 2	9 hrs	9 hrs
Experiential Learning	3-6 hrs	3-6 hrs
Explorations	15 hrs	15 hrs
Women's Writers Conc	0 hrs	6 hrs

Total Hours in Major 36-45 hrs

General Education Core Requirements 51-53

Minimum Hours Required for Graduation 120

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES

Faculty: Professors Firkus, Jones, Peterson, and Ross; Associate Professor Fernando; and Assistant Professor Das (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 and 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, and 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. Students also have an opportunity to participate in the Institute's interdisciplinary excursions. Summer internships and service learning, while not a requirement, provide students with important real-world experiences.

Environmental Studies majors learn to:

- 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 herself, 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 Major Requirements

Course #	Course Title	Credit Hrs.	Cred. Req.	Course #	Course Title	Credit Hrs.	Cred. Req.
Lower Division Requirements			11-12	Upper Division Electives			9-15
ENV 125	World Regional Geography: Globalization/Diversity	3		<i>Select three courses from the following:</i>			
<i>Choose one:</i>				CHE 310/311	Principles of Analytical Chemistry with lab	5	
CHE 130/131	Intro to Environmental Chemistry & Lab	4		CHE 320/321	Organic Chemistry 1 with lab	5	
CHE 210/211	General Chemistry and Lab	5		CHE 322/323	Organic Chemistry 2 with lab	5	
<i>Choose one:</i>				CHE 330	Environmental Chemistry & Social Justice	3	
BIO 101/101L	Introductory Biology & Lab	4		ENG 392	Special Topics: Environmental Writing & Rhetoric	3	
BIO 107/107L	Principles of Biology & Lab	4		ENV 310	Mastering Geographic Info Syst	3	
Lower Division Electives			7-9	ENV/HIS 320	American Environmental History	3	*
<i>Select two courses from the following:</i>				ENV/IDS 331	Sustainable Tourism	3	*
BIO 120	Environmental Science	3		ENV 360	Environmental Planning/Env Impact Assessment	3	
BIO 207/207L	General Zoology and Lab	4		ENV/ANT 391	Food & Culture	3	
CHE 212/213	General Chemistry 2 and Lab	5		IDS 365	International Environmental Policy	3	*
Major Core Requirements			14	* Upper Division Electives and Interdisciplinary Electives may only count once.			
ENV 315	Ecosystems, Function/Mgmt	3		Total Hours Required for Environmental Studies			
ENV 335	Earth Science: Soil, Water, Atmosphere	3		Lower Division Requirements	11-12		
ENV/IDS 350	Env Conditions & Global Env Economic Development	3		Lower Division Electives	7-9		
ENV 365	Environmental Justice	3		Major Core Requirements	14		
ENV 390	Environmental Studies Forum	2		Major Method Requirements	9		
Major Method Requirements			9	Capstone Research Project	6		
ENV 270	Introduction to GIS & Geospatial Technology	3		Upper Division Electives	9-15		
IDS 312	Qualitative Research Methods	3		Total Hours in Major			
MAT 112	Elementary Statistics	3					56-65
Capstone Research Project			6	General Education Core Requirements			51-53
ENV 485	Env St: Capst Res/Outreach Project 1	3		Minimum Hours Required for Graduation			120
ENV 490	Env St: Capst Res/Outreach Project 2	3					

BACHELOR OF ARTS IN INTERNATIONAL BUSINESS

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

The Bachelor of Arts degree in International Business 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 Business major, with one semester of study abroad required and a full year encouraged.

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.

With its primary commitment to women's leadership, social responsibility, and global awareness, students earning a major in International Business learn to:

- Communicate clearly and effectively in English, using business and economic vocabulary and concepts;
- Synthesize information and ideas through reading and evaluating information pertaining to business and economics in the global environment;
- Experience growth in essential technological expertise through spreadsheet analysis, internet research, use of presentation software, and study of e-business in a global environment;
- Process and use information and ideas logically, critically, and perceptively through business and economic problem solving;
- Develop decision-making skills relating to best business practices;
- Increase knowledge of human behavior and social interaction reflected in the conduct of common business activities, institutions, and markets;
- Experience growth in cultural understanding and differences;
- Increase knowledge of international and global business and economic principles, connections, and institutions; and,
- Increase knowledge of ethical and social issues surrounding business and economic principles.

Bachelor of Arts in International Business Requirements

Course #	Course Title	Credit Hrs.	Cred. Req.
International Business Core			36
INB 110	Intro to International Business	3	
BUS 211	Prin Acct: Financial Accounting	3	
BUS 212	Prin Acct: Managerial Accounting	3	
BUS 325	Principles of Marketing	3	
BUS 320	Principles of Management	3	
BUS 340	Principles of Finance	3	
ECO 201	Prin of Econ: Macroeconomics	3	
ECO 202	Prin of Econ: Microeconomics	3	
INB	International Business Internship	3	
MAT 112	Elementary Statistics	3	
<i>Select one of the following:</i>		3	
BUS 310	Management Information Systems		
BUS 315	Operations Management		
<i>Capstone Research Course</i>		3	
INB 490	Global Business Strategy		

International Business Electives **15**

Five courses in International Business are required. At least two of these should be taken as part of the study abroad experience.

Study Abroad Class	3
Study Abroad Class	3

The additional three may be taken abroad or selected from the following:

INB 345	Export Procedures & Policies	3
INB 420	Multinational Business Finance	3
INB 480	International Management	3
INB 491	Topics in Business/ International Relations	3

Course #	Course Title	Credit Hrs.	Cred. Req.
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Language Requirement:

Non-native English speakers must complete two upper-level writing intensive courses at Cotney. **6**

Native English speakers must complete at least two courses in the same foreign language. **6-8**

can be fulfilled with general education courses

Study Abroad and Experiential Learning Requirement:

Each student will follow a spring and summer sequence of course work and an internship.

Spring Semester Abroad - Full time course load of approved courses (**12-15 credits**)

Summer Business Internship - Minimum of 3 semester credits or equivalency

Total Hours Required for International Business:

International Business Core with internship	36
International Business Electives	15

Total Hours in Major 51

General Education Core Requirements 51-53

Minimum Hours Required for Graduation 120

BACHELOR OF ARTS IN INTERNATIONAL RELATIONS

Faculty: Associate Professor Watanabe (coordinator), and Assistant 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 and a full year encouraged.

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. 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.
- A trip abroad for all sophomore level (28-56 credits) Cottey students over the first week of spring break paid for by the College.

Bachelor of Arts in International Relations Requirements

Course #	Course Title	Credit Hrs.	Cred. Req.
International Relations Core			18
<i>Choose one:</i>		3	
POL 101	U.S. Government		
POL 121	Introduction to Political Science		
POL 131	Public Administration		
POL 141	Public Policy		
<i>Choose one:</i>		3	
ECO 201	Prin of Econ: Macroeconomics		
INR/IDS 350	International Political Economy		
<i>Required:</i>			
INR 151	International Relations	3	
POL 201	Comparative Politics	3	
INR 320	Quantitative Research Methods	3	
INR 490	Capstone Research Project	3	

International Relations Electives 15

Five courses in International Relations are required.
At least three of these should be taken as part of the study abroad experience.

Int Rel	Study Abroad Class	3
Int Rel	Study Abroad Class	3
Int Rel	Study Abroad Class	3

The additional two may be taken abroad or selected from the following:

INR 310	International Organizations	3
INR/SOC 330	Poverty and Inequality	3
INR 340	International Law	3
INR 345	Politics, Power, and Religion	3
INR/IDS 350	International Political Economy	3
INR 360	U.S. Foreign Policy	3
IDS 365	International Environmental Policy	3

Divisional Electives 12

Four courses must be taken from the following disciplines:
(must be 200 level or above; no more than two may be counted from any one discipline)

May be taken during study abroad

Anthropology	Interdisciplinary Studies
Economics	International Business
English	Sociology
Environmental Studies	Philosophy
Film Studies	Psychology
History	Religion
Geography	Women's Studies

Course #	Course Title	Credit Hrs.	Cred. Req.
Language Requirement:			6-17
<i>For native English speakers:</i>		17	
Five semesters of foreign language (two semesters in core plus three additional semesters)			
<i>For nonnative English speakers:</i>			
1) One course in speech communication. Choose from:		3	
SPE 101 or SPE 121			
and			
2) At least one semester of a third language course		3-4	
(above BA general education requirement).			

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.

Total Hours Required for International Relations:

International Relations Core	18
Int. Relations Electives/Study Abroad	15
Divisional Electives	12
Language Requirement	6-17

Total Hours in Major 45

General Education Core Requirements 51-53

Minimum Hours Required for Graduation 120

BACHELOR OF ARTS IN LIBERAL ARTS

Faculty: Professors Andrews, Firkus, Ross, and Stubblefield

Liberal Arts is not a discipline but a way of thinking. It emphasizes not only preparing a student for a chosen field but also providing her with the understanding, skills, and knowledge to work in any field and to live a fulfilling life. This depth and breadth approach can be accomplished by requiring specific classes as well as allowing a student to choose courses from suggested concentrations. Students completing this major are prepared to pursue a number of different careers, especially by developing particular knowledge and skills through internship and service learning opportunities. Students are also well prepared for graduate school and law school. Possible careers include teaching and education, communications, non-profit management, writers, reporters, marketing, management, human resources, and law.

RATIONALE FOR REQUIREMENTS

Foundations:

These courses provide students with the basics of what the liberal arts are, how to think critically, and the beginnings of basic knowledge required to be an educated person. The Capstone Research course will be the culmination of the student's work in the major and will allow her to complete a project under the direction of a faculty member.

Concentrations:

A student will choose to complete courses for two concentrations that are closely related to the three threads of women's leadership, social responsibility, and global awareness of the *Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness*. This will allow each student to pursue depth of knowledge in areas most of interest to her. The Global Studies Concentration introduces students to a regional study of the world and then allows them to enhance their knowledge of the world in a comparative way by taking classes in the humanities, social sciences, environmental studies, and/or international relations and business. The Women's Studies Concentration introduces students to the field of women's studies then allows them to choose topics of interest to them about women in a number of different fields. The Social Justice and Responsibility Concentration introduces students to the concept of themselves as "change agents" then allows them to improve their communication skills and choose courses from the areas of race, class, gender, and environmentalism.

Bachelor of Arts in Liberal Arts Requirements

Courses may fulfill both core and major requirements, but no triple dipping. [Note: (WI) = Writing-intensive course]

Course #	Course Title	Credit Hrs.	Cred. Req.	Course #	Course Title	Credit Hrs.	Cred. Req.
Foundations				Concentrations			
IDS 205	Intro to Liberal Arts Major	2	21	A student must also complete 18 credits in each of two concentrations. A student must complete a minimum of 6 upper-level (300 or 400) credits in each concentration. A student may not count one course towards both concentrations.			
PHI 101	Philosophical Quests	3					
IDS 490	Capstone Research Project	1					
Choose one class from this list:				Global Studies Concentration			
ART 101	Art Appreciation	3	3				
DAN 107	Dance Appreciation	3					
MUS 101	Music Appreciation	3					
THE 101	Intro to Theatre	3	3	ENV 125	World Regional Geography	3	Students must choose an additional 15 credits from the following courses. At least 6 credits must be upper level.
Choose one class from this list:							
ENG 201	English Literature 1	3					
ENG 202	English Literature 2	3	6	ANT 151	Introduction to Cultural Anthropology	3	36
ENG 205	American Literature 1	3		ANT/SOC 291	Language and Culture	3	
ENG 206	American Literature 2	3		ANT 391	Food and Culture (WI)	3	
Choose two classes with the same prefix:				ANT 392	Anthropology of Music and Dance (WI)	3	
FRE 201	Intermediate French 1	3	ENG 230	Studies in Ethnic Literature	3		
FRE 202	Intermediate French 2	3	ENG 381	Literary Tales of Travel and Trade (WI)	3		
SPA 201	Intermediate Spanish 1	3	ENG 390	Travel Writing (WI)	3		
SPA 202	Intermediate Spanish 2	3	ENV/IDS 331	Sustainable Tourism	3		
Choose one class from this list:				ENV 350	Environmental Conditions and Global Economic Development	3	
HIS 101	Western Civilization to 1500	3	3	FLM 254	Comparative Cinema	3	
HIS 102	Western Civilization since 1500	3		HIS 125	Asian Civilizations	3	
HIS 111	US History to 1877	3					
HIS 112	US History since 1877	3					

Bachelor of Arts in Liberal Arts Requirements (cont.)

IDS 312	Qualitative Research Methods	3
IDS 365	International Environmental Policy	3
INB 490	Global Business Strategy (WI)	3
INR 151	International Relations	3
INR 210	Model United Nations	2
INR 216	Women, Power, and Politics	3
INR 310	International Organizations	3
INR 340	International Law	3
INR 345	Power, Politics, and Religion	3
INR 350	International Political Economy	3
POL 201	Comparative Politics	3
POL 225	Asian Politics	3
PSY 307	Lifespan Psychology Across Cultures	3
PSY 351	Cross-Cultural Psychology	3
REL 105	World Religions 1	3
REL 106	World Religions 2	3
SOC 204	Women in Cross-Cultural Perspective	3
SPA 340	Contemporary Latin American/ Spanish Women Writers	3

Women's Studies Concentration

WST 105	Introduction to Women's Studies	3
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Students must choose an additional 15 credits from the following courses. At least 6 credits must be upper level.

ENG 220	American Women Writers	3
ENG 222	British Women Writers	3
ENG 232	Ethnic Women Writers	3
ENG 310	Women in Shakespeare (WI)	3
ENG 333	Topics in Poetry: "Her Kind" (WI)	3
ENG 340/342/343		
	Topics in Women's Writing (WI)	3
ENG 371	Major Authors: Jane Austen (WI)	3
FLM 253	Women and Cinema	3
FRE 215	Francophone Women Writers	3
HIS 211	History of Women in the United States	3
HIS 330	Women's Suffrage Movement	3
IDS 312	Qualitative Research Methods	3
IDS 365	International Environmental Policy	3
INR 216	Women, Power, and Politics	3
INB/WST 250	Women & Economic Development	3
PSY 331	Psychology of Women and Gender	3
SOC 203	Family and Society	3
SOC 204	Women in Cross-Cultural Perspective	3
SPA 340	Contemp. Latin Amer/Spanish Women Writers	3
SPE 205	Gender and Communication	3
WLS 320	The Leader Within	3
WST 240	Feminist Theories	3
WST 360	Ecofeminism (WI)	3

Social Justice and Responsibility Concentration

WLS 205	Social Justice and Civic Engagement	3
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Choose 6 hours from the following communication classes

ART 171	Introduction to Digital Art	3
CSC 140	Introduction to Web Design	3
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
THE 122	Performance of Literature	3

Choose 9 hours from the following topics classes

ANT 391	Food and Culture (WI)	3
CHE 130/131	Intro to Environmental Chemistry	3
CHE 330	Environ Chemistry and Social Justice	3
ENG 230/231/232		
	Studies in Ethnic Literature	3
ENV/IDS 331	Sustainable Tourism	3
ENV 350	Environ Conditions & Global Econ Dev	3
ENV 365	Environmental Justice	3
HIS 121	Native American History	3
HIS 320	American Environmental History (WI)	3
HIS 330	Women's Suffrage Movement	3
IDS 312	Qualitative Research Methods	3
INB/WST 250	Women & Economic Development	3
INB 450	Corporate Social Responsibility	3
INR/SOC 330	Poverty and Inequality	3
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
POL 101	United States Government	3
POL 141	Public Policy	3
PSY 430	Conflict Resolution	3
SPA 330	The Chicano Experience	3
SOC 235	Race, Class, and Gender	3
WLS 320	The Leader Within	3
WLS 332	Leadership for Social Change	3
WLS 350	Team Leadership & Group Dynamics	3
WST 350	Feminist Theories	3
WST 360	Ecofeminism (WI)	3

Total Hours Required for B.A. in Liberal Arts	57
General Education Core Requirements	51-53
Minimum Hours Required for Graduation	120

(WI) = Writing-intensive course

BACHELOR OF ARTS IN PSYCHOLOGY

Faculty: Professor Tietz (coordinator), Associate Professor Kohel, and Assistant Professor Gilchrist

The Bachelor of Arts 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: Biological, Cognitive, Personality/Abnormal, Social, Developmental, Diversity, and Applied. These domains were chosen in order to provide students with: a) exposure to the foundations of psychology, as in the study of biological psychology; then b) more in-depth study in specific areas, such as the study of child psychology; then finally c) an understanding of how psychology can be applied, such as in the study of industrial and organizational psychology.

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. In General Psychology and Research Methods, students learn the scientific method and conduct a research project. General Psychology also introduces major psychological perspectives and an overview of essential psychological concepts. In Statistics and Research Methods students acquire the skills to analyze data. The Senior Capstone course will be the culmination of the student's work in the major and will allow her to complete a major project (i.e., research project, service-learning project, or internship) under the direction of a psychology faculty member.

Experiential learning is a fundamental component of the psychology major. For example, Child Psychology incorporates a service learning requirement. Students may also enroll in an additional service learning credit through participation in S.T.O.M.P., an afterschool program for underserved children. In many classes, students participate in active learning demonstrations, research projects, or internships; they may also enroll in Opportunities in Undergraduate Research or Directed Study. An interdisciplinary focus is also inherent in the major. Specific courses in the major directly relate to the themes in international relations and business and environmental studies. 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.

A successful Cottey psychology major demonstrates....

- Knowledge Base in Psychology
- Scientific Inquiry and Critical Thinking
- Ethical and Social Responsibility in a Diverse World
- Communication
- Professional Development

(<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>)

Students majoring in psychology will fulfill these learning outcomes by completing a number of core courses as well as choosing courses from the following six areas: Biological, Cognitive, Personality/Abnormal, Social, Developmental, and Applied. Students may also minor in psychology in order to complement their major of choice.

Baccalaureate students pursuing another area of study who also wish to pursue a minor in Psychology can find course requirements on **page 33**.

Bachelor of Arts in Psychology Requirements

Course #	Course Title	Credit Hrs.	Cred. Req.	Course #	Course Title	Credit Hrs.	Cred. Req.
Foundational Requirements				Electives in Psychology			
18				6			
PSY 101	General Psychology	3		<i>Choose two from the following list</i>			
MAT 112	Statistics	3		<i>(not used for other requirements):</i>			
PSY 310	Research Methods in Psychology I	3		PSY 232, 235, 240, 245, 248, 307, 308, 321, 325, 331, 345,			
PSY 311	Research Methods in Psychology II	3		350, 351, 420, 430, 440, 450			
PSY 490	Senior Capstone	3					
Diversity - Choose one				IDS 312	Qualitative Research Methods		
PSY 321	Human Sexuality	3		INR 320	Quantitative Research Methods		
PSY 331	Psychology of Women & Gender	3		in Social Sciences			
PSY 351	Cross-Cultural Psychology	3					
Psychology Major Subject Areas				Total Hours Required for B.A. in Psychology			
18							
Biological - Choose one				Major Core Requirements	18		
PSY 235	Biopsychology	3		Subject Major Requirements	18		
PSY 248	Sensation and Perception			Psychology Electives	6		
Cognitive - Choose one				Total Hours in Major			
PSY 240	Cognitive Psychology	3		42			
PSY 325	Motivation and Emotion			General Education Core Requirements			
Personality - Choose one				51-53			
PSY 245	Personality Psychology	3		Minimum Hours Required for Graduation			
PSY 350	Abnormal Psychology			120			
Social				Students who pursue the Bachelor in Arts in the psychology			
PSY 232	Social Psychology	3		major are required to complete 42 hours in psychology courses			
Developmental - Choose one				by the time of graduation, with 120 hours total; 18 hours of			
PSY 307	Lifespan Development Across Cultures	3		the major (including Senior Capstone) must be completed at			
PSY 308	Psychology of Child & Adolescent Development			Cottey. Students must also complete Assessment Day activities			
Applied - Choose one				as part of graduation requirements.			
PSY 345	Industrial-Organizational Psychology	3		Students must earn a C- or better in each course to fulfill all			
PSY 420	Counseling Psychology			major requirements.			
PSY 430	Conflict Resolution						
PSY 440	Learning and Conditioning						
PSY 450	Psychology of Sport and Physical Activity						

BACHELOR OF SCIENCE IN HEALTH SCIENCES

Faculty: Professors Jones, Peterson, and Ross (coordinator); Associate Professor Fernando; and Assistant Professor Volle

The Bachelor of Science degree in Health Sciences is designed to prepare students to enter post-graduate training in order to pursue professional careers in the medical fields shown below. The program curriculum is strongly based in the natural and physical sciences in order to ensure that graduates not only meet or exceed the prerequisites for admission to professional health science graduate programs, but are prepared to flourish in these programs. A typical pre-professional health sciences student has a heavy schedule her first year that includes the biology, chemistry, and math courses that are the necessary preparation for the higher-level sciences courses she will take during her second, third, and fourth years of study. 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.

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

The Bachelor of Science degree in Health Sciences also provides preparation for students who wish to pursue graduate study in interdisciplinary scientific fields such as those shown below, or who intend to enter the scientific work force immediately after completion of a bachelor's degree, also show below.

INTERDISCIPLINARY GRADUATE DEGREES

- **Biochemistry**
- **Biomedical Sciences**
- **Epidemiology**
- **Food Science**
- **Forensic Science**
- **Neuroscience**
- **Public Health**
- **Sports Medicine**

CAREERS WITH BACHELOR'S DEGREES

- **Environmental Health & Safety**
- **Health Care Administration**
- **Health Science Writer**
- **Health and Wellness**
- **Laboratory Services Technician**
- **Medical Technology**
- **Toxicologist**
- **More**

Bachelor of Science in Health Sciences Requirements:

Course #	Course Title	Credit Hrs.	Cred. Req.	Course #	Course Title	Credit Hrs.	Cred. Req.
Science I				Psychology			
36				6			
BIO 107/L	Principles of Biology	4		PSY 101	General Psychology	3	
BIO 207/L	General Zoology	4		PSY	Upper-level Psych	3	
CHE 210/211	General Chemistry I	5		<i>Choose one of the following:</i>			
CHE 212/213	General Chemistry II	5		PSY 235	Biopsychology		
CHE 320/321	Organic Chemistry I	5		PSY 245	Personality Psychology		
CHE 322/323	Organic Chemistry II	5		PSY 308	Psychology of Child & Adolescent Development		
PHY 205	General Physics I	4		PSY 321	Human Sexuality		
PHY 206	General Physics II	4		PSY 350	Abnormal Psychology		
Science II				PSY 351	Cross-Cultural Psychology		
15-16				Ethics/Logic			
<i>You must complete a minimum of 4 courses from the following list. At least two of the courses must be at the 300+ level.</i>				3			
BIO 115	Human Nutrition	3		<i>Choose one of the following:</i>			
BIO 211/L	Anatomy & Phys I	4		PHI 205	Ethics		
BIO 212/L	Anatomy & Phys II	4		PHI 112	Introduction to Logic		
BIO 204/L	Genetics	4		Women's Studies			
BIO 301/L	Molecular Biology	4		3			
BIO 401/L	Microbiology	4		<i>Choose one of the following:</i>			
CHE 310/311	Analytical Chemistry	5		ANT 151	Cultural Anthropology		
CHE 340/341	Biochemistry	4		ENG/WST 321	Eighteenth-Century British Women Writers		
HSC 440	Molecular Mechanism of Disease	3		HIS 211	History of Women in the U.S.		
<i>(We recommend that you investigate the requirements of the program/s in which you are interested in enrolling before making your selections)</i>				PSY 331	Psych of Women & Gender		
Mathematics				SOC 204	Women in Cross-Cultural Perspective		
7				SOC 235	Race, Class & Gender		
MAT 112	Statistics	3		WST 105	Introduction to Women's Studies		
MAT 201	Calculus I	4		WST 350	Feminist Theories		
Writing/Literature				Health Justice			
9				3			
ENG 101	College Writing 1	3		HSC 310	Health Justice		
ENG 102	College Writing 2	3		<i>or a course approved by the Health Sciences Coordinator</i>			
ENG 201 or above (excluding ENG 211)		3		Fitness			
Oral Communication				3			
3				Experiential Learning			
<i>Choose one of the following:</i>				3			
SPE 121	Interpersonal Communication			<i>Internship, Directed Study, Research, Service-Learning, or Study Abroad</i>			
SPE 205	Gender and Communication			Seminar & Capstone			
<i>or a course approved by the Health Sciences Coordinator</i>				5			
				HSC 190	Seminar I	1	
				HSC 290	Seminar II	1	
				HSC 490	Capstone Project	3	
				Required Courses			
				96-97			
				Electives			
				23-24			
				Total Requirements for B.S. Degree			
				120			

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, Dance, English, Fitness Education, International Relations, Music, Psychology, Theatre, and Women's Studies.**

ANTHROPOLOGY MINOR

Course #	Course Title	Credit Hrs.	Cred. Req.
Required Course			3
ANT/WST 151	Intro to Cultural Anthropology	3	
Electives			11-16
<i>Choose four-to-five of the following:</i>			
ANT/WST 204	Women in Cross-Cultural Perspective	3	
ANT/IDS 291	Language and Culture	3	
ANT/ENV 391	Food and Culture	3	
ANT/IDS 392	The Anthropology of Music and Dance	3	
ENV/IDS 331	Sustainable Tourism	3	
PSY 351	Cross-Cultural Psychology	3	
IDS 312	Qualitative Research Methods	4	
Capstone projects in other majors/programs*		1-3	
<i>*With approval from Anthropology instructor</i>			

Sociology Electives

One elective may be chosen from the following:

SOC 101	Introductory Sociology	3	
SOC/WST 203	Family and Society	3	
SOC/WST 235	Race, Class, and Gender	3	
PSY/SOC 232	Social Psychology	3	
INR/SOC 330	Poverty and Inequality	3	

Total Credits **17-19**

ART MINOR

Theory - Choose one **3**
(may be taken as the fine arts general education requirement)

ART 201	Art History I	3	
ART 202	Art History II	3	

Studio Core - Choose three **9**

ART 211	2D Design	3	
ART 212	3D Design	3	
ART 131	Drawing I	3	
ART 132	Drawing II	3	

Studio Electives - Choose two **6**

ART 213	Painting	3	
ART 151	Ceramics I	3	
ART 152	Ceramics II	3	
ART 262	Sculpture	3	
ART 171	Digital Art	3	
ART 297	Digital Photography	3	

Total Credits **18**

CHEMISTRY MINOR

Course #	Course Title	Credit Hrs.	Cred. Req.
Required Core			15
CHE 210/211	General Chemistry I/Lab	5	
CHE 212/213	General Chemistry II/Lab	5	
CHE 320/321	Organic Chemistry I/Lab	5	
Electives			7-10
<i>Select two from the following</i>			
CHE 310/311	Principles of Analytical Chemistry and Quantitative Analysis Laboratory	5	
CHE 322/323	Organic Chemistry II/Lab	5	
CHE 330	Environmental Chemistry & Social Justice	3	
CHE 340/341	Biochemistry/Laboratory	4	
Total Credits			22-25

DANCE MINOR

Required Core			6
DAN 107	Dance Appreciation	3	
DAN 211	Intermediate/Advanced Ballet	1	
DAN 221	Intermediate/Advanced Jazz	1	
DAN 245	Intermediate/Adv. Modern	1	
<i>Choose three</i>			3
DAN 111	Beginning Ballet	1	
DAN 121	Beginning Jazz	1	
DAN 146	Beginning Modern	1	
DAN 211	Intermediate/Adv. Ballet	1	
DAN 221	Intermediate/Adv. Jazz	1	
DAN 245	Intermediate/Adv. Modern	1	

Choose one **1**

DAN 131	Beginning Tap	1	
DAN 136	Musical Theatre Dance	1	
DAN 232	Intermediate/Adv. Tap	1	

Required

DAN 145	Improvisation*	1	
DAN 201	Choreography*	3	
<i>*Improvisation is a pre-requisite for Choreography</i>			
DAN 200	Dance Company	4	

Total Credits **18**

For Dance Minors, all DAN activity credits count toward graduation. Dance Minors should be enrolled in a dance activity class every semester.

(DAN 111/121/131/136/145/146/211/221/232/245/291)

It is recommended Dance Minors take:

BIO 211/Lab	Human Anatomy I	4
THE 110	Stage Lighting and Sound	3 (TI)
PHE 139	Lifetime Fitness Concepts	3

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**.

FITNESS EDUCATION MINOR

Course #	Course Title	Credit Hrs.	Cred. Req.
Required Core			18-19
BIO 115	Human Nutrition	3	
BIO 211	Human Anatomy and Physiology 1/Lab	4	
PHE 139	Lifetime Fitness Concepts	3	
PHE 194	Current Issues in Fitness	1	
PHE 235	Personal Training	3	
PHE 491	Personal Training Practicum	1-2	
Choose one:		3	
PHE 201	First Aid/CPR/ AED Instructor Course		
PHE 226	Lifeguarding Instructor		
Activity Courses - Choose two			2
PHE 122	Swim 2: Stroke Development	1	
PHE 125	Fitness Swimming	1	
PHE 132	Toning and Flexibility	1	
PHE 133	Jogging	1	
PHE 136	Aerobic Exercise/ Fitness Walking	1	
PHE 138	Weight Training	1	
PHE 180	Cycling	1	
PHE 181	Cycling and First Aid	3	
PHE 220	Aquacises	1	
PHE 221	Swim 3: Stroke Refinement and Advanced Skills	1	
Total Credits:			20-21

Students are required to pass these courses with a "C" or better to earn the Fitness Education Minor. Students interested in a Fitness Education minor will be encouraged to take other recommended courses, already offered in the Cottey curriculum, to fulfill core and degree requirements to support their interests in the fitness field.

INTERNATIONAL RELATIONS MINOR

Course #	Course Title	Credit Hrs.	Cred. Req.
Required Core			9
INR 151	International Relations	3	
POL 201	Comparative Politics	3	
Choose one (from remaining POL survey courses)			
POL 101	Introduction to U.S. Government	3	
POL 121	Introduction to Political Science	3	
POL 131	Public Administration	3	
POL 141	Public Policy	3	
Electives			9
<i>Select three from the following:</i>			
INR/POL 225	Asian Politics	3	
POL/WST 216	Women, Power, and Global Politics	3	
INR 310	International Organizations	3	
INR 320	Quantitative Research Methods in Social Sciences	3	
INR/SOC 330	Poverty and Inequality	3	
INR 340	International Law	3	
INR/IDS 350	International Political Economy	3	
INR 360	U.S. Foreign Policy	3	
IDS 365	International Environmental Policy	3	
INR 345	Religion, Power, and Politics	3	
Total Credits			18

MUSIC MINOR

Music Theory			10
MUS 109	Keyboard Harmony 1	1	
MUS 110	Sight Singing and Ear Training 1	1	
MUS 111	Harmony 1	3	
MUS 112	Harmony 2	3	
MUS 113	Keyboard Harmony 2	1	
MUS 114	Sight Singing and Ear Training 2	1	
Survey Course - Choose one			3
MUS 101	Music Appreciation		
MUS 291	Women in Music		
Lessons - All on same instrument			4
Musical Ensemble			4
Total Credits:			21

PSYCHOLOGY MINOR

Students must take **PSY 101 General Psychology** plus one course from five of the six psychology subject areas (see pg. 29) for a total of **18 hours**.

THEATRE MINOR

<u>Course #</u>	<u>Course Title</u>	<u>Credit Hrs.</u>	<u>Cred. Req.</u>
Core Requirements - Choose two			6
THE 101	Introduction to Theatre		
THE 102	Twentieth Century Theatre		
THE 131	Dramatic Literature		
Choose one			3
THE 103	Acting Fundamentals		
THE 203	Acting: Character Development		
THE 122	Performance of Literature		
Choose one			3
THE 110	Stagecraft, Lighting and Sound		
THE 221	Costume Construction		
THE 255	Scene Design		
THE 325	Theatrical Costume Design		
Choose one			3
THE 251	Children's Theatre		
THE 294	Stage Management		
Live Theatre Production			2
THE 181	Theatre Production (repeated)	1	
Total Credits:			17

WOMEN'S STUDIES MINOR

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

Core Courses			6
WST 105	Introduction to Women's Studies	3	
WST 350	Feminist Theories	3	

Elective WST 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's Studies minor and another major or minor.

ASSOCIATE DEGREE REQUIREMENTS

Associate in Arts (AA) Degree Requirements

In addition to the Lower Division Core Requirements, the following degree requirements must be fulfilled for an Associate in Arts. Electives may be used to complete the 62 hour requirement.

Communications - Select 3 hours from list below

Social Sciences - Select 3 hours from list below

Humanities - 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)

ENG 210	Introduction to Professional Writing	SPE 121	Interpersonal Communication
HIS 150	Intro to Historical Methods	THE 103	Acting Fundamentals
JRN 229	Journalism Practicum	THE 122	Performance of Literature
PHI 112	Intro to Logic	THE 203	Acting: Character Development
SPE 101	Fundamentals of Speech	THE 251	Children's Theatre

Humanities (select 3 hours)

ENG 103	Introduction to Literature	FLM 252	American Film
ENG 201/2	English Literature 1 or 2	FLM/WST 253	Women and Cinema
ENG 205/6	American Literature 1 or 2	PHI 101	Philosophical Quests
ENG 215	Shakespeare	PHI 205	Ethics
ENG/WST 220	American Women Writers	PHI 210	Human Nature and Society
ENG/WST 222	British Women Writers	REL 105/6	World Religion 1 or 2
ENG 230	Studies in Ethnic Literature	SPA 211	Hispanic Literature
ENG 251	Creative Writing	SPA 212	Hispanic Culture & Civilization
ENG 310	Women in Shakespeare	WST 105	Intro to Women's Studies
FLM 251	International Film		

Social Science (select 3 hours)

ANT/WST 151	Intro Cultural Anthropology	HIS 255	Renaissance & Reformation Europe
BUS 101	Intro to Business	INR 151	International Relations
BUS 103	Personal Finance	INR/IDS 350	International Political Economy
BUS 211/2	Principles of Acct 1 or 2	POL 101	U.S. Government
BUS 250	Principles of Marketing	POL 121	Intro to Political Science
BUS 260	Legal Environment of Business	POL 201	Comparative Politics
BUS 325	Entrepreneurship & Small Business Management	POL/INR 225	Asian Politics
ECO 201/2	Principles of Econ 1 or 2	PSY 101	General Psychology
HIS 101/2	History of Western Civ 1 or 2	PSY 235	Biopsychology
HIS 110	World History 1	PSY 245	Personality Psychology
HIS 111/2	U.S. History 1 or 2	PSY 248	Sensation and Perception
HIS 121	Native American History	PSY/SOC 232	Social Psychology
HIS 125	Asian Civilization	SOC 101	Intro to Sociology
HIS 202	Twentieth-Century Europe	SOC/WST 204	Women in Cross Cultures
HIS/WST 211	History of Women in the US	SOC/WST 235	Race, Class, and Gender
HIS 216	History of American West	SPE/WST 205	Gender & Communication
HIS 252	Medieval Europe	WST 105	Intro to Women's Studies

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
SPA 101/2	Elementary Spanish 1/2	SPA 213	Oral Spanish
SPA 201/2	Intermediate Spanish 1/2	SPA 214	Spanish Composition

Associate in Arts - Music (AAM) Degree Requirements

In addition to the Lower Division Core Requirements, 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 (must be in the same instrument; minimum of 4 credits required and up to 8 recommended)	4-8 hours required
Ensemble	Choose from: MUS 281, 285, 287, 289 (courses may be repeated for credit)	4 hours required
Harmony I-IV	MUS 111 112, 211, 212	12 hours required
Sight-Singing and Ear Training 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 101, 108, 291	3 hours required
Foreign Language	Select hours in one language—cannot be used to fulfill another requirement Choose from: FRE 101, 102, 201, 202 SPA 101, 102, 201, 202, 211, 212, 213, 214	6-8 hours required

*The Technology Intensive Core Requirement is fulfilled by MUS 109, 110, and 111 (must complete all)

*The Fine Arts Divisional Core Requirement is fulfilled by MUS 101, 108, 111, 112, or 291.

Total degree requirement credits: 37-43

Total including gen education core requirements and degree: 58-65

Associate in Science (AS) Degree Requirements

In addition to the Lower Division Core Requirements, 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 101 Intermediate Algebra, CSC 101 Application Systems, or CSC 140 Web Design.

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 101/101L	Introductory Astronomy & Lab	4	CHE 320/321	Organic Chemistry 1 & Lab	5
BIO 101/101L	Introductory Biology & Lab	4	CHE 322/323	Organic Chemistry 2 & Lab	5
BIO 105/105L	General Botany & Lab	4	CHE 330	Environmental Chemistry & Social Justice	3
BIO 107/107L	Principles of Biology & Lab	4			
BIO 115	Human Nutrition	3	CHE 340/341	Biochemistry & Lab	5
BIO 120	Intro to Environmental Science	3	CSC 110	Introduction to Computer Science	3
BIO 204/204L	Genetics & Lab	4	CSC 150	Introduction to Animations	3
BIO 207/207L	General Zoology & Lab	4	CSC 201	Introduction to Programming	3
BIO 211/211L	Human Anatomy & Physiology 1 & Lab	4	CSC 212	Data Structures	3
BIO 212/212L	Human Anatomy & Physiology 2 & Lab	4	MAT 104	Trigonometry	2
BIO 301/301L	Molecular Biology & Lab	4	MAT 112	Elementary Statistics	3
BIO 401/401L	Microbiology	4	MAT 201	Calculus 1	4
CHE 110/111	Intro to Forensic Chem & Lab	4	MAT 202	Calculus 2	4
CHE 120/121	Introduction to Chemistry & Lab	4	MAT 203	Calculus 3	4
CHE 130/131	Intro to Environmental Chem & Lab	4	MAT 204	Differential Equations	3
CHE 210/211	General Chemistry 1 & Lab	5	PHY 101/101L	Introductory Physics & Lab	4
CHE 212/213	General Chemistry 2 & Lab	5	PHY 205	General Physics 1 & Lab	4
CHE 310	Principles of Analytical Chemistry	3	PHY 206	General Physics 2 & Lab	4
CHE 311	Quantitative Analysis Laboratory	2			

Associate in Fine Arts (AFA) Degree Requirements with Art Emphasis

In addition to the Lower Division Core Requirements, the following degree requirements must be fulfilled for an AFA-Art.

Core Requirements

ART 131	Drawing 1	3
ART 132	Drawing 2	3
ART 211	2 - D Design	3
ART 212	3 - D Design	3
ART 201*	Survey of Art History 1	3
ART 202^	Survey of Art History 2	3
Sub-Total		18

*May substitute ART 101 Art Appreciation if not offered

^May substitute an additional elective course if not offered

Elective Courses (2 required)

ART 151	Ceramics 1	3
ART 152	Ceramics 2	3
ART 171	Intro to Digital Art	3
ART 200	Foundations in Color Theory	3
ART 213 or 214	Painting 1 or Painting 2	3
ART 262	Sculpture	3
ART 297	Digital Photography	3
Sub-Total		6

Total Degree Requirements 24

Total Lower Division 24-30

General Education

Total Requirements 62

Associate in Fine Arts (AFA) Degree Requirements with Dance Emphasis

In addition to the Lower Division Core Requirements, the following degree requirements must be fulfilled for an AFA-Dance. Electives may be used to complete the 62 hour requirement.

Take Classes Listed Below:

DAN 107***	Dance Appreciation	3	
DAN 145	Improvisation	1	
DAN 200	Dance Company (take 4 times)	4	
DAN 201	Intro to Choreography	3	
DAN 211^	Intermed/Adv Ballet	1	
DAN 221^	Intermed/Adv Jazz	1	
DAN 245	Intermed/Adv Modern	1	
DAN 298A	Focused Project in Dance	1	
THE 110**	Stagecraft, Lighting and Sound	3	
PHE 139	Lifetime Fitness Concepts	3	
Sub-Total			21

Select one hour from:

		1	
DAN 131	Beginning Tap		
DAN 232	Intermed/Adv Tap		
DAN 136	Musical Theatre Dance		

Elective Courses (choose 3 hours from list below)

DAN 111	Beginning Ballet	1	
DAN 121	Beginning Jazz	1	
DAN 146	Beginning Modern	1	
DAN 211	Intermediate/Adv Ballet (additional hr)	1	
DAN 221	Intermediate/Adv Jazz (additional hr)	1	
DAN 245	Intermediate/Adv Modern (additional hr)	1	

Total Degree Requirements 25

Total Lower Division 37

General Education

Total Requirements 62

All DAN (Dance) and PHE (Physical Education) activity credits count toward graduation

Strongly recommend taking 2 dance technique courses a semester

Strongly recommend taking BIO 211/Lab - Human Anatomy and Physiology 1 & Lab - to fulfill general education science requirement.

Strongly recommend taking THE 221 Costume Construction & THE 325 Theatrical Costume Design

Other recommended courses: Business, Art, Theatre, Music

*** Core Requirement - Fine Arts Division

** Core Requirement - Technology Intensive

^ Core Requirement - Physical Education/Dance Activity Credits

Associate in Fine Arts (AFA) Degree Requirements with Theatre Emphasis

In addition to the Lower Division Core Requirements, the following degree requirements must be fulfilled for an AFA-Theatre.

Core Requirements

THE 101	Introduction to Theatre	3
THE 102	Twentieth Century Theatre	3
THE 181	Theatre Production	2

Sub-Total 8

Elective Courses (Select one from each group)

GROUP 1 - **Technical** 3

THE 110**	Stagecraft, Lighting and Sound
THE 255**	Scene Design
THE 221	Costume Construction
THE 294	Stage Management
THE 325	Theatrical Costume Design

GROUP 2 - **Performance** 3

THE 103	Acting Fundamentals
THE 203	Acting: Character Development

GROUP 3 - **Lit/Theory & Criticism** 3

THE 122	Performance of Literature
THE 131	Dramatic Literature

GROUP 4 - **Continuing Focus** 3

Select one additional elective course from list below that is not used elsewhere:

THE 103	Acting Fundamentals
THE 110	Stagecraft, Lighting and Sound
THE 122	Performance of Literature
THE 131	Dramatic Literature
THE 201	History of American Musical Theatre
THE 203	Acting: Character Development
THE 221	Costume Construction
THE 251	Children's Theatre
THE 255	Scene Design
THE 294	Stage Management
THE 325	Theatrical Costume Design

GROUP 5 - **Artistic Support**

Select an Additional Course from the following Departments 2-3
(ART, DANCE, FILM, MUSIC, THEATRE)

Total Degree Requirements 22-23

Total Lower Division 24-30

General Education

Total Requirements 62

Recommend taking HIS 101 or 102 to meet core requirement in Social Science

Recommend taking Dance credits to meet core requirement in in Dance/Physical Education Activity Credits

****** Indicates courses that also count as Technology Intensive of Core Requirements for Associate Degrees

CERTIFICATES

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, article writing, acting, etc.) The requirements for a certificate in public history (13 hours) are listed below.

Required

HIS 111	US History to 1877	3 credits
HIS 112	US History since 1877	3 credits
HIS 150	Introduction to Historical Methods	3 credits
HIS 199	Internship	1 credit

Choose one of the following supporting classes:

ART 297	Digital Photography	3 credits
BUS 211	Principles of Accounting 1: Financial Acct.	3 credits
BUS 250	Principles of Marketing	3 credits
CSC 140	Introduction to Web Design	3 credits
ENG 210	Introduction to Professional Writing	3 credits
SPE 101	Fundamentals of Speech	3 credits
THE 103	Acting Fundamentals	3 credits
THE 221	Costume Construction	3 credits
THE 325	Theatrical Costume Design	3 credits

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.

Curriculum Overview

Prerequisite for acceptance into the program:

WLS/WST 102 Foundations in Leadership **3 credits**

Introductory course that establishes the interdisciplinary nature of leadership and develops necessary frameworks.

Students interested in obtaining a COL will submit a brief application 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

WLS 420 Leadership Theories & Practices **3 credits**

PHI 205 Ethics - **3 credits** OR

PHI 210 Human Nature and Society - **3 credits**

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

IDS/WLS 320 The Leader Within

IDS/WLS 332 Leadership for Social Change

IDS/WLS 350 Team Leadership & Group Dynamics

Ancillary Requirements

1. Involvement in one (1) Leadership Immersion (travel program) and submission of a creative piece that reflects learning from the experience.
2. Submission of two (2) independent reflection projects focused on personal leadership experiences that address growth/learning in relation to women's leadership, social responsibility and global awareness.
3. Development and implementation of a Leadership Development Plan (LDP) and LDP-Review form that will be used each semester the student is in the program.

CERTIFICATE IN WOMEN'S STUDIES

WOMEN'S STUDIES CERTIFICATE REQUIREMENTS

12 hours required, including:

WST 105	Introduction to Women's Studies	3 credits
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Students may choose the remaining **9 credits hours** from any of the following **WST courses (3 courses)**:

WST/WLS 102	Foundations in Leadership	3 credits
WST/ANT 151	Introduction to Cultural Anthropology	3 credits
WST/SOC 203	Family and Society	3 credits
WST/SOC 204	Women in Cross-Cultural Perspective	3 credits
WST/SPE 205	Gender and Communication	3 credits
WST/HIS 211	History of Women in the United States	3 credits
WST/FRE 215	Francophone Women Writers	3 credits
WST/ENG 220	American Women Writers	3 credits
WST/ENG 222	British Women Writers	3 credits
WST/SOC 235	Race, Class, and Gender	3 credits
WST/INB 250	Women and Economic Development	3 credits
WST/FLM 253	Women and Cinema	3 credits
WST/ENG 321	Eighteenth-Century British Women Writers	3 credits
WST/PSY 331	Psychology of Women and Gender	3 credits
WST 350	Feminist Theories	3 credits
WST/IDS 360	Ecofeminism: Women, Animals, and Social Justice	3 credits
WST/SPA 340	Latin American and Spanish Women Writers	3 credits

DEPARTMENTS AND COURSES

ACADEMIC DIVISIONS

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

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

The instructional program also includes interdisciplinary programs.

Film Studies Interdisciplinary Studies Liberal Arts Women's Leadership Women's Studies

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>
ENG	101	College Writing 1	fs

The following course numbering system is currently in effect:

<u>Number</u>	<u>Indicates</u>
0-99	college preparatory (developmental/remedial)
100-199	designed primarily for, but not limited to, first-year students
200-299	designed primarily for, but not limited to, second-year students
300-399	designed primarily for, but not limited to, third-year students
400-499	designed primarily for, but not limited to, fourth-year students

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

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

The course frequency projections are subject to change.

Following each course listing is a course description. The first item in the course description is the prerequisite for those courses which have prerequisites. Prerequisites are listed to inform the student what she must complete in advance to ensure success in the course. Consent of Instructor [listed in the appropriate class schedule] may be substituted for the prerequisite. The second item in the course description is the corequisite for those courses which have corequisites. Corequisites are listed to inform the student in which courses she must also enroll during the same semester. Course descriptions may also contain instructions or limitations and should be reviewed carefully.

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

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

ACADEMIC DISCIPLINE AND COURSE DESCRIPTIONS

ANTHROPOLOGY (ANT)

Faculty: Assistant Professor Quick
Minor: Anthropology (page 32)

The Anthropology Department primarily introduces students to the subfields of cultural anthropology and linguistic anthropology. The courses offered at Cottey provide a foundation for a major or minor in anthropology and assist any student in developing an anthropological perspective which is 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. The information and skills learned in these courses should help students better understand and live in today's world.

ANT/WST 151 Introduction to Cultural Anthropology (fs)

This course introduces students to the broad field of cultural anthropology. We consider such topics as ethnography, cultural relativism and ethnocentrism, language and communication, religion and ritual, anthropological ethics, and the application of anthropology's theory and methods to contemporary world issues. Students will also learn how anthropologists have approached the issue of difference and inequality within and across cultures—focusing on “race” and gender as well as considering diversity in global varieties of economies, political structures, ways of defining relatives, and suitable marriage partners. This course also highlights female anthropologists' contributions to the field as well as gender cross-culturally.

3 credits

ANT/WST 204 Women in Cross-Cultural Perspective (xf)

This course explores reproductive, economic, political, and religious factors that influence women's experiences from a cross-cultural approach. It examines the ways that gender intersects with social class, work, politics, and religion. It offers students opportunities to understand the diversity and similarity of women's experiences around the world. **3 credits**

ANT/SOC 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 principle 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/ENV 391 Food and Culture (s)

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. Students will become active in Cottey's organic garden as a part of this course. **3 credits**

ANT/IDS 392 The Anthropology of Music and Dance (y)

Prerequisites: ANT 151, MUS 101, DAN 107

This course focuses on the society and culture surrounding music and dance in global settings. We consider music and dance's function, its 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 AND ART HISTORY (ART)

Degree: Associate in Fine Arts with Art Emphasis (page 37)

Minor: Art (page 32)

Faculty: Assistant Professors Fulton Miller and Frew

Cottey's art and art history program provides a unique opportunity for students to develop skills in problem-solving and understanding of the visual arts as a vital part of their liberal arts education through a range of art history and studio art courses. For those students who plan to pursue further studies in art, there are career opportunities such as advertising, art scholarship, art education, art history, illustration, interior design, crafts, 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, to be 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. The Rubie Burton Academic Center also includes a student gallery space where student artists display their work regularly.

ART 101 Art Appreciation (y)

Study of art processes and artists through slides, readings, discussions, and firsthand observation of art and visual images. **3 credits**

ART 131 Drawing 1 (f)

Introduces techniques of drawing. Includes study of line media, representation of form, values, and composition. Stresses basic skills of representation in traditional media, and includes exploration of nontraditional forms. Subjects include figures, nature, and studio studies. Six studio hours per week. **3 credits**

ART 132 Drawing 2 (s)

Prerequisite: ART 131 Drawing 1

Advanced drawing techniques; refinement of skills and methods of graphic representation. Using traditional and nontraditional media, course stresses figure, portraiture, and composition. Six studio hours per week. **3 credits**

ART 151 Ceramics 1 (fs)

Introduces handbuilding techniques, wheelwork, preparation and use of clays and glazes, surface finishing techniques, and kiln operation. Emphasizes development of aesthetics and personal expression in creating both functional and non-functional ceramic work. Six studio hours per week. **3 credits**

ART 152 Ceramics 2 (s)

Prerequisite: ART 151 Ceramics 1

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

ART 171 Introduction to Digital Art (fs)

Emphasizes creation and use of digital images for communication and creative self expression. Introduces basic concepts of digital art, elements and principles of design, digital color theory, and basic typography. Includes digital photography, photo editing, and creating original images using Adobe Photoshop® and digital illustration using Adobe Illustrator®. Six hours per week. **3 credits**

ART 200 Foundations in Color Theory (f)

Introduces color theory systems and their use within visual arts, exploring the elements and principles of design as they relate to color. Emphasizes the study of the color wheel and the visual spectrum through the use of two-dimensional art media. Five-and-a-half studio hours per week. **3 credits**

ART 201 Survey of Art History 1 (f)

Study of forms of art, content of art, and context within which it has evolved from prehistoric era to Gothic period. **3 credits**

ART 202 Survey of Art History 2 (s)

Study of forms of art, content of art, and context within which it has evolved from Renaissance to the modern era. **3 credits**

ART 211 2-D Design (f)

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

ART 212 3-D Design (s)

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

ART 213 Painting I (y)

Prerequisite: ART 131 Drawing 1 OR ART 211 2-D Design

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 (y)

Prerequisite: ART 132, ART 213, 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 251 Advanced Ceramics (y)

Prerequisite: ART 152 Ceramics 2

Development of individual skills in functional and/or non-functional forms. Five-and-a-half studio hours per week. **3 credits**

ART 262 Sculpture (f)

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

Special Topics:**ART 297 Digital Photography**

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. **3 credits**

ASTRONOMY (AST)

Faculty: Assistant Professor Hyland

AST 101 Introductory Astronomy (fs)

Corequisite: AST 101L Introductory Astronomy Laboratory
Early astronomy, telescopes, solar system, stars, stellar evolution, galaxies, and early and modern cosmologies. **3 credits**

AST 101L Introductory Astronomy Laboratory (fs)

Corequisite: AST 101 Introductory Astronomy
Elementary experiments illustrating methods and principles used in astronomy. Occasional night observations are required. Two hours per week. **1 credit**

BIOLOGY (BIO)

Degrees: Bachelor of Science in Health Sciences (page 30), Associate in Science (page 36)

Faculty: Professors Jones and Peterson, and Assistant Professor Volle

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.

BIO 101 Introductory Biology (fs)

Corequisite: BIO 101L

Basic concepts of cellular structure and function, patterns of inheritance, evolutionary mechanisms, ecological relationships, and environmental concerns. Not open to students with credit in BIO 105 or BIO 107. **3 credits**

BIO 101L Introductory Biology Laboratory (fs)

Corequisite: BIO 101

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

BIO 105 General Botany (xs)

Corequisite: BIO 105L General Botany Lab

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

BIO 105L General Botany Laboratory (xs)

Corequisite: BIO 105 General Botany

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

BIO 107 Principles of Biology (f)

Corequisite: BIO 107L Principles of Biology Lab

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

BIO 107L Principles of Biology Laboratory (f)

Corequisite: BIO 107 Principles of Biology

Introduces techniques of laboratory work, methods of scientific inquiry and investigation of topics related to basic functioning of life. Two hours per week. **1 credit**

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 (xs)

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 204 Genetics (f)

Prerequisite: BIO 107 Principles of Biology

Corequisite: BIO 204L Genetics Laboratory

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

BIO 204L Genetics Laboratory (f)

Corequisite: BIO 204 Genetics

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

BIO 207 General Zoology (xs)

Corequisite: BIO 207L General Zoology Lab

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

BIO 207L General Zoology Laboratory (xs)

Corequisite: BIO 207 General Zoology

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

BIO 211 Human Anatomy and Physiology 1 (f)

Corequisite: BIO 211L Human Anatomy and Physiology 1 Laboratory

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

BIO 211L Human Anatomy and Physiology 1 Laboratory (f)

Corequisite: BIO 211 Human Anatomy and Physiology 1

Microscopic study of tissues, dissection of preserved mammals, and study of human materials as available, e.g., skeletons and models. Three hours per week. **1 credit**

BIO 212 Human Anatomy and Physiology 2 (s)

Prerequisite: BIO 211 Human and Anatomy and Physiology 1
OR permission of the instructor

Corequisite: BIO 212L Human Anatomy and Physiology 2 Laboratory

Remaining organ systems of body are covered: respiratory, special sensory, excretory, digestive, endocrine, and reproductive (including developmental biology). **3 credits**

BIO 212L Human Anatomy and Physiology 2 Laboratory (s)

Corequisite: BIO 212 Human Anatomy and Physiology 2
Microscopic study, dissection of preserved mammals, and study of human materials as available, e.g., skeletons and models.
Three hours per week. **1 credit**

BIO 301 Molecular Biology (s)

Prerequisites: BIO 107 Principles of Biology; CHE 212 General Chemistry 2 recommended
Corequisite: BIO 301L Molecular Biology Laboratory
Introduction to structure and synthesis of macromolecules.
Coverage of various aspects of gene structure, function, and regulation. **3 credits**

BIO 301L Molecular Biology Laboratory (s)

Corequisite: BIO 301 Molecular Biology
Emphasizes isolation and quantitation of DNA, recombinant DNA technology, and exercises which demonstrate the regulation of gene expression. Three hours per week. **1 credit**

BIO 401 Microbiology (f)

Prerequisites: BIO301/301L Molecular Biology and Lab., CHE320-323 Organic Chemistry 1-2 and Labs.
Corequisite BIO 402L
Lecture - Study of the cellular structure, metabolism, genetics, and classification of microbes. **3 credits**

BIO 401L Microbiology Lab (f)

Prerequisites: BIO301/301L Molecular Biology and Lab., CHE320-323 Organic Chemistry 1-2 and Labs.
Corequisite BIO 401
Standard microbiological procedures such as culturing and quantifying microbes, aseptic technique, and the use of various tests to identify unknowns. **1 credit**

BUSINESS (BUS)

Degrees: Bachelor of Arts in Business Administration-Management (page 16)

Bachelor of Arts in International Business (page 22)

Faculty: Associate Professor Lunkenheimer and Assistant Professor Chelminska

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

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

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

BUS 101 Introduction to Business (y)

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

BUS 103 Personal Finance (y)

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

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)

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. Ethical and global issues in accounting. **3 credits**

BUS 250 Principles of Marketing (y)

An introduction to the functions and activities of marketing including marketing concepts, role in society, target marketing, marketing mix, and factors that influence marketing decision making. **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 (s)

Prerequisite OR Corequisite: BUS 211 Financial Accounting 1 OR BUS 212 Managerial Accounting 2 OR ECO 201 Prin of Econ 1: Macroeconomics OR ECO 202 Prin of Econ 2: Microeconomics AND CSC 101 Application Systems, Concepts, and Practice

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 (f)

Prerequisite OR Corequisite: BUS 211 Financial Accounting 1 OR BUS 212 Managerial Accounting 2 OR ECO 201 Prin of Econ 1: Macroeconomics OR ECO 202 Prin of Econ 2: Microeconomics AND CSC 101 Application Systems, Concepts, and Practice, and MAT 112 Elem Statistics
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 (y)

Prerequisite OR Corequisite: BUS 211 Financial Accounting 1 OR BUS 212 Managerial Accounting 2 OR ECO 201 Prin of Econ 1: Macroeconomics OR ECO 202 Prin of Econ 2: Microeconomics

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. **3 credits**

BUS 325 Entrepreneurship and Small Business Management (y)

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. Offered every other year. **3 credits**

BUS 340 Principles of Finance (f)

Prerequisite OR Corequisite: BUS 211 Financial Accounting 1 OR BUS 212 Managerial Accounting 2 OR ECO 201 Prin of Econ 1: Macroeconomics OR ECO 202 Prin of Econ 2: Microeconomics

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 (y)

Prerequisite: BUS 320 Principles of Management

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.

BUS 480 Strategic Management (y)

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.

CHEMISTRY (CHE)

Degrees: Bachelor of Science in Health Sciences (page 30), Associate in Science (page 36)

Minor: Chemistry (page 32)

Faculty: Professor Ross, Associate Professor Fernando, and Assistant Professor Volle

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 110 Introduction to Forensic Chemistry (xs)

Corequisite: CHE 111 Intro to Forensic Chemistry Lab

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 (f)

Corequisite: CHE 110 Intro to Forensic Chemistry

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 Introduction to Chemistry Lab

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 Introduction to Chemistry

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

CHE 130 Introduction to Environmental Chemistry (f)

Corequisite: CHE 131 Intro to Environmental Chem Lab

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 131 Introduction to Environmental Chemistry Laboratory (f)

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. Two hours per week. **1 credit**

CHE 210 General Chemistry 1 (f)

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

Corequisite: CHE 211 General Chemistry Laboratory

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 General Chemistry

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 General Chemistry 2 Laboratory

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 General Chemistry 2

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

CHE 295 Research in Chemistry (fs)

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 (y)

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

Corequisite: CHE 311 Quantitative Analysis Laboratory

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

CHE 311 Quantitative Analysis Laboratory (y)

Prerequisite: CHE 310 Principles of Analytical Chemistry

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 Organic Chemistry 1 Laboratory

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 Organic Chemistry 1

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 Organic Chemistry 2 Laboratory

Presents increasingly complex organic reactions including nucleophilic addition and substitution, carbon-carbon bond-forming, 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 330 Environmental Chemistry and Social Justice (xf)

Prerequisite: CHE 130/131 Introduction to Environmental Chemistry, or CHE 210/211 General Chemistry 1 with Lab

Exploration of the intersection of environmental chemistry and social justice through an examination of case studies of vulnerable populations exposed to chemicals released into the environment. The course places emphasis on the properties of chemicals, health effects, remediation, and governmental and social action. **3 credits**

CHE 340 Biochemistry (s)

Prerequisite: BIO 301 Molecular Biology, CHE 320 Organic Chemistry 1 with grade of C or better

Corequisite: CHE 341 Biochemistry Laboratory

Introduces the basics of biochemistry including structure and function of biomolecules, enzyme kinetics, bioenergetics, and metabolic pathways. **3 credits**

CHE 341 Biochemistry Laboratory (s)

Corequisite: CHE 340 Biochemistry

Utilizes biochemical laboratory techniques including spectroscopy, enzymology, chromatographic separations, and electrophoresis. Three hours per week. **1 credit**

COMPUTER SCIENCE (CSC)

Faculty: Associate Professor Taylor

The computer science department offers courses to develop skills for using applications to solve problems, courses for students interested in, or curious about, computing but not intending to pursue further study, and courses to prepare students for transfer to a computer science degree program. Examples of general interest courses include Web design and an introductory look at the programming behind virtual world animations.

The curriculum to prepare students for transfer offers a thorough treatment of foundation computing principles and skills. The orientation to programming is based in an analytic, problem-solving approach, which emphasizes the development of critical-thinking skills. These courses adhere to guidelines set forth by The Association for Computing Machinery (ACM).

All courses are taught in a laboratory setting which is equipped with software relevant to all department courses.

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 (s)

Provides an overview of selected computer science topics such as data representation, Boolean logic, and how they apply to programming, and general coverage of operating systems and program execution. Includes gentle introduction to computational and virtual world programming. **3 credits**

CSC 140 Introduction to Web Design (fs)

Provides an introduction to basic website development. Topics include, site construction and management, templates, dynamic page layout for various displays such as desktop, tablet, and mobile devices. Additional topics include color theory, and content containers such as tables, forms, and AP elements. **3 credits**

CSC 150 Introduction to Animations (fs)

An gentle 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 (f)

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. First course for the major. **3 credits**

CSC 212 Data Structures (s)

Prerequisite: CSC 201 Introduction to Programming
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**

DANCE (DAN)

Degree: Associate in Fine Arts-Dance (page 38)

Minor: Dance (page 32)

Faculty: Associate Professor Byrnes and Instructor Whitsett

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

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

DAN 107 Dance Appreciation (s)

Introduces dance as historic, creative and communicative art form. Explores elements of dance through philosophical reading, writing, discussion, and observation. **3 credits**

DAN 111 Beginning Ballet (f)

Fundamentals of ballet technique, intended for those with little or no ballet experience. Emphasis on development of basic skills, strength, control, flexibility, and rhythmic awareness. Performance of simple dance phrases using fundamentals. May be repeated for credit. **1 credit**

DAN 121 Beginning Jazz (fs)

Fundamentals of jazz dance, intended for those with little or no dance experience. Experiences in lyrical, hip hop, and more traditional Broadway and Hollywood styles. Emphasis on development of basic skills, strength, control, flexibility, and rhythmic awareness. Performance of simple dance phrases using fundamentals. May be repeated for credit. **1 credit**

DAN 131 Beginning Tap (y)

Fundamentals of technique in tap dancing, intended for those with little or no tap experience. Emphasis on rhythm and style. Emphasis also on development of basic skills, strength, control, and flexibility. Performance of simple dance phrases using fundamentals. May be repeated for credit. **1 credit**

DAN 136 Musical Theatre Dance (y)

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 146 Beginning Modern (fs)

Introduces basic elements and principles of modern dance, intended for those with little or no dance experience. Various styles explored. Emphasis on development of basic skills, strength, control, flexibility, and rhythmic awareness. Performance of simple dance phrases using fundamentals. May be repeated for credit. **1 credit**

DAN 161 Ballroom Dance (y)

Course offers students with any level of movement experience the opportunity for development of knowledge and skill in ballroom dancing. Introduces basic steps of foxtrot, waltz, cha cha, and swing. Emphasis on development of basic skills, strength, control, flexibility, and rhythmic awareness. Performance of simple dance phrases using fundamentals. May not be repeated for credit. **1 credit**

DAN 200 Dance Company (fs)

Prerequisite: Audition

Rehearsal and presentation of concert works by faculty, students, and guest artists. May be repeated up to 8 times for credit. **0-1 credit**

DAN 201 Introduction to Choreography (f)

Prerequisite: DAN 145 Improvisation

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 211 Intermediate/Advanced Ballet (s)

Prerequisite: instructor permission

Intermediate/advanced level ballet technique course. Intended for those with previous ballet training. Emphasis on increased technical abilities, complex movement combinations, and enhanced performance qualities. May be repeated for credit. **1 credit**

DAN 221 Intermediate/Advanced Jazz (fs)

Prerequisite: instructor permission

Intermediate/advanced level jazz technique course. Intended for those with previous dance training. Emphasis on increased technical abilities, complex movement combinations, and enhanced performance qualities. May be repeated for credit. **1 credit**

DAN 232 Intermediate/Advanced Tap (y)

Prerequisite: instructor permission

Further exploration of tap dance techniques. Intended for those with previous tap training. Emphasis on increased technical abilities, complex movement combinations, and enhanced performance qualities. May be repeated for credit. **1 credit**

DAN 245 Intermediate/Advanced Modern (f)

Prerequisite: instructor permission

Intermediate/advanced level modern dance technique course. Intended for those with previous training. Emphasis on increased technical abilities, complex movement combinations, and enhanced performance qualities. May be repeated for credit. **1 credit**

Special Topics:**DAN 291 Intermediate/Advanced Improvisation (y)**

Prerequisite: DAN 145 and/or instructor permission

Continued exploration of spontaneously generated movement. Experiences will include site-specific work and student-designed improvisations. **1 credit**

DAN 298 Focused Project in Dance

Faculty guided independent study of a dance topic of the student's choosing. Enrollment in this course is limited to students pursuing the AFA in Dance degree. **1-2 Credits**

ECONOMICS (ECO)

Faculty: Associate Professor Lunkenheimer

ECO 201 Principles of Economics 1: Macroeconomics (f)

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

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**

ENGLISH (ENG)

Degree: Bachelor of Arts in English (page 18)

Minor: English (page 33)

Faculty: Professors Emery, Stubblefield (coordinator), Associate Professor Pivak, and Assistant Professors Denny and Laughlin

Cottey's English Department offers courses in writing and literature which recognize the integral relationship among thinking, reading, and writing. Because Cottey believes written communication is a cornerstone of a liberal arts education, the College requires six hours of English composition for graduation. 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 100 Writing Studio (fs)

Corequisite: ENG 101 - College Writing 1

A one-credit hour supplementary course that provides students with one-to-one peer tutoring on a weekly basis and supplemental instruction throughout the semester. **Students enrolled in ENG 101 and 102 are given priority but students seeking additional assistance in writing at any level may enroll if seats are available. Permission from the instructor required. 1 credit; Pass/Fail**

ENG 101 College Writing 1 (fs)

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

ENG 102 College Writing 2 (fs)

Prerequisite: ENG 101 College Writing 1

Continues focus of ENG 101 by assigning writing based on reading. Includes formal documentation, research methods, and critical essays on nonfiction and literary works. **3 credits**

ENG 103 Introduction to Literature (y)

Course is designed for non-English majors and examines fiction, poetry and/or drama from a variety of perspectives. Content varies. Examples include Mothers and Daughters, Literature and the Environment, Literature of London, etc. **3 credits**

ENG 200 Introduction to the English Major (f)

Prerequisite: ENG 102 College Writing 2, ENG 103, or permission of instructor

Introduces students to the discipline of English. Considers issues in the profession of English, career options for English majors, and the history of the English language. Introduces students to academic journals, literary criticism, and literary theory. **3 credits**

ENG 201 English Literature 1 (xf)

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)

Study of works by selected British writers who represent significant literary movements from Romantic period to present. Includes writing about British literature. **3 credits**

ENG 205 American Literature 1 (xf)

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)

Study of works by selected American writers who represent significant literary movements from the Civil War to present. Includes some writing about American literature. **3 credits**

ENG 210 Introduction to Professional Writing (xs)

Prerequisites: ENG 102, OR permission of instructor
Introduction to writing about technical subjects within a

professional setting. Students create job documents and write reports, instruction, 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**

ENG 211 Excursions (y)

Prerequisite: ENG 102 College Writing 2, 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. Topics vary. **1-2 credits**

ENG 215 Shakespeare (y)

Prerequisite: ENG 102 College Writing 2, 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/WSL 220 American Women Writers (xf)

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/WSL 222 British Women Writers (xf)

Introduces students to British women writers. Focuses on the way women explore or subvert gender. Includes writing about women and literature. **3 credits**

ENG 230 Studies in Ethnic Literature (y)

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 Studies in Ethnic Literature: African-American Literature (y)

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.

ENG 232 Studies in Ethnic Literature: Ethnic Women Writers (y)

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.

ENG 251 Creative Writing (xf)

Prerequisite: ENG 101 College Writing 1, or permission of instructor

Introduction to writing of poetry and fiction, with emphasis on contemporary practice of both. Students will familiarize themselves with contemporary short fiction writers and poets in English, working to develop a personal aesthetic of the craft. **3 credits**

ENG 290 English Grammar and Usage (xf)

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/WST 310 Women in Shakespeare (y)

Prerequisite: ENG 102 or ENG 103; 2nd-year standing; or permission of instructor

This course stresses the plays where women play prominent roles in the story, wield political power, or strongly determine the play's outcome. Some writing about Shakespeare required. **3 credits**

ENG 320 Topics in Fiction (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the 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**

ENG/WST 321 Topics in Fiction:**Eighteenth-Century British Women Writers (y)**

Prerequisites: ENG 102 or 103, second-year standing, 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. In addition to the novels, we will consider select works of literary criticism and excerpts from contemporaneous nonfiction. **3 credits**

ENG/WST 322 Topics in Fiction - Future Women: Science Fiction by American Women (y)

Prerequisites: ENG 102 or 103, second-year standing, OR permission of instructor

Considers genre novels by American women from the 1900s to the present. Emphasizes genre, gender issues, and theoretical models of science fiction. Some writing required. **3 credits**

ENG 330 Topics in Poetry (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

Thematic, stylistic, or period study of poetry. Topics vary. **3 credits**

ENG 331 Topics in Poetry: Victorian Poetry (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

Survey of British poetry written during the Victorian period, covering authors such as Alfred, Lord Tennyson; Elizabeth Barrett Browning; Robert Browning; Mary Coleridge; Christina Rossetti; and Thomas Hardy. Through close reading, active class discussion, lecture, and research, the cultural, political, and social milieus of the time will be studied in order to gain a deeper understanding of the many themes and stylistic innovations of the period. **3 credits**

ENG 332 Topics in Poetry: The Greening of American Poetry: 1945 to Present (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

This course will explore the attention post-World War II American poets gave to nature, renewal of habitats, and poetic perceptions of planetary wholeness. The rise of ecopoetics and writing as activism will be considered. **3 credits**

ENG 350 Topics in Pre-1900 Literature (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

Thematic, stylistic, or period study of poetry, narrative (fiction or nonfiction), or drama. Topics vary. **3 credits**

ENG 351 Topics in Pre-1900 Literature: The Gothic Revival (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

Explores Gothicism as a literary movement and mode of thought that revived medieval themes and archetypes in the late 18th century. Traditional and contemporary theories related to the Gothic Revival will be included, and drive research projects. **3 credits**

ENG 352 Topics in Pre-1900 Literature: American Realism and Naturalism (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the 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. **3 credits**

ENG 360 Topics in Post-1900 Literature (y)

Prerequisites: ENG 102 or 103, second-year standing, OR permission of instructor

Thematic, generic, stylistic, or period study of post-1900 literature. Topics vary. **3 credits**

ENG 362 Topics in Post-1900 Literature: Contemporary Literature – The Literature of Generation X (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

This course will examine American and Canadian literature written by and about Generation X (the generation born between 1965 and 1976). Special attention will be paid to gender, class, race, and sexuality. **3 credits**

ENG 363 Topics in Post-1900 Literature: World War I (y) Prerequisites: ENG 102 or 103, second-year standing, 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 from interdisciplinary perspectives, considering international relations, psychology, and environmental effects. Readings, including poetry, novels, journals, letters and other non-fiction by men and women directly and indirectly involved in the war efforts, will also introduce issues of women's leadership and social justice. Sample texts include Erich Remarque's *All Quiet on the Western Front*, Vera Brittain's *Testament of Youth*, Claire Stobart's *The Flaming Sword in Serbia and Elsewhere*, and poetry by Wilfred Owen, Rupert Brooke, Isaac Rosenberg, and Siegfried Sassoon. ENG 211 Excursion to National World War I Museum recommended but not required.

ENG/WST 364 Topics in Post-1900 Literature:

“Make it New!”: Women and Literary Modernism (y)

Prerequisites: ENG 102 or 103, second-year standing, 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. **3 credits**

ENG 370 Major Authors (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

In-depth study of a single author or a pair of authors. Topics vary. **3 credits**

ENG/WST 371 Major Authors: Jane Austen (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the 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. **3 credits**

ENG/WST 372 Major Authors: Toni Morrison (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

Exploration of the development of Toni Morrison's literary career, focusing primarily on her novels and criticism.

3 credits

ENG/IDS 380 Interdisciplinary Topics in Literature (y)

Prerequisite: ENG 102 or 103, second-year standing, OR permission of the 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/IDS 381 Literary Tales of Travel and Trade

Prerequisites: ENG 102 or 103, second-year standing, OR permission of instructor

Explores a selection of both fictional and nonfictional travel literature, considering connections to international relations, commerce, tourism, and the environment. **3 credits**

ENG/IDS 382 “Where the Truth Lies”:

Mad Men, Gender, and the American Dream (y)

Prerequisites: ENG 102 or 103, second-year standing, 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. The course will also address the themes of women's leadership and social responsibility. **3 credits**

ENG/WST 383 Topics in Women's Writing: “Her Kind”: Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)

Prerequisites: ENG 102 or 103, second-year standing, 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.

3 credits

ENG/IDS 390 Special Topics in Writing (y)

Prerequisite: ENG 102 College Writing 2, second-year standing, OR permission of the instructor

This course provides extensive practice in nonfiction writing. Topics vary. **3 credits**

ENG 391 Style and Editing (xs)

Prerequisite: ENG 290 English Grammar and Usage

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 become better writers. **3 credits**

ENG 392 Environmental Writing and Rhetoric (y)

Prerequisite: Prerequisite: ENG 102 or 103, second-year standing, OR permission of the instructor

This course focuses on how competing discourses define our relationship to the natural world, frame environmental problems, and argue for public action. We will compare the environmental rhetoric of naturalists, scientists, policy makers, and activists and will trace an American history that gave birth to the genre of environmental writing. Through these readings and discussions, we will seek an awareness of environmental issues and develop a critical approach to the rhetoric used in these debates through textual and visual analysis. There will be a focus on historical naturalist essays as well as more recent pieces

in environmental writing including more argumentative readings. Students will be asked to keep a nature journal throughout the semester, respond to readings, apply theoretical lenses to texts and visuals, report on various environmental documentaries, and participate in class discussions. **3 credits**

ENG 410 Critical Theory (y)

Prerequisite: ENG 102 College Writing 2, 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)

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 resumés, 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 20)

Faculty: Professors Firkus, Jones, Peterson, and Ross; Associate Professor Fernando; and Assistant Professor Das (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 and business.

ENV/BIO 120 Introduction to Environmental Science (xs)

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: Globalization and Diversity (s)

Provides the necessary geographic foundations to build an informed view of global events in the developed and developing regions of the world. The physical environment includes the natural environment and climate while the human landscape is examined by political outlook, economic potential, religion, and population characteristics. **3 credits**

ENV/CHE 130 Introduction to Environmental Chemistry

(f) Corequisite: CHE 131 Intro to Environmental Chem Lab 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 103 (CHE 210). **3 credits**

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

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 (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**

ENV 270 Introduction to Geographic Information Systems (GIS) and Geospatial Technology (xf)

Study of GIS fundamentals and its application in many professional and academic fields. Introduction to GIS, databases and metadata. Practical applications of ESRI ArcView and other GIS software. Build, edit, and query a GIS; basic spatial analysis. **3 credits**

ENV 310 Mastering Geographic Information Systems (GIS) (xs)

Prerequisite: ENV 270 Intro to GIS and Geospatial Technology

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 ArcView 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/IDS 315 Ecosystems, Function, and Management (xf)

Prerequisites: BIO 120 Introduction to Environmental Science, ENV 125 World Regional Geography: Globalization and Diversity
This course provides an overview of major ecosystems and anthropogenic impact, including forests, prairies, deserts, and aquatic systems. Course includes hands-on field work. **3 credits**

ENV/HIS 320 American Environmental History (xf)

Prerequisites: BIO 120 Introduction to Environmental Science AND either HIS 111 United States History to 1877, HIS 112 United States History since 1877, or HIS 150 Introduction to Historical Methods

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. **3 credits**

ENV/CHE 330 Environmental Chemistry and Social Justice (xs)

Prerequisite: BIO 120 Environmental Science, CHE 130/131 Introduction to Environmental Chemistry

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/IDS 331 Sustainable Tourism (y)

Prerequisite: BIO 120 Introduction to Environmental Science
Tourism is one of the fastest growing and most exciting industries in the world. This course illuminates issues of economic, environmental, social, and cultural sustainability as they relate to tourism and travel. Other topics include various means of travel, eco-travel destinations and organization. Course includes field trips and project work, such as writing a travel guide. **3 credits**

ENV 335 Earth Science: Soil, Water, Atmosphere (y)

Prerequisite: BIO 120 Introduction to Environmental Science
Local, national, and international issues and solutions concerning soil, water, and atmosphere resources. Fundamental concepts and hands-on fieldwork. Hands-on activities include sampling and analytical techniques, as well as a final project of the student's choice. **3 credits**

ENV/IDS 345 Economics of the Environment (y)

Prerequisite: ECO 202 Principles of Economics 2: Microeconomics OR BIO 120 Introduction to Environmental Science

The course introduced economic models and their applications to the management of the environment. It includes analytical tools for environmental planning, investigates applications to air quality, water quality, solid wastes, toxic substances, and surveys global environmental management issues. **3 credits**

ENV/IDS 350 Environmental Conditions and Global Economic Development (xs)

Prerequisites: BIO 120 Introduction to Environmental Science
The primary focus of this course is on key concepts and theories used in the analysis of sectoral and environmental aspects of economic development worldwide, with particular attention to the interactions between development, renewable resources, and the environment. Course includes hands-on field work and field trips. **3 credits**

ENV 360 Environmental Planning/Environmental Impact Assessment (y)

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; pressure on the environment caused by human activities and structures. **3 credits**

ENV 365 Environmental Justice (y)

Prerequisites: Sophomore or higher, and 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. **3 credits**

ENV 390 Environmental Studies Forum (s)

Prerequisites: General education requirements completed

This course will focus on advances in the field of Environmental Studies, professionalism, research ethics, and preparation of students for graduate school and environmental students orientated jobs. **2 credits**

ENV 485 Capstone Research/Outreach Project (Part 1) (f)
Prerequisite: BIO 120 Introduction to Environmental Science
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. Regular class meetings will guide and support the research/outreach and thesis-writing process. Students will present their progress and results at the end of each semester. **3 credits**

ENV 490 Capstone Research/Outreach Project (Part 2) (s)
Prerequisites: BIO 120 Introduction to Environmental Science AND ENV 485 Capstone Research/Outreach Project (Part 1)
The capstone project 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 a faculty member or professional expert. Regular meetings will guide and support the research/outreach and thesis-writing process. Students will present their results at the end of the semester. **3 credits**

FILM STUDIES (FLM)

Faculty: Professor Emery and Visiting Assistant Professor Mba

The film studies program offers a variety of courses designed to give students a solid foundation in film. The film courses offered each semester over a two-year period will help students appreciate and analyze cinematic art from historical, theoretical, thematic, and technical perspectives. These courses are designed to prepare students to go on to pursue majors in film studies and filmmaking.

FLM 101 Introduction to Film Studies (xf)
Introduction to the basic critical and technical vocabulary, modes of analysis, theoretical approaches, and historical background required for academic film studies. **3 credits**

FLM 251 International Film (xs)
Introduces international cinema, which initially developed in isolation from, then in opposition to, the narrative and cinematic techniques of dominant Hollywood cinema. Includes Soviet montage, German Expressionism, Italian Neo-Realism, French, and New Wave. Films by critically acclaimed directors from Japan, Sweden, and elsewhere may be included. **3 credits**

FLM 252 American Film (xf)
Introduction to American motion picture. Trends in each decade will be explored, from the 1920s to 1990s. Backgrounds on filmmaking and film adaptation from other sources will be explored. **3 credits**

FLM/WST 253 Women and Cinema (xs)
Focused on films by or about strong female leading characters, real and fictitious, good and bad. Includes basic critical vocabulary and skills, as well as a general background of some of the important writers, directors, and actors in this genre. **3 credits**

FOREIGN LANGUAGES

Faculty: Associate Professor Bourbon and Visiting Assistant 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 (FRE)

Faculty: Visiting Assistant Professor Mba

FRE 101 Elementary French 1 (f)
Essentials of grammar and composition with progressive practice in listening, speaking, reading, and writing. **4 credits**

FRE 102 Elementary French 2 (s)
Prerequisite: FRE 101 Elementary French 1
Emphasis on grammar, composition, reading, speaking, and understanding. **4 credits**

FRE 201 Intermediate French 1 (f)
Prerequisite: FRE 102 Elementary French 2

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 2 (s)
Prerequisite: FRE 201 Intermediate French 1
This course is a continuation of the skills and themes taught in FRE 201. Students will refine their understanding of grammatical structures; they will expand their vocabulary; and they will improve their reading and conversational skills. **3 credits**

FRE/WSL 215 Francophone Women Writers (s)

This course introduces students to influential women writers from several different Francophone countries. This course explores the themes of class gender, identity, family, language, education, and social progress. Students will read a variety of genres: novel, short story, autobiography, “autosociobiographie,” and memoir. All works will be read and discussed in English. **3 credits**

HISTORY (HIS)

Certificate: Public History (page 40)

Faculty: Professor Firkus

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 Western Civilization and the United States and their role in today’s global society. 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 these disciplines involve three principal areas: critical thinking skills, communication skills, and material knowledge.

HIS 101 History of Western Civilization to 1500 (f)

Survey of Western Civilization from its ancient origins to A.D. 1500. **3 credits**

HIS 102 History of Western Civilization Since 1500 (s)

Survey of Western Civilization from A.D. 1500 to present. **3 credits**

HIS 110 World History 1 Civilizations and Peoples of the World, Prehistory to the Renaissance (y)

This course will survey the rise and fall of all the major civilizations of world history, from the dawn of humanity in pre-historic Africa to the dawn of civilization in the ancient Near East, to the rise of great empires in China, Asia, the Americas, and finally in the West. This course covers from pre-History to the Italian Renaissance. **3 credits**

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 121 Native American History (f)

Study of the experiences of and policies toward Native Americans of North America. **3 credits**

HIS 125 Asian Civilization (f)

Study of the culture and history of China, Japan, Korea, and Southeast Asia. **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 Europe Today: Making Modern Europe at the Turn of the Millennium (xf)

Prerequisite: HIS 102 History of Western Civilization Since 1500 OR HIS 112 United States History Since 1877

Study of historical development of twentieth-century European society and its relation with world society. **3 credits**

HIS/WSL 211 History of Women in the United States (s)

Survey of women in United States from colonial to modern times. Introduces political, social, religious, and economic factors that influenced women’s roles in and contributions to U.S. society. **3 credits**

HIS 252 Medieval Europe (s)

Surveys civilizations of Christian Europe, Byzantine Empire, and Islam during Middle Ages [from C.E. 500 to 1500]. Introduces social, religious, cultural, and economic factors that laid foundations of modern West. **3 credits**

HIS 255 Renaissance & Reformation Europe (xs)

Survey of history of Renaissance & Reformation in Europe from late 14th to mid-17th centuries. Religious, political, social and cultural conflicts will be studied to reveal their important role in forging modern western world. **3 credits**

HIS 320 American Environmental History (xs)

Prerequisites: BIO 120 Introduction to Environmental Science, or previous history class

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 practice. **3 credits**

HIS/WSL 330 Women’s Suffrage Movement (f)

Prerequisites: HIS 150, WLS 102, or a previous 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, as well as work together on a civic engagement project. **3 credits**

HEALTH SCIENCES (HSC)

Degree: Bachelor of Science in Health Sciences (page 30)

Faculty: Professors Jones, Peterson, and Ross; Associate Professor Fernando; and Assistant Professor Volle

The Bachelor of Science degree in Health Sciences is design to prepare students who wish to (1) enter post-graduate training in order to pursue professional careers in the medical fields, (2) pursue graduate study in interdisciplinary scientific fields or (3) enter the scientific work force immediately after completion of a bachelor's degree. The curriculum is strongly based in the natural and physical sciences in order to ensure that graduates are well-prepared to begin a career or pursue post-graduate 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.

HSC 190 Seminar I (s)

Presents an introduction to the health sciences professions through guest speakers and examination of the professional literature. Requires completion of a ten-source literature-based research project, research report, and oral presentation.

One hour per week. **1 credit**

HSC 290 Seminar II (s)

Prerequisite: HSC 190 Seminar I

Presents an in-depth examination of the scientific literature in health science fields and related fields such as chemistry, biology, and psychology. Requires completion of a twenty-five-source literature-based research project, research report, and oral presentation. **1 credit**

HSC 310 Health Justice (xf)

Prerequisite: HSC 190 or WLS 205

Emphasizes the health and health care disparities that exist around the world and within the United States based on race, class, gender, sexual orientation, age, and disability status.

Examines policies, organizations, and activism in this area.

Three hours per week. **3 credits**

HSC 440 Molecular Mechanism of Disease (f)

Prerequisite: 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 diseases, cancer, and diabetes. Three hours per week. **3 credits**

HSC 490 Capstone Research Project/Outreach Project (fs)

Students will gain further understanding of the health sciences by conducting laboratory or field research, conducting library research, or completing a service-learning project or internship. The project will be completed with support of faculty members in the health sciences program and will culminate in a research paper or project report. **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 201 Step Into the World! (s)

Prerequisite: Educational travel participation OR permission of the instructor

Provides a rigorous academic experience in preparation for national or international travel. Introduces as many aspects as possible of the culture of the country/city. Explores areas of study related to the purpose of the trip, e.g., geography, history, flora and fauna, economy. Final project, e.g., article, video, journal, multi-media presentation required. **0-2 credits**

IDS 205 Introduction to the Liberal Arts Major (xf)

Introduces students to the liberal arts and to interdisciplinarity. Considers skills required for the major, contemporary issues through a variety of disciplines, career opportunities, and why the liberal arts matter. **2 credits**

IDS 301 Career Competency Seminar (y)

This course will cover the basics of career competency, including résumé preparation, interviewing skills, networking, dress for success, job search, and familiarity with internships and graduate school. Designed to help students successfully find professional employment or apply to graduate school.

0 credit

IDS 312 Qualitative Research Methods (s)

This course begins by considering both qualitative and quantitative research traditions. Students will then gain skills in particular methods and documentation including semi-structured interviews, focus groups, participant observation, direct observation, and field notes. Finally, they will learn different techniques in data analysis such as content analysis, narrative analysis, and discourse analysis. **4 credits**

IDS/ENV 315 Ecosystems, Function, and Management (xf)
See course description under “ENVIRONMENTAL STUDIES”
3 credits

IDS/WLS 320 The Leader Within (y)
See course description under “WOMEN’S LEADERSHIP”
3 credits

IDS/ENV 331 Sustainable Tourism (xf)
See course description under “ENVIRONMENTAL STUDIES”
3 credits

IDS/WLS 332 Leadership for Social Change (f)
See course description under “WOMEN’S LEADERSHIP”
3 credits

IDS/ENV 345 Economics of the Environment (y)
See course description under “ENVIRONMENTAL STUDIES”
3 credits

IDS/ENV 350 Environmental Conditions and Global Economic Development (xs)
See course description under “ENVIRONMENTAL STUDIES”
3 credits

WLS/IDS 350 Team Leadership & Group Dynamics (y)
See course description under “WOMEN’S LEADERSHIP”
3 credits

IDS/INR 350 International Political Economy (f)
See course description under “INTERNATIONAL RELATIONS” **3 credits**

IDS/PSY 351 Cross-Cultural Psychology (s)
See course description under “PSYCHOLOGY” **3 credits**

IDS/WST 360 Ecofeminism – Women, Animals, and Social Justice (y)
See course description under “WOMEN’S STUDIES”
3 credits

IDS/INR 365 International Environmental Policy (s)
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. Each student takes 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 she selects. **3 credits**

IDS/ENG 380 Interdisciplinary Topics in Literature (y)
See course description under “ENGLISH” **3 credits**

IDS/ENG 390 Special Topics in Writing (y)
See course description under “ENGLISH” **3 credits**

IDS/ANT 392 The Anthropology of Music and Dance (y)
See course description under “ANTHROPOLOGY” **3 credits**

IDS/PSY 430 Conflict Resolution (s)
See course description under “PSYCHOLOGY” **3 credits**

IDS/INB 450 Corporate Social Responsibility (f)
See course description under “INTERNATIONAL BUSINESS”
3 credits

IDS 490 Liberal Arts Capstone Research Project
This course is required for fourth-year students who major in Liberal Arts. **1 credit**

INTERNATIONAL BUSINESS (INB)

Degree: Bachelor of Arts in International Business (page 22)

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

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)
The course focuses on providing students with basic knowledge and understanding of the complex environment of 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**

INB/WST 250 Women & Economic Development (y)
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 345 Export Policies and Procedures (y)

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 420 Multinational Business Finance (s)

Prerequisites: BUS 340 Principles of Finance

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, and examines foreign direct investment, international project analysis, and foreign operations financing. **3 credits**

INB/IDS 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.

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.

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. **3 credits**

INB 491 Topics in Business/International Relations (s)

Prerequisite: Taken in final semester

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

INTERNATIONAL RELATIONS (INR)

Degrees: Bachelor of Arts in International Relations (page 24)

Minor: International Relations (page 33)

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

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/WST 216 Women, Power, and Global Politics (xf)

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/POL 225 Asian Politics (xf)

Prerequisite: POL 121 Intro to Political Science OR IRB 151 International Relations

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 310 International Organizations (f)

Prerequisite OR Corequisite: ECO 201 Prin of Econ 1: Macroeconomics OR IRB 151 International Relations

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 320 Quantitative Research Methods in Social Sciences (y)

Prerequisites: 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/SOC 330 Poverty and Inequality (xs)

Prerequisites: 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. **3 credits**

INR 340 International Law (y)

Prerequisites: INR 151 International Relations

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 (xf)

Prerequisites: INR 151, SOC 101

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 use in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final. **3 credits**

INR/IDS 350 International Political Economy (xs)

Prerequisite OR Corequisite: ECO 201 Prin of Econ 1:

Macroeconomics, ECO 202 Prin of Econ 2: Microeconomics, POL 121 Intro to Political Science, or INR 151 International Relations

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. **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. **3 credits**

INR/IDS 365 International Environmental Policy (s)

See course description under "INTERDISCIPLINARY STUDIES" **3 credits**

INR 490 Capstone Research Project in International Relations (s)

Prerequisite: IRB 151 International Relations

This course is required for senior students who major in International Relations. Each student will write a thesis, including ideas and knowledge she has learned during her college education. **3 credits**

JOURNALISM (JRN)

Faculty: Instructor Reed

JRN 229 Journalism Practicum (fs)

Prerequisite: Permission of instructor

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

Yearbook Practicum (fs)

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

MATHEMATICS (MAT)

Faculty: Assistant Professors Dioses 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 101 Intermediate Algebra (fs)

Thorough review of basic principles of algebra. Three hours per week. **2 credits**

MAT 103 College Algebra (fs)

Prerequisite: Two years of high school mathematics OR MAT 101 Intermediate Algebra

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

MAT 104 Trigonometry (y)

Prerequisite: Two years of high school mathematics OR MAT 101 Intermediate Algebra

Right triangle trigonometry, trigonometric functions,

trigonometric identities and equations, graphing of trigonometric functions, law of cosines, and law of sines. **2 credits**

MAT 112 Elementary Statistics (fs)

Prerequisite: MAT 103 College Algebra or equivalent preparation

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

MAT 201 Calculus 1 (fs)

Prerequisite: MAT 103 College Algebra or equivalent preparation

Functions, limits and continuity, differentiation, applications of the derivative, integration, and applications of the definite integral. **4 credits**

MAT 202 Calculus 2 (s)

Prerequisite: MAT 201 Calculus 1 and MAT 104 Trigonometry or equivalent preparation

Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, indeterminate forms and improper integrals, infinite series, polar and parametric coordinates. **4 credits**

MAT 203 Calculus 3 (f)

Prerequisite: MAT 202 Calculus 2

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

MAT 204 Differential Equations (s)

Prerequisite: MAT 203 Calculus 3

Ordinary differential equations, initial-value problems, first order equations, linear equations of higher order, Laplace transforms, numerical methods, and applications and mathematical models. **3 credits**

MUSIC (MUS)

Degrees: Associate in Arts-Music (page 36)

Minor: Music (page 33)

Faculty: Professor Spencer (coordinator), Assistant Professors Cook and Lordo, and Instructors Graves, Johnson, and Stanfield. Accompanists Fast and Leonard

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

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

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

The music facilities at Cottey provide excellent support for all aspects of the program. The Judy and Glenn Rogers Fine Arts Building includes a choral rehearsal area, a band room, faculty teaching studios, a MIDI laboratory, 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.

APPLIED MUSIC AND ENSEMBLE COURSES

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

All applied lessons require concurrent enrollment in an appropriate repertoire class. Refer to the applicable course syllabus for attendance, participation, and scheduling policies for repertoire classes. **Lessons, ensemble courses, and repertoire courses may be repeated for credit.** Applied Woodwind lessons are available for saxophone, oboe, flute, clarinet, or bassoon. Applied String lessons are available for violin, viola, cello, or string bass. Applied Brass lessons are available for trumpet, trombone, French horn, and tuba.

MUS 101 Music Appreciation (fs)

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 (fs)

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 1, MUS 109 Elementary Keyboard Harmony

1 and MUS 110 Sight Singing and Ear Training 1 sequence. (May not be taken for credit by students who have earned credit for Harmony 1-4 or SS&ET 1-4.) Open to all other students for elective credit. **3 credits**

MUS 108 Popular American Music in the U.S. (y)

Surveys American popular music from 1840 to present, as well as related musical styles that influenced its development. Emphasizes listening skills, historical awareness, and critical judgment. **3 credits**

MUS 109 Keyboard Harmony 1 (f)

Pre- or Co-requisite: MUS 111 Harmony 1
Major and natural minor scales, cadence progressions, reading lead sheet symbols, harmonizing melodies, beginning transposition, and introduction to reading figured basses. **1 credit**

MUS 110 Sight Singing and Ear Training 1 (f)

Pre- or Co-requisite: MUS 111 Harmony 1
Beginning interval recognition, melodic dictation, rhythmic dictation, harmonic dictation, sight singing, and rhythmic reading. Some computer-assisted instruction. **1 credit**

MUS 111 Harmony 1 (f)

Prerequisite: Placement Exam OR MUS 103 Fundamentals of Music
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 2 (s)

Prerequisite: MUS 111 Harmony 1
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 2 (s)

Prerequisite: MUS 109 Keyboard Harmony 1
Harmonic and melodic minor scales, more advanced melody harmonization, and reading of lead sheets. Continued transposition, harmonic progressions, figured basses, and introduction to improvisation. **1 credit**

MUS 114 Sight Singing and Ear Training 2 (s)

Prerequisite: MUS 110 Sight Singing and Ear Training 1
More advanced melodic, rhythmic, and harmonic dictation. Continued study of sight singing utilizing C clefs, and more advanced rhythmic reading. Continued use of computer-assisted instruction. **1 credit**

MUS 119 Class Piano (fs)

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 S	Applied Strings
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 S	Applied Strings
MUS 122 V	Applied Voice
MUS 122 W	Applied Woodwinds

MUS 209 Keyboard Harmony 3 (f)

Prerequisite: MUS 113 Keyboard Harmony 2
More advanced level melody harmonization, reading lead sheets, transposition, harmonic progressions, improvisation, and reading figured basses. Introduces score reading at the keyboard. **1 credit**

MUS 210 Sight Singing and Ear Training 3 (f)

Prerequisite: MUS 114 Sight Singing and Ear Training 2
Melodic dictation with chromaticism, harmonic dictation with seventh chords, all interval dictation, and sight singing with chromaticism. Some computer-assisted instruction. **1 credit**

MUS 211 Harmony 3 (f)

Prerequisite: MUS 112 Harmony 2
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 4 (s)

Prerequisite: MUS 211 Harmony 3
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 4 (s)

Prerequisite: MUS 209 Keyboard Harmony 3

Advanced melody harmonization, reading lead sheets, improvisation, reading figured basses and score reading with transposed instrumental parts and with parts that use C clefs.

1 credit**MUS 214 Sight Singing and Ear Training 4 (s)**

Prerequisite: MUS 210 Sight Singing and Ear Training 3

Advanced level melodic, rhythmic, and harmonic dictation.

Harmonic dictation with chromaticism and modulations.

Advanced sight singing and chromaticism and modulations.

Some computer-assisted instruction. **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 S Applied Strings****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 S Applied Strings****MUS 222 V Applied Voice****MUS 222 W Applied Woodwinds****MUS 222 R Recital (1 credit)****MUS 270 Repertoire Class 0 credit (fs)****MUS 270B Brass Repertoire Class**

Corequisite: Elective or Applied Brass

MUS 270C Percussion Repertoire Class

Corequisite: Elective or Applied Percussion

MUS 270P Piano Repertoire Class

Corequisite: Elective or Applied Piano

MUS 270S String Repertoire Class

Corequisite: Elective or Applied Strings

MUS 270V Voice Repertoire Class

Corequisite: Elective or Applied Voice

MUS 270W Woodwind Repertoire Class

Corequisite: Elective or Applied Woodwinds

MUS 281 Chamber String Ensemble (fs)

Prerequisite: Audition

Performance of chamber music and works for small string

ensembles. Two rehearsals per week. **1 credit****MUS 285 Wind Ensemble (fs)**

Prerequisite: Audition

Performance of standard and contemporary concert band music

literature. Ensemble performs several times. **1 credit****MUS 287 Chamber Singers (fs)**

Prerequisite: Audition

Choral ensemble specializing in chamber repertoire. Three

rehearsals per week. **1 credit****MUS 289 Jazz Ensemble (fs)**

Prerequisite: Audition

Ensemble is very active and performs a variety of styles, including jazz, rock and roll, blues, Latin, and R&B.

Instrumentation: alto saxophone, tenor saxophone, baritone saxophone, trombone, trumpet, piano, rhythm guitar, bass guitar, and trap set. **1 credit****MUS 291 Women in Music (y)**Increased awareness of the contributions of women to the creation and performance of music. Fulfills both Women's Studies and Fine Arts requirements. **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

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 thinking and acting 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 is devoted to a broad smattering of names, dates, and superficially examined problems. Instead, each course aims to confront the writings and outlooks of a limited number of thinkers, carefully selected to represent significantly different ways in which people try to understand the world.

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

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 (y)

Examines select major ethical theories having both historical and ongoing importance. Confronts select socially unsettling moral issues 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 (y)

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**

PHYSICAL EDUCATION (PHE)

Minor: Fitness Education (page 33)

Faculty: Professors Burger and Polon

The mission of the general physical education activity program is to provide a variety of curricula from which the student may select to enable her to develop her cognitive knowledge of the activity, increase her psychomotor skills, increase her personal fitness and enhance her sense of value for the activity. Departmental goals are directed toward the 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, located in Hinkhouse Center, include: a large gymnasium, a 25-yard swimming pool, a fitness center that includes a weight room, three outdoor tennis courts, locker/dressing room, and an athletic field.

PHE 121: Swim 1: Nonswimmer (f)

For students with little or no experience and/or with fear of water. Not open to students who can tread water. Includes personal safety skills in, on or around water, deep water orientation and skills, and introduces basic swimming strokes and skills. **1 credit**

PHE 122 Swim 2: Stroke Development (fs)

Prerequisite: PHE 121 Swim 1: Nonswimmer OR ability to tread water for three minutes in deep end of pool. Includes all six swimming strokes, basic swimming skills as well as diving into water and review of personal safety skills. **1 credit**

PHE 125 Fitness Swimming (y)

Prerequisite: PHE 121 Swim 1: Nonswimmer OR ability to swim front crawl stroke 50 yards with proper breathing
Designed to increase cardiovascular fitness and endurance through lap swimming. Concepts of fitness, fitness components and swim training discussed. Techniques for increasing speed and efficiency developed. Focus on increased swimming distances. **1 credit**

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 (y)

Designed to increase cardiorespiratory fitness through individualized jogging workouts. Includes jogging or other cardiorespiratory workouts three days per week. **1 credit**

PHE 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 Aerobic Exercise/Fitness Walking (y)

Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking and different types of aerobic classes. **1 credit**

PHE 138 Weight Training (y)

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 Canoeing/Archery (y)

Prerequisites: Swim 100 yards clothed AND tread water for five minutes

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

1 credit

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 activity class. Enrollment requires recommendation of physician and consultation with instructor. Course may be repeated for credit. **1 credit**

PHE 175 Varsity Track & Field (s)

Prerequisite: Permission of instructor
Intercollegiate track and field team. Membership in NJCAA. Participation in home and away track and field meets. **1 credit**

PHE 176 Varsity Cross-Country (f)

Prerequisite: Permission of instructor
Intercollegiate cross-country team. Membership in NJCAA. Participation in home and away cross-country meets. **1 credit**

PHE 177 Varsity Softball (s)

Prerequisite: Permission of instructor
Intercollegiate softball team. Membership in NJCAA. Participation in home and away softball games. **1 credit**

PHE 178 Varsity Volleyball (f)

Prerequisite: Permission of instructor
Intercollegiate volleyball team. Membership in NJCAA. Participation in home and away volleyball games. **1 credit**

PHE 179 Varsity Basketball (fs)

Prerequisite: Permission of instructor
Intercollegiate basketball team. Membership in NJCAA. Participation in home and away basketball games. **1 credit**

PHE 180 Cycling (y)

Prerequisite: Bicycle
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 life-long fitness activity. It involves riding on local roads around campus. **1 credit**

PHE 181 Cycling and First Aid (y)

Prerequisite: Bicycle
Fundamentals of cycling, bicycle care and repair, maintenance, and cycling safety. First aid unit includes American Red Cross community First Aid and Safety training leading to certification in Adult, Child, and Infant CPR and First Aid.
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 194 Current Issues in Fitness (y)

This will be a seminar course that will look at issues and trends that are relevant to the fitness industry. **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 220 Aquacises (fs)

Approach to figure improvement and fitness (non-swimmers included) by performing simple water exercises. Water resistance movements for muscle tone and coordination; stretching for flexibility and improved posture; brisk, lively movements to build endurance, increase circulation and stimulate internal body systems. **1 credit** (Activity)

PHE 221 Swim 3: Stroke Refinement and Advance Skills (y)

Prerequisite: PHE 122 Swim 2: Stroke Development OR ability to swim 500 yards continuously

Includes review and advanced work in all six swimming strokes, introduces advanced skills (flip turns, starts). Introduces competitive skills, synchronized swimming, fitness swimming, and other aquatic activities such as water polo and skin diving. **1 credit**

PHE 222 Synchronized Swimming (y)

Prerequisite: Intermediate skill OR skill testing
Rhythmic forms and analysis in relation to creative expression in swimming. Composed of basic body positions, swimming strokes and stroke variations, sculls for propulsion and support, and figures and hybrid figures. **1 credit**

PHE 223 Lifeguard Training (y)

Prerequisite: Skill pretest -550 yards continuous swim using front crawl or breaststroke; 2 minutes tread water with legs only; swim 15 yards underwater, retrieve three diving rings; timed event-swim 20 yards, surface dive to bottom retrieve 10 pound brick and return to starting point keeping both hands on brick and face above water in 1 minute 40 seconds.
Theory, practice and knowledge of lifeguarding and lifeguarding skills. Opportunity for completion of American Red Cross certification in Lifeguard training, CPR/PR, First Aid, AED, and Waterfront Lifeguarding.
2 credits (1 credit Activity; 1 credit Theory)

PHE 224 Swimming Instructor/WSI (y)

Prerequisites: Skill test AND knowledge pretest
Theory and practice of all swimming strokes, skills and diving. Application of knowledge, principles, and analysis of Red Cross Learn to Swim and Water Safety programs directed toward completion of American Red Cross Water Safety Instructor certification and authorization.

2 credits (1 credit Activity; 1 credit Theory)

PHE 301 Lifeguarding Instructor (y)

Prerequisites: PHE 223 Lifeguard Training or current American Red Cross Lifeguard, CPR, AED, and First Aid Certifications.
This course leads to American Red Cross instructor certification as a Lifeguarding Instructor. The instructor candidates learn to respond to aquatic emergencies and to render emergency care procedures. It teaches instructor candidates to teach these skills to others. LGI's can teach basic level Lifeguarding, Shallow Water Lifeguarding, First Aid, CPR/AED for the Professional Rescuer, Administering Emergency Oxygen, Bloodborne Pathogens Training, Preventing Disease Transmission, and Basic Water Rescue courses. Because of the pre-testing requirements; renewal of participant certifications in the above listed courses are also available. The course develops understanding of how to use Red Cross course materials, how to conduct training sessions, how to evaluate participant's progress and how to use the Red Cross support network. Students' will have a unique leadership opportunity to actually teach a Lifeguarding course for the local Red Cross Chapter (Vernon County Chapter) towards the end of the semester.

3 credits (1 credit Activity; 2 credits Theory)

PHE 335 Personal Training (xf)

Prerequisite: 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 235 Personal Training

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: Assistant Professor Hyland

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)

Corequisite: PHY 101L Introductory Physics Laboratory
Fundamentals and applications of conceptual physics. Descriptive explanation of mechanics, heat and thermodynamics, fluid mechanics, waves and sound, electricity and magnetism, light, and atomic and nuclear physics. Not open to students with credit in PHY 201 General Physics I or PHY 202 General Physics 2. **3 credits**

PHY 101L Introductory Physics Laboratory (s)

Corequisite: PHY 101 Introductory Physics
Elementary experiments in conceptual physics. Two hours per week. **1 credit**

PHY 205 General Physics 1 with lab (f)

Pre- or Corequisite: MAT 201 Calculus 1
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 General Physics 1 with lab
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: Associate Professor Watanabe, and Assistant Professor Roy

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 (f)

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 (s)

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 US Government OR POL 121 Introduction to Political Science OR INR 151 International Relations
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 225 Asian Politics (xf)

Prerequisite: POL 121 Intro to Political Science OR INR 151 International Relations

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 28)

Minor: Psychology (page 32)

Faculty: Professor Tietz, Associate Professor Kohel, and Assistant Professor Gilchrist

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 (xf)

Prerequisite: SOC 101 Introductory Sociology OR PSY 101 General Psychology

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 General Psychology

Survey of topics from the perspective of biopsychology, including behavioral genetics, neuroanatomy, sensation/perception, learning and memory, drives, emotion, language, and abnormal behavior. **3 credits**

PSY 240 Cognitive Psychology (f)

Prerequisite: PSY 101 General Psychology

An introduction to the concepts in cognitive psychology including theories and applications of memory systems, pattern recognition, attention, decision-making, problem solving, language and text comprehension, reasoning, and neurocognition. **3 credits**

PSY 245 Personality Psychology (xf)

Prerequisite: PSY 101 General Psychology

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, gender, sexual-orientation, and resilience. **3 credits**

PSY 248 Sensation and Perception (f)

Prerequisite: PSY 101 General Psychology

This course focuses on how humans sense and perceive stimuli in the external environment through use of the senses. In addition to discussing different sensory systems (e.g., visual, auditory) and how they influence both the brain and behavior, the course will also cover historic and contemporary research in the field. 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 General Psychology

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.

May not be taken for credit if credit has been received for PSY 308/Psychology of Child & Adolescent Development. **3 credits**

PSY 308 Psychology of Child and Adolescent Development (f)

Prerequisite: PSY 101 General Psychology

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. **3 credits**

PSY 310 Research Methods in Psychology I (f)

Prerequisites: PSY 101 General Psychology, MAT 112

Elementary Statistics (may also be corequisite)

In this first part of a two-semester sequence, 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, and will submit an IRB proposal prior to collecting and analyzing data the following semester. **3 credits**

PSY 311 Research Methods in Psychology II (s)

Prerequisites: PSY 101, MAT 112, PSY 310

In this second part of a two-semester sequence, students will learn about the characteristics of science, psychological statistics, and methods of data collection and analysis. Students will collect data for the research study they designed in PSY 310 the previous semester, and will 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. **3 credits**

PSY 321 Human Sexuality (s)

Prerequisite: PSY 101 General Psychology OR SOC 101

Introductory Sociology

Surveys topics from biological, sociological, anthropological, religious, and psychological perspectives. Examines sexual values in order to enhance students' knowledge of sexuality and influences which affect it at personal, familial, and societal level. **3 credits**

PSY 325 Motivation & Emotion (xf)

Prerequisite: PSY 101 General Psychology

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 331/WST 331 Psychology of Women and Gender (f)

Prerequisite: PSY 101 General Psychology

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. **3 credits**

PSY 345 Industrial-Organizational Psychology (xs)

Prerequisite: PSY 101 General Psychology

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 General Psychology

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 General Psychology

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 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. Senior standing, previous service learning experience, and permission of instructor required. Own transportation is desirable but not required. **1- 3 credits**

PSY 420 Counseling/Clinical Psychology (s)

Prerequisite: PSY 101 General Psychology and PSY 350 Abnormal Psychology

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 and video-taped mock therapy sessions. **3 credits**

PSY 430 Conflict Resolution (s)

Prerequisite: PSY 101 and PSY/SOC 232, or permission of instructor

Conflict Resolution examines how to explain, approach, and resolve interpersonal conflict, primarily through communication. Topics will include conflict processes; communication options; the Stop-Think Listen Communicate (S-TLC) System; negotiation; management of conflict climates, stress, anger, and face; forgiveness; mediation; and management of group, organizational, and social conflict. This course requires direct application, including audio-taped interpersonal process groups. **3 credits**

PSY 440 Learning and Conditioning (xs)

Prerequisites: PSY 101; PSY 310

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 450 Psychology of Sport & Physical Activity (xf)

Prerequisites: PSY 101 General Psychology

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.

3 credits

PSY 490 Senior Capstone (s)

Prerequisites: PSY 101; MAT 112; PSY 310

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 Rouintree

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 her understanding of some of the profounder currents of human thought and experience.

REL 105 World Religions 1 (y)

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 (y)

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)

Faculty: Assistant Professor Quick

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. Sociology also assists students in understanding contemporary social problems and the difficulties in developing social policy solutions.

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/WST 235 Race, Class, and Gender (xs)

This course examines race, ethnicity, class, gender, sexuality and other identities as sociological concepts within a new interdisciplinary paradigm focusing 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/WST 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/INR 330 Poverty and Inequality (xs)

Prerequisite: SOC 101; and POL 101, POL 121, or IRB 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. **3 credits**

SOC/PSY 232 Social Psychology (f)

Prerequisite: SOC 101 Introductory Sociology OR PSY 101 General Psychology

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**

SPANISH (SPA)

Faculty: Associate Professor Bourbon

SPA 101 Elementary Spanish 1 (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 2 (s)

Prerequisite: SPA 101 Elementary Spanish 1

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 1 (f)

Prerequisite: SPA 102 Elementary Spanish 2

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

SPA 202 Intermediate Spanish 2 (s)

Prerequisite: SPA 201 Intermediate Spanish 1

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 Intermediate Spanish 2

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 (xs)

Prerequisite: SPA 202 Intermediate Spanish 2

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

SPA 213 Oral Spanish (xf)

Prerequisite: SPA 202 Intermediate Spanish 2

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 Intermediate Spanish 2

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

SPA 320 Business Spanish (xs)

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 (xs)

Prerequisite: SPA 202 Intermediate Spanish 2

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 340 Contemporary Latin American/Spanish Women Writers (xs)

Prerequisite: SPA 202 Intermediate Spanish 2

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 Andrews and Assistant Professor Cheney

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

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 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; cultural and gender influences. **3 credits**

SPE/WST 205 Gender and Communication (xs)

The relationship between gender and communication. Offered odd years. **3 credits**

THEATRE (THE)

Degree: Associate in Fine Arts with Theatre Emphasis (page 39)

Minor: Theatre (page 34)

Faculty: Professor Andrews and Assistant Professor Cheney

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 (xf)

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 102 Twentieth Century Theatre (xs)

Theories of the major important playwrights and dramatists of the twentieth century, including Constantin Stanislavski's professionalization of the dramatic art, Bertholt Brecht's use of drama as a social and political tool, and Antonin Artaud's theories of the use of drama for personal catharsis. The course will also include short experimental productions in the style of each of the movements and theories covered. Offered even 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, Lighting and Sound (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 131 Dramatic Literature (xf)

Introductory techniques of reading dramatic literature from the major periods of play writing. Includes discussion of dramatic writing and instruction in stage practice as applied to text. Offered even years. **3 credits**

THE 177 Theatre and Event Entertainment Technology (fs)

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. **1 credit**

THE 203 Acting: Character Development (xs odd)

Techniques of building character through analysis, improvisation, exercises, performance/critique, and scene workshops. **3 credits**

THE 221 Costume Construction (xf)

Basic costume construction techniques. Including measuring the human body, hand sewing, machine sewing, use of serger, reading and following patterns, altering patterns to fit non-standard frames, mending, matching fabric to patterns, and finishing techniques. **3 credits**

THE 251 Children's Theatre (s)

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

THE 255 Scene Design (s)

Prerequisite: THE 110 or instructor approval

Basic theatrical set design theory and practice. Includes the construction of 3D set models, and 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 294 Stage Management (fs)

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 325 Theatrical Costume Design (y)

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

WOMEN'S LEADERSHIP STUDIES (WLS)

Certificate: Organizational Leadership (page 40)

Faculty: Assistant Professor Clyde, Professor Ross, and Professor Spencer.

Faculty and staff members supporting leadership programs at Cottey College include: Bobbett, Tricia; Firkus, Prof. Angela; Hampton, Renee; Hedges, Denise; Korb, Kris; Phillips, Mari Anne; and Taylor, Prof. Kathryn

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 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.

WLS/WST 102 Foundations in Leadership (fs)

Introduces theoretical and practical understanding of leadership. Assists in defining personal leadership orientation and philosophy, building relationships, initiating change, and empowering others. Emphasis on women's leadership.

3 credits

WLS 205 Social Justice and Civic Engagement (s)

Prerequisite: WLS 102 - Foundations in Leadership

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**

WLS/IDS 320 The Leader Within (y)

Prerequisite: WLS/WST Foundations in Leadership, 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. **3 credits**

WLS/IDS 332 Leadership for Social Change (f)

Prerequisite: WLS/WST Foundations in Leadership, 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. **3 credits**

WLS/IDS 350 Team Leadership & Group Dynamics (y)

Prerequisite: WLS/WST Foundations in Leadership, 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. **3 credits**

WLS 420 Leadership Theories & Practices (y)

Prerequisite: WLS/WST Foundations in Leadership, 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.

3 credits

WOMEN'S STUDIES (WST)

Minor: Women's Studies (page 34)

Certificate: Women's Studies (page 41)

Faculty: Professors Andrews, Firkus, Stubblefield (coordinator), and Tietz; Associate Professors Bourbon and Pivak; and Assistant Professors Chelminska and Quick.

Women's 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's Studies courses focus on the historical and/or contemporary experiences of women. 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 women's lives
- Examining institutional structures and structures of power from the perspective of gender
- Engaging with women's studies scholarship and feminist theory
- Considering how a focus on women impacts the academic discipline being studied
- Linking course content about women to their own experiences as women

WST/WLS 102 Foundations in Leadership (fs)

Introduces theoretical and practical understanding of leadership. Assists in defining personal leadership orientation and philosophy, building relationships, initiating change, and empowering others. Emphasis on women's leadership.

3 credits

WST 105 Introduction to Women's Studies (s)

An interdisciplinary introduction to the field of women's studies. Considers and evaluates the impact of feminism on a variety of academic disciplines, on pop culture, and on daily life. Includes a service learning component. **3 credits**

WST/ANT 151 Introduction to Cultural Anthropology (fs)

See course description under "ANTHROPOLOGY" **3 credits**

WST/SOC 203 Family and Society (f)

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

WST/ANT 204 Women in Cross-Cultural Perspective (y)

See course description under "ANTHROPOLOGY" **3 credits**

WST/SPE 205 Gender and Communication (xs)

Investigation of relationship between gender and communication. Offered odd years. **3 credits**

WST/HIS 211 History of Women in the United States (s)

See course description under "HISTORY" **3 credits**

WST/FRE 215 Francophone Women Writers (s)

See course description under "FRENCH" **3 credits**

WST/INR 216 Women, Power, and Politics (y)

See course description under "INTERNATIONAL RELATIONS" **3 credits**

WST/ENG 220 American Women Writers (xf)

See course description under "ENGLISH" **3 credits**

WST/ENG 222 British Women Writers (xf)

See course description under "ENGLISH" **3 credits**

WST/SOC 235 Race, Class, and Gender (y)

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

WST/INB 250 Women & Economic Development (y)

See course description under "INTERNATIONAL BUSINESS" **3 credits**

WST/FLM 253 Women and Cinema (xs)

Focused on films by or about strong female leading characters, real and fictitious, good and bad. Includes basic critical vocabulary and skills, as well as a general background of some of the important writers, directors, and actors in this genre.

3 credits

WST/ENG 310 Women in Shakespeare (y)

See course description under “ENGLISH” **3 credits**

WST/ENG 321: Topics in Fiction:**Eighteenth-Century British Women Writers (y)**

See course description under “ENGLISH” **3 credits**

WST/ENG 322 Topics in Fiction - Future Women: Science Fiction by American Women (y)

See course description under “ENGLISH” **3 credits**

HIS/WST 330 Women’s Suffrage Movement (xf)

See course description under “HISTORY” **3 credits**

WST/PSY 331 Psychology of Women and Gender (s)

Prerequisite: PSY 101 General Psychology

See course description under “PSYCHOLOGY” **3 credits**

WST 350 Feminist Theories (y)

What is feminist theory? What is the relationship between feminist theories and feminist activism? This interdisciplinary course provides a historical and thematic survey of feminist theories, engages students in critical examinations of those theories, and applies feminist theories to their lives and work.

3 credits

WST/IDS 360 Ecofeminism – Women, Animals, and Social Justice (y)

Prerequisite: WST 105 Intro to Women’s Studies, 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. **3 credits**

WST/ENG 364 Topics in Post–1900 Literature:**“Make it New!”: Women and Literary Modernism (y)**

See course description under “ENGLISH” **3 credits**

WST/ENG 371 Major Authors: Jane Austen (y)

See course description under “ENGLISH” **3 credits**

WST/ENG 372 Major Authors: Toni Morrison (y)

See course description under “ENGLISH” **3 credits**

WST/ENG 383 Topics in Women’s Writing: “Her Kind”: Twentieth-Century American Women Poets (y)

See course description under “ENGLISH” **3 credits**

SPECIAL COURSES

EDUCATION

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

DIRECTED STUDY

Directed Study is available in all disciplines:

298 Directed Study: "{Title Of}"

Under the auspices of a faculty member, a second-year student with a cumulative GPA of 3.3 or higher may receive academic credit for pursuing on an individual basis, a topic or project related to, but beyond the scope of, regular course offerings. Curriculum Committee approval required. No more than three hours of Directed Study counts toward graduation, nor may more than one such course be taken in same semester. May not be used to meet distribution requirements. **1-2 credits**

EXCURSIONS

Excursions are available in all disciplines.

211 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: "{Title Of}"

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 degrees may earn 4 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 standing by the beginning of the internship and have a 3.00 cumulative GPA or higher. **1-2 credits per fall & spring semester; 1-3 credits in summer; 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**

SPECIAL TOPICS

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

LEARNING COMMUNITIES

Learning Communities is an approach that purposely restructures the curriculum to thematically link courses and enroll a common group of students. This approach fosters community, coherence and connections among courses as well as creates more sustained intellectual interaction among students and their teachers.

ACADEMIC POLICIES AND RESOURCES

LIBRARY SERVICES

The Ross Library is a student-centered hub for information and collaboration, open daily for over 85 hours per week. The flag-draped Information Commons provides a dynamic learning environment for student interaction, staff assisting with questions or problems, library research sessions, 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 on-campus Library Web site links to very large databases of scholarly resources including Academic Search Complete, JSTOR, Business Source Premier, Hoover's Environment Complete, Humanities International Complete, PsycINFO, and Public Affairs Index as well as news articles from NewsBank's Access World News. Along with books, movies, and music found using Cottey's library catalog at <http://www.cottey.edu/future-students/library>, Cottey students enjoy free access to books found in the MOBIUS library consortium catalog of over 23,000,000 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 multi-media technology. Networked computers are located in academic computer labs, laboratories, computer suites in the residence halls, Ross Library, smart classrooms, and other general areas. There is one computer to every four students. More than half of the students connect their personal computers via the wireless network to the campus intranet and the Internet on the main campus. An electronic mail system facilitates the flow of information and ANGEL, 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 her educational goals. Each student is assigned a full-time faculty member as an academic advisor.

It is the responsibility of the student to work closely with her academic advisor throughout the advising process. The more clearly a student can articulate her vision and goals, the more productive the relationship will be. Together the advisor and student devise a balanced academic program. The advisor reviews all registration decisions, including changes made after the beginning of a semester. After consultation with her advisor, it is the student's responsibility to choose and implement her academic program. In addition to aiding in the selection of courses, the advisor reviews the advisee's academic progress and may suggest major, transfer, and/or career options. At the student's request, the advisor may refer her to other resources on and off campus.

ASSESSMENT

Cottey's academic assessment program is designed to evaluate progress toward achieving those goals related to the academic program. The measures to assess these goals and their related objectives are found in course syllabi where appropriate and otherwise in documents describing the assessment program. Students attending 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.

TUTORING AND WRITING CENTERS

Located in the lower level of the Ross Memorial Library, the Tutoring and Writing Centers are a place where students can meet with trained peer tutors in a variety of subjects to enhance their learning experience.

The Centers also double 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 COUNSELING

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

STUDENT DISABILITY SERVICES

It is the policy of Cottey College to comply with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated 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 Coordinator for Student Disability Services in the Kolderie Center (RBAC 164) or by calling (417) 667-8181, ext. 2131.

ACADEMIC RECORDS

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

INTERNATIONAL STUDENT COORDINATION

Cottey College is authorized under federal law to enroll nonimmigrant students. Please contact the international student coordinator for assistance with matters relating to U.S. Citizenship and Immigration Service policies and procedures.

ACADEMIC POLICIES

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

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

- student’s full name
- campus address
- permanent address
- date and place of birth
- assigned student e-mail 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 her educational records that are considered to be inaccurate, misleading or in violation of the student’s privacy or other rights. Such a challenge should be directed to the registrar.

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)	87-120 credit hours earned

REGISTRATION AND CHANGES IN REGISTRATION

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

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

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

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

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

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. To register for more than 18 credit hours, students must have a 3.0 GPA and advisor approval. Special permission must be granted by the vice president for academic affairs. The maximum is 18 credits for a student’s first semester at Cottey and 21 credit hours per semester thereafter. To maintain residential status, Cottey students must be enrolled for a minimum of 12 credit hours per semester, unless that requirement is waived by the vice president for student life. All international students must maintain at least 12 hours of enrollment at all times.

TRANSFER CREDIT

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

- 1) The institution at which the credits were earned is accredited by a regional accrediting association.
- 2) Credit hours taken at another institution may be transferred to Cottey only if the grade earned is a C or above. 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. However, a student who wishes to transfer College Writing courses must meet the following guidelines:
 - a. To receive transfer equivalency for Cottey's ENG101 College Writing 1, a student must also present a score of 25 or higher on the ACT English Test or a score of 570 or higher on the Writing portion of the SAT Reasoning Test. If the class was taken on a college campus, then an official letter from the college or university should be submitted, confirming that the course was taught on its campus.
 - b. To receive transfer equivalency for Cottey's ENG102 College Writing 2, a student must document that the course was completed after completion of the high school diploma or on a college campus. This requires an official letter from the college or university confirming that the course was taught on its campus.
 - c. To appeal transfer of College Writing courses, a student should complete a petition request and submit a portfolio that includes the course syllabus, all graded writing assignments, and a letter to the Writing Program Director, explaining how the course meets the ENG 101 or 102 requirements at Cottey. This petition request should be submitted to the Office of Academic Records by October 1 of the semester in which the student transfers into Cottey. The petition and any attachments will be forwarded to the English department for evaluation.

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

ADVANCED PLACEMENT (AP)

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

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

INTERNATIONAL BACCALAUREATE (IB)

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

ADVANCED PLACEMENT

<u>AP Test</u>	<u>Minimum Score</u>	<u>Credit Granted</u>	<u>Cottey Equivalent</u>	<u>Special Conditions</u>
3-D Design	3	3	ART 212	Pending portfolio review
American Govt/Pol	4	3	POL 101	
American History	3	3	HIS 111	
American History	4	6	HIS 111, HIS 112	
Art: Studio Drawing	3	3	ART 131	Pending portfolio review
Art: Studio General	3	3	ART 131	Pending portfolio review
Art History	4	3	ART 202	
Biology	3	4	BIO 101, 101L	
Calculus AB	3	4	MAT 201	
Calculus BC	3	8	MAT 201, 202	
Chemistry	3	4	CHE 210	
	3	5	CHE 210, 211	review AP lab work
	4	9	CHE 210, 211, 212	
	4	10	CHE 210, 211, 212, 213	review AP lab work
Comp Govt/Politics	4	3	POL 121	
Computer Science A	4	3	CSC 201	must successfully write/execute CSC201 final
Computer Science AB	4	3	CSC 201	
Eng Lang & Comp	3	3	elective	
	4	3	ENG 101	
Eng Lit & Comp	3	3	elective	
	4	3	ENG 101	
Environmental Science	3	4	elective	
European History	4	3	HIS 102	
French Language	4	3	FRE 202	*see note
Human Geography	3	3	ENV 125	
Macroeconomics	4	3	ECO 201	
Microeconomics	4	3	ECO 202	
Music Theory	3	5	MUS 109, 110, 111	
	4	10	MUS 109, 110, 111, 112, 113, 114	
Physics B	3	4	PHY 101, 101L	
Physics C-Elec/Magnetism	3	4	PHY 206	
Physics C-Mechanics	3	4	PHY 205	
Psychology	3	3	PSY 101	
Spanish Language	4	3	SPA 202	*see note
Statistics	3	3	MAT 112	
World History	3	3	HIS 110	

*must complete >202 at Cottey to receive credit

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.

To complete a Bachelor of Arts degree, students must demonstrate proficiency in one foreign language through the second-semester level (see major requirements for additional requirements).

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

The foreign language requirement for students seeking an AA or BA will be waived in the following circumstances:

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 by auditing a course a student exceeds the normal course load, she must obtain permission from the vice president for academic affairs. Changes from audit to credit, or credit to audit, must be made in accordance with the schedule change policy. 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, while emphasizing academics, 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. 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 co-curricular opportunities.

It is the responsibility of students to:

- attend classes
- complete all assignments
- be aware of their instructors' attendance policies

- keep track of their absences
- in advance, inform their instructors of any absences they anticipate for co-curricular activities
- in advance, arrange to make-up missed work

It is the responsibility of sponsors of College events to:

- provide schedules that minimize class absences
- in advance, inform the faculty of any planned group absences
- recognize that student absences for college-sponsored activities must be minimal, and that faculty members may set limits on absences (including absences for college-sponsored events). A student may choose to attend class rather than a college-sponsored activity, and she should not be punished for making this choice.

It is the responsibility of faculty members to:

- recognize the value of participation in college-sponsored activities, and consider allowing students to hand in assignments or take exams at alternative times with advanced notice
- allow course appropriate flexibility for absences due to co-curricular learning opportunities.

EARLY WARNING OF ACADEMIC DIFFICULTIES

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

Cottey's early warning system includes:

- notification by an instructor of his/her concern about a student's academic performance at any time during the semester,
- mid-term down grade notification by an instructor for each C- or lower grade,
- special warning by the vice president for academic affairs if a student receives three or more faculty concern notices, and
- special warning by the vice president for academic affairs if a student receives three or more mid-term down grade notifications. (This warning requires that the student meet with each instructor, her advisor, and her academic advisement coordinator to secure their advice and signatures on the warning letter; and that she return the signed letter to the vice president for academic affairs.) A copy of each warning is sent to the student, her academic advisor and the academic advisement coordinator for her class. Registration for the following semester will not be permitted until the letter is returned to the Office of Academic Affairs.

WITHDRAWAL FROM COLLEGE

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

LEAVE OF ABSENCE

Medical Leave of Absence

A student with a medical or psychological condition that severely impairs her ability to be a successful student at the college may petition for a Medical Leave of Absence. The student may be granted a medical leave of absence with the approval of the Vice President for Academic Affairs and in consultation with the registrar and her college instructors. A medical leave of absence is for finishing out the current semester and may be in effect for a maximum of two consecutive semesters unless approval for additional time is granted. A student asking for medical leave of absence must provide written documentation from a medical health professional recommending the medical leave of absence.

Leave of Absence

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

TRANSCRIPTS

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

GRADE REPORTS

In lieu of a grade report, an unofficial transcript is sent each semester to the student.

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 12 weeks but because of illness or other circumstances beyond her control is unable to complete all course requirements, may request a grade of Incomplete. The instructor, not the student, makes the decision to grant an Incomplete. Incompletes must be completed by the end of the subsequent semester and summer or the grade will be changed to F. Faculty will submit an "Incomplete Grade Notification" form with the grade roster if a student receives an Incomplete.

REPEATING AND BACKTRACKING

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

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

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

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 Academic Affairs and have a cumulative grade point average of 2.00 or higher may participate in Commencement.

GRADE RE-EVALUATION: APPEALS AND RECORD CORRECTIONS

In some circumstances and under certain conditions, a student may petition the vice president for academic affairs to change her final grade for a course or to amend her academic record. Students are encouraged to discuss the grading of all assignments with their professors, but the grading of a specific assignment within a course may not be appealed beyond the course instructor. After a student has discussed her final grade with her instructor and asked for a re-evaluation of her grade for the course, she may then file a Grade Appeal and Academic Record Correction petition.

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

Acting as a Grade Appeals and Academic Records Correction Board, the Curriculum Committee will consider student petitions, gather whatever additional pertinent information is needed, and recommend appropriate resolution. The Curriculum Committee will inform the faculty member whose grading is being appealed and will invite her/him to respond to the student’s petition. To prevent conflicts of interest, a faculty member whose grading is being appealed will neither sit as a member of the Curriculum Committee during its review of the petition nor participate in its deliberations. After the Curriculum Committee has considered the petition and at the direction of the vice president for academic affairs, the registrar will make whatever academic record corrections are necessary and inform all those concerned of the actions taken.

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

SATISFACTORY PROGRESS AND GOOD STANDING

Each student is expected to make satisfactory progress toward 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 progressive minimum cumulative GPA and a progressive 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 103** for information on standards of progress for students receiving federal financial aid.

PROBATION

A student whose GPA for a semester falls below 2.00, or a full-time student whose earned credits for the first semester fall below 9 credit hours, is notified by the vice president for academic affairs that she is on academic probation. College policies require that limitations be placed upon the activities of students who are on probation. The purpose for these limitations is to enable students who are experiencing academic difficulty to focus time and energy upon course work and to take advantage of help available from instructors, advisors, the Academic Assistance Center, the Counseling Office and other resources of the College.

The first semester that a student fails to meet the requirements list above, the student will be placed on probation. If after the first semester on probation a student fails to remove herself from probation she will be continued on probation. Failure to make satisfactory academic progress or to fulfill College policies regarding the terms of probation will result in dismissal if on probation for two consecutive semesters. When her semester and cumulative GPA equals or exceeds the 2.00 required and/or when her semester and cumulative credits equals or exceeds the requirement, the student is released from academic probation during the subsequent semester.

DISMISSAL

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

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

A full-time student on probation for two consecutive semesters will be dismissed after the end of the second semester if satisfactory academic progress regarding the terms of probation are not made.

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 and 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.

Students who have not been enrolled for at least one semester must complete a special application for readmission (see page 100). Note: Submission of an appeal does not guarantee reinstatement.

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 his/her very words are borrowed without acknowledgement or credit being given. Plagiarism may go all the way from directly copying an entire paper from a single source to a merging together of quotations from many sources; it exists when these sources are not properly identified and when quoted material is not put in quotation marks or indented. Even when the student paraphrases the ideas of another writer, she is obligated to credit that writer.
6. Aiding and Abetting. Aiding and abetting, that is participating in any way in cheating, is considered academic dishonesty and shall be treated with the same consequences.
7. Unauthorized Collaboration. A test or assignment is given to the individual with the expectation that it be completed independently without assistance from another student or outside sources of information unless collaboration with others or use of resource materials is specified by the instructor.

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

Disciplinary Action for Honor Code Violations Including Academic Dishonesty

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

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

The consequence of academic dishonesty at Cottey College will depend on whether the violation is a single incident in a class or is the result of multiple violations that occur in one or more than one class. The result of a single violation in a class should be appropriate to the level of the violation. In cases that seem such problems 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.

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 her enrollment at Cottey, the vice president, in his or her discretion, will determine, in consultation with the faculty members in whose classes the academic dishonesty occurred, whether the consequences for the dishonesty will exceed those for the individual class or classes. Depending on the severity of the violations, the vice president for academic affairs, in his or her discretion, reserves the right to expel the student committing the offenses from the College.

Any student who has had sanctions imposed by a faculty member and/or the vice president for academic affairs may appeal her case before an Academic Appeals Board to be appointed by the President each academic year. The President will appoint two students recommended by the vice president of student life, and two faculty members from the Faculty Curriculum Committee to serve on the 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 of the Appeals Board, other faculty member, or student member is involved in the case, the President will appoint an alternate member(s) to serve. The student appeal must be submitted in writing to the Chair of Academic Appeals Board within three school days of the date that the sanction was imposed. A hearing will take place within three school days of the submitted appeal. The decision of the Academic Appeals Board will be final.

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

GENERAL POLICY ON EXCEPTIONS AND WAIVERS

Requests for exceptions to, deviations from and waivers of these academic policies will be addressed to the vice president for academic affairs and referred to the 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 (3) 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 2010 was 64%. The graduation rate for first-time, full-time degree seeking students in athletic programs was 70%.

ACADEMIC RECOGNITION

PRESIDENT'S LIST

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

DEAN'S LIST

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

HONOR SOCIETIES

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

Alpha Chi Chapter, (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.

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.

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

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

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

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

GRADUATING STUDENT AWARDS

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

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

Second Lei Award, provided by Chapter C, Honolulu, Hawaii, P.E.O. Sisterhood. It is given annually to the 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 upon her associates.

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 students who have earned a cumulative grade-point average of 3.50 to 3.69 through the final semester of their college career. To be eligible for this honor, the student must apply for baccalaureate graduation by the published deadline.

THE CAMPUS AND STUDENT LIFE

THE CAMPUS

Nevada, Missouri, is the small community Virginia Alice Cottey chose as the home for her college. Today comprising 8,400 citizens, Nevada is the major population center between Kansas City and Joplin. Located in a residential section, Cottey's campus has 14 buildings on a 11-block tract and a scenic 33-acre wooded area, **B.I.L. Hill and Lodge**. The Hill is a favorite place for campus gatherings and retreats, and serves as a nature laboratory.

Historic **Main Hall**, built in 1884, is the College's original building. Completely renovated in 2002, it currently houses administrative offices, the Service Center, and the Bookstore.

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

Neale Hall, built in 1922, 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 all of 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. It houses over 50,000 books, covering the breadth of the arts and sciences on the undergraduate level, including the Women's Studies Collection, the Juvenile Collection, and the Popular Reading Collection in addition to music scores and recordings and over 1,200 videos and DVDs. A conference room and group study rooms provide a variety of meeting spaces. All three floors have study tables, easy chairs, private study areas, and computers.

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

The **Chapel**, built and donated in 1956 by the BILs, seats 480 in the nave and houses the Dysart Memorial Organ, a 21-rank Hammer-Reuter organ, and the Nell Farrel Stevenson Grand Piano. The Chapel, which is nondenominational, also contains a smaller side chapel and parlor (the Canadian Room). The lower level houses a large area for music ensemble rehearsals.

Hinkhouse Center, built in 1971 and renovated in 1992, houses a gymnasium, swimming pool, fitness center, classrooms, and faculty offices. The spacious student lounge and the Chellie Club coffee house were newly refurbished in 2011. The Student Life Center is housed in Hinkhouse Center. The complex also includes three tennis courts, softball and soccer fields, and the Vanek Family Memorial Softball Field, dedicated in 2013.

The Cottey House (renovated in 2013), located to the east of Main Hall on Cherry Street, houses up to seven fourth-year students and is designed to provide residents a more independent living/learning experience.

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.

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

The Helen and George Washburn Center for Women's Leadership, acquired in 1998, is located just south of the campus at 400 S. College. The beautiful home and grounds are used to host campus retreats, seminars, and to house visiting faculty. 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 a student's time at Cottey, she will have the assistance and support of the College community. The freshman 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 the new student and her family make a successful transition to college life. New Student Orientation includes academic and student life programs for the new students and their families. Placement examinations and academic advising occur during New Student Orientation.

HEALTH SERVICES

Cottey College contracts with local physicians to provide limited health services for students. The semester health fee allows a student to see the 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. The student (or her family) is 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.

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 the coordinator of counseling.

RESIDENTIAL LIFE

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

Residential students live in **P.E.O. Hall**, **Reeves Hall**, **Robertson Hall**, and the **Cottey House**. These halls are divided into suites which are comfortable and beautifully decorated, made possible by P.E.O. chapters, individual donors, and others. Individual suites house eight to 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 for the cost of a wireless network card. All residence halls are nonsmoking and Robertson Hall is air-conditioned. The Cottey House, located across from Main Hall, houses up to seven fourth-year students, and is designed to provide students a more independent living/learning experience.

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

The College has established student regulations, consistent with living cooperatively in a community, designed to support the mission of the College. The use of alcoholic beverages, illegal drugs, and repeated disregard for procedures and regulations have a negative impact on the educational process. The possession or use of alcohol or illegal drugs is prohibited on campus. 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 and distributed on campus at the beginning of each academic year. Students are urged to become familiar with these policies and regulations and to support them. Enrollment 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. Occasional "sit-down" dinners are featured with family service. Lunch and dinner include a wide variety of entrees, including vegetarian and vegan, in addition to soup, salad, and deli bars. A Centennial Room dinner is a special event for suitemates to dine together in a more formal and private setting. Personally prepared by the director of dining services, students select a six-course meal sure to delight.

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

SPIRITUAL LIFE AND CAMPUS DIVERSITY

The director of spiritual life and campus diversity provides primary leadership and support for the spiritual life of the campus community, and helps create a community where diversity and inclusion are appreciated, celebrated, and advanced.

The College recognizes spirituality as an important component of personal development. Cottey strives to provide educational opportunities for increased understanding of the significance of spirituality and an appreciation for its many forms by creating opportunities for spiritual development in a nonsectarian atmosphere that is inclusive of a multi-faith perspective reflective of Cottey's diverse cultural, ethnic, religious, and spiritual community. The director of spiritual life provides leadership for Cottey's spiritual life program and collaborates with others to plan activities throughout the year.

Cottey has a long tradition of student involvement with the Nevada faith community. This rewarding relationship remains a cornerstone of Cottey's spiritual life program. Many churches have "host family" programs that serve not only to enrich the experience of the students and families involved, but also enhance the relationship between Cottey and the Nevada community.

The director also offers programs that increase awareness and appreciation of diversity and support multicultural understanding, leadership development, equity, inclusion, social justice, peace, and community building. There are also many opportunities for students to be involved in outreach to the Nevada and surrounding communities that promote diversity and inclusion.

STUDENT ORGANIZATIONS & CAMPUS ACTIVITIES

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.

Numerous performers appear on campus. The Student Activities Committee (SAC) plans, promotes, and produces events featuring bands, comedians, coffeehouse singers, and novelty entertainers. The Cottey College Performing Arts Series sponsors performances each year. Performers often include dance companies, symphonies, musicals, poets, and jazz and blues singers. 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 in early October, is a great opportunity for families and friends to meet suitemates and college friends and get a taste of life at Cottey.

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

ATHLETICS

Cottey offers intercollegiate athletic programs in basketball, volleyball, softball, and cross-country/track, and will be offering golf and tennis beginning in 2017-18. Cottey is a member of the National Junior College Athletic Association (NJCAA), Division II, Region XVI. Members of the Cottey community enjoy supporting the Cottey Comets at home and on the road.

LEADERSHIP DEVELOPMENT

Cottey offers a dynamic environment for students to learn and practice leadership through partnerships between the Helen and George Washburn Center for Women's Leadership; the Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness; and the academic and student life programs. The LEO program (Leadership, Experiences, Opportunity) sponsors various leadership development activities every year. Through the LEO program, students can achieve four levels of certification as a student leader. A course in leadership provides the foundation for the LEO program. 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 and a leadership mentor make the LEO program distinctive. Several opportunities for leadership are available to Cottey students through involvement in a variety of student organizations, and campus and community committees and boards. Students have many opportunities to meet and learn from distinguished women leaders through the Leaders in Residence program, the Scholars in Residence program, and the Distinguished Speakers Series.

VICE PRESIDENT'S DISMISSAL

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

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

When a student who has received this type of dismissal believes she is ready to resume her enrollment at the College, she 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 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.

The coordinator for equal opportunity is the director of human resources, Main Hall, Cottey College, Nevada, MO 64772; telephone (417) 667-8181, ext. 2103. Students may contact the coordinator of student disability services, academic advising, and student success programming, 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:

Employee Contact: Betsy McReynolds

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

Student Contact: Mari Anne Phillips, Ed.D.

Vice President for Student Life
Cottey College
1000 W. Austin Boulevard
Nevada, MO 64772
(417) 667-8181, ext. 2126
mphillips@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 her/his 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 (Title IX coordinator for employees) or to the vice president for student life (Title IX coordinator for students). 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.

ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

GENERAL POLICY

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

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 Cottey. Cottey 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.

THE APPLICATION PROCESS

Students must apply online through the Cottey College website, www.cottey.edu.

A student applying for admission needs to submit:

- (1) the application for admission;
- (2) official high school transcript (including course work through 11th grade); with a final high school transcript sent after graduation (showing the graduation date).
 - (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) the \$25 nonrefundable application fee; and
- (4) results from the ACT Assessment Test (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board.
 - (a) A minimum ACT score of 21 or a combined minimum reading and math SAT score of 970 is required in order to be admitted.
- (5) 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.

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

Scores may also be sent through the high school counselor by request and scores appearing on official high school transcripts will be accepted for admission purposes.

The ACT code for Cottey is 2286 and the SAT code is 6120. Arrangements for these tests may be made with the student's guidance counselor. The admission committee will consider the highest test result through the December test for admission and scholarship purposes.

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, AND
- (3) received standardized test results that meet our current eligibility requirements (ACT composite of 21 or better, SAT math and critical reading combination of 970 or better)

Students whose academic credentials fall below these guidelines may be asked to provide additional information for consideration by the Admissions 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: Cottey College will accept no more than 75 hours from other institutions toward a degree, based on the requirement that 27 hours be earned at Cottey for an associate degree and that 45 hours must be earned at Cottey for the baccalaureate degree.

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 our registrar at cute@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 regionally accredited college or university **after completion of high school** or receiving GED and
- (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 a regionally accredited college or university will have the admission decision based on a combination of secondary and post-secondary transcripts, plus ACT/SAT scores. 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,
- (2) Submit final high school transcript showing graduation date, and
- (3) Submit ACT/SAT scores.

Applications from students with a cumulative college GPA of 1.6 – 1.9 will be reviewed by the Admissions Committee for an admission decision. Students with a transfer GPA of less than 1.6 will not be admitted.

SPECIAL ADMISSION

Cottey College will accept the **General Educational Development** test (**G.E.D.**) with the following stipulations:

- (1) the G.E.D. scores as well as an official copy of the certificate are required;
- (2) the applicant must also submit either the ACT or SAT scores or an official college transcript showing at least one full-time semester successfully completed with a minimum GPA of 2.00.

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

HOME SCHOOL POLICY

Students who have been home schooled and have completed high school graduation requirements under a home-school program may be considered for admission. Historically, Cottey has accepted and enrolled home-schooled students. Home-schooled students follow the same application guidelines and procedures as all other applicants. In order to be considered for admission, home schooled students will need to submit:

- (1) Application form and \$25 application fee.
- (2) ACT or SAT standardized test scores.
- (3) Home school credit evaluation form (including at least 6 semesters of course work in 9th, 10th and 11th grades) prepared and signed by home-schooling parent/guardian.

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

Home-schooled students who have received a General Educational Development test (G.E.D.) 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) and who do not have an approved leave of absence must be readmitted by 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 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 six months in advance of their proposed entrance. There is a limited amount of financial aid available for international students, so if financial aid is needed, this fact should be made clear in initial correspondence. International applicants may be asked to submit the following

- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores, if one's first language is not English
- Certified records of external examinations, when applicable

International applicants must submit certification of finances and the CSS Profile.

NON-DEGREE SEEKING HIGH SCHOOL STUDENT ADMISSION

Cottey provides an opportunity for qualified local high school students to enroll in a maximum of six credit hours per semester, at a reduced tuition rate. Such students must apply using a special application form available in the Office of Enrollment Management.

Admission will be based on a combination of factors, including an evaluation of previous academic work, an interview with the admissions committee, available standardized test scores, and a recommendation from the high school counselor.

AUDITING STUDENT ADMISSION

A student who wants to audit a course at Cottey (and is not a currently enrolled student) must complete an application and submit an unofficial copy of their high school or post-secondary transcript. Once the student is admitted to the College, she needs to obtain permission from the instructor to audit and return the completed Audit Form to the Office of Academic Records. See page 86 in the catalog for details. The fee for auditing a course is listed under "Incidental Fees."

NONREFUNDABLE APPLICATION FEE AND TUITION DEPOSIT

A nonrefundable application fee of \$25 must accompany each application for admission to Cottey College. If the fee presents a financial hardship to the family, the fee may be waived with a written request from the student's high school counselor.

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 and housing assignment. 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 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 as soon as possible. Priority for all need-based financial aid is given to students who are accepted for admission and whose FAFSA results are received by January 1.

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. 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.

SCHOLARSHIPS

Academic Scholarships

Academic Scholarships are awarded to qualified students when they are accepted for admission. Awards are made on the basis of high school GPA and ACT/SAT scores. For 2017-2018, there are four levels of academic scholarships:

Trustees' Scholarship	\$10,000/year
President's Scholarship	\$7,500/year
Founder's Scholarship	\$5,000/year
Achievement Award	\$2,500/year

Summer Workshop Scholarship

Participants of the "Women Who Are Going Places" Workshop will receive a \$3,000 scholarship when they enroll at Cottey College as full-time students. This scholarship is renewable for up to four years. Please visit the workshop website for application and more information: www.cottey.edu/workshop.

Transfer Scholarships

Students who have attended another college since graduating from high school and before coming to Cottey College will be considered for the following scholarships:

- \$10,000 Scholarship per year
- Average Student Profile: College cumulative GPA 3.5-4.0
- \$7,500 Scholarship per year
- Average Student Profile: College cumulative GPA 3.0-3.49
- \$5,000 Scholarship per year
- Average Student Profile: College cumulative GPA 2.5-2.99

Fine Arts Scholarships

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

Alumnae Scholarships

Alumnae Scholarships are awarded to relatives of alumnae who are accepted for admission by March 1. Awards are \$500 per academic year and are awarded to daughters, granddaughters, sisters, great-granddaughters, and nieces, as funding allows.

Athletic Scholarships

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

Honors and Awards

Several scholarships are awarded each year at the Honors and Awards Convocation in May. Recipients are selected on the basis of outstanding achievement in various academic areas and/or campus activities.

Opportunity Scholarships

Opportunity Scholarships are available to students who stay at Cottey to pursue a bachelor's degree. These \$3,000 scholarships are for 3rd- and 4th-year students who have a 2.0 GPA or higher. A faculty member must nominate the student by submitting a letter of recommendation to the vice president for academic affairs by February 15.

P.E.O. Scholarships

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

Girl Scout Leadership Award

Cottey College offers a \$1,000/year award to Girl Scout Gold Award recipients. The Gold Award certificate or letter must be presented to the financial aid office prior to enrollment at Cottey.

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

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. The deadline is the last day of the period to add or drop classes without a fee each semester. 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 ($32 \times 67\%$).
- 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 ($62 \times 150\%$) credit hours.
- The Bachelor of Arts degree requires 120 credit hours.
 - A student could receive aid for up to 180 ($120 \times 150\%$) 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 a student does not meet the above standards, she 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 the student has not met the SAP standards, she 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.

FINANCIAL MATTERS

STUDENT FEES PER SEMESTER

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

	<u>2016-2017</u>	<u>2017-2018</u>
Residential Students		
Full-time Tuition, per semester	\$9,200.00	\$9,550.00
Room and Board, per semester:		
Reeves & P.E.O. Halls	3,500.00	3,700.00
Robertson Hall	3,675.00	3,875.00
Room, per semester:		
Cottey House	2,000.00	2,100.00
Student Activity Fee, per semester	200.00	225.00
Student Health Service Fee, per semester	125.00	150.00
Technology Fee, per semester	125.00	175.00
TOTAL PER SEMESTER:		
Reeves & P.E.O. Halls	\$13,150.00	13,800.00
Robertson Hall	\$13,325.00	13,975.00
Cottey House	\$11,650.00	12,200.00
Non-Residential Students		
Tuition, per credit hour:		
1-6 credit hours	\$ 125.00	\$ 125.00
1-6 credit hours (high school student*)	25.00	25.00
7-11 credit hours	700.00	750.00
Summer internship	250.00	250.00
12 or more credit hours		
per semester:	9,200.00	9,550.00
Student Activity Fee, per credit hour:		
1-11 credit hours	21.00	22.00
12 or more credit hours		
per semester:	200.00	225.00
Technology Fee, per semester:		
1-6 credit hours	62.50	87.50
7 or more credit hours	125.00	175.00
Meal Plan, per semester	1,900.00	1,900.00

*Rate applies to any junior or senior young woman attending a high school in Vernon County that is eligible to participate in the community scholars program and who maintains a minimum B average to take up to six credit hours per semester and excludes private music lesson courses.

WITHDRAWAL REFUND POLICY

	<u>2016-2017</u>	<u>2017-2018</u>
	Amount (%)	Amount (%)
First day of class to end of second week of class	\$8,280.00 (90%)	\$8,595.00 (90%)
Third week of class to end of fourth week of class	\$4,600.00 (50%)	4,775.00 (50%)
Fifth week of class to end of eighth week of class	\$2,300.00 (25%)	2,387.50 (25%)
After eighth week of class	\$ 0.00 (0%)	0.00 (0%)

ROOM AND BOARD REFUNDS

	<u>2016-2017</u>		<u>2017-2018</u>	
	Amount	(%)	Amount	(%)
First day of class to end of second week of class:				
Reeves and P.E.O. Halls	\$1,750.00	(50%)	\$1,850.00	(50%)
Robertson Hall	\$1,837.50	(50%)	1,937.50	(50%)
Cottey House	\$1,000.00	(50%)	1,050.00	(50%)
Meal Plan	\$ 900.00	(50%)	900.00	(50%)
Third week of class to end of fourth week of class:				
Reeves and P.E.O. Halls	\$ 875.00	(25%)	925.00	(25%)
Robertson Hall	\$ 918.75	(25%)	968.75	(25%)
Cottey House	\$ 500.00	(25%)	525.00	(25%)
Meal Plan	\$ 475.00	(25%)	475.00	(25%)
After fourth week of class:				
Reeves and P.E.O. Halls	\$ 0.00	(0%)	0.00	(0%)
Robertson Hall	\$ 0.00	(0%)	0.00	(0%)
Cottey House	\$ 0.00	(0%)	0.00	(0%)
Meal Plan	\$ 0.00	(0%)	0.00	(0%)

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

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

INCIDENTAL FEES

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

SECURITY/DAMAGE DEPOSIT

To provide security against loss to the College or damage to Cottey College property, each residential student living in P.E.O., Reeves, or Robertson Hall is required to deposit \$125 with the College prior to her first registration. Each residential student residing in Cottey House is required to deposit \$200 with Cottey College. Each non-residential (commuting) student is required to deposit \$50 with Cottey College. This fee is in addition to the total fee.

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

SINGLE ROOM FEE

The additional fee for a single room is \$400 per semester for 2016-2017 and \$500 per semester for 2017-2018, and is nonrefundable after September 30 and February 15. When Cottey College assigns a single room, no fee is assessed.

COTTEY COLLEGE'S ENDOWED FUNDS

Listing updated: 03/03/16

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

UNRESTRICTED ENDOWMENTS

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 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 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.

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.

C.O. and Lou Ollie Waters Fund, established in 2001 through the estate of C.O. Waters.

Charles and Thelma Whiteford Fund, established in 2000 by Thelma Whiteford, a 70-year member of the P.E.O. Sisterhood and member of Chapter DW, in Nevada, Missouri.

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.

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 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 the College.

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

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

Rose Ann Millsap Performing Artists Endowment, established in 1995 through the trust of her husband, Marvin M. Millsap. The income is used to bring distinguished performing artists, particularly in the fields of music and 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 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. Biennially, a member of the faculty is selected by his/her peers for recognition as the Blanche Hinman Dow Lecturer. The recipient delivers a scholarly address to the College community and is awarded an honorarium.

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 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.

Kiekhofers Women's Leadership Fund, established in 2000 to honor the support of Dr. William and Mrs. Emily Kiekhofers, 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.

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.

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.

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.

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.

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.

Loretta T. Williamsen Endowed Travel Fund, established in 2013 by Tom and Loretta T. Williamsen, a member of TO, California. The income is used to support international travel for Cottey students.

ACADEMIC PROGRAMS AND EQUIPMENT ENDOWMENTS

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

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.

Mable H. McKee Fund, established in 1987 by Mable McKee. The income is used for the benefit of the 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.

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 LIBRARY FUNDS

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

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

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 1996 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 to purchase books for the library with preference toward books in the fields of music and fine arts.

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

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.

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

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

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

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.

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.

ENDOWED SCHOLARSHIPS & AWARDS

Through generous benefactors Cottey College has the following permanently held scholarship funds. All admitted applicants and students are automatically considered for these scholarships. Individual applications are not accepted. Following the recognition listing for scholarship endowments of \$25,000 or more, scholarships and their descriptions are listed alphabetically.

COTTEY'S PREMIER SCHOLARSHIPS

VISIONARY

\$500,000 or more

Diamond Anniversary Scholarship
General Endowed Scholarships Fund
Martha Cowart Means Scholarship
Mary Spatny Milan Scholarship
Maret Doerr Siegler Scholarship
Lois A. Stevens Scholarship
Mary K. Sunderlin Scholarship

DISTINGUISHED

\$250,000 to less than \$500,000

Alumnae Legacy Scholarship
Della M. Doidge and Martha Doidge Keith Scholarship
Marie S. Engle Scholarship
Fern M. Green Scholarship
Emma S. Hibbs Scholarship
Christine Stout Lewis Scholarship
Marsh-Colson Scholarship
Dr. Bernard H. Paulin and Juanita I. Paulin Educational Scholarship
Gladys Petters Scholarship
Pearl C. Richardson Scholarship
Francys Scott Sigler Scholarship
Fred, Mattie and Helen Turner Scholarship
Alberta Wood Virden Scholarship

FOUNDER'S

\$100,000 to less than \$250,000

George G. Amory Scholarship
Jacqueline Adair Anderson Scholarship
Ann Kuykendall Barrett Scholarship
Marion Sadler Bilisoly Scholarship
California Chapter GA Scholarship
Correll Memorial Scholarship
Cottey College Board of Trustees Scholarship
Eliza James Douglas Scholarship
Blanche Hinman Dow International Scholarship
Gladys Noxon Dyer Scholarship
Ilse Gebhard Scholarship
Ellen P. Graff Scholarship
Janet M. Hansen Scholarship
Mary Reid Harrison Scholarship
Jane Henderson Scholarship
Emma Letts King Scholarship
Wilma Lawson Scholarship
Margaret Looney McAllen Scholarship
Dr. Evelyn L. Milam Scholarship
Elizabeth Craig Nagle Scholarship

Olga Reinhold Norman Music Fund
Robert and Lolita Oates Scholarship
Charlotte G. Orear Scholarship
Parris Scholarship
Physical Plant Scholarship
Alice H. Quigley Scholarship
Ida Mae Reeder Scholarship
Elizabeth V. and George M. Robinson Scholarship
Hertha P. Rouse Scholarship
Elaine K. Schaus Scholarship
Jane M. I. Schmalz Scholarship
Edwardena H. Schneider Scholarship
Hester South Scholarship
Dorothy M. Sutcliffe Scholarship
Sally Zoeckler Todd Scholarship
Jean Both Wadsworth Scholarship
Helen and George Washburn International Student Scholarship
Audrey Parrish White Scholarship
N. Elane Wilcox Scholarship

STEWARD

\$50,000 to less than \$100,000

Mimi Atwater Memorial Scholarship
Zita Ann and Richard F. Bache Scholarship
Elizabeth Fitzgerald Baker Scholarship
Helen Spradling Boylan Scholarship
Class of 1958 Scholarship
Hester M. Cochran Arizona Scholarship
Beth Lenore Fuller Cox Scholarship
Helen D. Crandall Scholarship
Katrina Baum Cross Scholarship
Ruth F. Crume Scholarship
Nancy Denman Student Life Scholarship
Margaret and Charles Dunagan Scholarship
Anne Fisher Scholarship
Chester H. and Margaret D. Grau Scholarship
Eilene Jean Grossman Scholarship
Gayle Harris Scholarship
Ann and Gladys Hemsworth Scholarship
Susan Hildebrand Scholarship
Lois Gillam Hoesly Scholarship
Nancy Watrud Hoiium Scholarship
Marian Johnston Kehrl Scholarship
Keister Athletic Scholarship
Nancy Jane Morris Scholarship
William and Doris Greenstreet Niemann Scholarship
Mary E. Pickett Scholarship
Foy Cleveland Real and Helen Logan Real Scholarship
Mildred H. Rogers Scholarship
Faire E. Sax Scholarship
Eva Leonard Siler Scholarship
Lola J. Sloan Scholarship
Dorothy S. Sutherland Scholarship
Miriam C. Thorn Scholarship
Tschiffely-Fish-Moyer Scholarship
Zelma Fabra VanderLinden Scholarship
Walker Sisters Scholarship
Mary Jane Wall and Minnie Ellen Wall Scholarship
Watson, Lee, Rathbone Scholarship
Velma Covert Wilson Scholarship

HERITAGE

\$25,000 to less than \$50,000

Marleene Keene Andersen Scholarship	Helen J. Klos Scholarship
Maria Lycouressi Argy Family Scholarship	Bernadine H. Lacy Scholarship
Mary Lou Atkins Scholarship	Margerylou Lind Scholarship
Lawrence and Naomi Bell Scholarship	Susan M. Lottes Scholarship
Russ and JoAnn Behrens Scholarship	Marguerite M. Lowe Scholarship
Norman and Barbara Mittelstaedt Berven Scholarship	Charlotte M. MacDonald Scholarship
Helen W. Biedenbender Scholarship	Evalyn Mayberry Scholarship
Bilek-Donels Scholarship	Lydia D. Mayer Scholarship
Irene M. Bothwell Scholarship	Lida Windemuth McBeath Scholarship
Janet B. Breece Scholarship	Jonalee Y. McLaughlin Scholarship
Vilva Cory Broeren Scholarship	VeMae Sanders McNees Scholarship
Betty Bufkin Scholarship	Missouri Chapter FQ Scholarship
Class of 1942 Scholarship	Missouri Sister Power Scholarship
Class of 1981 Scholarship	Lola Morton Moore Scholarship
Class of 1987 Scholarship	Dwight E. and Ida Curry Newberg Scholarship
Carolyn Dye Cohenour Scholarship	Ruth Brenizer Peasley Scholarship
Ruth Connelly Scholarship	LaVon Poquet Scholarship
Virginia Alice Cottey Study Abroad Scholarship	Beverly Bond Quinlan Scholarship
Dorothy Anne Cowles Memorial Scholarship	Jaquelyn Hope Ringer Scholarship
Naida Stevenson Cravens Scholarship	Carol L. Ryberg Scholarship
Ann E. Davidson Scholarship	Judy Robinson Rogers Leadership Scholarship
Dorothy Anne and Martin W. Early Scholarship	Edna Z. Sheffield Memorial Scholarship
Harriet O. Evans Scholarship	Shull Family Scholarship
Alice Appleget Farr Scholarship	Geneva E. Taylor Sheppley Scholarship
Gloria Fink Scholarship	Frances G. Shoolroy Scholarship
Alitha Fireoed Scholarship	Marjorie Jacobson Sloan Scholarship
Ruby Freese Scholarship	Lucille H. Smith Scholarship for Foreign Study
Don and Alene Freyer Scholarship	Mary Jane Kunkler Smith Scholarship
Elizabeth E. Garrels Scholarship	Susan F. Smith Scholarship
Erma L. Glock Scholarship	Ruth W. Stout Memorial Scholarship
Berneida K. Hall Scholarship	Lu Stover Scholarship
Marion and Velma Hartline Scholarship	Charity Palmer Taylor Scholarship
Elizabeth Ann Hawkins Scholarship	Texas Chapter IB Scholarship
Heck Family Scholarship	Dorothy Lee Therrell Scholarship
Cordelia (Dee) Hodges Scholarship	Corinne Thomas Scholarship
Nell Hoyle Music Scholarship	Myrth Thompson Scholarship
Judy Morhart Hudson Scholarship	Margaret Todd Scholarship
Johnston-Shugart Scholarship	Wiley Scholarship
Kentucky Chapter L Scholarship	Marybeth Williams Scholarship
Mary Yeh Khoo Scholarship	Mildred Willock Scholarship
Helen Erosky Kirby Scholarship	Frances Engle Wilson Scholarship
	Ella M. Witter Scholarship

SCHOLARSHIP DESCRIPTIONS

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

Marilyn McBride Alexander Scholarship, established in 2009 through the bequest of Marilyn McBride Alexander, Class of 1951. The earnings are used to award scholarships to students attending Cottey College.

Margaret Ann Clark Allen Scholarship, established in 2013 by her family as tribute to four generations of the Clarke, Hall, Clark, and Allen families. The earnings are used to provide scholarships to Cottey College students.

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

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

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

Jacqueline Adair Anderson Scholarship, established in 2013 by Jacqueline Adair Anderson of Chapter FU, Oklahoma. The earnings are used to provide scholarships to Cottey College students.

Sandra J. Norton Andre Scholarship, established in 2015 by LaRue H. Andre in memory of his wife. Sandra was a member of Chapter BE, Iowa. The earnings are used to provide scholarships to Cottey College students.

Aldon and Mary Annis Scholarship, established in 2013 by their daughter Barbara Gail Simons. The earnings are used to provide scholarships to Cottey College students with preference to students interested in teaching, the ministry, or a descendant of Mary Shirley Meyer Annis.

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

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

Arkansas Chapter BL Scholarship, established in 2009 by Chapter BL, Arkansas in memory of Rachel Spriggs and Dorothy DeRoos. The earnings are used to provide scholarships to Cottey College students with preference given to students from Arkansas.

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

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

Mary Lou Atkins Scholarship, established in 2010 through the Mary Lou Atkins Charitable Trust. Mary Lou was a member of Chapter M, Wyoming, and the 1979-1980 president of Wyoming State Chapter. The earnings are used to provide scholarships to Cottey College students.

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

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

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

Vera and Charlie Barnard Scholarship, established in 2012 by Chapter G, Manitoba. The earnings are used to provide scholarships to Cottey College students with preference to Canadian students, particularly students from Manitoba-Northwest Ontario.

Ann Kuykendall Barrett Scholarship, established in 2009 by William J. Barrett and Amber Barrett Sellers in honor and loving memory of their wife and mother, and a member of the Class of 1960. The earnings are used to provide scholarships to Cottey College students.

Jean Baxter-Bette Jester Scholarship, established in 2012 by Chapter FV, Washington; the families of Jean Baxter and Bette Jester; and the McClelland Family Foundation. The earnings are used to provide scholarships to Cottey College students with preference to students from Washington.

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

Russ and JoAnn Behrens Scholarship, established in 2010 by the Behrens. JoAnn is a member of Chapter TO, California. The earnings are awarded to Cottey students interested in leadership with preference given to students from California.

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

Norman and Barbara Mittelstaedt Berven Scholarship, established in 2012 by Dr. Norman L. Berven, a professor in rehabilitation psychology at the University of Wisconsin-Madison, and Mrs. Barbara Mittelstaedt Berven, a member and past president of P.E.O. Chapter H, Madison, Wisconsin. Endowed in loving memory of Estella Stone Berven, a member of Chapter H, and Bernard C. Mittelstaedt, the scholarship is awarded to Cottey students pursuing a degree in psychology.

Helen W. Biedenbender Scholarship, established in 2007 by Chapter CY, Ohio, with funds from the trusts of Harold L. and Helen W. Biedenbender, a loving and faithful P.E.O. Sister. The earnings are awarded as scholarships to students attending Cottey College with preference given to women from Ohio and particularly Hamilton and Fairfield, Ohio.

Bilek-Donels Scholarship, established in 2011 by Marty Bilek, in honor of Alice Donels and Cherie Donels, grandmother and mother to Marty, in appreciation of their dedication to helping women achieve their educational goals. The earnings are used to provide scholarships to Cottey College students.

Marion Sadler Bilisoly Scholarship, established in 2009 through the trusts of Joseph M. and Marion Sadler Bilisoly. The earnings are used to provide scholarships to Cottey College students.

Karen Martin Blair Scholarship, established in 2013 by Karen Martin Blair. Karen is a member of Chapter GM, California. The earnings are used to provide scholarships to Cottey College students.

Helen Claire Bothwell Scholarship, established in 2009 by Helen Claire Bothwell a member of BR, Arkansas. This fund was given in honor of family members who are alumnae of Cottey College: Jeanne Bothwell Noble, Heather Noble Pinamonte, and Sarah Noble McManus. The earnings are used to provide scholarships to Cottey College students.

Irene M. Bothwell Scholarship, established in 2011 by Connie Nielsen, a member of Chapter CA, California, and her husband John (Irene's grandson). Irene was a charter member of Chapter CA, California and introduced Connie to the P.E.O. Sisterhood. The earnings are used to provide scholarships to Cottey College students.

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

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

Janet B. Breece Scholarship, established in 2008 through the estate of Janet B. Breece, a member of Chapter FV, Texas. The earnings are used to award scholarships to students attending Cottey College.

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

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

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

William R. Brown Family Scholarship, established in 2015 by his daughter, Janet L. Brown, Class of 1971, and Trustee 2008-2015. This fund is a tribute to Janet's parents William Brown, Trustee 1997-2004; and Patricia Henderson Brown, Class of 1947. Both Patricia and Janet are members of Chapter BQ, Florida. The earnings are used to provide scholarships to Cottey College students with preference given to students with an interest in communications and leadership.

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

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

Betty Bufkin Scholarship, established in 2010 by Betty Bufkin of Chapter HU, California. The earnings are used to provide scholarships to Cottey College students interested in U.S. history and political science.

Marjorie Burgess Scholarship, established in 2005 by Bruce Burgess in memory of his mother, Marjorie Burgess, a member of Chapter HN, Illinois. The earnings are awarded as scholarships to young women attending Cottey College.

Georgia M. Burns Scholarship, established in 2011 through the estate of Georgia M. Burns. Georgia was a member of Chapter HG, Washington. The earnings are used to provide scholarships to Cottey College students with financial need.

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

Doris Jeanne Bush Scholarship, established in 2006 by Gordon Sheffield in honor of his daughter, Dori, a member of Chapter II, Nebraska. The earnings are used for scholarships to international students attending Cottey College.

California Chapter GA Scholarship, established in 2013 by Chapter GA, California. The earnings are used to provide scholarships to Cottey College students with preference given to California students pursuing a baccalaureate degree in International Relations and Business.

California Chapter TS Scholarship, established anonymously in 2012. The earnings are used to provide scholarships to students attending Cottey College with preference to students from California.

California Chapter TZ Scholarship, established in 2015 by members of Chapter TZ, California. The earnings are used to provide scholarships to Cottey College students with preference given to students from California.

Susan L. Callahan Mathematics Scholarship, established in 2014 by Susan L. Callahan, professor of mathematics at Cottey. The earnings are used to award scholarships to students who excel in mathematics attending Cottey College with preference given to students excelling at calculus or differential equations, demonstrated academic achievement and positive engagement with the College.

Carlisle Family Scholarship, established in 2012 by Marion Lyman Carlisle in honor of her daughter, Martha Carlisle, Class of 1973; and her granddaughter, Anne Carlisle Tacha, Class of 2012. The earnings are used to provide scholarships to Cottey College students.

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

Patricia Castle and Family Scholarship, established in 2014 by Patricia Castle and her family. Patricia is a member of Chapter HW, Missouri. The earnings are used to provide scholarships to Cottey College students.

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

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

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

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

Class of 1942 Scholarship, established by the Class of 1942 to commemorate their 65th reunion. The earnings are used to award scholarships to deserving second-year students with financial need attending Cottey College.

Class of 1954 Scholarship, established in 2006 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award need-based scholarships to students attending Cottey College.

Class of 1955 Scholarship, established in 2005 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award scholarships to students attending Cottey College.

Class of 1956 Scholarship, established in 2006 by members of the Class of 1956. The earnings are used to award scholarships to students attending Cottey College.

Class of 1958 Scholarship, established in 2008 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award scholarships to students attending Cottey College.

Class of 1959 Scholarship, established in 2009 by the Class of 1959 to commemorate their 50th reunion. The earnings are used to award scholarships to students attending Cottey College.

Class of 1962 Scholarship, established 2011 by members of the Class of 1962. The earnings are used to award scholarships to students attending Cottey College.

Class of 1967 Scholarship, established in 2014 by members of the Class of 1967. The earnings are used to provide scholarships to Cottey College students.

Class of 1968 50th Reunion Scholarship, established in 2015 by members of the Class of 1968 to commemorate their 50th reunion. The earnings are used to provide scholarships to Cottey College students.

Class of 1969 Scholarship, established 2011 by members of the Class of 1969. The earnings are used to award scholarships to students attending Cottey College.

Class of 1975 Legacy Scholarship, established in 2015 by members of the Class of 1975 to commemorate their 40th reunion. The earnings are used to provide scholarships to qualified Cottey College students whose mothers, grandmothers, sisters, or great-grandmothers attended Cottey.

Class of 1981 Scholarship, established in 2006 by members of the Class of 1981. The earnings are used to award scholarships to students attending Cottey College.

Class of 1987 Scholarship, established in 2010 by members of the Class of 1987. The earnings are used to award scholarships to students attending Cottey College.

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

Hester M. Cochran Arizona Scholarship, established in 2008 by Susan Cochran Krieg in memory of her mother, a member of Chapter L, Arizona, and an Arizona past state president. The earnings are used for scholarships to Arizona students attending Cottey College with preference to students from southern Arizona.

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

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

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

Colorado Chapter IQ Scholarship, established in 2014 by members of Chapter IQ, Littleton, Colorado. The earnings are used to provide scholarships to Cottey College students with preference given to students from Colorado.

Colorado Chapter M Scholarship, established in 2012 by members of Chapter M, Longmont, Colorado. The earnings are used to provide scholarships to Cottey College students.

Verne Conley Scholarship, established in 2005 through the bequest of Mrs. Conley. The earnings are used to award scholarships to students attending Cottey College.

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

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

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

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

Cottey College Board of Trustees' Scholarship, established in 1999, is awarded to academically talented students based on ACT/ SAT scores and grade point averages. The scholarship is renewable each semester providing the student earns at least 12 credit hours each semester and maintains a 3.0 cumulative grade point average.

Virginia Alice Cottey Study Abroad Scholarship, established in 2013 by Dr. Cathryn G. Pridal, then vice president for Academic Affairs at Cottey, in honor of her parents, James and Sylvia Pridal. The earnings are used to provide semester-long, or year-long, study abroad experiences for students enrolled in a Cottey baccalaureate program.

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

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

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

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

Virginia F. Croskery Scholarship, established in 2004 by her children, in tribute to her 50 years in P.E.O. The earnings are awarded to one or more returning students who have excelled in the field of humanities.

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

Katrina Baum Cross Scholarship, established in 2004 by Georgia Johnson Chandler, Class of 1946. The earnings are awarded to students that have at least a grade point average of 3.0; qualify for financial need; participate in extracurricular activities such as sports, music, drama, student government, or community service.

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

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

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

Lee T. Curnow Scholarship, established in 2012 by Dick and Lee T. Curnow and her family and friends honoring her service as president of Missouri State Chapter. The earnings are used to provide scholarships to Cottey College students with preference to students from Missouri.

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

Ann E. Davidson Scholarship, established in 2007, by Chapter EW, Ohio, in honor of Ann's service as the president of Ohio State Chapter. The earnings are used to provide scholarships to Cottey College students.

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

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

Louise Patricia Deegan Scholarship, established in 2011 through her estate in honor of Chapter AH, Louisiana. The earnings are used to provide scholarships to Cottey College students.

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

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

Nancy Denman Student Life Scholarship, established in 2001 in tribute to Dr. Nancy Denman, Cottey College coordinator of counseling. The earnings are awarded to returning students who are active in campus and/or community activities and demonstrate leadership, character, integrity, and enthusiasm for life.

Jane Mahaffey Derby Scholarship, established in 2006 by her husband Robert Derby and her sons, Stephen and Alan, in memory of Jane, a member of Chapter DA, Texas. The earnings are used for scholarships to students attending Cottey College who are planning to pursue a nursing degree.

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

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

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

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

Rebecca Smith Doyle Scholarship, established in 2010, in loving memory by her husband, family and many friends. Rebecca "Becca" was a member of Chapter R, Henderson, Nevada, and was the first Arkansas school teacher recognized as a "Madison Fellow" in 1993. The earnings from this fund are used to award scholarships with preference given to students who want to be teachers.

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

Margaret and Charles Dunagan Scholarship, established in 2012 by Charles and Margaret Dunagan. Margaret is a member of Chapter ES, Texas. The earnings are used to provide scholarships to Cottey College students with preference to students from Texas.

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

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

Gladys Noxon Dyer Scholarship, established in 2007 by Dorothy Vanek, a member of Chapter EE, Arizona, in tribute to her mother, a member of Chapter PG, California. The earnings are used to provide scholarships to students attending Cottey with preference given to students interested in history.

Barbara L. Eanes Scholarship, established in 2015 by Barbara L. Eanes, Class of 1941. The earnings are used to provide scholarships to Cottey College students, with preference given to students pursuing a music degree.

Dorothy Anne and Martin W. Early Scholarship, established in 2012 by Martin W. Early in memory of his wife Dorothy Anne, a member of Chapter JF, California. The earnings are used to provide scholarships to Cottey College students interested in pursuing careers in education.

Norma Jean Ekey-Brobyn Scholarship, established in 2013 by Norma Jean Ekey-Brobyn of Chapter CI, Pennsylvania. The earnings are used to provide scholarships to Cottey College students with preference to students from Pennsylvania.

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

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

Levada M. Everhart Scholarship, established in 2008 by Chapter AF, Missouri. The earnings are used for scholarships to students attending Cottey College.

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

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

Dottie Feay Scholarship, established in 2008 in honor of Dottie Feay, a member of Chapter LG, California, by her friends and family. The earnings are used to provide scholarships to Cottey College students.

Bradley G. and Diana K. Field Family Scholarship, established in 2011 by Diana K. Field in memory of Brad. Diana is a member of Chapter EF, Michigan, and Brad was her strongest supporter in her service to P.E.O. during his lifetime. The earnings are used to provide scholarships to Cottey College students with preference given to students from Michigan.

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

Gloria Fink Scholarship, established in 2012 by Gloria Fink, Chapter CA, Indiana. The earnings are used to provide scholarships to Cottey College students.

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

Anne Fisher Scholarship, established in 2015 by Anne Fisher, a member of Chapter AJ, Idaho. The earnings are used to provide scholarships to Cottey College students with preference to first year, first time students from Idaho.

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

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

Florida Chapter ED Scholarship, established in 2004 by Chapter ED, Sarasota, Florida. The earnings are awarded as scholarships to young women attending Cottey College.

Lillian and Herman Frazier Scholarship, established in 2006 by Kathleen Jevons, a member of Chapter FE, California, in memory of her parents. The earnings are used for scholarships to non-European international students attending Cottey College.

Mary K. Freeland Scholarship, established in 2013 by her family, Susan Basini, Leigha Basini, and Philip, Fran, and Melanie Freeland. The earnings are used to provide scholarships to Cottey College students.

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

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

Friends of Peace Scholarship, established in 2011 by Dr. Brenda Ross, Cottey professor of chemistry; Lois Watson Lee, a member of the Class of 1944; Cottey students; and other friends of the College. The earnings are used to provide scholarships to Cottey College students from Central America or developing countries around the world, with preference given to Mayan women from Guatemala.

Elizabeth E. Garrels Scholarship, established in 2012 by Elizabeth E. Garrels, a member of Chapter NZ, Iowa, and past president of International Chapter of the P.E.O. Sisterhood. The earnings are used to provide scholarships to Cottey College students from Iowa, with preference given to third- and fourth-year students.

Ilse Gebhard Scholarship, established in 2010 by Ilse Gebhard, a 1960 graduate of Cottey. The earnings are used to provide scholarships to Cottey College students with preference given to students interested in upper division environmental studies.

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

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

Gerke Twins Scholarship, established in 2006 by Michael Romero and his wife Mary Romero, of Chapter AA, New Mexico. This fund was established in honor of Juliet Huff, Chapter AA, New Mexico and Julie Collins, Chapter U, Massachusetts. The earnings are awarded as scholarships to young women attending Cottey College with preference given to students from New Mexico.

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

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

Susan Graening Scholarship, established in 2011 by Howard and Peggy Graening in honor of their daughter. Peggy is a member of Chapter LP, Illinois, and Susan is a member of Chapter DE, Illinois. The earnings are used to provide scholarships to Cottey College students.

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

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

Fern M. Green Scholarship, established in 2011 through the estate of Fern M. and Gerald E. Green estate. The earnings are used to provide scholarships to Cottey College students.

Eilene Jean Grossman Scholarship, established in 2015 by Robert Grossman of Temecula, California, in memory of his wife, a 49-year member of Chapter FW, San Diego. The earnings are used to provide scholarships to Cottey College students.

Nancy E. Gwinn Scholarship, established in 2009 by Chapter AA, District of Columbia in honor of Nancy E. Gwinn, past state president of District of Columbia and member of the Cottey College Board of Trustees. The earnings are used to provide scholarships to Cottey College students.

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

Katie Habenicht Scholarship, established in 2013 by family and friends of Katie. Katie was a member of the Class of 2011. The earnings are used to provide scholarships to Cottey College students.

Wilma Hagebush Scholarship, established in 2014 by Wilma Hagebush, member of Chapter KC, Missouri. The earnings are used to provide scholarships to Cottey College students.

Mary Shearer Haggans and Emily Haggans Scholarship, established in 2013 by Mary Shearer Haggans, class of 1970 and member of ND, Missouri; and her daughter Emily, class of 2002. The earnings are used to provide scholarships to Cottey College

students who demonstrate a financial need and academic progress as defined by the institution.

Berneida K. Hall Scholarship, established in 2011 by Berneida K. Hall of Chapter CV, Florida. She is a past state president of Florida State Chapter. The earnings are used to provide scholarships to Cottey College students with preference given to baccalaureate degree seeking students.

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

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

John Walter Harriman and Marie Lucht Harriman Scholarship, established in 2004 through the bequest of Marie L. Harriman. The earnings are used to provide scholarships to second-year students attending Cottey College with preference given to students interested in the health field, in particular nursing and nursing education.

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

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

Mary Reid Harrison Scholarship, established in 2004 through the bequest of Mary Reid Harrison, a member of Chapter A, Indiana. The earnings are used to provide scholarships to students attending Cottey College.

Marion and Velma Hartline Scholarship, established in 2010 by Ardith Spencer in memory of her parents. The earnings are used to provide scholarships to Cottey College students from Nevada, Missouri, and the surrounding communities.

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

Heck Family Scholarship, established in 2011 by the Heck Family Charitable Foundation. Barbara Heck is member of Chapter KB, California. The earnings are used to provide scholarships to Cottey College students.

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

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

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

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

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

Susan Hildebrand Scholarship, established in 1998 by Susan Hildebrand, a member of Chapter DE, Arizona, and her husband Jim Hildebrand, in memory of their aunt, Lucile E. Evans, a member of Chapter P, Nevada. The earnings are used to provide scholarships to students attending Cottey College.

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

Cordelia (Dee) Hodges Scholarship, established in 2010 by the Denver Area Cottey Club to honor Dee's service to the Club and Colorado State Chapter. The earnings are used to award scholarships to Colorado students with demonstrated financial need, with preference given to students from the Denver area.

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

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

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

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

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

Helen W. Hopkins Scholarship, established in 2012 by Dr. Sara Hopkins Powell in memory of her mother. The earnings are used to provide scholarships to Cottey College for students interested in music.

Diane Horr Scholarship, established in 2010 by Toledo Chapter AG sisters and friends to honor her service to Ohio State Chapter. The earnings are used to award scholarships to Cottey College students with preference to Ohio students.

Nell Hoyle Music Scholarship, established in 2007 with funds bequeathed by her husband William Lattie Hoyle. The earnings are used to award scholarships to students attending Cottey College interested in music.

Vicky K. Hudgeons Scholarship, established in 2014 by Ellen V. Williamson in honor of her daughter. The earnings are used to provide scholarships to Cottey College students.

Judy Morhart Hudson Scholarship, established in 2015 by Judy Morhart Hudson, class of 1960 and member of Chapter CH, California. The earnings are used to provide scholarships to Cottey College students.

Aleen Huffstutler Scholarship, established in 2011 by her daughter, Joyce Dempsey, a member of Chapter DO, Texas, in memory of her mother. The scholarship honors Chapter AD, Oklahoma, which gave Aleen the gift of P.E.O. which she so cherished, as well as Chapter QG, California, of which she was a charter member. The earnings are used to provide scholarships to Cottey College students.

Barbara Frank Inamoto Scholarship, established in 2008 by Barbara Frank Inamoto, Class of 1945, and a member of DG, California. The earnings are used to provide scholarships to Cottey College students.

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

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

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

Marilyn Juhas Scholarship, established in 2012 through the estate of Marilyn Juhas. Marilyn was a member of Chapter BW, Colorado. The earnings are used to provide scholarships to Cottey College students.

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

Kansas Chapter FX Scholarship, established in 2008 in honor of charter member, Jane Ellen Lyon, a 1950 Cottey alumna, and all the chapter members. The earnings are used to award scholarships to students attending Cottey College.

Marian Johnston Kehrl Scholarship, established in 2014 through the estate of Marian Johnston Kehrl. The earnings are used to provide scholarships to Cottey College students.

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

Kentucky Chapter L Scholarship, established in 2005 by Chapter L, Kentucky in honor of Claire McIntosh Detlefs, a 1948 graduate of Cottey College. The earnings are used to award scholarships to students attending Cottey College with preference given to students from Kentucky.

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

Mary Yeh Khoo Scholarship, established in 2011 by Mary Yeh Khoo, Class of 1955. The earnings are used to provide scholarships to Cottey College students who are interested in pursuing careers in the medical sciences.

Dyke and Becky Kiel Scholarship, established in 2015 by Dyke and Becky Kiel to commemorate their Cottey retirement. Dr. Dyke Kiel served the College as Professor of Music and Becky Kiel served as Director of the Library. The earnings are used to provide scholarships to Cottey College students.

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

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

Minta Kirkpatrick Scholarship, established in 2006 by Dr. Robert Kirkpatrick in memory of his mother, Minta Kirkpatrick, a charter member of Chapter GX, Missouri. The earnings are awarded to students attending Cottey College.

Helen J. Klos Scholarship, established in 2015 through the estate of W.W. and H.J. Klos. The earnings are used to provide scholarships to Cottey College students.

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

William E. and Martha G. Kurschat Scholarship, established in 2012 by Bill and Marti Kurschat, a member of Chapter QG, California. The earnings are used to provide scholarships to Cottey College students interested in history.

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

Don and Marie Lamore French Scholarship, established in 2008 in tribute to the Lamores, Cottey emeriti professors of French from 1958-1982. The earnings are awarded to a returning student for her second year at Cottey or for a summer program in French at a university in a Francophone country, or to a graduating student for the study of French at a university in a Francophone country.

Wilma Lawson Scholarship, established in 2012 by her dear friend Marjean Stewart. Wilma is a member of Chapter EU, Texas. The earnings are used to provide scholarships to Cottey College students.

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

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

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

Margerylou Lind Scholarship, established in 2014 by her husband, Burton Lind. The earnings are used to provide scholarships to first year Cottey College students with preference given to those with financial need from Oregon, Washington, or Idaho.

Myra Jane Lind-Stott Scholarship, established in 1981 by William I. Stott, Grosse Pointe Woods, Michigan, in memory of his late wife, Myra Jane Lind-Stott, of Chapter CV, Michigan. The income is awarded as scholarships to deserving young women attending Cottey College.

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

Susan M. Lottes Scholarship, established in 2011 by Ron Lottes in memory of his beloved wife, Susan, a member of Chapter IF, Florida. The earnings are used to provide scholarships to Cottey College students.

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

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

Lowery Scholarship, established in 2010 by Jim and Karel Lyster Lowery in honor of their 30th wedding anniversary. Karel is a 1975 graduate of Cottey College and a member of Chapter LI, Missouri. The earnings are used to provide scholarships to Cottey College students.

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

Marilyn Mancini Scholarship, established in 2006 by Alabama State Chapter and its members, in honor of her seven years of service on the Cottey College Board of Trustees. The earnings are used to award scholarships to students attending Cottey College.

Marsh-Colson Scholarship, established in 2011 through a bequest by Thelma Stanley, a member of Chapter AP, Missouri, in loving memory of her mother, Ella C. Marsh, of Chapter AP, Missouri, and her sister, Christine Marsh Colson, of Chapter D, Delaware. The earnings are used to provide scholarships to deserving women attending Cottey College.

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

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

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

Maryland Past State Presidents Scholarship, established in 2015 by the past state presidents of Maryland State Chapter. The earnings are used to provide scholarships to Cottey College students with preference to Maryland students.

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

Evalyn Mayberry Scholarship, established in 2005 through the bequest of Evalyn Mayberry. The earnings are awarded as scholarships to young women attending Cottey College.

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

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

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

Jessie Welliver McCaffree Scholarship, established in 2011 by her family and her many friends. Jessie was a member of the Class of 1942 and a member of Chapter AV, Missouri. The earnings are used to provide scholarships to Cottey College students.

Christine Marie McGee Scholarship, established in 2015 by Jim and Sally Perry and friends. Sally is a member of AJ, Massachusetts. The fund is in honor of Christine McGee, Class of 2011, in recognition of Christine's perseverance, good humor, dedication to her studies, and enthusiastic commitment to Cottey. The earnings are used to provide scholarships with preference

given to non-traditional Cottey College students who demonstrate leadership potential, stewardship, and one who exhibits kindness in dealing with others.

Jonalee Y. McLaughlin Scholarship, established in 2010 by Paul and Jonalee McLaughlin. Jonalee is a member of Chapter JK, Missouri. The earnings are used to provide scholarships to Cottey College students.

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

Martha Cowart Means Scholarship, established in 2009 through the estate of Martha C. Means. The earnings are used to provide scholarships to Cottey College students with financial need and ranked in the upper ten percent of their class.

Margaret Leadbetter Meyers Scholarship, established in 2009 by Margaret Leadbetter Meyers. The earnings are used to award scholarships to students attending Cottey College interested in careers in education.

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

Bev Middlebrook Scholarship, established in 2009 by Art Middlebrook, in memory of his wife, a member of Chapter DO, Texas. The earnings are used to provide scholarships to Cottey College students.

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

Mary Spatny Milan Scholarship, established in 2011 through the estate of Mary Spatny Milan. Mary was a member of Chapter BD, Virginia. The earnings are used to provide scholarships to Cottey College students.

Walter H. and Vivian B. Mills Scholarship, established in 2007 by Vivian B. Mills of Chapter BK, Ohio. The earnings are used to provide scholarships to Cottey College students.

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

Missouri Chapter CA 100th Anniversary Scholarship, established in 2012 by Chapter CA, Missouri, and its members. The earnings are used to provide scholarships to Cottey College students.

Missouri Chapter EG Scholarship, established in 2014 by Chapter EG, Missouri, and its members. The earnings are used to provide scholarships to Cottey College students with preference given to returning students having completed 27 credit hours in the previous year with a cumulative grade point average of 3.0.

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

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

Missouri Sister Power Scholarship, established in 2013 by Missouri State Chapter and Missouri sisters. The earnings are used to provide scholarships to Cottey College students with preference given to third and fourth year students from Missouri.

Kathleen Sprague Mitchell Scholarship, established in 2015 by Kathleen Sprague Mitchell, Class of 1978 and member of Chapter Y, Nebraska. The earnings are used to provide scholarships to Cottey College students with preference given to Nebraska students.

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

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

Nancy Jane Morris Scholarship, established in 2015 by Nancy Jane Morris, Class of 1960, and member of Chapter CC, New York. The earnings are used to provide scholarships to Cottey College students.

Helen King Mote Scholarship, established in 2009 by Gary and Helen King Mote of Chapter DG, Oklahoma. The earnings are used to provide scholarships to Cottey College students with a minimum 2.75 grade point average.

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

Elizabeth Craig Nagle Scholarship, established in 2011 by her husband, Frederick W. Nagle. Elizabeth was a member of Chapter H, Wisconsin. The earnings are used to provide scholarships to Cottey College students with academic merit and financial need.

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

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

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

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

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

Robert and Lolita Oates Scholarship, established in 2014 through the estate of Robert and Lolita Oates. The earnings are used to provide scholarships to Cottey College students.

Ohio Chapter DK Mother Daughter Scholarship, established in 2014 by Chapter DK, Ohio. The earnings are used to provide scholarships to Cottey College students.

Oklahoma State Chapter Scholarship, established in 2004 by Oklahoma State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Kali Olsen Scholarship, established in 2015 by Kali Olsen, Class of 1999 and member of Chapter IQ, Colorado. The earnings are used to provide scholarships to Cottey College students.

Charlotte G. Orear Scholarship, established in 2014 through the Richard H. and Charlotte G. Orear Trust. Charlotte was a member of Chapter F, Missouri. The earnings are used to provide scholarships to Cottey College students with preference given to students with demonstrated financial need or as incentive for academic attainment, regardless of the student's financial need.

Oregon Scholarship, established in 2015 by Betzy Fry, a 1981 graduate of Cottey College and member of Chapter AL, Oregon. The earnings are used to provide scholarships to Cottey College students with preference to Oregon students.

Virginia (Mickey) Orfila Scholarship, established in 2011 by Tony and Mickey Orfila. Mickey is a member of Chapter D, California. The earnings are used to provide scholarships to Cottey College students.

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

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

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

Palomar Coast Reciprocity Scholarship, established in 2011 by P.E.O. Chapters representing the reciprocity. The earnings are used to provide scholarships to Cottey College students.

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

Patterson/Letsch Memorial Scholarship, established in 1980 by Chapter BO, Colorado, with funds bequeathed by Ruby Patterson and later added to with a bequest from Zelma Letsch. The earnings are awarded to deserving students from Colorado with preference given to students from the Pikes Peak area.

Dr. Bernard H. Paulin and Juanita I. Paulin Educational Scholarship, established in 2012, the earnings from which are to be awarded as scholarships to students who have financial need, demonstrate good moral character, and possess an academic aptitude for higher learning.

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

JoAnn Glotfelty Pedrick Scholarship, established in 2009 by Dr. JoAnn Glotfelty Pedrick, Class of 1946 and a member of Chapter F, Arizona. The earnings are used to provide scholarships to Cottey College students.

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

Pennsylvania Chapter BM Scholarship, established in 2013 by Gerry and Jeanne Boltz in honor of charter and chapter members. The earnings are used to provide scholarships to Cottey College students with preference to Pennsylvania students.

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

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

Katrina A. Phillips Scholarship, established in 2014 by her husband John J. Phillips in memory of Katrina, a member of Chapter CP, Nebraska. The earnings are used to provide scholarships to Cottey College students.

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

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

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

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

Cheryl Ann and Susan Lorraine Powell Scholarship, established in 2015 by George R. and Susan R. Powell, a member of Chapter GE, Missouri, to pay tribute to their daughters. The earnings are used to provide scholarships to Cottey College students with preference given to Missouri students.

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

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

Beverly Bond Quinlan Scholarship, established in 2006 by Chapter AM, New Mexico, to honor its member, New Mexico State Chapter President Beverly Quinlan. The earnings are awarded with primary preference to students attending Cottey College from New Mexico and secondary preference to Cottey recipients of P.E.O.'s International Peace Scholarship.

Rea Scholarship, established in 2014 by David and Lillian Rea. Lillian is a member of Chapter IR, Florida. The earnings are used to provide scholarships to Cottey College students.

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

Wilma H. Redfearn Scholarship, established in 2012 through the estate of Wilma H. Redfearn. Wilma was a member of Chapter G, Georgia. The earnings are used to provide scholarships to Cottey College students.

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

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

Don and Dorothy Myers Rice Scholarship, established in 2006 by Don and Dorothy Rice. Mrs. Rice is a member of Chapter HA, Missouri, and the Class of 1944. The earnings are used to award scholarships to students attending Cottey with financial need.

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

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

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

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

Jaquelyn Hope Ringer Scholarship, established in 2015 by James Ringer in memory of his wife Jaquelyn. Jackie was a member of Chapter K, New York, and past president of New York State Chapter. The earnings are used to provide scholarships to Cottey College students with preference to students who plan to study as part of the bachelor's program in health sciences.

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

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

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

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

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

Judy Robinson Rogers Leadership Scholarship, established in 2010 to honor the service of Judy Robinson Rogers as Cottey's 11th president. The earnings are used to award scholarships to Cottey students with financial need with preference given to students continuing at Cottey for a third or fourth year.

Mildred H. Rogers Scholarship, established in 2015 through the estate of John W. Rogers, in memory of his mother, a member of Chapter X, Missouri. The earnings are used to provide scholarships to Cottey College students with preference given to students from Missouri.

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

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

Hertha P. Rouse Scholarship, established in 2012 by Dr. Benjamin P. Rouse, Jr. in memory of his wife. Hertha was a 25-year member of P.E.O. with membership in both Chapter DU, Florida, and Chapter P, South Carolina. The earnings are used to provide scholarships to Cottey College students.

Carol L. Ryberg Scholarship, established in 2011 by Carol L. Ryberg. Carol is a member of Chapter AM, Minnesota. The earnings are used to provide scholarships to Cottey College students with preference given to students from Minnesota.

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

Susan P. Santoli Scholarship, established in 2010 by Alabama State Chapter in honor of Susan's service to Cottey College and the P.E.O. Sisterhood. The earnings are used to provide scholarships to Cottey College students with preference given to students from Alabama.

Faire E. Sax Scholarship, established in 2009 through the bequest of Faire E. Sax. The earnings are used to provide scholarships to Cottey College students.

Elaine K. Schaus Scholarship, established in 2011 through the estate of Elaine K. Schaus, a member of Chapter X, Arizona. The earnings are used to provide scholarships to Cottey College students with preference given to students from Tempe, Arizona, or from Arizona.

Jane M. I. Schmalz Scholarship, established in 1988 by Dr. A. Chandler Schmalz with gifts from family and friends, in loving memory of his wife, a member of Chapter AR, Georgia. The income provides scholarships to students attending Cottey College with preference given to students from Georgia.

Edwardena H. Schneider Scholarship, established in 2003 by Arizona State Chapter with funds bequeathed to the state by Mrs. Schneider, a member of Chapter CH, Arizona. The earnings are used to award scholarships to deserving students attending Cottey College with preference given to students from Arizona.

Barbara Schroeder Athletic Scholarship, established in 2014 by Barbara Schroeder, Class of 1974 and member of Chapter JE, Illinois. The earnings are used to provide scholarships to Cottey College students involved in the Cottey athletic program.

Ruth Klepper Settle Memorial Scholarship, established in 1984 by J.A. Ballard with funds from the estate of his cousin, Mrs. Ruth Klepper Settle, of Chapter AK, Little Rock, Arkansas. The income is used for scholarships with preference given to students interested in music education.

Agnes D. Sharp Scholarship, established in 2004 by the friends of Agnes Sharp, her son DeArmond Sharp, and daughter Suzan Sharp. The earnings are used to award scholarships to students attending Cottey College.

Dee M. Sheffield Scholarship, established in 2001 by Gordon H. Sheffield in memory of his wife, Dorothy M. "Dee" Sheffield, a charter member of Chapter CH, Arizona. The earnings are used for scholarships to returning Cottey students interested in the field of education.

Edna Z. Sheffield Memorial Scholarship, established in 1984 by Gordon H. and Dorothy M. Sheffield, of Sun City, Arizona, in memory of his mother, Edna Z. Sheffield, of Chapter EP, Storm Lake, Iowa. The income is used for scholarships to second-year students with preference given to students interested in music.

Geneva E. Taylor Sheppley Scholarship, established in 1993 by Geneva E. Sheppley of Chapter HL, Iowa. The income is used as scholarships to students attending Cottey College.

Shining Stars and Dreamers Scholarship, established in 2009 by Chapter RM, California. The earnings are used to award scholarships to students attending Cottey College.

Frances G. Shoolroy Scholarship, established in 2001 by Frances Shoolroy, a member of Chapter DF, Ohio. The earnings are awarded as scholarships to students attending Cottey College.

Mabelle and Harry Short Scholarship, established in 1972 by a gift from Mr. and Mrs. Harry B. Short of Houston, Texas, to provide financial assistance to deserving students and to encourage applicants from the state of Texas as well as other states.

Shull Family Scholarship, established in 2010 by Blaine and Marian Shull in honor of four generations of family P.E.O.s. Marian is a member of Chapter TS, California. The earnings are used to provide scholarships to Cottey College students.

Maret Doerr Siegler Scholarship, established in 2006 with funds bequeathed by her husband Carlton J. Siegler. The earnings are used to award scholarships to deserving students attending Cottey College with preference given to students from Micronesia.

Francys Scott Sigler Scholarship, established in perpetuity in 1992 by Maurice Sigler in memory of his wife, a 1927 graduate of Cottey College and a member of Chapter CP, Florida. The interest earnings are used to provide at least one full scholarship to a student attending Cottey College who has demonstrated financial need.

Eva Leonard Siler Scholarship, established by Robert Siler in 2002 to honor the memory of his mother, Eva Leonard Siler, and wife, Dorothy Kendrick Siler, and as a tribute to his daughters, Dana Siler Wilson and Christine Kamper Siler. The earnings are used to award scholarships to students attending Cottey College.

Lola J. Sloan Scholarship, established in 1982 through a bequest by Mrs. Lola J. Sloan. Preference is given to an Ottawa High School (Kansas) student with financial need.

Marjorie Jacobson Sloan Scholarship, established in 2006 by her son, Creighton Wesley Sloan. Dr. Marjorie Jacobson Sloan was a 1930 graduate of Cottey College and a founding member of Chapter AD, Virginia. The earnings are used to provide scholarships to students interested in the sciences with preference to students from Iowa.

Lucille H. Smith Scholarship for Foreign Study, established in 1985 by the Illinois State Chapter in honor of Lucille H. Smith, president of International Chapter P.E.O. Sisterhood, 1983-85. The income is awarded as scholarships to American or Canadian women who are current or former Cottey students with plans to study abroad for a semester or summer term at a foreign college or university.

Mary Jane Kunkler Smith Scholarship, established in 1992 by Mary Potter Kunkler and Ann E. Self. The income is used to provide a scholarship for a student attending Cottey College with preference given to a student from Kentucky.

Susan F. Smith Scholarship, established in 2001 by Larry and Susan Smith, a member of Chapter DA, Ohio, and past president of Ohio State Chapter. The earnings are awarded as scholarships to students attending Cottey College.

Hester South Scholarship, established in 1996 through her bequest. The earnings are to be used to provide scholarships to qualified Ohio students attending Cottey College.

Ayumi Yahiro Stacy Scholarship, established in 2010 by Eiji and Mayumi Yahiro in memory of their daughter, Ayumi Yahiro Stacy, a 2004 graduate of Cottey College. The earnings are used to provide scholarships to Cottey College students.

Mary Ellen Stadler Scholarship, established in 2001 by Chapter L, Kansas, through the bequest of Mary Ellen Stadler. The earnings are awarded to students on the basis of need and/or merit, with preference given to students from Kansas and/or students interested in education and/or English.

Dottie S. Stagg Scholarship, established in 1997 by Robert E. Stagg in honor of his wife, Dottie, past state president of Georgia State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Alice P. Stauffer Scholarship, established in 2010 by Alice P. Stauffer. Alice is a member of Chapter GJ, California. The earnings are used to provide scholarships to Cottey College students.

Lois A. Stevens Scholarship, established in 1997 through the bequest of Ms. Stevens. The earnings are to be used to provide scholarships of up to one-half the cost of tuition, room and board to academically-meritorious students.

Emma K. Stockard Scholarship, established in 2007 by Emma K. Stockard of Chapter BW, Missouri. The earnings are used to provide scholarships to Cottey College students.

Orpha L. Stockard Scholarship, established in 1985 by Dr. Stockard's family, students and friends. The income is awarded as scholarships to students studying at Cottey College with preference given to students interested in English.

Virginia Alice Cottey Stockard Scholarship, established in 2009 by Chapter DW, Nevada, Missouri, as a tribute to the founder of Cottey College. Mrs. Stockard became a member of Chapter DW in 1926. The earnings are used to provide scholarships to Cottey College students.

Eloise Eastman Stoltenberg Scholarship, established in 1999 through a bequest from her husband Roman Donald Stoltenberg. The earnings are used to provide scholarships or loans to students attending Cottey College.

Ruth W. Stout Memorial Scholarship, established in 1979 by Carl R. Stout of Little Rock, Arkansas, in loving memory of his wife, Ruth W. Stout, of Chapter W, Arkansas. The income is used to award scholarships to young women attending Cottey College who have financial need with preference to residents of Pulaski County, Arkansas, or residents of Arkansas.

Lu Stover Scholarship, established in 1993 by Howard Stover and friends, in memory of his wife, a Cottey College Associate. The income is used as scholarships to students attending Cottey College.

Mary K. Sunderlin Scholarship, established in 1981 by Mrs. Donald Sunderlin, Chapter H, North Carolina, and former president, Delray Beach, Florida, P.E.O. Group. The income is used as scholarships to students attending Cottey College.

Dorothy M. Sutcliffe Scholarship, established in 2008 by Dorothy M. Sutcliffe of Chapter CG, Arizona. The earnings are used to provide scholarships to Cottey College students.

Dorothy S. Sutherland Scholarship, established in 2003 by Dorothy S. Janke, Donald R. Sutherland, and Robert L. Sutherland in memory of their mother. The earnings are used to award scholarships to full-time students attending Cottey College who have and maintain a minimum 2.0 grade point average and demonstrated financial need.

Charity Palmer Taylor Scholarship, established in 1977 by Margaret Taylor Stainton and Robert L. Taylor, in memory of their mother. The income is used to provide scholarships at Cottey College to deserving students.

Tennessee Chapter AQ Shine Forever Scholarship, established in 2009 by Chapter AQ, Johnson City, and Jan Goodsell, Tennessee State President, to honor Chapter AQ members and the 2008-2009 Tennessee State Chapter Executive Board. The earnings are used to award scholarships to students attending Cottey College.

Texas Chapter HH Virginia White Scholarship, established in 2011 by Chapter HH, Texas. The earnings are used to provide scholarships to Cottey College students.

Texas Chapter IB Scholarship, established in 2009 by Chapter IB, Texas. The earnings are awarded as scholarships to students with financial need with preference to students from the Texas Hill Country and particularly Gillespie County.

Dorothy Lee Therrell Scholarship, established 1993 through the bequest of Dorothy Lee Therrell. The income provides scholarships to students attending Cottey College.

Corinne Thomas Scholarship, established in 2007 by Corinne Thomas a member of Chapter BC, Oregon, and KF, California. The earnings are used to provide scholarships to Cottey College students.

Gladys and George Thompson Scholarship, established in 1996 through the bequest of Gladys McCue Thompson, Class of 1914. The interest is to be used to award scholarships to Cottey students studying either art or music.

Myrth Thompson Scholarship, established in 2004 by her children in celebration of her love for and dedication to P.E.O. The earnings are awarded as scholarships to students attending Cottey College.

Miriam C. Thorn Scholarship, established in 2001 through the bequest of Miriam C. Thorn, a member of Chapter BK, Texas. The earnings are awarded as scholarships to students attending Cottey College.

Dorothy and John Tierney Family Scholarship, established in 2000 by Dorothy and John Tierney. The income is awarded to students attending Cottey College.

Margaret Todd Scholarship, established in 1973 by a bequest from Mrs. Dean Edgington Todd, of Los Angeles, California, in loving memory of her daughter. The income is used for scholarships to students attending Cottey College with preference given to those with financial need.

Sally Zoeckler Todd Scholarship, established in 1995 by Robert and Sally Todd in recognition of the love demonstrated in Chapter IB, Iowa, Chapter BH, Indiana, and Chapters Q and AL in New Jersey. The scholarship is awarded to deserving students with preference given to international students and returning students from Iowa, Indiana, and New Jersey.

Mabel Danford and Emma Toulouse Scholarship, established in 1997 by Robert B. and Virginia Danford Toulouse as a memorial tribute to their mothers. Mabel Danford, a P.E.O. for 34 years, was a member of Chapter P, Missouri, and Emma Toulouse, a P.E.O. for 56 years, was a member of Chapter EC, Missouri. The earnings provide scholarships to students attending Cottey College.

Bess Wallace Truman Scholarship, established in 2008 by Chapter S, District of Columbia, as a tribute to former first lady, Bess Wallace Truman, a charter member of Chapter S. The earnings are used to provide scholarships to Cottey College students.

Tschiffely-Fish-Moyer Scholarship, established in 1978 to honor the memory of Lacey Balch Rice Tschiffely and her daughters, Elberta Tschiffely-Fish and Dorothy Tschiffely-Moyer. It is awarded to a deserving student with preference given to a returning student with financial need.

Fred, Mattie and Helen Turner Scholarship, established in 1998 through the bequest of Helen Turner. The income is used to provide scholarships to students of high academic merit attending Cottey College.

Frances B. Tyson Scholarship, established in 1979 by Evelyn T. O'Brien, of Chapter G, New Jersey, in memory of her mother, Frances B. Tyson, M.D., also of Chapter G. The income is used as scholarships to students attending Cottey College.

Lenda Zwonitzer Ulrich Scholarship, established in 2007 by Kim Azcarate Bond, a 1988 graduate of Cottey College, to honor her mother and grandfather, Leonard A. Zwonitzer. The earnings are awarded to second, third, and fourth year students with preference to students from the states of Kansas or Nevada.

Sandra Vanacore Scholarship, established in 2015 by John and Robin Vanacore, and friends of the Vanacore family, in memory of their daughter. The earnings are used to provide scholarships to Cottey College students with a creative interest in interior design or the arts.

Zelma Fabra VanderLinden Scholarship, established in 2003 by Zelma Fabra VanderLinden, a 1924 graduate of Cottey College. The earnings are used to provide scholarships to students attending Cottey College.

Janet and Ronald VanMynen Environmental Studies Scholarship, established in 2014 by Janet and Ronald VanMynen. The earnings are used to provide scholarships to Cottey College students pursuing a four year degree in environmental studies.

Alberta Wood Virden Scholarship, established in 1992 through the bequest of Mr. and Mrs. Charles R. Virden. Alberta Wood Virden was a student at Cottey College in the 1920s. The income is used to provide scholarships to students with financial need.

Ruth Voce Scholarship, established in 2014 by Jane J. Mills, class of 1948 and member of Chapter AJ, Oregon. The earnings are used to provide scholarships to Cottey College students interested in science.

Jean Both Wadsworth Scholarship, established in 2001 by Jean Both Wadsworth, a member of Chapter DD, Illinois. The earnings are used to award merit-based scholarships to women attending Cottey College who have demonstrated good moral character and have the capacity for leadership and good citizenship.

Walker Sisters Scholarship, established in 2014 by Alvina "Vinnie" Walker Warner, Class of 1956, in honor of she and her sister Harriett "Joni" Walker Tiffany, Class of 1966. The Walker sisters combined careers totaled 68 years in elementary education. The earnings are used to provide scholarships to Cottey College students with preference to students pursuing a career in elementary education.

Mary Jane Wall and Minnie Ellen Wall Scholarship, established in 1987 through a bequest by Mary Jane Wall. The income is used for scholarships with preference given to middle-class students with average GPAs and to re-entry women who have taken a hiatus in their educational program to raise a family.

Edith Markham Wallace Scholarship, established in 1991 through the bequest of Rhea Pinckney. The income is awarded as scholarships for students attending Cottey College with a preference given to students from Washington.

Mabel Dymond Wallis Scholarship, established in 1970 by a bequest of Mrs. Mabel Dymond Wallis of Clearwater, Florida. The scholarship is restricted to aid international students.

Helen and George Washburn International Student Scholarship, established in 2004 by friends and colleagues in tribute to their 18-year service to Cottey College. The earnings are used to award scholarships to international students attending Cottey College.

Velma Wood Young and Louise Wood Washburn Scholarship, established in 1985 by a bequest from Louise Wood Washburn. The income is used for scholarships to students at Cottey College.

Washington Chapter FU Scholarship, established in 2012 by Chapter FU, Washington. The earnings are used to provide scholarships to Cottey College students.

Watson, Lee, Rathbone Scholarship, established in 2010 by Lois Lee, a 1944 graduate of Cottey College and a member of Chapter EC, Oklahoma. This fund was established in memory of her mother, Ida Watson, Chapter JB, Iowa, and in honor of her granddaughter, Stephanie Greenhaw Rathbone, Chapter EC, Oklahoma, a fourth generation P.E.O. and a Cottey graduate, Class of 1994. The earnings are used to provide scholarships to Cottey College students.

Mildred Watson Scholarship, established in 2009 by Chapter B, Alabama, in her memory. The earnings are used to provide scholarships to Cottey College students.

Nancy Burch Weaver Scholarship, established in 2006 by Joseph M. Weaver in memory of his wife, a member of Chapter P, South Carolina. The earnings are awarded as scholarships to young women attending Cottey College.

Emily J. Weills Memorial Scholarship, established in 1975 by the bequest of Emily J. Weills. Scholarships are awarded by Cottey College, at its discretion, to women of any race, creed, or nationality, who are, or expect to become, members of the student body.

Nell Terrill Burton Welch Scholarship, established in 1979 by Bee Spanswick and Edythe B. Magruder, in memory of their sister. Income is used as a scholarship to a student attending Cottey College with preference being given to international students.

Florence Rice Wellman Memorial Award, established in 1972 by the bequest of Florence Rice Wellman, a longtime member of Chapter W, California, and Chapter N, Minnesota. This award is given to a returning student who has distinguished herself in one of the fine arts.

Stella M. Wentworth Scholarship, established in 1979 through a bequest from Stella M. Wentworth, in memory of her mother, Abia R. Wentworth, of Chapter A, Missouri. The income is used for international student scholarships.

Audrey Parrish White Scholarship, established in 1988 by Audrey White, of Chapter IO, Kansas. The income is used as scholarships to students with high academic achievements in English.

Gladys H.G. Wiedemann Scholarship, established in 1979 by Mrs. K.T. Wiedemann, of Chapter DX, Wichita, Kansas. The income is used as scholarships to worthy students attending Cottey College.

Florence Cheney Wightman Scholarship, established in 1976 by the bequest of Esther M. Blum, provides scholarships to worthy and needy students.

N. Elane Wilcox Scholarship, established in 2010 through the estate of N. Elane Wilcox. The earnings are used to provide scholarships to Cottey College students.

Wiley Scholarship, established in 1984 by the bequests of Herbert C. Wiley and Betty Wiley. The income provides scholarships to worthy students attending Cottey College.

Linda and Ron Williams Scholarship, established in 2015 by Linda and Ron Williams. Linda is a member of I-EW, Kansas. The earnings are used to provide scholarships to Cottey College students.

Marybeth Williams Scholarship, established in 2008 by many friends and family in honor of her service to P.E.O. and Cottey College. The earnings are used to provide scholarships to second-year Missouri students attending Cottey College.

Mildred Willock Scholarship, established in 2015 through the estate of Mildred Willock, member of Chapter DO, Missouri. The earnings are used to provide scholarships to Cottey College students.

Frances Engle Wilson Scholarship, established in 2013 by Frances Engle Wilson, of Chapter DX, Oklahoma. The earnings are used to provide scholarships to Cottey College students with preference for students pursuing degrees in English with an emphasis in writing.

Velma Covert Wilson Scholarship, established in 2000 through the bequest of Arthur Philip Wilson, Jr., in memory of his mother, a member of Chapter CH, Nebraska. The earnings provide scholarships to students attending Cottey College with preference given to students from Columbus, Nebraska.

Ella M. Witter Scholarship, established in 1971 by the bequest of Miss Ella M. Witter of Storm Lake, Iowa, to aid deserving students.

Wyoming Cottey Walk Scholarship, established in 2013 by Wyoming chapters. The earnings are used to provide scholarships to Cottey College students with preference to students from Wyoming.

LOAN FUNDS

Janet Hunt Bellinger Loan Fund, established in 1997 through the bequest of Ms. Bellinger, a member of Chapter GQ, Iowa.

Edith Morgan Briggs Loan Fund, established in 1963 by a gift from Edward M. Briggs of Cincinnati, Ohio, in memory of Edith Morgan Briggs.

Howard S. and Maxine H. Elliott Educational Loan Fund, established in 1996 through a bequest from Howard S. Elliott of Grand Junction, Colorado.

John R. Graves, Minnie Graves, Herbert D. Graves, and Charlotte Graves Orear Loan Fund, established in 2014 through the Richard H. and Charlotte G. Orear Trust. Charlotte was a member of Chapter F, Missouri. The earnings are used to provide scholarships to Cottey College students with preference given to students from Meade County or southwestern Kansas.

Velda Medlock Gustlin Student Loan Fund, established in 1974 by Clarence Gustlin of Los Angeles, California, in loving memory of his wife, Velda Medlock Gustlin, a member of Chapter DI, California. Due to the Gustlin's lifelong interest in promoting musicians' careers, preference is given to students whose educational emphasis is music.

Lois Corrough Holley Loan Fund, established in 1961 through a bequest of Mrs. Maud H. Corrough of Grinnell, Iowa, in memory of Mrs. Lois Corrough Holley.

Lynn Loan Fund, established in 1959 by J.W. Lynn of Kansas City, Missouri, in memory of his wife, Agnes N. Lynn.

Richard L. Sawyers Loan Fund, established in 1997 through a bequest from Mr. Sawyers of Savannah, Missouri.

Solum Loan Fund, established in 1991 through the trust of Wallace Alden Solum and Gertrude Christine Solum.

Louise Wood Washburn and Velma Wood Young Student Loan Fund, established by William A. Washburn of Waco, Texas, in honor of his wife, Louise Wood Washburn and her sister, Velma Wood Young, both members of Chapter E, Texas.

Faurot T. Weller Loan Fund, established in 2011 through the estate of Sylvester and Faurot T. Weller.

THE FACULTY

Faculty members at Cottey College are selected on the basis of academic preparation, teaching effectiveness, experience in their teaching fields, and commitment to the philosophy of the liberal arts and Cottey. Ninety-one percent possess the doctorate or terminal degree within their field. Dates indicate the year of appointment to the faculty or staff.

Rusalynd Andrews, Professor of Theatre and Speech. Margaret Emily Stoner Professor of Speech and Drama. B.S., Southwest Missouri State University; M.S., Illinois State University; Ph.D., Southern Illinois University at Carbondale. (1997)

Carmen Bourbon, Associate 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)

Theresa Burger, Professor of Physical Education. B.A., M.S., City University of New York Queens College. (1997)

Jo Byrnes, Associate Professor of Dance. B.S., Kansas State University; M.F.A., Texas Woman's University. (2008)

Laura D. Chaney, Associate Professor of Theatre. B.S., Texas Woman's University; M.F.A., Tulane University, Louisiana. (2014)

Paula Chelminska, Assistant Professor of International Business. B.S., M.B.A., Arkansas State University. (2012)

Amanda Cook, Assistant Professor of Music. B.Mus., University of Missouri-Kansas City Conservatory of Music and Dance; M.Mus., University of Michigan School of Music, Theatre, and Dance; D.M., Indiana University Jacobs School of Music. (2013)

Wei Cui, Assistant Professor of Mathematics. B.S., M.S., Guizhou University, China; M.A., Ph.D., The University of Alabama. (2016)

Ujjaini Das, Assistant Professor of Environmental Studies. B.S., Loreto College, India; M.S., University of Calcutta, India; M.Phil., University Delhi, India; M.A., Ph.D., University of Georgia. (2015)

Melody Denny, Assistant Professor of English. B.A., M.A., Northeastern State University, Oklahoma; Ph.D., Oklahoma State University. (2014)

Jorge Diones, Assistant Professor of Mathematics. B.S., Licentiate in Mathematics, Pontifical Catholic University of Peru; Ph.D., Oklahoma State University. (2012)

Michael J. Emery, Professor of English. Hattie B. Touhy Professor of English. B.A., University of Texas at El Paso; M.A., Ph.D., State University of New York at Binghamton. (1989)

Ganga Fernando, Associate Professor of Chemistry. B.S., University of Sri Jeyawardenepura, Sri Lanka; Ph.D., Southern Illinois University 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)

Morgan Frew, Assistant Professor of Art. B.F.A., Missouri State University; M.F.A., Pratt Institute, New York. (2016)

Brianne Fulton Miller, Assistant Professor of Art. A.A., Cottey College; B.F.A., Truman State University, Missouri; M.F.A., Fort Hays State University, Kansas. (2012)

Amanda L. Gilchrist, Assistant Professor of Psychology. B.S., Florida State University; M.A., Ph.D., University of Missouri at Columbia. (2013)

Peter Hyland, Assistant Professor of Physics and Astronomy. B.S., Case Western Reserve University, Ohio; M.A., Ph.D., University of Wisconsin at Madison. (2014)

Robert L. Jones, Professor of Biology. Eloise M. Cost Professor of Science. B.A., Butler University, Indiana; M.A.T., Ph.D., Indiana University. (1991)

Selena Kohel, Associate Professor of Psychology. B.A., University of Wisconsin at Madison; M.A., New York University; Ph.D., University of Wisconsin at Madison. (2011)

Mary Laughlin, Assistant Professor of English. B.A., College of the Holy Cross, Massachusetts; M.F.A., Minnesota State University; Ph.D., North Dakota State University. (2016)

Jackie Lordo, Assistant Professor of Music. B.Mus., Tennessee Technological University; M.Mus., University of Texas at Austin; Ph.D., University of Missouri. (2016).

Gary Lunkenheimer, Associate 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)

Mary Mba, Visiting Assistant Professor of French. B.A., Abia State University, Nigeria; M.A., Kansas State University; Ph.D., University of Kansas. (2016)

Chris L. Peterson, Professor of Biology. Iva Corpstein Chair in Science. B.S., M.A., Southwest Missouri State University; Ph.D., University of Missouri at Columbia. (1991)

Kathryn Pivak, Associate Professor of English. B.A., Notre Dame College of Ohio; M.A., Kent State University, Ohio; Ph.D., Duquesne University, Pennsylvania. (2006)

Karen Polon, Professor of Physical Education. B.S., M.A., Kent State University, Ohio. (1993)

Sarah L. Quick, Assistant Professor of Anthropology and Sociology. B.A., University of South Carolina; M.A., University of Missouri at Columbia; Ph.D., Indiana University. (2013)

Oindrila Roy, Assistant Professor of International Relations and Political Science. B.A., Presidency College, India; M.A., Jadavapur University, India; M.A., Ph.D., Kent State University, Ohio. (2015)

Brenda Ross, Professor of Chemistry. B.S., University of Nebraska at Lincoln; Ph.D., Yale University, Connecticut. (1996)

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)

Theresa Spencer, Professor of Music (Voice). 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)

Kathryn Taylor, Associate Professor of Computer Science. B.S., Eastern Kentucky University; M.S., Southern Illinois University at Carbondale. (1999)

Julie Tietz, Professor of Psychology. B.A., Rice University, Texas; M.A., Ph.D., Texas Tech University. (2001)

Catherine B. Volle, Assistant Professor of Microbiology and Biochemistry. A.B., Mount Holyoke College, Massachusetts; Ph.D., Brown University, Rhode Island. (2015)

Kanji Watanabe, Associate 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

Michel Ashmore, Professor Emeritus of Music. M.Mus., University of Oklahoma. (1972-2015)

Richard L. Brown, Professor Emeritus of Spanish. Ph.D., Texas Tech University. (1981-2006)

Anne Bunton, Professor Emerita of Economics and Business. Ph.D., University of Missouri at Columbia. (1979-2005)

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)

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)

Marjorie H. Goss, Professor Emerita of English. Ph.D., University of Oregon. (1971-1993)

Henry M. Gregory, Professor Emeritus of Religion. Ph.D., Southern Baptist Theological Seminary, Kentucky. (1953-1985)

Nancy Haynes, Professor Emerita of Drama and Speech. Ph.D., University of Colorado at Boulder. (1958-64, 1980-1997)

Mary S. Haggans, Vice President Emerita for Administration and Finance. A.A., Cottey College; B.S., M.B.A., University of Missouri-Columbia. (1982-2013)

L. Bruce Holman, Professor Emeritus of Art. Ph.D., Syracuse University, New York. (1983-2015)

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 McNeerney, Professor Emerita of Education. M.S.Ed., Northern Illinois University. (1980-2014)

Donna Needham, Professor Emerita of Physical Education. M.S., Pittsburg State University, Kansas. (1962-1997)

Ernestine Norton, Professor Emerita of English. M.A., Vanderbilt University, Tennessee. (1964-1990)

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)

Judy R. Rogers, President Emerita. B.A., Centre College, Kentucky; M.A., 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)

Helen R. Washburn, President Emerita. B.S.Ed., M.Ed., University of Idaho; Ph.D., University of Oregon. (1986-2004)

THE ADMINISTRATION

PRESIDENT OF THE COLLEGE

Jann R. Weitzel, President; Professor of Education. B.A., M.A., University of Northern Iowa; M.A., Lindenwood University, Missouri; Ph.D., The University of Iowa. (2015)

Patricia Bobbett, Executive Assistant to the President and Secretary to the Board. (1987)

Becky Penn, Secretary. A.D., Fort Scott Community College, Kansas. (1996)

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Adam Dean, Director of Academic Computing. (1997)

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John Shopper, Service Center Manager. (1985)

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Carly Schooley, Enrollment Counselor. A.A. Cotter College; B.S., Stephens College. (2016)

Theresa Lee, Assistant to the Vice President for Enrollment Management. (1998)

Jeane Fahle, Enrollment Management Assistant. (2002)

Kelsey Caldwell, Enrollment Management Assistant. (2016)

HELEN AND GEORGE WASHBURN CENTER FOR WOMEN'S LEADERSHIP

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INSTITUTIONAL ADVANCEMENT

Sherri Taylor, Vice President for Institutional Advancement, B.A., William Penn University. (2016)

Kristine Anderson Fulton, Assistant Vice President for Institutional Advancement. A.A., Cotter College; B.A., Minnesota State University at Moorhead. (1993)

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Margaret Haverstic, P.E.O. Relations Manager. B.F.A., Ringling School of Art and Design, Florida; M.A., Pittsburg State University, Kansas. (2014)

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Carol Urner, Office Assistant. (2013)

Angie Newton, Data Entry Clerk. (2003)

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Donna Lenharth, Webmaster. B.S., University of Missouri at Rolla. (2013)

Rachel Painter, Public Information Assistant. B.A., University of Northwestern - St. Paul, Minnesota. (2013)

Carol Urner, Marketing Assistant. (2013)

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Mari Anne Phillips, Vice President for Student Life. A.A., Cottey College; B.S.W., M.S., Pittsburg State University, Kansas; Ed.D. University of Missouri at Columbia; Licensed Psychologist; L.C.S.W. (1989)

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Diane Martin, Administrative Secretary. (1985)

Shaun West, Student Health Office Manager. B.S., Southwest Missouri State University. (1997)

Heather-Renee Gooch, Reeves Hall Director. B.A., Southwest Baptist University, Missouri (2012)

Elizabeth Hannon, Robertson Hall Director. B.A., Sweet Briar College, Virginia; M.A., University of North Carolina at Wilmington, North Carolina. (2015)

Blaklee Sanders, P.E.O. Hall Director. A.A., A.S., B.A. Cottey College. (2015)

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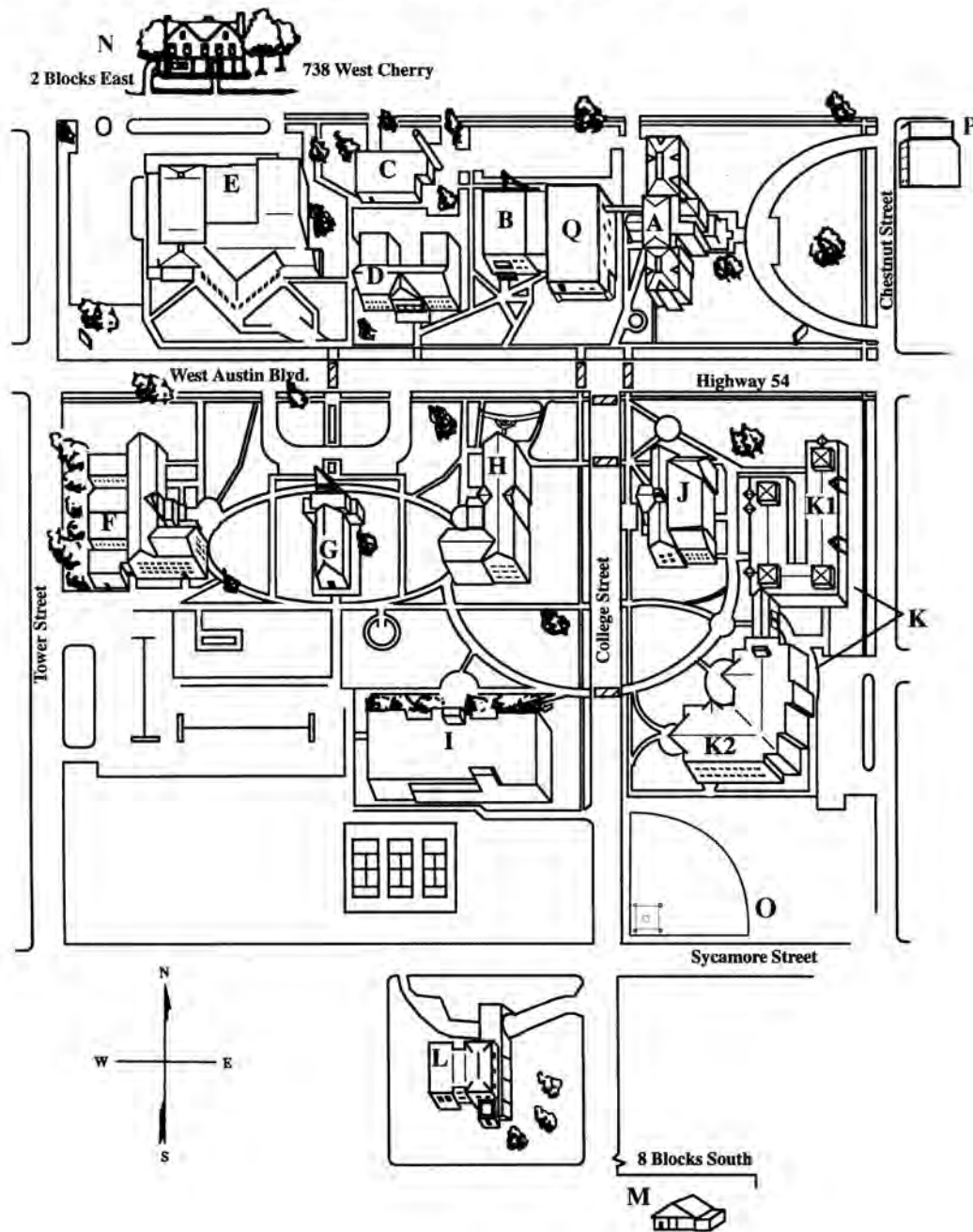
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MAP OF COTTEY CAMPUS



- 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