COTTEY ONLINE

COURSE CATALOG

2026-27

COTTEY
COLLEGE

Cottey Online Course Catalog 2026-27

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Introduction

Academic Year Calendars

EXFA (FALL SEMESTER) 2026-27

Fall Semester	2026-27
First day of semester	Monday, August 17, 2026
Labor Day Holiday (no in-seat classes)	Monday, September 7, 2026
Student self-registration begins for January Term & Spring semester	Tuesday, October 6, 2026
Application due for December Graduation	Friday, November 13, 2026
Thanksgiving Break (14 / 16-week courses only)	Nov. 21-Nov. 29, 2026
Last day of semester	Friday, December 11, 2026
EXFA: 16-week	**Aug. 17 - Dec. 11, 2026**
Last day to add a course or change schedule	Friday, August 21, 2026
Last day to withdraw w/ grade of "W"	Friday, November 13, 2026
Final Grades due by 8:00 a.m.	Monday, December 14, 2026
Term 1 (T1): 8-week	**Aug. 17 - Oct. 9, 2026**
Last day to add a course or change schedule	Wednesday, August 19, 2026
Last day to withdraw w/ grade of "W"	Friday, October 2, 2026
Final Grades due by 8:00 a.m.	Wednesday, October 14, 2026
Term 2 (T2): 8-week	**Oct. 19 - Dec. 11. 2026**
Last day to add a course or change schedule	Wednesday, October 21, 2026
Last day to withdraw w/ grade of "W"	Friday, December 4, 2026
Final Grades due by 8:00 a.m.	Monday, December 14, 2026

EXSP (SPRING SEMESTER)

Spring Semester	2026-2027
First day of semester	Monday, January 18, 2027
Martin Luther King, Jr., Day (no classes)	Monday, January 11, 2027

Student self-registration beings for summer term & fall semester	Tuesday, March 9, 2027
Spring Break (14 / 16-week courses only)	March 6 - March 14, 2027
Application due for Spring/Summer Graduation	Tuesday, April 13, 2027
Last day of semester	Friday, May 7, 2027
EXSP: 16-week	**Jan. 11 - May 7, 2027**
Last day to add a course or change schedule	Friday, January 15, 2027
Last day to withdraw w/ grade of "W"	Friday, April 16, 2027
Final Grades due by 8:00 a.m.	Monday, May 10, 2027
Term 3 (T3): 8-week	**Jan. 11 - March 5, 2027**
Last day to add a course or change schedule	Wednesday, January 13, 2027
Last day to withdraw w/ grade of "W"	Friday, February 26, 2027
Final Grades due by 8:00 a.m.	Wednesday, March 10, 2027
Term 4 (T4): 8-week	**March 15 - May 7, 2027**
Last day to add a course or change schedule	Wednesday, March 17, 2027
Last day to withdraw w/ grade of "W"	Friday, April 30, 2027
Final Grades due by 8:00 a.m.	Monday, May 10, 2027

EXSU (SUMMER SEMESTER)

Summer Semester	**2026-27**
EXSU (undergraduate) 8-week session (S8)	**May 31 - July 23, 2027**
Last day to add a course or change schedule	Wednesday, June 2, 2027
Last day to withdraw w/ grade of "W"	Friday, July 16, 2027
Final Grades due by 8:00 a.m.	Monday, July 26, 2027

Accreditation and Affiliation

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

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1411

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

info@hlcommission.org or hlcommission.org

Missouri Department of Elementary and Secondary Education

205 Jefferson St. Jefferson City, MO 65101

Main Line: 573-751-4212 or Educator Certification: 573-751-0051

dese.mo.gov

Contact Information

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

Phone: 417-667-8181, Toll Free: 888-5COTTEY

cottey.edu or cottey.edu/online

Subject	Office	Phone
Academic Affairs	Vice President for Academic Affairs	417-667-2128
Admission	Vice President for Student Life and Enrollment	417-667-2126
Alumnae Affairs	Director of Alumnae and PEO Communication	417-667-2233
Cottey Online Programs	Manager of Cottey Online Programs	417-684-2696
Disability Questions	Director of Student Accessibility and Academic Success	417-667-2131
Financial Aid	Executive Director of Financial Aid and Student Accounts	417-667-2192
Grades	Office of Academic Records	417-667-2125
My Cottey Access-Cottey-IT	Office of Informational Technology	417-667-2268
Library Services	Director of the Library	417-667-2153
Payment of Tuition, Fees	Financial Aid and Student Accounts	417-667-2105
PEO Inquiries	Director of PEO Engagement and Annual Giving	417-667-2120
President's Office	President's Office	417-667-2111
Registrar's Office	Office of Academic Records	417-667-2125
Student Accounts	Financial Aid and Student Accounts	417-667-2105

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 under Student Accessibility Services

The Administration

President of the College

Stefanie D. Niles, President. B.A., University of Virginia; M.S., Indiana University; Ed.D., University of Pennsylvania. (2022)

Catherine Moss, Deputy Chief of Staff and PEO Projects Coordinator. B.A., M.P.A., Eastern Washington University; Ed.D., Walden University, Minnesota. (2018)

TraceyJane Kammerer, Assistant to the President's Office. A.D.,

Academic Affairs

Karla McCain, Vice President for Academic Affairs and Dean of the Faculty. B.A., Ohio Wesleyan University; PhD, University of Utah. (2023)

Robin Connor, Assistant to the Vice President for Academic Affairs. A.A., Cottey College; B.S., Pittsburg State University. (2014)

Athletic Department

Maryann Mitts, Athletic Director. B.A., Rockhurst University, Missouri; M.A., University of Missouri-Kansas City; M.A., Loyola University, Louisiana; Ph.D., University of Arkansas. (2021)

Business Office

Kevin Smithberger, Vice President for Finance and Administration. B.A. Malone University (2023)

Kelly Irvin, Director of Human Resources. B.G.S., University of Kansas. (2024)

Financial Aid and Student Accounts

Hannah Masters, Executive Director for Financial Aid and Student Accounts. B.S.B.A and M.B.A. Avila University (2020)

Institutional Advancement

Megan Ellis, Vice President for Institutional Advancement. B.A. Ohio Wesleyan; Ed.D., University of Pennsylvania; M.Ed. Pennsylvania State University.

Marketing and Communication

Randon Coffey, Chief of Staff/Vice President for Communications and Strategic Initiatives. B.S.B.A., M.S.M. Missouri Southern State University (2020)

Student Life and Enrollment Management

Landon Adams, Vice President for Student Life and Enrollment. B.S., Missouri Southern State University; M.B.A., Adams State University, Colorado; Ed.D., Lindenwood University, Missouri. (2019)

Shaun West, Assistant to the Vice President for Student Life and Enrollment and Campus Visit Coordinator. B.S., Southwest Missouri State University. (1997)

The College

Legacy of Excellence

Virginia Alice Cottey was a woman of vision. Guided by the belief that women deserved the same education as men, she founded Cottey College in 1884 to educate women to be "knowledgeable, thinking, mature adults." Backed by the $3,000 she and her sisters had saved, Virginia Alice Cottey opened Vernon Seminary on September 8, 1884, in Nevada, Missouri. In 1886, the founder proudly renamed her school Cottey College. It was important to the founder that a Cottey education be of the highest caliber. As president, Virginia Alice Cottey maintained strict curriculum guidelines. In the 1904-05 catalog she wrote:

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

In 1926, Virginia Alice Cottey became a member of the P.E.O. Sisterhood (a philanthropic educational organization) and realized that the organization's educational purposes matched the principles by which she guided her College. Deciding that P.E.O. and Cottey belonged together, she presented the College to the P.E.O. Sisterhood in 1927.

With the support of the P.E.O. Sisterhood, Virginia Alice Cottey's dream continued. In 1939, the founder was present for the dedication of P.E.O. Hall, a dormitory that allowed the enrollment to increase. In 1941, the College was accredited by the North Central Association of Colleges and Schools.

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

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

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

President's Message

Creating Incredible Futures

I am proud to be the president of a dynamic, nationally recognized college committed to higher education for women. Virginia Alice Cottey founded Cottey College in 1884 in an effort to ensure women could receive a quality educational experience. She stated in the first catalog that "We have endeavored to make our course of study thoroughly practical and adapted to the needs of young women of the present day."

More than 140 years later, Cottey College continues to meet the evolving educational needs of women in the twenty-first century through innovative online bachelor's degree, high academic standards, and a rigorous liberal arts and sciences education enriched by opportunities for personal growth.

This catalog outlines the online courses of study designed to prepare students for baccalaureate degrees. A Cottey education focuses on enhancing intellectual ability, the development of leadership skills, and preparation for personal and professional accomplishment. The academic program is reviewed and revised regularly by the College's faculty to ensure that it meets the needs of our students. The baccalaureate programs include a solid grounding in the liberal arts coupled with in-depth study of the degree-specific subject matter. Upon completing a baccalaureate degree, students are ready to advance their careers and become productive, engaged citizens of the world.

I am honored to lead an institution with a distinguished history and a commitment to creating incredible futures for Cottey students. It is the seamless blending of past and present—the historic campus and virtual classrooms that prepare students for a rapidly-changing, technology-driven world; a supportive community that equips students to navigate the challenges of a global society; and a shared commitment to mutual support and lifelong learning—that distinguish Cottey College. I invite you to be a part of this amazing institution as you work toward creating your own incredible future.

Dr. Stefanie D. Niles, President

Mission, Vision, and Core Values

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

Mission

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

Vision

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

Core Values

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

- Educate Women to be knowledgeable and thinking members of a global society.
- Promote Intellectual Growth through the study of science, culture, and society and the development of strong practical skills, including communication, analysis, and problem-solving.
- Cultivate Responsibility to encourage positive contributions from women through their personal and professional lives.
- Respect Difference by creating a climate of openness and appreciation of a diversity of ideas, perspectives, cultures, experiences, and contributions that comprise a multi-cultural society.
- Broaden Global Perspectives by immersing students in new cultures and experiences and enhancing their understanding of the interconnectedness of our global economy and cultural practices.

- Pursue Thoughtful Action by cultivating an atmosphere of inquiry, integrity, honesty, and mutual respect.
- Develop Women's Leadership by providing opportunities to grow intellectually, socially, aesthetically, spiritually, and physically in order to realize individual potential.

Honor Code

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

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

- Personal responsibility
- Academic honesty and integrity of word
- Moral respect for persons and their property
- Ethical concern for the good of the College community and the broader society of humankind

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

Student Learning Outcomes

A successful Cottey student…

- Recognizes the Roles of Women: A Cottey student demonstrates understanding of women's past, current, and developing contributions.
- Enriches Knowledge: A Cottey student demonstrates understanding of ideas from a variety of academic disciplines.
- Thinks Critically: A Cottey student explores issues and solutions before forming conclusions or making reasoned decisions.
- Communicates Effectively: A Cottey student uses appropriate communicative means to contribute ideas and engage others to advance the work.
- Acts Responsibly: A Cottey student respects diversity, is attentive to cultural context, and demonstrates ethical reasoning and action.

Admission

General Policy

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

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

Admission is based on prior performance and one's potential to succeed at 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.

Single Sex Admission Policy

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

As a historically women's college that is gender diverse, Cottey considers for admission those applicants who are legally designated as female or who were assigned female at birth yet who do not identify within the gender binary. Regarding admission, Cottey relies upon the information provided by each student applicant. Once enrolled, a student who completes the College's graduation requirements will be awarded a Cottey degree regardless of gender identity or expression.

Adopted by the Cottey Board of Trustees, October 2023

The Application Process

Students must apply online through the Cottey College website - cottey.edu/online. Click the link that says Cottey Online Student Application and follow the directions.

Official high school transcript is required to be received prior to registration.

A grade point average (GPA) of at least 2.6 is required in order to be admitted.

Official college/university transcripts for any college/ university coursework taken while in high school.

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

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

Application Guidelines

First Time Students

All applicants for admission to Cottey College should take a college preparatory course sequence. The required high school curriculum includes

- four years of study in English composition and literature,
- two years in history and government,
- three years in mathematics (Algebra I, Algebra II, and Geometry or equivalent), and
- two years in laboratory science.

All applicants will be notified of an admission decision shortly after receiving their completed application. An applicant will be accepted if they have

- undertaken a college-preparatory high school curriculum,
- achieved a high school grade point average of at least 2.6.

In some circumstances, students whose academic credentials fall below these guidelines may be asked to provide additional information for consideration by the Admission Committee.

Students who are accepted will receive notification that a $100 nonrefundable tuition deposit is due (see Nonrefundable Application Fee and Tuition Deposit).

Transfer Applicants

Cottey College welcomes transfer applicants to study for their 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 Academic Affairs 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 course evaluation by sending a transcript (unofficial is acceptable) to the Office of Academic Records at eval@cottey.edu.

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

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

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

1. Submit all college or university transcripts: including courses taken for college credit while in high school and all credits taken after completion of high school (all final official college or university transcripts after graduation to be received before the start of the first semester), and
2. Submit final official high school transcript showing graduation date.

Former Student Readmission

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

Nonrefundable Tuition Deposit

A nonrefundable tuition deposit of $100 is due to hold a place in the incoming class after the candidate has been notified of acceptance for admission and has decided to enroll. Payment of this fee ensures a student's place in the student body. The nonrefundable tuition deposit is credited to the student's bill for the first semester.

Financial Matters

Financial Aid

Financial aid programs at Cottey include federal, state, and external resources. Eligibility for aid is primarily determined by financial need. The three types of financial assistance are grants, scholarships, and loans.

Students seeking need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). Students and their families are encouraged to complete and submit the FAFSA at fafsa.ed.gov as soon as it's available. Cottey College's FAFSA code is 002458.

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, and grants from the state of Missouri and or other states (depending on residency).

Scholarships do not have to be repaid. Depending on where a Cottey Online student resides there may or may not be an opportunity to apply for a TEACH scholarship which benefits students working in the field of Early Childhood Education.

Loans must be repaid with interest. The types of loans available are Federal Direct Subsidized and Unsubsidized Loans.

Veteran Affairs Information

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

Military Tuition Assistance

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

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

The amount of aid earned by the student must be determined as of the date of withdrawal. If the amount disbursed to the student is greater than the amount earned, unearned funds will be returned to the funding agency. The percent earned equals the number of days completed up to the withdrawal date divided by the total days in the semester. If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, Cottey College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

Calculation

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

Tuition Assistance Returns

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

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

Validity Of The High School Diploma For Title IV Aid

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

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

Satisfactory Academic Progress

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

Qualitative Requirements

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

Quantitative Requirements

- A student must have completed 67% of the credit hours attempted. - For example, if after the second semester the student has attempted 32 credit hours, they must have completed 21 hours (32 x 67%).
- A student must complete a program within an established time frame.
- Financial aid will be awarded according to the number of the required credit hours for the program multiplied by 150%.
- A student will lose eligibility for financial aid for all future semesters after the semester in which the maximum hours allowed are exceeded. For example: The Bachelor of Arts degree requires 120 credit hours. A student could receive aid for up to 180 (120x150%) credit hours.

1. Both qualitative and quantitative progress will be checked at the end of each semester.

2. Students meeting the standards listed above will be in good standing.

3.If the above standards are not met, the student will be placed on financial aid warning. During the financial aid warning, 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 a plan in place.

4. If at the end of the financial aid warning semester SAP standards are not met, the student will be placed on financial aid suspension. Financial aid suspension means a student will receive no further federal, state, or institutional aid until the minimum standards have been met.

5. Courses shown as failed, incomplete, audited, or withdrawn are not included in the number of credit hours earned. Repeated courses which were previously passed will not add to the credit hours earned.

6. There are selected courses which may be repeated for credit and those are specified in the catalog.

7. Credit hours earned by testing will be included in the number of hours earned. This includes Advanced Placement (AP) and International Baccalaureate (IB).

8.Financial aid suspension may be appealed if unusual circumstances affected academic progress. Such circumstances may include a severe illness/injury to the student or immediate family member, the death of a student's relative, or other special circumstances. A letter of appeal must be submitted to the executive director of financial aid and student accounts 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).

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.

Student Fees Per Semester

Student billing occurs three times annually. Tuition for each semester (Fall, Spring, and Summer) depends on the number of credit hours taken. Cottey Online charges $400 per credit hour.

The advance tuition deposit of $100 for incoming students is credited to the student's bill and is nonrefundable. Information and questions regarding the payment of fees should be directed to the Business Office.

Payment Policy

Payment is due a week in advance of course start dates.

* Applying for financial aid needs to happen a month in advance of when billing occurs.

Withdrawal Refund Policy

Fall and Spring semesters (16-week)	**Refund**
Withdrawal first and second weeks	90% of tuition
Withdrawal third and fourth weeks	50% of tuition
Withdrawal fifth, sixth, seventh, and eighth weeks	25% of tuition
After eighth week	None
14 Week Course	**Refund**
Withdrawal through Friday of 2nd week of class	90% of tuition

Withdrawal through Wednesday of 4th week of class	50% of tuition
Withdrawal through end of 7th week	25% of tuition
After 8th week	None
8 Week Course	**Refund**
Withdrawal first week	90% of tuition
Withdrawal second week	50% of tuition
Withdrawal third and fourth week	25% of tuition
After fourth week	None

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. When a student registers at the College, it is understood that the student accepts the terms of payment and refund in this catalog.

Veterans Benefits and Transition Act of 2018 Compliance

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

Student Life

New Student Orientation

Throughout their time at Cottey, students will have the assistance and support of the College community. All new students are encouraged to participate in the Cottey Online Orientation program held before each semester on Zoom. The goal of Cottey Online Orientation is to help new students make a successful transition to the online learning environment.

Health Services

Cottey College offers online counseling services to support your mental health and overall well-being throughout this semester.

Whether you're dealing with stress, anxiety, academic pressure, personal challenges, or simply need someone to talk to, our office is here to help. We offer a range of confidential counseling services, including:

- Six On-line therapy sessions each academic year through our platform, Uwill
- Crisis support and referrals
- On-call counselors after hours for emergencies

Uwill provides resources on their website such as videos on stress, sleep, meditation, and so on.

How to Access Counseling Services:

Visit https://app.uwill.com/login to schedule an appointment with an online provider. You have six sessions per academic year and then I am available for additional needs after that. Make sure and use your Cottey email address for free access.

Email me at bjohnson@cottey.edu

Text the Health Service Text Line at 417-765-0343

Crisis Situations

At any time, you can call the Uwill crisis hotline at 833-646-1526

Health services offered by the College should not be viewed as a substitute for health insurance.

Vice President's Dismissal

The Vice President for Academic Affairs may dismiss any student who behaves in a manner that:

- causes disruption of the academic or social process of other students at the College.

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

Equal Opportunity Policy

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

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

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

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

Director of Student Accessibility and Academic Success: Larissa Hardin

1000 W. Austin Blvd. Nevada, MO 64772

417-667-8181, ext. 2131 Lhardin@cottey.edu

Title IX Coordinator: Kelly Irvin Director of Human Resources Cottey College

1000 W. Austin Blvd. Nevada, MO 64772

(417) 667-8181, ext. 2103 kirvin@cottey.edu

Title IX Deputy Coordinator: Landon Adams, Ed.D. Vice President for Student Life and Enrollment Cottey College

1000 W. Austin Blvd. Nevada, MO 64772

(417) 667-8181, ext. 2126 ladams@cottey.edu

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

The Assistant Secretary

U.S. Department of Education Office for Civil Rights

Lyndon Baines Johnson Department of Education Building

400 Maryland Avenue, SW Washington, D.C. 20202-1100

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

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

Academic Resources

Library Services

The Blanche Skiff Ross Memorial Library is your partner in research and academic success — no matter where you're studying. As an online student, you have full remote access to the Library's extensive digital resources through our website at cottey.edu/library.

Through the Library website, you can search the Library Catalog and access more than 60 databases of scholarly content, including EBSCO, JSTOR, Gale, PsycARTICLES, Hoover's Business, Environment Complete, and Humanities International Complete, among others. You will also have access to digital journals and magazines, The New York Times online edition, and NewsBank's Access World News. The Library also provides extensive eBook access through EBSCO and OverDrive, giving you thousands of titles available to read anytime, anywhere.

If you need an article not available through our databases, Cottey students can request materials through digital interlibrary loan at no cost.

Library staff are available to assist you with research and navigating online resources. You can reach us through any of the following:

Email: library@cottey.edu

Chat: Available through the Library website at cottey.edu/library

Text: (417) 986-2275 (message and data rates may apply)

To help you get started, the Library maintains a resource guide for online students with step-by-step instructions for accessing databases, requesting interlibrary loans, and more. Visit cottey.edu/library to explore.

Academic Advising

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

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

to aiding in the selection of courses, the advisor reviews the advisee's academic progress and may suggest major, transfer, and/or career options. Upon request, the advisor may refer the student to other resources on and off campus.

Cottey College Learning Center

Located in the Kolderie Academic Assistance Center, the Cottey College Learning Center (CCLC) houses the Tutoring and Writing Centers. The CCLC is a place where students can meet with trained peer tutors in a variety of subjects to enhance their learning experience. Though our services change from semester to semester depending on peer tutors' schedules, we typically offer assistance with most subjects and writing in all disciplines. Assistance is available online.

Career Services

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

Student Accessibility Services

Cottey College is dedicated to providing equal and equitable access to educational opportunities to disabled persons in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended (ADA), and the Fair Housing Act (FHA). The College community, through reasonable accommodations, ensures that no otherwise qualified person be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination with regard to any program or activity offered by the College. Disabled students seeking environmental or academic accommodations may contact the director of student accessibility. The accommodation process is an interactive one, guided by input from all involved, including students, faculty, and staff.

Students seeking accommodations for a disability may contact the Director of Student Accessibility and Academic Success in the Kolderie Center (RBAC 164) or by calling (417) 667-8181, ext. 2131.

Academic Records

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

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. Parents must provide appropriate evidence of the student's status as a dependent for Internal Revenue Service purposes. In the absence of such supporting evidence, the College will assume that a student is a not a dependent of their parent(s).

In communications with parents concerning campus life and academic matters other than those listed in the preceding paragraph, it is normally college policy to respect the privacy of the student and not to disclose information from student records without the prior consent of the student. At the student’s request, such information will be provided to parents and guardians. A candidate becomes a student at Cottey College when they first sit in a class or participate in a Cottey College athletic practice, whichever comes first.

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

- Student's full name
- Expected date of completion of degree requirements and graduation
- Campus address
- Degrees and awards received
- Permanent address
- Classification
- Date and place of birth

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 their academic records. Students can access their unofficial transcript on MyCottey. If a student has any issues accessing the unofficial transcript or wish to view additional educational records, the student should submit a request to the Office of Academic Records identifying what records they wish to inspect. The Registrar will arrange access within seven

(7) business days of the request and notify the student of a time and place where the records can be inspected.

Parents who have been granted FERPA permissions by a student may request educational records from the Office of Academic Records by submitting a request via email to registrar@cottey.edu and stating what records they wish to inspect. Requests will be processed within seven (7) business days.

A student has the right to challenge and request the correction of any contents of educational records that are considered to be inaccurate, misleading, or in violation of the student's privacy or other rights.

Such a challenge should be directed to the Office of Academic Records via email to registrar@cottey.edu. This email should clearly identify the part of the record they wish to challenge and specify why it is inaccurate or misleading. The challenge request will be processed within seven (7) business days. Depending on the nature and context of the challenge, some requests may require additional time to finalize a resolution. If the College decides not to amend the record as requested, the student will be notified of this decision and will be advised of their right to a hearing regarding the challenge.

Additional information will be provided to the student regarding the hearing procedure when notified of their right to a hearing.

Students have the right to file a complaint with the U.S. Department of Education if they believe that the College has failed to comply with the requirements of FERPA. The complaint should be in writing and sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Academic Classification of Students

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

Course Load

A full-time student load is defined as 12-18 credit hours with the typical student load being 15-16 credit hours each semester. Students with at least a 3.0 GPA and advisor approval are eligible to register for more than 18 credit hours. All other students must be granted special permission by the vice president for academic affairs to register for more than 18 credits. The maximum is 18 credits for a student's first semester at Cottey and 21 credit hours per semester thereafter.

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:

The institution at which the credits were earned is accredited by one of the following accrediting associations.

- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)
- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges

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.

Credits earned while enrolled in high school (dual enrollment) may be accepted in transfer and may be used for fulfilling degree requirements. Credit is transferred on a course-by-course basis, when the subject matter applies to Cottey's degree programs. In some cases courses with subjects that do not match the curriculum for the degree may be transferred as elective credit.

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

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

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

If you have Advanced Placement or International Baccalaureate test scores, please contact the Registrar's office to discuss transfer credit.

Class Attendance

Cottey College defines attendance as participating in the faculty and student interaction required by the course. The manner of participation used for attendance is defined by the format of the course. For online courses, attendance means following the communication requirements and due dates on the syllabus.

Early Warning of Academic Difficulties

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

Cottey's early warning system includes:

Email notification when an instructor submits an academic concern notice. Instructors submit academic concern notices when students have unexcused absences, when students receive a poor grade on an exam or assignment, or when the instructor has any concern about a student's academic performance. These notices may be submitted at any time during the semester.

Special intervention by the vice president for academic affairs if a student receives multiple academic concern notices.

A mid-term grade check-in for all students. Any student receiving multiple grades of C- or lower may be required to meet with a faculty or staff member to develop a plan for improving performance in their courses. Special intervention by the vice president for academic affairs if a student receives multiple notices indicating they should consider dropping more than one class.

Withdrawal from College

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

Late Withdrawals

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

Transcripts

An academic record (transcript) is permanently maintained for each student who enrolls at Cottey. This record includes a list of courses in which the student has enrolled as well as the credits and grades earned in those courses. Transfer work is included on transcripts with the courses listed with hours accepted by Cottey (earned hours). Official transcripts are issued by the Office of Academic Records through the National Student Clearinghouse.

Grade Reports

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

Grade Point 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:

Letter Grade	Grade Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	0.00

The following do not calculate in the GPA:

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

Incomplete

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

Repeating and Backtracking

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

A student may petition the department coordinator to repeat a course previously completed with a grade of 'C' or better. Rationale may include, but is not limited to, the following:

- Course taken long ago enough that much has been forgotten.
- Student felt they didn't learn enough previously.

The department coordinator may grant the student permission to repeat the course.

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

Regardless of whether a student failed or passed (with a low grade) in a previous attempt, they can get a better grade and improve their GPA by repeating a course, but "passed" courses count toward graduation only once. Students who repeat and pass a course they have failed will then receive credit for that course, but they do not earn any additional credit hours by repeating courses they have passed before. Only one repetition of a course may be included in the student's enrollment status for federal financial aid.

Participation in Commencement

To be eligible to participate in Commencement in May, students must have declared their degree and major prior to the start of the spring semester immediately preceding Commencement.

Students who fall short of their degree requirements may appeal to the Vice President of Academic Affairs to be granted permission to participate in Commencement using the Commencement Participation Appeal form. In order to appeal, a student must have 1) a GPA of 2.0 or higher, 2) be within nine credit hours of meeting their degree requirements, or have only student teaching to complete, and 3) must be able to provide evidence of their registration in the coursework necessary to meet their degree requirements.

Posthumous Degree

1. A request for the awarding of a posthumous degree may be initiated by the deceased student's family. The request is made to the President or Vice President for Academic Affairs (VPAA).

2. The registrar will review the student's record to determine whether the student has met the following criteria:

- Student was in good academic standing.
- Student was without any outstanding disciplinary issues.
- Student's cause of death was not due to any unlawful activity by the student.
- Student completed more than 90 semester hours to earn a bachelor's degree, 30 of which were hours completed at Cottey.

3. The President/VPAA will have final approval of the awarding of a posthumous degree once the above criteria have been confirmed by the registrar and Vice President for Student Life and Enrollment.

4. The registrar will note if the student was enrolled at the time of death or was an active-duty member of the U.S. Armed Forces, federal military reserve forces, or National Guard.

5. A notation that the degree is presented posthumously is indicated on the student record. It will appear on the transcript, commencement program, and diploma. The student's name in the commencement program will be listed parenthetically noted as "Posthumous". The diploma will say, "Awarded Posthumously".

6. The diploma may be presented to a family member during a commencement ceremony or other service at the family's request.

7. A deceased student who does not meet the semester hour requirement for a degree may be awarded a posthumous certificate of recognition, if appropriate. The certificate is noted on the transcript and is presented privately.

Academic Aspects of the Honor Code

The following items are considered examples of academic dishonesty.

1. Dishonest preparation of course work. In the preparation of assignments, intellectual honesty demands that a student not copy from another student's work. When writing a paper, it is proper to acknowledge all sources of information.

2. Dishonest examination behavior. The unauthorized giving or receiving of information during examinations or quizzes (this applies to all types, such as written, oral, lab or take-

home) is dishonest examination behavior. Unauthorized use of books, notes, papers, etc., is not acceptable.

3. Papers borrowed or purchased. It shall be considered an act of dishonesty for a student to submit to a teacher any paper which has been borrowed or purchased from any source whatsoever. Such a work is not the true work of the student who submits the paper, and such action is as reprehensible as copying from another paper during a test.

4. Excessive Help. It shall also be considered an act of academic dishonesty for a student to receive excessive help with the preparation, writing, or revision of any assignment which is to be submitted to an instructor. Excessive help shall be held to exist when a student receives input on an assignment that goes beyond brainstorming, feedback, or revision suggestions. Excessive help includes (but is not limited to) having another student rewrite a passage of an essay or using another's exact words as if they were the student's own. In short, excessive help is when the helper rewrites all or any portion of an assignment. Students should remember that when it comes to defining the parameters of excessive help, the preferences of individual instructors may vary. When in doubt, students should consult with the individual instructor. Finally, students should also be aware that the assistance they receive from the Cottey College Writing Center does not, under normal circumstances, constitute excessive help. Students should think of the Writing Center as a collaborative resource to further their development of a wide array of rhetorical skills and not merely as a proofreading or editing service.

5. Plagiarism. Plagiarism is a form of stealing in which another person's ideas or even their very words are borrowed without acknowledgement or credit being given. Plagiarism may go all the way from directly copying an entire paper from a single source to a merging together of quotations from many sources; it exists when these sources are not properly identified and when quoted material is not put in quotation marks or indented. Even when the student paraphrases the ideas of another writer, the student is obligated to credit that writer.

6. Aiding and Abetting. Participating in any way in cheating is considered academic dishonesty and shall be treated with the same consequences.

7. Unauthorized Collaboration. A test or assignment is given to the individual with the expectation that it be completed independently without assistance from another student or outside sources of information unless collaboration with others or use of resource materials is specified by the instructor.

8. Translation Programs in Foreign Language Classes. The use of computer, on-line translation programs or/and pocket translators are NOT permitted in any Foreign

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

Disciplinary Action for Honor Code Violation

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 o the level of the violation. In cases that seem as somewhat careless or uninformed failures to cite sources appropriately, the instructor may opt for a mild consequence or even just a warning and a careful explanation. However, in cases in which the violation was clearly intentional and knowingly deceptive, the consequence should be more serious. In such a case, an instructor may choose to give either no credit on the work that was involved in the violation (with no possibility of redoing that work) or may even choose to give the student a course grade of F and expulsion from the course. A student found to have violated the Honor Code in a class may not withdraw from that class to avoid a reduced grade.

Any student found to have committed an act of academic dishonesty will be reported by the faculty member to the vice president for academic affairs. If it is determined by one or more members of the faculty that a student has been responsible for academic dishonesty more than once during enrollment at Cottey, the vice president for academic affairs, at their discretion, will determine, in consultation with the faculty members in whose classes the academic dishonesty occurred, whether the consequences for the dishonesty will exceed those for the individual class or classes. Depending on the severity of the violations, the vice president for academic affairs reserves the right to expel the student committing the offenses from the College. Students are ethically responsible under the terms of the Honor Code for reporting occurrences of academic dishonesty to the faculty member in whose class(es) the alleged cheating may have occurred.

Any student who has had sanctions imposed by a faculty member and/or the vice president for academic affairs may appeal the case before an Academic Appeal Committee. (Please see following sections "Academic Appeal Committee," and "Appeal of Academic Dishonesty Sanctions Procedure.")

Academic Appeals Committee

Upon receipt of an appeal of academic dishonesty sanctions or grade appeal, the VPAA will convene a committee of five full-time faculty members to consider the appeal. The student will recommend two faculty members, and the faculty member whose decision is being appealed will recommend two faculty members for the committee. The VPAA will appoint a fifth faculty member to chair the committee. The chair will serve in a nonvoting capacity except in cases of a tie vote.

Faculty members may decline to serve. In these cases, volunteers will be recruited from the pool of full-time faculty members. No members of the committee shall have involvement with the case being appealed.

In cases where a decision of the VPAA is appealed, the President will choose two faculty members to serve on the committee and appoint a chair of the committee.

Appeal of Academic Dishonesty Sanctions Procedure

Students who wish to appeal a disciplinary action related to academic dishonesty must submit a written appeal in the form of a letter (electronic or hard copy), any other documents or evidence to support their case, and the names of any supporting witnesses to the assistant to the VPAA (acadaffairs@cotteey.edu) within three business days of the sanctions being imposed.

The appeal materials will be routed to the President or the VPAA, as appropriate. The VPAA (in cases regarding a faculty decision) or the President (in cases regarding a VPAA decision) will contact the faculty member(s)/VPAA and request relevant documents, evidence, and names of witnesses. Requested materials should be sent to the assistant to the VPAA within two business days of the request. If the student does not provide a written appeal, any other documents or evidence, and names of witnesses within three business days of sanctions being imposed, there will not be a hearing. If the faculty member(s)/VPAA do not provide relevant documents, evidence, and names of witnesses within two business days of the request from the chair, the hearing will go forward without these items.

The President or VPAA will convene an Academic Appeals Committee to consider the appeal (see "Academic Appeal Committee" for composition of the committee) and set a hearing date within three business days of receiving the written appeal and accompanying documents from the student. Invitations to the hearing will be sent via Cottey email to the student, faculty member(s)/VPAA, and any witnesses identified. The student is encouraged to attend the hearing and may be accompanied by an advocate chosen from among the college's employees. The advocate will sit with the student but may not comment on the

proceedings. The faculty member(s)/VPAA who imposed the sanctions is also encouraged to attend the hearing.

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

The decision of the Academic Appeal Committee is final.

Course Grade Appeal Procedure

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

If it is determined that a clerical or bookkeeping error has occurred, the course instructor will submit a grade correction to the Office of Academic Records. If, after the assignment review, the final course grade is still in dispute, the student may choose to prepare a course grade appeal.

Course Grade Appeal Process

The student will inform the Office of Academic Affairs (acadaffairs@cottey.edu) of intent to file a course grade appeal no later than the end of the fourth week of the semester following the course grade in question. The Office of Academic Affairs will supply the student with an Intent to File Course Grade Appeal Form, which requires the student to provide a rationale for appeal.

The VPAA will convene an academic appeal committee (see "Academic Appeal Committee" for composition of the committee).

The student must submit all appeal materials to the Office of Academic Affairs (acadaffairs@cottey.edu) within two weeks of submitting an intent to appeal.

Student appeal materials are shared with the course instructor and the Academic Appeal Committee after receipt by the Office of Academic Affairs.

The course instructor has two weeks to prepare materials for committee consideration.

The committee will consider only the materials which have been submitted to the Office of Academic Affairs.

The Academic Appeal Committee will submit their recommendation to the VPAA no later than the end of the twelfth week of the semester in which the petition was submitted.

The VPAA's decision is final.

Satisfactory Progress and Good Standing

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

Probation

A student whose term or cumulative GPA for a semester falls below 2.00 is notified by the Vice President for Academic Affairs that they are on academic probation. College policies require that limitations be placed upon the activities of students who are on probation. The purpose for these limitations is to enable students who are experiencing academic difficulty to focus time and energy upon course work and to take advantage of help available from instructors, advisors, the Academic Assistance Center, the Counseling Office, and other resources of the College. A student on probation may not withdraw from a course or request an incomplete in a course.

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

Dismissal

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

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

Reinstatement

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

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

Student Complaints

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

General Policy on Exceptions and Waivers

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

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.

Graduation Honors

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

Academic Programs

General Education Framework

Cottey's general education curriculum is intentionally designed to nurture well-rounded individuals who can make responsible choices for themselves and their communities. It provides a breadth of knowledge, consistent with liberal arts tradition and Cottey's three threads, to enhance students' lives and future success, while empowering them to make connections across disciplines and develop a holistic, forward-looking understanding of the social, political, and economic dynamics of the world they inhabit.

Communications	*Courses that provide students with opportunities to improve the skills essential for effective collaboration.*
Expressions	*Emphasizes how art and society are interconnected, allowing students to express ideas in creative ways and engage with different art forms.*
Foundations	*Emphasize skills, knowledge, and resources to be successful while focusing on their well-being.*
Global Awareness	*Emphasizes social, natural, and cultural contexts so that students become adept at working within these diverse local and global settings.*
Social Responsibility	*Emphasizes sustainable thinking and ethical roles in relation to others (humans and nonhumans) as responsible communicators, engaged citizens, and living beings on this earth.*
STEM	*Emphasizes science, technology, engineering, and mathematics across disciplines and in everyday life. Courses provide students with experience in problem solving and ways of thinking within STEM disciplines.*
Women and Leadership	*Emphasizes women's role in history and contemporary society while recognizing how gender influences local and global dynamics. Students become more self-aware and capable of problem-solving through collaboration while learning about, and engaging in, the leadership process.*

Degree Programs

Cottey College offers a number of degree options to match student needs. Cottey baccalaureate graduates are well prepared for the world of work and for advanced study in graduate, law, or medical school. Bachelor of Arts majors entail more breadth of outside disciplines.

Cottey Online offers three Baccalaureate Degree Programs:

BA in Behavioral Health

The goal of the Bachelor of Behavioral Health program is to provide students the opportunity to expand knowledge and skills necessary to provide behavioral support services within their own communities. This knowledge is acquired within a liberal arts experience which emphasizes honesty, integrity, civility, and a strong sense of personal responsibility. Students will use evidence-based practices to diagnose, treat, and support clients and families in crisis. Students will also develop the necessary skills to effectively communicate with clients, families, and interdisciplinary team members. Program graduates will be prepared to assist and support community clients and their families in a professional and caring manner as part of an interdisciplinary team.

This program does not lead to certification or licensure.

Total Credit Hours for Major -61

The Bachelor of Behavioral Health graduate will be able to:

- Demonstrate leadership skills evidenced by collaboration as a member of the interdisciplinary team.
- Develop research questions, critically analyze research data, and apply research evidence to practice.
- Demonstrate appropriate use of technology to analyze, manage, and communicate data with clients, families, and the interdisciplinary team.
- Incorporate the principles of therapeutic communication and client education into practice.
- Identify system facilitators and barriers to improving the health of individuals, families, and communities, and participate in the improvement of local, state, and federal behavior health programs.
- Provide care in an ethical manner demonstrated by:
    - acceptance of all client cultures and beliefs;
    - providing effective, efficient, equitable, and accessible care for all clients; and
    - advocating for clients and their families.

Allied Health Requirements

- AH205, Orientation to APA Format, 1
- AH316, Data Analysis for Allied Health, 3
- AH317, Health Professions Research, 3

Psychology Requirements

- PY301, Abnormal Psychology, 3
- PY348, Health Psychology, 3
- PY351, Introduction to Counseling, 3

Behavioral Health Major Requirements

- BEH200, Introduction to Behavior Health, 3
- BEH205, Evidence Based Treatments, 3
- BEH210, Diagnosis of Identified Populations, 3
- BEH215, Motivational Interviewing, 3
- BEH220, Substance Use Disorders, 3
- BEH225, Systems of Care/Support, 3
- BEH230, Wellness Coaching, 3
- BEH235, Conflict Resolution, 3
- BEH240, Legal/Ethical Issues, 3
- BEH268, Internship I, 3
- BEH300, Professional Practice in BH, 3
- BEH310, Client Assessment, 3
- BEH320, Community Assessment and Program Development, 3
- BEH468, Internship II, 3
- BEH480, Capstone Project, 3

Grades: Student's must earn a C or better in all BEH prefix courses

BA in Child Development

The Bachelor of Arts with a major in Child Development is offered for students who are interested in a career working with children and families in a variety of settings outside public schools. Students will be able to tailor some of their coursework to meet specific career goals.

Total Credit Hours for Major -36

The Bachelor of Child Development will be able to:

- Demonstrate knowledge of prominent theories of child development
- Identify and explain typical developmental milestones for children at various stages including cognitive, social emotional, and physical development from infancy to adolescence and develop skills in observing and assessing children's behavior

- Apply principles of developmentally appropriate practices and cultural-competence to best serve families and children
- Develop effective communication skills and understand how to support positive interactions with children, families, and colleagues

Required Courses:

- ED103, Child Development, 2
- ED204, Utilizing Family and Community Resources, 3
- ED206, Infant and Toddler Curriculum Methods and Materials, 2
- ED207, Practicum-Infant and Toddler Curriculum Methods and Materials, 2
- ED264, Child Health, 2
- ED326, Children's Literature, 3
- ED327, Creative Arts, 3
- ED329, Emergent Language, 2
- ED330, Curriculum Methods and Materials in Early Childhood Education, 2
- ED331/ED330, Practicum - Curriculum Methods and Materials in Early Childhood Education, 1
- PE202, Motor Learning and Motor Development, 3
- ED330: Capstone

One (1) from the following:

- ED444, Early Childhood Experience, 3
- ED468, Education Internship, 1-6
- ED444: Capstone

Choose 8 hours from the following.

- ED101, Foundations of Education, Diversity, and ELL, 2
- ED313, Classroom Management, 3
- SE345, Classroom and Behavior Managements, 3
- ED315, Reading and Writing with Young Children, 4
- SE203, Introduction to Special Education MMB K-12, 3
- PE328, Adapted Physical Education, 3
- PY342, Psychology of the Exceptional Child, 2
- PY343, Psychology of the Exceptional Child Practicum, 1
- CJ318, Juvenile Justice, 3

BA in Healthcare Administration

The Bachelor of Healthcare Administration will be able to:

- Communication
    - Actively be able to access and evaluate information and then apply the knowledge, technical skills and professional competencies that are needed in order to make sound business/healthcare decisions.
    - Be able to express ideas through a variety of multimodal channels, (including both the written and spoken word) in a professional, engaged manner
    - Articulate, explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for the U.S. and global healthcare systems.
- Curiosity
    - Demonstrate knowledge and create solutions through continuous development of the creative, critical thinking and problem solving skills that are needed within the business/healthcare major/profession.
    - Explore career opportunities and critically evaluate principles and practices applied to global business solutions.
    - Analyze records, interpret variance and assess opportunities and risks, in order to make recommendations for action based on organizational goals.
- Community
    - Show a clear understanding of the microenvironment between the legal, economic, and social environments within the business of healthcare
    - Demonstrate knowledge and application of prescribed ethical codes, and behaviors and their value within both the workplace and society.
    - Understand team and individual management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of healthcare environments

Total Credit Hours for Major -51

Business Courses

- AC201, Principles of Accounting I, 3
- AC202, Principles of Accounting II, 3
- BU225, Computer Applications in Business, 3
- BU468, Internship Field Experience, 3
- BU480, Major Readings - Strategic Planning and Decision Making, 3
- MG354, Principles of Management, 3
- MK330, Marketing, 3

Health Science

- Course Number, Course Title, Credits
- AH212, Medical Terminology, 3
- AH316, Data Analysis for Allied Health, 3
- HS110, Concepts in Health Care Management, 3
- HS304, Health Care Law, 3
- HS314, Insurance, Coding, and Billing in Health Care, 3
- HS400, Health Care Informatics, 3
- HS420, Case Studies in Managerial Integrity, 3
- HS430, Current Issues in Professional Practice, 3

Business Electives (select 2)

- AC313, Fraud Examination, 3
- AC370, Information Systems, 3
- MG370, Information Systems, 3
- ET375, Small Business Management, 3
- FB345, Investment Analysis, 3
- FB351, Business Finance, 3
- MG356, Human Resource Management, 3
- MK339, Sales Management, 3
- MK366, Advertising, 3

Bachelor Degree Program 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. Contact the Office of Academic Records for more information.
2. Complete the degree requirements that are published in the Cottey Online catalog for either the academic year of the student's first regular enrollment at Cottey College, the academic year in which the student declares a major, or in effect the last year of enrollment at Cottey Online.
    a. This catalog's requirements for the baccalaureate degree include the following:
        i. Earn 120 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation.

1. 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.
2. Thirty hours of the last 40 hours earned toward graduation must be taken at Cottey Online.

ii. Complete an approved academic major as certified by the department and receive at least a C- in the senior capstone course (or program equivalent) in the major. Programs may set a higher standard at their discretion.

iii. Complete General Education Core Requirements.

b. The degree will be conferred upon completion of all requirements.

3. Meet all financial obligations.
4. Submit an "Intent to Graduate" form to the Office of Academic Records no later than the last day of classes one year prior to the anticipated graduation date.
5. Sequential Degree. Students who have earned a previous bachelor's degree, either from Cottey College or another regionally accredited postsecondary institution, may apply to pursue a sequential degree in a different area of study. On admission, credits awarded toward the previous degree will be evaluated by the Office of Academic Records for acceptance toward the sequential degree and the new major. All students admitted for a sequential degree are required to complete all remaining requirements for the major, complete a minimum of 30 credit hours over and above the first bachelor's degree, complete at least 24 of the 30 credit hours taken at Cottey at the 300-level or above, and earn a 2.0 or better cumulative grade point average.
6. NOTE: A student who is absent from Cottey College for one year or more and returns to finish their degree may elect to meet the degree requirements in effect the year of return to the College.

Departments and Courses

Explanation of Course Listings

Definition of Course Levels

000-099

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

100-199

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

Expectations upon enrollment:

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

200-299

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

Expectations upon enrollment:

- Students are acquainted with the basic language, terminology, or methodology of the subject itself.
- Students are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.

- Students are able to accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, demonstrate an in-depth knowledge of the material covered, or other work in the discipline.

300-399

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

Expectations upon enrollment:

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

400-499

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

Expectations upon enrollment:

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

Course Description

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

Credit Hours

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

In accordance with Department of Education guidance, Cottey College defines a credit hour as the amount of work represented in intended learning outcomes and that is verified by evidence of student achievement. One credit hour reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work per week.

Under this Department of Education guidance, students are expected to be engaged by a course through class meetings and additional out-of-class work for 45 hours per credit hour earned. The federal credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work.

Cottey College values a diversity of learning experiences, both in and outside of the classroom. Please see the examples below.

Course Delivery Method

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

time three days after the video is created). Cottey uses the following definitions of educational delivery methods:

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

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

Courses

All Cottey Courses Offered on Digital U

Course Number	Credit Hours	Course Description
ACC201	3	ACCOUNTING I: Introduction to the business approach to accounting systems with emphasis on a) the role of accounting in starting, establishing, and operating a business, b) the accounting cycle, and c) merchandising operations. Practical applications of math, communication, and skills used in business will be integrated. Prerequisites: MA103 - College Algebra, MA103I - College Algebra - Intensive. Additional Prerequisites / Conditions: or ACT math subscore of 22 or higher
ACC202	3	ACCOUNTING II: The continued study of business accounting systems with an emphasis on a) partnerships, b) corporations, c) financial statement analyses, and d) managerial accounting. Prerequisites: AC201 - Principles of Accounting. Additional Prerequisites / Conditions: and BU225 or CS121; or instructor's permission
AHS205	1	ORIENTATION TO APA FORMAT: This course focuses on writing in APA style. Main topics include: setting up an APA paper, using headings, proper citation, and references.
AHS212	3	MEDICAL TERMINOLOGY: The purpose of this class is to familiarize the student with typical medical terminology, how these terms are constructed,

		and the meaning of pertinent prefixes and suffixes associated with the technical healthcare language. Only available online
AHS316	3	DATA ANALYSIS FOR ALLIED HEALTH: This course focuses on statistical data and terminology as they apply to allied health practice. Students will learn the importance of statistics in performing data analysis and will be introduced to basic statistical procedures. Additional Prerequisites / Conditions: MA103. MA105 is recommended.
AHS317	3	HEALTH PROFESSION RESEARCH: Introduction to research in health professions. Topics include elements of the research process, examination of research design, development of research proposals, and application of the research process in the clinical area. Prerequisites: AH300 - Professional Nursing Practice and EN305 - Advanced Research Writing. Additional Prerequisites / Conditions: AH300 can be taken as a co-requisite. Must earn a B to pass this course. OTA-B students may take this course after completing OTA315. Behavioral Health students may take this course after completing BEH300.
ART111	3	ART APPRECIATION: An introduction to the many forms and roles of art worldwide: the themes, media, elements, and principles of design in two- and three-dimensional art. The historical sequence of cultures and styles from the earliest times to present will be traced through their greatest works. Meets Fine Arts req. MOTR ARTS 100 Art Appreciation Core 42 Website
ART116	3	BASIC PHOTOGRAPHY: Basics of photography, including the history and digital evolution of photography as an art medium. Instruction includes the use of digital cameras, natural and artificial lighting, composition, presentational methods and basic Photoshop editing. A lab fee is assessed; students are responsible for printing their portfolio. Students need access to a DSLR or digital camera (not a point-and-shoot). Fulfills "Fine Arts" requirements. MOTR PERF105GA
ART121	3	BASICS OF DESIGN: A study of and application of two-dimensional and three-dimensional art to include drawing, perspectives, models, etc. The course includes a component of art history and theory. A lab fee is assessed; students are responsible for purchasing their own supplies. Fulfills "Fine Arts" requirements
BEH200	3	INTRO TO BEHAVIOR HEALTH: This course provides students an introduction to behavior health roles and functions within the community. Students will have the opportunity to explore current issues and trends in the behavior health field, as well as the history of mental health services in the United States. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH205	3	EVIDENCE BASED TREATMENTS: This course introduces students to evidence-based practice in health professions. Students will have the

		opportunity to locate research through the library and other reliable sources; discuss evidence-based interventions; and critically evaluate a research in the behavior health field. Prerequisites: BEH200 - Introduction to Behavior Health and BEH210 - Diagnosis of Identified Populations. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH210	3	DIAGNOSIS OF IDENTIFIED POPULATIONS: This course provides students an overview of common mental health disorders, symptom identification and management, and the risk and protective factors associated with each disorder. Students will have the opportunity to explore the different assessment methods used by licensed mental health professionals in diagnosing mental health disorders. Prerequisites: BEH200 - Introduction to Behavior Health. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH215	3	MOTIVATIONAL INTERVIEWING: This course provides students the opportunity to explore the evolution of motivational interviewing and different motivational interviewing techniques. Emphasis will be placed on aligning techniques with specific psychological disorders and the integration of motivational interviewing skills with treatment planning. Students will also compare/contrast motivational interviewing with therapeutic communication with the understanding that both will be used in their practice. Prerequisites: BEH200 - Introduction to Behavior Health. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH220	3	SUBSTANCE USE DISORDERS: This course will provide students the opportunity to develop an understanding of chemical abuse, dependency, and the cycle of addiction and recovery. Students will examine substance abuse treatment and rehabilitation models in a variety of settings with an in-depth focus on treatment and rehabilitation in the community. Prerequisites: BEH200 - Introduction to Behavior Health. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH225	3	SYSTEMS OF CARE/SUPPORT: The purpose of this course is to introduce students to the health care delivery system in the United States, public and private service providers, and service funding sources. Students will learn how to identify, coordinate, and build relationships with community resources. Students will also learn how social determinates of health affect access to various services. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH230	3	WELLNESS COACHING: The purpose of this course is to introduce students to the process of wellness coaching. Students will develop techniques to help clients achieve and maintain emotional, financial, social, spiritual, occupational, physical, intellectual, and environmental wellness.

		Prerequisites: BEH200 - Introduction to Behavior Health. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH235	3	CONFLICT RESOLUTION: The purpose of this course is to provide students the skills necessary to intervene and resolve conflicts for clients in crisis. Students will examine multiple communication techniques, as well as evidence-based interventions to assist clients. Prerequisites: BEH200 - Introduction to Behavior Health and BEH215 - Motivational Interviewing. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH240	3	LEGAL/ETHICAL ISSUES: The purpose of this course is to provide students the opportunity to examine laws, regulations and ethical issues related to behavior health in the United States and within their own community. Topics to be covered include: ethical standards, personal and professional boundaries, and common legal issues facing clients with mental health issues and their families. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH268	3	INTERNSHIP I: Internship under a cooperative arrangement between the division and an agency, institution, or firm.
BEH300	3	PROFESSIONAL PRACTICE IN BEHAVIORAL HEALTH: This course will introduce students to the role of the baccalaureate prepared behavior health specialist. Students will transition from clinicians to professionals, and acquire a deeper understanding of the behavior health profession. Prerequisites: BEH200 - Introduction to Behavior Health, BEH205 - Evidence Based Treatments, BEH210 - Diagnosis of Identified Populations, BEH215 - Motivational Interviewing, and BEH220 - Substance Use Disorders. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH310	3	CLIENT ASSESSMENT: The purpose of this course is to introduce students to the process of client assessment in behavior health. Topics will include: interview skills, developing a rapport with clients, signs and symptoms to document, and special populations and situations. Prerequisites: BEH200 - Introduction to Behavior Health, BEH205 - Evidence Based Treatments, BEH210 - Diagnosis of Identified Populations, BEH215 - Motivational Interviewing, BEH220 - Substance Use Disorders, and BEH300 - Professional Practice in Behavior Health. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH320	3	COMMUNITY ASSESSMENT & PROGRAM DEVELOPMENT: The purpose of this course is to introduce students to the process of community assessment and program development in behavior health. Topics will include: community health assessment, program planning, program implementation, and program evaluation. Prerequisites: BEH200 - Introduction to Behavior Health, BEH205 - Evidence Based Treatments, BEH210 - Diagnosis of Identified Populations, BEH215 - Motivational Interviewing, BEH220 - Substance Use Disorders, and

		BEH310 - Client Assessment. Additional Prerequisites / Conditions: Must earn a C to pass this course.
BEH468	3	INTERNSHIP II: Internship under a cooperative arrangement between the division and an agency, institution, or firm.
BEH480	3	CAPSTONE PROJECT: This course builds on the concepts of past behavior health courses and allows the student the opportunity to apply these concepts through an individualized capstone project. The student will be required to develop an evidence-based project based on their final internship course. This flexible approach to learning allows the student the opportunity to develop expertise in a selected area of practice. Prerequisites: BEH300 - Professional Practice in Behavior Health, BEH310 - Client Assessment, and BEH320 - Community Assessment and Program Development. Additional Prerequisites / Conditions: Co-requisite: BH468 Internship II. Must earn a C to pass this course.
BIO105	3	ENVIRONMENTAL SCIENCE: This introductory course is primarily aimed at non-majors. This study of Biology with a focus on Environmental Science will cover topics including the inter-relations of humans with our environment; environmental ethics; risk assessment; public policy solutions; and soil, air, water, and energy conservation. The laboratory portion of the course focuses on the methodology of Environmental Science. Three lectures. MOTR BIOL 150L Biology with Lab Core 42 Website
BIO105L	1	ENVIRONMENTAL SCIENCE LAB: Lab exercises that accompany BI105. Must be taken concurrently with BI105.
BUS225	3	COMPUTER APPLICATIONS IN BUSINESS: The course includes the use of microcomputer spreadsheet application software. Topics include creating, formatting, and manipulating files, graphs, and databases; using relational and logical operators to extract data; linking databases and creating reports. Emphasis is on business applications (i.e. Microsoft Office).
BUS468	3	INTERSHIP: Field Experience. Variable credit hours 1-15.
BUS480	3	MAJOR READINGS: STRATEGIC PLANNING AND DECISION MAKING: Within this capstone course students will demonstrate their integrated knowledge, growth and broad mastery of the knowledge and skills gained throughout the program. Students will read significant works in Business and create reflections of those readings by using critical thinking and collaboration to explain, analyze and make recommendations regarding current problems within the industry. They will lead professional discussions and use multimodal communication in the examination of current industry topics such as, harassment, discrimination, diversity, and ethical dilemmas, in a professional engaged manner. Additional Prerequisites / Conditions: Junior

		Senior Standing, (or instructors permission) Business Major & Completion of the Business Core.
CHE107	3	CHEMISTRY FOR ALLIED HEALTH: A survey of concepts for General Chemistry, Organic Chemistry and Biochemistry. The course includes an introduction to atomic theory, structure and nomenclature for organic and inorganic molecules, and reactions and properties of inorganic, organic, and biochemical systems.
CJU318	3	JUVENILE JUSTICE: This course provides a comprehensive analysis of the juvenile justice system including the historical and philosophical roots of the system, sources of influence on youth development, the movement toward diversion and deinstitutionalization, police interaction, youth gangs, juvenile courts and due process, corrections and community intervention. This course also explores themes of abuse, neglect, status offenses, and delinquency. Prerequisites: CJ100 - Introduction to Criminal Justice.
CTE201	3	PUBLIC RELATIONS: Students study the role, process, strategy, tactics, and application of public relations in the corporate, governmental, political, non-profit, sports, entertainment, and travel fields. Topics include the history of public relations, ethics, careers in public relations, public opinion, persuasion, conflict management, and legal issues. Students learn how to research, plan, communicate, and evaluate a public-relations campaign. Students create news releases, media alerts, media kits, pitch letters, audio news releases, video news releases, speeches, and other public-relations tactics.
CTE205	3	PUBLIC RELATIONS WRITING: Students learn and practice the skills necessary for success in the many forms of modern public relations. Students develop skills in researching, writing, editing, and recording for public relations through the study of and creation of public-relation tools such as annual reports, audio news releases, brochures, media alerts, media kits, news releases, opinion-editorial pieces, press releases, pitch letters, public service announcements, speeches, and video news releases. Students also learn critical-thinking skills by using audience analysis to target the message for the intended audience or public. Student work will result in a public-relations portfolio. Prerequisites: EN110/EN111 and CT201.
CTE330	3	BUSINESS COMMUNICATIONS: Students study written and oral communication used in for-profit, non-profit, and governmental organizations. Topics include the writing of memoranda, proposals, reports, speeches, resumes, cover letters, and grants. Students improve their writing, speaking, leadership, team-building, and interviewing skills through discussion, assignments, and external class projects. Additional Prerequisites / Conditions: EN110/EN111

DGU103	1	ORIENTATION TO ONLINE LEARNING: This course provides an intensive introduction to the online learning program at Digital U. It includes an introduction to Canvas, Digital U's learning management system (LMS), which is the basis for the delivery of online courses at Digital U, an exploration of the requirements for success in online learning (which may be quite different from the things that make for success in on ground classes), and a review of the academic resources available to online students at Digital U.
DGU201	1	INTRODUCTION TO LEADERSHIP: This interdisciplinary course provides an introduction to leadership principles and theories using a combination of case studies, historical perspectives, and personal experience with effective leaders. By the end of the course, students should understand individual and group leadership issues and be able to identify personal leadership qualities to apply in their lives. ROTC students may substitute MSL220 and MSL222. Additional Prerequisites / Conditions: Sophomore standing.
ECO201	3	MACROECONOMICS: Following an initial introduction to important general economic concepts, including demand and supply, the course examines the U.S. economy from a macro-economic perspective. It includes an analysis of (1) how unemployment, inflation, and Gross Domestic Product are measured, (2) different theories of why the economy goes through cyclical fluctuations (recessions and booms) in the short-run, (3) long-run economic growth, and (4) the use of monetary and fiscal policies to stabilize the economy. Additional Prerequisites / Conditions: MA103, MA103I, or ACT Math subscore ?22. MOTR ECON 101 Introduction to Macroeconomics
EDU101	2	FOUNDATIONS OF EDUCATION, DIVERSITY, AND ELL: A study of the historical, philosophical, legal, and social development of education in the United States with an emphasis on cultural diversity and ELL as they affect students, faculty, and the education system as a whole. Restrictions: Concurrent enrollment in ED102
EDU102	1	FIELD EXPERIENCE: Applied experience (18 clock hours) working with students and observing teachers in a classroom setting. Restrictions: In order to remain eligible in programs that require ED102, students must earn at least a "C" in no more than 2 attempts.
EDU103	2	CHILD DEVELOPMENT: The study of the physical, motor, intellectual, social, and emotional development of the young child as well as the development of an intelligent philosophy of adult-child relationships. This course includes 10-12 clock hours of clinical experiences.
EDU204	3	UTILIZING FAMILY AND COMMUNITY RESOURCES: The cooperation between home, school, and community to provide a supportive educational environment for the young child. Includes community exploration from an historical, philosophical, and social perspective; basic principles related to

		community resources; various child-rearing and parenting styles; and methods of utilizing and communicating with families and the community. Cultural and socioeconomic factors, and the realities of the changing family and variations among parent education program types are considered. Prerequisites: ED103 - Child Development
EDU206	2	INFANT/TODDLER CURRICULUM METHODS AND MATERIALS: Introduction to various curriculum methods for children aged six weeks through two years. Current issues in infant/toddler care will be discussed. Prerequisites: ED103 - Child Development
EDU207	2	INFANT/TODDLER CURRICULUM METHODS AND MATERIALS - PRACTICUM: The clinical experience (24-36 clock hours) includes observation of infants and toddlers and participation in planning and conducting learning experiences appropriate for infants and toddlers.
EDU264	2	CHILD HEALTH: This course focuses on children ages birth through 16 and the health issues that affect them. The areas of focus for this course are functions and interrelationships of systems, health maintenance and enhancement, risk assessment and reduction, efficiency of human movement and performance, and physical activity and lifetime wellness. This content is consistent with the Missouri Subject-Specific Competencies for Early Childhood and Elementary Education.
EDU313	3	CLASSROOM AND BEHAVIOR MANAGEMENT: This course is designed to acquaint pre-service teachers with strategies for classroom and behavior management. Students will address such topics as creating social relationships in the classroom, increasing student motivation, minimizing disruptive behavior, and understanding the effects of classroom management on behavior and learning.
EDU315	4	READING AND WRITING WITH YOUNG CHILDREN: Basic foundations of reading development. Includes current research, theories, techniques, and materials that meet both individual and group needs in oral and written language. Emphasis on the integration of the language arts: reading, writing, speaking and listening. Developing and sharing instructional methodology for diverse students is integral to this course. This course has 10 clock hours of clinical experiences. Prerequisites: ED103 - Child Development
EDU326	3	CHILDRENS LITERATURE: All genres of literature for children and adolescents are surveyed through synopses and reading of books by outstanding authors to acquaint the student with high quality stories and poems for use with children and adolescents. Multicultural literature is emphasized and methods of using literature in the classroom as well as techniques of storytelling are also studied. Extensive reading and active participation in class discussion are essential for this course. This course

		includes a minimal amount of clinical experiences. Prerequisites: ED103 - Child Development
EDU327	3	CREATIVE ARTS: This course is designed to encourage observation, expression, and appreciation through creative activity while exploring music, drama, visual arts, and movement. Applied laboratory experiences are included. This course includes a minimal amount of clinical experiences. Prerequisites: ED103 - Child Development
EDU329	2	EMERGENT LANGUAGE: Examination of the oral and written language development of the young child. Factors that facilitate or inhibit language development will be discussed. Attention will be given to the sampling, analysis, and evaluation of a language user.
EDU330	2	CURRICULUM METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION: Introduction to various curriculum models for children aged three years through eight years. Early childhood education is explored from an historical and philosophical perspective. Current issues in the field are discussed. Prerequisites: ED103 - Child Development
EDU331	1	CURRICULUM METHODS AND MATERIALS IN EARLY CHILDHOOD EDUCATION - PRACTICUM: The clinical experience (18 clock hours) includes observation of children in an accredited early childhood program, participation in planning and conducting activities under the supervision of teachers, and the construction of various teaching aids appropriate for young children.
EDU444	3	EARLY CHILDHOOD EXPERIENCE: An experiential approach (124 + clock hours) to observe and practice teaching strategies with pre-school children in an accredited setting.
EDU468	1-6	EDUCATION INTERNSHIP: This internship is the capstone course for Child Development majors. The course should include 40 hours of internship/field experience for each hour of earned credit. Students, along with their advisor, will choose a placement that fits both their program of study and career goals. Restriction: Must be designed in consultant with advisor and approved by division chair. Additional Pre-requisites / Conditions: Senior Standing and Division Chair approval.
ENG110	3	COLLEGE COMPOSITION I: EN110 introduces students to writing as a process, exploring genres and rhetorical situations, and using strategies to compose effective texts. MOTR ENGL 100 Composition I
ENG111	3	COLLEGE COMPOSITION II: EN111 focuses on the development of inquiry and research methods, writing as a process, and the conventions of academic prose. Prerequisite: Grade of C or better in EN110; or, a score of 25 or above on the ACT English subscore; or, a score of 570 or above on the SAT ERW subscore; or, portfolio submission (see English website for portfolio

		guidelines). Students who successfully petition or test into EN111 will receive three credit hours for EN110. EN111 is a prerequisite for all other English courses. 3 hours. MOTR ENGL 200
ENG216	3	INTRODUCTION TO CREATIVE WRITING: This course explores students' writing in creative forms, including short fiction, drama, and verse. Prerequisites: EN110 - College Composition I, EN111 - College Composition II
ENG222	3	INTRODUCTION TO LITERATURE: This course introduces students to the study of literature, developing essential skills in critical thinking, textual analysis, and composing in multiple modalities. Through an investigation of literary genres and/or movements, student will also explore a variety of cultural and/or historical contexts, expanding students' engagement with, understanding of, and respect for the diverse human experience. Prerequisites: EN110 - College Composition I, EN111 - College Composition II. MOTR LITR100
ENG236	3	YOUNG ADULT LITERATURE: This course provides a survey of Young Adult Literature, examining diverse genres such as science fiction, fantasy, historical fiction, and romance. Students will learn about YA's history, controversies, and influence. Among the questions we will ask: how does YA construct young adulthood; what is YA; what are the characteristics of YA; what makes YA so popular Students will be asked to: 1) study literature within its historical, social, and cultural contexts; 2) apply techniques of literary analysis to literature; 4) identify and discuss selected characteristics of literature; 5) develop close reading, critical thinking, and writing skills. Prerequisites: EN110 - College Composition I, EN111 - College Composition II.
ENG323	3	AMERICAN LITERATURE I: This is a study of American poetry, prose, and drama from Colonial America to 1865.
ENG324	3	AMERICAN LITERATURE II: This is a study of the American poetry, prose, and drama from 1865 to present.
ENG340	3	BRITISH LITERATURE I: This is a study of British poetry, prose, and drama up to 1790.
ENG342	3	BRITISH LITERATURE II: This is a study of the poetry, prose, and drama from 1790 to present.
GDE202	3	CONCEPTS OF GRAPHIC DESIGN: Introduction to contemporary typography and design. This class explores the principles of applied design as used in the production of brochures, catalogs, magazines, newspapers, etc. Topics will include the use of type, layout, and the use of visual elements using graphics software for project presentation. Basic concepts, principles and elements of design are reinforced through creative problem solving. Students will begin portfolio development. Prerequisite: AR121

HIS101	3	WORLD HISTORY I: A survey from early Mesopotamian and Egyptian civilizations to the 17th century. Topics include: Classical Greece and Rome; Judaism, Christianity and Islam; the feudal age in Europe, Asia and Africa; the commercial revolution; the Renaissance; and the Protestant Revolt. MOTR HIST 201 World History I
HIS102	3	WORLD HISTORY II: A survey from the 17th century (century of genius) to the present. Topics include: the liberal revolutions in England, America and France; the impact of science and Social Darwinism; the industrial revolution; democratization; World Wars I - II; the communist revolutions in Russia and China; the post-colonial Third World; and modern thought and expression. MOTR HIST 202 World History II
HIS117	3	DEVELOPMENT OF THE US I: A survey from settlement to the end of Reconstruction (1877). Topics include: basic institutions (family, religion, education, politics and economics); the causes of the American Revolution; democratization; the U.S. Constitution; development of political parties; the causes of the Civil War; and the changing status of African-Americans. Fulfills the state civics requirement. MOTR HIST 101
HIS118	3	DEVELOPMENT OF THE US II: A survey from Reconstruction to the present. Topics include: basic institutions (family, religion, education, politics, and economics); the transition from an isolationistic regional power to an inter-nationalistic world power; the decline of laissez-faire; democratization; recent constitutional interpretation; and the changing status of African-Americans. Fulfills the state civics requirement. MOTR HIST 102
HIS320	3	AMERICAN WAY OF WAR: A survey of the American military during peace and war from Colonial times to the present. Major American and world political leaders and their top military commanders are examined in their social and historical contexts. Cross-listed with PS320.
HIS354	3	THE VIETNAM WAR: AN INTERNATIONAL HISTORY: Vietnam was America's longest war. This class examines that war and all of its ramifications. Covering the early history of Vietnam, to the years after the Vietnam War, the class places America's Southeast Asian conflict within a larger global framework.
HSC110	3	CONCEPTS IN HEALTH CARE MANAGEMENT: In this introductory course, students will learn the key elements of health care management. Topics covered will include career opportunities, leadership, management and motivation, organizational behavior, strategic planning, healthcare marketing, quality of c are, basic financial challenges, ethics and legal issues. Additional Prerequisites / Conditions: Must earn a C to pass this course.
HSC304	3	HEALTH CARE LAW: This course provides a summary of the current legislation governing the provision of health care services, the accountability and responsibilities of health care providers, and the rights of individuals receiving services. Includes, but is not limited to: HIPAA, standards of care,

		professional Codes of Ethics, Practice Acts, Informed Consent, and the concepts of beneficence, social justice, non-maleficence, altruism, autonomy, human dignity, and integrity in the provision of health care services. Additional Prerequisites / Conditions: AH300 or HS300 or HS110.Prerequisite may be taken as a co-requisite. Must earn a C to pass this course.
HSC314	3	INSURANCE, CODING, AND BILLING IN HEALTH CARE: The course introduces the student to the current foundations of reimbursement for health care services by third party payers. Typical requirements for documentation and reporting for insurance purposes are explored, including the usual insurance requirement for pre-certification or prior authorization for services. Standards for accuracy in coding, and how these interface with the billing function are surveyed. Additional Prerequisites / Conditions: AH300 or HS300 or HS110. Prerequisite may be taken as a co-requisite. Must earn a C to pass this course.
HSC400	3	HEALTH CARE INFORMATICS: The student is introduced to the current basic requirements for the recording and appropriate sharing of health information through mostly electronic systems. Included are aspects of the evolving Electronic Medical Record. Cross listed as AH400. Additional Prerequisites / Conditions: AH300 or HS300 or HS110. Must earn a B to pass this course.
HSC420	3	CASE STUDIES IN MANAGERIAL INTEGRITY: This course emphasizes managerial integrity and responsibility, creative and critical problem-solving skills with consideration to a global perspective, all of which are essential for personal and professional success in today's rapidly changing business and healthcare environment. Course work will include case analysis and presentation. Additional Prerequisites / Conditions: HS300 or HS110. Must earn a C to pass this course. OTA-B students may take this course after completing OTA315.
HSC430	3	CURRENT ISSUES IN PROFESSIONAL PRACTICE: The student researches current professional literature on each of the core topic areas of the Health Sciences degree. Weekly, each student provides a formal discussion of the assigned core topic area as it pertains to their practicum experience that is supported by current professional literature. Students respond to peers weekly in constructive dialogue, and utilize current professional literature to support their peer responses. APA format is required for discussions and responses. The final project at the end of the course provides the student with the opportunity to summarize what has been learned in the course. Additional Prerequisites / Conditions: HS300 or HS110. Must earn a C to pass this course.
MAT103	3	COLLEGE ALGEBRA: A study of equations and inequalities, functions and graphs, and systems of equations and inequalities. MOTR MATH 130 Pre-

		Calculus Algebra. Additional Prerequisites / Conditions: ACT Math subscore greater than or equal to 22; or by permission of the Chair.
MAT105	3	ELEMENTARY STATISTICS: An introduction to basic statistical procedures and inference, with emphasis on applications and statistical reasoning. Topics include data collection and presentation, descriptive statistics, probability, probability distributions, confidence intervals, hypothesis testing, correlation and regression. MOTR MATH 110 Statistical Reasoning. Prerequisites: MA090 - Computer-Assisted Pre-algebra. Additional Prerequisites / Conditions: OR ACT Math subscore greater than or equal to 22; or by permission of the Chair.
MAT109	3	QUANTITATIVE REASONING: An introduction to important mathematical ideas and their impact on society, with a focus on problem solving skills that can be applied to all fields. Topics include proportional reasoning, modeling, and probability; may also include sets and Venn Diagrams, logic, finance, voting systems, graph theory, game theory, and linear programming. MOTR MATH 120 Mathematical Reasoning & Modeling. Prerequisites: MA090 - Computer-Assisted Pre-algebra. Additional Prerequisites / Conditions: or ACT Math subscore greater than or equal to 22; or by permission of the Chair.
MAT118	5	CALCULUS AND ANALYTIC GEOMETRY: The differentiation and integration of algebraic functions and transcendental functions of a single variable, and an introduction to analytic geometry. Additional Prerequisites / Conditions: ACT Math subscore greater than or equal to 22; or MA103 or MA103I with a grade of C or above; and MA104 with a grade of C or better; or by permission of the Chair.
MGT354	3	PRINCIPLES OF MANAGEMENT: Knowledge, roles, responsibilities, and skills required of modern managers with emphasis on bureaucracy, decision-making authority, social responsibility, specialization, leadership, and problem solving. Additional Prerequisites / Conditions: Sophomore standing, BU110, or instructor's permission.
MGT356	3	HUMAN RESOURCE MANAGEMENT: HRM concepts related to the selection of employees, employee training, leadership styles, job design, communication systems, and rewards and punishments. Additional Prerequisites / Conditions: Sophomore standing, BU110 or instructor's permission.
MKT330	3	MARKETING: Concepts and techniques involved in marketing products and services to consumers and industrial users. Topics include the role of marketing, the selection of marketing targets, product planning, channels of distribution, product promotion and pricing. Additional Prerequisites / Conditions: Sophomore standing or higher and BU110 or instructor's permission
MKT339	3	SALES MANAGEMENT: Effective tools and techniques employed by salespeople and field sales managers including psychology of selling, use of research, personal time management, and the motivation and evaluation of

		salespeople. It includes student role-playing of selling situations. Prerequisites: MK330 - Marketing
MUS188	3	MUSIC APPRECIATION: Designed to serve the cultural interests of students not concentrating in music. Lectures and assigned readings are supplemented by recorded music. No credit toward a major in Music. Fulfills "Fine Arts" requirement. Offered: Spring and Fall. MOTR MUSC 100Music Appreciation
PED202	3	MOTOR LEARNING AND DEVELOPMENT: The study of scientific principles, concepts, and theories related to motor learning and human behavior in sport and physical education. The focus of the course is to introduce students to information on motor learning and acquisition of motor skills and encompasses three areas: motor learning, motor control, and motor development.
PED216	3	NUTRITION AND ATHLETIC PERFORMANCE: Fundamental principles of human nutrition and their application essential to health, from a physiological point of view. The focus of this course is to learn about nutrient requirements, food sources and adequate diet selection in regards to the effects and benefits to athletic performance.
PED217	3	FOUNDATIONS OF PHYSICAL EDUCATION: Historic and philosophic analysis of physical education emphasizing physical education as an academic discipline, professional opportunities, and associated fields. Recommended for freshmen. K-12.
PHI306	3	ETHICS AND THE PROFESSIONS: After an introduction to ethics, ethical theories, and the art of critical thinking about ethical issues, students will examine ethical issues specific to their chosen professions. Emphasis in the past has been on ethics and the sciences (medicine, experimentation, genetics), the environment (corporation vs. individual rights, responsibilities to animals and to the environment), and philosophy of law (justice, equality, rights, responsibility, and punishment). Emphasis is on case studies.
PHI310	3	ETHICS AND LEADERSHIP: Leadership uninformed by character is likely empty at best and disastrous at worst. Thus, the course will examine leadership styles and the ethics of leadership as a consequence of or a derivative of adequate character and a strong sense of personal responsibility. The course will examine "good," Relativism, the relation of character and virtue, leadership responsibilities, and personal responsibility.
PHY111	3	GENERAL PHYSICS: A survey of physics including an introduction to mechanics, thermodynamics, fluids, wave characteristics, and sound. Three lectures. MOTR PHYS 150 Physics I
PHY111L	1	GENERAL PHYSICS LAB: Lab exercises that accompany PH111. MOTR PHYS 150L Physics I with Lab. Restrictions: Must be taken concurrently with PH111.

PSC101	3	INTRODUCTION TO AMERICAN NATIONAL, STATE, AND LOCAL GOVERNMENT: A study of the structure and functions of national, state, and local government. This course fulfills the state civics requirement. MOTR POSC 101 American Government
PSY101	3	GENERAL PSYCHOLOGY: A survey of many factors that influence behavior and the techniques that psychologists use to study these factors. Major topics include heredity and physiology; development; learning and thinking; motivation and emotion; personality; and psychological adjustment, disorders, and treatment. MOTR PSYC 100 General Psychology
PSY301	3	ABNORMAL PSYCHOLOGY: A study of the causes and treatments of behavior disorders. Special attention is given to relevant diagnostic and legal issues. Prerequisites: PY101 - General Psychology
PSY342	2	PSYCHOLOGY OF THE EXCEPTIONAL CHILD: A study of techniques for increasing the academic, social, and vocational competence of disabled individuals. Attention is given to causal factors and behavioral characteristics associated with different exceptionalities. Prerequisites: PY101 - General Psychology
PSY348	3	HEALTH PSYCHOLOGY: An introduction to the application of psychological theories and research to our understanding, prediction, and promotion of health behavior. Course topics include stress, exercise, nutrition, sexual behavior, alcohol, smoking, chronic diseases, and terminal illnesses. Prerequisites: PY101 - General Psychology
PSY351	3	INTRODUCTION TO COUNSELING: A study of basic theories and methods of counseling and psychotherapy, including: behavioral, cognitive, and humanistic approaches to counseling, client analysis, and interviewing techniques. Emphasizes goals, responsibilities, and ethical problems in the counseling relationship. Cross-listed with SO351. Prerequisites: PY101 - General Psychology
SCI103	3	INTRODUCTION TO METEOROLOGY: A basic survey course of the atmosphere and atmospheric phenomena. Most topics in this Science course are presented descriptively. However, some familiarity with algebra and computers is assumed. Emphasis is placed on understanding and application of meteorological concepts to everyday life.
SCI382	3	HISTORY AND PHILOSOPHY OF SCIENCE: A study of important discoveries of science and how they influenced our culture. The course entails a broad selection of topics from science and technology. There is emphasis on analyses of science related problems; making decisions about science related problems; and communicating solutions to science related problems.
SOC101	3	SOCIOLOGY: A study of social interaction and its products; culture, personality, social groups, institutions and social change. MOTR SOCI 101 General Sociology

SOC204	3	WORLD CULTURES: A survey of western and non-western world cultures using anthropological and historical perspectives. Special emphasis on sample groups in Africa, India and Asia. Cross-listed with HI204.
SOC302	3	URBAN AND RURAL SOCIOLOGY: A survey of the relationship between urban and rural areas with particular attention to historical transformations and urban and rural renewal.
SOC312	3	GENDER AND SEXUALITY: This course examines how our conceptions of gender and sexuality influence our daily lives. The course will focus on how gender and sexuality are socially constructed; on media images of gender, gender inequality, heterosexuality, homosexuality, and bisexuality; on political and social issues associated with gender and sexuality, and on the various ways in which sexuality is practiced. Prerequisites: SO101 - Introduction to Sociology
SOC320	3	PEACE, JUSTICE, AND CONFLICT RESOLUTION: A multi-disciplinary approach to the nature and causes of aggression, violence, and war; to public policy on issues of defense and social services; to biblical and theological teachings and principles concerning war, peace, and justice; and to methods and strategies of resolving conflicts at all levels. Cross-listed with SO320. Prerequisites: RL122 - Religion and the Human Adventure

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