

Table of Contents

Introduction	3
Academic Year Calendars	3
Accreditation and Affiliation	3
Contact Information	3
Equal Opportunity Policy	4
The Administration	4
Governing Boards	5
Campus Map	6
The College	7
Legacy of Excellence	7
President's Message	7
A Cottey Education	8
Mission, Vision, and Core Values	8
Honor Code	9
Student Learning Outcomes	9
Admission	10
General Policy	10
Single Sex Admission Policy	10
The Application Process	10
Application Guidelines	10
Transfer Applicants	11
Home School Policy	11
Former Student Readmission	12
High School Junior Early Admission	12
International Student Admission	12
Non-Degree Seeking High School Student Admission	12
Auditing Student Admission	12
Nonrefundable Tuition Deposit	12
Financial Matters	13
Financial Aid	13
Types Of Financial Aid Available	13
Veteran Affairs Information	13
Military Tuition Assistance	13
Scholarships	14
Validity Of The High School Diploma For Title IV Aid	14
Satisfactory Academic Progress	15
Financial Aid Refund Policy (Return Of Title IV Funds)	15
Tuition Exchange Programs	16
Student Fees Per Semester	16
Payment Policy	16
Withdrawal Refund Policy	17

Incidental Fees	17
Single Room Fee	17
Veterans Benefits And Transition Act of 2018 Compliance	17
The Campus and Student Life	18
New Student Orientation	19
Health Services	19
Counseling Office	19
Residence Life	19
Campus Activities	20
Leadership Development	20
Athletics	20
Vice President's Dismissal	20
Equal Opportunity Policy	21
Academic Resources	22
Library Services	22
Academic Computing and Information Technology	22
Academic Advising	22
Assessment	22
Cottey College Learning Center	22
Career Services	22
Consortium Classes	23
Student Accessibility Services	23
Academic Records	23
International Student Coordination	23
Semester Study Abroad Process And Eligibility	23
Academic Policies	25
Confidentiality Of Student Records	25
Academic Classification Of Students	26
Registration And Changes In Registration	26
Course Load	26
Academy Consortium	26
Transfer Credit	26
Course Placement	27
Advanced Placement (AP)	27
International Baccalaureate (IB)	28
College Level Examination Program (CLEP)	28
Auditing	29
Class Size	29
Class Attendance	29
Early Warning Of Academic Difficulties	30
Withdrawal From College	30

Late Withdrawals	31	Bachelor of Arts	47
Leave Of Absence	31	Bachelor of Science	81
Transcripts	31	Minor	109
Grade Reports	31	Certificate	131
Gradepoint Average (GPA)	31	Courses	134
Incomplete	32	Anthropology	134
Repeating And Backtracking	32	Art	136
Participation In Commencement	32	Astronomy	138
Posthumous Degree	32	Biology	138
Academic Aspects Of The Honor Code	33	Business Administration	142
Disciplinary Action for Honor Code Violations Including Academic Dishonesty	33	Chemistry	146
Academic Appeals Committee	34	Computer Science	150
Appeal of Academic Dishonesty Sanctions Procedure	34	Criminology	150
Course Grade Appeal Procedure	34	Dance	153
Satisfactory Progress And Good Standing	35	Economics	154
Probation	35	Education	155
Dismissal	35	English	161
Reinstatement	35	Environmental Studies	166
Student Complaints	36	Health and Biomedical Sciences	172
General Policy On Exceptions And Waivers	36	History	173
Academic Recognition	37	Interdisciplinary Studies	176
President's List	37	International Business	178
Dean's List	37	International Relations	179
National Academic Honor Societies	37	Mathematics	186
Cottey College Honor Organization	37	Music	189
Graduating Student Awards	37	Organizational Leadership Studies	190
Graduation Honors	37	Peer Tutoring	192
Academic Programs	38	Philosophy	193
The Serenbetz Institute For Women's Leadership, Social Responsibility, And Global Awareness	38	Physical Education	195
Degree Programs	38	Physics	197
Baccalaureate Degree Programs	38	Political Science	198
Bachelor Degree Requirements For Graduation	39	Psychology	205
Minors for Baccalaureate Students	39	Sociology	211
Certificates	40	Special Courses	214
Departments and Courses	41	Speech	215
Academic Divisions	41	Theatre	216
Explanation Of Course Listings	41	Women, Gender & Sexuality Studies	218
Degrees	44	Writing	226
General Education	44	Faculty	231
		Faculty Emeriti	234
		The Faculty	236



Introduction

Academic Year Calendars 2025-2026 Academic Calendar

Month	Date	Day	Event
August	23-25	Saturday-Monday	Orientation
	24	Sunday	Opening Convocation
	25	Monday	Academic Advising
	26	Tuesday	Classes Begin
September	1	Monday	Labor Day; No Classes
	3	Wednesday, 5 p.m.	Deadline for Adding Classes
	5	Friday, 5 p.m.	Deadline for Dropping Classes Without Notation of W on Transcript
October	10	Friday	Mid-Semester Break; No Classes
November	5	Wednesday	Registration Begins for Spring 2026
	19	Wednesday, 5 p.m.	Deadline for Withdrawal From Classes
	26-28	Wednesday-Friday	Thanksgiving Break
December	1	Monday	Classes Resume
	12	Friday	Last Day of Classes
	12	Friday	Registration Ends for Spring 2026
	15-18	Monday-Thursday	Final Exam Week
	18	Thursday, 5 p.m.	Winter Break Begins
	12	Monday	Classes Begin
	19	Monday	Martin Luther King Day; No Classes
	20	Tuesday, 5 p.m.	Deadline for Adding Classes
	23	Friday, 5 p.m.	Deadline for Dropping Classes Without Notation of W on Transcript
	7	Saturday	Spring Break Begins
March	23	Monday	Classes Resume
	April 8 - May 8	Wednesday-Friday	Registration for Fall 2026
April	17	Friday, 5 p.m.	Deadline for Withdrawal From Classes
	21	Tuesday	Assessment Day

Month	Date	Day	Event
May	5	Tuesday, 7 p.m.	Honors and Awards
	8	Friday	Last Day of Classes
	11-14	Monday-Thursday	Final Exam Week
	15	Friday	Capping
	16	Saturday, 10 a.m.	Commencement

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
<http://hlcommission.org/>

Missouri Department of Elementary and Secondary Education

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

Contact Information

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

SUBJECT	OFFICE	PHONE EXT.
Academic Affairs	Vice President for Academic Affairs	2128
Admission	Vice President for Student Life and Enrollment	2126
Alumnae Affairs	Director of Alumnae and P.E.O. Communication	2233
Athletics Department	Athletic Director	2237
Business Matters	Business Office	2101
Career Services	Director of Career Services	2184
Disability Questions	Director of Student Accessibility and Academic Success	2131
Financial Aid	Executive Director of Financial Aid and Student Accounts	2192
Grades	Office of Academic Records	2125

SUBJECT	OFFICE	PHONE EXT.
Institutional Advancement	Director of Advancement Communication	2120
International Student Support/Study Abroad	International Education Coordinator	2132
Library Services	Director of the Library	2153
Payment of Tuition, Fees	Financial Aid and Student Accounts	2105
P.E.O. Inquiries	Director of P.E.O. Engagement and Annual Giving	2120
President's Office	President's Office	2111
Publications, Publicity	Vice President for Communications and Strategic Initiatives	1414
Student Affairs	Vice President for Student Life and Enrollment	2126

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, Director of the President’s Office and Secretary to the Board. B.A., M.P.A., Eastern Washington University; Ed.D., Walden University, Minnesota. (2022)

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; Ph.D, 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

Jerry White, Interim Vice President for Finance and Administration. B.A., Anderson University, Indiana; M.S., Purdue University, Indiana. (2023)

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

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)

Financial Aid and Student Accounts

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

Institutional Advancement

Megan Ellis, Vice President for Institutional Advancement. M.Ed., Pennsylvania State University. (2020).

Marketing and Communication

Randon Coffey, Vice President for Communication and Strategic Initiatives. B.S.B.A., M.S.M., Missouri Southern State University. (2020)

Student Life

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)

Governing Boards

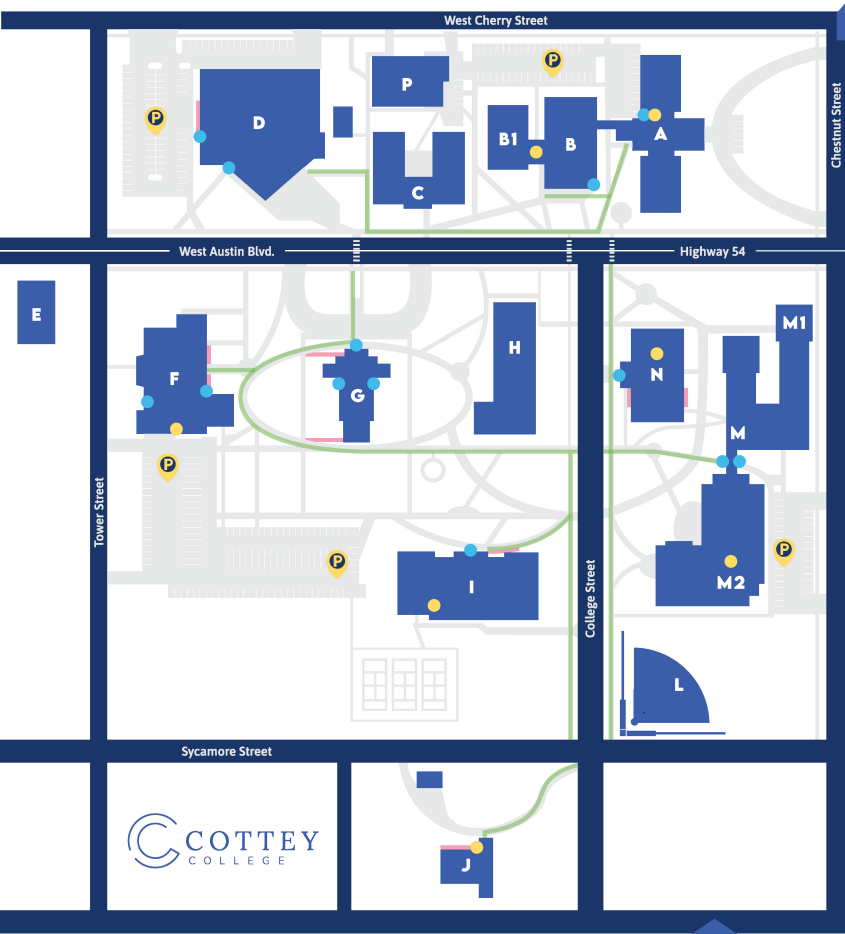
Board of Trustees

Name	Location and Years
Laurel Andrew, MBA	Las Vegas, NV (2025-2032)
Lydia Bangert, BASc	Pinckney, Michigan (2020-2027)
Penny Bessman, MS	Elberton, Georgia (2022-2029)
Joan Braddock, Ph.D.	Sunriver, Oregon (2020-2027)

Name	Location and Years
Ariel Delaney, MA	Lake Stevens, Washington (2021-2028)
Jack Ewing, Jr., Ph.D.	Lake Junaluska, North Carolina (2019-2026)
Aimee Meyer, BA	Nevada, Missouri (2023-2030)
Pamela Napier	Bowling Green, Kentucky (2022-2029)
Rayito Stephens, JD	Pearland, Texas (2024-2031)
Brandon Valentini, BBA	Cave Creek, AZ
Jean Van Delinder, PhD	Stillwater, Oklahoma (2024-2031)

Campus Map

CAMPUS MAP



- A** - Main Hall
- B** - Judy and Glenn Rogers Fine Arts Building
 - B1 - Neale Hall
- C** - P.E.O. Hall
- D** - Haidee and Allen Wild Center for the Arts
- E** - Wellness Center
- F** - Robertson Hall (Raney Dining Room)
- G** - Chapel/Susan Bulkeley Butler Center for Campus Life
- H** - Reeves Hall
- I** - Hinkhouse Center
- J** - Helen and George Washburn Center for Women's Leadership
- K** - BIL Hill and Lodge
- L** - Vanek Family Memorial Field
- M** - Rubie Burton Academic Center
 - M1 Alumnae Hall
 - M2 Nelle Horner Grantham Hall
- N** - Blanche Skiff Ross Memorial Library
- O** - The President's House
- P** - Physical Plant

- Wheelchair Accessible
- Automatic Door Opener
 - Parking
 - Ramps
 - Elevators
 - Accessible Paths

CAMPUS SECURITY 417-448-4139

K
8 Blocks South

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.”

Response to a changing world calls for ambitious planning and steady progress. In the last decade of the twentieth century, Cottey celebrated renewed growth by dedicating two new buildings—the Haidee and Allen Wild Center for the Arts in 1990, and the Rubie Burton Academic Center in 1998. The Judy and Glenn Rogers Fine Arts Building opened in 2015, enhancing fine arts instructional space.

Cottey College advanced its academic offerings in 2011 by establishing Bachelor of Arts and Bachelor of Science degrees, and now offers 24 baccalaureate programs of study.

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.” Cottey College continues to meet the educational needs of women in the twenty-first century by maintaining high academic standards and offering a rigorous liberal arts and sciences curriculum, enriched by opportunities for personal growth through cultural, residential, and international experiences.

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

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

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

Dr. Stefanie D. Niles
President

A Cottey Education

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

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

Cottey’s baccalaureate programs extend the liberal arts foundation with a focus on an academic discipline that will lead students to a career or graduate studies.

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

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

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

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

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

Mission, Vision, and Core Values

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

MISSION

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

VISION

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

CORE VALUES

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

- **Educate Women** to be knowledgeable and thinking members of a global society.
- **Promote Intellectual Growth** through the study of science, culture, and society and the development of strong practical skills, including communication, analysis, and problem-solving.
- **Cultivate Responsibility** to encourage positive contributions from women through their personal and professional lives.
- **Respect Difference** by creating a climate of openness and appreciation of a diversity of ideas, perspectives, cultures, experiences, and contributions that comprise a multi-cultural society.
- **Broaden Global Perspectives** by immersing students in new cultures and experiences and enhancing their understanding of the interconnectedness of our global economy and cultural practices.
- **Pursue Thoughtful Action** by cultivating an atmosphere of inquiry, integrity, honesty, and mutual respect.
- **Develop Women's Leadership** by providing opportunities to grow intellectually, socially, aesthetically, spiritually, and physically in order to realize individual potential.

Honor Code

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

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

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

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

Student Learning Outcomes

A successful Cottey student...

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

Admission

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.

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

Single Sex Admission Policy

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/apply.

A student applying for admission needs to submit:

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

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

1. undertaken a college-preparatory high school curriculum,
2. 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

admitted by committee may be admitted contingent on adhering to specific conditions and instructions throughout the first 27 semester hours earned.

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

Transfer Applicants

Cottey College welcomes transfer applicants to study for their baccalaureate degree.

NOTE: Transfer students must also meet residency requirements. (students must complete 30 of the last 40 credit hours at Cottey.)

No grade of “C-” or lower will be accepted as transfer credit. Transfer students who have been academically dismissed from a previous institution must seek special permission from the Vice President for Student Life and Enrollment 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.

International students submitting postsecondary transcripts from a foreign institution must have an evaluation from an approved National Association of Credential Evaluation Services member (NACES) or from InCRED.

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 G.P.A. or higher on all college-level work.

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

1. Submit all college or university transcripts; including any 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.

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

Transfer students who have earned an Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, or other degree from an accredited institution of higher education 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 with 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.

Home School Policy

Students who have been home schooled and have completed high school graduation requirements under a home school program may be considered for admission. Home schooled students follow the same application guidelines and procedures as all other applicants. In addition, home schooled applicants should submit a home school credit evaluation form (including at least 6 semesters of course work in 9th, 10th and 11th grades) prepared and signed by home schooling parent/guardian.

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

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

Former Student Readmission

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

High School Junior Early Admission

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

With the approval of the high school, courses successfully completed at Cottey may be counted toward a student's high school graduation. Students interested in applying for early admission should contact the Office of Enrollment Management as early as possible.

International Student Admission

Cottey College welcomes applications from prospective international students and encourages international applicants to communicate with the Office of Enrollment Management at least nine months in advance of their proposed entrance. There is a limited amount of financial aid available for international students, so if financial aid is needed, this fact should be made clear in initial correspondence. International applicants may be asked to submit the following:

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

Non-Degree Seeking High School Student Admission

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

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

Auditing Student Admission

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

Nonrefundable Tuition Deposit

A nonrefundable tuition deposit of \$250 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.

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

Financial Matters

Financial Aid

Financial aid programs at Cottey include federal, state, institutional, and external resources. Eligibility for aid is determined on the basis of financial need, academic ability, and/or special abilities like those inherent in student-athletes, artists, etc. The four types of financial assistance are grants, scholarships, loans, and work study programs. Approximately 99% of the student body receives assistance from at least one of these sources.

Domestic 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.

Financial need is the difference between the cost of attendance and the Student Aid Index (SAI) which is calculated from the information reported on the FAFSA. The cost of attendance includes tuition, required fees, living expenses (housing and food costs), book/course materials/supplies/and equipment expense estimates, miscellaneous personal expenses, and transportation expenses.

Types Of Financial Aid Available

Grants do not have to be repaid. The types of grants available are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Cottey Grants, and grants from the state of Missouri.

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

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

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

Veteran Affairs Information

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

Military Tuition Assistance

Cottey College is happy to accept Military Tuition Assistance (TA) and is eligible to do so under the Department of Defense Memorandum of Understanding. The program is available to active duty, National Guard, and Reserve Component service members. TA can lessen 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%

Scholarships

Students must be enrolled full-time to qualify. All scholarships will be applied to tuition costs only, with some special exceptions made for funds to apply to room and meal costs. No refunds will be awarded to students with the exception of self-help aid.

Academic Scholarships

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

Merit scholarships range between \$8,000 and \$14,000. Students will be informed of their award when they receive their admission decision or shortly afterwards.

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

Cottey A+ Scholarship

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

Fine Arts Scholarships

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

Alumnae Scholarship

Alumnae Scholarships are \$1,500 per academic year and are awarded to daughters, granddaughters, sisters, great-granddaughters, and nieces of Cottey alumnae whom attended a minimum of two consecutive semesters.

Athletic Scholarships

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

P.E.O. Scholarships

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

Women in Science Scholarship

This scholarship is available to incoming freshmen who will be science majors. Deadline to apply is February 1, but early applications are encouraged.

Visit Scholarship

Any student who visits campus prior to enrolling will be eligible for a \$1,500 annual scholarship for up to four years when they enroll at Cottey.

Canadian Cottey Grant

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

Thank You Notes

Cottey is very fortunate to have a strong foundation of benefactors that provide scholarship support. Students who receive a scholarship or grant funded by an alumna or P.E.O. scholarship will be expected to write a thank you note to the benefactor. The Office of Alumnae and P.E.O. Relations will coordinate this effort to ensure completion of this requirement. Failure to write a thank you note may result in a student's scholarship being rescinded.

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 (120 x 150%) credit hours.
1. Both qualitative and quantitative progress will be checked at the end of each semester.
 2. Students meeting the standards listed above will be in good standing.
 3. If the above standards are not met, the student will be placed on financial aid warning. During the financial aid warning

semester, the student will continue to receive aid, if otherwise eligible, but they must meet SAP standards by the end of the warning semester or have an academic plan in place.

4. If at the end of the financial aid warning semester SAP standards are not met, the student will be placed on financial aid suspension. Financial aid suspension means a student will receive no further federal, state, or institutional aid until the minimum standards have been met.
5. Courses shown as failed, incomplete, audited, or withdrawn are not included in the number of credit hours earned. Repeated courses which were previously passed will not add to the credit hours earned.
6. There are selected courses which may be repeated for credit and those are specified in the catalog.
7. Credit hours earned by testing will be included in the number of hours earned. This includes Advanced Placement (AP) and International Baccalaureate (IB).
8. Financial aid suspension may be appealed if unusual circumstances affected academic progress. Such circumstances may include a severe illness/injury to the student or immediate family member, the death of a student's relative, or other special circumstances. A letter of appeal must be submitted to the 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), and Federal Direct PLUS Loans.

The amount of Title IV aid earned by the student must be determined as of the date of withdrawal. If the amount disbursed to the student is greater than the amount earned, unearned funds must be returned to

the funding agency. The percent earned equals the number of days completed up to the withdrawal date divided by the total days in the semester.

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

Tuition Exchange Programs

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

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

Student Fees Per Semester

Student billing occurs twice annually: July for the Fall term and November for the Spring term. A student/parent may elect to pay the balance in full or make three monthly payments with a 1% monthly, or 12% annualized, finance charge. Fall semester payments are due August 8th, September 8th, and October 8th. Winter/spring semester payments are due January 8th, February 8th, and March 8th. The advance tuition deposit of \$250 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.

Residential Students	2025-2026
Full-time Tuition, per semester	\$13,520.00
Room, per semester:	
P.E.O., Reeves & Robertson Halls	2,950.00
Townhome - Double Room	3,100.00
Townhome - Single Room	3,750.00

Residential Students	2025-2026
Meal Plan, per semester	2,950.00
Identification Key Card, per semester	22.00
Student Activity Fee, per semester	378.00
Student Health Service Fee, per semester	562.00
Technology Fee, per semester	315.00
Studio Art Fee, per course	80.00
Laboratory Science Fee, per course	105.00
Music Lessons (non-minors), per course	265.00

TOTAL COST (Tuition, Room, Board, and Fees) PER SEMESTER:	2025-2026
P.E.O., Reeves & Robertson Halls	\$20,697.00
Townhome - Double Room	\$20,847.00
Townhome - Single Room	\$21,497.00

Tuition Cost Per Credit Hour	2025-2026
Part-Time Students	
Tuition, per credit hour:	
1-11 credit hours (fees included)	\$900.00
Summer Internship, per credit hour	\$150.00

2025-2026 Estimated Cost of Attendance			
Expense	On-Campus	Off-Campus	Live With Parents
Tuition	\$27,040	\$27,040	\$27,040
Housing (avg./student) and Meals	\$11,800	\$8,219	\$4,638
Required Fees	\$2,554	\$2,554	\$2,554
Books & Supplies	\$2,504	\$2,504	\$2,504
Miscellaneous/Personal (\$167/mo x 9 months)	\$3,414	\$3,414	\$3,414
Transportation	\$2,504	\$2,504	\$2,504
Total	\$49,816	\$46,235	\$42,654

Payment Policy

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

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

Fall	Spring
1st payment due August 8th	1st payment due January 8th
2nd payment due September 8th	2nd payment due February 8th

Fall	Spring
3rd payment due October 8th	3rd payment due March 8th

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

Students may not carry a balance of \$1,000.00 or greater to any future term; payment must be made to reduce their current balance to below \$1,000.00 before they will be able to register. Students have until the first day of classes to get their balance below \$1,000.00 and then register for classes. Please keep in mind campus housing is for current students only, so if an individual is not registered by the first day of classes the individual will be required to leave campus housing to prevent incurring further debt. Once the balance is brought below \$1,000.00 students will be eligible to register for classes and reapply for campus housing.

Withdrawal Refund Policy

Tuition Refunds	2025-2026
First day of class to end of second week of class	\$12,168.00 (90%)
Third week of class to end of fourth week of class	\$6,760.00 (50%)
Fifth week of class to end of eighth week of class	\$3,380.00 (25%)
After eighth week of class	\$0.00 (0%)

Room and Board Refunds	2025-2026
Amount(%)	Amount
First day of class to end of second week of class:	
P.E.O, Reeves & Robertson Halls	\$1,475.00 (50%)
Townhome - Double Room	\$1,550.00 (50%)
Townhome - Single Room	\$1,875.00 (50%)
Meal Plan	\$1,475.00 (50%)
Third week of class to end of fourth week of class:	
P.E.O, Reeves & Robertson Halls	\$ 737.50 (25%)
Townhome - Double Room	\$ 775.00 (25%)
Townhome - Single Room	\$ 937.50 (25%)
Meal Plan	\$ 737.50 (25%)
After fourth week of class:	
P.E.O Hall	\$0.00 (0%)
Reeves & Robertson Halls	\$0.00 (0%)
Meal Plan	\$0.00 (0%)

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

Incidental Fees

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

Single Room Fee

The additional fee for a single room is \$570 per semester and \$750 per semester for a double room as a single, which is nonrefundable after September 30 for the fall semester and February 1 for the spring semester. When Cottey College assigns a single room, no fee is assessed. If a student chooses to move into a single room after the semester begins, the following fees apply.

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

Veterans Benefits And Transition Act of 2018 Compliance

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

The Campus and Student Life

Nevada, Missouri, is the small community Virginia Alice Cottey chose as the home for her college. Today comprising 8,400 citizens, Nevada is the major population center between Kansas City and Joplin. Located in a residential section, Cottey's campus has 15 buildings on an 11-block tract and a scenic 33-acre wooded area, **BIL Hill and Lodge**. The Hill is a favorite place for campus gatherings and retreats, and serves as a nature laboratory.

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

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

Neale Hall, built in 1922, was renovated in 2015 as part of the construction of the Judy and Glenn Rogers Fine Arts Building. Originally constructed as a gymnasium, today this beautifully repurposed facility houses the studios and offices of the dance program.

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

The central place for academic research is the **Blanche Skiff Ross Memorial Library**, constructed in 1963. Newly renovated in 2020, the library houses over 55,000 print books, covering the breadth of the arts and sciences on the undergraduate level, including the Women's, Gender, and Sexuality Studies Collection, the Popular Fiction Collection, and the Juvenile Collection. Access to over 250,000 eBooks, 60 academic research databases, and video and music streaming platforms are available on the library's webpage. Interlibrary loan borrowing is available through the MOBIUS Network. Textbook reserves and faculty reserves are available at the circulation desk. The main floor lounge includes a coffee and tea station. The conference room and the second-floor study lounge provide a variety of meeting spaces. The lower level of the library

houses the Jann Rudd Weitzel Education Lab; the library's content creation zone for video, audio and social media content creation; and additional library study areas. All three floors have study tables, easy chairs, private study areas, including 20 computers and high quality printing/scanning technology.

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

The **Chapel**, built and donated in 1956 by the BILs and renovated in 2021, seats 380 in the nave and houses the Dysart Memorial organ, a 21-rank Hammer-Reuter organ, and the Nell Farrel Stevenson grand piano. The Chapel, which is nondenominational, also contains a smaller side chapel and prayer and meditation room.

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

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

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

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

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

Reeves Hall (1949), named for Winona Evans Reeves. Approximately 100 students live in ten suites: California-Weller, Kansas, Michigan, Nebraska, New Mexico, Ohio, Rubie, Seaboard, Texas, and Washington.

Robertson Hall (1959), named for Elizabeth Robertson. The Bessie Raney Dining Room is on the lower level. Robertson Hall houses approximately 150 students in 14 suites: Arizona, Colorado-Minear, Colorado-Thompson, Dakota, Florida, Indiana, Louisiana, Oklahoma,

Rosemary-Alumna, Santa Barbara, Southeastern, Hilding, Wheatlake, and Wisconsin. This facility is partially accessible to individuals with physical mobility disabilities.

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

The **Helen and George Washburn Center for Women's Leadership**, acquired in 1998, is located south of Hinkhouse Center at 400 S. College. The beautiful home and grounds are used to host campus retreats, seminars, and to house visiting faculty. It is also home to the Serenbetz Institute for Women's Leadership, Social Responsibility, and Global Awareness.

New Student Orientation

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

Health Services

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

Counseling Office

Cottey College counseling services is committed to fostering the growth and development of Cottey students. By providing mental health services in a safe, supportive, and confidential environment,

the counseling staff strives to help students acquire the skills, attitudes, and insights that will enable them to meet the challenges of life in an academic community. The counseling staff encourages personal, campus, and community responsibility, and promotes the wellness of the whole student - emotional, social, spiritual, intellectual, physical, environmental, and occupational. Counseling sessions at Cottey support diversity and inclusivity and are a safe zone for all students and include both in-person and telecounseling sessions. Telecounseling is available to all students and is free and confidential.

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

Residence Life

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

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

Residential students live in **P.E.O. Hall, Reeves Hall, Robertson Hall, and Townhomes**. The halls are divided into suites which are comfortable and beautifully decorated, made possible by P.E.O. chapters, individual donors, and others. Individual suites house eight to 14 students from diverse backgrounds and geographic locations in single, double, or triple rooms. There is a computer suite in each residence hall with eight to ten networked computers, printers, and scanners available on a 24-hour basis. For students bringing personal or laptop computers, the option of accessing a high-speed wireless network system within the residence halls and campus wide is available. All residence halls are nonsmoking and Robertson Hall and Reeves Hall are air-conditioned.

Residence life staff and student resident assistants live in each residence hall to supervise and be of assistance to the residents. Suite residents also elect a suite chair to act as the coordinator for the suite.

The College has established student regulations, consistent with living cooperatively in a community, designed to support the mission of the College. The possession or use of alcohol or illegal drugs is prohibited on campus. The use of alcoholic beverages, illegal drugs, and repeated disregard for procedures and regulations have a negative impact on the educational process. Along with other guidelines for campus living, the specific policies, regulations, and the disciplinary system are contained in the Student Handbook which is available online. Students are urged to become familiar with these policies and regulations and to support them. Enrollment at the College constitutes an agreement on the part of the student to comply with the policies in this catalog and in the Student Handbook.

Eating in **Raney Dining Room** is also a part of residential life at Cottey College. All meals are served in Raney Dining Room which is located in Robertson Hall. Meals are provided three times a day each day of the week. Extra care is taken to provide a pleasant dining experience. Weekly special buffets such as make-your-own stir-fry, southern food, and soup, salad and wings are highlights for Cottey students. Lunch and dinner include a wide variety of entrees, including vegetarian, vegan, gluten and dairy-free options in addition to soup, salad, and deli bars. A Centennial Room dinner is a special event for suitemates to dine together in a more formal and private setting. Personally prepared by Dining Services staff, students select a six-course meal sure to delight.

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

Campus Activities

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

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

Leadership Development

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

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

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

Athletics

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

Vice President's Dismissal

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

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

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

Equal Opportunity Policy

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

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

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

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

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

Academic Computing and Information Technology

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

Academic Advising

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

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

Assessment

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

Cottey College Learning Center

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

Career Services

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

Consortium Classes

Cottey College participates in the Acadeum consortium of schools. Acadeum classes are available to Cottey students on an 'as needed' basis with the approval of the student's advisor and the vice president for academic affairs. The classes are not available to students receiving Veterans Administration (VA) benefits.

Student Accessibility Services

Cottey College is dedicated to providing qualified students with disabilities equal access to college programs, services, and activities under the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and the Fair Housing Act. The College community, through reasonable accommodations, ensures that no otherwise qualified person with a disability be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination with regard to any program or activity offered by the College. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to educational opportunities, programs, and activities in the most integrated setting feasible.

Students seeking accommodations for a disability may contact the 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 and athletic eligibility certification, Veterans benefits certification, interpretation and application of academic rules and regulations, transfer credit evaluation, and certification of degrees.

International Student Coordination

Cottey College is authorized under federal law to enroll nonimmigrant students. Please contact the International Education Coordinator in the Kolderie Academic Assistance Center for assistance with matters relating to U.S. Citizenship and Immigration Service policies and procedures.

Semester Study Abroad Process And Eligibility

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

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

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

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

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

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

Academic credit earned for approved study abroad is considered earned in residence. Students will receive credit at Cottey for classes that are passed according to the host institution with grades being converted to the American grading system and appearing on the

Cottey transcript. Classes taken abroad but not completed or passed will appear on Cottey transcripts with a grade of F. Grades from study abroad will not be included in calculating a student's GPA.

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

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

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

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

Study Abroad Organizations

Worldstrides (ISA / TEAN): <https://www.studiesabroad.com/>

School for International Training (SIT): <https://www.sit.edu/>

Council on International Exchange (CIEE): <https://www.ciee.org/>

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

- previous educational institution attended
- assigned student email address
- participation in officially recognized activities and sports
- campus phone listing
- weight and height of members of athletic teams
- permanent phone listing
- photographic, video, or electronic images
- dates of attendance
- class roster (only released to students in the class)
- enrollment status

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

Registration And Changes In Registration

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

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

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

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

Course Load

A full-time student load is defined as 12-18 credit hours with the typical student load being 15-16 credit hours each semester. Students with at least a 3.0 GPA and advisor approval are eligible to register for more than 18 credit hours. All other students must be granted special permission by the vice president for academic affairs to register for more than 18 credits. The maximum is 18 credits for a student's first semester at Cottey and 21 credit hours per semester thereafter. To maintain residential status, Cottey students must be enrolled for a minimum of 12 credit hours per semester, unless that requirement is waived by the vice president for student life and enrollment. All international students must maintain at least 12 hours of enrollment at all times unless they receive approval for a reduced course load in compliance with visa regulations.

Acadeum Consortium

Students taking courses with Acadeum have the following restriction: One Acadeum course per semester is permitted, with the possibility of an appeal through the VPAA. Exceptions can be made with approval from the VPAA.

Transfer Credit

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

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

- b. Students may transfer an entry-level writing course (i.e., Freshman Composition, First-Year Writing, English Composition I, English 101, etc.) as elective credit.

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

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

Transfer students with other associate level degrees 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.

Any student transferring in 30 or more credit hours from an accredited postsecondary institution will be exempt from Step Into Cottey, a General Education Core Foundations requirement. Students with transfer credit for a similar first-year seminar class will be exempt from this General Education Core Foundations requirement.

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

Course Placement

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

Advanced Placement (AP)

Cottey College accepts credit completed through the Advanced Placement program administered by the College Entrance Examination Board. Credit hours granted are entered on the student’s transcript.

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

AP Test	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
2-D Art and Design	4	3	ART 111	Pending portfolio review
3-D Art and Design	4	3	ART 112	Pending portfolio review
Biology	3	4	BIO 101	
Calculus AB	3	4	MAT 210	
Calculus BC	3	8	MAT 210, 220	
Chemistry	3	5	CHE 210, 211	
Chemistry	4	10	CHE 210, 211, 212, 213	CHE 213 pending lab work review
Comp Govt/ Politics	4	3	POL 201	
Computer Science A	4	3	CSC 201	
Drawing	4	3	ART 131	Pending portfolio review
Eng Lang & Comp	5	3	WRI 102	
Eng Lang Lit & Comp	4	3	ENG 103	
Environmental Science	4	3	ENV 120	
French Lang & Culture	3	8	Satisfies elementary French language requirements	
French Lang & Culture	4	14	Satisfies elementary and intermediate French language requirements	
Macroeconomics	4	3	ECO 201	
Microeconomics	4	3	ECO 202	
Music Theory	4	4	MUS 110, 111	
Music Theory	5	8	MUS 110, 111, 112, 114	
Physics 1	4	4	PHY 101	
Physics C-Elec/ Magnetism	5	4	PHY 206	
Physics C- Mechanics	5	4	PHY 205	
Pre-Calculus	3	4	MAT 120	
Psychology	3	3	PSY 101	
Spanish Lang & Culture	3	8	Satisfies elementary Spanish language requirements	
Spanish Lang & Culture	4	14	Satisfies elementary and intermediate Spanish language requirements	

AP Test	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
Statistics	3	3	MAT 130	
US Govt/Pol	4	3	POL 101	
US History	4	3	HIS 111	
US History	5	6	HIS 111, HIS 112	
World History (Modern)	4	3	HIS 132	

International Baccalaureate (IB)

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

IB Exam	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
Biology (SL/HL)	4	4	BIO 101/L	
Chemistry (HL)	4	4	CHE 210	
Chemistry (HL)	4	5	CHE 210, CHE 211	Pending lab work review
Chemistry (HL)	5	8	CHE 210, CHE 212	
Chemistry (HL)	5	10	CHE 210, 211, 212, 213	Pending lab work review
English A: Lang & Lit (HL)	6	3	WRI 102	
Env Systems & Soc (SL)	4	3	ENV 225	
French B (HL)	4	8	FRE 101, FRE 102	
French B (HL)	6	14	FRE 101, FRE 102, FRE 201, FRE 202	
Geography (SL/HL)	4	3	ENV 125	
Global Politics (SL/HL)	5	3	INR 151	
Language A: Lit. (SL/HL)	5	3	ENG 103	
Mathematics (SL)	4	7	MAT 130, MAT 210	

IB Exam	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
Mathematics (HL)	4	11	MAT 130, MAT 210, MAT 220	
Music (SL/HL)	5	3	MUS 101	
Philosophy (HL)	4	3	PHI 205	Optional Themes: Ethics AND Philosophy and Contemporary Society
Philosophy (HL)	4	3	PHI 205	Optional Themes: Ethics AND Political Philosophy
Physics (SL/HL)	5	4	PHY 101	
Psychology (SL/HL)	5	3	PSY 101	
Spanish B (HL)	4	8	SPA 101, SPA 102	
Spanish B (HL)	6	14	SPA 101, SPA 102, SPA 201, SPA 202	
Visual Arts (HL)	5	3	ART 111	Pending portfolio review
Visual Arts (SL)	7	3	ART 111	Pending portfolio review

College Level Examination Program (CLEP)

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

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

CLEP Exam	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
Introductory Sociology	50	3	SOC 101	
Precalculus	50	4	MAT 120	
Psychology	50	3	PSY 101	

Auditing

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

Class Size

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

Class Attendance

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

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

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

Administrative Withdrawal for Non-Attendance

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

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

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

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

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

Administrative Withdrawal from the College

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

Notes:

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

Participation in Co-Curricular Opportunities

Cottey College emphasizes academics. Cottey College also believes in the education of the whole student and values activities beyond the classroom such as participation in athletics, arts performances, leadership opportunities, connecting with P.E.O. constituencies, and attendance at professional/scholarly meetings, which are also considered academic. The faculty and sponsors of such activities

endeavor to reach a compromise concerning absences that respects both the importance of class attendance and the benefits of opportunities beyond the classroom.

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

It is the responsibility of students to:

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

It is the responsibility of sponsors of College events to:

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

It is the responsibility of faculty members to:

- recognize the value of participation in college-sponsored activities and allow students to complete work, such as hand in assignments or take exams at alternative times with seven days advanced notice. In the case of outdoor sports competitions, or other activities that might be suddenly cancelled and rescheduled, arrangement should be made at the instructor's discretion.
- allow course-appropriate flexibility for absences due to opportunities beyond the classroom, including but not limited to offering alternative options for achieving the goals of regularly scheduled class meetings.

- recognize students may choose to attend the college-sponsored activity instead of class, to fulfill scholarship (e.g., athletic, fine arts) requirements, and the student should not be penalized for making this choice.

Early Warning Of Academic Difficulties

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

Cottey's early warning system includes:

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

Withdrawal From College

A student may withdraw from Cottey College up to the published deadline for withdrawal from classes. The date of withdrawal is the date the Academic Records office was first informed of the withdrawal or the last date of attendance, whichever comes first. Any department or agency of Cottey College that becomes aware of a student withdrawal must inform the Academic Records office within

24 hours. Upon receiving the withdrawal notice, the Academic Records office will process the withdrawal and inform the Financial Aid, Business, and Student Life offices.

Late Withdrawals

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

Leave Of Absence

When a financial, medical, or other emergency circumstance makes it impossible or unwise to continue at Cottey, a student may apply for a leave of absence. A leave of absence permits the student to return to Cottey without reapplying for admission, to register as a continuing student, to be guaranteed campus housing, and to complete degree requirements under the College Catalog in effect when the student matriculated. Leaves may be approved for a period of up to 180 days. Upon returning, the student must resume studies in the same courses. For example, if the student went on a leave of absence after attending classes Tuesday of week 4, the student needs to return on Wednesday of week 4 of a subsequent term, in the same courses. A student may return to classes early (i.e., the beginning of the term) for a consistent academic experience, but won't officially become active until the actual leave of absence return date. A leave of absence must be approved by the vice president for academic affairs, in consultation with the registrar and the student's instructors. The vice president for academic affairs will not approve such petitions unless the student has a cumulative grade point average which would allow returning in good standing.

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

The beginning date of the leave of absence is the date the Academic Records office was first informed of the request or the requested beginning date, whichever is later. Any department or agency of Cottey College that becomes aware of a leave of absence request

from a student must inform the Academic Records office within 24 hours. Upon receiving the leave of absence request, the Academic Records office will process the request and forward it to the vice president of academic affairs for approval. The Academic Records office will also inform the Financial Aid, Business, and Student Life offices.

Transcripts

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

Grade Reports

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

Gradepoint Average (GPA)

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

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 grade point average:

Grade	Grade Points
P Pass	0
AU Audit	0
I Incomplete	0
W Withdrawal without penalty	0

Grade	Grade Points
WIP Work in progress, no grade	

Incomplete

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

Repeating And Backtracking

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

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.

A student may have taken a course previously at a different school for which the credit hours are less than those earned by the same Cottey College course. The student may petition the department coordinator for requirement credit. The department coordinator should then provide an opportunity for the student to demonstrate competency

required in the Cottey course. If competency is demonstrated, the transferred course will fulfill degree requirements that would be met by the Cottey course. If competency is not demonstrated, the student will have the opportunity to take the Cottey course for credit.

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

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

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:
 - a. Student was in good academic standing.
 - b. Student was without any outstanding disciplinary issues.
 - c. Student's cause of death was not due to any unlawful activity by the student.
 - d. 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 Violations Including Academic Dishonesty

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

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

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

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

Any student found to have committed an act of academic dishonesty will be reported by the faculty member to the vice president for academic affairs. If it is determined by one or more members of the faculty that a student has been responsible for academic dishonesty more than once during enrollment at Cottey, the vice president for academic affairs, at their discretion, will determine, in consultation with the faculty members in whose classes the academic dishonesty occurred, whether the consequences for the dishonesty will exceed those for the individual class or classes. Depending on the severity of the violations, the vice president for academic affairs 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@cottey.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, or a full-time student whose earned credits for the first semester fall below nine credit hours, is notified by the vice president for academic affairs that they are on academic probation. College policies require that limitations be placed upon the activities of students who are on probation. The purpose for these limitations is to enable students who are experiencing academic difficulty to focus time and energy upon course work and to take advantage of help available from instructors, advisors, the Academic Assistance Center, the Counseling Office, and other resources of the College. A student on probation may not withdraw from a course or request an incomplete in a course.

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

Dismissal

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

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

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

Reinstatement

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

Students who have not been enrolled for at least one semester must complete a special application for readmission ([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.

National Academic Honor Societies

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

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

Phi Eta Sigma is the nation's oldest honor society recognizing the academic accomplishments of first-year students. Through a focus on all forms of literacy, it is committed to helping students develop their mind, health, and character. First-year students who earn a grade-point average of at least 3.5 or rank in the top 20 percent of their class while taking a full-time academic course load are eligible for induction to this academic honor society.

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

Cottey College Honor Organization

Golden Key is Cottey's honorary service organization. Each year students are selected to represent Cottey. Membership is based on application and an interview process. Members conduct campus tours for visitors and serve as hosts for official College functions.

Graduating Student Awards

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

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

Graduation Honors

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

Academic Programs

The Serenbetz Institute For Women's Leadership, Social Responsibility, And Global Awareness

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

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

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

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

7. Courses in Organizational Leadership, with an emphasis on Women's Leadership which may contribute to the completion of a Bachelor of Arts, a minor, or the Certificate in Organizational Leadership.

Degree Programs

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 whereas Bachelor of Science majors include more depth within their discipline(s). Majors offering both BA and BS degrees require students to begin with the same introductory courses within their discipline(s). Variations between the degrees are reflected in the specific requirements determined by the major.

Baccalaureate Degree Programs

Cottey College offers fifteen Baccalaureate Degree Programs:

[Bachelor of Science in Biology](#)
[Bachelor of Science in Business Administration](#)
[Bachelor of Arts](#) or [Bachelor of Science in Criminology](#)
[Bachelor of Arts in Elementary Education](#)
[Bachelor of Arts in English](#)
[Bachelor of Arts in Environmental Studies](#)
[Bachelor of Science in Health & Biomedical Sciences](#)
[Bachelor of Arts in History](#)
[Bachelor of Arts in International Relations](#)
[Bachelor of Arts in Organizational Leadership Studies](#)
[Bachelor of Arts in Political Science](#)
[Bachelor of Arts or Bachelor of Science in Psychology](#)
[Bachelor of Arts or Bachelor of Science in Secondary Education](#)
[Bachelor of Arts in Theatre](#)
[Bachelor of Arts in Women, Gender, & Sexuality Studies](#)

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

The minor is a secondary field of study that may only be completed as part of a baccalaureate degree. Minors should require important

core classes from the discipline, as well as at least one elective within the discipline. Minors require at least 18 credit hours, but no more than 25 credit hours. Students may not complete a minor in the same field of study as degree(s) earned.

Dual Fulfillment

No more than two courses may be used to fulfill both major and minor requirements. No more than two courses used to fulfill the General Education Core may be used to fulfill requirements of a program (major or minor).

The Curriculum Committee may grant exceptions to this rule for individual programs.

Bachelor Degree Requirements For Graduation

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

1. Declare a major offered at Cottey College. Contact the Office of Academic Records for more information.
2. Complete the degree requirements that are published in the catalog for either the academic year of the student's first regular enrollment at Cottey College, the academic year in which the student declares a major, or in effect the last year in residence at Cottey College.
 - A. This catalog's requirements for the baccalaureate degree include the following:
 - i. Earn 120 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation.
 - a. No more than 8 hours of credit in physical activity/dance activity courses may be counted toward the minimum 120 credit hours required for graduation.
 - b. Thirty hours of the last 40 hours earned toward graduation must be taken at Cottey, excluding Study Abroad.
 - c. The student must be in residence at Cottey (excluding Study Abroad) during at least two semesters of the third and fourth year, combined.
 - ii. Complete an approved academic major as certified by the department and receive at least a C- in the senior capstone course (or program equivalent) in the major. Programs may set a higher standard at their discretion.
 - iii. Complete General Education Core Requirements.
 - B. The degree will be conferred upon completion of all requirements.
3. Meet all financial obligations.

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

Minors for Baccalaureate Students

Students pursuing a Bachelor of Arts or Bachelor of Science degree at Cottey can also pursue minors in a number of disciplines, including:

- [Anthropology](#)
- [Art](#)
- [Business](#)
- [Chemistry](#)
- [Corporate Social Responsibility](#)
- [Criminology](#)

- [Dance](#)
- [Education](#)
- [English](#)
- [Environmental Studies](#)
- [Finance](#)
- [History](#)
- [International Relations](#)
- [Mathematics](#)
- [Organizational Leadership](#)
- [Philosophy](#)
- [Psychology](#)
- [Sociology](#)
- [Sports Leadership](#)
- [Theatre](#)
- [Women, Gender, & Sexuality Studies](#)
- [Writing](#)

Certificates

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

- [Dance](#)
- [Organizational Leadership](#)
- [Public History](#)



Departments and Courses

Academic Divisions

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

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

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

Explanation Of Course Listings

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

Course Prefix	Course Number	Course Title	Course Frequency
PRT	210	Introduction to Peer Tutoring	fs

Definition of Course Levels

000-099

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

100-199

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

Expectations upon enrollment:

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

200-299

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

Expectations upon enrollment:

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

300-399

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

Expectations upon enrollment:

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

400-499

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

Expectations upon enrollment:

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

Course Frequency

Indicates the projected schedule on which the course will be offered:
 f = fall semester s = spring semester fs = both semesters xf = alternate years in fall semester xs = alternate years in spring semester y = occasionally u = summer The course frequency projections are subject to change.

Course Description

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

Credit Hours

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

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

- One semester hour of credit may be given for a course for each contact hour per week of lecture or discussion classes (1:1 credit hour/contact hour ratio plus two hours of outside work). This equates to 50 minutes per week for 15 weeks or 750 minutes per semester.
- One semester hour of credit may be given for a laboratory or studio class for at least two contact hours per week. Courses which include lecture and laboratory or studio carry credit combining the above guidelines.
- One semester hour of credit may be given for each three hours of independent study per week.
- One semester hour of credit may be given for an internship class for each 45 hours of internship work time.
- One semester hour of credit may be given for Applied or Elective lesson courses for each 30 minute lesson per week.
- Credit hour determinations for courses are made by the Curriculum Committee upon the recommendation of the respective academic division.

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

Course Delivery Method

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

- Traditional: 0-24% of course content is delivered through web-based technology to enhance the face-to-face course. Instructor and student interactions occur face-to-face.
- Hybrid: 25-74% of course content is delivered online using either synchronous or asynchronous instruction. Instructor and student interactions occur both in the classroom and online. Face-to-face meetings are reduced proportionally by the amount of course content delivered online (i.e., a traditional course that meets twice per week could be offered as a 50% hybrid that meets once per week with equivalent online activities).
- Online: 75-100% of course content is delivered online using either synchronous or asynchronous instruction. Synchronous class meetings may be conducted using suitable technologies or face-to-face; however, there is no requirement for synchronous meetings. Students interact with one another and

the instructor through the Learning Management System and other appropriate technologies. Instructor and student interactions occur online through discussion, chat, web conferencing, and other activities.

Course delivery method will be indicated on the course schedule and syllabus. Online and hybrid courses are as rigorous as traditional courses but may use different instruction techniques to reach course outcomes. Cotney 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.



Degrees

General Education

Courses That Fulfill General Education Core Requirements

Degree Type
General Education

Writing Requirement

Course Code	Title	Credits
FWS 101	First Year Writing Seminar	3
WRI 102	College Writing	3

Mathematics

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

Science

Course Code	Title	Credits
AST 101	Introductory Astronomy	4
BIO 101	Introductory Biology	4
BIO 107	Principles of Biology I with Lab	4
BIO 108	Principles of Biology II with Lab	4
BIO 125	Botany with Lab	4
BIO 204	Genetics with Lab	4
BIO 207	Zoology with Lab	4

BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
CHE 110	Intro to Forensic Chemistry with Lab	4
CHE 120	Introduction to Chemistry	3
CHE 121	Intro to Chemistry Laboratory	1
CHE/ENV 130	Introduction Environmental Chemistry	3
CHE/ENV 131	Introduction to Environmental Chemistry Laboratory	1
CHE 210	General Chemistry 1	4
CHE 211	General Chemistry 1 Laboratory	1
CHE 212	General Chemistry 2	4
CHE 213	General Chemistry 2 Lab	1
ENV 270	Introduction to Geographic Information Systems (GIS) and Geospatial Technology	3
ENV 335	Earth Science: Soil, Water, Atmosphere	3
PHY 101	Introductory Physics	4
PHY 205	General Physics 1 with lab	4
PHY 206	General Physics 2 with Lab	4

Taken together:
CHE 120 & 121
CHE 130 & 131
CHE 210 & 211
CHE 212 & 213

Fine Arts

Course Code	Title	Credits
ART 101	Art Appreciation	3
DAN 107	Dance Appreciation	3
DAN 201	Introduction to Choreography	3
MUS 101	Music Appreciation	3
MUS 185	Women in Music	3
SPE 121	Interpersonal Communication	3
THE 101	Introduction to Theater	3
THE 103	Acting Fundamentals	3
THE 110	Stagecraft	3
THE 122	Performance of Literature	3
THE 181	Theatre Production	1

THE 203	Acting: Character Development	3
THE 240	Script Analysis	3

[THE 181](#): Taken three times

Humanities

- English: ENG 103 and all 200-level ENG courses (except ENG 290)
- History: All 100- and 200-level HIS courses
- Interdisciplinary: IDS 130
- Organizational Leadership: OLS 102
- Philosophy: All 100- and 200-level PHI courses
- Women, Gender, & Sexuality Studies: All 100- and 200-level WGS and WGS cross-listed courses
- Writing: All 200-level WRI courses

Social Science

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

General Education Framework and Core Requirements

Degree Type

General Education

The Cottey College General Education Framework

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

Cottey College General Education Framework

Framework Area	Courses		
Mission	Thoughtful Action as Learners, Leaders, and Citizens		
Vision	<u>Global Awareness</u>	<u>Women’s Leadership</u>	<u>Social Responsibility</u>
Threads/Core Values	Enriches Knowledge	Recognizes Roles of Women	Thinks Critically
Learning Outcomes	Acts Responsibly	Communicates Effectively	Acts Responsibly
Core Foundations	First-Year Writing Seminar (FWS 101)	First-Year Writing Seminar (FWS 101)	Step Into Cottey (IDS 101)
All students take the coursework in bold.			
See below for a list of courses that satisfy the core foundations requirement.	International Experience (IDS 201)*	College Writing (WRI 102)	First-Year Writing Seminar (FWS 101)
		Women, Gender, and Sexuality Studies (WGS)	College Algebra (MAT 110) or higher math course
13-17 credits	*not required		Activity Courses

Framework Area	Courses		
			Dance (DAN) and Physical Education (PHE)
Core Explorations	Fine Arts: Art, Dance, Music, Speech, and Theatre (3 credits)		
All students take a minimum of one course from Fine Arts, Humanities, Science, and Social Sciences.	Humanities: English; History; Interdisciplinary Studies; Philosophy; Organizational Leadership; Religion; Women, Gender, and Sexuality Studies; and Writing (3 credits)		
See below for a list of courses that satisfy the core explorations requirement.	Science Lecture & Lab: Astronomy, Biology, Chemistry, and Physics (4-5 credits)		
13-14 credits	Social Sciences: Anthropology, Business, Criminology, Economics, Education, Environmental Studies, International Business, International Relations, Political Science, Psychology, and Sociology (3 credits)		
Broader Connections	Electives		
Deeper Explorations	Coursework in the Major		

General Education Core Requirements

Core Foundations

Course Code	Title	Credits
IDS 101	Step Into Cottey	2
FWS 101	First Year Writing Seminar	3
	MAT 110 - College Algebra (or higher)	3
	WGS - Women, Gender, & Sexuality Studies	3
	Activity Courses	2-3
	Sub-Total Credits	13-14

Core Explorations

Course Code	Title	Credits
	Fine Arts	3
	Humanities	3
	Science Lecture & Lab	4-5
	Social Sciences	3
	Sub-Total Credits	13-14

Total Credits 26-31

Bachelor of Arts

Bachelor of Arts in Criminology

Degree Type

Bachelor of Arts

Faculty: Professor Quick and Assistant Professor Miriyam (coordinator)

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

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

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

Bachelor of Arts - Criminology Program Goals

Enriches Their Knowledge

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

Thinks Critically

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

Communicates Effectively

A Cottey Criminology student demonstrates effective communication of ideas.

Acts Responsibly

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

Foundational

Course Code	Title	Credits
CRM 101	The Criminal Justice System	3
CRM 110	Domestic and Family Violence	3
CRM/SOC 201	Criminology	3
CRM 490	Senior Capstone in Criminology	3
SOC 101	Introductory Sociology	3
MAT 130	Elementary Statistics	3
Sub-Total Credits		18

Research Methods

Choose one

Course Code	Title	Credits
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3
PSY 311	Research Methods in Psychology: Psychological Statistics	3
Sub-Total Credits		3-4

Major Subject Area

Choose three

Course Code	Title	Credits
CRM 275	Corrections	3
CRM 230	Victimology	3
CRM/SOC 301	Juvenile Justice	3
CRM 305	Comparative Criminal Justice	3
CRM/SOC 370	Topics in Criminology	1-3

	Sub-Total Credits	9
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Public Administration, Law & Ethics

Choose three

Course Code	Title	Credits
BUS 260	Legal Environment of Business	3
INB 450	Corporate Social Responsibility	3
INR 340	International Law	3
INR 355	Terrorism	3
PHI 205	Ethics	3
PHI 215	Bioethics	3
POL 131	Public Administration	3
POL 141	Public Policy	3
	Sub-Total Credits	9

Leadership and Women, Gender, & Sexuality

Choose two

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadershp	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership and Group Dynamics	3
WGS 105	Intro to Women, Gender & Sexuality	3
WGS 240	Transnational Feminism	3
WGS 350	Feminist Theories	3
	Sub-Total Credits	6

Electives in Major

Social Sciences

Choose three non-CRM courses in the Social Sciences (ANT, INR, PSY, POL, or SOC designators) 200-level or above, one may be a two-credit hour course.

	Sub-Total Credits	8-9
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Supporting Requirements

Foreign Language

Two courses – same language

	Sub-Total Credits	6-8
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General Education Core	26-31
Total Hours in Major	59-63
Minimum Hours Required for Graduation	120

Bachelor of Arts in Education Studies, Elementary

Degree Type

Bachelor of Arts

Foundational

Course Code	Title	Credits
EDU 210	Foundations of Education	3
EDU 250	Mathematics for Elementary Teachers I	3
EDU 251	Mathematics for Elementary Teachers II	3
EDU 260	Writing & Grammar in Elementary Classrooms	4
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 318	Language Acquisition and Development of Young Children	3
EDU 320	The Exceptional Learner	3
EDU 326	Literacy in Elementary Schools	3
EDU 372	Teaching in Elementary Schools	3
EDU 380	Elementary Math Methods	3
EDU 381	Elementary Science Methods	3
EDU 387	Integrated Methods I: Literacy and Social Studies	3
EDU 388	Integrated Methods II: Literacy, Movements and the Arts	3
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 485	Research Foundations in Education	3
EDU 495	Education Rsrch Capstone	3
ENG 308	Children's/Young Adult Literature	3
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	62

Supporting Requirements

Course Code	Title	Credits
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EDU 240	Elementary Science Content	3
	Sub-Total Credits	3

Humanities

Choose nine credit hours of Humanities not used to fulfill other requirements.

	Sub-Total Credits	9
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Psychology

Choose six credit hours of Psychology not used to fulfill other requirements.

	Sub-Total Credits	6
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General Education Core	26-31
Total Hours in Major	80
Minimum Hours Required for Graduation	120

Bachelor of Arts in Elementary Education

Degree Type

Bachelor of Arts

Faculty: Associate Professor Adams (coordinator) and Assistant Professor Lanser.

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

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

Bachelor of Arts in Elementary Education Program Goals

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.

Degrees and Certifications

The certification track allows students to pursue Missouri certification upon program completion. Students must meet all criteria for Missouri licensure to be awarded an initial teacher certification. This initial certification is NOT applicable to other states. Students who wish to teach in another state must meet that state’s requirements for licensure, which may mean additional coursework and/or assessment. The non-certification track allows students to receive a degree in education studies for positions that do not require teaching

certification or for students who may wish to pursue alternate routes toward teacher certification after graduation. The education minor is for students who think they may want to teach in the future but are committed to a different academic program. The minor may reduce the number of required hours for certification if the student decides to pursue an alternate route to certification.

All programs are aligned with current requirements for educator preparation accreditation by the Missouri Department of Elementary and Secondary Education (DESE). Students living in a state other than Missouri, as designated by their location (see location policy), must sign an attestation form indicating their awareness that *The Relational Teacher* educator preparation program at Cottey College meets educator preparation requirements for initial teaching licensure in Missouri only. It is the student’s responsibility to seek out a particular state’s licensure board or agency/entity to determine eligibility for licensure in that state, if they choose to seek licensure in another state.

Certification	Non-Certification
Elementary (grades 1-6) <i>Cottey College’s Elementary Education major is focused on contributing highly effective teachers in education for grades 1-6.</i> Certifications: BA in Elementary Education	Education Studies <i>The Education Studies track is intended for students who do not meet state criteria for certification or for students whose career goals do not require teaching certification. Education Studies Track students are not required to meet the Education Program admission requirements.</i> Bachelor of Arts in Education Studies, Elementary

Admission for Certification Program

Cottey College students desiring to become an Elementary Education major will need to apply for acceptance into the Educator Preparation Program. Students begin the application process during EDU 210, Foundations of Education.

The application process is based upon three criteria:

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

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

1. Academic performance

- Complete EDU 210 Foundations of Education with a grade of “C” or higher.
- Provide evidence of adequate grade point average (3.00 Program Requirements) with an official transcript.

2. Disposition

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

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

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

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

Course Credit Hours

Field Experiences

The field experiences involve activities in professional education, which include observations, tutoring, and assisting teachers in off-campus classroom settings.

The field experiences include a minimum of 75 hours of field visits in secondary schools (grades 9-12) with diverse school populations and in diverse settings (urban, suburban, rural) with 30 hours at entry level and 45 hours at a mid-level point. Student teaching requires 12 weeks. These entry and mid-program field visits include observations and practice teaching in the presence of a secondary school teacher licensed in the appropriate certification area.

Written documentation of these field experiences, candidate reflection, and teacher evaluation of candidates are required for all observations.

Clock Hours	Semester Hours	Course
Entry Level - 30 hours	1	EDU 290 Field Experience I
Mid-Program - 45 hours	1	EDU 390 Field Experience II
Culminating - 12 weeks	12	EDU 490 Student Teaching

Assessment: Candidate

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

- Course embedded assessments (rubrics correlating with course assignments)
 - Candidate field experience evaluations (entry, midlevel, and student teaching)
 - Candidate portfolio artifacts and reflective summaries integrated throughout the program
 - Candidate ETS-Praxis Content Assessments
 - Candidate Missouri Educator Evaluation System (MEES)
- Continuation in the program is contingent upon maintaining an adequate GPA and appropriate disposition assessments. The table below identifies the benchmarks at which candidates would be expected to complete these assessments.

Continuation in the program is contingent upon maintaining an adequate GPA and appropriate disposition assessments.

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

Course	Benchmark	Exam
EDU 210	Entry	GPA, Disposition Assessment, apply for admission
EDU 380-381	Methods	ETS-Praxis Content Assessments
EDU 490	Student Teaching	Missouri Educator Evaluation System (MEES)

Bachelor of Arts in English

Degree Type

Bachelor of Arts

Faculty: Professor Stubblefield (coordinator) and Associate Professors Polo and Green.

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

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

All English majors complete an Introduction to the Major course as well as the Capstone Research Project. Additionally, experiential learning is a fundamental component of the English major. Students enroll in foundational courses and courses that provide opportunities for explorations and excursions. Baccalaureate students pursuing another area of study who also wish to pursue a minor in English can find course requirements on page 75.

Bachelor of Arts - English Program Goals

Recognize the Roles of Women

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

Communicate Effectively

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

Thinks Critically

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

Acts Responsibly

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

Bachelor of Arts in English Requirements

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

Foundational

Must take all 3 courses:

Course Code	Title	Credits
ENG 200	Introduction to the English Major	3
ENG 410	Critical Theory	3
ENG 490	Capstone Research Project	3
Sub-Total Credits		9

Major Subject Area

Select one course from each group:

Group 1

Course Code	Title	Credits
ENG 201	English Literature 1	3
ENG 202	English Literature 2	3
ENG 205	American Literature 1	3
ENG 206	American Literature 2	3
Sub-Total Credits		3

Group 2

Course Code	Title	Credits
ENG/WGS 224	Women Writers	3
ENG 230	Studies in Ethnic Literature	3
Sub-Total Credits		3

Group 3

Course Code	Title	Credits
	One 200-level WRI course	3
Sub-Total Credits		3

Electives in Major

Experiential Learning

Two credits of Excursions required

Course Code	Title	Credits
ENG 291	Excursions	1-3
ENG 199	Internship	1-2
Sub-Total Credits		3-6

Group 1

Course Code	Title	Credits
	Select one pre-1900 course at 300-level (except ENG 308 and ENG 312)	3
Sub-Total Credits		3

Group 2

Course Code	Title	Credits
	Select two post-1900 course at 300-level (except ENG 308 and ENG 312)	3
Sub-Total Credits		3

Group 3

Course Code	Title	Credits
	Select one WRI course at 300-level	3
Sub-Total Credits		3

Group 4

Course Code	Title	Credits
	Select one additional course from Group 1, 2, or 3.	3
Sub-Total Credits		3

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

Supporting Requirements

No dual fulfillment with Logic

Course Code	Title	Credits
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	WGS 350 Feminist Theories OR One PHI Course	
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Math

No minimum grade; no dual fulfillment

Course Code	Title	Credits
PHI 200	Logic and Critical Thinking	3
MAT 130	Elementary Statistics	3
Sub-Total Credits		3

History

No dual fulfillment

Course Code	Title	Credits
	One HIS course	3
Sub-Total Credits		3

Philosophy

No dual fulfillment w/ Logic

Course Code	Title	Credits
	One PHI course	3
Sub-Total Credits		3

Social Sciences

No dual fulfillment

Course Code	Title	Credits
	Any course from ANT, BUS, ECO, ENV, INB, INR, POL, PSY, SOC	3
Sub-Total Credits		3

Technology and Text Production

One course from this list:

Course Code	Title	Credits
CSC 101	Applications Systems: Concepts & Practice	3
ART 297	Digital Photography	3
ART 260	Introduction to Graphic Design	3

WRI 253	Professional Writing	3
	Sub-Total Credits	3

Upper-division Writing-Intensive Course

Course Code	Title	Credits
	Upper-divison Writing-Intensive Course Not in ENG or WRI	3
	Sub-Total Credits	3

General Education Core	26-31
Total Hours in Major	71-74
Minimum Hours Required for Graduation	120

Bachelor of Arts in Environmental Studies

Degree Type

Bachelor of Arts

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

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

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

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

Bachelor of Arts - Environmental Studies Program Goals

Enriches her/their knowledge

Students demonstrate interdisciplinary knowledge about the fundamentals of human-environment relationships

Thinks Critically

Students are able to critically analyze problems and synthesize their thoughts to present potential solutions

Communicates Effectively

Students construct arguments and communicate them effectively using pieces of evidence

Acts Responsibly

Be responsible as a global, national, and local citizen to herself/ themselves, society, and the environment at large

Foundational

Course Code	Title	Credits
ENV 110	Intro to Environmental Studies	3
ENV/BIO 120	Intro to Environmental Science	3
ENV 125	World Regional Geography	3
ENV 390	Capstone Research/Outreach Project (Part I)	3
ENV 490	Capstone Research/Outreach Project (Part II)	3
Sub-Total Credits		15

Major Subject Area

Major Environmental Studies Requirements

Select three courses from the following:

Course Code	Title	Credits
ENV 315	Ecosystems, Function & Management	3
ENV 335	Earth Science: Soil, Water, Atmosphere	3
ENV 370	Sustainability in Action	3
ENV 350	Environmental Conditions and Global Economic Development	3
ENV 365	Environmental Justice	3
Sub-Total Credits		9

Major Method Requirements

Select three courses from the following:

Course Code	Title	Credits
ENV 270	Introduction to Geographic Information Systems (GIS) and Geospatial Technology	3
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3

MAT 130	Elementary Statistics	3
Sub-Total Credits		9-10

Electives in Major

Lower Division Electives

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

Course Code	Title	Credits
ANT/ENV 182	From Garden to Table: Horticulture, Society, and Culture	2
BIO 101	Introductory Biology	4
BIO 107	Principles of Biology I with Lab	4
BIO 207	Zoology with Lab	4
BIO 250	Ecology with Lab	4
BUS 230	Intro to Business Sustainability	3
	CHE 130/131 Intro to Env Chemistry/Lab	4
	CHE 210/211 General Chemistry 1/Lab	5
	CHE 212/213 General Chemistry 2/Lab	5
ENV/PHE 134	Outdoor Skills & Adventure Activities	1
PHI/ENV 225	Environmental Awareness & Ethics	3
HIS 150	Introduction to Historical Methods	3
PHI 205	Ethics	3
WRI 254	Introduction to Primary Research	3
Sub-Total Credits		7-14

Upper Division Electives

Select three courses from the following:

Course Code	Title	Credits
ANT/ENV 381	Food & Culture	3
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
	CHE 320/321 Organic Chemistry 1/Lab	5
CHE/ENV 330	Environmental Chemistry and Social Justice	3

ENV 310	Mastering Geographic Information Systems (GIS)	3
ENV 320	American Environmental History	3
ENV 340	Topics in Environmental Studies	3
ENV 360	Environ Planning/Env Impact Assessm	3
ENV 399	Internship	1-3
INR/POL/SOC 330	Poverty and Inequality	3
OLS 360	Incusivel Leadershp: Gender, Culture and Intersectionality	3
Sub-Total Credits		7-13

Supporting Requirements

Select two courses from the following:

Course Code	Title	Credits
BIO 320	Animal Behavior	3
CSC 201	Introduction to Programming	3
ENG 383	Animals in Literature	3
ENV 331	Sustainable Tourism	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership and Group Dynamics	3
INR 365	International Environmental Policy	3
INB 450	Corporate Social Responsibility	3
INR/POL 350	International Political Economy	3
WGS 360	Ecofeminism, Women, Animals and Social Justice	3
Sub-Total Credits		6

General Education Core	26-31
Total Hours in Major	53-67
Minimum Hours Required for Graduation	120

Bachelor of Arts in History

Degree Type

Bachelor of Arts

Faculty: Professors S. Chaney (coordinator) and Assistant Professor Kieffer

The history program offers students the opportunity to study the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs, and the art and literature contributing to the development of the United States, and European and world societies. An informed awareness of historical developments will prepare students for a diverse range of careers as well as for lives of action and contribution in contemporary society. Students’ learning goals in the history program involve three principle areas: critical thinking skills, communication skills, and material knowledge.

Bachelor of Arts - History Program Goals

Enriches Knowledge

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

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

Thinks Critically

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

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

Communicates Effectively

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

Foundational

Historical Methods and Research

Course Code	Title	Credits
HIS 150	Introduction to Historical Methods	3
HIS 350	Advanced Historical Methods	3

HIS 490	Capstone Research Project in History	3
Sub-Total Credits		9

Major Subject Area

US History Survey

Choose two.

Course Code	Title	Credits
HIS 111	United States History to 1877	3
HIS 112	United States History Since 1877	3
HIS 115	The History of Equality in America	3
Sub-Total Credits		6

World History Survey

Choose two.

Course Code	Title	Credits
HIS 131	World History to 1500	3
HIS 132	World History Since 1500	3
HIS 133	The World Since 1945	3
Sub-Total Credits		6

European History

(Choose 1)

Course Code	Title	Credits
HIS 202	Twentieth-Century Europe	3
HIS 255	Early Modern Europe, 1350-1700	3
HIS 260	Modern European History, 1700-1900	3
Sub-Total Credits		3

Electives in Major

History Electives

(Choose 5; at least 3 at the 300-level)

Course Code	Title	Credits
HIS 202	Twentieth-Century Europe	3

HIS 211	History of Women in the United States	3
HIS 225	The History of Sports in the US	3
HIS 245	The Holocaust	3
HIS 255	Early Modern Europe, 1350-1700	3
HIS 260	Modern European History, 1700-1900	3
HIS 315	The Civil Rights Movement & Legacy	3
HIS/ENV 320	American Environmental History	3
HIS 340	Genocide in History	3
HIS 345	Modern Political Revolutions	3
HIS 355	Readings in History	3
Sub-Total Credits		15

Students pursuing the B.A. in History are encouraged to earn another major or a minor, to complete an internship, and to study abroad.

General Education Core	26-31
Total Hours in Major	39
Minimum Hours Required for Graduation	120

Bachelor of Arts in International Relations

Degree Type

Bachelor of Arts

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

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

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

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

Bachelor of Arts - International Relations Program Goals

Communicates Effectively

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

Thinks Critically

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

Foundational

Choose one:

Course Code	Title	Credits
POL 101	United States Government	3
POL 121	Introduction to Political Science	3

POL 131	Public Administration	3
POL 141	Public Policy	3
Sub-Total Credits		3

Choose one:

Course Code	Title	Credits
ECO 201	Principles of Economics 1: Macroeconomics	3
INR/POL 350	International Political Economy	3
Sub-Total Credits		3

Major Subject Area

Required:

Course Code	Title	Credits
INR 151	International Relations	3
POL 201	Comparative Politics	3
POL/INR 320	Quantitative Research Methods in Social Sciences	3
POL/INR 490	Capstone Research Project in International Relations/Political Science	3
Sub-Total Credits		12

Electives in Major

Eight courses in International Relations are required. Preferably, at least three of these should be taken as part of the study abroad experience.

Course Code	Title	Credits
INT REL	Study Abroad Class	3
INT REL	Study Abroad Class	3
INT REL	Study Abroad Class	3
Sub-Total Credits		9

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

Course Code	Title	Credits
INR/POL/WGS 216	Women, Power and Global Politics	3
INR 310	International Organizations	3

INR/POL 315	Elections in the World and the United States	3
INR/POL/SOC 330	Poverty and Inequality	3
INR/POL 335	Middle Eastern Politics:The Israeli-Palestinian Conflict	3
INR 340	International Law	3
INR/POL 345	Politics, Power, and Religion	3
INR/POL 350	International Political Economy	3
INR 355	Terrorism	3
INR/POL 360	U.S. Foreign Policy	3
INR 365	International Environmental Policy	3
INR/POL 370	Asian Politics	3
INR/PHI/POL 325	Social and Political Philosophy	3
Sub-Total Credits		15

Supporting Requirements

Divisional Elective

One course must be taken from the following disciplines: *(Must be 200 level or above; May be taken during study abroad).*

- Anthropology
- International
- Business Economics
- Sociology
- English
- Philosophy
- Environmental Studies
- Psychology
- Geography
- Religion
- History Women, Gender, & Sexuality Studies
- Interdisciplinary Studies

Sub-Total Credits		3
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Language Requirement

For native English speakers:

Three semesters of foreign language courses (If a student starts in a 200 or above level course, two semesters of 100-level courses are exempted)

For nonnative English speakers:

- 1) One course in speech communication (3 credit hours)
Choose from: [SPE 101](#) or [SPE 121](#)
- and
- 2) At least one semester of a third language course (3-4 credit hours)

Sub-Total Credits		6-9
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Study Abroad and Experiential Learning Requirement

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

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

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

International students may fulfill their study abroad requirement with INR or related electives offered at Cottey College.

Exceptions to the study abroad requirement may be made for domestic students under extraordinary circumstances. In both cases, program faculty must approve elective courses that would substitute the study abroad requirement.

General Education Core	26-31
Total Hours in Major	51-62
Minimum Hours Required for Graduation	120

Bachelor of Arts in Organizational Leadership Studies

Degree Type

Bachelor of Arts

Faculty: Associate Professor Clyde (coordinator)

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

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

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

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

Curriculum Overview

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

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

Bachelor of Arts - Organizational Leadership Studies Goals

Thinks Critically

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

Communicates Effectively

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

Recognizes the Roles of Women

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

Foundational

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	3
OLS 291	Leadership Excursion	1
OLS 280	Organizational Leadership and Change	3
Sub-Total Credits		7

Major Subject Area

Course Code	Title	Credits
OLS 320	The Leader Within	3
OLS 350	Team Leadership and Group Dynamics	3
OLS 399	Organizational Leadership Internship	1
OLS 420	Leadership Theories and Practices	3
OLS 480	Organizational Leadership Seminar	1
OLS 490	Leadership Capstone Course	3
Sub-Total Credits		14

Choose one

Course Code	Title	Credits
BUS 320	Principles of Management	3
OLS 332	Leadership for Social Change	3
Sub-Total Credits		3

Choose one

Course Code	Title	Credits
BUS 350	Organizational Behavior	3
PSY 345	Industrial-Organizational Psychology	3
Sub-Total Credits		3

Choose one research course

Course Code	Title	Credits
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3
Sub-Total Credits		3-4

Electives in Major

Select four courses from the following (one must be OLS)

Course Code	Title	Credits
ANT/WGS 304	Gender in Cross-Cultural Perspectiv	3

BUS 480	Strategic Management	3
DAN 201	Introduction to Choreography	3
ENV 331	Sustainable Tourism	3
ENV/PHI 225	Environmental Awareness & Ethics	3
ENV 350	Environmental Conditions and Global Economic Development	3
HIS 133	The World Since 1945	3
HIS 211	History of Women in the United States	3
INB/WGS 250	Women and Economic Development	3
INB 450	Corporate Social Responsibility	3
INR/POL/WGS 216	Women, Power and Global Politics	3
INR/POL/SOC 330	Poverty and Inequality	3
OLS 220	The Followership Imperative	3
OLS 260	Ethical Leadership	3
OLS 360	Incusivel Leadership: Gender, Culture and Intersectionality	3
POL 141	Public Policy	3
PSY/SOC 232	Social Psychology	3
PSY 245	Personality Psychology	3
PSY/WGS 331	Psychology of Women and Gender	3
PSY 351	Cross-Cultural Psychology	3
PSY/SOC 355	Psychology of Intergroup Relations	3
PSY 430	Conflict Resolution	3
PSY 445	Emotional Intelligence	3
PSY/WGS 450	Psychology of Sport and Physical Activity	3
SOC/INR/POL 330	Poverty and Inequality	3
SPE 121	Interpersonal Communication	3
SPE 205/WGS 206	Gender and Communication	3
WGS 205	Social Justice & Civic Engagement	3
Sub-Total Credits		12

**While these electives range from 100-level to 400-level in nature, we believe that the value of any of these courses will help a student achieve her individual goal and/or area for development as a leader*

Supporting Requirements

Course Code	Title	Credits
SPE 101	Fundamentals of Speech	3
WRI 253	Professional Writing	3
Sub-Total Credits		6

Choose one

Course Code	Title	Credits
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
Sub-Total Credits		6

NOTE: Up to four required courses outside of OLS (not including electives) may be counted simultaneously for the Organizational Leadership major and another major.

General Education Core	26-31
Total Hours in Major	51-52
Minimum Hours Required for Graduation	120

Bachelor of Arts in Political Science

Degree Type

Bachelor of Arts

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

The Bachelor of Arts degree in Political Science program is intentionally designed to enhance students’ critical engagement with policy debates in the United States, government and politics in different regions of the world, and transnational challenges plaguing the international system. The coursework’s overarching emphasis on social justice will equip students with the skills needed to make meaningful contributions to their local and global communities. A Bachelor of Arts (BA) degree in Political Science will prepare students for multiple career opportunities, including law school, graduate school in Political Science, government service, non-profit organizations, lobbying, international governmental organizations, secondary education (upon completing necessary certification), and journalism.

Bachelor of Arts - International Relations Program Goals

Communicates Effectively

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

Thinks Critically

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

Foundational

Course Code	Title	Credits
POL 101	United States Government	3
INR 151	International Relations	3
POL 201	Comparative Politics	3
POL/INR 320	Quantitative Research Methods in Social Sciences	3
INR/PHI/POL 325	Social and Political Philosophy	3
POL/INR 490	Capstone Research Project in International Relations/Political Science	3
Sub-Total Credits		18

Choose one:

Course Code	Title	Credits
POL 121	Introduction to Political Science	3
POL 131	Public Administration	3
POL 141	Public Policy	3
Sub-Total Credits		3

Choose one:

Course Code	Title	Credits
POL/INR 350	International Political Economy	3
ECO 201	Principles of Economics 1: Macroeconomics	3
Sub-Total Credits		3

Major Subject Area

Course Code	Title	Credits
	One 300-level course in American Government and Politics	3
	One 300-level course in Comparative Politics	3
	One 300-level course in International Relations	3
Sub-Total Credits		9

Electives in Major

Any three electives from the list of electives

Sub-Total Credits		9
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List of Electives/Major Subject Area Courses

American Government and Politics

Course Code	Title	Credits
POL 300	Political Behavior	3
POL/INR 360	U.S. Foreign Policy	3

Comparative Politics

Course Code	Title	Credits
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POL/INR/WGS 216	Women, Power and Global Politics	3
POL 315	Elections in the World and the United States	3
POL/INR/SOC 330	Poverty and Inequality	3
POL/INR 335	Middle Eastern Politics:The Israeli- Palestinian Conflict	3
POL/INR 345	Politics, Power, and Religion	3
POL/INR 370	Asian Politics	3

International Relations

Course Code	Title	Credits
INR 310	International Organizations	3
POL/INR/SOC 330	Poverty and Inequality	3
INR 340	International Law	3
POL/INR 350	International Political Economy	3
INR 355	Terrorism	3
INR 365	International Environmental Policy	3

* No dual fulfillment allowed across ‘Major Subject Area’ courses and ‘Electives’. Additionally, if [INR 350](#) is taken to satisfy foundational requirements, it would not count toward ‘Major Subject Area’ or Electives’

Program Requirement 42
Minor and/or Electives 49-51

General Education Core	26-31
Total Hours in Major	42
Minimum Hours Required for Graduation	120

Bachelor of Arts in Psychology

Degree Type

Bachelor of Arts

Faculty: Professors Tietz and Associate Professor Gilchrist (coordinator)

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

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

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

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

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

Bachelor of Arts - Psychology Program Goals

Enriches Their Knowledge

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

Thinks Critically

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

Communicates Effectively

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

Acts Responsibly

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

Baccalaureate students pursuing another area of study who also wish to pursue a minor in Psychology can find course requirements on page 70.

Foundational

Foundational Requirements

Course Code	Title	Credits
PSY 101	General Psychology	3
MAT 130	Elementary Statistics	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3
PSY 311	Research Methods in Psychology: Psychological Statistics	3
PSY 490	Psychology Senior Capstone	3
Sub-Total Credits		15

Diversity

Choose one

Course Code	Title	Credits
WGS/PSY 321	Human Sexuality	3
WGS/PSY 331	Psychology of Women and Gender	3
PSY 351	Cross-Cultural Psychology	3
Sub-Total Credits		3

Major Subject Area

Biological

Choose one

Course Code	Title	Credits
PSY 235	Biopsychology	3
PSY 248	Sensation and Perception	3
PSY 335	Drugs and Behavior	3
Sub-Total Credits		3

Cognitive

Course Code	Title	Credits
PSY 240	Cognitive Psychology	3
Sub-Total Credits		3

Personality

Choose one

Course Code	Title	Credits
PSY 245	Personality Psychology	3
PSY 350	Psychological Perspectives on Mental Health	3
Sub-Total Credits		3

Social

Choose one

Course Code	Title	Credits
PSY/SOC 232	Social Psychology	3
PSY/SOC 355	Psychology of Intergroup Relations	3
Sub-Total Credits		3

Developmental

Choose one

Course Code	Title	Credits
PSY 307	Psychology of Lifespan Development	4
PSY 308	Psychology of Child and Adolescent Development	4

Sub-Total Credits		4
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Applied

Choose one

Course Code	Title	Credits
PSY 315	Health Psychology	3
PSY 345	Industrial-Organizational Psychology	3
PSY 420	Counseling/Clinical Psychology	3
PSY 430	Conflict Resolution	3
PSY 440	Learning and Conditioning	3
PSY 445	Emotional Intelligence	3
PSY/WGS 450	Psychology of Sport and Physical Activity	3
Sub-Total Credits		3

Electives in Major

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

Course Code	Title	Credits
	Any Psychology Course	3
EDU 310	Educational Psychology	3
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3
IDS 190	Opportunities in Undergraduate Research	1
199/299/399/499	Internship	1-3
Sub-Total Credits		6

Science

Any AST, BIO, CHE, PHY, MAT courses or CSC 110, [CSC 201](#), or CSC 212, or [ENV 120](#), [ENV 130](#), [ENV 270](#), [ENV 310](#), [ENV 315](#), or [ENV 335](#)

Sub-Total Credits		3-4
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Humanities

Any course

	Sub-Total Credits	3
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Communications

Choose one

Course Code	Title	Credits
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
THE 103	Acting Fundamentals	3
THE 122	Performance of Literature	3
THE 203	Acting: Character Development	3
THE 251	THE 251	3
	Sub-Total Credits	3

Social Sciences

Any Social Sciences except Psychology

	Sub-Total Credits	3
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Writing Intensive

Any writing intensive courses; dual fulfillment allowed, usually fulfilled through Research Methods sequence

	Sub-Total Credits	6
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Students who pursue the Bachelor of Arts in the psychology major are required to complete 61-70 hours in psychology and statistics courses by the time of graduation, with 120 hours total; 18 hours of the major (including Senior Capstone) must be completed at Cottey. Students must also complete Assessment Day and other assigned assessment activities as part of graduation requirements.

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

General Education Core	26-31
Total Hours in Major	61-70
Minimum Hours Required for Graduation	120

Bachelor of Arts in Theatre

Degree Type

Bachelor of Arts

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

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

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

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

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

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

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

Bachelor of Arts - Theatre Program Goals

Theatre Majors will learn to:

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

Foundational

Course Code	Title	Credits
THE 101	Introduction to Theater	3
THE 103	Acting Fundamentals	3
THE 110	Stagecraft	3
THE 181	Theatre Production	1
THE 190	Theatre Professional Portfolio	1
THE 240	Script Analysis	3
THE 310	Dramatic Literature	3
THE 315	Theatre for Social Change	3
THE 430	Directing	3
THE 490	Senior Capstone in Theatre	3
Sub-Total Credits		32

[THE 181](#) and [THE 190](#) taken for times each for the major

Major Subject Area

Choose either the General Theatre Focus or the Social Change Track

General Theatre Focus

Course Code	Title	Credits
THE 122	Performance of Literature	3
THE 177	Theatre & Event Entertainment Tech	2
THE 203	Acting: Character Development	3
THE 230	Stage Makeup	3
THE 284	Stage Management	3
	THE 325 Theatrical Costume Design or THE 355 Scenic Design	3
Sub-Total Credits		17

Social Change Track

Course Code	Title	Credits
INB 450	Corporate Social Responsibility	3
OLS/WGS 102	Foundations in Leadership	3
OLS 332	Leadership for Social Change	3
THE 499	Internship/Service Project	1-2
WGS 205	Social Justice & Civic Engagement	3
	Sub-Total Credits	13-14

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

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

Electives in Major

Choose 5 credit hours:

(THE 122 is elective for Social Change Track only)

Course Code	Title	Credits
ART 111	2-D Design	3
ART 131	Drawing I	3
DAN 110	Beginning Dance Technique	1
DAN 120	Traditional and Social Dance	1
DAN 136	Musical Theatre Dance	1
DAN 145	Improvisation	1
DAN 200	Dance Company	2
DAN 201	Introduction to Choreography	3
DAN 210	Intermediate/Advanced Dance Technique	1
DAN 281	Intermediate/Advanced Improvisation	1
MUS 101	Music Appreciation	3
MUS 185	Women in Music	3
THE 122	Performance of Literature	3
THE 177	Theatre & Event Entertainment Tech	2
	Sub-Total Credits	5

Choose one:

Course Code	Title	Credits
SPE 101	Fundamentals of Speech	3
SPE 110	Media and Society	3
	Sub-Total Credits	3

General Education Core	26-31
Total Hours in Major	53-57
Minimum Hours Required for Graduation	120

Bachelor of Arts in Women, Gender, & Sexuality Studies

Degree Type

Bachelor of Arts

Faculty: Professors Firkus, Quick, Stubblefield, and Tietz; Associate Professors Clyde, Roy and Verklan (coordinator)

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

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

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

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

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

Recognizes the Roles of Women

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

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

Thinks Critically

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

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

Communicates Effectively

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

Foundational

Course Code	Title	Credits
WGS 105	Intro to Women, Gender & Sexuality	3
WGS 199	Internship	3
WGS 350	Feminist Theories	3
WGS 490	Capstone	3
Sub-Total Credits		12

**WGS 105 is a program prerequisite, meaning students must take WGS 105 before enrolling in any upper-division WGS course.*

Electives in Major

(Nine WGS and WGS cross-listed courses)

- At least two courses must be from the humanities/ fine arts.
- At least two courses must be from the social sciences/natural sciences.
- At least one course must have a non-Western focus. *[This requirement can be fulfilled simultaneously with one of the preceding two.]*
- No more than two electives can be taken below the 200 level, and at least three of the electives must be taken above the 200 level.
- Up to three courses may be counted simultaneously for the WGS major and another major or minor.

Sub-Total Credits	27
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Math

Choose one. No minimum grade; no dual fulfillment

Course Code	Title	Credits
PHI 200	Logic and Critical Thinking	3
MAT 130	Elementary Statistics	3
Sub-Total Credits		6

Two upper-division Writing-Intensive Courses

Dual fulfillment allowed

	Sub-Total Credits	6
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Fulfillment of a minor or second major

*Please note: the minimum credit hours necessary towards fulfillment of the minor and/or second major will depend on how the student selects courses for the Cottey core, additional degree requirements, and WGS electives.

	Sub-Total Credits	6-18
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General Education Core	26-31
Total Hours in Major	60-74
Minimum Hours Required for Graduation	120

Bachelor of Arts or Bachelor of Science in Secondary Education

Degree Type

Bachelor of Arts
Bachelor of Science

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

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

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

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

Communicates Effectively

A 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.

Degrees and Certifications

The certification track allows students to pursue Missouri certification upon program completion. Students must meet all criteria for Missouri licensure to be awarded an initial teacher certification. This initial certification is NOT applicable to other states. Students who wish to teach in another state must meet that state’s requirements for licensure, which may mean additional coursework and/or

assessment. The non-certification track allows students to receive a degree in education studies for positions that do not require teaching certification or for students who may wish to pursue alternate routes toward teacher certification after graduation. The education minor is for students who think they may want to teach in the future but are committed to a different academic program. The minor may reduce the number of required hours for certification if the student decides to pursue an alternate route to certification.

All programs are aligned with current requirements for educator preparation accreditation by the Missouri Department of Elementary and Secondary Education (DESE). Students living in a state other than Missouri, as designated by their location (see location policy), must sign an attestation form indicating their awareness that *The Relational Teacher* educator preparation program at Cottey College meets educator preparation requirements for initial teaching licensure in Missouri only. It is the student’s responsibility to seek out a particular state’s licensure board or agency/entity to determine eligibility for licensure in that state, if they choose to seek licensure in another state.

Certification	Non-Certification
<p>Secondary (grades 9-12)</p> <p><i>Cottey College’s Secondary Education major is focused on contributing highly effective teachers in the sciences and other fields for grades 9-12. Teachers completing an education degree at Cottey are equipped to adapt to the educational needs of the next generation of students.</i></p> <p>Certifications: BA/BS in Secondary Education - English</p> <p>Certifications: BA/BS in Secondary Education - Social Science</p> <p>Certifications: BA/BS in Secondary Education - Speech/Theatre</p> <p>Certifications: BS in Secondary Education - Biology</p> <p>Certifications: BS in Secondary Education - Business Education</p> <p>Certifications: BS in Secondary Education - Chemistry</p> <p>Certifications: BS in Secondary Education - Education Studies, Secondary</p> <p>Certifications: BS in Secondary Education - Mathematics</p>	<p>Education Studies</p> <p><i>The Education Studies track is intended for students who do not meet state criteria for certification or for students whose career goals do not require teaching certification. Education Studies Track students are not required to meet the Education Program admission requirements.</i></p> <p>Bachelor of Science in Education Studies, Secondary</p>

Admission for Certification Program

Cottey College students desiring to become a Secondary Education major will need to apply for acceptance into the Educator Preparation Program. Students begin the application process during EDU 210, Foundations of Education.

The application process is based upon three criteria:

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

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

- 1. **Academic performance**
 - Complete EDU 210 Foundations of Education with a grade of "C" or higher.
 - Provide evidence of adequate grade point average (3.00 Content, and 3.00 Education) with an official transcript.
- 2. **Disposition**
 - Provide two faculty recommendations for the purpose of identifying academic performance dispositions, and potential as a future educator.
 - Provide one non-faculty recommendation for the purpose of identifying dispositions, experience with youth, and potential as a future educator.
- 3. **Evidence(s) of commitment to teaching and learning**
 - Submit a completed application to the Education Department coordinator
 - Submit a 500-600 word essay reflecting personal philosophy of education and reasons to enter the teaching profession
 - Complete portfolio checkpoint 1
 - Background check
 - Minimum of 15 documented field experience hours
 - Field experience summaries
 - Interview with Education Admission Program Committee

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

Field Experiences

The field experiences involve activities in professional education, which include observations, tutoring, and assisting teachers in off-campus classroom settings.

The field experiences include a minimum of 75 hours of field visits in secondary schools (grades 9-12) with diverse school populations and in diverse settings (urban, suburban, rural) with 30 hours at entry level and 45 hours at a mid-level point. Student teaching requires 12 weeks. These entry and mid-program field visits include observations and practice teaching in the presence of a secondary school teacher licensed in the appropriate certification area.

Written documentation of these field experiences, candidate reflection, and teacher evaluation of candidates are required for all observations.

Clock Hours	Semester Hours	Course
Entry Level - 30 hours	1	EDU 290 Field Experience I
Mid-Program - 45 hours	1	EDU 390 Field Experience II
Culminating - 12 weeks	12	EDU 490 Student Teaching

Assessment: Candidate

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

- Course embedded assessments (rubrics correlating with course assignments)
- Candidate field experience evaluations (entry, mid-level, and student teaching)
- Candidate portfolio artifacts and reflective summaries integrated throughout the program
- Candidate ETS-Praxis Content Assessments
- Candidate Missouri Educator Evaluation System (MEES)

Continuation in the program is contingent upon maintaining an adequate GPA and appropriate disposition assessments.

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

Course	Benchmark	Exam
EDU 210	Entry	GPA, Disposition Assessment, apply for admission
EDU 382-386	Methods	ETS-Praxis Content Assessments
EDU 490	Student Teaching	Missouri Educator Evaluation System (MEES)

Certifications: BA in Elementary Education

Degree Type

Bachelor of Arts

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 240	Elementary Science Content	3
EDU 250	Mathematics for Elementary Teachers I	3
EDU 251	Mathematics for Elementary Teachers II	3
EDU 260	Writing & Grammar in Elementary Classrooms	4
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 318	Language Acquisition and Development of Young Children	3
EDU 320	The Exceptional Learner	3
EDU 326	Literacy in Elementary Schools	3
EDU 372	Teaching in Elementary Schools	3
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 380	Elementary Math Methods	3
EDU 381	Elementary Science Methods	3
EDU 387	Integrated Methods I: Literacy and Social Studies	3
EDU 388	Integrated Methods II: Literacy, Movements and the Arts	3
EDU 390	Field Experience II	1
EDU 490	Student Teaching	12
ENG 308	Children's/Young Adult Literature	3
ENV 125	World Regional Geography	3
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	77

Supporting Requirements

Course Code	Title	Credits
HIS 111	United States History to 1877	3
HIS 112	United States History Since 1877	3
POL 101	United States Government	3
	Sub-Total Credits	9

General Education Core	26-31
Total Hours in Major	90
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - English

Degree Type

Bachelor of Arts

Bachelor of Science

ENGLISH

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 382	Secondary Methods of Teaching English	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Composition and Rhetoric

Course Code	Title	Credits
WRI 360	Teaching Writing	3
	Sub-Total Credits	3

Choose three of the following:

Course Code	Title	Credits
WRI 251	Creative Writing	3
WRI 252	Introduction to Genre	3
WRI 253	Professional Writing	3
	WRI 350-358 Special Topics in Advanced Writing	3
	Sub-Total Credits	9

Study of English Language

Course Code	Title	Credits
ENG 280	English Grammar and Usage	3
ENG 312	History of the English Language	3
	Sub-Total Credits	6

American Literature

Course Code	Title	Credits
ENG 308	Children's/Young Adult Literature	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
ENG 205	American Literature 1	3
ENG 206	American Literature 2	3
ENG 231	African-American Literature	3
ENG 326	The American Novel	3
EDU 382	Secondary Methods of Teaching English	3
	Sub-Total Credits	3

English and/or World Literature

Course Code	Title	Credits
ENG 201	English Literature 1	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
ENG 202	English Literature 2	3
ENG 234	World Literature	3

	Sub-Total Credits	3
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Electives in Major

Choose one of the following:

Course Code	Title	Credits
ENG/WGS 224	Women Writers	3
ENG/WGS 334	Poetry as Protest	3
ENG/WGS 333	"Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)	3
ENG/WGS 351	Good Girls and Wild Women	3
ENG/WGS 364	"Make it New!": Women and Literary Modernism	3
ENG/WGS 371	Jane Austen	3
ENG/WGS 372	Toni Morrison	3
ENG/WGS 374	Edith Wharton	3
ENG 383	Animals in Literature	3
	Sub-Total Credits	27

General Education Core	26-31
Total Hours in Major	78
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - Social Science

Degree Type

Bachelor of Arts
Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 385	Secondary Methods of Teachng Social Science	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
BUS 425	Topics in Business	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

U.S. History

Course Code	Title	Credits
HIS 111	United States History to 1877	3
HIS 112	United States History Since 1877	3
	Sub-Total Credits	6

Choose two of the following:

Course Code	Title	Credits
HIS 115	The History of Equality in America	3
HIS 225	The History of Sports in the US	3
HIS 211	History of Women in the United States	3
HIS 315	The Civil Rights Movement & Legacy	3
HIS/ENV 320	American Environmental History	3
HIS 360	American Constitutional History	3
	Sub-Total Credits	6

World History

Choose three of the following:

Course Code	Title	Credits
HIS 131	World History to 1500	3
HIS 132	World History Since 1500	3
HIS 133	The World Since 1945	3
HIS 202	Twentieth-Century Europe	3
HIS 245	The Holocaust	3
HIS 255	Early Modern Europe, 1350-1700	3
HIS 260	Modern European History, 1700-1900	3
HIS 340	Genocide in History	3
HIS 345	Modern Political Revolutions	3
	Sub-Total Credits	9

Political Science

Course Code	Title	Credits
POL 101	United States Government	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
POL 121	Introduction to Political Science	3
POL 141	Public Policy	3
POL 201	Comparative Politics	3
POL 315	Elections in the World and the United States	3
POL/INR 370	Asian Politics	3
	Sub-Total Credits	3

Economics

Choose one of the following:

Course Code	Title	Credits
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Prin of Econ 2: Microeconomics	3
Sub-Total Credits		3

Geography

Course Code	Title	Credits
ENV 125	World Regional Geography	3
Sub-Total Credits		3

Behavioral Science

Choose two of the following:

Course Code	Title	Credits
ANT 101	General Anthropology	3
ANT/WGS 201	Introduction to Cultural Anthropology	3
ANT 250	Language and Culture	3
PSY/SOC 232	Social Psychology	3
PSY 240	Cognitive Psychology	3
PSY/WGS 321	Human Sexuality	3
PSY 335	Drugs and Behavior	3
PSY 350	Psychological Perspectives on Mental Health	3
PSY/SOC 355	Psychology of Intergroup Relations	3
SOC 101	Introductory Sociology	3
ANT/SOC 235	Race, Class, Gender, and Sexuality	3
SOC/INR/POL 330	Poverty and Inequality	3
Sub-Total Credits		6

General Education Core	26-31
Total Hours in Major	84
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - Speech/Theatre

Degree Type

Bachelor of Arts

Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 386	Secondary Methods of Teaching Speech & Theatre	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Speech

Course Code	Title	Credits
SPE 360	Debate	3
	Sub-Total Credits	3

Choose three of the following:

Course Code	Title	Credits
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SPE 101	Fundamentals of Speech	3
SPE 110	Media and Society	3
SPE 121	Interpersonal Communication	3
THE 122	Performance of Literature	3
	Sub-Total Credits	12

Theatre

Choose 12 credit hours from the following:

Course Code	Title	Credits
THE 103	Acting Fundamentals	3
THE 110	Stagecraft	3
THE 181	Theatre Production	1
THE 284	Stage Management	3
THE 310	Dramatic Literature	3
THE 430	Directing	3
	Sub-Total Credits	12

Electives in Major

Select at least 6 hours not used to fill other requirements:

Course Code	Title	Credits
SPE 110	Media and Society	3
THE 101	Introduction to Theater	3
THE 177	Theatre & Event Entertainment Tech	2
THE 203	Acting: Character Development	3
THE 230	Stage Makeup	3
THE 315	Theatre for Social Change	3
THE 325	Theatrical Costume Design	3
THE 355	Scene Design	3
THE 430	Directing	3
	Sub-Total Credits	6

General Education Core	26-31
Total Hours in Major	75
Minimum Hours Required for Graduation	120

Bachelor of Science

Bachelor of Arts or Bachelor of Science in Secondary Education

Degree Type

- Bachelor of Arts
- Bachelor of Science

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

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

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

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

Communicates Effectively

A 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.

Degrees and Certifications

The certification track allows students to pursue Missouri certification upon program completion. Students must meet all criteria for Missouri licensure to be awarded an initial teacher certification. This

initial certification is NOT applicable to other states. Students who wish to teach in another state must meet that state’s requirements for licensure, which may mean additional coursework and/or assessment. The non-certification track allows students to receive a degree in education studies for positions that do not require teaching certification or for students who may wish to pursue alternate routes toward teacher certification after graduation. The education minor is for students who think they may want to teach in the future but are committed to a different academic program. The minor may reduce the number of required hours for certification if the student decides to pursue an alternate route to certification.

All programs are aligned with current requirements for educator preparation accreditation by the Missouri Department of Elementary and Secondary Education (DESE). Students living in a state other than Missouri, as designated by their location (see location policy), must sign an attestation form indicating their awareness that *The Relational Teacher* educator preparation program at Cottey College meets educator preparation requirements for initial teaching licensure in Missouri only. It is the student’s responsibility to seek out a particular state’s licensure board or agency/entity to determine eligibility for licensure in that state, if they choose to seek licensure in another state.

Certification	Non-Certification
<p>Secondary (grades 9-12)</p> <p><i>Cottey College’s Secondary Education major is focused on contributing highly effective teachers in the sciences and other fields for grades 9-12. Teachers completing an education degree at Cottey are equipped to adapt to the educational needs of the next generation of students.</i></p> <p>Certifications: BA/BS in Secondary Education - English</p> <p>Certifications: BA/BS in Secondary Education - Social Science</p> <p>Certifications: BA/BS in Secondary Education - Speech/Theatre</p> <p>Certifications: BS in Secondary Education - Biology</p> <p>Certifications: BS in Secondary Education - Business Education</p> <p>Certifications: BS in Secondary Education - Chemistry</p> <p>Certifications: BS in Secondary Education - Education Studies, Secondary</p> <p>Certifications: BS in Secondary Education - Mathematics</p>	<p>Education Studies</p> <p><i>The Education Studies track is intended for students who do not meet state criteria for certification or for students whose career goals do not require teaching certification. Education Studies Track students are not required to meet the Education Program admission requirements.</i></p> <p>Bachelor of Science in Education Studies, Secondary</p>

Admission for Certification Program

Cottey College students desiring to become a Secondary Education major will need to apply for acceptance into the Educator Preparation Program. Students begin the application process during EDU 210, Foundations of Education.

The application process is based upon three criteria:

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

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

- 1. **Academic performance**
 - Complete EDU 210 Foundations of Education with a grade of "C" or higher.
 - Provide evidence of adequate grade point average (3.00 Content, and 3.00 Education) with an official transcript.
- 2. **Disposition**
 - Provide two faculty recommendations for the purpose of identifying academic performance dispositions, and potential as a future educator.
 - Provide one non-faculty recommendation for the purpose of identifying dispositions, experience with youth, and potential as a future educator.
- 3. **Evidence(s) of commitment to teaching and learning**
 - Submit a completed application to the Education Department coordinator
 - Submit a 500-600 word essay reflecting personal philosophy of education and reasons to enter the teaching profession
 - Complete portfolio checkpoint 1
 - Background check
 - Minimum of 15 documented field experience hours
 - Field experience summaries
 - Interview with Education Admission Program Committee

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

Field Experiences

The field experiences involve activities in professional education, which include observations, tutoring, and assisting teachers in off-campus classroom settings.

The field experiences include a minimum of 75 hours of field visits in secondary schools (grades 9-12) with diverse school populations and in diverse settings (urban, suburban, rural) with 30 hours at entry level and 45 hours at a mid-level point. Student teaching requires 12 weeks. These entry and mid-program field visits include observations and practice teaching in the presence of a secondary school teacher licensed in the appropriate certification area.

Written documentation of these field experiences, candidate reflection, and teacher evaluation of candidates are required for all observations.

Clock Hours	Semester Hours	Course
Entry Level - 30 hours	1	EDU 290 Field Experience I
Mid-Program - 45 hours	1	EDU 390 Field Experience II
Culminating - 12 weeks	12	EDU 490 Student Teaching

Assessment: Candidate

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

- Course embedded assessments (rubrics correlating with course assignments)
- Candidate field experience evaluations (entry, mid-level, and student teaching)
- Candidate portfolio artifacts and reflective summaries integrated throughout the program
- Candidate ETS-Praxis Content Assessments
- Candidate Missouri Educator Evaluation System (MEES)

Continuation in the program is contingent upon maintaining an adequate GPA and appropriate disposition assessments.

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

Course	Benchmark	Exam
EDU 210	Entry	GPA, Disposition Assessment, apply for admission
EDU 382-386	Methods	ETS-Praxis Content Assessments
EDU 490	Student Teaching	Missouri Educator Evaluation System (MEES)

Bachelor of Science in Biology

Degree Type

Bachelor of Science

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

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

The biology facilities are located in Grantham Hall with laboratories for biology classes and cadaver dissection and prosection. Located at B.I.L. Hill is a natural field site that contains both woodland and wetland environments.

Bachelor of Science - Biology Program Goals

Enriches Knowledge

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

Thinks Critically

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

Communicates Effectively

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

Foundational

Course Code	Title	Credits
BIO 107	Principles of Biology I with Lab	4
BIO 108	Principles of Biology II with Lab	4
BIO 180	Introduction to Scientific Literature	1
BIO 204	Genetics with Lab	4
CHE 210	General Chemistry 1	4
CHE 211	General Chemistry 1 Laboratory	1
CHE 212	General Chemistry 2	4
CHE 213	General Chemistry 2 Lab	1
	Sub-Total Credits	23

Major Subject Area

Course Code	Title	Credits
BIO 390	Communicating Science	1
BIO 490	Biology Capstone	3
	Sub-Total Credits	4

Electives in Major

(At least four courses must have a laboratory component.)

Choose from the following:

Course Code	Title	Credits
BIO 115	Human Nutrition	3
BIO/ENV 120	Introduction to Environmental Science	3
BIO 125	Botany with Lab	4
BIO 207	Zoology with Lab	4
BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
BIO 250	Ecology with Lab	4
BIO 301	Molecular Biology with Lab	5
BIO 310	Cell Biology	3
BIO 320	Animal Behavior	3
BIO 330	Introduction to Virology	3
BIO 340	Human Cadaver Dissection and Prosection	2
BIO 350	Evolution	3
BIO 360	Microbiology with Lab	4
	CHE 340/341 Biochemistry/Lab	5
BIO/HBS 440	Molecular Mechanism of Disease	3
	Sub-Total Credits	24

Supporting Requirements

Physics

Choose one:

Course Code	Title	Credits
PHY 101	Introductory Physics	4
PHY 205	General Physics 1 with lab	4
	Sub-Total Credits	4

Mathematics

Choose one:

Course Code	Title	Credits
MAT 130	Elementary Statistics	3
MAT 210	Calculus 1	4
Sub-Total Credits		3-4

Social Sciences

Select one course from the list or choose a 300-level or above class from anthropology, environmental studies, psychology, or sociology, as approved by the program coordinator.

Course Code	Title	Credits
ENV 315	Ecosystems, Function & Management	3
ENV 335	Earth Science: Soil, Water, Atmosphere	3
PSY 235	Biopsychology	3
PSY 335	Drugs and Behavior	3
Sub-Total Credits		3

Writing

Course Code	Title	Credits
	Writing intensive course, 200-level or above	3
Sub-Total Credits		3

Experiential Learning

Course Code	Title	Credits
	Internship, independent study, or independent research	3
Sub-Total Credits		3

Note: 12 credit hours must be at the 300-level or higher

General Education Core	26-31
Total Hours in Major	67-68
Minimum Hours Required for Graduation	120

Bachelor of Science in Business Administration

Degree Type

Bachelor of Science

Faculty: Associate Professors Chelminska (coordinator) and Ogren, and Assistant Professor Bruce.

A core set of business courses provides the foundation for students pursuing careers in fields such as management, global operations, entrepreneurship, marketing, sales, and customer service. Students are advised to plan their schedules strategically to align with the requirements of their intended areas of study. Cottey offers all standard prerequisite business courses required for students planning to transfer into a different business major.

Cottey offers a Bachelor of Science degree in Business Administration with five possible concentrations to choose from: Management, International Business, Marketing, Entrepreneurship, and Fine Arts Management. We also offer minors such as Business, Finance, and Corporate Social Responsibility. Moreover, all students can participate in a semester-long study abroad experience upon application and approval.

Business students are encouraged to get involved in a variety of organizations and campus activities. Those interested in entrepreneurship can explore the skills needed for success through hands-on experience in the Spirit Shop - Cottey's Entrepreneurial Lab. Through this opportunity, students learn how to start and operate a business, develop a business plan, manage finances and budgets, market products or services, improve internal processes, evaluate outcomes, and adapt as needed to support long-term success. Students may also join the Future Business Leaders of America-Phi Beta Lambda (FBLA), where they can build leadership skills, compete in business-related events, and attend conferences to connect with peers who share similar interests.

Experiential learning opportunities include on-site visits to local businesses, attendance at national conferences organized by organizations such as FBLA and NASBITE International, trips to Kansas City locations such as the City Market, World Trade Center, Federal Reserve Bank or to attend the Global Entrepreneurship Week. The business department organizes networking events and mentoring programs on campus, provides a creative hub for crafting, innovation, and hands-on experimentation, sponsors trips to career fairs, and assists in obtaining certifications in fields such as HR, Export/Import, and more.

Business students are encouraged to explore electives in theatre (to strengthen presentation and public speaking skills), leadership (to

learn how to lead effectively), environmental studies (to understand sustainable business practices), and psychology (to gain insight into human behavior and motivation).

Cottey's business program is designed to develop thoughtful, innovative, and ethical leaders ready to succeed in today's dynamic business environment.

Bachelor of Science - Business Administration Goals

Communicates Effectively

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

Thinks Critically

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

Solves Problems

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

Foundational (Business Core)

Course Code	Title	Credits
	BUS 101 Intro to Business or INB 110 Intro to International Business	3
BUS 105	Business Communication	3
BUS 211	Principles of Accounting 1: Financial Accounting	3
BUS 212	Principles of Accounting 2: Managerial Acct.	3
BUS/MAT 270	Data Analytics & Visualization	3
BUS 320	Principles of Management	3
BUS 325	Principles of Marketing	3
BUS 340	Principles of Finance	3
BUS 350	Organizational Behavior	3
BUS 480	Strategic Management	3
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Prin of Econ 2: Microeconomics	3
INB 450	Corporate Social Responsibility	3
MAT 130	Elementary Statistics	3
OLS/WGS 102	Foundations in Leadership	3
PHI 205	Ethics	3

	Sub-Total Credits	48
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Concentration in Management

Major Subject Area

Course Code	Title	Credits
BUS 310	Management Information Systems	3
BUS 315	Operations Management	3
INB 480	International Management	3
BUS 399	Internship	3
	Sub-Total Credits	12

Electives in Major

Choose three:

Course Code	Title	Credits
BUS 260	Legal Environment of Business	3
BUS 335	Principles of Entrepreneurship and Small Business Management	3
BUS 150	Entrepreneurial Lab	0-3
BUS 355	Human Resource Management	3
BUS 425	Topics in Business	3
BUS XXX	Actuarial Science	3
OLS 320	The Leader Within	3
OLS 420	Leadership Theories and Practices	3
PSY 430	Conflict Resolution	3
	Sub-Total Credits	9

[BUS 150](#): Taken 2x

Concentration in International Business

Major Subject Area

Course Code	Title	Credits
	BUS 310 Management Information Systems or BUS 315 Operations Management	3
INB 345	Export Policies and Procedures	3
INB 399	Internship	3
INB 480	International Management	3
	Sub-Total Credits	12

Electives in Major

Choose three:

Course Code	Title	Credits
BUS 150	Entrepreneurial Lab	0-3
INR/POL/WGS 216	Women, Power and Global Politics	3
INR 310	International Organizations	3
INR 340	International Law	3
INR/POL 350	International Political Economy	3
ANT/WGS 201	Introduction to Cultural Anthropology	3
ANT 250	Language and Culture	3
ENV 331	Sustainable Tourism	3
	ENV XXX Sustainability in Action OR Study Abroad by Approval	3-9
	Sub-Total Credits	9

[BUS 150](#): Taken 2x

Language Requirement

Two semesters, same language

	Sub-Total Credits	6-8
Total Credits for Major: 77		

Concentration in Marketing

Major Subject Area

Course Code	Title	Credits
BUS 360	International Marketing	3
BUS 365	Professional Sales & Marketing	3
BUS 370	Digital Marketing	3
BUS 399	Internship	3
	Sub-Total Credits	12

Electives in Major

Choose three:

Course Code	Title	Credits
BUS 260	Legal Environment of Business	3

BUS 335	Principles of Entrepreneurship and Small Business Management	3
OLS 320	The Leader Within	3
BUS 310	Management Information Systems	3
BUS 355	Human Resource Management	3
SOC/PSY 232	Social Psychology	3
WGS/ANT 201	Introduction to Cultural Anthropology	3
ART 260	Introduction to Graphic Design	3
ART 297	Digital Photography	3
	Sub-Total Credits	9

Concentration in Entrepreneurship

Major Subject Area

Course Code	Title	Credits
BUS 335	Principles of Entrepreneurship and Small Business Management	3
BUS 150	Entrepreneurial Lab	0-3
OLS 320	The Leader Within	3
BUS 399	Internship	3
	Sub-Total Credits	9-12

BUS 150: Taken 3x

Electives in Major

Choose three:

Course Code	Title	Credits
ART 260	Introduction to Graphic Design	3
BUS 260	Legal Environment of Business	3
BUS 310	Management Information Systems	3
BUS 315	Operations Management	3
BUS 335	Principles of Entrepreneurship and Small Business Management	3
BUS 355	Human Resource Management	3
BUS 365	Professional Sales & Marketing	3
BUS 370	Digital Marketing	3
INB 480	International Management	3
OLS 320	The Leader Within	3
OLS 280	Organizational Leadership and Change	3

Sub-Total Credits	9
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Concentration in Fine Arts Management

Major Subject Area

Course Code	Title	Credits
THE 210	Art Administration and Management	3-4
BUS 335	Principles of Entrepreneurship and Small Business Management	3
THE 177	Theatre & Event Entertainment Tech	2
BUS 399	Internship	3
	Sub-Total Credits	11-12

Electives in Major

Choose three:

Course Code	Title	Credits
ART 260	Introduction to Graphic Design	3
ART 265	Arts in the Community	3
ART 297	Digital Photography	3
WGS/ANT 201	Introduction to Cultural Anthropology	3
ANT 350	The Anthropology of Music and Dance	3
BUS 370	Digital Marketing	3
SOC/PSY 232	Social Psychology	3
THE 315	Theatre for Social Change	3
OLS 320	The Leader Within	3
	Sub-Total Credits	9

General Education Core	26-31
Total Hours in Major	69-77
Minimum Hours Required for Graduation	120

Bachelor of Science in Criminology

Degree Type

Bachelor of Science

Faculty: Professor Quick and Assistant Professor Miriyam (coordinator)

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

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

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

Bachelor of Science - Criminology Program Goals

Enriches Their Knowledge

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

Thinks Critically

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

Communicates Effectively

A Cottey Criminology student demonstrates effective communication of ideas.

Acts Responsibly

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

Foundational

Course Code	Title	Credits
CRM 101	The Criminal Justice System	3
CRM 110	Domestic and Family Violence	3
CRM/SOC 201	Criminology	3
CRM 490	Senior Capstone in Criminology	3
SOC 101	Introductory Sociology	3
MAT 130	Elementary Statistics	3
Sub-Total Credits		18

Research Methods

Choose One

Course Code	Title	Credits
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3
PSY 311	Research Methods in Psychology: Psychological Statistics	3
Sub-Total Credits		3-4

Major Subject Area

Criminology

Choose three

Course Code	Title	Credits
CRM 275	Corrections	3
CRM 230	Victimology	3
CRM/SOC 301	Juvenile Justice	3
CRM 305	Comparative Criminal Justice	3
CRM/SOC 370	Topics in Criminology	1-3
Sub-Total Credits		9

Public Administration, Law, & Ethics

Choose three

Course Code	Title	Credits
BUS 260	Legal Environment of Business	3
INB 450	Corporate Social Responsibility	3
INR 340	International Law	3
INR 355	Terrorism	3
PHI 205	Ethics	3
PHI 215	Bioethics	3
POL 131	Public Administration	3
POL 141	Public Policy	3
Sub-Total Credits		9

Choose three non-CRM courses in the Social Sciences (ANT, INR, PSY, POL, or SOC designators) 200-level or above, one may be a two-credit hour course.

Sub-Total Credits	8-9
General Education Core	26-31
Total Hours in Major	56-61
Minimum Hours Required for Graduation	120

Investigation and Data Analysis

Choose three

Course Code	Title	Credits
CHE 110	Intro to Forensic Chemistry with Lab	4
CHE 210	General Chemistry 1	4
BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
BIO 340	Human Cadaver Dissection and Prosection	2
BIO 107	Principles of Biology I with Lab	4
BIO 204	Genetics with Lab	4
BUS 211	Principles of Accounting 1: Financial Accounting	3
ENV 270	Introduction to Geographic Information Systems (GIS) and Geospatial Technology	3
ENV 310	Mastering Geographic Information Systems (GIS)	3
Any above listed methods courses not taken as a core requirement		3-4
Sub-Total Credits		8-12

Electives in Major

Social Sciences

Bachelor of Science in Education Studies, Secondary

Minimum Hours Required for Graduation120

Degree Type

Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 210	Foundations of Education	3
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 38x	Secondary Methods of Teaching (Content Area)	3
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 485	Research Foundations in Education	3
EDU 495	Education Rsrch Capstone	3
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	37

Supporting Requirements

Content Area

Choose a minimum of 35 credit hours in one of the following focus areas.

- Fine Arts (Art, Music, Theatre)
- Mathematics/Business (Mathematics, Business, Economics)
- Science (Astronomy, Biology, Chemistry, Physics)
- Social Sciences/Humanities (Economics, English, Environmental Studies, History, Political Science, Philosophy, Psychology, Writing)
- Physical (Dance, Physical Education)

Sub-Total Credits	35
General Education Core	26-31
Total Hours in Major	72

Bachelor of Science in Health and Biomedical Sciences

Degree Type

Bachelor of Science

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

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

Option (1) - Careers in the Medical Fields

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

Option (2) - Careers in Biomedical Research

- Aging
- Biochemistry
- Cancer
- HIV/AIDS
- Infection and Immunity

- Neuroscience
- Pharmacology
- Stem Cells
- Traumatic Brain Injury
- More ...

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

Bachelor of Science - Health & Biomedical Sciences Program Goals

Thinks Critically

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

Enriches Knowledge

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

Acts Responsibly

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

Communicates Effectively

A Cottey HBS student develops scientific and professional communication skills.

Foundational

Course Code	Title	Credits
BIO 107	Principles of Biology I with Lab	4
BIO 108	Principles of Biology II with Lab	4
BIO 204	Genetics with Lab	4
	CHE 210/211 General Chemistry 1/Lab	5
	CHE 212/213 General Chemistry 2/Lab	5
	CHE 320/321 Organic Chemistry 1/Lab	5
PHY 205	General Physics 1 with lab	4
PHY 206	General Physics 2 with Lab	4
HBS 190	Health & Biomedical Sciences Seminar I	1
HBS 290	Health & Biomedical Sciences Seminar II	1
HBS 390	Health & Biomedical Sciences Seminar III	1

HBS 490	Health & Biomedical Sciences Capstone Research Project/ Outreach Project	3
Sub-Total Credits		41

*[BIO 107](#) Satisfies the Sciences core requirement

Electives in Major

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

Course Code	Title	Credits
BIO 115	Human Nutrition	3
BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
BIO 301	Molecular Biology with Lab	5
BIO 310	Cell Biology	3
BIO 330	Introduction to Virology	3
BIO 360	Microbiology with Lab	4
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
	CHE 322/323 Organic Chemistry II/Lab	5
	CHE 340/341 Biochemistry/Lab	5
CHE 410	Advanced Biochemistry	3
HBS 410	Principles of Medical Diagnostics	3
HBS/BIO 440	Molecular Mechanism of Disease	3
Sub-Total Credits		13-19

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

Supporting Requirements

Mathematics

Course Code	Title	Credits
MAT 130	Elementary Statistics	3
MAT 210	Calculus 1	4
Sub-Total Credits		7

*Satisfies the Mathematics core requirement

Oral Communication

Course Code	Title	Credits
SPE 121	Interpersonal Communication	3
Sub-Total Credits		3

*[SPE 121](#) Satisfies the Fine Arts core requirement

Ethics

Choose one of the following:

Course Code	Title	Credits
PHI 205	Ethics	3
OLS 260	Ethical Leadership	3
Sub-Total Credits		3

*[PHI 205](#) satisfies the Humanities core requirement

Psychology/Sociology

Course Code	Title	Credits
PSY 101	General Psychology	3
	Choose one: Any PSY 2xx-4xx Course OR SOC 101	3
Sub-Total Credits		6

*[PSY 101](#) satisfies the Social Sciences core requirement

Social Justice

Course Code	Title	Credits
WGS 205	Social Justice & Civic Engagement	3
Sub-Total Credits		3

*Satisfies the WGS core requirement

Advanced Learning*

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

Course Code	Title	Credits
	Internship, Independent Study, Research, Service Learning, Special Topics Course, OR Study Abroad (3)	1-3
Sub-Total Credits		3

***These courses may be taken more than once**

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

General Education Core	26-31
Total Hours in Major	60-62
Minimum Hours Required for Graduation	120

Bachelor of Science in Psychology

Degree Type

Bachelor of Science

Faculty: Professors Tietz and Associate Professor Gilchrist (coordinator)

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

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

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

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

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

Bachelor of Science - Psychology Program Goals

Enriches Their Knowledge

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

Thinks Critically

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

Communicates Effectively

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

Acts Responsibly

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

Baccalaureate students pursuing another area of study who also wish to pursue a minor in Psychology can find course requirements on page 70.

Foundational

Foundational Requirements

Course Code	Title	Credits
PSY 101	General Psychology	3
MAT 130	Elementary Statistics	3
PSY 310	Research Methods in Psychology: Research Design and Ethics	3
PSY 311	Research Methods in Psychology: Psychological Statistics	3
PSY 490	Psychology Senior Capstone	3
Sub-Total Credits		15

Diversity

Choose one

Course Code	Title	Credits
PSY/WGS 321	Human Sexuality	3
PSY/WGS 331	Psychology of Women and Gender	3
PSY 351	Cross-Cultural Psychology	3
Sub-Total Credits		3

Major Subject Area

Biological

Choose one

Course Code	Title	Credits
PSY 235	Biopsychology	3
PSY 248	Sensation and Perception	3
PSY 335	Drugs and Behavior	3
Sub-Total Credits		3

Cognitive

Course Code	Title	Credits
PSY 240	Cognitive Psychology	3
Sub-Total Credits		3

Personality

Choose one

Course Code	Title	Credits
PSY 245	Personality Psychology	3
PSY 350	Psychological Perspectives on Mental Health	3
Sub-Total Credits		3

Social

Choose one

Course Code	Title	Credits
PSY 245	Personality Psychology	3
PSY/SOC 355	Psychology of Intergroup Relations	3
Sub-Total Credits		3

Developmental

Choose one

Course Code	Title	Credits
PSY 307	Psychology of Lifespan Development	4
PSY 308	Psychology of Child and Adolescent Development	4

Sub-Total Credits

4

Applied

Choose one

Course Code	Title	Credits
PSY 315	Health Psychology	3
PSY 345	Industrial-Organizational Psychology	3
PSY 420	Counseling/Clinical Psychology	3
PSY 430	Conflict Resolution	3
PSY 440	Learning and Conditioning	3
PSY 445	Emotional Intelligence	3
PSY/WGS 450	Psychology of Sport and Physical Activity	3
Sub-Total Credits		3

Electives in Major

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

Course Code	Title	Credits
	Any Psychology Course	3
EDU 310	Educational Psychology	3
IDS 312	Qualitative Research Methods	4
POL/INR 320	Quantitative Research Methods in Social Sciences	3
IDS 190	Opportunities in Undergraduate Research	1
199/299/399/499	Internship	1-3
Sub-Total Credits		6

Supporting Requirements

Math or Science

At least two courses must be from same discipline

Any AST, BIO, CHE, PHY, MAT courses or CSC 110, [CSC 201](#), or CSC 212, or [ENV 120](#), [ENV 130](#), [ENV 270](#), [ENV 310](#), [ENV 315](#), or [ENV 335](#)

Sub-Total Credits

14-16

Communications

Choose one

Course Code	Title	Credits
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
THE 103	Acting Fundamentals	3
THE 122	Performance of Literature	3
THE 203	Acting: Character Development	3
THE 251	THE 251	3
Sub-Total Credits		3

Social Sciences

Any Social Sciences except Psychology

Sub-Total Credits	3
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Writing Intensive

Any writing intensive courses; dual fulfillment allowed, usually fulfilled through Research Methods sequence

Sub-Total Credits	6
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Students who pursue the Bachelor of Science in the psychology major are required to complete 60-69 hours in psychology and statistics courses by the time of graduation, with 120 hours total; 18 hours of the major (including Senior Capstone) must be completed at Cottey. Students must also complete Assessment Day and other assigned assessment activities as part of graduation requirements.

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

General Education Core	26-31
Total Hours in Major	63-71
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - English

Degree Type

Bachelor of Arts

Bachelor of Science

ENGLISH

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 382	Secondary Methods of Teaching English	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Composition and Rhetoric

Course Code	Title	Credits
WRI 360	Teaching Writing	3
	Sub-Total Credits	3

Choose three of the following:

Course Code	Title	Credits
WRI 251	Creative Writing	3
WRI 252	Introduction to Genre	3
WRI 253	Professional Writing	3
	WRI 350-358 Special Topics in Advanced Writing	3
	Sub-Total Credits	9

Study of English Language

Course Code	Title	Credits
ENG 280	English Grammar and Usage	3
ENG 312	History of the English Language	3
	Sub-Total Credits	6

American Literature

Course Code	Title	Credits
ENG 308	Children's/Young Adult Literature	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
ENG 205	American Literature 1	3
ENG 206	American Literature 2	3
ENG 231	African-American Literature	3
ENG 326	The American Novel	3
EDU 382	Secondary Methods of Teaching English	3
	Sub-Total Credits	3

English and/or World Literature

Course Code	Title	Credits
ENG 201	English Literature 1	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
ENG 202	English Literature 2	3
ENG 234	World Literature	3

	Sub-Total Credits	3
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Electives in Major

Choose one of the following:

Course Code	Title	Credits
ENG/WGS 224	Women Writers	3
ENG/WGS 334	Poetry as Protest	3
ENG/WGS 333	"Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)	3
ENG/WGS 351	Good Girls and Wild Women	3
ENG/WGS 364	"Make it New!": Women and Literary Modernism	3
ENG/WGS 371	Jane Austen	3
ENG/WGS 372	Toni Morrison	3
ENG/WGS 374	Edith Wharton	3
ENG 383	Animals in Literature	3
	Sub-Total Credits	27

General Education Core	26-31
Total Hours in Major	78
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - Social Science

Degree Type

Bachelor of Arts

Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 385	Secondary Methods of Teachng Social Science	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
BUS 425	Topics in Business	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

U.S. History

Course Code	Title	Credits
HIS 111	United States History to 1877	3
HIS 112	United States History Since 1877	3
	Sub-Total Credits	6

Choose two of the following:

Course Code	Title	Credits
HIS 115	The History of Equality in America	3
HIS 225	The History of Sports in the US	3
HIS 211	History of Women in the United States	3
HIS 315	The Civil Rights Movement & Legacy	3
HIS/ENV 320	American Environmental History	3
HIS 360	American Constitutional History	3
	Sub-Total Credits	6

World History

Choose three of the following:

Course Code	Title	Credits
HIS 131	World History to 1500	3
HIS 132	World History Since 1500	3
HIS 133	The World Since 1945	3
HIS 202	Twentieth-Century Europe	3
HIS 245	The Holocaust	3
HIS 255	Early Modern Europe, 1350-1700	3
HIS 260	Modern European History, 1700-1900	3
HIS 340	Genocide in History	3
HIS 345	Modern Political Revolutions	3
	Sub-Total Credits	9

Political Science

Course Code	Title	Credits
POL 101	United States Government	3
	Sub-Total Credits	3

Choose one of the following:

Course Code	Title	Credits
POL 121	Introduction to Political Science	3
POL 141	Public Policy	3
POL 201	Comparative Politics	3
POL 315	Elections in the World and the United States	3
POL/INR 370	Asian Politics	3
	Sub-Total Credits	3

Economics

Choose one of the following:

Course Code	Title	Credits
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Prin of Econ 2: Microeconomics	3
Sub-Total Credits		3

Geography

Course Code	Title	Credits
ENV 125	World Regional Geography	3
Sub-Total Credits		3

Behavioral Science

Choose two of the following:

Course Code	Title	Credits
ANT 101	General Anthropology	3
ANT/WGS 201	Introduction to Cultural Anthropology	3
ANT 250	Language and Culture	3
PSY/SOC 232	Social Psychology	3
PSY 240	Cognitive Psychology	3
PSY/WGS 321	Human Sexuality	3
PSY 335	Drugs and Behavior	3
PSY 350	Psychological Perspectives on Mental Health	3
PSY/SOC 355	Psychology of Intergroup Relations	3
SOC 101	Introductory Sociology	3
ANT/SOC 235	Race, Class, Gender, and Sexuality	3
SOC/INR/POL 330	Poverty and Inequality	3
Sub-Total Credits		6

General Education Core	26-31
Total Hours in Major	84
Minimum Hours Required for Graduation	120

Certifications: BA/BS in Secondary Education - Speech/Theatre

Degree Type

Bachelor of Arts

Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 386	Secondary Methods of Teaching Speech & Theatre	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Speech

Course Code	Title	Credits
SPE 360	Debate	3
	Sub-Total Credits	3

Choose three of the following:

Course Code	Title	Credits
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SPE 101	Fundamentals of Speech	3
SPE 110	Media and Society	3
SPE 121	Interpersonal Communication	3
THE 122	Performance of Literature	3
	Sub-Total Credits	12

Theatre

Choose 12 credit hours from the following:

Course Code	Title	Credits
THE 103	Acting Fundamentals	3
THE 110	Stagecraft	3
THE 181	Theatre Production	1
THE 284	Stage Management	3
THE 310	Dramatic Literature	3
THE 430	Directing	3
	Sub-Total Credits	12

Electives in Major

Select at least 6 hours not used to fill other requirements:

Course Code	Title	Credits
SPE 110	Media and Society	3
THE 101	Introduction to Theater	3
THE 177	Theatre & Event Entertainment Tech	2
THE 203	Acting: Character Development	3
THE 230	Stage Makeup	3
THE 315	Theatre for Social Change	3
THE 325	Theatrical Costume Design	3
THE 355	Scene Design	3
THE 430	Directing	3
	Sub-Total Credits	6

General Education Core	26-31
Total Hours in Major	75
Minimum Hours Required for Graduation	120

Certifications: BS in Secondary Education - Biology

Degree Type

Bachelor of Science

BIOLOGY

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 384	Secondary Methods of Teaching Science	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Required:

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

Sub-Total Credits	22
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Choose one of the following:

Course Code	Title	Credits
BIO 115	Human Nutrition	3
BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
BIO 250	Ecology with Lab	4
BIO 310	Cell Biology	3
BIO 360	Microbiology with Lab	4
	Sub-Total Credits	3-4

Supporting Requirements (Minimum 12 hours)

Chemistry Coursework

Choose one of the following:

Course Code	Title	Credits
CHE 110	Intro to Forensic Chemistry with Lab	4
	CHE 120/121 Intro to Chemistry/ Lab	4
	CHE 130/131 Intro to Env Chemistry/Lab	4
	CHE 210/211 General Chemistry 1/Lab	5
	CHE 212/213 General Chemistry 2/Lab	5
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
	CHE 320/321 Organic Chemistry 1/Lab	5
	CHE 322/323 Organic Chemistry II/Lab	5
CHE/ENV 330	Environmental Chemistry and Social Justice	3
	CHE 340/341 Biochemistry/Lab	5
	Sub-Total Credits	3-5

Physics

Choose one of the following:

Course Code	Title	Credits
PHY 101	Introductory Physics	4
PHY 205	General Physics 1 with lab	4
PHY 206	General Physics 2 with Lab	4
Sub-Total Credits		4

Environmental Science

Choose one of the following:

Course Code	Title	Credits
BIO/ENV 120	Introduction to Environmental Science	3
ENV 315	Ecosystems, Function & Management	3
Sub-Total Credits		3

Earth Science

Course Code	Title	Credits
ENV 335	Earth Science: Soil, Water, Atmosphere	3
Sub-Total Credits		3

General Education Core	26-31
Total Hours in Major	82-85
Minimum Hours Required for Graduation	120

Certifications: BS in Secondary Education - Business Education

Degree Type

Bachelor of Science

BUSINESS EDUCATION

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 383	Secondary Methods of Teachng Business Education	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Accounting

Course Code	Title	Credits
BUS 211	Principles of Accounting 1: Financial Accounting	3
BUS 212	Principles of Accounting 2: Managerial Acct.	3
	Sub-Total Credits	6

Business/Consumer-Related

Course Code	Title	Credits
BUS 260	Legal Environment of Business	3
	Sub-Total Credits	3

Management

Choose one of the following:

Course Code	Title	Credits
BUS 320	Principles of Management	3
BUS 335	Principles of Entrepreneurship and Small Business Management	3
	Sub-Total Credits	3

Computer/Emerging Technology

Course Code	Title	Credits
BUS 310	Management Information Systems	3
CSC 101	Applications Systems: Concepts & Practice	3
	Sub-Total Credits	6

Coordination of Cooperative Ed

Course Code	Title	Credits
BUS 430	Coordination of Cooperative Education	3
	Sub-Total Credits	3

Economics

Course Code	Title	Credits
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Prin of Econ 2: Microeconomics	3
	Sub-Total Credits	6

Business Communications

Course Code	Title	Credits
BUS 105	Business Communication	3
	Sub-Total Credits	3

Marketing

Course Code	Title	Credits
BUS 325	Principles of Marketing	3
Sub-Total Credits		3

Implementing Business Education Programs

Course Code	Title	Credits
BUS 420	Implementing Business Education Programs	3
Sub-Total Credits		3

Electives in Major

Choose one of the following:

Course Code	Title	Credits
BUS 103	Personal Finance	3
BUS 315	Operations Management	3
BUS 340	Principles of Finance	3
BUS 350	Organizational Behavior	3
INB 345	Export Policies and Procedures	3
Sub-Total Credits		3

General Education Core	26-31
Total Hours in Major	82-85
Minimum Hours Required for Graduation	120

Certifications: BS in Secondary Education - Chemistry

Degree Type

Bachelor of Science

CHEMISTRY

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 384	Secondary Methods of Teaching Science	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Course Code	Title	Credits
BIO/CHE 150	History and Philosophy of Science	3
	Sub-Total Credits	3

Inorganic Chemistry

Course Code	Title	Credits
	CHE 210/211 General Chemistry 1/Lab	5

	Sub-Total Credits	5
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Analytical Chemistry

Course Code	Title	Credits
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
	Sub-Total Credits	5

Organic Chemistry

Course Code	Title	Credits
	CHE 320/321 Organic Chemistry 1/Lab	5
	CHE 322/323 Organic Chemistry II/Lab	5
	Sub-Total Credits	10

Physical Chemistry

Course Code	Title	Credits
	CHE 212/213 General Chemistry 2/Lab	5
	Sub-Total Credits	5

Biochemistry

Course Code	Title	Credits
	CHE 340/341 Biochemistry/Lab	5
	Sub-Total Credits	5

Chemistry Electives

Choose one of the following:

Course Code	Title	Credits
	CHE 120/121 Intro to Chemistry/ Lab	4
	CHE 130/131 Intro to Env Chemistry/Lab	4
CHE/ENV 330	Environmental Chemistry and Social Justice	3
	Sub-Total Credits	3-4

Supporting Electives

Biology Coursework

Choose one of the following:

Course Code	Title	Credits
BIO 107	Principles of Biology I with Lab	4
BIO 108	Principles of Biology II with Lab	4
BIO 115	Human Nutrition	3
BIO 125	Botany with Lab	4
BIO 204	Genetics with Lab	4
BIO 207	Zoology with Lab	4
BIO 211	Human Anatomy & Physiology 1 w/ Lab	4
BIO 212	Human Anatomy & Physiology 2 w/ Lab	4
BIO 360	Microbiology with Lab	4
BIO 301	Molecular Biology with Lab	5
Sub-Total Credits		3-4

Physics

Choose one of the following:

Course Code	Title	Credits
PHY 101	Introductory Physics	4
PHY 205	General Physics 1 with lab	4
PHY 206	General Physics 2 with Lab	4
Sub-Total Credits		4

Environmental Science

Choose one of the following:

Course Code	Title	Credits
BIO/ENV 120	Introduction to Environmental Science	3
ENV 315	Ecosystems, Function & Management	3
Sub-Total Credits		3

Earth Science

Course Code	Title	Credits
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ENV 335	Earth Science: Soil, Water, Atmosphere	3
Sub-Total Credits		3

General Education Core	26-31
Total Hours in Major	85-87
Minimum Hours Required for Graduation	120

Certifications: BS in Secondary Education - Mathematics

Degree Type

Bachelor of Science

Foundational

Course Code	Title	Credits
EDU 100	Introduction to the Relational Teacher	1
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
EDU 370	Teaching in Secondary Schools	3
EDU 389	Secondary Methods for Teaching Mathematics	3
EDU 390	Field Experience II	1
EDU 400	Missouri Content Assessment Preparation	1
EDU 415	Classroom Management	3
EDU 425	Literacy Intervention	3
EDU 490	Student Teaching	12
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
	Sub-Total Credits	47

Major Subject Area

Algebra

Course Code	Title	Credits
MAT 110	College Algebra	3
	Sub-Total Credits	3

Trigonometry

Course Code	Title	Credits
MAT 115	Trigonometry	2

	Sub-Total Credits	2
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Precalculus

Course Code	Title	Credits
MAT 120	Precalculus	4
	Sub-Total Credits	4

Statistics

Course Code	Title	Credits
MAT 130	Elementary Statistics	3
MAT 320	Probability and Statistics	3
	Sub-Total Credits	6

Calculus

Course Code	Title	Credits
MAT 210	Calculus 1	4
MAT 220	Calculus 2	4
	Sub-Total Credits	8

Geometry

Course Code	Title	Credits
MAT 250	College Geometry	3
	Sub-Total Credits	3

Math Electives

Choose three:

Course Code	Title	Credits
MAT 230	Calculus 3	4
MAT 240	Differential Equations	3
MAT 260	Linear Algebra	3
MAT 310	Foundations of Mathematics	3
MAT 350	History of Mathematics	3
	Sub-Total Credits	9

General Education Core	26-31
Total Hours in Major	81
Minimum Hours Required for Graduation	120

Minor

Anthropology Minor

Degree Type
Minor

Required Courses

Course Code	Title	Credits
ANT 101	General Anthropology	3
ANT/WGS 201	Introduction to Cultural Anthropology	3
	Sub-Total Credits	6

Electives (11-13)

At least 2 courses should be 300-level or above

Choose four of the following:

Course Code	Title	Credits
	Any ANT-listed courses	8-12
	Sub-Total Credits	8-12

One elective may be chosen from:

Course Code	Title	Credits
IDS 312	Qualitative Research Methods	4
ENV 331	Sustainable Tourism	3
PSY 351	Cross-Cultural Psychology	3
PSY 307	Psychology of Lifespan Development	4
WRI 356	Digital & Multimodal Composition	3
	Sub-Total Credits	3-4

Course Code	Title	Credits
	Any SOC-listed courses	

Total Credits 17-19

Art Minor

Degree Type
Minor

Theory

May be taken as the fine arts general education requirement

Course Code	Title	Credits
ART 101	Art Appreciation	3
Sub-Total Credits		3

Studio Core

Choose three:

Course Code	Title	Credits
ART 111	2-D Design	3
ART 112	3-D Design	3
ART 131	Drawing I	3
ART 232	Drawing II	3
Sub-Total Credits		9

Studio Electives

Choose two:

Course Code	Title	Credits
ART 213	Painting I	3
ART 214	Painting II	3
ART 251	Ceramics 1	3
ART 252	Ceramics II	3
ART 262	Sculpture	3
ART 260	Introduction to Graphic Design	3
ART 297	Digital Photography	3
19x/29x/39x/ 49x	Special Topics	1-3
Sub-Total Credits		6

Total Credits 18

Business Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
BUS 101	Intro to Business	3
BUS 211	Principles of Accounting 1: Financial Accounting	3
BUS 320	Principles of Management	3
BUS 325	Principles of Marketing	3
Sub-Total Credits		12

Choose one:

Course Code	Title	Credits
ECO 201	Principles of Economics 1: Macroeconomics	3
ECO 202	Prin of Econ 2: Microeconomics	3
Sub-Total Credits		3

Electives

Select one from the following:

Course Code	Title	Credits
BUS 310	Management Information Systems	3
BUS 315	Operations Management	3
BUS 340	Principles of Finance	3
BUS 350	Organizational Behavior	3
BUS 355	Human Resource Management	3
INB 480	International Management	3
Sub-Total Credits		3

Total Credits 18

Chemistry Minor

Degree Type
Minor

Required

Course Code	Title	Credits
	CHE 210/211 General Chemistry 1/Lab	5
	CHE 212/213 General Chemistry 2/Lab	5
	CHE 320/321 Organic Chemistry 1/Lab	5
	Sub-Total Credits	15

Electives

Select two from the following:

Course Code	Title	Credits
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
	CHE 322/323 Organic Chemistry II/Lab	5
CHE/ENV 330	Environmental Chemistry and Social Justice	3
	CHE 340/341 Biochemistry/Lab	5
	Sub-Total Credits	7-10

Total Credits 22-25

Corporate Social Responsibility Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
BUS 230	Intro to Business Sustainability	3
ENV 370	Sustainability in Action	3
INB 450	Corporate Social Responsibility	3
Sub-Total Credits		9

Electives

Choose three courses:

Course Code	Title	Credits
INB 480	International Management	3
INR 340	International Law	3
OLS 332	Leadership for Social Change	3
PHI 210	Human Nature and Society	3
PHI 215	Bioethics	3
ENV/PHI 225	Environmental Awareness & Ethics	3
ENV 315	Ecosystems, Function & Management	3
ENV 331	Sustainable Tourism	3
Sub-Total Credits		7-10

Total Credits 18

Criminology Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
CRM 101	The Criminal Justice System	3
CRM/SOC 201	Criminology	3
SOC 101	Introductory Sociology	3
CRM 275	Corrections	3
CRM/SOC 301	Juvenile Justice	3
Sub-Total Credits		15

Electives

Choose one of the following:

Course Code	Title	Credits
INR 355	Terrorism	3
POL 131	Public Administration	3
POL 141	Public Policy	3
PSY 335	Drugs and Behavior	3
PSY 350	Psychological Perspectives on Mental Health	3
PSY 430	Conflict Resolution	3
SOC/ANT 235	Race, Class, Gender and Sexuality	3
WGS 205	Social Justice & Civic Engagement	3
Sub-Total Credits		3

Total Credits 18

Dance Minor

Degree Type
Minor

Take two:

Course Code	Title	Credits
DAN 107	Dance Appreciation	3
DAN 201	Introduction to Choreography	3
THE 110	Stagecraft	3
THE 177	Theatre & Event Entertainment Tech	2
PHE 139	Lifetime Fitness Concepts	3
ANT 350	The Anthropology of Music and Dance	3
Sub-Total Credits		5-6

[THE 177](#) Event Technology - If this class is chosen, take an additional 1-credit hour DAN course

Take four-five:

(These courses may be repeated for credit)

Course Code	Title	Credits
DAN 110	Beginning Dance Technique	1
DAN 120	Traditional and Social Dance	1
DAN 136	Musical Theatre Dance	1
DAN 145	Improvisation	1
DAN 150	Beginning Yoga	1
DAN 155	Beginning Tai Chi	1
DAN 210	Intermediate/Advanced Dance Technique	1
DAN 250	Yoga Practice	1
DAN 281	Intermediate/Advanced Improvisation	1
Sub-Total Credits		4-5

No more than 3 hours may be yoga/tai chi

Take four times

Course Code	Title	Credits
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DAN 200	Dance Company	2
Sub-Total Credits		8
Total Credits		18

Education Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
EDU 210	Foundations of Education	3
EDU 315	Assessment in Education	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Areas	3
	EDU 382-389 Secondary Methods of Teaching "content"	3
	PSY 307 Psychology of Lifespan Development or PSY 308 Psychology of Child and Adolescent Development	4
EDU 425	Literacy Intervention	3
Total Credits		22

English Minor

Degree Type
Minor

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

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

Total Credits	18
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Environmental Studies Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
ENV 370	Sustainability in Action	3
	Sub-Total Credits	3

Choose one course from the following:

Course Code	Title	Credits
ENV 110	Intro to Environmental Studies	3
ENV/BIO 120	Intro to Environmental Science	3
	Sub-Total Credits	3

Choose one course from the following:

Course Code	Title	Credits
ENV 315	Ecosystems, Function & Management	3
ENV 350	Environmental Conditions and Global Economic Development	3
ENV 365	Environmental Justice	3
	Sub-Total Credits	3

Electives (9-14)

Interdisciplinary Requirements

Choose one course from the following for a minimum of 3 credits:

Course Code	Title	Credits
BIO 108	Principles of Biology II with Lab	4
BIO 250	Ecology with Lab	4
	CHE 120/121 Intro to Chemistry/ Lab	4
ENV/PHI 225	Environmental Awareness & Ethics	3
HIS 150	Introduction to Historical Methods	3
WRI 254	Introduction to Primary Research	3
	Sub-Total Credits	3-4

Choose two courses from the following for minimum of 6 credits:

Course Code	Title	Credits
ENV/ANT 381	Food & Culture	3
BIO 320	Animal Behavior	3
BIO 350	Evolution	3
	CHE 310/311 Princ of Analytical Chemistry/Lab	5
ENV 320	American Environmental History	3
ENV 331	Sustainable Tourism	3
ENV 399	Internship	1-3
INB 450	Corporate Social Responsibility	3
INR 365	International Environmental Policy	3
OLS 332	Leadership for Social Change	3
OLS 360	Incusivel Leadershp: Gender, Culture and Intersectionality	3
WGS 360	Ecofeminism, Women, Animals and Social Justice	3
	Sub-Total Credits	6-8

Total Credits18-23

Finance Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
BUS 103	Personal Finance	3
BUS 211	Principles of Accounting 1: Financial Accounting	3
BUS 220	Personal Investing - Stocks & Bonds	3
BUS 340	Principles of Finance	3
ECO 201	Principles of Economics 1: Macroeconomics	3
INB 420	Multinational Business Finance	3
Total Credits		18

History Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
HIS 150	Introduction to Historical Methods	3
Sub-Total Credits		3

Choose one sequence of two courses.

US History

Only choose two.

Course Code	Title	Credits
HIS 111	United States History to 1877	3
HIS 112	United States History Since 1877	3
HIS 115	The History of Equality in America	3
Sub-Total Credits		6

OR

World History

Only choose two.

Course Code	Title	Credits
HIS 131	World History to 1500	3
HIS 132	World History Since 1500	3
HIS 133	The World Since 1945	3
Sub-Total Credits		6

Choose three courses:

Course Code	Title	Credits
HIS 202	Twentieth-Century Europe	3
WGS/HIS 211	History of Women in the United States	3
HIS 225	The History of Sports in the US	3
HIS 245	The Holocaust	3
HIS 255	Early Modern Europe, 1350-1700	3

HIS 260	Modern European History, 1700-1900	3
HIS 315	The Civil Rights Movement & Legacy	3
HIS/ENV 320	American Environmental History	3
HIS 340	Genocide in History	3
HIS 345	Modern Political Revolutions	3
HIS 355	Readings in History	3
HIS 360	American Constitutional History	3
Sub-Total Credits		9

Total Credits18

International Relations Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
INR 151	International Relations	3
POL 201	Comparative Politics	3
Sub-Total Credits		6

Choose one (from remaining POL survey courses)

Course Code	Title	Credits
POL 101	United States Government	3
POL 121	Introduction to Political Science	3
POL 131	Public Administration	3
POL 141	Public Policy	3
Sub-Total Credits		3

Electives

Select three from the following:

Course Code	Title	Credits
INR 365	International Environmental Policy	3
POL/INR 370	Asian Politics	3
INR 310	International Organizations	3
POL/INR 320	Quantitative Research Methods in Social Sciences	3
INR/POL 335	Middle Eastern Politics:The Israeli-Palestinian Conflict	3
INR 340	International Law	3
INR/POL 345	Politics, Power, and Religion	3
INR/POL 350	International Political Economy	3
INR 355	Terrorism	3
INR/POL 360	U.S. Foreign Policy	3
Sub-Total Credits		9

Total Credits18

Mathematics Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
MAT 210	Calculus 1	4
MAT 220	Calculus 2	4
MAT 230	Calculus 3	4
Sub-Total Credits		12

Elective Requirements

Choose two from the following:

Course Code	Title	Credits
MAT 240	Differential Equations	3
MAT 260	Linear Algebra	3
MAT 350	History of Mathematics	3
MAT 310	Foundations of Mathematics	3
MAT 320	Probability and Statistics	3
Sub-Total Credits		6

Choose one from the following:

Course Code	Title	Credits
MAT 360	Elementary Number Theory	3
MAT 370	Financial Mathematics	3
Sub-Total Credits		3

Total Credits21

Organizational Leadership Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadershp	3
OLS 291	Leadership Excursion	1
OLS 420	Leadership Theories and Practices	3
OLS 480	Organizational Leadership Seminar	1
	Sub-Total Credits	8

Choose one:

Course Code	Title	Credits
OLS 260	Ethical Leadership	3
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
	Sub-Total Credits	3

Electives

Select three courses from the list - at least two must be OLS courses.

Course Code	Title	Credits
ANT/WGS 304	Gender in Cross-Cultural Perspectiv	3
BUS 320	Principles of Management	3
BUS 350	Organizational Behavior	3
BUS 480	Strategic Management	3
DAN 201	Introduction to Choreography	3
ENV/PHI 225	Environmental Awareness & Ethics	3
ENV 331	Sustainable Tourism	3
ENV 350	Environmental Conditions and Global Economic Development	3
HIS 133	The World Since 1945	3
WGS/HIS 211	History of Women in the United States	3
INB/WGS 250	Women and Economic Development	3
INB 450	Corporate Social Responsibility	3

INR/POL/WGS 216	Women, Power and Global Politics	3
INR/POL/SOC 330	Poverty and Inequality	3
OLS 220	The Followership Imperative	3
OLS 260	Ethical Leadership	3
OLS 280	Organizational Leadership and Change	3
OLS 320	The Leader Within	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership and Group Dynamics	3
OLS 360	Incusivel Leadershp: Gender, Culture and Intersectionality	3
POL 141	Public Policy	3
PSY/SOC 232	Social Psychology	3
PSY 245	Personality Psychology	3
PSY/WGS 331	Psychology of Women and Gender	3
PSY 351	Cross-Cultural Psychology	3
PSY/SOC 355	Psychology of Intergroup Relations	3
PSY 430	Conflict Resolution	3
PSY 445	Emotional Intelligence	3
PSY/WGS 450	Psychology of Sport and Physical Activity	3
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
WGS 205	Social Justice & Civic Engagement	3
WRI 253	Professional Writing	3
	Sub-Total Credits	9

Total Credits 21

Philosophy Minor

Degree Type
Minor

Option 1: 15 credits, following the restrictions outlined below, plus the successful submission of a Student Publication Project*.

Option 2: 18 credits, following the restrictions outlined below. Student Publication Project* remains optional.

*Student Publication Project: Students may choose to waive the requirement for a sixth class by submitting a Student Publication Project. Students work with a faculty member in the philosophy department to revise and elevate the quality of one of their philosophy papers to the level required for successful submission to an undergraduate (at least) journal. Being accepted for publication is not part of this requirement.

Required Core

Choose at least one of the following courses:

Course Code	Title	Credits
PHI 200	Logic and Critical Thinking	3
PHI 205	Ethics	3
Sub-Total Credits		3-6

Choose at least four courses with at least one at the 300-level:

Course Code	Title	Credits
PHI 101	Philosophical Quests	3
PHI 200	Logic and Critical Thinking	3
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
PHI 220	Philosophy of Sports	3
ENV/PHI 225	Environmental Awareness & Ethics	3
PHI 215	Bioethics	3
PHI 300	Feminist Philosophy and Philosophy of Gender	3
POL/INR/PHI 325	Social and Political Philosophy	3
Sub-Total Credits		12-18

Electives

Students may choose up to two courses from the following list of approved electives to count towards their six total courses for the

philosophy minor, or one course if choosing the five total courses option, in line with the aforementioned requirement to complete at least four PHI courses.

Course Code	Title	Credits
INB 450	Corporate Social Responsibility	3
WGS 350	Feminist Theories	3
WGS 360	Ecofeminism, Women, Animals and Social Justice	3
WRI 352	Rhetorical Style	3

Total Credits **15-18**

Psychology Minor

Degree Type
Minor

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

Total Credits	18
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Sociology Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
SOC 101	Introductory Sociology	3
SOC/ANT 235	Race, Class, Gender and Sexuality	3
Sub-Total Credits		6

Elective Requirements (11-13)

Choose four:

Course Code	Title	Credits
	Any CRM-Listed Courses	
	Any SOC-listed courses	

One elective may be chosen from:

Course Code	Title	Credits
IDS 312	Qualitative Research Methods	4
PSY 307	Psychology of Lifespan Development	4
PSY 350	Psychological Perspectives on Mental Health	3
PSY/SOC 232	Social Psychology	3
WGS 205	Social Justice & Civic Engagement	3
	Any ANT-listed courses	8-12
Sub-Total Credits		2-4

Total Credits 21-23

Sports Leadership Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	3
OLS 199	Sports Leadership Internship	1
OLS 230	Leadership in Sport Organizations	3
OLS 350	Team Leadership and Group Dynamics	3
OLS 420	Leadership Theories and Practices	3
OLS 480	Organizational Leadership Seminar	1
Sub-Total Credits		14

Electives

Choose two courses from the list:

Course Code	Title	Credits
BUS 350	Organizational Behavior	3
OLS 260	Ethical Leadership	3
OLS 280	Organizational Leadership and Change	3
OLS 320	The Leader Within	3
PHI 220	Philosophy of Sports	3
PSY 430	Conflict Resolution	3
PSY/WGS 450	Psychology of Sport and Physical Activity	3
PHE 139	Lifetime Fitness Concepts	3
PHE 201	First Aid/CPR/AED Instructor Course	3
PHE 335	Personal Training	3
Sub-Total Credits		6

Total Credits 20

Theatre Minor

Total Credits

17

Degree Type
Minor

Required Core

Choose two:

Course Code	Title	Credits
THE 101	Introduction to Theater	3
THE 240	Script Analysis	3
THE 310	Dramatic Literature	3
Sub-Total Credits		6

Choose one:

Course Code	Title	Credits
THE 103	Acting Fundamentals	3
THE 122	Performance of Literature	3
THE 203	Acting: Character Development	3
Sub-Total Credits		3

Choose one:

Course Code	Title	Credits
THE 110	Stagecraft	3
THE 221	Costume Construction	3
THE 325	Theatrical Costume Design	3
Sub-Total Credits		3

Choose one:

Course Code	Title	Credits
THE 230	Stage Makeup	3
THE 284	Stage Management	3
Sub-Total Credits		3

Live Theatre Production

*Repeated course

Course Code	Title	Credits
THE 181	Theatre Production	1
Sub-Total Credits		2

Women, Gender, & Sexuality Studies Minor

Degree Type
Minor

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

Required Core

Course Code	Title	Credits
WGS 105	Intro to Women, Gender & Sexuality	3
WGS 350	Feminist Theories	3
Sub-Total Credits		6

Elective WGS and WGS Cross-Listed Courses

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

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

Sub-Total Credits	12
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Total Credits	18
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Writing Minor

Total Credits

19

Degree Type
Minor

Required Core

Course Code	Title	Credits
WRI 200	Introduction to Writing Studies	3
WRI 400	Writing Minor Portfolio	1
Sub-Total Credits		4

Choose two:

Course Code	Title	Credits
WRI 251	Creative Writing	3
WRI 252	Introduction to Genre	3
WRI 253	Professional Writing	3
WRI 254	Introduction to Primary Research	3
WRI 255	Introduction to Rhetorical Studies	3
WRI 256	Writing Center Theory and Pedagogy	3
ENG 280	English Grammar and Usage	3
IDS 312	Qualitative Research Methods	4
Sub-Total Credits		6-7

Choose three:

Course Code	Title	Credits
WRI 351	Discourse Analysis	3
WRI 352	Rhetorical Style	3
WRI 353	Rhetorics of Public Memory	3
WRI 354	Archives and Composition	3
WRI 355	Style and Editing	3
WRI 356	Digital & Multimodal Composition	3
WRI 357	Fiction Writing	3
WRI 358	Advanced Composition	3
WRI 360	Teaching Writing	3
Sub-Total Credits		9

Note: Completion of [IDS 312](#) (Qualitative Research Methods) may satisfy either [WRI 254](#) (Introduction to Primary Research) or 4 credit hours of the 9 credit hour 300-level requirement. Completion of IDS 312 may satisfy one of these requirements but not both.

Certificate

Certificate in Dance

Degree Type
Certificate

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

Required Courses

Take one:

**If [THE 177 Event Technology](#) is chosen, take an additional 1-credit hour DAN course

Course Code	Title	Credits
DAN 107	Dance Appreciation	3
DAN 201	Introduction to Choreography	3
THE 177	Theatre & Event Entertainment Tech	2
PHE 139	Lifetime Fitness Concepts	3
ANT 350	The Anthropology of Music and Dance	3
Sub-Total Credits		2-3

Elective Courses

Take three-four:

*These courses may be repeated for credit

Course Code	Title	Credits
DAN 110	Beginning Dance Technique	1
DAN 120	Traditional and Social Dance	1
DAN 136	Musical Theatre Dance	1
DAN 145	Improvisation	1
DAN 150	Beginning Yoga	1
DAN 155	Beginning Tai Chi	1
DAN 200	Dance Company	2
DAN 210	Intermediate/Advanced Dance Technique	1
DAN 250	Yoga Practice	1

DAN 281	Intermediate/Advanced Improvisation	1
Sub-Total Credits		3-5

No more than 2 hours may be yoga/tai chi

Take three times:

Course Code	Title	Credits
DAN 200	Dance Company	2
Sub-Total Credits		6

Total Credits 12

Certificate in Organizational Leadership

Degree Type
Certificate

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

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

Required Courses

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadershp	3
OLS 420	Leadership Theories and Practices	3
Sub-Total Credits		6

Choose one of the following:

Course Code	Title	Credits
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
OLS 260	Ethical Leadership	3
Sub-Total Credits		3

Elective Course

Select one course from the following, offered on a rotating basis:

Course Code	Title	Credits
OLS 220	The Followership Imperative	3
OLS 260	Ethical Leadership	3
OLS 280	Organizational Leadership and Change	3
OLS 320	The Leader Within	3
OLS 332	Leadership for Social Change	3
OLS 350	Team Leadership and Group Dynamics	3

OLS 360	Incusivel Leadershp: Gender, Culture and Intersectionality	3
Sub-Total Credits		3

Total Credits 12

Certificate in Public History

Degree Type

Certificate

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

Required Courses

Course Code	Title	Credits
HIS 112	United States History Since 1877	3
HIS 150	Introduction to Historical Methods	3
HIS 199	Internship	1
Sub-Total Credits		7

Choose two from the following supporting classes:

Course Code	Title	Credits
ART 297	Digital Photography	3
SPE 101	Fundamentals of Speech	3
THE 103	Acting Fundamentals	3
THE 325	Theatrical Costume Design	3
WRI 251	Creative Writing	3
WRI 357	Fiction Writing	3
Sub-Total Credits		6

Total Credits	13
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Courses

Anthropology

Faculty: Professor Quick (coordinator)

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

ANT/ENV 182: From Garden to Table: Horticulture, Society, and Culture

This course focuses on food domestication as a major contributor to human societies and cultures as well as to ecological changes around the world. Small-scale gardening is examined through time and space in conjunction with service-learning primarily using our campus gardens.

Credits	2
Frequency	Alternate Falls

ANT/ENV 381: Food & Culture

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

Credits	3
Prerequisites	WRI 102
Frequency	Alternate Falls

ANT/SOC 235: Race, Class, Gender, and Sexuality

This course examines race, class, gender, sexuality and other identities as sociological concepts within an interdisciplinary paradigm focusing on how these identities intersect. Students will consider each identity largely separately and then learn to use the intersectional framework to interpret contemporary social issues and institutional settings by analyzing how they together shape individual, institutional, and larger societal expectations. The course also introduces students to the experiences of diverse groups in the United States and beyond.

Credits	3
Frequency	Alternate Springs

ANT/WGS 201: Introduction to Cultural Anthropology

This course introduces students to cultural anthropology, considering such topics as ethnography, ethics, culture, society, religion, and ritual. Students also learn how anthropologists have approached difference and inequality within and across cultures - focusing on race and gender as well as considering global varieties of economies, political structures, and kinship.

Credits	3
Frequency	Fall

ANT/WGS 304: Gender in Cross-Cultural Perspectiv

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. It also explores the reproductive, economic, and religious factors that influence our gendered experiences and offers students opportunities to understand the diversity of these experiences around the world.

Credits	3
Frequency	Alternate Springs

ANT 101: General Anthropology

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

Credits	3
Frequency	Spring

ANT 250: Language and Culture

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

Credits	3
Prerequisites	ANT 151, SOC 101 , or PSY 101
Frequency	Alternate Springs

ANT 310: Indigenous Perspectives in US & Beyond

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

Credits	3
Prerequisites	Any social sciences or humanities course 200-level or above
Frequency	Alternate Springs

ANT 350: The Anthropology of Music and Dance

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

Credits	3
Prerequisites	ANT 151 Introduction to Cultural Anthropology; MUS 101 Music Appreciation or DAN 107 Dance Appreciation
Frequency	Alternate Springs

ENV/ANT 182: From Garden to Table: Horticulture, Society, and Culture

This course focuses on food domestication as a major contributor to human societies and cultures as well as to ecological changes around the world. Small-scale gardening is examined through time and space in conjunction with service-learning primarily using our campus gardens.

Credits	2
Frequency	Alternate Falls

ENV/ANT 381: Food & Culture

Food unites people in ritualized gatherings, while it also divides them over politics and economics. Besides considering food’s place in anthropology, this course will examine food and identity—food as it relates to cultural, class, and gendered identities—as well as food’s significance in social, political, and economic systems. Students will become active in Cottey’s organic garden as a part of this course.

Credits	3
Prerequisites	WRI 102
Frequency	Fall

SOC/ANT 235: Race, Class, Gender and Sexuality

This course examines race, class, gender, sexuality and other identities as sociological concepts within an interdisciplinary paradigm focusing on how these identities intersect. Students will consider each identity largely separately and then learn to use the intersectional framework to interpret contemporary social issues and institutional settings by analyzing how they together shape individual, institutional, and larger societal expectations. The course also introduces students to the experiences of diverse groups in the United States and beyond.

Credits	3
Frequency	Alternate Springs

WGS/ANT 201: Introduction to Cultural Anthropology

This course introduces students to cultural anthropology, considering such topics as ethnography, ethics, culture, society, religion, and ritual. Students also learn how anthropologists have approached difference and inequality within and across cultures - focusing on race and gender as well as considering global varieties of economies, political structures, and kinship.

Credits	3
Frequency	Fall

WGS/ANT 304: Gender in Cross-Cultural Perspective

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. It also explores the reproductive, economic, and religious factors that influence our gendered experiences and offers students opportunities to understand the diversity of these experiences around the world.

Credits	3
Frequency	Alternate Springs

Art

Faculty: Visiting Assistant Professor Sanders (coordinator)

Cottey’s art program provides a unique opportunity for students to develop skills in problem-solving and understanding of the visual arts as a vital part of their liberal arts education through a range of art

history and studio art courses. For those students who plan to pursue further studies in art, there are career opportunities such as advertising, art scholarship, art education, art history, illustration, interior design, crafts, museology, gallery direction, graphic design, architecture, photography, and studio art. The Fine Arts Department offers well-equipped classrooms and studio areas for ceramics, painting, photography, design, drawing, and sculpture, housed in the Judy and Glenn Rogers Fine Arts Building. The Haidee and Allen Wild Center for the Arts includes an art gallery which is used for exhibition artwork of students and faculty and of regional and national artists.

ART 101: Art Appreciation

An introduction of art processes and artists through slides, readings, discussions, and firsthand observation of art and visual images. Students will participate in introductory studio exercises. This course is designed for students who are not art majors or minors and are seeking an introduction to art theory, media, and basic art historical information. ART 101 may be used to fulfill Cottey’s general education requirement in art.

Credits	3
Frequency	Spring

ART 111: 2-D Design

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

Credits	3
Frequency	Fall

ART 112: 3-D Design

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

Credits	3
Frequency	Spring

ART 131: Drawing I

ART 131 Drawing I (fs) Introduces techniques of drawing. Includes study of line media, representation of form, values, and composition. Stresses basic skills of representation in traditional media, and includes exploration of nontraditional forms. Subjects include figures, nature, and studio studies. Five-and-a-half studio hours per week.

Credits	3
Frequency	Fall Spring

ART 213: Painting I

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

Credits	3
Frequency	Fall

ART 214: Painting II

A continuation of the study of methods for the utilization of color and composition in pictorial art through the medium of paint. Students will build upon painting techniques learned in ART 213. Five-and-a-half studio hours per week.

Credits	3
Prerequisites	ART 213 , ART 232 , or permission of instructor
Frequency	Spring

ART 232: Drawing II

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

Credits	3
Prerequisites	ART 131 Drawing 1
Frequency	Spring

ART 251: Ceramics 1

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

Credits	3
Frequency	Fall Spring

ART 252: Ceramics II

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

Credits	3
Prerequisites	ART 251 Ceramics 1
Frequency	Spring

ART 260: Introduction to Graphic Design

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

Credits	3
Frequency	Spring

ART 262: Sculpture

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

Credits	3
Frequency	Fall

ART 265: Arts in the Community

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

Credits	3
Prerequisites	Any 100- or 200-level art course
Frequency	Occasionally

ART 270: 3D Art and Installation

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

Credits	3
Prerequisites	Any 100- or 200-level art course
Frequency	Alternate Falls

ART 297: Digital Photography

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

Credits	3
Prerequisites	Students must provide their own digital camera.
Frequency	Spring

Astronomy

Faculty: Associate Professor Hyland (coordinator)

AST 101: Introductory Astronomy

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

Credits	4
Frequency	Fall Spring

Biology

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

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

The biology facilities are located in Grantham Hall with laboratories for biology classes and cadaver dissection and prosection. Located at BIL Hill is a natural field site that contains both woodland and wetland environments.

BIO/CHE 150: History and Philosophy of Science

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

Credits	3
Frequency	Occasionally

BIO/ENV 120: Introduction to Environmental Science

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

Credits	3
Frequency	Occasionally

BIO/HBS 440: Molecular Mechanism of Disease

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

Credits	3
Prerequisites	BIO 301 and CHE 340
Frequency	Alternate Springs

BIO 101: Introductory Biology

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

Credits	4
Frequency	Spring

BIO 107: Principles of Biology I with Lab

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

Credits	4
Frequency	Fall

BIO 108: Principles of Biology II with Lab

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

Credits	4
Frequency	Spring

BIO 115: Human Nutrition

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

Credits	3
Frequency	Occasionally

BIO 125: Botany with Lab

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

Credits	4
Frequency	Fall

BIO 180: Introduction to Scientific Literature

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

Credits	1
Frequency	Fall

BIO 204: Genetics with Lab

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

Credits	4
Prerequisites	BIO 107 Principles of Biology I
Frequency	Fall

BIO 207: Zoology with Lab

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

Credits	4
Prerequisites	BIO 108 Principles of Biology II
Frequency	Occasionally

BIO 211: Human Anatomy & Physiology 1 w/ Lab

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

Credits	4
Prerequisites	BIO 107 and BIO 108
Frequency	Fall

BIO 212: Human Anatomy & Physiology 2 w/ Lab

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

Credits	4
Prerequisites	BIO 211 OR permission of the instructor
Frequency	Spring

BIO 250: Ecology with Lab

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

Credits	4
Prerequisites	BIO 108
Frequency	Fall

BIO 295, 395, 495: Research in Biology

Independent research in biology under direction of a faculty member. Students beginning a research project should register for BIO 295. After gaining at least one semester of experience in the research lab, and in consultation with the faculty sponsor, the student may register for BIO 395. After at least one semester of experience in BIO 395, students who have demonstrated exceptional research skills will be permitted to register for BIO 495, with the permission of their faculty sponsor. Repeatable.

Credits	1-3
Prerequisites	Permission of instructor.
Frequency	Fall Spring

BIO 301: Molecular Biology with Lab

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

Credits	5
Prerequisites	BIO 107 ; CHE 212/213 , CHE 320/321 highly recommended
Frequency	Spring

BIO 310: Cell Biology

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

Credits	3
Prerequisites	BIO 107 with a grade of C or better.
Frequency	Alternate Springs

BIO 320: Animal Behavior

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

Credits	3
Prerequisites	BIO 250
Frequency	Alternate Springs

BIO 330: Introduction to Virology

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

Credits	3
Prerequisites	BIO 301
Frequency	Summer

BIO 340: Human Cadaver Dissection and Prosection

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

Credits	2
Prerequisites	BIO 211
Corequisites	BIO 212
Frequency	Spring

BIO 350: Evolution

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

Credits	3
Prerequisites	BIO 250
Frequency	Alternate Springs

BIO 360: Microbiology with Lab

Lectures investigate the unseen world of bacteria, viruses, and other microbes with special emphasis on microbial structure, metabolism, classification, methods of control, disease progression, and antibiotic resistance. The laboratory includes basic microbiological techniques such as propagating, counting, staining, aseptic techniques, growth analysis, and identification of various microbes. This course features applied learning in the form of diagnostic case studies. This is a writing-intensive course where they write research and review papers.

Credits	4
Prerequisites	BIO 108 and BIO 204
Frequency	Spring

BIO 390: Communicating Science

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

Credits	1
Prerequisites	BIO 190
Frequency	Spring

BIO 490: Biology Capstone

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

Credits	3
Prerequisites	BIO 390 and permission of instructor
Frequency	Fall

CHE/BIO 150: History and Philosophy of Science

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

Credits	3
Frequency	Occasionally

ENV/BIO 120: Intro to Environmental Science

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

Credits	3
Frequency	Spring

HBS/BIO 440: Molecular Mechanism of Disease

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

Credits	3
Prerequisites	BIO 301 and CHE 340 or permission of the instructor.
Frequency	Alternate Falls

Business Administration

Faculty: Professor Lunkenheimer (co-coordinator), Associate Professors Chelminska (co-coordinator) and Ogren, and Assistant Professor Bruce

A core of basic business courses provides the foundation for students entering a number of fields, such as accounting, business administration, economics, finance, human resource management, international business, management, and marketing. Students are assisted in planning schedules to fit as closely as possible the needs of their particular fields of study. Cottey offers all the typical business course pre-requisites required if a student is planning to transfer for a different business major. Cottey offers two bachelor degrees in business: Business Administration-Management, as well as International Business with a semester-long study abroad component, with the choice depending on the student’s preference.

BUS/MAT 270: Data Analytics & Visualization

Data Analytics & Visualization course will prepare students to clean, process, and visualize data. They will also learn software programs such as advanced excel and Tableau. Students will learn skills to use data to solve problems and support business decisions. Communication skills include verbal communication through story-telling applications related to data.

Credits	3
Prerequisites	MAT 130
Frequency	Fall

BUS 101: Intro to Business

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

Credits	3
Frequency	Fall

BUS 103: Personal Finance

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

Credits	3
Frequency	Fall

BUS 105: Business Communication

Business Communication course will prepare students to communicate effectively in a professional way. Students will learn communication concepts and techniques that will prepare them to be a successful communicator in oral, written, and nonverbal form.

Credits	3
Frequency	Fall

BUS 150: Entrepreneurial Lab

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

Credits	0-3
Frequency	Fall Spring

BUS 200: Business Communication

Credits	3
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BUS 211: Principles of Accounting 1: Financial Accounting

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

Credits	3
Frequency	Fall

BUS 212: Principles of Accounting 2: Managerial Acct.

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

Credits	3
Prerequisites	BUS 211
Frequency	Spring

BUS 220: Personal Investing - Stocks & Bonds

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

Credits	3
Frequency	Fall

BUS 230: Intro to Business Sustainability

This course will serve as an introduction to the fields of corporate social responsibility and business sustainable practices. It will explore topics such as anthropogenic interference and how to counteract it, multi-stakeholders’ approach, environmental stewardship, and social impact. Students will learn about business sustainable practices and their social responsibility.

Credits	3
Prerequisites	FWS 101
Frequency	Alternate Falls

BUS 260: Legal Environment of Business

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

Credits	3
Prerequisites	At least second-year standing
Frequency	Occasionally

BUS 310: Management Information Systems

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

Credits	3
Prerequisites	BUS 211 OR BUS 212 OR ECO 201 OR ECO 202 AND CSC 101 . May be corequisite.
Frequency	Fall

BUS 315: Operations Management

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

Credits	3
Prerequisites	BUS 211 OR BUS 212 OR ECO 201 OR ECO 202 AND CSC 101 AND MAT 130 . May be corequisite
Frequency	Spring

BUS 320: Principles of Management

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

Credits	3
Prerequisites	BUS 211 OR BUS 212 OR ECO 201 OR ECO 202 . May be corequisite.
Frequency	Spring

BUS 325: Principles of Marketing

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

Credits	3
Frequency	Fall

BUS 335: Principles of Entrepreneurship and Small Business Management

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

Credits	3
Frequency	Fall

BUS 340: Principles of Finance

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

Credits	3
Prerequisites	BUS 211 OR BUS 212 OR ECO 201 OR ECO 202 . May be corequisite.
Frequency	Fall

BUS 350: Organizational Behavior

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

Credits	3
Frequency	Spring

BUS 355: Human Resource Management

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

Credits	3
Prerequisites	BUS 211 or BUS 212
Frequency	Spring Summer

BUS 399: Internship

Credits	3
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BUS 420: Implementing Business Education Programs

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

Credits	3
Frequency	Occasionally

BUS 425: Topics in Business

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

Credits	3
Prerequisites	Senior standing
Frequency	Spring

BUS 430: Coordination of Cooperative Education

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

Credits	3
Frequency	Occasionally

BUS 480: Strategic Management

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

Credits	3
Prerequisites	Senior standing
Frequency	Fall

BUS XXX: Actuarial Science

Credits	3
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MAT/BUS 270: Data Analytics & Visualization

Data Analytics & Visualization course will prepare students to clean, process, and visualize data. They will also learn software programs such as advanced excel and Tableau. Students will learn skills to use data to solve problems and support business decisions. Communication skills include verbal communication through story-telling applications related to data.

Credits	3
Prerequisites	MAT 130
Frequency	Occasionally

Chemistry

Faculty: Professor Fernando (coordinator) and Associate Professor Ghosh Kumar

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

BIO/CHE 150: History and Philosophy of Science

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

Credits	3
Frequency	Occasionally

CHE/BIO 150: History and Philosophy of Science

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

Credits	3
Frequency	Occasionally

CHE/ENV 130: Introduction Environmental Chemistry

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

Credits	3
Corequisites	CHE 131
Frequency	Occasionally

CHE/ENV 131: Introduction to Environmental Chemistry Laboratory

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

Credits	1
Corequisites	CHE 130
Frequency	Occasionally

CHE/ENV 330: Environmental Chemistry and Social Justice

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law and policy.

Credits	3
Prerequisites	ENV 110 and CHE 130/131
Frequency	Occasionally

CHE/PHY 102: Fundamentals of Physical Sciences

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

Credits	3
Frequency	Summer

CHE 110: Intro to Forensic Chemistry with Lab

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

Credits	4
Frequency	Alternate Springs

CHE 120: Introduction to Chemistry

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

Credits	3
Corequisites	CHE 121
Frequency	Spring

CHE 121: Intro to Chemistry Laboratory

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

Credits	1
Corequisites	CHE 120
Frequency	Spring

CHE 210: General Chemistry 1

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

Credits	4
Prerequisites	Strong secondary-school preparation in mathematics and laboratory science
Corequisites	CHE 211
Frequency	Fall

CHE 211: General Chemistry 1 Laboratory

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

Credits	1
Corequisites	CHE 210
Frequency	Fall

CHE 212: General Chemistry 2

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

Credits	4
Prerequisites	CHE 210 , with a grade of C or better.
Corequisites	CHE 213
Frequency	Spring

CHE 213: General Chemistry 2 Lab

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

Credits	1
Corequisites	CHE 212
Frequency	Spring

CHE 295: Research in Chemistry

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

Credits	1-2
Corequisites	CHE 210 and permission of instructor
Frequency	Occasionally

CHE 310: Prin of Analytical Chemistry

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

Credits	3
Prerequisites	CHE 212 , with a grade of C or better.
Corequisites	CHE 311
Frequency	Alternate Springs

CHE 311: Quantitative Analysis Lab

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

Credits	2
Corequisites	CHE 310
Frequency	Alternate Springs

CHE 320: Organic Chemistry 1

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

Credits	3
Prerequisites	CHE 212 , with a grade of C or better
Corequisites	CHE 321
Frequency	Fall

CHE 321: Organic Chemistry 1 Laboratory

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

Credits	2
Corequisites	CHE 320
Frequency	Fall

CHE 322: Organic Chemistry 2

Presents increasingly complex organic reactions including nucleophilic addition and substitution, carbon-carbon bondforming, radical and redox reactions with applications to biological molecules.

Credits	3
Prerequisites	CHE 320 , with a grade of C or better.
Corequisites	CHE 323
Frequency	Spring

CHE 323: Organic Chemistry 2 Lab

Emphasizes organic synthesis, chromatography, green chemistry and analysis of unknowns using spectroscopic and chromatographic techniques.

Credits	2
Corequisites	CHE 322
Frequency	Spring

CHE 340: Biochemistry

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

Credits	3
Prerequisites	CHE 320 with a grade of C or better
Corequisites	CHE 341
Frequency	Fall

CHE 341: Biochemistry Laboratory

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

Credits	2
Corequisites	CHE 340
Frequency	Fall

CHE 410: Advanced Biochemistry

An Advanced Biochemistry course covers the chemistry and function of biologically relevant macromolecules and small molecules and their implications in cellular function, physiology, signaling, and metabolism.

Credits	3
Prerequisites	CHE 340 , 341 (CHE 322 , 323 highly recommended)
Frequency	Alternate Falls

ENV/CHE 130: Intro to Environmental Chemistry

Presents chemical principles at an introductory level with an emphasis on the use of these principles to understand and describe chemical processes that occur in the environment. Covers fundamentals including atomic and molecular structure, measurement and stoichiometry, solutions, acid-base chemistry, nuclear chemistry, energy, and behavior of gases. Not open to students with credit in CHE110, CHE 120, or CHE 210.

Credits	3
Corequisites	CHE 131
Frequency	Occasionally

ENV/CHE 131: Intro to Environmental Chemistry Lab

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

Credits	1
Corequisites	CHE 130
Frequency	Occasionally

ENV/CHE 330: Environmental Chemistry and Social Justice

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law, and policy.

Credits	3
Prerequisites	ENV 110 and CHE 130/131
Frequency	Occasionally

PHY/CHE 102: Fundamentals of Physical Sciences

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

Credits	3
Frequency	Occasionally

Computer Science

CSC 101: Applications Systems: Concepts & Practice

Credits	3
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CSC 201: Introduction to Programming

Credits	3
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Criminology

Faculty: Assistant Professor Miriyam (coordinator)

CRM/SOC 201: Criminology

This course introduces the field of criminology and provides a broad overview of sociological and interdisciplinary theories for criminal behavior. Students investigate several theories and research on crime and consider how they relate to policies for crime prevention and control.

Credits	3
Prerequisites	CRM 101 or SOC 101
Frequency	Spring

CRM/SOC 220: Social Problems

We examine the social, economic, and ideological causes and solutions of issues such as inequality, racism, sexism, homophobia, poverty, crime and violence, drug abuse, and human population and environmental change. We will also examine the roles of policymakers, social advocates, and the media in the process of defining social problems.

Credits	3
Prerequisites	FWS 101
Frequency	Occasionally

CRM/SOC 301: Juvenile Justice

This course will examine the nature and extent of juvenile delinquency, risk and protective factors of juvenile delinquency, prevention and early intervention programs targeting youth, and rehabilitation programs for juvenile offenders. Included therein are discussions of the history, theories, policies, and practices of the juvenile justice system.

Credits	3
Prerequisites	CRM 101
Frequency	Fall

CRM/SOC 370: Topics in Criminology

A variable topics course which allows instructors to present different developments, problems, and controversies within and surrounding the justice system. The course offers students an opportunity for the advanced study of a special topic in crime, criminology, or criminal justice practice. The course content may vary from year to year in response to new and emerging theoretical and practical issues in the field. May be repeated as different topics to a maximum of nine semester hours. May also be repeated as different topics during the same semester.

Credits	1-3
Prerequisites	CRM 101
Frequency	Occasionally

CRM 101: The Criminal Justice System

This course introduces the main components of the criminal justice system including, but not limited to, policing, courts, and corrections. Students will explore how the criminal justice system operates at various levels as well as how it functions within and between prevailing socio-political and cultural forces.

Credits	3
Frequency	Fall

CRM 110: Domestic and Family Violence

This course explores domestic and family violence, covering its causes, effects, and societal responses. Students will learn through theory and case studies, developing skills in intervention and support to help prevent and mitigate violence, aiming to prepare future professionals for impactful roles.

Credits	3
Frequency	Fall

CRM 230: Victimology

Explore the field of victimology, examining victimization’s scope, causes, and responses in the U.S. and globally. This course delves into the latest research, including cyber victimization, trauma neurobiology, and LGBTQ+ issues, focusing on the interplay between victims, justice systems, and social services.

Credits	3
Prerequisites	CRM 110
Frequency	Alternate Springs

CRM 250: Deviant Behavior

This course explores ways in which deviant behavior is socially constructed and how individuals are labeled and stigmatized. It also examines how mechanisms of social control are activated and challenged, as well as treatment methods related to deviancy. Theoretical formulations regarding deviant behavior are analyzed from sociological and criminological perspectives.

Credits	3
Prerequisites	SOC 101 or CRM 101
Frequency	Alternate Springs

CRM 275: Corrections

This course focuses on the history, theories, policies, and practices inherent to corrections. Students will learn about philosophies of punishment and social control, examine the intricacies of both institutional and community corrections, study inmate culture, and explore the difficulties inherent to community reintegration post-incarceration.

Credits	3
Prerequisites	CRM 101
Frequency	Spring

CRM 305: Comparative Criminal Justice

This course offers a comparative study of global criminal justice systems, highlighting their diversity and commonalities with a focus on the United States. It covers the evolution of modern criminology, examines varying legal systems, and explores new global crimes, providing students with an international perspective on criminal justice.

Credits	3
Prerequisites	CRM 101
Frequency	Spring

CRM 490: Senior Capstone in Criminology

Students will consolidate their understanding of the criminology field by conducting research and/or completing a significant experiential learning project. The work will culminate in a paper and oral presentation to the faculty. The project will be completed with support of a Criminology faculty member.

Credits	3
Prerequisites	Open only to senior Criminology majors.
Frequency	Spring

SOC/CRM 201: Criminology

This course introduces the field of criminology and provides a broad overview of sociological and interdisciplinary theories for criminal behavior. Students investigate several theories and research on crime and consider how they relate to policies for crime prevention and control.

Credits	3
Prerequisites	CRM 101 or SOC 101
Frequency	Spring

SOC/CRM 220: Social Problems

We examine the social, economic, and ideological causes and solutions of issues such as inequality, racism, sexism, homophobia, poverty, crime and violence, drug abuse, and human population and environmental change. We will also examine the roles of policymakers, social advocates, and the media in the process of defining social problems.

Credits	3
Prerequisites	FWS 101
Frequency	Occasionally

SOC/CRM 250: Deviant Behavior

This course explores ways in which deviant behavior is socially constructed and how individuals are labeled and stigmatized. It also examines how mechanisms of social control are activated and challenged, as well as treatment methods related to deviancy. Theoretical formulations regarding deviant behavior are analyzed from sociological and criminological perspectives.

Credits	3
Prerequisites	SOC 101 or CRM 101
Frequency	Alternate Springs

SOC/CRM 301: Juvenile Justice

This course will examine the nature and extent of juvenile delinquency, risk and protective factors of juvenile delinquency, prevention and early intervention programs targeting youth, and rehabilitation programs for juvenile offenders. Included therein are discussions of the history, theories, policies, and practices of the juvenile justice system.

Credits	3
Prerequisites	CRM 101
Frequency	Fall

Dance

Faculty: Visiting Assistant Professor Miles (coordinator)

DAN 107: Dance Appreciation

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

Credits	3
Frequency	Occasionally

DAN 110: Beginning Dance Technique

Introductory Western concert dance technique course in the ballet, jazz, and modern genres. Intended for students with little to no previous experience. Emphasis on development of basic skills. Performance of short dance phrases using fundamentals. May be repeated for credit.

Credits	1
Frequency	Fall

DAN 120: Traditional and Social Dance

Course offers students with any level of movement experience the opportunity to learn traditional and social dances from a variety of cultures. May be repeated for credit.

Credits	1
Frequency	Fall

DAN 136: Musical Theatre Dance

Course offers students with any level of movement experience the opportunity to learn choreography from stage and film musicals. May be repeated for credit.

Credits	1
Frequency	Spring

DAN 145: Improvisation

Course offers students with any level of movement experience the opportunity for creative exploration of spontaneously generated movement. May be repeated for credit.

Credits	1
Frequency	Spring

DAN 150: Beginning Yoga

Introduction to yoga postures. This course, while respecting and peripherally touching on the other aspects of yoga, will focus on the physical practice of postures. The course will emphasize safe body alignment and personalizing one’s practice. Participation in this course will lead to increased strength, flexibility, and balance. May be repeated for credit.

Credits	1
Frequency	Fall Spring

DAN 155: Beginning Tai Chi

Introduction to Tai Chi, a gentle physical activity. The exercises in this course can be completed standing or sitting in a chair. The course will emphasize safe body alignment and personalizing one’s practice. Participation in this course will lead to increased strength, flexibility, coordination, and balance. May be repeated for credit.

Credits	1
Frequency	Occasionally

DAN 200: Dance Company

Rehearsal and presentation of concert works by faculty, students, and guest artists. May be repeated for credit.

Credits	2
Prerequisites	Audition
Frequency	Fall Spring

DAN 201: Introduction to Choreography

Exploration of basic elements, processes, and theories of dance making. The course stresses innovation, focused choreographic concepts, and creation of dances that include a variety of expressive movement qualities and interesting visual elements that complement the performer(s).

Credits	3
Prerequisites	DAN 145
Frequency	Fall

DAN 210: Intermediate/Advanced Dance Technique

Intermediate/Advanced Western concert dance technique course in the ballet, jazz, and modern genres. Intended for students with previous dance training. Emphasis on increased technical abilities, more complex movement combinations, and enhanced performance qualities. May be repeated for credit.

Credits	1
Prerequisites	Permission of Instructor
Frequency	Occasionally

DAN 250: Yoga Practice

Ongoing, informed practice of yoga postures. This course, while respecting and peripherally touching on the other aspects of yoga, will focus on the physical practice of postures. The course will emphasize safe body alignment and personalizing one's practice. Participation in this course will lead to increased strength, flexibility, and balance. New poses, beyond the Beginning Yoga course, will be introduced. May be repeated for credit.

Credits	1
Prerequisites	DAN 150 or Instructor permission
Frequency	Fall

DAN 281: Intermediate/Advanced Improvisation

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

Credits	1
Prerequisites	DAN 145
Frequency	Occasionally

DAN 288: Focused Project in Dance

Faculty guided independent study of a dance topic of the student's choosing. Enrollment in this course is limited to students pursuing the Dance Certificate or Dance minor. May be repeated for credit.

Credits	1-2
Frequency	Fall Spring

Economics

Faculty: Professor Lunkenheimer

ECO 201: Principles of Economics 1: Macroeconomics

Why are you not driving the car of your dreams? Find out in economics, where students will examine the basic concepts including supply and demand, scarcity, choice, markets, prices, inflation, employment, growth, money and banking, monetary and fiscal policy, and international trade.

Credits	3
Frequency	Alternate Falls

ECO 202: Prin of Econ 2: Microeconomics

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

Credits	3
Frequency	Spring

Education

Faculty: Associate Professor Adams (coordinator), and Assistant Professor Lanser.

Educator Preparation Tracks and Programs

Cottey College has three programs for students interested in pursuing careers in education. The certification track allows students to pursue Missouri certification upon program completion. Students must meet all criteria for Missouri licensure to be awarded an initial teacher certification. This initial certification is NOT applicable to other states. Students who wish to teach in another state must meet that state’s requirements for licensure, which may mean additional coursework and/or assessment. The non-certification track allows students to receive a degree in education studies for positions that do not require teaching certification or for students who may wish to pursue alternate routes toward teacher certification after graduation. The education minor is for students who think they may want to teach in the future but are committed to a different academic program. The minor may reduce the number of required hours for certification if the student decides to pursue an alternate route to certification.

All programs are aligned with current requirements for educator preparation accreditation by the Missouri Department of Elementary and Secondary Education (DESE). Students living in a state other than Missouri, as designated by their location (see location policy), must sign an attestation form indicating their awareness that *The*

Relational Teacher educator preparation program at Cottey College meets educator preparation requirements for initial teaching licensure in Missouri only. It is the student’s responsibility to seek out a particular state’s licensure board or agency/entity to determine eligibility for licensure in that state, if they choose to seek licensure in another state.

Certification	Non-certification	Education Minor
Elementary (grades 1-6) <i>Cottey College’s Elementary Education major is focused on contributing highly effective teachers in education for grades 1-6.</i> Bachelor of Arts in Elementary Education	Education Studies – elementary or secondary <i>The Education Studies track is intended for students who do not meet state criteria for certification or for students whose career goals do not require teaching certification. Education Studies Track students are not required to meet the Education Program admission requirements.</i> Bachelor of Arts in Education Studies, Elementary Bachelor of Science in Education Studies, Secondary	<i>The education minor provides students who have an interest in teaching but are pursuing another baccalaureate degree to get hired by a school district on a provisional teaching certificate or a temporary authorization certificate. With this minor, students will meet the coursework required for middle school 5-9, secondary 9-12, and K-12 subject areas licensure requirements, reducing the amount of time they are provisionally employed.</i> Education Minor
Secondary (grades 9-12) <i>Cottey College’s Secondary Education major is focused on contributing highly effective teachers in the sciences and other fields for grades 9-12. Teachers completing an education degree at Cottey are equipped to adapt to the educational needs of the next generation of students.</i> Bachelor of Arts or Bachelor of Science in Secondary Education		

EDU 38x: Secondary Methods of Teaching (Content Area)

Credits	3
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EDU 100: Introduction to the Relational Teacher

This course provides students interested in pursuing an education degree with an opportunity to learn about the philosophical framework of The Relational Teacher program. Students learn about program requirements. By the end of the course, students will have started their professional education portfolio.

Credits	1
Frequency	Fall

EDU 210: Foundations of Education

This course is a survey of the philosophical, historical, sociological, and legal foundations of education in the United States. Students will examine the roles and responsibilities of teachers and the legal/ethical aspects of teaching. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Cultural diversity, multicultural education, and differentiated instruction will be included. Students will complete the Missouri Educator Profile (MEP). This is a prerequisite for all Education courses.

Credits	3
Corequisites	EDU 290
Frequency	Fall

EDU 240: Elementary Science Content

Upon course completion, students will demonstrate mastery of science competencies as required by DESE using similar content assessments that students will encounter when taking the elementary science certification assessment. Students engage in inquiry driven lessons providing them with necessary hands-on experiences to effectively model & teach science in elementary classrooms.

Credits	3
Frequency	Fall

EDU 250: Mathematics for Elementary Teachers I

This course focuses on multiple teaching modalities for problem solving skills using the real number system and algebra. Teacher candidates will deepen their content knowledge by developing inquiry based teaching strategies in the area of mathematics.

Credits	3
Prerequisites	MAT 110
Frequency	Fall

EDU 251: Mathematics for Elementary Teachers II

This course provides an introduction to teaching the basic concepts of probability (including counting techniques), statistics, and geometry. The basic geometry concepts to be covered include the fundamentals of planar and 3-dimensional geometry; congruence and similarity, proofs of congruent or similar triangles; concepts of measure; and motion geometry and tessellations.

Credits	3
Prerequisites	MAT 110
Frequency	Spring

EDU 260: Writing & Grammar in Elementary Classrooms

This course provides techniques for assessing and improving the writing skills of elementary students. Students will further develop units of study and create writing mini-lessons, select mentor texts for grade level-appropriate writing, and learn to conduct individual writing conferences.

Credits	4
Prerequisites	EDU 210
Frequency	Fall

EDU 290: Field Experience I

This course provides observation experiences in the school setting. Students will be required to document 30 hours.

Credits	1
Corequisites	EDU 210
Frequency	Fall

EDU 310: Educational Psychology

This course investigates psychological concepts, theory, models, and methods of research in development and education. Students explore current topics and application of learning theories to contemporary educational issues. The unique needs of English Language Learners and the acquisition of a second language will be examined.

Credits	3
Prerequisites	PSY 101
Frequency	Spring

EDU 315: Assessment in Education

This course provides students experience in creating fair and effective assessments. Students will learn about measurement, item analysis, interpretation, and steps of developing appropriate classroom tests and assessments; performance assessments; standardized testing; biases in educational assessment; and self-assessment.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Spring

EDU 318: Language Acquisition and Development of Young Children

This course focuses on the normal sequence of language development and the teaching of literacy in the elementary context. Strategies for teaching word recognition, vocabulary, decoding, comprehension, and critical thinking within a class of linguistically and culturally diverse students will be explored. This course will address how elementary teachers can identify typical and atypical language acquisition, indications for referral, and education techniques for working with English Language Learners and students with disabilities.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Spring

EDU 320: The Exceptional Learner

This course is an introduction to human exceptionality and the field of special education. The student will develop an understanding of the unique characteristics, strengths, and challenges of exceptional learners along with the competencies to effectively teach exceptional learners.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 325: Literacy in the Content Areas

This course provides students with techniques for assessing and improving literacy skills in their content area. This includes reading to learn and writing to learn as part of literacy skills. Students will learn to apply reading and writing concepts, theories, and techniques to content area material by developing lesson plans and materials. Cultural diversity, multicultural education, and differentiated instruction will be included. Special consideration will be given to developing literacy skills of English Language Learners will be included.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 326: Literacy in Elementary Schools

This course provides techniques for assessing and improving student literacy skills that are grade level appropriate and content specific. Students apply literacy theories and techniques by developing lesson plans. Emphasis on cultural diversity, and differentiated instruction with special consideration to developing literacy skills of English Language Learners will be included.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 370: Teaching in Secondary Schools

This course examines the techniques for effective teaching at the secondary level. This includes designing engaging and rigorous lessons to meet the needs of diverse learners. Bloom’s Taxonomy will be examined in relation to learning objectives and assessments in lesson planning. Students will design units of instruction that include critical thinking and problem solving activities, as well as strategies for teaching English Language Learners. Cultural diversity, multicultural education, and differentiated instruction will be included. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Educational technology will be reviewed/introduced.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Spring

EDU 372: Teaching in Elementary Schools

This course will allow students to examine the specific techniques and procedures for effective teaching at the elementary level. Students will examine what is required to design authentic, engaging, and rigorous lessons that meet the needs of all learners. Candidates will engage in long range planning activities.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Spring

EDU 380: Elementary Math Methods

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of manipulatives to teach mathematics to elementary students. Candidates create and teach several math lessons throughout the course. The course introduces candidates to trauma informed teaching practices and the role of research in elementary math education.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 381: Elementary Science Methods

strategies and activities that incorporate the use of hands-on activities to teach science in the elementary school context. Candidates create and teach science lessons in the following areas: physics, chemistry, earth science, environmental science, and life science.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 382: Secondary Methods of Teaching English

This course examines a variety of methods of teaching English in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to English instruction. Students will also develop a Unit Plan of instruction.

Credits	3
Prerequisites	Admission to Education Program and EDU 370 .
Corequisites	EDU 390
Frequency	Fall

EDU 383: Secondary Methods of Teaching Business Education

This course examines a variety of methods of teaching business education in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to business education instruction. Students will also develop a Unit Plan of instruction.

Credits	3
Prerequisites	Admission to Education Program and EDU 370 .
Corequisites	EDU 390
Frequency	Fall

EDU 384: Secondary Methods of Teaching Science

This course examines a variety of methods of teaching science in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to science instruction. Students will also develop a Unit Plan of instruction.

Credits	3
Prerequisites	Admission to Education Program and EDU 370 .
Corequisites	EDU 390
Frequency	Fall

EDU 385: Secondary Methods of Teaching Social Science

This course examines a variety of methods of teaching social science in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to social science instruction. Students will also develop a Unit Plan of instruction.

Credits	3
Prerequisites	Admission to Education Program and EDU 370 .
Corequisites	EDU 390
Frequency	Fall

EDU 386: Secondary Methods of Teaching Speech & Theatre

This course examines a variety of methods of teaching speech & theatre in high school, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to speech & theatre instruction. Students will also develop a Unit Plan of instruction.

Credits	3
Prerequisites	Admission to Education Program and EDU 370 .
Corequisites	EDU 390
Frequency	Fall

EDU 387: Integrated Methods I: Literacy and Social Studies

This course emphasizes social studies content, and the development of integrated lessons appropriate for the elementary context. Candidates create and teach lessons in the elementary setting that incorporate appropriate literacy strategies associated with the learning of social studies content including the history of Missouri.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 388: Integrated Methods II: Literacy, Movements and the Arts

This course emphasizes the integration of movement, visual arts, and music into elementary lessons. Candidates utilize research and experiences from other education courses to create and teach several integrated lessons in the elementary setting. Candidates utilize video to reflect and adapt on the effectiveness of the lesson based on feedback.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 389: Secondary Methods for Teaching Mathematics

This course examines a variety of methods of teaching mathematics in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to mathematics instruction. Students will also develop a Unit Plan for instruction.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 390: Field Experience II

This course provides involvement in a secondary classroom. Students will observe and participate in a variety of activities to become familiar with the total school experience. The student will be required to document 45 hours of observation and activity.

Credits	1
Prerequisites	Admission to Education Program and EDU 290 .
Corequisites	One of the following - EDU 381 -386 or EDU 389
Frequency	Fall

EDU 400: Missouri Content Assessment Preparation

This course provides students an opportunity to prepare for required content assessments necessary for certification. Students work with the instructor weekly to devise and revise plans for performance improvement using pre and post assessment data to make decisions.

Credits	1
Prerequisites	EDU 210
Frequency	Fall

EDU 415: Classroom Management

This course examines differentiated instruction and the role of the teacher in creating a classroom environment conducive to effective learning. Behavioral management techniques in classroom management will be included. The role of instructional technology (interactive whiteboard, clickers, podcasting, flipped classrooms, etc. will be reviewed/introduced. Legal and ethical issues of technology in the classroom will be examined.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Fall

EDU 425: Literacy Intervention

This course presents strategies to increase the reading ability of adolescent students. The focus is helping students gain more from their reading tasks, improve their motivation for and engagement in the learning process as well as assist struggling readers who may need intervention on an individual basis. Special consideration will be given to developing literacy skills of English Language Learners.

Credits	3
Prerequisites	Admission to Education Program
Frequency	Spring

EDU 485: Research Foundations in Education

Prerequisite: Fourth-year student Research Foundations in Education is designed to provide students with research fundamentals and opportunities to engage in academic research. By the end of the course, students present a formal research proposal, including IRB approval, for their capstone project, which will be completed the following semester.

Credits	3
Prerequisites	Fourth-year student
Frequency	Occasionally

EDU 490: Student Teaching

This culminating clinical experience involves observation and supervised teaching in a secondary school classroom. Students should have completed all courses required for the program prior to this course. Additional information on the student teaching application process and requirements can be found on the website. (Senior standing; Fee \$100, non-refundable).

Credits	12
Frequency	Fall Spring

EDU 495: Education Rsrch Capstone

Education Research is the capstone course for students majoring in Education Studies. Students carry out their research proposal and prepare their research paper for publication. Students are expected to present their research on Assessment Day.

Credits	3
Prerequisites	EDU 485
Frequency	Occasionally

English

Faculty: Professor Stubblefield (coordinator), and Associate Professors Polo and Green

Cotter’s English Department offers courses which recognize the integral relationship among thinking, reading, and writing. Students are given opportunities to engage in critical discussions, travel to literary sites, present papers at conferences, and edit and publish in our literary journal. In addition to developing in students the ability to read deeply, think critically, and write effectively, the English program helps students discover who they are, what they think, and what they are capable of achieving.

ENG/WGS 224: Women Writers

The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

ENG/WGS 333: "Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)

This course will explore the poetry of four important mid- twentieth-century American women poets: Gwendolyn Brooks, Anne Sexton, Adrienne Rich, and Sylvia Plath. We will employ close readings of their work, feminist literary theory, and interdisciplinary approaches to understand their position in literary history, their response to American culture, and their “revisioning” (to use Adrienne Rich’s term) of women’s experience. Special attention will be given to women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 334: Poetry as Protest

Prerequisite: ENG 103, any 200-level ENG course (except ENG 290), or permission of instructor This course will consider poetry as a means of resistance and a tool of social justice. Students will examine historical, cultural, political, and social context to analyze a wide range of poetic genres from different periods. Special emphasis on women's leadership, social responsibility, and global awareness. Topics vary. Fulfills pre- or post-1900 English requirement depending on topic and writing-intensive requirement. 3 credits

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 351: Good Girls and Wild Women

This course considers the depictions of women in British and American literature written before 1900. Special emphasis on women’s leadership and social responsibility, and on feminist theory. Fulfills pre- 1900 B.A. English requirement and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290)
Frequency	Occasionally

ENG/WGS 364: "Make it New!": Women and Literary Modernism

This course surveys the wide range of Modernist literature that responds to the social, artistic, technological, intellectual, and economic changes that took place in the early twentieth century. Students will use literary theory and criticism, as well as other cultural artifacts, to understand the ways in which writers make sense of their rapidly changing world. Special attention will be given to women's leadership, social responsibility, and global awareness. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 371: Jane Austen

This class will explore the development of Jane Austen's literary career through a focus on her six major novels and some of the juvenilia. Background information on Austen's life and times will enable students to appreciate the many themes and subtexts of these works. Fulfills pre-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 372: Toni Morrison

Exploration of the development of Toni Morrison’s literary career, focusing primarily on her novels and criticism. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 374: Edith Wharton

Exploration of Edith Wharton’s life and work in the context of women’s leadership, social responsibility, and global awareness, and through the lens of feminist literary theory. Students will read a variety of genres and complete a wide range of assignments. Fulfills English B.A. post-1900 and writing intensive requirements.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG 103: Introduction to Literature

Examines fiction, poetry and/or drama from a variety of perspectives. Covers components, devices, and vocabulary that characterize various literary genres.

Credits	3
Frequency	Alternate Springs

ENG 199: Internship

Credits	1-2
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ENG 200: Introduction to the English Major

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

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor.
Frequency	Fall Alternate Springs

ENG 201: English Literature 1

Study of works by selected British writers who represent significant literary movements up to Romantic period. Includes some writin about British literature.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Falls

ENG 202: English Literature 2

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

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

ENG 205: American Literature 1

Study of works by selected American writers who represent significant literary movements up to the Civil War. Includes some writing about American literature.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Falls

ENG 206: American Literature 2

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

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

ENG 230: Studies in Ethnic Literature

The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Fall

ENG 231: African-American Literature

This course will survey the history of African-American Literature from the eighteenth century to the present. We will read a wide range of literary texts, as well as cultural and political documents. In analyzing these works, we will also consider art and music, literary and critical theory, and social responsibility.

Credits	3
Frequency	Alternate Falls

ENG 234: World Literature

This course will consider literature, written in or translated into English, from around the world. We will read a diverse group of authors, traditions, and genres, paying special attention to historical and cultural context. Special focus on global awareness.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Falls

ENG 280: English Grammar and Usage

This course will provide a review of the basics of grammar and mechanics for the purpose of knowing and explaining how English grammar and language works. Students will learn the Reed-Kellogg system of diagramming to understand the deep structure of language. Grammar will be presented from both a prescriptive and descriptive perspective. Ideal for students interested in language and writing, studying a foreign language, or wanting to teach English or a foreign language.

Credits	3
Prerequisites	WRI 102 or permission of instructor
Frequency	Alternate Falls

ENG 291: Excursions

Faculty-led excursions enable students to “experience and do English” so they may understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. When travel is not possible, virtual experiences will be substituted. Topics vary.

Credits	1-3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Fall

ENG 308: Children's/Young Adult Literature

This course introduces students to Young Adult Literature in a variety of genres. Includes discussion of various pedagogical methods for response-based teaching and issues in literary censorship.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290)
Frequency	Alternate Springs

ENG 312: History of the English Language

This course investigates the three phases of the English language - Old, Middle, and Modern English - and the relation of language xfto history and culture.

Credits	3
Prerequisites	WRI 102 and second-year status, or permission of instructor
Frequency	Alternate Falls

ENG 326: The American Novel

This course explores the American novel in terms of literary, historical, and cultural context and through close readings of literary, theoretical, and critical texts. Topics vary. Fulfills pre- or post-1900 B.A. English requirement depending on topic and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG 352: American Realism and Naturalism

Course will consider American literature written between the Civil War and World War I. The class will analyze its literary, historical, cultural, social, and theoretical contexts, and special attention will be given to gender, race, class, and sexuality. Fulfills pre-1900 B.A. English and writing- intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG 383: Animals in Literature

This course considers the depiction of animals in literature and what that depiction suggests about the relationship between human and non-human animals. Students will consider texts from a wide range of disciplines with special focus on women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG 410: Critical Theory

Provides a historical and thematic survey of critical theory and an interdisciplinary theoretical framework for the analysis and understanding of literature and the world beyond the text.

Credits	3
Prerequisites	ENG 200 and second-year standing or permission of the instructor
Frequency	Fall

ENG 490: Capstone Research Project

Culmination of the student’s work in the major. Allows student to complete a thesis under the direction of an English faculty member. Class meetings will guide and support the thesiswriting process by creating regular writing workshops for students and allowing for various kinds of feedback during each stage of the process. Students will also develop résumés, application letters, and portfolios, and they will present their theses to the campus community.

Credits	3
Prerequisites	Open only to senior English majors
Frequency	Spring

WGS/ENG 224: Women Writers

The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

WGS/ENG 333: "Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)

This course will explore the poetry of four important mid- twentieth-century American women poets: Gwendolyn Brooks, Anne Sexton, Adrienne Rich, and Sylvia Plath. We will employ close readings of their work, feminist literary theory, and interdisciplinary approaches to understand their position in literary history, their response to American culture, and their “revisioning” (to use Adrienne Rich’s term) of women’s experience. Special attention will be given to women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 334: Poetry as Protest

Prerequisite: ENG 103, any 200-level ENG course (except ENG 290), or permission of instructor This course will consider poetry as a means of resistance and a tool of social justice. Students will examine historical, cultural, political, and social context to analyze a wide range of poetic genres from different periods. Special emphasis on women's leadership, social responsibility, and global awareness. Topics vary. Fulfills pre- or post-1900 English requirement depending on topic and writing-intensive requirement. 3 credits

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 351: Good Girls and Wild Women

This course considers the depictions of women in British and American literature written before 1900. Special emphasis on women’s leadership and social responsibility, and on feminist theory. Fulfills pre- 1900 B.A. English requirement and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290)
Frequency	Occasionally

WGS/ENG 364: "Make it New!": Women and Literary Modernism

This course surveys the wide range of Modernist literature that responds to the social, artistic, technological, intellectual, and economic changes that took place in the early twentieth century. Students will use literary theory and criticism, as well as other cultural artifacts, to understand the ways in which writers make sense of their rapidly changing world. Special attention will be given to women's leadership, social responsibility, and global awareness. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 371: Jane Austen

This class will explore the development of Jane Austen's literary career through a focus on her six major novels and some of the juvenilia. Background information on Austen's life and times will enable students to appreciate the many themes and subtexts of these works. Fulfills pre-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 372: Toni Morrison

Exploration of the development of Toni Morrison’s literary career, focusing primarily on her novels and criticism. Fulfills post-1900 B.A. English and writingintensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 374: Edith Wharton

Exploration of Edith Wharton’s life and work in the context of women’s leadership, social responsibility, and global awareness, and through the lens of feminist literary theory. Students will read a variety of genres and complete a wide range of assignments. Fulfills English B.A. post-1900 and writing intensive requirements.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

Environmental Studies

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

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

ANT/ENV 182: From Garden to Table: Horticulture, Society, and Culture

This course focuses on food domestication as a major contributor to human societies and cultures as well as to ecological changes around the world. Small-scale gardening is examined through time and space in conjunction with service-learning primarily using our campus gardens.

Credits	2
Frequency	Alternate Falls

ANT/ENV 381: Food & Culture

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

Credits	3
Prerequisites	WRI 102
Frequency	Alternate Falls

BIO/ENV 120: Introduction to Environmental Science

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

Credits	3
Frequency	Occasionally

CHE/ENV 130: Introduction Environmental Chemistry

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

Credits	3
Corequisites	CHE 131
Frequency	Occasionally

CHE/ENV 131: Introduction to Environmental Chemistry Laboratory

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

Credits	1
Corequisites	CHE 130
Frequency	Occasionally

CHE/ENV 330: Environmental Chemistry and Social Justice

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law and policy.

Credits	3
Prerequisites	ENV 110 and CHE 130/131
Frequency	Occasionally

ENV/ANT 182: From Garden to Table: Horticulture, Society, and Culture

This course focuses on food domestication as a major contributor to human societies and cultures as well as to ecological changes around the world. Small-scale gardening is examined through time and space in conjunction with service-learning primarily using our campus gardens.

Credits	2
Frequency	Alternate Falls

ENV/ANT 381: Food & Culture

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

Credits	3
Prerequisites	WRI 102
Frequency	Fall

ENV/BIO 120: Intro to Environmental Science

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

Credits	3
Frequency	Spring

ENV/CHE 130: Intro to Environmental Chemistry

Presents chemical principles at an introductory level with an emphasis on the use of these principles to understand and describe chemical processes that occur in the environment. Covers fundamentals including atomic and molecular structure, measurement and stoichiometry, solutions, acid-base chemistry, nuclear chemistry, energy, and behavior of gases. Not open to students with credit in CHE110, CHE 120, or CHE 210.

Credits	3
Corequisites	CHE 131
Frequency	Occasionally

ENV/CHE 131: Intro to Environmental Chemistry Lab

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

Credits	1
Corequisites	CHE 130
Frequency	Occasionally

ENV/CHE 330: Environmental Chemistry and Social Justice

An interdisciplinary course focused on the specific ways that human activity can lead to the accumulation, depletion, and alteration of chemicals in the environment, and the resulting effects of changed chemical levels on both the environment and the people who live in the environment. The intersection of environmental chemistry and social justice will be explored through an examination of the disparate ways in which members of different groups, both nationally and internationally, experience acute and/or chronic negative effects from living in degraded and contaminated environments. Supporting topics will include activism, environmental remediation, law, and policy.

Credits	3
Prerequisites	ENV 110 and CHE 130/131
Frequency	Occasionally

ENV/PHE 134: Outdoor Skills & Adventure Activities

Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each semester for caving, goecashing, or night hiking. Course combines lecture, activity and required weekend participation. Meets for 8 weeks.

Credits	1
Prerequisites	Walk two miles in 32 minutes or less.
Frequency	Alternate Springs

ENV/PHI 225: Environmental Awareness & Ethics

Environmental awareness and ethics goes hand in hand. Environmental awareness develops with understanding of ethical relationships that humans share with the non-human world. This course will examine frameworks in environmental ethics, intergenerational justice, food justice, animal rights, land ethics, and ecological justice. This course will have a service learning component.

Credits	3
Frequency	Alternate Springs

ENV 110: Intro to Environmental Studies

This is a 100-level introductory course that will introduce the field of environmental studies. Environmental studies is an interdisciplinary field and it borrows concepts from multiple disciplines such as environmental sociology, human ecology, geomorphology, development studies, environmental health, and environmental planning and design. This course will introduce the various dimensions of the field including environmental ethics, ecosystem studies, earth and atmospheric sciences, globalization and environment, environmental movements, environmental policy, political ecology, environmental health, environmental justice, environmental economics, environmental planning, and GIS. It will also discuss the possible career opportunities that exist in the field.

Credits	3
Frequency	Fall

ENV 125: World Regional Geography

This course will introduce students to the different world regions including regions in Asia, Africa, North America, Latin America, and Europe. Students will learn the history, culture, population, territory, economy, and the environment of each region that will provide them with a comprehensive understanding of each. This course will make them globally aware of the different regions of the world and also keep them well informed of some of the current events that are affecting the regions.

Credits	3
Frequency	Spring

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

GIS is being widely used in the United States and elsewhere in the world. Its use is increasing in popularity in academia, the public and private sector, health care, government services, industry, and others. In environmental studies, the use of GIS has increased in the recent years. This course will enable students to learn the basics of GIS theory, GPS, and remote sensing technologies; prepare and analyze maps using spatial analysis tools; and be familiar with the recent trends in the field. 3 credits

Credits	3
Frequency	Alternate Falls

ENV 310: Mastering Geographic Information Systems (GIS)

This course focuses on Geographic Information Systems (GIS) and an essential interdisciplinary tool in environmental studies, business, art and other disciplines. Through practical applications of ESRI ArcView students learn GIS fundamentals and will become proficient in using GIS in many professional and academic fields. Topics include cartography, geodatabases, metadata and spatial analysis, as well as, building, editing, and analyzing GIS. Students will complete a final project with a topic of their choice.

Credits	3
Prerequisites	ENV 270
Frequency	Occasionally

ENV 315: Ecosystems, Function & Management

This course is divided into three sections. The first part will examine ecosystem functions, concepts, and services. The second part will explore human impact on the ecosystems and its management approaches. The third part will investigate major ecosystems including aquatic, forest, prairie, desert, and cave ecosystems. Case studies analyzing problems and management issues of these ecosystems will be discussed. The practical aspect of this course will include a field trip to a major ecosystem.

Credits	3
Prerequisites	ENV 110 or ENV 125
Frequency	Alternate Springs

ENV 320: American Environmental History

In this course, students will analyze changing perceptions and uses of the environment in the United States from pre-contact time to the present. Emphasis will be placed on examples of sustainability and conservation practice.Fulfills writing-intensive requirement.

Credits	3
Prerequisites	At least one history class
Frequency	Alternate Springs

ENV 331: Sustainable Tourism

This course will critically examine the extent to which the tourism industry has been sustainable. Students will first learn the history of the tourism industry and then examine how the idea of sustainable development has been attached to the industry. Next, the course will analyze the different dimensions of sustainable tourism including socio-cultural, environmental, and economic dimensions. Finally, the course will examine how and to what extent the tourism industry has been sustainable in different settings such as urban, rural, mountain, and wilderness areas.

Credits	3
Prerequisites	ENV or ENV 125
Frequency	Spring

ENV 335: Earth Science: Soil, Water, Atmosphere

This course will examine the physical geographic aspects including various dimensions of the atmosphere; solar energy, seasons and global temperature; water, weather, and climate systems; and earth-soil dynamics. Therefore, this course is divided into three parts: atmospheric system, water weather, and climate system, and earth-soil dynamics. The practical aspect of this course will include fieldtrip to geological facilities in Missouri.

Credits	3
Prerequisites	ENV/ BIO 120 , BIO 250 , or permission of instructor
Frequency	Occasionally

ENV 340: Topics in Environmental Studies

Environmental Studies encompasses interdisciplinary research and multiple specializations. A topics course offers students the opportunity to develop a deeper understanding in one or more environmental topics. The topics will vary across semesters and include (but are not limited to): Climate Change, Wildlife Conservation, Geographies of Hope and Sustainable Development.

Credits	3
Prerequisites	ENV 110 or permission of instructor
Frequency	Occasionally

ENV 350: Environmental Conditions and Global Economic Development

In this 300-level course, students will first learn about the concepts of globalization and population dynamics and then examine how environmental resources are impacted due to population pressure and the forces of globalization. They will also learn how environmental movements worldwide are responding to the forces of globalization. This course is divided into several sections. Concepts of globalization and population dynamics comprise the first section. The second section examines the effects of globalization on water resource, food system and biodiversity, waste, and energy resources. The third section will investigate the connection between globalization and environmental politics with a focus on the politics over climate change. The final part will study environmental movements in the United States and beyond.xs

Credits	3
Prerequisites	ENV 110 or ENV 125
Frequency	Alternate Springs

ENV 360: Environ Planning/Env Impact Assessm

This course analyzes basics of the environmental planning process and how to create and foster development and redevelopment that meets social, ecological and economic goals. Students will become familiar with Environmental Impact Assessment and how it should be carried out. Topic covered include: architecture - environmental aspects; historic buildings preservation and adaptive reuse of the historic build environment; urban environmental and social issues; building gender equality in urban life; globalization and its regional and international impacts on urban processes; pressure on the environment caused by human activities and structures.

Credits	3
Prerequisites	ENV 110
Frequency	Alternate Falls

ENV 365: Environmental Justice

Environmental Justice will focus on the works of the first generation EJ scholars who wwere inspired by environmental racism; conceptions of environmental inequality formation by the second wave of EJ scholars; and how environmental justice activism and theory expanded to include new empirical spaces in different national contexts. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Sophomore or higher or permission of the instructor
Frequency	Spring

ENV 370: Sustainability in Action

To provide students with valuable and tangible experience in practical aspects of realizing UN sustainability goals, and transfer theory into practice, this course allows students to engage in real-world, sustainability-related action research projects that provide benefits for a target community.

Credits	3
Frequency	Alternate Falls

ENV 390: Capstone Research/Outreach Project (Part I)

The capstone is the culmination of the student’s work in the major. Over a period of two semesters, students will complete a thesis under the direction of an Environmental Studies faculty member or professional expert. This course will focus on the first part of the project. Students will be exposed to peerreviewed scientific papers and will be able to strengthen their presentation skills. Students will learn how to write a research proposal which will include identifying a research title, writing a concise introduction, a background section, research questions, literature review, data collection and analysis methods, significance of the study, and a conclusion. Students will present their progress regularly and their research proposal at the end of the semester. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	General education requirements completed
Frequency	Fall

ENV 399: Internship

Credits	1-3
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ENV 490: Capstone Research/Outreach Project (Part II)

This course is the second part of the capstone research project. Students will work on the research proposal that they wrote in capstone research Part I. This process will include writing IRB application, getting IRB approval, data collection and analysis, and thesis writing. Finally, students will present their final thesis to the faculty, students, and academic staff of Cottey College at the end of the semester. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ENV 485
Frequency	Spring

HIS/ENV 320: American Environmental History

An analysis of changing perceptions and uses of the environment in the United States from pre-contact time to the present. Emphasis is placed on examples of sustainability and conservation practice. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	At least one history class
Frequency	Alternate Springs

PHE/ENV 134: Outdoor Skills & Adventure Activ

Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each semester for caving, goecashing, or night hiking. Course combines lecture, activity and required weekend participation. Meets for 8 weeks.

Credits	1
Prerequisites	Walk two miles in 32 minutes or less
Frequency	Occasionally

PHI/ENV 225: Environmental Awareness & Ethics

Environmental awareness and ethics goes hand in hand. Environmental awareness develops with understanding of ethical relationships that humans share with the non-human world. This course will examine frameworks in environmental ethics, intergenerational justice, food justice, animal rights, land ethics, and ecological justice. This course will have a service learning component.

Credits	3
Frequency	Alternate Springs

Health and Biomedical Sciences

Faculty: Professor Fernando and Assistant Professor Ghosh Kumar (coordinator)

This program is intended for students who wish to enter postgraduate training programs to become medical professionals or pursue advanced research in a biomedical field. The curriculum is strongly based in the chemical and biological sciences to ensure that graduates are well-prepared to enter master’s- or doctoral-level degree programs.

BIO/HBS 440: Molecular Mechanism of Disease

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

Credits	3
Prerequisites	BIO 301 and CHE 340
Frequency	Alternate Springs

HBS/BIO 440: Molecular Mechanism of Disease

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

Credits	3
Prerequisites	BIO 301 and CHE 340 or permission of the instructor.
Frequency	Alternate Falls

HBS 190: Health & Biomedical Sciences Seminar I

This discussion class introduces through examination of the professional literature topics important to health science professionals including ethics, health and well-being, public health, preventative medicine, global health, health justice, the status of women in the health sciences, and work in the areas of biomedical and clinical research.

Credits	1
Frequency	Fall Spring

HBS 290: Health & Biomedical Sciences Seminar II

Presents an introduction to professional writing including journal articles, literature reviews and grant proposals. Students will begin exploration of possible topics for their capstone project, develop a single topic, and present the topic both as a written report and an oral presentation.

Credits	1
Prerequisites	HBS 190 and CHE 210 with grade of C or better
Frequency	Spring

HBS 390: Health & Biomedical Sciences Seminar III

Presents an introduction to professional skills including protection of human research participants; institutional review board protocols; bioethics of laboratory research; the creation of CVs, resumes and cover letters; searching for jobs and/or graduate programs; creation of job/program applications; and interviewing.

Credits	1
Prerequisites	HBS 290 with grade of C or better.
Frequency	Spring

HBS 410: Principles of Medical Diagnostics

Presents basic principles of current medical diagnostic methods and the scientific principles behind those methods. Will include topics such as proteomic mass spectroscopy, UV/Vis spectroscopy, IR spectroscopy, and FRET, and the applications of these spectroscopic techniques in the diagnosis of disease.

Credits	3
Prerequisites	CHE 310/311 and CHE 340/341 , or permission of instructor
Frequency	Alternate Springs

HBS 490: Health & Biomedical Sciences Capstone Research Project/Outreach Project

Students will complete a laboratory, field or literature research project to culminate their degree. The project may contain a service-learning or internship-based component. The project will be completed with the support of the faculty or other appropriate project mentor and will include a written sprofessional report and oral presentation.

Credits	3
Prerequisites	HBS 390 with a grade of C or better.
Frequency	Spring

History

Faculty: Professor S. Chaney (coordinator) and Assistant Professor Kieffer

The history program offers students the opportunity to study the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs, and the art and literature contributing to the development of the United States, and European and world societies. An informed awareness of historical developments will prepare students for a diverse range of careers as well as for lives of action and contribution in contemporary society. Students’ learning goals in the history program involve three principle areas: critical thinking skills, communication skills, and material knowledge.

HIS/ENV 320: American Environmental History

An analysis of changing perceptions and uses of the environment in the United States from pre-contact time to the present. Emphasis is placed on examples of sustainability and conservation practice. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	At least one history class
Frequency	Alternate Springs

HIS 111: United States History to 1877

Survey of the development of United States from its colonial origins to the end of Reconstruction.

Credits	3
Frequency	Fall

HIS 112: United States History Since 1877

Survey of development of United States from Reconstruction to present.

Credits	3
Frequency	Spring

HIS 131: World History to 1500

A survey of major developments in world history from ancient times to 1500. Emphasis is placed on the rise and fall of major civilizations and empires, the emergence and spread of enduring faiths and philosophies, and the evolution of regional and global networks that dispersed crops, diseases, technologies, and ideas.

Credits	3
Frequency	Alternate Springs

HIS 132: World History Since 1500

A survey of major developments in world history from 1500 to 1950. Emphasis is placed on the expansion and contraction of empires in Africa, Asia, Americas, Europe, and Middle East and on the origins and consequences of the French, Atlantic, Russian, and industrial revolutions and of the two world wars.

Credits	3
Frequency	Alternate Springs

HIS 133: The World Since 1945

A survey of developments in world history since the end of World War Two. Emphasis is placed on the global Cold War and its many consequences, decolonization and social justice movements in Africa, Asia, and Latin America, tensions in the Middle East, and challenges in the post-Cold War world.

Credits	3
Frequency	Fall

HIS 150: Introduction to Historical Methods

How do historians know what they know? This course will introduce the field of history and its methods. Students will learn to identify and utilize primary and secondary sources and develop their own original research project.

Credits	3
Frequency	Spring

HIS 199: Internship

Credits	1
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HIS 202: Twentieth-Century Europe

A survey of major developments in twentieth-century Europe. Special attention is given to social and cultural trends, the cataclysmic effects of two world wars, competing democratic, communist, and fascist ideologies, the Cold War division of Europe, the collapse of European and Soviet empires, and challenges for the European Union.

Credits	3
Frequency	Alternate Falls

HIS 211: History of Women in the United States

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

Credits	3
Frequency	Spring

HIS 245: The Holocaust

An in-depth examination of the persecution and attempted annihilation of European Jews and other targeted groups by Nazi Germans and their collaborators during World War Two. Topics covered include Antisemitism, Nazi ideology and policy, the Final Solution in its wartime context, and postwar legacies of the Holocaust.

Credits	3
Prerequisites	Sophomore standing.
Frequency	Alternate Springs

HIS 255: Early Modern Europe, 1350-1700

A survey of major developments in Europe between 1350 and 1700. Emphasis is placed on the Renaissance, the Reformation and wars of religion, interaction with the Ottoman Empire, conquest of empires in the Americas, and European rivalries. The rise of Western science and the emergence of the modern state will also be examined.

Credits	3
Frequency	Alternate Falls

HIS 260: Modern European History, 1700-1900

A survey of major developments in Europe between 1700 and 1900. Emphasis is placed on the Enlightenment, French Revolution and Napoleonic Era, revolutionary movements of the 1820s-1840s, socio-economic changes in industrial production, the emergence of ideologies such as socialism, liberalism, and nationalism, and competition for empires in Africa and Asia.

Credits	3
Frequency	Alternate Springs

HIS 340: Genocide in History

A comparative examination of genocides in history, with emphasis on examples from the twentieth century. The course explores the context in which genocides have occurred over the ages and also devotes attention to efforts in modern times to seek justice after the mass violence.

Credits	3
Frequency	Alternate Springs

HIS 345: Modern Political Revolutions

An examination of the origins, anatomy, and short and long-term consequences of several major world revolutions since 1750 that sought to completely transform the political, social, economic and ideological aspects of society. Emphasis is placed on the French, Bolshevik, anti-colonial, and Iranian revolutions.

Credits	3
Prerequisites	Sophomore standing or consent of instructor.
Frequency	Alternate Falls

HIS 350: Advanced Historical Methods

This junior-level course, required of all history majors, emphasizes the skills, standards, and ethics required in practicing History. Students hone their ability to locate and analyze sources, prepare notes and bibliographies, formulate and engage historical arguments, and write and present historical research. It is a pre-requisite for HIS 490.

Credits	3
Prerequisites	History major of junior standing or consent of instructor
Frequency	Spring

HIS 355: Readings in History

This course allows students to immerse themselves in the history of a region, time period, specific person, or major event of interest to them. They will create a bibliography, read extensively, and regularly share their findings with the class.

Credits	3
Prerequisites	History major of junior standing or consent of instructor
Frequency	Spring

HIS 490: Capstone Research Project in History

The senior capstone in history, required of all majors, involves completing a research project proposal and a substantial research essay on a topic chosen by the student in consultation with a history faculty mentor. The essay should demonstrate advanced historical methods and be formally presented to the campus community.

Credits	3
Prerequisites	HIS 350 and senior standing
Frequency	Fall

WGS/HIS 211: History of Women in the United States

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

Credits	3
Frequency	Spring

WGS/HIS 330: Women's Suffrage Movement

In this course students will explore the leaders of the “Votes for Women” movement in the United States and their methods, 1848-1920. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS 102 , or at least one history class
Frequency	Alternate Falls

Interdisciplinary Studies

Interdisciplinary studies draw upon and combine coursework from multiple academic disciplines to provide both broad perspective and in-depth focus on an area of study. Through interdisciplinary courses, students can gain greater insight and understanding of cultures and perspectives different from their own.

IDS 101: Step Into Cottey

This course provides an introduction to Cottey’s student learning outcomes and an opportunity for you to transition to college-level learning and expectations. Designed to promote your self-awareness and personal success in college and in life after college, this course will equip you with flexible skills and strategies that are applicable across subjects and across time.

Credits	2
Frequency	Fall Spring

IDS 111: Be A Changemaker/Beyond the Common Reader

Inspired by A Mind Spread Out on the Ground by Alicia Elliott, this eight-week excursion course will explore the intersectional effects of colonialism, sexism, racism, and poverty. Following travel, each student will develop and facilitate an action project related to the themes of the excursion.

Credits	2
Prerequisites	Preliminary paperwork, passport, and insurance
Frequency	Fall

IDS 130: Introduction to African Studies

Survey of the historical developments of Africa’s past over the last 500 years. Course introduces students to contemporary socio-cultural varieties of African societies while addressing historical issues that have affected the continent. Materials are designed to give special emphasis to African initiatives and perspectives in shaping their own history. Fulfills writing-intensive requirements.

Credits	3
Frequency	Alternate Falls

IDS 190: Opportunities in Undergraduate Research

In collaboration with a faculty member, a student may receive academic credit for participation in an undergraduate research project in the faculty member's field of interest. May be repeated for a total of 3 credits.

Credits	1
Prerequisites	Completion of 12 hours with a cumulative GPA of 2.5 or higher (enrolled in the second semester of the first year of study or beyond)
Frequency	Fall Spring

IDS 190: Opportunities in Undergraduate Research

Academic credit for participation in an undergraduate research project in the faculty member's field of interest. May be repeated for a total of 3 credits.

Credits	1
Prerequisites	Completion of 12 hours with a cumulative GPA of 2.5 or higher (enrolled in the second semester of the first year of study or beyond)
Frequency	Fall Spring

IDS 192: Learning Through Service

Experiential learning designed to develop or increase understanding between students and the communities to which they provide service. Service may take a variety of forms, including, but not limited to, community service, non-profit or volunteer work, cultural exchange, and project support or management.

Credits	1
Frequency	Occasionally

IDS 201: Step Into the World

Students will become knowledgeable about specific aspects of the place(s) they visit, as well as the process of international travel. The former may include history, politics, economy, and geography. Students may also assess similarities and differences in the beliefs, behaviors, and customs of the places(s) they visit empowering them to be a more globally aware and socially responsible community members. Final project, e.g., article, video, journal, multi-media presentation required. Paa/Fail

Credits	1-2
Prerequisites	Preliminary paperwork, passport, insurance, and payment(s) for travel to selected destination Provides academic and logistical preparation for and participation in international travel.
Frequency	Spring

IDS 312: Qualitative Research Methods

This course will introduce the students to qualitative research methods. This course is divided into three parts: first, the students will examine what qualitative research method is and how it is different from positivist research traditions. Next, they will examine different qualitative data collection methods including interviews, fieldnotes, observation, and focused group. Finally, the course will explore different techniques in data analysis including constant comparative analysis, narrative analysis, and ethnography. Lab exercises will include the practical dimension of this course. Fulfills writing-intensive requirement.

Credits	4
Prerequisites	ENV 125 or ENV 110 or ANT 201 or SOC 101 or permission of the instructor
Frequency	Alternate Falls

NC 001: Strategies for Academic Success

Focuses on student and learning skills needed for success in college. Includes preferred learning styles, time management, stress management, note-taking skills, methods for test preparation and test taking, textbook reading methods, memory techniques, and effective listening skills. Meets one hour per week.

Credits	0
Frequency	Fall Spring

International Business

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

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

INB/WGS 250: Women and Economic Development

This course focuses on the status and roles of women in developing countries. Addressing the problems of poverty, population growth, rural-urban migration, human capital formation, agricultural transformation, and environmental degradation, it emphasizes women as a critical part of the solution. The course includes student presentations.

Credits	3
Prerequisites	At least sophomore standing
Frequency	Alternate Falls

INB 110: Introduction to International Business

The course focuses on providing students with basic knowledge and understanding of the complex environment of international business field. It highlights the differences between the domestic and international operations, stressing the importance of cultural, social, political, legal and economic concepts in order to comprehend the compound functions of global operations. It serves as an introductory course into the international business major and as a foundation for subsequent higher level courses.

Credits	3
Frequency	Fall

INB 345: Export Policies and Procedures

In this course, students will obtain a thorough understanding of the exporting process. It provides knowledge, materials, and information about current tactics and solutions in order to equip students with the necessary skills to manage exports in a company with international operations. Subjects include: selecting foreign markets, the role of cultural differences, documentation and logistics, forms of payment, international pricing, channels of distribution, and legal considerations.

Credits	3
Prerequisites	Junior standing
Frequency	Summer

INB 399: Internship

Credits	3
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INB 420: Multinational Business Finance

The course focuses on the theory and practice of multinational financial management. It covers the management of foreign exchange risk, intracorporate fund flows, and working capital, and examines foreign direct investment, international project analysis, and foreign operations financing.

Credits	3
Prerequisites	BUS 340
Frequency	Alternate Falls

INB 450: Corporate Social Responsibility

This course examines the responsibilities of business corporations to their many constituencies. Explores various theories and examines the state of current practice. Includes concepts of ethics, environmental and social responsibility, governance, compliance, and sustainability accounting. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Junior/Senior Standing
Frequency	Spring

INB 480: International Management

The course analyzes cross-cultural and international management issues, and the problems of managing in a global environment. Focuses on cultural and regional differences, political and economic influences, global market factors, and other variables that multinational enterprises must face. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	To be taken last semester
Frequency	Spring

INB 490: Global Business Strategy

This course applies decision-making processes to practical business situations, using knowledge gained in previous courses. Examines business strategy and policy at executive management levels. Students will be assigned to develop a capstone project which includes managerial, marketing, financial, operational, and expansion analyses. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Taken in final semester
Frequency	Spring

WGS/INB 250: Women and Economic Development

This course focuses on the status and roles of women in developing countries. Addressing the problems of poverty, population growth, rural-urban migration, human capital formation, agricultural transformation, and environmental degradation, it emphasizes women as a critical part of the solution. The course includes student presentations.

Credits	3
Prerequisites	At least sophomore standing
Frequency	Alternate Falls

International Relations

Faculty: Professor Watanabe and Associate Professor Roy (coordinator)

The International Relations program emphasizes the study of areas such as relations among states, the influence of globalization, and

comparative politics. It considers such issues as the status of women in developing countries, poverty, and inequalities. In addition, the interconnectedness of these areas is emphasized through complementary electives in areas including anthropology, sociology, psychology, history, environmental studies, geography, religion, and women’s studies.

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

INR/POL/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

INR/POL/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

INR/POL 315: Elections in the World and the United States

In this course, students will learn the relations between elections and democracy in the world, paying attention to questions, such as “Why do elections matter?” etc. Students will also study elections going on in the United States and learn how important they are for their future lives, through individual research, discussions, group activities, etc.

Credits	3
Frequency	Alternate Falls

INR/POL 320: Quantitative Research Methods in Social Sciences

This course will introduce students to the fundamentals of quantitative research methods used in the social sciences including political science and international relations. The course will cover the essentials of research design, descriptive statistics, and inferential statistics. Additionally, students will be trained to use SPSS for statistical analysis. This course will provide students with the skill set required for conducting original research. It will enable them to decipher and critique statistical analyses presented by scholars in social sciences. Hands-on training in SPSS will make them more marketable and prepared for future careers including graduate/ law school. Assessment techniques in this course include reading quizzes, homework assignments using statistical analyses of datasets on SPSS, a midterm, and a final. Required for all INR majors.

Credits	3
Prerequisites	POL 101 , POL 121 , POL 141 , INR 151 , or SOC 101
Frequency	Alternate Falls

INR/POL 335: Middle Eastern Politics:The Israeli-Palestinian Conflict

This course is a basic course of Middle Eastern politics. Students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women’s studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

Credits	3
Prerequisites	INR151, POL201, or recommendation from a professor. May be corequisite.
Frequency	Spring

INR/POL 345: Politics, Power, and Religion

This course will introduce students to the rich scholarship on the interaction between religion and politics in the United States and beyond. The first section will focus on classic and contemporary theories regarding the rational and functional approaches to religion, secularization, religious identity, religious worldviews and doctrines, and religious extremism. The second section will compare and contrast religion’s impact on policy formulation across - and within - Christian majority states in the developed world, Muslim majority states, and states with other religious majorities. The principal goal of the course will be to enable students to think critically about the multi-faceted impacts of religion on politics across a wide variety of socio-cultural contexts. After taking this course, students should be able to think about the relationship among religion and politics within, and across different political systems. The assessment techniques used in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final.

Credits	3
Prerequisites	INR 151 or SOC 101 or permission of instructor
Frequency	Alternate Springs

INR/POL 350: International Political Economy

This course will cover fundamental theories of international trade and finance, with attention to globalization, equity, development, and environmental sustainability. The questions of equity and sustainability are as important as goals of efficiency or profit. What may be best for the fast movement of capital, for example, may be the worst for sustaining basic livelihoods or the environment. The field investigates how to increase the general public good, rather than private profit, viewing the two as not necessarily incompatible, but also not automatically congruent. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ECO 201 , ECO 202 , POL 121 , or INR 151 , May be corequisite.
Frequency	Alternate Falls

INR/POL 360: U.S. Foreign Policy

In this course, students will be trained to apply major theories of international relations to the analysis of the sources of U.S. foreign policy, and the consequences of those decisions for the international political system. The course content will be subdivided into three sections, namely, theoretical approaches, levels of analysis, and policy domains. Theoretical discussions will be complemented with case studies covering the role of the United States in global governance since the end of the World War II. After taking this course, students should be able to apply the grand theories of international relations to the analysis of contemporary and historical developments in world politics concerning the United States. Students’ global awareness will be enhanced by challenging them to critically think about the implications of U.S. actions for an increasingly globalized world. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151 and HIS 112
Frequency	Alternate Springs

INR/POL 370: Asian Politics

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness.

Credits	3
Prerequisites	POL 121 or INR 151
Frequency	Alternate Falls

INR/POL 490: Capstone Research Project in International Relations/Political Science

This course is required for senior students who major in International Relations or Political Science. Students will write a thesis, including ideas and knowledge they have learned during their college education. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151
Frequency	Spring

INR 151: International Relations

This course introduces students to basic concepts, ideas, and debates that are central to the study of world politics. Knowledge of the theories of international relations and how those theories might be applied are important assets for all students at the college level in this globalized era. The semester will be divided into two parts. Part One will cover international security; identifying political theories; the international system; foreign policy; international conflict; military force and terrorism; and international organization, law, and human rights. Part Two will cover international political economy, considering international trade, money and business, international integration, environment and population, the North-South gap, and international development.

Credits	3
Frequency	Fall Spring

INR 210: Model United Nations

This course will provide students who will attend the Mid-West Model United Nations Conference with information and practice in order to successfully participate in the conference. This course consists of delegate research, public speaking training, preparation for position papers, preparation for draft resolutions, and strategic training.

Credits	2
Frequency	Spring

INR 310: International Organizations

This course studies roles, effects, and problems of various international organizations. In the globalized world, each state cannot solve global problems beyond its borders. Therefore, roles and effects of international organizations have drastically increased in recent decades. Considering these new trends, this course analyzes and evaluates various international organizations through different theories of international relations and addresses problems of them and solutions for the problems.

Credits	3
Prerequisites	ECO 201 or INR 151 . May be corequisite.
Frequency	Fall

INR 340: International Law

This is an upper-division course for students of international relations. In this course, we will discuss the nature, scope, and sources of international law. Major issue areas explored in the course will include protection of human rights, international environmental law, criminal law, and the law of treaties. After taking this course, students should be able to critically think about the role of power politics in shaping the content of international law. They should also be able to analyze when and why states choose to comply with international law. Students will be evaluated on the basis of attendance and participation, critical reaction papers, two exams (midterm and final), a research project, and an oral presentation. This course will be appropriate for students interested in global governance, international law and organizations, and transnational policy domains such as human rights and environment.

Credits	3
Prerequisites	INR 151 or CRM 101 or permission from instructor
Frequency	Alternate Springs

INR 355: Terrorism

In this course students will learn about competing theoretical perspectives on the meaning and causes of terrorism. The second part of the course will engage with the organizational aspects of the phenomenon, and the final part will provide a comparative assessment of counter-terrorism strategies pursued by national governments as well as international governmental organizations.

Credits	3
Frequency	Alternate Springs

INR 365: International Environmental Policy

The course examines current environmental problems in the world and how various regions, governments, and international organizations grapple with them. Students “interview” faculty members and/or other experts in the student’s field of study to learn about a set of potential solutions currently under consideration in their field. Students take the perspective of a leader in a region, government, or international organization and examines the set of potential solutions for relevancy to an environmental problem they select. Fulfills writing-intensive requirement.

Credits	3
Frequency	Alternate Springs

INT REL: Study Abroad Class

Credits	3
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POL/INR/PHI 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

POL/INR/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

POL/INR/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

POL/INR 320: Quantitative Research Methods in Social Sciences

This course will introduce students to the fundamentals of quantitative research methods used in the social sciences including political science and international relations. The course will cover the essentials of research design, descriptive statistics, and inferential statistics. Additionally, students will be trained to use SPSS for statistical analysis. This course will provide students with the skill set required for conducting original research. It will enable them to decipher and critique statistical analyses presented by scholars in social sciences. Hands-on training in SPSS will make them more marketable and prepared for future careers including graduate/ law school. Assessment techniques in this course include reading quizzes, homework assignments using statistical analyses of datasets on SPSS, a midterm, and a final. Required for all INR majors.

Credits	3
Prerequisites	POL 101 , POL 121 , POL 141 , INR 151 , or SOC 101
Frequency	Alternate Falls

POL/INR 335: Middle Eastern Politics:The Israeli-Palestinian Conflict

This course is a basic course of Middle Eastern politics. Students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women’s studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

Credits	3
Prerequisites	INR151, POL201, or recommendation from a professor
Frequency	Spring

POL/INR 345: Politics, Power, and Religion

This course will introduce students to the rich scholarship on the interaction between religion and politics in the United States and beyond. The first section will focus on classic and contemporary theories regarding the rational and functional approaches to religion, secularization, religious identity, religious worldviews and doctrines, and religious extremism. The second section will compare and contrast religion’s impact on policy formulation across - and within - Christian majority states in the developed world, Muslim majority states, and states with other religious majorities. The principal goal of the course will be to enable students to think critically about the multi-faceted impacts of religion on politics across a wide variety of socio-cultural contexts. After taking this course, students should be able to think about the relationship among religion and politics within, and across different political systems. The assessment techniques used in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final.

Credits	3
Prerequisites	INR 151 or SOC 101 or permission of instructor
Frequency	Alternate Springs

POL/INR 350: International Political Economy

This course will cover fundamental theories of international trade and finance, with attention to globalization, equity, development, and environmental sustainability. The questions of equity and sustainability are as important as goals of efficiency or profit. What may be best for the fast movement of capital, for example, may be the worst for sustaining basic livelihoods or the environment. The field investigates how to increase the general public good, rather than private profit, viewing the two as not necessarily incompatible, but also not automatically congruent. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ECO 201 , ECO 202 , POL 121 , or INR 151 . May be corequisite.
Frequency	Alternate Falls

POL/INR 360: U.S. Foreign Policy

In this course, students will be trained to apply major theories of international relations to the analysis of the sources of U.S. foreign policy, and the consequences of those decisions for the international political system. The course content will be subdivided into three sections, namely, theoretical approaches, levels of analysis, and policy domains. Theoretical discussions will be complemented with case studies covering the role of the United States in global governance since the end of the World War II. After taking this course, students should be able to apply the grand theories of international relations to the analysis of contemporary and historical developments in world politics concerning the United States. Students’ global awareness will be enhanced by challenging them to critically think about the implications of U.S. actions for an increasingly globalized world. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151 and HIS 112
Frequency	Alternate Springs

POL/INR 370: Asian Politics

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness.

Credits	3
Prerequisites	POL 121 or INR 151
Frequency	Alternate Falls

POL/INR 490: Capstone Research Project in International Relations/Political Science

This course is required for senior students who major in International Relations or Political Science. Students will write a thesis, including ideas and knowledge they have learned during their college education. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151
Frequency	Spring

SOC/INR/POL 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

WGS/INR/POL 216: Women, Power & Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

Mathematics

Faculty: Associate Professors Dioses (coordinator) and Cui

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

BUS/MAT 270: Data Analytics & Visualization

Data Analytics & Visualization course will prepare students to clean, process, and visualize data. They will also learn software programs such as advanced excel and Tableau. Students will learn skills to use data to solve problems and support business decisions. Communication skills include verbal communication through story-telling applications related to data.

Credits	3
Prerequisites	MAT 130
Frequency	Fall

MAT/BUS 270: Data Analytics & Visualization

Data Analytics & Visualization course will prepare students to clean, process, and visualize data. They will also learn software programs such as advanced excel and Tableau. Students will learn skills to use data to solve problems and support business decisions. Communication skills include verbal communication through story-telling applications related to data.

Credits	3
Prerequisites	MAT 130
Frequency	Occasionally

MAT 100: Intermediate Algebra

Real numbers and algebraic expressions, linear equations and inequalities, graphs and functions, systems of equations, polynomials, rational functions, radicals, quadratic equations. 2 credits

Credits	2
Frequency	Fall Spring Alternate Summers

MAT 105: Finite Mathematics

This is an introductory level course which features a variety of topics including logic, set theory, counting techniques, interest and annuities, introduction to probability, and statistics. It is designed to provide students an intense foundational introduction to the fundamental concepts in mathematics.

Credits	3
Prerequisites	MAT 100
Frequency	Occasionally

MAT 110: College Algebra

Equations and inequalities, problem solving, coordinate geometry, graphing techniques, functions, polynomial and rational functions, exponential and logarithmic functions, and systems of equations.

Credits	3
Prerequisites	MAT 100 or Placement Test
Frequency	Fall Spring Alternate Summers

MAT 115: Trigonometry

Right triangles, trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, triangles and vectors.

Credits	2
Prerequisites	MAT 100
Frequency	Occasionally

MAT 120: Precalculus

Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, inverse trigonometric functions, trigonometric equations and identities.

Credits	4
Prerequisites	MAT 100 or Placement Test
Frequency	Fall

MAT 130: Elementary Statistics

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

Credits	3
Prerequisites	MAT 110 or MAT 120
Frequency	Fall Spring

MAT 210: Calculus 1

Limits and continuity, derivatives, rules of differentiation, applications of differentiation, definite and indefinite integrals, applications of integration.

Credits	4
Prerequisites	MAT 110 and MAT 115 , or MAT 120 , or Placement
Frequency	Fall Spring

MAT 220: Calculus 2

Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, indeterminate forms and improper integrals, sequences and series, parametric equations, and polar coordinates.

Credits	4
Prerequisites	MAT 210
Frequency	Spring

MAT 230: Calculus 3

Vectors, surfaces, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, cylindrical and spherical coordinates, vector fields, Green’s Theorem.

Credits	4
Prerequisites	MAT 220
Frequency	Fall

MAT 240: Differential Equations

Initial-value problems, first-order differential equations, higherorder differential equations, Laplace transform, numerical solutions, applications, and mathematical models.

Credits	3
Prerequisites	MAT 230
Frequency	Occasionally

MAT 250: College Geometry

This course provides a rigorous study of the concepts and applications of the properties of finite geometries and of points, lines, triangles, and circles in Euclidean geometry. Non-Euclidean geometries will also be studied and contrasted. Appropriate computer software and hand held technologies will be utilized.

Credits	3
Prerequisites	MAT 210
Frequency	Spring

MAT 260: Linear Algebra

This is a course for students of science, engineering and mathematics. Topics include the system of linear equations, matrices and matrix algebra, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. In this class, we will focus on the mathematical theories and methods of linear algebra and will introduce some applications of linear algebra in software if time is allowed.

Credits	3
Prerequisites	MAT 220
Frequency	Occasionally

MAT 280: Introduction to Actuarial Science

A course for students interested in actuarial science or mathematical application in real life. Basic information on actuarial science will be introduced. Topics include career information, examples of problems that actuaries work on, and fundamentals of probability, statistics, and financial modeling. Students will apply statistics, probability, algebra, and basic calculus concepts to solve real-life investing and financing problems.

Credits	3
Prerequisites	MAT 130
Frequency	Spring

MAT 310: Foundations of Mathematics

This course is an introduction to advanced mathematics. It focuses on understanding and writing proofs using rigorous mathematical reasoning. Topics include: logic, proof techniques, set theory, relations, functions, cardinality, and systems of numbers.

Credits	3
Prerequisites	MAT 220
Frequency	Occasionally

MAT 320: Probability and Statistics

This is a calculus-based course in probability and statistics. Probability topics include random events, foundations of probability, discrete and continuous random variables, densities and distributions, expectation, variance and moments, sampling distributions and the central limit theorem. Statistics topics include descriptive statistics, point estimator, confidence intervals, and hypothesis testing.

Credits	3
Prerequisites	MAT 130 and MAT 220
Frequency	Occasionally

MAT 350: History of Mathematics

This course is a survey of the historical development of mathematics from ancient to modern times. It focuses on the evolution of mathematical ideas across different cultures and the people who developed these ideas. Topics include: mathematics in ancient Greece, mathematics in ancient China and India, Islamic mathematics, Medieval and Renaissance mathematics, Newton and Leibniz, 18th and 19th century mathematics, women in mathematics.

Credits	3
Prerequisites	MAT 230
Frequency	Occasionally

MAT 360: Elementary Number Theory

This course is an introduction to classical number theory. It focuses on the theoretical and the computational aspects of number theory as well as some applications. Topics include: divisibility, prime numbers, Diophantine equations, quadratic reciprocity, primitive roots, number-theoretic functions, applications to cryptography.

Credits	3
Prerequisites	MAT 310
Frequency	Occasionally

MAT 370: Financial Mathematics

The objective of this course is to provide students an understanding of the fundamental concepts of financial mathematics and how those concepts and mathematical techniques are used in the financial industry. Topics include no-arbitrage principle, time value of money, money market, black-scholes formula, risk assets such as stocks, portfolio management, forward and futures contracts, etc.

Credits	3
Prerequisites	MAT 320
Frequency	Occasionally

Music

Faculty: Professor Spencer
Accompanist: Staff

LESSONS AND ENSEMBLE COURSES

Lessons offer practical instruction in the performance of piano and vocal music and are open to all Cottey students. Cottey music faculty offer music lessons at all levels. Repertoire and techniques covered vary according to the needs and competencies of the student.

Ensemble courses provide students with opportunities for musical interaction and performance in group settings. All Cottey ensembles are open to qualified students by audition. Contact the instructor for audition information prior to enrolling in the ensemble.

MUS 101: Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

Credits	3
Frequency	Occasionally

MUS 155: Handbell Ensemble

Introduction to handbell and chime ringing techniques. Music reading experience is preferred, but not required. The ensemble will perform at least twice per semester.

Credits	1
Frequency	Occasionally

MUS 160: Voice Performance

An introduction to the fundamental techniques of vocal production and performance. Group and individual vocal instruction with the potential to sing in a variety of musical styles. Emphasis on understanding the foundation of a healthy vocal technique and integrating that technique into songs. Topics include warm-up techniques, breath support, tone production, musical phrasing, and diction/text communication, as well as an introduction to standard vocal repertoire and associated performance practices. May be repeated for credit.

Credits	2
Frequency	Fall Spring

MUS 165: Piano Performance

Instruction for students who wish to explore music through the medium of piano. Course content includes development of keyboard familiarity and technique, introduction to music reading, improvisation, repertory pieces, and rudiments of music theory. No previous piano experience is required. May be repeated for credit.

Credits	2
Frequency	Fall Spring

MUS 185: Women in Music

Increased awareness of the contributions of women to the creation and performance of music.

Credits	3
Frequency	Occasionally

MUS 287: Chamber Singers

A women’s vocal ensemble dedicated to the study, rehearsal, and performance of a variety of choral literature specializing in music by and about women.

Credits	0-1
Prerequisites	Audition
Frequency	Fall Spring

Organizational Leadership Studies

Faculty: Associate Professor Clyde (coordinator)

Faculty and staff members supporting leadership programs at Cottey College include: Professor Firkus; Denise Hedges; and Kris Korb

At Cottey, we believe all young women have the potential to be leaders. From the moment they step foot on campus, students are encouraged to begin thinking that way, too. Leadership courses and a B.A. and Certificate in Organizational Leadership function as the academic program component of the College’s overall leadership initiative; which also includes the Leadership, Experiences, Opportunity (LEO) certification program and Student Life leadership development opportunities. Through leadership programming and education opportunities, students find their own voices and begin to define their place in and contributions to the larger world. They learn practical skills and behaviors that support their development into highly effective leaders and are exposed to research and theory associated with this field of study.

OLS/WGS 102: Foundations in Leadership

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

Credits	3
Frequency	Fall Spring Summer

OLS 199: Sports Leadership Internship

Credits	1
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OLS 220: The Followership Imperative

Explores the dynamic relationships between leadership and followership. Followership is critical to any individual’s leadership development and their role in the leadership process is essential. The course is offered in partnership with the Vernon County Ambulance District and students will complete required component of FEMA’s Community Emergency Response Team (CERT) training.

Credits	3
Prerequisites	OLS 102 and OLS 280
Frequency	Alternate Falls

OLS 230: Leadership in Sport Organizations

Exploration of the application of leadership concepts and theories within a sport organization context is extremely important for the success and health of the franchise, department, or company. Topics will include organizational culture, strategic decision-making, communication, motivation and the role of human resources in an atmosphere of complexity and diversity.

Credits	3
Prerequisites	OLS/ WGS 102
Frequency	Alternate Falls

OLS 260: Ethical Leadership

An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. The emphasis of this class is practical application of ethical concepts, philosophies and approaches in order to develop more mindful and effective women leaders.

Credits	3
Frequency	Alternate Falls

OLS 280: Organizational Leadership and Change

Understanding organizations’ goals, motivations of their leaders, and the framework in which decisions are made is essential for effective leadership. Students will be introduced to foundational terms, concepts, and values that guide framing within organizations and the properties necessary for change to occur and be successful.

Credits	3
Prerequisites	OLS/ WGS 102
Frequency	Alternate Springs Alternate Summers

OLS 291: Leadership Excursion

Faculty-led excursions enable students to “experience and do leadership” so they may understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. Topics vary.

Credits	1
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Spring

OLS 320: The Leader Within

The Leader Within will focus on concepts related to Selfleadership. Self-Leadership is the practice of intentionally influencing your thinking, feeling and behaviors to achieve your objectives (Bryant & Kazan 2012). This academically based service-learning course will provide an opportunity for students to examine their own leadership through concepts such as Emotional Intelligence and Authentic Leadership. The course will be grounded in both theory and practice utilizing experiential and discussion-based learning. Service-learning links the academic content of the course with experience in the community through intentional readings, discussion, and reflection on the service experience. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Fall

OLS 332: Leadership for Social Change

Academically based service-learning course in which students examine leadership in the context of social change, both theoretically and through observation and interview. The course will be grounded in both theory and practice utilizing experiential and discussion-based learning. Service-learning links the academic content of the course with experience in the community through intentional readings, discussion, and reflection on the service experience. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Alternate Falls

OLS 350: Team Leadership and Group Dynamics

Team Leadership and Group Dynamics is an academically based service-learning course in which students examine how group behavior affects organizational effectiveness, conflict management, decision making, and strategies for efficient group outcomes. Through activities in this course, students will explore thier leadership skills specifically related to groups and group social process. Empasis will be placed on such topics as group decision-making, participation in groups, power and authority, and a variety of communication styles. Service-Learning and group community observation activities will provide an opportunity to evaluate current group processes and apply learning to actual structures. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Alternate Springs

OLS 360: Incusivel Leadership: Gender, Culture and Intersectionality

There is a need for the leaders of the future to be aware of and sensitive to the cultural, gender and intersectionality that is inherent within the communities, organizations, and individuals with whom they will work. The course emphasizes the role of women in various cultures and the impact of culture, gender and intersectionality (the interplay between gender and culture) from a leadership perspective. Students will engage in discussions both within the course and with leaders from a variety of cultures to evaluate how to best be successful in a complex world..

Credits	3
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Alternate Falls

OLS 399: Organizational Leadership Internship

Credits	1
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OLS 420: Leadership Theories and Practices

An examination of the theories and skills necessary for the development of effective leadership with an emphasis on leadership, its theory and practice. The course includes opportunities for evaluating leaders and leadership behavior in a variety of contexts. Basic concepts of leadership theory will be discussed followed by an in-depth study of modern and historical conceptualizations of leadership and examination of the application of various leadership skills and approaches.Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS/ WGS 102 or permission of instructor
Frequency	Spring

OLS 480: Organizational Leadership Seminar

The Senior Seminar will serve as the precursor to the capstone experience and the culminating course for students in the OLS minor. Students will complete work to present a public TED-type presentation that ties together personal learning, growth and application of leadership concepts. For students in the OLS major, the seminar will also serve as a time to consider and develop the plan for their capstone. Class meetings will provide support for presentation development and planning for OLS major capstone.

Credits	1
Prerequisites	Final year in major/minor
Frequency	Fall

OLS 490: Leadership Capstone Course

This course is required for fourth-year students who major in Organizational Leadership.

Credits	3
Frequency	Spring

WGS/OLS 102: Foundations in Leadership

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

Credits	3
Frequency	Fall Spring Summer

Peer Tutoring

PRT 210: Introduction to Peer Tutoring

Trains students who excel in one or more subject areas to serve as peer tutors. Concepts covered include learning and study skills strategies, diversity, educational theories, and leadership. To be eligible to participate, a student must be recommended by a faculty member and have a 3.00 cumulative GPA or higher. Pass/Fail

Credits	1
Frequency	Fall Spring

PRT 212: Intermediate Peer Tutoring

The second level of the three-part Peer Tutoring Program training; follows Introduction to Peer Tutoring (PRT 210) and continues students’ training in peer tutoring and offers additional practice in the Tutoring and Writing Centers as peer tutors. Students must complete PRT 210 to qualify for enrollment. Pass/Fail

Credits	1
Frequency	Fall Spring

PRT 214: Advanced Peer Tutoring

The third level of the three-part Peer Tutoring Program training; follows Introduction to Peer Tutoring (PRT 210) and Intermediate Peer Tutoring (PRT 212) while continuing students’ training in peer tutoring and practice while providing opportunities to assist with training and supervision of new tutors in the Learning Center. Students must complete PRT 210 and PRT 212 to qualify for enrollment. Pass/Fail

Credits	1
Frequency	Fall Spring

Philosophy

Faculty: Assistant Professor Mills (coordinator)

Philosophy involves human quests for insight into such pivotal concerns as the nature of reality, the limits of human knowledge, and the nature of the good life for human beings. The concerns and outlooks of various philosophers have influenced the outlooks and practices of many persons and their societies. Entering into philosophical reflections, Cottey students wrestle with perspectives and theories that continue to exert influence in the world today. At Cottey, none of the courses in philosophy are devoted to a broad smattering of names, dates, and superficially examined problems. Instead, each course aims to confront the writings and outlooks of a limited number of thinkers, carefully selected to represent significantly different ways in which people try to understand the world. Philosophy promotes the development of intellectual skills and insightfulness. More importantly, philosophy can promote deepening appreciations and understandings of the diversity of human concerns and possibilities. It can thus contribute to a more satisfying college experience, as well as to the achievement of a life of more thoughtful fulfillment. Study in philosophy offers excellent preparation for continuing work in any area that requires heightened critical thinking abilities, such as law, social science, theology, business, or education.

ENV/PHI 225: Environmental Awareness & Ethics

Environmental awareness and ethics goes hand in hand. Environmental awareness develops with understanding of ethical relationships that humans share with the non-human world. This course will examine frameworks in environmental ethics, intergenerational justice, food justice, animal rights, land ethics, and ecological justice. This course will have a service learning component.

Credits	3
Frequency	Alternate Springs

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

PHI/ENV 225: Environmental Awareness & Ethics

Environmental awareness and ethics goes hand in hand. Environmental awareness develops with understanding of ethical relationships that humans share with the non-human world. This course will examine frameworks in environmental ethics, intergenerational justice, food justice, animal rights, land ethics, and ecological justice. This course will have a service learning component.

Credits	3
Frequency	Alternate Springs

PHI 101: Philosophical Quests

Explores questions about reality, the nature and limits of human knowledge, and the relevance of such concerns to human living. Aims to cultivate philosophical wonder and appreciation, as well as critical thinking and growing awareness of the historical and ongoing importance of philosophical views. Emphasizes select ancient and modern philosophers.

Credits	3
Frequency	Fall

PHI 200: Logic and Critical Thinking

Pursues factors proper to excellence in critical thinking and its written expression. Aims to heighten student skills in identifying, clarifying, and evaluating various kinds of arguments, deductive and inductive.

Credits	3
Frequency	Spring

PHI 205: Ethics

Examines select major ethical theories having both historical and ongoing importance. Confronts such socially unsettling moral issues as the death penalty, world hunger, or controversial business practices. Aims to relate competing outlooks to ongoing debates about human choices, needs, and communities.

Credits	3
Frequency	Fall

PHI 210: Human Nature and Society

Examines competing philosophical theories of human nature and existence, exploring various possible implications for both individual and social life. Considers modern theorists, both mainstream and radical, as well as select traditional thinkers.

Credits	3
Frequency	Alternate Springs

PHI 215: Bioethics

An introduction to several ethical issues in medicine and health. Subjects focused on in this course include global medical tourism, issues of personal consent and autonomy, racial and gender bias in medicine, and pregnancy related rights.

Credits	3
Frequency	Spring

PHI 220: Philosophy of Sports

This course is an introduction to the philosophical dimensions and potential ethical issues of sports. Topics include the value of sports, voluntary participation in sports with detrimental health effects, gender and racial discrimination in sports, and issues with enhancement drugs/technologies. Potential other topics include trash talking, intentional rules violations, and fan behavior.

Credits	3
Frequency	Alternate Falls

PHI 300: Feminist Philosophy and Philosophy of Gender

An advanced introduction of feminist philosophy. Students survey early examples of texts with themes of feminist philosophy from the 18th and 19th centuries. Students will then explore modern feminist philosophers in the fields of ethics and epistemology, such as care ethics and standpoint theory. We will also study gender itself.

Credits	3
Prerequisites	Previous Philosophy or WGS course, or approval of instructor
Frequency	Occasionally

POL/INR/PHI 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

Physical Education

The mission of the general physical education activity program is to provide a variety of curricula from which students may select to enable development of cognitive knowledge of the activity, increase their psychomotor skills, increase personal fitness, and enhance a sense of value for the activity. Departmental goals are directed toward the student outcomes listed below.

Students in physical education courses will:

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

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

The physical education facilities include a large gymnasium, a fitness center with free weights and selectorized and aerobic equipment, athletic training facilities, and locker/dressing rooms in the Hinkhouse Center. Adjacent to Hinkhouse are three outdoor tennis courts and an athletic field.

ENV/PHE 134: Outdoor Skills & Adventure Activities

Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each semester for caving, goecashing, or night hiking. Course combines lecture, activity and required weekend participation. Meets for 8 weeks.

Credits	1
Prerequisites	Walk two miles in 32 minutes or less.
Frequency	Alternate Springs

PHE/ENV 134: Outdoor Skills & Adventure Activ

Introduces outdoor safety, first aid, survival skills, appropriate clothing and outdoor equipment, orienteering, use of a compass, GPS, and map reading skills. Activities will consist mainly of day hiking with an additional opportunity each semester for caving, goecashing, or night hiking. Course combines lecture, activity and required weekend participation. Meets for 8 weeks.

Credits	1
Prerequisites	Walk two miles in 32 minutes or less
Frequency	Occasionally

PHE 131: Tennis/Badminton

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

Credits	1
Frequency	Occasionally

PHE 132: Toning & Flexibility

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

Credits	1
Frequency	Occasionally

PHE 133: Jogging

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

Credits	1
Frequency	Fall

PHE 136: Aerobic Exercise

Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking or other cardiorespiratory workouts.

Credits	1
Frequency	Fall

PHE 138: Weight Training

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

Credits	1
Frequency	Spring

PHE 139: Lifetime Fitness Concepts

Study and assessment of health and skill related components of physical fitness. Also considers importance of nutrition, consumer information, injury prevention, and behavior modification as they relate to fitness and wellness.

Credits	3
Frequency	Fall Spring

PHE 141: Bowling

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

Credits	1
Frequency	Occasionally

PHE 142: Beginning Golf

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

Credits	1
Frequency	Occasionally

PHE 143: Archery

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

Credits	1
Frequency	Occasionally

PHE 163: Adaptive Physical Education

Designed for student whose physical condition prevents participation in activity course. Students medically unable to complete activity course should request PHE163. Work assigned to accommodate condition. Enrollment requires recommendation of physician and permission of instructor. Course may be repeated for credit.

Credits	1
Frequency	Occasionally

PHE 180: Cycling

This course introduces the student to basic cycling skills, basic bicycle maintenance and repair, and cycling safety. Emphasis is placed on using cycling as a lifelong fitness activity. It involves riding on local roads around campus.

Credits	1
Frequency	Occasionally

PHE 181: Cycling & First Aid

Fundamentals of cycling, bicycle care and repair, maintenance and cycling safety. First aid unit includes American Red Cross CPR/AED First Aid training leading to optional certification.

Credits	2
Frequency	Occasionally

PHE 182: First Aid

Training and opportunity for certification in American Red Cross CPR, AED and First Aid.

Credits	1
Frequency	Occasionally

PHE 183: Beginning Bicycling

This course teaches you how to ride a bike. It is intended for the student who never had the opportunity to learn to ride a bicycle as a child. Basic skills such as balance, posture, pedaling and maneuvering are covered as well as cycling safety. Emphasis is placed on learning to use cycling as a lifelong fitness activity. Requires riding on local roads.

Credits	1
Frequency	Occasionally

PHE 201: First Aid/CPR/AED Instructor Course

This course leads to certification as an American Red Cross First Aid/CPR/AED Instructor. It will introduce the student to current emergency care procedures and how to teach these procedures to others. The course also introduces the student to the American Red Cross organization. It develops understanding of how to use Red Cross course materials, the Red Cross support network, how to conduct training sessions, and how to evaluate participant's progress. Once certified, a First Aid/CPR/ AED instructor can teach and certify people in First Aid; Adult, Child, Cardio-Pulmonary Resuscitation; Automatic External Defibrillation; and Bloodborne Pathogens Training: Preventing Disease Transmission.

Credits	3
Frequency	Occasionally

PHE 335: Personal Training

This course prepares students to become personal trainers. Course content includes but is not limited to screening and evaluating participants, creating exercise workouts for clients based on need, proper documentation, industry standards and guidelines, professional development and certification options.

Credits	3
Prerequisites	PHE 139 in addition to one of the following activity courses: PHE 138 , PHE 132 , PHE 136 , PHE 220, or PHE 125; or consent of the instructor
Frequency	Alternate Falls

PHE 491: Personal Training Practicum

The personal training practicum provides practical experience for students who have completed the personal trainer course. Practicum students will focus on the application and synthesis of information to develop fitness programming for Cottey College students and employees.

Credits	1-2
Prerequisites	PHE 335
Frequency	Alternate Springs

Physics

Faculty: Associate Professor Hyland (coordinator)

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

CHE/PHY 102: Fundamentals of Physical Sciences

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

Credits	3
Frequency	Summer

PHY/CHE 102: Fundamentals of Physical Sciences

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

Credits	3
Frequency	Occasionally

PHY 101: Introductory Physics

Fundamentals and applications of conceptual physics. Descriptive explanation of mechanics, heat and thermodynamics, fluid mechanics, waves and sound, electricity and magnetism, light, and atomic and nuclear physics. Topics vary based on students' direction. The lab portion covers basic experimental techniques and physical examples of topics covered in the course. Not open to students with credit in PHY 205 or PHY 206.

Credits	4
Frequency	Spring

PHY 205: General Physics 1 with lab

A combined lecture and lab course (workshop) that combines lecture, problem solving, and lab activities. The course covers topics in laws and concepts of mechanics, wave motion, acoustics, and thermodynamics. It emphasizes a connection between microscopic and macroscopic phenomena, conservation laws, and development of problem-solving ability. Lab portions emphasize modeling, animations, data collection, and graphical representation of data.

Credits	4
Prerequisites	MAT 210 . May be corequisite.
Frequency	Fall

PHY 206: General Physics 2 with Lab

A combined lecture and lab course that combines lecture, problem solving, and lab activities. The course covers topics in electricity, magnetism, and optics. It emphasizes a connection between microscopic and macroscopic phenomena, conservation laws, and development of problem-solving ability. Lab portions emphasize modeling, animations, data collection, and graphical representation of data.

Credits	4
Prerequisites	PHY 205
Frequency	Spring

Political Science

Faculty: Professor Watanabe and Associate Professor Roy (coordinator)

Economic, social, and political relations within and across nations have shifted dramatically over the past two centuries, and they continue to change at a rapid rate. These actions within and between nation states no longer stay where they originated; technology has created instantly available global access with powerful implications.

Given the processes of globalization, there are expanding career possibilities for students with a strong background in International Relations and Political Science. These programs help provide the student with a strong foundation for understanding globalization in order to pursue further study and seek careers in an interrelated world.

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

INR/PHI/POL 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

INR/POL/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

INR/POL/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

INR/POL 315: Elections in the World and the United States

In this course, students will learn the relations between elections and democracy in the world, paying attention to questions, such as “Why do elections matter?” etc. Students will also study elections going on in the United States and learn how important they are for their future lives, through individual research, discussions, group activities, etc.

Credits	3
Frequency	Alternate Falls

INR/POL 320: Quantitative Research Methods in Social Sciences

This course will introduce students to the fundamentals of quantitative research methods used in the social sciences including political science and international relations. The course will cover the essentials of research design, descriptive statistics, and inferential statistics. Additionally, students will be trained to use SPSS for statistical analysis. This course will provide students with the skill set required for conducting original research. It will enable them to decipher and critique statistical analyses presented by scholars in social sciences. Hands-on training in SPSS will make them more marketable and prepared for future careers including graduate/ law school. Assessment techniques in this course include reading quizzes, homework assignments using statistical analyses of datasets on SPSS, a midterm, and a final. Required for all INR majors.

Credits	3
Prerequisites	POL 101 , POL 121 , POL 141 , INR 151 , or SOC 101
Frequency	Alternate Falls

INR/POL 335: Middle Eastern Politics:The Israeli-Palestinian Conflict

This course is a basic course of Middle Eastern politics. Students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women’s studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

Credits	3
Prerequisites	INR151, POL201, or recommendation from a professor. May be corequisite.
Frequency	Spring

INR/POL 345: Politics, Power, and Religion

This course will introduce students to the rich scholarship on the interaction between religion and politics in the United States and beyond. The first section will focus on classic and contemporary theories regarding the rational and functional approaches to religion, secularization, religious identity, religious worldviews and doctrines, and religious extremism. The second section will compare and contrast religion’s impact on policy formulation across - and within - Christian majority states in the developed world, Muslim majority states, and states with other religious majorities. The principal goal of the course will be to enable students to think critically about the multi-faceted impacts of religion on politics across a wide variety of socio-cultural contexts. After taking this course, students should be able to think about the relationship among religion and politics within, and across different political systems. The assessment techniques used in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final.

Credits	3
Prerequisites	INR 151 or SOC 101 or permission of instructor
Frequency	Alternate Springs

INR/POL 350: International Political Economy

This course will cover fundamental theories of international trade and finance, with attention to globalization, equity, development, and environmental sustainability. The questions of equity and sustainability are as important as goals of efficiency or profit. What may be best for the fast movement of capital, for example, may be the worst for sustaining basic livelihoods or the environment. The field investigates how to increase the general public good, rather than private profit, viewing the two as not necessarily incompatible, but also not automatically congruent. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ECO 201 , ECO 202 , POL 121 , or INR 151 , May be corequisite.
Frequency	Alternate Falls

INR/POL 360: U.S. Foreign Policy

In this course, students will be trained to apply major theories of international relations to the analysis of the sources of U.S. foreign policy, and the consequences of those decisions for the international political system. The course content will be subdivided into three sections, namely, theoretical approaches, levels of analysis, and policy domains. Theoretical discussions will be complemented with case studies covering the role of the United States in global governance since the end of the World War II. After taking this course, students should be able to apply the grand theories of international relations to the analysis of contemporary and historical developments in world politics concerning the United States. Students’ global awareness will be enhanced by challenging them to critically think about the implications of U.S. actions for an increasingly globalized world. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151 and HIS 112
Frequency	Alternate Springs

INR/POL 370: Asian Politics

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness.

Credits	3
Prerequisites	POL 121 or INR 151
Frequency	Alternate Falls

INR/POL 490: Capstone Research Project in International Relations/Political Science

This course is required for senior students who major in International Relations or Political Science. Students will write a thesis, including ideas and knowledge they have learned during their college education. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151
Frequency	Spring

POL/INR/PHI 325: Social and Political Philosophy

Surveys major philosophical primary texts concerning questions of justifiable fundamental social and governmental arrangements. Coverage will include such key thinkers as Plato and Machiavelli, the early modern contractarians (i.e., Hobbes, Locke, and Rousseau), and Marx. Some further later developments will be considered.

Credits	3
Prerequisites	Sophomore standing, and taken at least one course in Philosophy, Political Science, or International Relations
Frequency	Alternate Falls

POL/INR/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

POL/INR/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

POL/INR 320: Quantitative Research Methods in Social Sciences

This course will introduce students to the fundamentals of quantitative research methods used in the social sciences including political science and international relations. The course will cover the essentials of research design, descriptive statistics, and inferential statistics. Additionally, students will be trained to use SPSS for statistical analysis. This course will provide students with the skill set required for conducting original research. It will enable them to decipher and critique statistical analyses presented by scholars in social sciences. Hands-on training in SPSS will make them more marketable and prepared for future careers including graduate/ law school. Assessment techniques in this course include reading quizzes, homework assignments using statistical analyses of datasets on SPSS, a midterm, and a final. Required for all INR majors.

Credits	3
Prerequisites	POL 101 , POL 121 , POL 141 , INR 151 , or SOC 101
Frequency	Alternate Falls

POL/INR 335: Middle Eastern Politics:The Israeli-Palestinian Conflict

This course is a basic course of Middle Eastern politics. Students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women’s studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

Credits	3
Prerequisites	INR151, POL201, or recommendation from a professor
Frequency	Spring

POL/INR 345: Politics, Power, and Religion

This course will introduce students to the rich scholarship on the interaction between religion and politics in the United States and beyond. The first section will focus on classic and contemporary theories regarding the rational and functional approaches to religion, secularization, religious identity, religious worldviews and doctrines, and religious extremism. The second section will compare and contrast religion’s impact on policy formulation across - and within - Christian majority states in the developed world, Muslim majority states, and states with other religious majorities. The principal goal of the course will be to enable students to think critically about the multi-faceted impacts of religion on politics across a wide variety of socio-cultural contexts. After taking this course, students should be able to think about the relationship among religion and politics within, and across different political systems. The assessment techniques used in this class will include oral participation, critical reaction papers, a literature review, a midterm, and a final.

Credits	3
Prerequisites	INR 151 or SOC 101 or permission of instructor
Frequency	Alternate Springs

POL/INR 350: International Political Economy

This course will cover fundamental theories of international trade and finance, with attention to globalization, equity, development, and environmental sustainability. The questions of equity and sustainability are as important as goals of efficiency or profit. What may be best for the fast movement of capital, for example, may be the worst for sustaining basic livelihoods or the environment. The field investigates how to increase the general public good, rather than private profit, viewing the two as not necessarily incompatible, but also not automatically congruent. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ECO 201 , ECO 202 , POL 121 , or INR 151 . May be corequisite.
Frequency	Alternate Falls

POL/INR 360: U.S. Foreign Policy

In this course, students will be trained to apply major theories of international relations to the analysis of the sources of U.S. foreign policy, and the consequences of those decisions for the international political system. The course content will be subdivided into three sections, namely, theoretical approaches, levels of analysis, and policy domains. Theoretical discussions will be complemented with case studies covering the role of the United States in global governance since the end of the World War II. After taking this course, students should be able to apply the grand theories of international relations to the analysis of contemporary and historical developments in world politics concerning the United States. Students’ global awareness will be enhanced by challenging them to critically think about the implications of U.S. actions for an increasingly globalized world. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151 and HIS 112
Frequency	Alternate Springs

POL/INR 370: Asian Politics

This course concentrates on three Asian countries (India, China, and Japan) and the Asia/Pacific Rim. We will examine politics, governments, and societies in India, China, and Japan, including Korea and Taiwan in the discussions, and later, we will examine economic development and human development, policies for poverty reduction, and environmental policies in the Asia/Pacific Rim. This course addresses the multifaceted issues concerned with politics, economics, culture, and the society of Asia. Its thematic focus is valuing the diversity of human experience. Since one of the themes in this course is development and environmental sustainability, this course will also address the liberal studies theme of environmental consciousness.

Credits	3
Prerequisites	POL 121 or INR 151
Frequency	Alternate Falls

POL/INR 490: Capstone Research Project in International Relations/Political Science

This course is required for senior students who major in International Relations or Political Science. Students will write a thesis, including ideas and knowledge they have learned during their college education. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	INR 151
Frequency	Spring

POL 101: United States Government

This is a basic course of United States government, covering structures and actual operations of it, as well as current political issues. Recognizing problems and issues and analyzing and evaluating them not only from American perspectives, but also from world perspectives, comparing them with the situations of other parts of the world.

Credits	3
Frequency	Spring

POL 121: Introduction to Political Science

This course is designed to introduce students to issues in contemporary political analysis, human values, and political goals through a comparative study of different political systems. By using different theoretical and philosophical frameworks, we will discuss basic political concepts, terms, and theories. Specifically, this course looks at general questions, such as What is politics?, What is political science?, What is power?, and What is theory? Understanding the basic concepts will help students answer these questions, while building a foundation for the advanced study of politics. We will also learn how to connect the study of politics to history, economics, philosophy, and other disciplines. In this course, students will explore a wide variety of crosscultural issues on political processes, and thus they will further realize the importance of politics in our lives. Particularly, we will examine specific political issues within the topic of globalization, which embodies politics in the international system today.

Credits	3
Frequency	Alternate Falls

POL 131: Public Administration

The principal goal of the course will be to enable students to critically think about how the government, at multiple levels, provides services to its citizens. The course will focus on the nature and scope of public administration, organizational theory, the bureaucracy, policy implementation, and public accountability. Theoretical discussions will be routinely complemented with case-studies to establish the connection between theory and practice. Assessment techniques used in the course will include class participation, critical analysis of case studies, midterms, and a final. After taking this course, students will acquire the background required for internships in public and non-profit sectors. Students will also be familiarized with various career options in the two aforementioned areas.

Credits	3
Frequency	Alternate Springs

POL 141: Public Policy

This course will introduce students to the fundamentals of public policy. They will be familiarized with the purpose of public policymaking, the nature of the policy process, the positivist and post-positivist approaches to policy analysis, policy implementation, and evaluation. Students will be trained to apply the theoretical knowledge learned in class to the analysis of contemporary policy debates in the United States and beyond. After taking this course, students should be able to critically think about the implications of important policy decisions. They should also be able to compare and adjudicate among different policy outcomes. The final grade for this course will be determined by the frequency of class attendance and participation, critical reaction papers, and two exams (midterm and final). This course will be appealing to any student interested in how common people are affected by governmental decisions, and how common people can affect those decisions, in turn.

Credits	3
Frequency	Fall

POL 201: Comparative Politics

Comparative politics is the study of domestic and regional political matters in each state and area. However, this course concentrates on the study of domestic governments and politics and its environment and culture in two or three states as specific case studies in six areas: Western Europe, Russia and Slavic Europe, Asia, Latin America, the Middle East, and Sub-Saharan Africa. Within each region, we will cover both past and current topics, issues, and events of the states. Other states are considered when suitable. Although the United States is not directly examined, it is referred to for comparison. The thematic focus of the course is valuing the diversity of human experience.

Credits	3
Prerequisites	POL 101 or POL 121 or INR 151
Frequency	Spring

POL 300: Political Behavior

This course will examine the different ways in which the American electorate engages with democratic processes. Therefore, the class will heavily focus on how public opinion is formed and measured. Thereafter, it will address factors impacting political participation, including turnout, vote-choice, and electoral decision-making.

Credits	3
Prerequisites	POL 101 or POL 141 or INR 320
Frequency	Alternate Springs

POL 315: Elections in the World and the United States

In this course, students will learn the relations between elections and democracy in the world, paying attention to questions, such as “Why do elections matter?” etc. Students will also study elections going on in the United States and learn how important they are for their future lives, through individual research, discussions, group activities, etc.

Credits	3
Frequency	Alternate Falls

SOC/INR/POL 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

WGS/INR/POL 216: Women, Power & Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

Psychology

Faculty: Professors Tietz and Gilchrist (coordinator) and Assistant Professor Levine.

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

PSY/SOC 232: Social Psychology

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion.

Credits	3
Prerequisites	SOC 101 or PSY 101
Frequency	Fall

PSY/SOC 355: Psychology of Intergroup Relations

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

PSY/WGS 321: Human Sexuality

This course examines psychological theories and research on sexuality. Topics include physiology, gender, sex education, sexual development, communication, sexual expression, reproduction, sexual function, sexual health, sexual assault, and sex work. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sexuality. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

PSY/WGS 331: Psychology of Women and Gender

This course examines psychological theories and research on gender. Topics include power and privilege, the gender binary, gender socialization, sexuality, relationships, reproduction, and gender-based violence. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to gender. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Fall

PSY/WGS 450: Psychology of Sport and Physical Activity

This course examines current psychological approaches and highlights the social identity approach to sport and exercise behavior. Topics include leadership, communication, teamwork, motivation, cognitive/emotional influences on performance, mental health, career transition, and fan behavior. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sport. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

PSY 101: General Psychology

Introduces scientific study of behavior and mental processes. Overview of areas of neuropsychology, growth and development, perceptual processes, learning and thinking, motivation and emotion, intelligence and personality, social psychology and mental disorders.

Credits	3
Frequency	Fall Spring

PSY 235: Biopsychology

Survey of topics from the perspective of biopsychology, neuroanatomy, neural communication, sensation/perception, learning and memory, emotion, psychological disorders, and aging and neurodegenerative disorders.

Credits	3
Prerequisites	PSY 101
Frequency	Spring

PSY 240: Cognitive Psychology

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

Credits	3
Prerequisites	PSY 101
Frequency	Fall

PSY 245: Personality Psychology

Personality psychology examines how internal forces shape our thoughts, feelings, and behaviors. Topics include traits, self and identity, genetics, neuroscience, intrapsychic foundations, regulation and motivation, cognition, and resilience.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

PSY 248: Sensation and Perception

This course focuses on how humans sense and perceive stimuli in the external environment through use of the senses. Through lecture and hands-on demonstration, students will learn about topics such as: color and depth perception, how 3-D movies work, perception of pain, balance, and the link between scent and memory.

Credits	3
Prerequisites	PSY 101
Frequency	Alternate Springs

PSY 250: Positive Psychology

This course takes an empirical and experiential approach to helping individuals understand and use course content to enhance their lives. Topics covered include happiness and well-being, positive emotions and thinking, character strengths and virtues, motivation and self-control, resilience and posttraumatic growth, and healthy relationships and institutions.

Credits	2
Frequency	Spring

PSY 307: Psychology of Lifespan Development

This course takes a chronological approach to development from conception through death and dying. Topics include theory and research relating to biological, psychological, and social change across the lifespan, Includes an asynchronous online lab component. May not be taken for credit if credit has been received for PSY 308 Psychology of Child & Adolescent Development.

Credits	4
Prerequisites	PSY 101
Frequency	Spring

PSY 308: Psychology of Child and Adolescent Development

This course takes a chronological approach to development from conception through adolescence. Topics include theory and research relating to biological, psychological, and social change across infancy, childhood, and adolescence. Includes an asynchronous online lab component. May not be taken for credit if credit has been received for PSY 307 Psychology of Lifespan Development.

Credits	4
Prerequisites	PSY 101
Frequency	Fall

PSY 310: Research Methods in Psychology: Research Design and Ethics

Students will learn about the characteristics of science, various research study designs in psychology (e.g., surveys, observational research, single-factor experiments), and ethics in human subjects research. Students will plan a research study, complete an appropriate review of the literature and gain scientific writing skills. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and MAT 130 (may also be corequisite)
Frequency	Spring

PSY 311: Research Methods in Psychology: Psychological Statistics

Students will learn about the characteristics of science, psychological statistics, and methods of data collection and analysis. Students will learn how to analyze their data through use of statistical software. They will also learn to write the results of these analyses and draw conclusions and complete a final written empirical research paper based on their findings. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 , PSY 310 , MAT 130
Frequency	Fall

PSY 315: Health Psychology

This course will cover the different biological, psychological, and social factors that relate to human health. Students will also learn about the different techniques that can be used to develop new health habits or change health behaviors. Topics will include stress and coping, eating, exercise, drug use, sleep, and illness.

Credits	3
Prerequisites	PSY 101
Frequency	Alternate Springs

PSY 335: Drugs and Behavior

This course will examine how various types of psychoactive drugs will affect the brain, psychological processes, and behavior. Students will also learn about different neurotransmitters, the chemical messengers of the brain whose effects are modified by drug use. Course topics will include: pharmacokinetics and drug action, classes of psychoactive drugs, drug abuse and addiction, and therapeutic treatments for various disorders and diseases.

Credits	3
Prerequisites	PSY 101 and PSY 235
Frequency	Fall

PSY 341: Forensic Psychology

In Forensic Psychology, you are invited to learn about the interplay between psychological theory and research and the law, legal processes, and social policy. Topics may include: police and investigative psychology, legal psychology, criminal psychology, victimology and victim services, and correctional psychology.

Credits	3
Prerequisites	PSY 101 or SOC 101 or CRM 101
Frequency	Alternate Falls

PSY 345: Industrial-Organizational Psychology

This course is designed to examine the psychology of the workplace from the standpoint of a behavioral scientist. A majority of the course will be devoted to topics related to research methods and proper assessment of both employees and of jobs. This includes discussions related to hiring methods, performance appraisals, best practices for job training, and other similar topics. The latter portion of the course will discuss issues related to individuals and groups within the work setting. During this section of the course, students will learn about such topics as leadership, occupational safety, and employee productivity.

Credits	3
Prerequisites	PSY 101 or SOC 101
Frequency	Occasionally

PSY 350: Psychological Perspectives on Mental Health

Psychological Perspectives on Mental Health examines the characteristics of and biological, psychological, social, and cultural explanations and treatments for major psychological disorders. Disorders include anxiety disorders, obsessive compulsive disorders, stress disorders, dissociative disorders, mood disorders, eating disorders, substance-related disorders, schizophrenia, and personality disorders.

Credits	3
Prerequisites	PSY 101
Frequency	Fall

PSY 351: Cross-Cultural Psychology

Cross-cultural psychology examines how culture shapes our thoughts, feelings, and behaviors - focusing on similarities and differences among cultures. Topics include culture’s role in intelligence, emotion, motivation and behavior, human development and socialization, personality, attractiveness, gender and sex roles, and psychological disorders.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

PSY 420: Counseling/Clinical Psychology

Counseling/clinical psychology examines how to explain and treat psychological disorders. Topics include neuroscience, microskills, the psychodynamic tradition, cognitive-behavioral counseling and therapy, the existential-humanistic tradition, feminist counseling and therapy, multicultural counseling and therapy, positive psychology and brief/solution-focused therapy, and family counseling and therapy. This course requires regular practice of and reflection on basic therapy skills.

Credits	3
Prerequisites	PSY 101 and PSY 350
Frequency	Alternate Falls

PSY 430: Conflict Resolution

Conflict Resolution examines how to explain, approach, and resolve interpersonal conflict, primarily through communication. Topics will include communication options, theoretical perspectives, responding to conflict, violent tendencies, conflict climates, face, conflict in the workplace, mediation, and negotiation. This course requires regular practice of and reflection on interpersonal communication skills.

Credits	3
Prerequisites	PSY 101 and PSY/ SOC 232 , or PSY 101 and PSY/ SOC 355 , or permission of instructor
Frequency	Occasionally

PSY 440: Learning and Conditioning

Students will discover how new behaviors are acquired, and how existing behaviors can be changed, through different principles of learning and conditioning. Lectures will include such topics as habituation, sensitization, imprinting, classical and operant conditioning, observational learning, and applied behavior analysis. Students will also complete various hands-on computer modules that illustrate different principles of learning, and will write brief reports based on what they find.

Credits	3
Prerequisites	PSY 101
Frequency	Alternate Springs

PSY 445: Emotional Intelligence

Emotional intelligence is comprised of being able to perceive, understand, manage, and use emotions in beneficial ways. Topics will include multiple conceptualizations, measurements, and applications of emotional intelligence, regarding relationships, school, work, and mental health.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

PSY 455: Brain Imaging Techniques

This course will cover different methodologies to study activity in the brain. These techniques will include EEG, fMRI, PET scans, and other methods. In addition to learning about these techniques, students will also learn about appropriate research designs and data analyses for these methods.

Credits	3
Prerequisites	PSY 235
Frequency	Alternate Springs

PSY 490: Psychology Senior Capstone

Students will collectively engage in an exploration of how the APA Guidelines for the Undergraduate Psychology Major can help them to better understand and to address social issues. Students also will individually create a portfolio of documents they can use to apply for jobs and/or graduate school.

Credits	3
Prerequisites	PSY 311
Frequency	Spring

SOC/PSY 232: Social Psychology

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion.

Credits	3
Prerequisites	SOC 101 or PSY 101
Frequency	Fall

SOC/PSY 355: Psychology of Intergroup Relations

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

WGS/PSY 321: Human Sexuality

This course examines psychological theories and research on sexuality. Topics include physiology, gender, sex education, sexual development, communication, sexual expression, reproduction, sexual function, sexual health, sexual assault, and sex work. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sexuality. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

WGS/PSY 331: Psychology of Women and Gender

This course examines psychological theories and research on gender. Topics include power and privilege, the gender binary, gender socialization, sexuality, relationships, reproduction, and gender-based violence. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to gender. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Fall

WGS/PSY 450: Psychology of Sport and Physical Activity

This course examines current psychological approaches and highlights the social identity approach to sport and exercise behavior. Topics include leadership, communication, teamwork, motivation, cognitive/emotional influences on performance, mental health, career transition, and fan behavior. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sport. Fulfills writingintensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

Sociology

Faculty: Professor Quick (coordinator)

The courses in sociology at Cottey provide the foundation for a major or minor in sociology while providing basic knowledge and skills needed to pursue a variety of applied careers such as social work, social services, correction and juvenile treatment, environment and resource allocation, social gerontology, and community health services. Sociology courses also contribute to students’ preparation in other professions including human resources and personnel management, marketing and advertising, education, law, and medicine. By developing a sociological perspective, students sharpen their powers of observation and analysis.

ANT/SOC 235: Race, Class, Gender, and Sexuality

This course examines race, class, gender, sexuality and other identities as sociological concepts within an interdisciplinary paradigm focusing on how these identities intersect. Students will consider each identity largely separately and then learn to use the intersectional framework to interpret contemporary social issues and institutional settings by analyzing how they together shape individual, institutional, and larger societal expectations. The course also introduces students to the experiences of diverse groups in the United States and beyond.

Credits	3
Frequency	Alternate Springs

CRM/SOC 201: Criminology

This course introduces the field of criminology and provides a broad overview of sociological and interdisciplinary theories for criminal behavior. Students investigate several theories and research on crime and consider how they relate to policies for crime prevention and control.

Credits	3
Prerequisites	CRM 101 or SOC 101
Frequency	Spring

CRM/SOC 220: Social Problems

We examine the social, economic, and ideological causes and solutions of issues such as inequality, racism, sexism, homophobia, poverty, crime and violence, drug abuse, and human population and environmental change. We will also examine the roles of policymakers, social advocates, and the media in the process of defining social problems.

Credits	3
Prerequisites	FWS 101
Frequency	Occasionally

CRM/SOC 301: Juvenile Justice

This course will examine the nature and extent of juvenile delinquency, risk and protective factors of juvenile delinquency, prevention and early intervention programs targeting youth, and rehabilitation programs for juvenile offenders. Included therein are discussions of the history, theories, policies, and practices of the juvenile justice system.

Credits	3
Prerequisites	CRM 101
Frequency	Fall

CRM/SOC 370: Topics in Criminology

A variable topics course which allows instructors to present different developments, problems, and controversies within and surrounding the justice system. The course offers students an opportunity for the advanced study of a special topic in crime, criminology, or criminal justice practice. The course content may vary from year to year in response to new and emerging theoretical and practical issues in the field. May be repeated as different topics to a maximum of nine semester hours. May also be repeated as different topics during the same semester.

Credits	1-3
Prerequisites	CRM 101
Frequency	Occasionally

INR/POL/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

POL/INR/SOC 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

PSY/SOC 232: Social Psychology

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion.

Credits	3
Prerequisites	SOC 101 or PSY 101
Frequency	Fall

PSY/SOC 355: Psychology of Intergroup Relations

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

SOC/ANT 235: Race, Class, Gender and Sexuality

This course examines race, class, gender, sexuality and other identities as sociological concepts within an interdisciplinary paradigm focusing on how these identities intersect. Students will consider each identity largely separately and then learn to use the intersectional framework to interpret contemporary social issues and institutional settings by analyzing how they together shape individual, institutional, and larger societal expectations. The course also introduces students to the experiences of diverse groups in the United States and beyond.

Credits	3
Frequency	Alternate Springs

SOC/CRM 201: Criminology

This course introduces the field of criminology and provides a broad overview of sociological and interdisciplinary theories for criminal behavior. Students investigate several theories and research on crime and consider how they relate to policies for crime prevention and control.

Credits	3
Prerequisites	CRM 101 or SOC 101
Frequency	Spring

SOC/CRM 220: Social Problems

We examine the social, economic, and ideological causes and solutions of issues such as inequality, racism, sexism, homophobia, poverty, crime and violence, drug abuse, and human population and environmental change. We will also examine the roles of policymakers, social advocates, and the media in the process of defining social problems.

Credits	3
Prerequisites	FWS 101
Frequency	Occasionally

SOC/CRM 250: Deviant Behavior

This course explores ways in which deviant behavior is socially constructed and how individuals are labeled and stigmatized. It also examines how mechanisms of social control are activated and challenged, as well as treatment methods related to deviancy. Theoretical formulations regarding deviant behavior are analyzed from sociological and criminological perspectives.

Credits	3
Prerequisites	SOC 101 or CRM 101
Frequency	Alternate Springs

SOC/CRM 301: Juvenile Justice

This course will examine the nature and extent of juvenile delinquency, risk and protective factors of juvenile delinquency, prevention and early intervention programs targeting youth, and rehabilitation programs for juvenile offenders. Included therein are discussions of the history, theories, policies, and practices of the juvenile justice system.

Credits	3
Prerequisites	CRM 101
Frequency	Fall

SOC/INR/POL 330: Poverty and Inequality

This course studies the situations of the poor in the world and their relations with inequality and globalization. Various theories introduce causes of poverty and inequality and suggest solutions. Students will analyze and evaluate which theory has a higher possibility to reduce poverty and inequality than the others. This course also explores relations between poverty and environmental degradation in order to understand the impacts of globalization. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	POL 101 , POL 121 , INR 151 , or SOC 101
Frequency	Alternate Falls

SOC/PSY 232: Social Psychology

Social psychology examines how external forces shape our thoughts, feelings, and behaviors. Topics include social cognition; prejudice; human aggression; conformity; liking, loving, and interpersonal sensitivity; and mass communication, propaganda, and persuasion.

Credits	3
Prerequisites	SOC 101 or PSY 101
Frequency	Fall

SOC/PSY 355: Psychology of Intergroup Relations

Psychology of intergroup relations examines challenges and benefits related to diversity. Topics include the roles of personality, social cognition, social identity, biology, status, power, and institutions in bias, prejudice, and discrimination. Topics also will include social change efforts that may improve intergroup relations.

Credits	3
Prerequisites	PSY 101
Frequency	Occasionally

SOC 101: Introductory Sociology

This course introduces sociology as a way of investigating, critically understanding, and analyzing human social life. Sociologists examine how groups (organizations, institutions, and complex societies) are structured and how these groups interact with one another. They also consider how social contexts frame human behavior for individuals and groups. We will focus on several important sociological topics, including socialization, culture, inequality, race and ethnic relations, gender, poverty, and social movements.

Credits	3
Frequency	Spring

SOC 370: Topics in Criminology

A variable topics course which allows instructors to present different developments, problems, and controversies within and surrounding the justice system. The course offers students an opportunity for the advanced study of a special topic in crime, criminology, or criminal justice practice. The course content may vary from year to year in response to new and emerging theoretical and practical issues in the field. May be repeated as different topics to a maximum of nine semester hours. May also be repeated as different topics during the same semester.

Credits	1-3
Prerequisites	CRM 101
Frequency	Occasionally

Special Courses

19x/29x/39x/49x: Special Topics

A 19x/29x/39x/49x Special Topics course designation indicates courses that are new or that may only be offered one semester. Designed to take advantage of visiting professors or special cultural events, as well as permitting faculty latitude to experiment with a new course.

Credits	1-3
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191/291/391/491: Excursions

Excursions are available in all disciplines.

Excursions enable students to experience and understand issues in a more sophisticated and critical way. Excursions require a minimum of 15 hours of academic commitment in and out of the classroom per credit hour. Topics vary, and may include Willa Cather’s Prairie (Red Cloud, NE), Mark Twain in Hannibal (Hannibal, MO), The World War I Museum (Kansas City, MO), The Nelson Atkins Museum of Art (Kansas City, MO), Walden Woods (Lincoln, MA), and Sophia Smith Collection (Northampton, MA).

Credits	1-2
Frequency	Occasionally

199/299/399/499: Internship

Internships are available in all disciplines.

An internship is a supervised work/learning experience that is related to a student’s major or area of career interest. It is supervised by a faculty member and an internship site supervisor and offers course credit. Bachelor’s students will be allowed to earn 12 credits during their college experience. To be eligible to participate, a student must have first-year, secondsemester or second-year (or higher) standing by the beginning of the internship and have a 2.00 cumulative GPA or higher. **Pass/Fail**

Credits	1-3
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298: Independent Study: “{Title Of}”

Independent Study is available in all disciplines.

Under the auspices of a faculty member, a second-year (or higher) student with a cumulative GPA of 3.0 or higher may receive academic credit for pursuing on an individual basis, a topic or project related to, but beyond the scope of, regular course offerings. Curriculum Committee approval required. No more than three hours of Independent Study counts toward graduation, nor may more than one such course be taken in the same semester. May not be used to meet general education requirements.

Credits	1-3
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Speech

Faculty: Professor L. Chaney (coordinator)

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

SPE 101: Fundamentals of Speech

Preparation and delivery of speeches in various contexts. Beginning techniques in research and criticism are included.

Credits	3
Frequency	Fall Spring

SPE 110: Media and Society

An introduction to the study of mass media focusing on the role media play in shaping our understanding of the world. The class examines historical and structural features of a range of media (newspapers, radio, television, internet, etc.) to determine how media messages are produced and disseminated. This course explores issues of ownership, financing and regulation while considering the impact on content and distribution. Class dialogue includes discussions about media effects, ethics, diversity and responsibilities.

Credits	3
Frequency	Occasionally

SPE 121: Interpersonal Communication

Theory, practice and exploration of interpersonal communications. Topics include perception; development of self-concept/self esteem; verbal and nonverbal codes; effective listening techniques; conflict resolution; development of relationships; cultural and gender influences.

Credits	3
Frequency	Fall

SPE 205/WGS 206: Gender and Communication

Credits	3
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SPE 360: Debate

Debate is designed to introduce students to the principles, practices and concepts of argumentation and debate. This course is a performance course with a significant amount of class time spent on public presentations, small group interaction, and formal argument, persuasion, and debate exercises. This course is designed presuming that students come with proficiency in public speaking and speech preparation. It will blend teaching and training methods, argumentation, and analysis and platform skills into course content.

Credits	3
Prerequisites	SPE 101
Frequency	Alternate Falls

Theatre

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

Cottey's theatre program is designed to provide all of the basic foundations for students interested in pursuing a career in professional or educational theatre or any related career field. Students can take classes in beginning and advanced acting, scene design and stagecraft, lighting and sound design, costuming, children's theatre, and theatre history. Students also are provided the opportunity to participate actively at all levels in the College's theatrical presentations; to serve on crews for visiting road shows; and to qualify for entry into Delta Psi Omega, the national theatre honorary society.

THE 101: Introduction to Theater

History of theatre from ancient Greeks into twentieth century. Includes discussion of basic playwriting, directing, acting, and theatre architecture and design.

Credits	3
Frequency	Alternate Falls Alternate Summers

THE 103: Acting Fundamentals

Basic realistic acting techniques. Includes physical movement, voice and character development, scene preparation, and improvisation.

Credits	3
Frequency	Fall

THE 104: Acting for Non-Majors

Acting for Non-Majors, serves as an introduction to the fundamental principles and techniques of acting. Designed for beginners, it provides an overview of the basic skills required to develop a strong foundation in acting. The class culminates with a final staged performance.

Credits	3
Frequency	Fall

THE 110: Stagecraft

Basic theories and techniques of set and prop construction, including the use of hand and power tools and rigging, and lighting and sound design theory and equipment use. Students provide technical assistance for Cottey theatre, music and dance performances and visiting professional road shows.

Credits	3
Frequency	Fall

THE 122: Performance of Literature

Performance of poetry, prose, and dramatic forms of literature and life texts. Includes analysis of conversational and literary forms, criticism, class presentations, and class response.

Credits	3
Frequency	Alternate Springs

THE 177: Theatre & Event Entertainment Tech

This course introduces students to event technology and management. The course will focus on the set-up, operation and troubleshooting of basic audio visual equipment including video and slide projectors, monitors, computers and projection screens. Students will be introduced to basic lighting and sound equipment used in an event set-up.

Credits	2
Frequency	Alternate Springs

THE 181: Theatre Production

Guided participation in major theatrical production as actress, assistant director/stage manager, or technical support (minimum of 45 hours of work time as crew member or crew head). May be repeated a maximum of 4 credit hours.

Credits	1
Prerequisites	Audition and director's permission
Frequency	Fall Spring

THE 190: Theatre Professional Portfolio

This course helps students in the development of a theatre portfolio. Emphasis is placed on the creation and documentation of portfolio projects, and the process of seeking employment in all concentrations of theatre.

Credits	1
Prerequisites	THE 110 passed with ‘C’ or better
Frequency	Spring

THE 203: Acting: Character Development

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

Credits	3
Frequency	Alternate Springs

THE 210: Art Administration and Management

Art Administration and Management is an interdisciplinary course which will provide undergraduate with an advanced look at the managerial, structural, and operational functions of visual and performing arts organizations, translating traditional business practices into the language of the arts.

Credits	3-4
Prerequisites	THE 177 . May be corequisite.
Frequency	Occasionally

THE 221: Costume Construction

Credits	3
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THE 230: Stage Makeup

Laboratory course providing students with fundamentals of the art of two dimensional character makeup.

Credits	3
Frequency	Spring

THE 240: Script Analysis

This course is required for all students majoring in theatre and is designed to teach the technical and theoretical skills of script analysis using a formalist approach. The course offers general guidelines for reading and thinking about plays and understanding the basic potentials of a play’s construction.

Credits	3
Prerequisites	THE 101
Frequency	Alternate Falls

THE 251: THE 251

Credits	3
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THE 284: Stage Management

Discover the art and craft of stage management through class work, observation, and production exploration. Learn practical techniques for managing theatrical productions in preparation for academic and professional production responsibility.

Credits	3
Prerequisites	THE 110 or THE 181
Frequency	Alternate Springs

THE 310: Dramatic Literature

This course surveys the world’s dramatic literature by concentrating on text analysis of a representative sample of plays of varying periods (ancient, classical, modern) and types (tragedy, comedy, drama). Emphasis is placed on the plays in performance. Field trips to theatrical productions may be scheduled.

Credits	3
Prerequisites	THE 240
Frequency	Fall

THE 315: Theatre for Social Change

Intended for the BA in Social Change track student, this course explores the techniques, writings, performances, and scripts that are catalysts toward adopting social change in various devised theatre applications and beyond.

Credits	3
Prerequisites	THE 101
Frequency	Alternate Springs

THE 325: Theatrical Costume Design

An introduction to basic theatrical costume design. Students will use color, texture, line, and concept to create costume designs for plays. They will employ play analysis, character analysis, and production concept as basis for costume design.

Credits	3
Frequency	Alternate Falls

THE 355: Scene Design

Basic theatrical set design theory and practice. Includes the construction of 3D set models, and the production of hand and computer generated set designs and ways of integrating costume and stage lighting designs into the overall design picture. Students serve on crews for Cottey and visiting road show productions.

Credits	3
Prerequisites	THE 110 or instructor approval
Frequency	Occasionally

THE 430: Directing

Prerequisites: THE 103 and THE 131 This course explores the process of directing plays for the stage. Studio exercises develop skills in key areas: interpretation of form and artistic intent; perception and sensibility in rehearsal; effective communication with actors; and balancing the interplay between action and text. 3 credits

Credits	3
Prerequisites	THE 103 and THE 310
Frequency	Alternate Springs

THE 490: Senior Capstone in Theatre

The Capstone is designed to be a culminating experience for the theatre major. The course is meant to serve as a testing ground of the depth of students' knowledge and ability in the area of their choice. The work will culminate in a realized project, paper, portfolio and oral presentation to the faculty.

Credits	3
Prerequisites	THE 190 , open only to senior theatre majors
Frequency	Fall Spring

THE 499: Internship/Service Project

Credits	1-2
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Women, Gender & Sexuality Studies

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

Women, Gender, and Sexuality Studies is an interdisciplinary field that examines the intersections of race, class, gender, and sexuality in women's lives. It is an umbrella that conscientiously articulates the relationship between feminism, history, philosophy, literature, sociology, anthropology, psychology, media, and other areas of study to explore more fully the role of and issues facing women historically and in contemporary society.

Women, Gender, and Sexuality courses focus on the historical and/or contemporary experiences of women, gender, or sexuality. Students in these courses will be expected to devote significant time to at least two of the following activities:

- Analyzing the intersections of race, class, gender, and sexuality in people's lives
- Examining institutional structures and structures of power from the perspective of women, gender, or sexuality
- Engaging with women, gender, and sexuality studies theory
- Considering how a focus on women, gender, or sexuality impacts the academic discipline being studied
- Linking course content about women, gender, or sexuality to their own experiences

ANT/WGS 201: Introduction to Cultural Anthropology

This course introduces students to cultural anthropology, considering such topics as ethnography, ethics, culture, society, religion, and ritual. Students also learn how anthropologists have approached difference and inequality within and across cultures - focusing on race and gender as well as considering global varieties of economies, political structures, and kinship.

Credits	3
Frequency	Fall

ANT/WGS 304: Gender in Cross-Cultural Perspectiv

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. It also explores the reproductive, economic, and religious factors that influence our gendered experiences and offers students opportunities to understand the diversity of these experiences around the world.

Credits	3
Frequency	Alternate Springs

ENG/WGS 224: Women Writers

The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

ENG/WGS 333: "Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)

This course will explore the poetry of four important mid- twentieth-century American women poets: Gwendolyn Brooks, Anne Sexton, Adrienne Rich, and Sylvia Plath. We will employ close readings of their work, feminist literary theory, and interdisciplinary approaches to understand their position in literary history, their response to American culture, and their “revisioning” (to use Adrienne Rich’s term) of women’s experience. Special attention will be given to women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 334: Poetry as Protest

Prerequisite: ENG 103, any 200-level ENG course (except ENG 290), or permission of instructor This course will consider poetry as a means of resistance and a tool of social justice. Students will examine historical, cultural, political, and social context to analyze a wide range of poetic genres from different periods. Special emphasis on women's leadership, social responsibility, and global awareness. Topics vary. Fulfills pre- or post-1900 English requirement depending on topic and writing-intensive requirement. 3 credits

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 351: Good Girls and Wild Women

This course considers the depictions of women in British and American literature written before 1900. Special emphasis on women’s leadership and social responsibility, and on feminist theory. Fulfills pre- 1900 B.A. English requirement and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290)
Frequency	Occasionally

ENG/WGS 364: "Make it New!": Women and Literary Modernism

This course surveys the wide range of Modernist literature that responds to the social, artistic, technological, intellectual, and economic changes that took place in the early twentieth century. Students will use literary theory and criticism, as well as other cultural artifacts, to understand the ways in which writers make sense of their rapidly changing world. Special attention will be given to women's leadership, social responsibility, and global awareness. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 371: Jane Austen

This class will explore the development of Jane Austen's literary career through a focus on her six major novels and some of the juvenilia. Background information on Austen's life and times will enable students to appreciate the many themes and subtexts of these works. Fulfills pre-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 372: Toni Morrison

Exploration of the development of Toni Morrison’s literary career, focusing primarily on her novels and criticism. Fulfills post-1900 B.A. English and writingintensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

ENG/WGS 374: Edith Wharton

Exploration of Edith Wharton’s life and work in the context of women’s leadership, social responsibility, and global awareness, and through the lens of feminist literary theory. Students will read a variety of genres and complete a wide range of assignments. Fulfills English B.A. post-1900 and writing intensive requirements.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

INB/WGS 250: Women and Economic Development

This course focuses on the status and roles of women in developing countries. Addressing the problems of poverty, population growth, rural-urban migration, human capital formation, agricultural transformation, and environmental degradation, it emphasizes women as a critical part of the solution. The course includes student presentations.

Credits	3
Prerequisites	At least sophomore standing
Frequency	Alternate Falls

INR/POL/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

OLS/WGS 102: Foundations in Leadership

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

Credits	3
Frequency	Fall Spring Summer

POL/INR/WGS 216: Women, Power and Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

PSY/WGS 321: Human Sexuality

This course examines psychological theories and research on sexuality. Topics include physiology, gender, sex education, sexual development, communication, sexual expression, reproduction, sexual function, sexual health, sexual assault, and sex work. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sexuality. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

PSY/WGS 331: Psychology of Women and Gender

This course examines psychological theories and research on gender. Topics include power and privilege, the gender binary, gender socialization, sexuality, relationships, reproduction, and gender-based violence. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to gender. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Fall

PSY/WGS 450: Psychology of Sport and Physical Activity

This course examines current psychological approaches and highlights the social identity approach to sport and exercise behavior. Topics include leadership, communication, teamwork, motivation, cognitive/emotional influences on performance, mental health, career transition, and fan behavior. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sport. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

WGS/ANT 201: Introduction to Cultural Anthropology

This course introduces students to cultural anthropology, considering such topics as ethnography, ethics, culture, society, religion, and ritual. Students also learn how anthropologists have approached difference and inequality within and across cultures - focusing on race and gender as well as considering global varieties of economies, political structures, and kinship.

Credits	3
Frequency	Fall

WGS/ANT 304: Gender in Cross-Cultural Perspective

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. It also explores the reproductive, economic, and religious factors that influence our gendered experiences and offers students opportunities to understand the diversity of these experiences around the world.

Credits	3
Frequency	Alternate Springs

WGS/ENG 224: Women Writers

The content of this course varies, consisting of selected works of ethnic groups within or outside the United States. Includes consideration of the historical and cultural contexts in which the literature is produced.

Credits	3
Prerequisites	WRI 102 or ENG 103 or permission of instructor
Frequency	Alternate Springs

WGS/ENG 333: "Her Kind": Twentieth-Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Plath)

This course will explore the poetry of four important mid- twentieth-century American women poets: Gwendolyn Brooks, Anne Sexton, Adrienne Rich, and Sylvia Plath. We will employ close readings of their work, feminist literary theory, and interdisciplinary approaches to understand their position in literary history, their response to American culture, and their “revisioning” (to use Adrienne Rich’s term) of women’s experience. Special attention will be given to women’s leadership and social responsibility. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 334: Poetry as Protest

Prerequisite: ENG 103, any 200-level ENG course (except ENG 290), or permission of instructor This course will consider poetry as a means of resistance and a tool of social justice. Students will examine historical, cultural, political, and social context to analyze a wide range of poetic genres from different periods. Special emphasis on women's leadership, social responsibility, and global awareness. Topics vary. Fulfills pre- or post-1900 English requirement depending on topic and writing-intensive requirement. 3 credits

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 351: Good Girls and Wild Women

This course considers the depictions of women in British and American literature written before 1900. Special emphasis on women’s leadership and social responsibility, and on feminist theory. Fulfills pre- 1900 B.A. English requirement and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290)
Frequency	Occasionally

WGS/ENG 364: "Make it New!": Women and Literary Modernism

This course surveys the wide range of Modernist literature that responds to the social, artistic, technological, intellectual, and economic changes that took place in the early twentieth century. Students will use literary theory and criticism, as well as other cultural artifacts, to understand the ways in which writers make sense of their rapidly changing world. Special attention will be given to women's leadership, social responsibility, and global awareness. Fulfills post-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 371: Jane Austen

This class will explore the development of Jane Austen's literary career through a focus on her six major novels and some of the juvenilia. Background information on Austen's life and times will enable students to appreciate the many themes and subtexts of these works. Fulfills pre-1900 B.A. English and writing-intensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 372: Toni Morrison

Exploration of the development of Toni Morrison’s literary career, focusing primarily on her novels and criticism. Fulfills post-1900 B.A. English and writingintensive requirement.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/ENG 374: Edith Wharton

Exploration of Edith Wharton’s life and work in the context of women’s leadership, social responsibility, and global awareness, and through the lens of feminist literary theory. Students will read a variety of genres and complete a wide range of assignments. Fulfills English B.A. post-1900 and writing intensive requirements.

Credits	3
Prerequisites	ENG 103 or any 200-level ENG course (except ENG 290) or permission of instructor
Frequency	Occasionally

WGS/HIS 211: History of Women in the United States

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

Credits	3
Frequency	Spring

WGS/HIS 330: Women's Suffrage Movement

In this course students will explore the leaders of the “Votes for Women” movement in the United States and their methods, 1848-1920. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	OLS 102 , or at least one history class
Frequency	Alternate Falls

WGS/INB 250: Women and Economic Development

This course focuses on the status and roles of women in developing countries. Addressing the problems of poverty, population growth, rural-urban migration, human capital formation, agricultural transformation, and environmental degradation, it emphasizes women as a critical part of the solution. The course includes student presentations.

Credits	3
Prerequisites	At least sophomore standing
Frequency	Alternate Falls

WGS/INR/POL 216: Women, Power & Global Politics

In this course, students will compare women’s participation in, and contribution to their communities across different countries. In so doing, they will analyze how the political make-up and power structures of societies are systematically related to women’s empowerment or the lack of it. The main topics covered in this course will include women’s participation in institutional and non-institutional politics, the gendering of public policy, and the role of gender in the politics of development. Throughout the course, students will read case studies on a wide variety of important issues such as abortion laws in Ireland, sexual violence in post-conflict Sierra Leone, women-led successful microcredit movements in Bangladesh and Pakistan, and glass-ceilings in the United States. After taking this course, students should be able to critically think about women’s issues across the world and analyze the impact of political structures and institutions on the role that women play in their communities and beyond. They will also be trained to use their own identity as women to reflect on and relate to the issues surrounding women’s empowerment. Assessment techniques used in this class will include critical reaction papers, an incremental policy brief, discussion leadership, midterm, and final. This course will be appropriate for students interested in women’s empowerment, gender justice, and most importantly, human rights.

Credits	3
Frequency	Fall

WGS/OLS 102: Foundations in Leadership

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

Credits	3
Frequency	Fall Spring Summer

WGS/PSY 321: Human Sexuality

This course examines psychological theories and research on sexuality. Topics include physiology, gender, sex education, sexual development, communication, sexual expression, reproduction, sexual function, sexual health, sexual assault, and sex work. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sexuality. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

WGS/PSY 331: Psychology of Women and Gender

This course examines psychological theories and research on gender. Topics include power and privilege, the gender binary, gender socialization, sexuality, relationships, reproduction, and gender-based violence. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to gender. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Fall

WGS/PSY 450: Psychology of Sport and Physical Activity

This course examines current psychological approaches and highlights the social identity approach to sport and exercise behavior. Topics include leadership, communication, teamwork, motivation, cognitive/emotional influences on performance, mental health, career transition, and fan behavior. Particular attention is paid to issues of power, intersectionality, minoritized populations, and justice as they pertain to sport. Fulfills writingintensive requirement.

Credits	3
Prerequisites	PSY 101 and WRI 102
Frequency	Alternate Springs

WGS 105: Intro to Women, Gender & Sexuality

This course will introduce students to a variety of critical approaches to- and popular representations of- gender. It is the introduction course to Women, Gender, and Sexuality Studies.

Credits	3
Frequency	Fall Spring

WGS 199: Internship

Credits	3
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WGS 200: Introduction to LGBT Studies

This course provides an introduction to the field of lesbian, gay, bisexual, and transgender studies. In this course students will explore a survey of texts produced by scholars, writers, and activists whose work centers the experience of persons on the LGBT spectrum.

Credits	3
Frequency	Fall

WGS 205: Social Justice & Civic Engagement

Examines the ways in which individuals and groups are named and treated as “other” in communities and societies; explores the way in which this designation of otherness harms individuals, families, communities, and nations; and considers ways in which civic engagement and activism can be used to promote human dignity and a socially just world.

Credits	3
Prerequisites	Second year standing or instructor permission.
Frequency	Fall

WGS 240: Transnational Feminism

This course explores the ways in which feminist resistances and solidarities are structured transnationally in our contemporary world, as well as the gendered effects global structures bear across diverse populations. By the end of the semester, students will be able to apply a transnational feminist lens to global issues.

Credits	3
Frequency	Spring

WGS 305: Women's Health

An interdisciplinary approach to the topic of women’s health. Students are expected to complete a significant amount of reading, speak frequently in class, and complete a college-level research paper. Students are also expected to have facility with the basic terms of women, gender, and sexuality studies. A writing-intensive course.

Credits	3
Prerequisites	WGS 105
Frequency	Fall

WGS 350: Feminist Theories

This course provides a thematic survey of feminist theories and engages students in critical examinations of these theories. A swriting-intensive course.

Credits	3
Frequency	Spring

WGS 360: Ecofeminism, Women, Animals and Social Justice

This course considers ecofeminism as it pertains to women and animals. Students will read a wide range of ecofeminist theoretical and activist texts from a variety of disciplines to explore the relationship between the oppression of women and the oppression of animals. The course includes an off-campus service learning requirement. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	WGS 105 and second-year standing, or permission of instructor
Frequency	Alternate Falls

WGS 400: Cultural Studies in Fashion

This seminar explores the politics of fashion. Topics may include: the politics of veiling, cultural appropriation, and ethical fashion (among others). This course involves a significant amount of reading, in-class discussion, and a 12-15 page final paper. Students should have some facility with gender as an intersectional facet of identity upon enrollment.

Credits	3
Prerequisites	WGS 350 or permission of instructor
Frequency	Occasionally

WGS 490: Capstone

This course is the culmination of undergraduate study in WGS. In this course, students will produce a 15-20 page research paper, learn about feminist research methods and knowledge production, and prepare professional materials. This course is exclusively for WGS majors in their final year of coursework.

Credits	3
Prerequisites	WGS declared major and senior standing
Frequency	Spring

Writing

Faculty: Professor Stubblefield, and Associate Professors Polo and Green

Cottey believes written communication is a cornerstone of a liberal arts education and requires six hours of writing for graduation, First-Year Writing Seminar (FWS 101), and College Writing (WRI 102).

First-Year Writing Seminar (FWS)

Faculty: Faculty across the disciplines teach this foundational course.

Writing-Intensive (WI) Courses

Faculty: Faculty across the disciplines teach writing-intensive (WI) courses.

The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. As such, Cottey strives to integrate writing into classes beyond the first-year writing program to ensure students develop and hone these skills. Therefore, students can expect to practice and learn about writing beyond their required first-year writing courses. See degree programs for details as individual programs may require WI courses.

Students can expect the following in any course marked with the WI designation:

- Writing will be an important part of the course and will constitute at least 30% of the course grade.
- Class time will be dedicated to teaching and/or talking about writing and the expectations for writing in the course.
- There will be a minimum of three (3) writing assignments of at least two (2) different genres. Length and type of assignments will vary based on professor and discipline.
- The professor will provide feedback on student writing. This feedback can happen at any stage in the writing process and may be either written comments or face-to-face discussion about the assignment.
- Students will have the opportunity to revise writing assignments. The number of revisions and the assignments with revision options is determined by individual professors.

FWS 101: First Year Writing Seminar

First-Year Writing Seminar is a foundational course for Cottey students for both writing and content. Students will be introduced to the benefits of women’s-only education, Cottey history, leadership, social responsibility, and global awareness through the practice of thoughtful reading, analysis, and writing within a liberal arts context. This course provides students the opportunity to connect with the institution while also building community among themselves.

Credits	3
Frequency	Fall

WRI 102: College Writing

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

Credits	3
Prerequisites	FWS 101
Frequency	Spring

WRI 200: Introduction to Writing Studies

An introduction to the discipline of Writing Studies. Through immersion in and engagement with scholarship, students will gain more nuanced understanding of writing, the teaching and study of writing, and changing principles of the field; additionally, students will analyze and compose in a variety of academic genres.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Alternate Falls

WRI 250: Studies in Writing

Studies in Writing courses provide students with the opportunity to explore various subjects in the field of Writing Studies. These courses introduce disciplinary knowledge and provide writing intensive experiences in various genres.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Fall

WRI 251: Creative Writing

Introduction to writing of poetry and fiction, with emphasis on contemporary practice of both. Students will become familiar with contemporary short fiction writers and poets in English, working to develop a personal aesthetic of craft.

Credits	3
Prerequisites	FWS 101 or permission of instructor
Frequency	Alternate Falls

WRI 252: Introduction to Genre

This course introduces students to genre theory, research, and pedagogies situated within the field of Writing Studies, specifically Composition/Rhetoric. Coursework will include, but is not limited to, research projects, textual analysis, genre critique, and presentations.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Occasionally

WRI 253: Professional Writing

Introduction to writing about technical subjects within a professional setting. Students create job documents and write reports, instructions, emails, and memos; develop audience awareness; receive instruction on document layout and design; and collaborate in a group project to produce a written report of and presentation on the group’s primary research.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Alternate Falls

WRI 254: Introduction to Primary Research

This course introduces students to the practice of primary research, focusing on qualitative research methods with some introduction to quantitative research methods. Students will learn about data collection methods, data collection tools, research ethics and IRB protocol, and how to write up and present the findings of original research. The course culminates in students proposing and conducting their own small primary research project.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Occasionally

WRI 255: Introduction to Rhetorical Studies

This course introduces students to the study of rhetoric by exploring its role in theoretical, pedagogical, and practical arenas. Students will attend to both historical and contemporary rhetorical situations. Coursework will include critical reading, rhetorical analysis, researched projects, and composition in multiple genres.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Occasionally

WRI 256: Writing Center Theory and Pedagogy

This course introduces students to the theory and practice of Writing Center Studies. Students will learn about the history and emergence of writing centers in the United States, study seminal texts surrounding writing centers, learn the practices of working with writers in writing centers, observe tutoring sessions, and learn the specifics of the Cottey College Writing Center. Coursework will include critical reading and reflection, observations of recorded and live sessions, researched projects, implementation of tutoring strategies through participation in writing center sessions, and composition in multiple genres.

Credits	3
Prerequisites	WRI 102 or permission of the instructor
Frequency	Occasionally

WRI 350: Topics in Writing

These courses provide a deeper exploration of special topics within the field of Writing Studies, reinforces disciplinary knowledge, and provides writing-intensive experiences in various genres.

Credits	3
Prerequisites	Any 200-level WRI course or permission of the instructor
Frequency	Alternate Springs

WRI 351: Discourse Analysis

This course introduces students to the qualitative research method of discourse analysis, which allows us to determine how we attempt to do things with language. With discourse analysis, writing researchers can gain a more sophisticated understanding of the latent motives and constraints influencing a rhetorical situation. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course OR permission of the instructor
Frequency	Occasionally

WRI 352: Rhetorical Style

This course discusses stylistic rhetorical moves and how they may be used to enhance the persuasiveness of nonfiction texts. Students will become acquainted with stylistic moves at the word, sentence, and passage level and will see how rhetoric truly is the ART of persuasion. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course OR permission of the instructor
Frequency	Occasionally

WRI 353: Rhetorics of Public Memory

This course explores the rhetorical work of museums, monuments, memorials, and archives by examining them as sites of public memory. Student in the course will read public memory and rhetorical scholarship, actively analyze sites, and create their own digital exhibits. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course OR permission of the instructor
Frequency	Occasionally

WRI 354: Archives and Composition

This course explores the representation of the field of rhetoric and composition within and by archives. With a special focus on underrepresented voices, sites, and forms of writing, this course teaches students to use archival research to complicate and enrich understandings of past writing and rhetorical practices. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course OR permission of the instructor
Frequency	Occasionally

WRI 355: Style and Editing

Students will be introduced to the principles, methods, and styles of technical editing and will apply that knowledge by practicing editing techniques with real editing tasks and clients. Designed for students who want to learn more about writing and editing, become better writers, and/or assist others in becoming better writers. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	ENG 290 or permission of the instructor
Frequency	Occasionally

WRI 356: Digital & Multimodal Composition

This course introduces fundamental concepts of digital and multimodal writing for audiences across a variety of platforms with an emphasis on the interaction of the medium and the message. Theories of digital and visual rhetorics will be presented as well as the effect of interactivity, both document-to-reader and reader-to-document. Students in this course will develop the vocabulary and practical skills to create, collaborate on, and deliver digital documents in a variety of media to real audiences and users. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course OR permission of the instructor
Frequency	Occasionally

WRI 357: Fiction Writing

The course offers advanced study of writing literary fiction, both the short story and the novel. Readings support the art and craft of contemporary fiction writing. Workshops for student writing will be conducted. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	WRI 251
Frequency	Occasionally

WRI 358: Advanced Composition

As an advanced composition course, this class moves beyond the writing of first-year composition to explore historical and theoretical perspectives of composition theory while asking writers to examine their own writing processes. This course also introduces students to a variety of genres and presents rhetorical principles relevant to the writing process. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	WRI 102 OR permission of instructor.
Frequency	Occasionally

WRI 360: Teaching Writing

An advanced course focused on writing pedagogies. Students will explore theories, research, and conversations informing the teaching of writing in higher education, and will prepare materials designed for high-school writing instruction. Fulfills writing-intensive requirement.

Credits	3
Prerequisites	Any 200-level WRI course or permission of the instructor
Frequency	Alternate Springs

WRI 400: Writing Minor Portfolio

Culmination of the student’s work in the Writing Minor. Under the direction of an English faculty member, students will compile a selection of written materials to demonstrate understanding of the Writing Studies field; successful composition in multiple genres; ability to make effective rhetorical choices; and pursuit of Cottey learning outcomes. Pass/Fail

Credits	1
Prerequisites	This course is open only to Writing Minor students Students must be in their final semester at Cottey to enroll in WRI 400 . Enrollment is by instructor permission only.
Frequency	Spring



Faculty

Kristina Adams

Title
Associate Professor and Coordinator of Education

Credentials
B.S.Ed., M.Ed., Ph.D., University of Oklahoma

Kristi Arnold

Title
Associate Professor of Art

Credentials
B.F.A., University of Kansas; M.F.A., University of Connecticut; Ph.D., University of Sydney, Australia

Michelle Bruce

Title
Assistant Professor of Business

Credentials
B.S.B.A., College of the Ozarks, Missouri; B.S.E., Missouri Southern State University; M.B.A., Western Governors University

Laura Chaney

Title
Professor of Theatre

Credentials
B.S., Texas Woman’s University; M.F.A., Tulane University, Louisiana

Sandra Chaney

Title
Professor of History

Credentials
B.A., University of Montana; M.A., Ph.D., University of North Carolina at Chapel Hill

Paula Chelminska

Title
Associate Professor of International Business, Jeannette and Joseph Head Professor of Business

Credentials
B.S., M.B.A., Arkansas State University

Carol Clyde

Title
Associate Professor of Organizational Leadership

Credentials
B.S., Radford University, Virginia; M.A., Southern Methodist University, Texas; M.Ed., The College of William and Mary, Virginia; Ed.D., Florida Atlantic University

Wei Cui

Title
Associate Professor of Mathematics

Credentials
B.S., M.S., Guizhou University, China; M.A., Ph.D., The University of Alabama at Tuscaloosa

Jorge Dioses

Title
Associate Professor of Mathematics

Credentials
B.S., Licentiate in Mathematics, Pontifical Catholic University of Peru; Ph.D., Oklahoma State University

Ganga Fernando

Title
Professor of Chemistry, Iva Corpstein Professor of Science

Credentials
B.S., University of Sri Jeyawardenepura, Sri Lanka; Ph.D., Southern Illinois University at Carbondale

Manjira Ghosh Kumar

Title
Associate Professor of Biology and Chemistry

Credentials
B.S., University of Calcutta, India; M.S., Kalyani University, India; Ph.D., The Catholic University of America

Amanda Gilchrist

Title
Professor of Psychology

Credentials
B.S., Florida State University; M.A., Ph.D., University of Missouri at Columbia

Jonathan Green

Title
Assistant Professor of English

Credentials
B.A., M.A., Ph.D., University of Arkansas

Peter Hyland

Title
Associate Professor of Physics and Astronomy
Credentials
B.S., Case Western Reserve University, Ohio; M.A., Ph.D., University of Wisconsin at Madison

Jordan Johnson

Title
Assistant Professor of Women, Gender, and Sexuality Studies
Credentials
B.A., Southwestern University, Texas; Ph.D., Emory University, Georgia

Christa Kieffer

Title
Assistant Professor of History
Credentials
B.A., University of Tennessee at Martin; M.A., Ph.D., University of Kentucky

Nancy Kohn

Title
Associate Professor of Biology
Credentials
B.S., Albright College, Pennsylvania; M.S., St. Louis Univiersity, Missouri; Ph.D., The University of Louisiana at Lafayette

Tracy Lanser

Title
Assistant Professor of Education
Credentials
B.S.Ed., Central Methodist University, Missouri; M.S.Ed., Ed.D., Southwest Baptist University, Missouri

Jacob Levine

Title
Assistant Professor of Psychology
Credentials
B.A., Dominican University of California; M.A., Ph.D., University of South Florida

Gregory Miller

Title
Associate Professor of Organic Chemistry
Credentials
B.S., Northwestern State University of Louisiana; Ph.D., University of Alabama

Claire Mills

Title
Assistant Professor of Philosophy
Credentials
B.A., Kalamazoo College, Michigan; M.A., Ph.D., University of Georgia

Tammy Ogren

Title
Associate Professor of Business-Management
Credentials
B.A., University of Northwestern Ohio; B.A., M.B.A., Mid-America Nazarene University, Kansas; Ph.D., Northcentral University, Arizona

Cody Page

Title
Assistant Professor of Theatre
Credentials
B.Hum., Pennsylvania State University; M.A., New York University; Ph.D., Bowling Green State University, Ohio

Sarah Polo

Title
Assistant Professor of English
Credentials
B.S., Missouri Western State University; M.A., University of Missouri at Kansas City; Ph.D., University of Kansas

Sarah Quick

Title
Professor of Anthropology
Credentials
B.A., University of South Carolina; M.A., University of Missouri at Columbia; Ph.D., Indiana University at Bloomington

Theresa Spencer

Title
Professor of Music, Gene Wild-Missouri Professor of Fine Arts
Credentials
B.A., Tift College, Georgia; M.A., M.F.A., University of Iowa

Trisha Stubblefield

Title
Professor of English, Harmon Professor of English
Credentials
B.M., B.A., Converse College, South Carolina; M.A., Ph.D., University of South Carolina

Julie Tietz

Title
Professor of Psychology
Credentials
B.A., Rice University, Texas; M.A., Ph.D., Texas Tech University M.A., Ph.D., University of Arizona

Kanji Watanabe

Title
Professor of International Relations and Political Science
Credentials
B.A., Osaka Kyoiku University, Japan; M.A., Humboldt State University, California; Ph.D., Northern Arizona University

Amanda Watson

Title
Assistant Professor of Exercise and Sports Science
Credentials
B.S., M.B.A., Southwestern College, Kansas; Ph.D., Concordia University Chicago, Illinois

Faculty Emeriti

- Rusalynd Andrews**, Professor Emerita of Speech and Theatre. Ph.D., Southern Illinois University at Carbondale. (1997-2020)
- Carmen Bourbon**, Professor Emerita of Spanish. Ph.D., University of Nebraska at Lincoln. (2007-2024)
- Anne Bunton**, Professor Emerita of Economics and Business. Ph.D., University of Missouri at Columbia. (1979-2005)
- Theresa Burger**, Professor Emerita of Physical Education. M.S., City University of New York Queens College. (1997-2022)
- Jo Byrnes**, Professor Emerita of Dance, M.F.A., Texas Woman’s University. (2008-2023)
- Catherine E. Campbell**, Professor Emerita of French. Ph.D., University of Missouri at Columbia. (1982-2012)
- Michael Denison**, Professor Emeritus of Theatre and Speech. M.A., Bowling Green State University, Ohio. (2000-2014)
- Michael J. Emery**, Professor Emeritus of English, Ph.D., State University of New York at Binghamton. (1989-2018)
- Alfred Fenske**, Professor Emeritus of Drama and Speech. M.F.A., Goodman Theatre School of Drama, Art Institute of Chicago, Illinois. (1970-1999)
- Angela Firkus**, Professor Emerita of History. Ph.D., Purdue University, Indiana. (1999-2024)
- Rosemary Fowler**, Professor Emerita of Chemistry. Ph.D., Texas Woman’s University. (1977-2008)
- Mary S. Haggans**, Vice President Emerita for Administration and Finance. M.B.A., University of Missouri at Columbia. (1982-2013)
- Robert L. Jones**, Professor Emeritus of Biology. Ph.D., Indiana University. (1991-2018)
- Dyke Kiel**, Professor Emeritus of Music. Ph.D., University of North Texas. (1981-2013)
- Rebecca Kiel**, Librarian Emerita. M.L.S., North Texas State University. (1984-2013)
- Sharon Lansing**, Professor Emerita of Psychology. Ph.D., Wayne State University, Michigan. (1987-2001)
- Donna Lynde**, Professor Emerita of Art. M.F.A., Universidad de Guanajuato, Mexico. (1974-1996)
- Mary McNerney**, Professor Emerita of Education. M.S.Ed., Northern Illinois University. (1980-2014)
- Ernestine Norton**, Professor Emerita of English. M.A., Vanderbilt University, Tennessee. (1964-1990)
- Sinan Ozkal**, Professor Emeritus of Physics and Astronomy. Ph.D., University of Missouri at Rolla. (1980-2013)
- Mark Pearson**, Professor Emeritus of Foreign Languages and Film Studies. Ph.D., University of Kansas. (1991-2015)
- Don Perkins**, Professor Emeritus of English. Ph.D., University of Wisconsin at Milwaukee. (1993-2010)
- Chris L. Peterson**, Professor Emeritus of Biology. Ph.D., University of Missouri at Columbia. (1991-2018)
- Mari Anne Phillips**, Vice President Emerita for Student Life. Ed.D., University of Missouri at Columbia; Licensed Psychologist; L.C.S.W. (1989)
- Kathryn Pivak**, Professor Emerita of English. Ph.D., Duquesne University, Pennsylvania. (2006-2024)
- Karen Polon**, Professor Emerita of Physical Education. M.A., Kent State University, Ohio. (1993-2024)
- Judy R. Rogers**, President Emerita. Ph.D., University of North Carolina at Chapel Hill. (2004-2015)
- Brenda Ross**, Professor Emerita of Chemistry. Ph.D., Yale University, Connecticut. (1996-2024)
- Kevin Rouintree**, Professor Emeritus of Philosophy. Ph.D., University of Texas at Austin. (2001-2023)

Leroy Sikes, Associate Professor Emeritus of Mathematics. M.A., University of Arkansas. (1985-2012)

Kathryn Taylor, Associate Professor Emerita of Computer Science. M.S., Southern Illinois University at Carbondale. (1999-2022)

Helen R. Washburn, President Emerita. Ph.D., University of Oregon. (1986-2004)

The Faculty

Faculty members at Cottey College are selected on the basis of academic preparation, teaching effectiveness, experience in their teaching fields, and commitment to the philosophy of the liberal arts and Cottey. Over ninety-five percent possess the doctorate or terminal degree within their field. Dates indicate the year of appointment to the faculty or staff.