

COTTEY
COLLEGE

2026-27

COURSE CATALOG

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Introduction

Academic Year Calendars

2026-2027 Academic Calendar

Month	Date	Day	Event
August	11	Tuesday	Two-Week Term Begins
	11	Tuesday, 5 p.m.	Deadline for Adding/Dropping Two-Week Course
	26	Wednesday	14-Week Term Begins
	28	Friday, 5 p.m.	Deadline for Adding/Dropping Classes Without Notation of a W on Transcript
September	7	Monday	Labor Day; No Classes
October	15-16	Thursday-Friday	Fall Break; No Classes
November	3	Tuesday	Registration Begins for Spring 2027
	4	Wednesday, 5 p.m.	Deadline to Withdraw from Classes
	11	Wednesday	Fall Assessment Day; No Classes
	23-27	Monday-Friday	Thanksgiving Break; No Classes
December	1	Tuesday	Registration Closes
	11	Friday	Last Day of Classes
	12	Saturday	Winter Break Begins, Residence Halls Close, 2 p.m.
January	11	Monday	Two-Week Term Begins
	11	Monday, 5 p.m.	Deadline for Adding/Dropping Two-Week Course
	18	Monday	Martin Luther King Day; No Classes
	27	Wednesday	14-Week Term Begins
	29	Friday, 5 p.m.	Deadline for Adding/Dropping Classes Without Notation of a W on Transcript
March	15-19	Monday-Friday	Spring Break; No Classes
	25	Thursday	VAC Day
April	6	Tuesday	Registration Begins for Fall 2027
	14	Wednesday, 5 p.m.	Deadline to Withdraw from Classes
	21	Wednesday	Assessment Day
May	1	Saturday	Registration Closes
	12	Wednesday	Last Day of Classes
	14	Friday	Capping
	15	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	Associate Director of Alumnae Engagement and Events	2122
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
Institutional Advancement	Advancement Office	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	Advancement Office	2120
President's Office	President's Office	2111

SUBJECT	OFFICE	PHONE EXT.
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, Deputy Chief of Staff/P.E.O. Projects Coordinator. B.A., M.P.A., Eastern Washington University; Ed.D., Walden University (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; M.A., University of Missouri-Kansas City; M.A., Loyola University; Ph.D., University of Arkansas. (2021)

Business Office

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

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

Financial Aid and Student Accounts

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

Institutional Advancement

Megan Ellis, Vice President for Institutional Advancement. B.A., Ohio Wesleyan; Ed.D., University of Pennsylvania; M.Ed., Pennsylvania State University. (2025).

Marketing and Communication

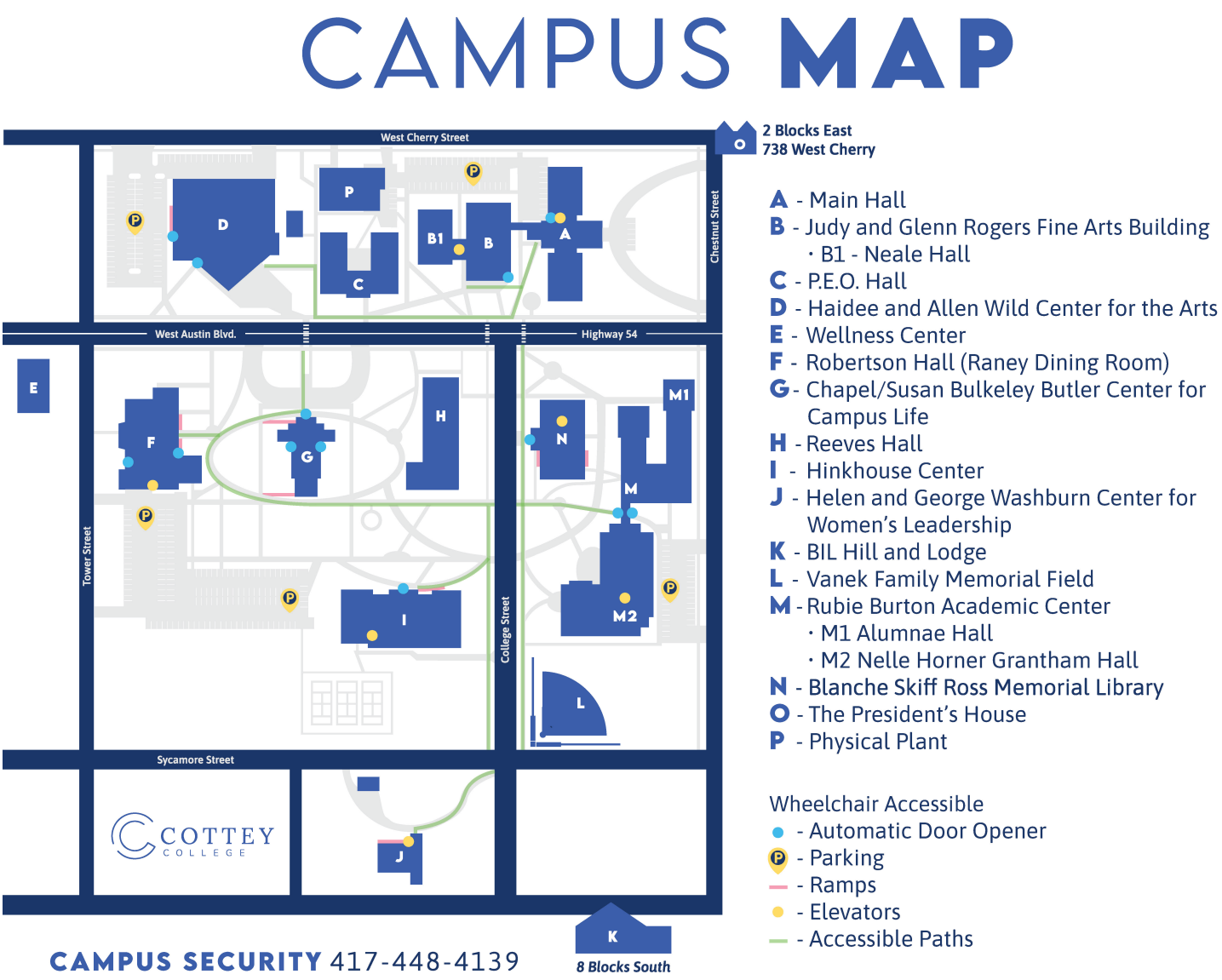
Randon Coffey, Chief of Staff/Vice President for Communication and Strategic Initiatives. B.S.B.A., M.S.M., Missouri Southern State University. (2020)

Student Life and Enrollment Management

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

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

Campus Map


CAMPUS MAP
West Cherry Street
Chestnut Street
West Austin Blvd.
Highway 54
Tower Street
College Street
Sycamore Street
COTTEY COLLEGE
CAMPUS SECURITY 417-448-4139
2 Blocks East
738 West Cherry
8 Blocks South
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

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 our 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 residence hall that allowed student enrollment to increase. In 1941, the College was accredited by the North Central Association of Colleges and Schools.

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

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

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

President's Message

Creating Incredible Futures



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

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

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 coursework 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.

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 Deposit

A nonrefundable 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.

For students admitted prior to April 15 of their senior year in high school, nonrefundable deposits are due on or before May 1. For students admitted after April 15, nonrefundable 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 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.

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.

Dream Big Scholarship

Dream Big Stay Close program guarantees full financial aid coverage of Tuition to full Pell Grant and Access Missouri Grant students from Barton, Bates, Cedar, Dade, St. Clair and Vernon Counties of Missouri.

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: June 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 July 31st, August 31st, September 30th. Winter/spring semester payments are due December 31st, January 31st, February 28th. Information and questions regarding the payment of fees should be directed to the Business Office.

Residential Students	2026-2027
Full-time Tuition, per semester	$14,200.00
Room, per semester: P.E.O., Reeves & Robertson Halls	$3,100.00
Meal Plan, per semester	$3,100.00
Identification Key Card, per semester	$24.00
Student Activity Fee, per semester	$400.00
Student Health Service Fee, per semester	$590.00
Technology Fee, per semester	$330.00
Studio Art Fee, per course	$85.00
Laboratory Science Fee, per course	$110.00
Music Lessons (non-minors), per course	$280.00

TOTAL COST (Tuition, Room, Board, and Fees) PER SEMESTER:	2026-2027
P.E.O., Reeves & Robertson Halls	$21,744.00

Tuition Cost Per Credit Hour	2026-2027
Part-Time Students	
Tuition, per credit hour: 1-11 credit hours (fees included) Summer Internship, per credit hour	 $950.00 $150.00

2026-2027 Estimated Cost of Attendance			
Expense	On-Campus	Off-Campus	Live With Parents
Tuition	$28,400	$28,400	$28,400
Housing (avg./student) and Meals	$12,400	$8,385	$4,730
Required Fees	$2,688	$2,688	$2,688
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	$51,910	$47,895	$44,240

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 July 31st	1st payment due December 31st
2nd payment due August 31st	2nd payment due January 31st
3rd payment due September 30th	3rd payment due February 28th

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	2026-2027
First day of class to end of second week of class	$12,780.00 (90%)
Third week of class to end of fourth week of class	$7,100.00 (50%)
Fifth week of class to end of eighth week of class	$3,550.00 (25%)
After eighth week of class	$0.00 (0%)

Room and Board Refunds	2026-2027
Amount(%)	Amount
First day of class to end of second week of class: P.E.O, Reeves & Robertson Halls Meal Plan	 $1,550.00 (50%) $1,550.00 (50%)
Third week of class to end of fourth week of class: P.E.O, Reeves & Robertson Halls Meal Plan	 $ 775.00 (25%) $ 775.00(25%)
After fourth week of class: P.E.O, Reeves & Robertson Halls Meal Plan	 $0.00 (0%) $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 $750 per semester and $1,100 per semester for a double room as a single, which is nonrefundable after September 1 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, 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 a 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, a 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 and counseling along with the Cottey Cupboard. A meeting space and relaxation room provide additional student wellness opportunities and are available for all students. The building is accessible on the first floor.

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-Kentucky, 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, Hillding, Wheatlake, and Wisconsin. This facility is partially accessible to individuals with physical mobility disabilities.

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.

The **President's House**, originally built in 1903 as a private residence, has been owned by the college since 1940. It has been the home of Cottey's presidents since 1953. The public spaces are often used to entertain members of the campus and Nevada communities.

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 offer limited health services for students. The semester health fee allows students to see health care providers in the Health Services Office during scheduled hours without an office visit charge or the need to file insurance. They provide treatment for minor illnesses and injuries, health counseling, and referral services. We have a provider on campus for up to one hour a day, Monday through Friday, while classes are in session.

Students (or their families) are responsible for all medical expenses incurred outside of these services, including consultations with physicians outside of regular health service hours, X-rays, laboratory work, prescription medications, and any additional procedures or treatments 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 both personally and 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 options.

The counseling office partners with Uwill, a 24/7 online mental health platform, to provide additional support and resources for students. These services include access to a crisis intervention line, mental health tools, and counseling sessions with licensed professionals.

The Peer Empowerment Program (PEP) consists of carefully selected and trained second-, third-, and fourth-year students who volunteer to support their peers. Peer Empowerment members provide a listening ear, assist students in sorting through concerns, and offer referrals when appropriate. While peer listeners do not give direct advice, they help students explore options and make informed decisions. All peer interactions are private and confidential, and peer listeners are supervised by 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 approval from the vice president for student life and enrollment or his designee. Students are able to sign the Residence Hall Agreement and complete the application process once they have made their deposit.

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

Residential students live in **P.E.O. Hall**, **Reeves Hall**, and **Robertson Hall**. 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 seven to 14 students from diverse backgrounds and geographic locations in single or double rooms. There is a computer suite in each residence hall with three to five 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 air-conditioned.

Residence life staff and student resident assistants live in each residence hall to supervise and be of assistance to the residents. Each suite also has an appointed 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-free, and dairy-free options in addition to soup, salad, and deli bars. A Centennial Room dinner is a special biennial event for suitemates to dine together in a more formal and private setting. Personally prepared by the Executive and Head Chefs, 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 Starbucks coffees and drinks.

Campus Activites

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 enrollment and the President on issues of importance to students and provides a quarterly report on their activities to the Cottey College Board of Trustees.

Athletics

Cottey offers intercollegiate athletic programs in basketball, volleyball, softball, golf, cross-country, track and field (indoor and outdoor), 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 director for student accessibility and academic success, 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

Title IX Deputy Coordinator: Jill Compton, Ph.D.
Associate Vice President for Institutional Effectiveness and Student Success
Cottey College
1000 W. Austin Blvd.
Nevada, MO 64772
(417) 667-8181, ext. 2126
jcompton@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

Library

The Blanche Skiff Ross Memorial Library is your hub for research, study, and academic support. Whether you need a quiet place to focus, a space to collaborate with classmates, or expert help from library staff, the library is here for you.

Spaces and Facilities

The main floor offers areas for individual study, group work, class instruction, and assistance from librarians and staff. Quiet study areas are available throughout all levels of the building. The second floor houses the Conference Room, the Study Lounge, and two private study rooms with computers, all available for individual or group use. Also on the second floor, the Commuter Student Room provides a dedicated space for commuter students, featuring a computer, television, comfortable seating, a mini-fridge, and a storage locker. A treadmill/walking pad is also available on this floor for anyone to use.

The Study Lounge is the only location in the Library where food is permitted. Drinks are welcome throughout the building but must be in covered, spill-proof containers.

The library offers 16 computers for student use, along with scanners and a print release station offering both color and black-and-white printing, scanning, and copying.

The Mac Lab is available for meetings and study when not scheduled for classroom use. It seats 16 and has 5 large-screen televisions for group presentations and screen sharing.

The lower level is a shared library and academic space housing the Jann Rudd Weitzel Education Lab, which includes a dedicated classroom and education faculty offices. The library's Media Lounge, equipped with a large-screen TV, cable access, and DVD/Blu-ray equipment, is also available for student use. The lower level offers multiple study areas suited to a variety of learning styles.

Collections

The library provides access to more than 55,000 items across the following locations:

- **Main Floor:** Fiction, manga, and graphic novels; Women, Gender, and Sexuality Studies materials; DVD/Blu-ray collections (Popular Movies and AV Cabinet), Yearbooks and Board Games.
- **Circulation Desk:** Textbook and Faculty Reserves; graphing calculators; and loanable items including device chargers, umbrellas, bicycles, and hammocks.
- **Second Floor:** Stacks, Reference, and Oversized collections.
- **Lower Level:** Education and Juvenile collections.

Digital Resources

The Library's webpage (http://cottey.edu/library) provides access to your Library account, the Library and MOBIUS catalogs, and a wide range of online resources. These include more than 40 research databases, 250,000 academic eBooks, 17,000 eBooks and audiobooks through the Libby app, streaming movies, and print and digital magazine collections. You can also view the current Textbook Reserve and Faculty Reserve Collections.

Search "Locate" – the Library Catalog – Use **Locate** to search the Library's Books and OverDrive Collection

Search "OpenRS" – the MOBIUS Catalog – Use **OpenRS** to search and request MOBIUS Library materials

Borrowing and Access

Your Comet Card serves as your Library card and is required to check out materials and access the building.

Checkout periods are as follows:

Material Type	Loan Period
Library books	28 days
DVD/Blu-ray discs	28 days
Textbook Reserve materials	2 hours (in-Library use only)
Faculty Reserve materials	2 hours to 3 days (per instructor specifications)

MOBIUS and Interlibrary Loan

If a book you need is not available at the Ross Library, you may request it online through the OpenRS MOBIUS Consortium. If the item is not available through MOBIUS, you can request it through the library's interlibrary loan service.

Policies and Fees

Unauthorized removal of Library materials is a violation of the Honor Code. If a Library item is damaged or lost, you are billed for the replacement cost plus a processing fee. The same applies to items borrowed from other libraries through OpenRS MOBIUS or interlibrary loan. Theft of Library materials is illegal and may be reported to the appropriate authorities.

Information Technology

The college provides a variety of technology resources designed to support students throughout their academic experience. Computer labs are available for student use in the library, academic buildings, and residence halls. In addition, student-accessible printers are located in residence halls, the library, academic buildings, and the Center for Campus Life; students can print to these devices from lab computers as well as their personal devices. A campus-wide Wi-Fi network is available, allowing students to stay connected from virtually anywhere on campus. All students are assigned a Cottey email address and receive access to Microsoft 365 services, including Outlook email, Word, Excel, and PowerPoint.

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, 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 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 should first attend an informational meeting and then submit the Study Abroad Application various forms 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.

Students should discuss possible programs with the International Education Coordinator. Students will continue to 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 three study abroad pre-departure informational sessions 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 year 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*

If a student is a senior, then the student should be aware that a semester abroad may delay graduation. All majors must consult with their academic advisor to determine the best timing for their required study 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: https://worldstrides.com/en-us/higher-ed

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 wishes 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 online 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.

During two-week sessions, a student may add or drop a course during the first day of instruction if facilities, equipment, and enrollment permit. During 14-week sessions, a student may add or drop courses during the first three days of instruction. 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 add date, students may not add a course unless their academic advisor agrees, the instructor consents, and the vice president for academic affairs approves.

Two-week courses may not be dropped past the first day of instruction. Grades of "P" (pass) or "F" (fail) will be recorded on the transcript.

Fourteen-week courses dropped within the drop period do not appear on the transcript. Courses dropped after the drop period through the tenth week of instruction will result in a grade of "W" being recorded on the transcript. Permission to withdraw from a course after the tenth week 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 16-18 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 vice president for academic affairs.

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 credit, dual enrollment) may be accepted in transfer and may be used for fulfilling degree requirements. Students must request an official transcript from the college or university granting credit.
4. There are additional circumstances surrounding transferring writing courses at Cottey:
    a. 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. Transfer students entering with an AA, AS, or AFA are exempt from completing FWS 101.
c. 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 gender-focused 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 Foundations requirement. Students with transfer credit for a similar first-year seminar class will be exempt from this General Education 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	4	ART 111	Pending portfolio review
3-D Art and Design	4	4	ART 112	Pending portfolio review
Biology	3	5	BIO 107	
Business with Personal Finance	3	8	BUS 101, BUS 103	
Calculus AB	3	4	MAT 210	
Calculus BC	3	8	MAT 210, 220	
Chemistry	3	5	CHE 160	
Chemistry	4	10	CHE 160, CHE 170	
Comparative Government & Politics	4	4	POL 201	
Drawing	4	4	ART 131	Pending portfolio review
English Language & Composition	5	4	WRI 102	
English Literature & Composition	4	4	ENG 103	
Environmental Science	4	4	ENV 110	
European History	4	4	HIS 260	
French Lang & Culture	3	8	Satisfies language requirement I and II	
Macroeconomics	4	3	BUS 285 (if both macroeconomics/ microeconomics exams are passed with a 4 or higher).	
Microeconomics	4	3	BUS 285 (if both macroeconomics/ microeconomics exams are passed with a 4 or higher).	
Physics 1	4	5	PHY 205	
Physics 2	5	5	PHY 206	
Pre-Calculus	3	5	MAT 120	
Psychology	3	4	PSY 101	
Spanish Language & Culture	3	8	Satisfies language requirement I and II	

AP Test	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
Statistics	3	4	MAT 130	
US Government & Politics	4	4	POL 101	
US History	4	4	HIS 111	
US History	5	8	HIS 111, HIS 112	
World History (Modern)	4	4	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	5	BIO 101/L	
Chemistry (HL)	4	5	CHE 160	Pending lab work review
Chemistry (HL)	5	10	CHE 160, CHE 170	Pending lab work review
English A: Lang & Lit (HL)	6	4	WRI 102	
Env Systems & Soc (SL)	4	4	ENV 225	
French B (HL)	4	8	Language requirements I & II	
Geography (SL/HL	4	4	ENV 125	
Global Politics (SL/HL)	5	4	POL 151	
Language A: Lit. (SL/HL)	5	4	ENG 103	
Mathematics (SL)	4	8	MAT 130, MAT 210	
Mathematics (HL)	4	14	MAT 130, MAT 210, MAT 220	
Music (SL/HL)	5	4	MUS 101	
Philosophy (HL)	4	4	PHI 205	Optional Themes: Ethics AND Philosophy and Contemporary Society
Philosophy (HL)	4	4	PHI 205	Optional Themes: Ethics AND Political Philosophy
Physics (SL/HL)	5	5	PHY 101	
Psychology (SL/HL)	5	4	PSY 101	
Spanish B (HL)	4	8	Language requirements I & II	
Visual Arts (HL)	5	4	ART 111	Pending portfolio review
Visual Arts (SL)	7	4	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.

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

CLEP Exam	Minimum Score	Credits Granted	Cottey Equivalent	Special Conditions
American Government	50	4	POL 101	
American Literature	50	4	ENG 103	Essay Required
Analyzing & Interpret Lit	50	4	ENG 103	Essay Required
Calculus	50	5	MAT 210	
Chemistry	50	5	CHE 160	Pending lab work review
Chemistry	65	10	CHE 160, CHE 170	Pending lab work review
College Algebra	50	4	MAT 110	
English Literature	50	4	ENG 103	Essay Required
Introductory Sociology	50	4	SOC 101	
Precalculus	50	5	MAT 120	
Psychology	50	4	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 8 to 12. 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.

Non-attendance in two-week courses will result in failure of the course.

Administrative Withdrawal for Non-Attendance

14-Week Session

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 conse- quence, 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 advance 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 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 four-week grade check-in for all students during the 14-week session. 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-eight 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 eight 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 10 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 my.Cottey.edu portal.

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
WIP Work in progress, no grade	

Incomplete

A student who has done satisfactory work for at least 80% of the term (10 weeks for 14-week sessions, 8 days for two-week sessions), 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 must 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 six weeks into the subsequent 14-week session (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 14-week 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 credit hours 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 program 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 program coordinator for requirement credit. The program 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 program's coordinator.

For two-week courses, see individual course descriptions for rules regarding repeating and limits on total course credit accrual.

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 a case that seems careless or where there is uninformed failure 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 "Academic Dishonesty Sanctions Appeal 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.

Academic Dishonesty Sanctions Appeal 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 ten class 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 five class days of the request. If the student does not provide a written appeal, any other documents or evidence, and names of witnesses within ten class days of sanctions being imposed, an Academic Appeal Committee will not be formed. If the faculty member(s)/VPAA do not provide relevant documents, evidence, and names of witnesses within five class days of the request, an Academic Appeal Committee will still be formed.

Academic Dishonesty Sanctions Appeal Process:

- The student will submit a written appeal (electronic or hardcopy) to the assistant to the vice president for academic affairs (acadaffairs@cottey.edu) within ten class days (i.e., days in which class are in session) of the sanction(s) being imposed. At that time, the student will also supply any other documents or evidence to support their case and the names of any supporting witnesses.
- The vice president for academic affairs or president (as appropriate, see above) will convene an academic appeal committee (see “Academic Appeal Committee” for composition of the committee).
- Student appeal materials are shared with the course instructor, and a response from the instructor is requested from the chair of the Academic Appeal Committee. The instructor will provide a response, along with any relevant evidence and names of witnesses within five class days of the request.
- Materials provided by the student and the instructor will be shared with the Academic Appeal Committee after receipt by the Office of Academic Affairs.
- 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 20 class days from the receipt of the written appeal.
- The VPAA will notify the student of the final decision within three class days of receiving the Academic Appeal Committee's recommendation.

The VPAA's decision 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 will notify the student of the final decision within three class days of receiving the Academic Appeal Committee's recommendation.

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 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 Learning Center, the Student Wellness Center, and other resources of the College. A student on probation may not enroll in more than 16 credit hours, 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.

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 Socities

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 courseload 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 Serenbetz 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 works to advance an understanding of leadership characterized by trust, empathy, and integrity.

Recognizing leadership as a skill that can be learned and practiced, the Institute provides opportunities within and beyond the classroom, allowing individuals to develop their leadership skills through hands-on practice. The Institute serves as a catalyst for emerging leaders by empowering them to confidently impact their communities and careers.

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

1. Undergraduate Research Grants for students and faculty to pursue research on leadership and its development within their academic disciplines;
2. Leadership Immersions for students to explore women's leadership, social responsibility, and global awareness in placed-based travel opportunities;
3. Career Catalyst Internship Grants to support student internship-related expenses;
4. Serenbetz Summer Scholars Program for selected students to participate in a competitive summer internship at a non-profit agency partner in Chicago, Illinois; and
5. Seminars, speakers, and workshops emphasizing women's leadership, social responsibility, and global awareness.

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 24 Baccalaureate Degree Programs:
Bachelor of Science in Biochemistry and Molecular Biology
Bachelor of Science in Biology
Bachelor of Science in Business Administration
Bachelor of Arts in Elementary Education
Bachelor of Arts in Education Studies, Elementary
Bachelor of Science in Education Studies, Secondary
Bachelor of Arts in English
Bachelor of Arts in Environmental Studies
Bachelor of Science in Exercise and Sport Science
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 in Psychology
Certifications: BA in Secondary Education - English
Certifications: BA in Secondary Education - Social Science
Certifications: BA in Secondary Education - Speech/Theatre
Certifications: BS in Secondary Education - Biology
Certifications: BS in Secondary Education - Business Education
Certifications: BS in Secondary Education - Chemistry
Certifications: BS in Secondary Education - Mathematics
Bachelor of Arts in Special 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. The Curriculum Committee may grant exceptions to this rule for individual programs.

Dual Fulfillment

- No more than two courses may be used to fulfill both major and minor requirements.
- No more than four courses used to fulfill the General Education Core may be used to fulfill requirements of a major.
- No more than three courses used to fulfill the General Education Core may be used to fulfill requirements of a minor.
- No more than three courses used to fulfill a major may be used to fulfill a second major.

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 three 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 five courses unique to each major (e.g., five courses for major requirements for B.S. in Biology that are different from five courses for 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. A student who is absent from Cottey College for four or more years and returns to finish their degree will have a catalog of record of the year they return.

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
- Arts Management
- Biology
- Chemistry
- Corporate Social Responsibility

- Criminology
- Dance
- Education
- English
- Entrepreneurship
- Environmental Studies
- Exercise and Sports Science
- History
- International Business
- International Relations
- Management
- Marketing
- Mathematics
- Organizational Leadership
- Philosophy
- Psychology
- Sociology
- Special Education
- Sports Leadership
- Theatre
- Women, Gender, & Sexuality Studies
- Writing

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	Biochemistry and Molecular Biology	Business
English	Biology	Criminology
History	Chemistry	Education
Music	Exercise and Sport Science	Environmental Studies
Philosophy	Mathematics	International Relations
Theatre	Physics	Organizational Leadership Studies
Women, Gender & Sexuality Studies		Political Science
		Psychology
		Sociology
		Special Education

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
PRT	210	Introduction to Peer Tutoring

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

Each course indicates the projected schedule on which the course will be offered. 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. A credit hour is determined by the following definitions.

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

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

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

Regularly Scheduled Courses:
All courses are required to adhere to the course meetings times published in MyCottey.

Four-credit hour courses

For a four-credit hour course in the 14-week term, this corresponds to approximately 12.8 hours of academic engagement per week (3 hours in class and approximately 9.8 hours out of class).

Four credit hour class example:

Activity	Hours
In-class activities (1 hour x 42 class days for MWF or 1.5 hours x 28 class days for TR & MW)	42
Outside of class work including, but not limited to required readings, class preparation, assignments, projects, test preparation, and excursions.	138
Total	180

Two-credit hour courses

For a two-credit hour course in the two-week term, this corresponds to 45 hours of engagement per week (2.5 hours in class and 6.5 hours out of class).

Two-week term 2 credit hour course example:

Activity	Hours
In-class activities (2.5 hours x 10 class days)	25
Outside of class work including, but not limited to required readings, class preparation, assignments, projects, test preparation, and excursions.	65
Total	90

Internships and Independent Studies

A minimum of 45 hours is required for each credit hour earned in an internship or independent study. Internships and independent studies range from 0-4 credit hours and span varying time frames.

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

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

Course Delivery Method

Courses may be delivered through traditional, hybrid, or online methods. For the purposes of these definitions, synchronous is defined as class instruction and student learning occurring at the same time (for example: instructor(s) and students meet in the

classroom at 9:00 a.m. on Monday, Wednesday, Friday); asynchronous is defined as class instruction and student learning occurring at different times (for example: students view a recorded lecture for the first time three days after the video is created). Cottey uses the following definitions of educational delivery methods:

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

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

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	4
WRI 102	College Writing	4

Mathematics

Course Code	Title	Credits
MAT 110	College Algebra	4
MAT 115	Trigonometry	3
MAT 120	Precalculus	5
MAT 130	Elementary Statistics	4
MAT 210	Calculus I	5
MAT 220	Calculus II	5
MAT 230	Calculus III	5
MAT 240	Differential Equations	4
MAT 260	Linear Algebra	4

Science

Course Code	Title	Credits
AST 101	Introductory Astronomy	5
BIO 101	Introductory Biology with Lab	4
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 125	Botany with Lab	5
BIO 204	Genetics with Lab	5
BIO 207	General Zoology with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
CHE 110	Intro to Forensic Chemistry with L	5
CHE 120	Introduction to Chemistry	5
ENV 270	Intro to GIS	4
ENV 335	Soil, Water, Atmosphere	4
PHY 101	Introductory Physics w/lab	5
PHY 205	General Physics I with Lab	5
PHY 206	General Physics II with Lab	5

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

Fine Arts

Course Code	Title	Credits
ART 101	Art Appreciation	4
DAN 107	Dance Appreciation	4
DAN 201	Introduction to Choreography	4
MUS 101	Music Appreciation	4
MUS 185	Women in Music	4
SPE 121	Interpersonal Communication	3
THE 101	Introduction to Theater	4
THE 103	Acting Fundamentals	4
THE 110	Stagecraft	4
THE 181	Theater Production	1
THE 203	Acting: Character Development	4
THE 240	Script Analysis	4

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).

Courses That Fulfill General Education Requirements

Degree Type
General Education

Foundations

Emphasizes skills, knowledge, and resources to be successful while focusing on well-being.

Course Code	Title	Credits
IDS 101	Step Into Cottey	2
FWS 101	First Year Writing Seminar	4
WRI 102	College Writing	4
	Sub-Total Credits	**10**

**IDS 101 Step into Cottey counts for both a foundation and an exploration requirement.*

Well-being

Select one from the following:

Course Code	Title	Credits
DAN 110	Beginning Dance Technique	2
DAN 120	Traditional and Social Dance	2
DAN 136	Musical Theatre Dance	2
DAN 145	Improvisation	2
DAN 200	Dance Company	4
PHI 101	Philosophical Quests	4
PHE 110	Lifetime Activities	1
PHE 136	Fitness Walking	1
PHE 139	Lifetime Wellness Concepts	4
PSY 101	General Psychology	4
PSY 250	Positive Psychology	2
THE 105	Physical Theatre & Movement	4
	Sub-Total Credits	**1-4**

Expressions

Emphasizes how art and society are interconnected, allowing students to express ideas in creative ways and engage with different art forms.

Select one from the following:

Course Code	Title	Credits
ART 101	Art Appreciation	4
ART 111	2-D Design	4
ART 112	3-D Design	4
ART 131	Drawing I	4
ART 251	Ceramics I	4
ART 260	Introduction to Graphic Design	4
ART 262	Sculpture	4
ENG 208	Children's & Young Adult Lit	4
MUS 101	Music Appreciation	4
THE 103	Acting Fundamentals	4
THE 104	Acting for Non-Majors	4
THE 203	Acting: Character Development	4
THE 230	Stage Makeup	4
WRI 251	Creative Writing	4
	Sub-Total Credits	**4**

Communications

Courses that provide students with opportunities to improve the skills essential for effective collaboration.

Select one from the following:

Course Code	Title	Credits
ANT 101	General Anthropology	4
BUS 101	Intro to Business	4
BUS 105	Business Communication	4
BUS 255	Entrepreneurial Lab	2-4
EDU 260	Elem Writing & Grammar	4
ENG 103	Introduction to Literature	4
PHI 200	Logic and Critical Thinking	4
PHI 210	Human Nature and Society	4
WRI 200	Introduction to Writing Studies	4
WRI 252	Introduction to Genre	4
WRI 253	Professional Writing	4
WRI 255	Introduction to Rhetorical Studies	4
WRI 257	Rhetoric and Disney	4
WRI 258	Public Writing	4
	Sub-Total Credits	**4**

BUS 255 Entrepreneurial Lab must be taken four hours at one time to count for the communications requirement.

STEM Literacy

Emphasizes science, technology, engineering, and mathematics across disciplines and in everyday life. Courses provide students with experience in problem solving and ways of thinking within STEM disciplines.

Math

Select one from the following:

Course Code	Title	Credits
MAT 110	College Algebra	4
MAT 120	Precalculus	5
MAT 130	Elementary Statistics	4
MAT 210	Calculus I	5
BUS 103	Mind Over Money	4
EDU 250	Mathematical Reasoning	4
	Sub-Total Credits	**4-5**

Science

Select one from the following:

Course Code	Title	Credits
AST 101	Introductory Astronomy	5
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 125	Botany with Lab	5
CHE 110	Intro to Forensic Chemistry with L	5
CHE 120	Introduction to Chemistry	5
CHE 130	Intro Environmental Chemistry w/L	5
CHE 160	General Chemistry I with Lab	5
EDU 240	Science Fundamentals	4
ENV 115	Humans and the Environment	5
ESS 110	Introduction to Kinesiology	4
ESS 115	Human Nutrition	4
PHY 101	Introductory Physics w/lab	5
	Sub-Total Credits	**4-5**

Global Awareness

Emphasizes social, natural, and cultural contexts so that students become adept at working within these diverse local and global settings.

Select two from the following:

Course Code	Title	Credits
ART 110	Mokuhanga & Sumi Ink Painting	4
WGS/ANT 201	Cultural Anthropology	4
ANT 250	Language and Culture	4
BUS 285	Principles of Economics	4
DAN 107	Dance Appreciation	4
ENG 201	English Literature I	4
ENG 202	English Literature II	4
ENG 231	African American Literature	4
ENG 234	World Literature	4
ENV 125	World Regional Geography	4
HIS 131	World History to 1500	4
HIS 132	World History Since 1500	4
HIS 133	World History Since 1945	4
HIS 202	Twentieth-Century Europe	4
HIS 255	Early Modern Europe, 1350-1700	4
HIS 260	Modern European History, 1700-1900	4
INB 110	Intro to International Business	4
POL 151	International Relations	4
SOC 101	Introductory Sociology	4
THE 101	Introduction to Theater	4
THE 240	Script Analysis	4
WRI 254	Introduction to Primary Research	4
	Sub-Total Credits	**8**

Social Responsibility

Emphasizes sustainable thinking and ethical roles in relation to others (humans and nonhumans) as responsible communicators, engaged citizens, and living beings on this earth.

Select two from the following:

Course Code	Title	Credits
SOC/ANT 281	Food, Society, & Culture	4
BUS 230	Intro to Business Sustainability	4
ENG 205	American Literature I	4
ENG 206	American Literature II	4
ENG 291	Excursion	2-4
ENV 231	Sustainable Tourism	4
ENV 275	Sustainability in Action	4
HIS 111	United States History to 1877	4

HIS 112	United States History Since 1877	4
HIS 115	The History of Equality in America	4
HIS 225	The History of Sports in the US	4
HIS 245	The Holocaust	4
PHI 205	Ethics	4
PHI 215	Bioethics	4
ENV/PHI 225	Environmental Awareness & Ethics	4
POL 101	United States Government	4
THE 215	Musical Theatre History in the U.S	4
WRI 256	Writing Center Theory and Pedagogy	4
	Sub-Total Credits	**8**

Women and Leadership

Emphasizes women's role in history and contemporary society while recognizing how gender influences local and global dynamics. Students become more self-aware and capable of problem-solving through collaboration while learning about, and engaging in, the leadership process.

Leadership

Select one from the following:

Course Code	Title	Credits
BUS 240	Mgmt & Org Behavior	4
WGS/OLS 102	Foundations in Leadership	4
OLS 240	The Leader Within	4
OLS 260	Ethical Leadership	4
PHI 220	Philosophy of Sports	4
THE 177	Event Technology	3
THE 210	Art Administration & Mgmt	4
THE 284	Stage Management	4
	Sub-Total Credits	**3-4**

Gender Focus

Select one from the following:

Course Code	Title	Credits
ANT/SOC 235	Race, Class, Gender & Sexuality	4
ENG/WGS 224	Women Writers	4
WGS/HIS 211	History of Women in the U.S.	4
MUS 185	Women in Music	4
POL 216 / WGS 216	Women, Power & Politics	4
WGS 105	Intro to Women, Gender & Sexuality	4
WGS 200	Introduction to LGBT Studies	4
WGS 265	Feminist Health Politics	4
	Sub-Total Credits	**4**

Exploration

Provides students opportunities to engage with faculty and teaching staff members by exploring unique and exciting learning experiences that are focused on a variety of enrichment topics. Explorations are two-week courses occurring at the beginning of each semester. Students are required to pass one Explorations course for each semester they attend Cottey. Explorations courses are pass/fail.

Fall

Select one per semester.

	Sub-Total Credits	**8**

IDS 101 Step into Cottey counts for both a foundation and an exploration requirement.

Spring

Select one per semester.

	Sub-Total Credits	**8**

Total Credits	**66-72**

General Education Curriculum

Degree Type
General Education

The Cottey College General Education Framework

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

Cottey College General Education Framework

Goals and Outcomes	Required Courses	Credits
Foundations *Emphasize skills, knowledge, and resources to be successful while focusing on their well-being.*	Step Into Cottey	2
	First-Year Writing Seminar	4
	College Writing	4
	Well-being course	1-4
Expressions *Emphasizes how art and society are interconnected, allowing students to express ideas in creative ways and engage with different art forms.*	One Course	4
Communications *Courses that provide students with opportunities to improve the skills essential for effective collaboration.*	One Course	4
STEM Literacy *Emphasizes science, technology, engineering, and mathematics across disciplines and in everyday life. Courses provide students with experience in problem solving and ways of thinking within STEM disciplines.*	One Math Course	4-5
	One Science Course	4-5
Global Awareness *Emphasizes social, natural, and cultural contexts so that students become adept at working within these diverse local and global settings.*	Two Courses	8
Social Responsibility *Emphasizes sustainable thinking and ethical roles in relation to others (humans and nonhumans) as responsible communicators, engaged citizens, and living beings on this earth.*	Two Courses	8
Women and Leadership *Emphasizes women's role in history and contemporary society while recognizing how gender influences local and global dynamics. Students become more self-aware and capable of problem-solving through collaboration while learning about, and engaging in, the leadership process.*	One Leadership Course	4
	One Gender Focused Course	4
Explorations *Provides students opportunities to engage with faculty and teaching staff members by exploring unique and exciting learning experiences that are focused on a variety of enrichment topics. Explorations are two-week courses occurring at the beginning of each semester. Students are required to pass one Explorations course for each semester they attend Cottey. Explorations courses are pass/fail.*	Every Fall Semester	8
	Every Spring Semester	8

Courses that Fulfill General Education Requirements

Total Credits **66-72**

Bachelor of Arts

BA in Criminology

Degree Type
Bachelor of Arts

CRIMINOLOGY IS SUSPENDED

Criminology has been suspended as a major at Cottey College. The following description and requirements are only relevant and applicable to students who entered before the 2026-2027 catalog.

Required Core

Course Code	Title	Credits
CRM 101	The Criminal Justice System	3
CRM 201	Criminology	3
CRM 490	Capstone in Criminology	4
	Sub-Total Credits	**10**

Subject Areas in the Major

Criminology

Select two from the following:

Course Code	Title	Credits
CRM 110	Domestic & Family Violence	3
CRM 230	Victimology	3
CRM 275	Corrections	3
CRM 301	Juvenile Justice	3
CRM 370	Topics in Criminology	3
	Sub-Total Credits	**6**

Criminology courses will be offered online only through Acadeum.

Public Administration, Law & Ethics

Select two from the following:

Course Code	Title	Credits
BUS 260	Legal Environment of Business	4
PHI 205	Ethics	4
PHI 215	Bioethics	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 131	Public Administration	4
POL 141	Public Policy	4
	Sub-Total Credits	**8**

Leadership and Women, Gender, & Sexuality

Select two from the following:

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	4
OLS 332	Leadership for Social Change	4
OLS 350	Team Leadership & Group Dynamics	4
WGS 105	Intro to Women, Gender & Sexuality	4
WGS 355	Transnational Feminisms	4
WGS 350	Feminist Theories	4
	Sub-Total Credits	**8**

Supporting Requirements

Course Code	Title	Credits
MAT 130	Elementary Statistics	4
	Sub-Total Credits	**4**

Methods Requirement

Select one from the following:

Course Code	Title	Credits
SOC/ENV 312	Qualitative Research Methods	4
POL 320	Quantitative Research Methods	4
PSY 310	Research Methods in Psychology I	4
PSY 311	Research Methods in Psychology II	4
	Sub-Total Credits	**4**

Social Sciences

Select two additional courses in the Social Sciences (ANT, INR, PSY, POL, or SOC designators) 200-level or above.
Two credit hours of internship(s) may count towards this requirement.

	Sub-Total Credits	**6-8**

A course cannot be used to meet the Social Sciences requirement if used to meet another major requirement above.

General Education Core	**66-72**
Total Hours in Major	**46-48**

Minimum Hours Required for Graduation	**120**

Education Studies, Elementary

Degree Type
Bachelor of Arts

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.

Required Core

Course Code	Title	Credits
EDU 110	Foundations of Education	4
EDU 240	Science Fundamentals	4
EDU 250	Mathematical Reasoning	4
EDU 260	Elem Writing & Grammar	4
EDU 272	Curriculum & Assmt Elementary	4
EDU 280	The Exceptional Learner	4
EDU 310	Educational Psychology	4
EDU 318	Elem Reading & Language Acqu	4
EDU 326	Literacy in Elementary Schools	4
EDU 380	STEM Methods	4
EDU 387	Integrated Methods	4
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 495	Education Rsrch Capstone	4
ENG 208	Children's & Young Adult Lit	4
	Sub-Total Credits	**60**

Select one from the following:

Course Code	Title	Credits
EDU 485	Research Foundations in Education	4
SOC/ENV 312	Qualitative Research Methods	4
	Sub-Total Credits	**4**

General Education Core	**66-72**
Total Hours in Major	**64**
Minimum Hours Required for Graduation	**120**

Elementary Education

Degree Type
Bachelor of Arts

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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 240	Science Fundamentals	4
EDU 250	Mathematical Reasoning	4
EDU 260	Elem Writing & Grammar	4
EDU 272	Curriculum & Assmt Elementary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 318	Elem Reading & Language Acqu	4
EDU 326	Literacy in Elementary Schools	4
EDU 380	STEM Methods	4
EDU 387	Integrated Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
ENG 208	Children's & Young Adult Lit	4

General Education Core	**66-72**
Total Hours in Major	**73**
Minimum Hours Required for Graduation	**120**

English

Degree Type
Bachelor of Arts

The English major speaks directly to leadership, social responsibility, and global awareness by exposing students to a wide range of texts by a diverse group of authors. Our focus on women writers and experiential learning gives students the opportunity to explore the ways in which authors and characters reflect those threads, and to consider the ways in which they themselves can become more effective socially responsible, globally-aware leaders.

Required Core

Course Code	Title	Credits
ENG 200	Introduction to the English Major	4
ENG 410	Critical Theory	4
ENG 490	Capstone Research Project	4
	Sub-Total Credits	**12**

Subject Areas in the Major

Literature Surveys

Select one from the following:

Course Code	Title	Credits
ENG 201	English Literature I	4
ENG 202	English Literature II	4
ENG 205	American Literature I	4
ENG 206	American Literature II	4
	Sub-Total Credits	**4**

Diverse Writers

Select one from the following:

Course Code	Title	Credits
ENG/WGS 224	Women Writers	4
ENG 231	African American Literature	4
ENG 234	World Literature	4
	Sub-Total Credits	**4**

Writing Studies

Select one from the following:

Course Code	Title	Credits
WRI 200	Introduction to Writing Studies	4
WRI 251	Creative Writing	4
WRI 252	Introduction to Genre	4
WRI 253	Professional Writing	4
WRI 254	Introduction to Primary Research	4
WRI 255	Introduction to Rhetorical Studies	4
WRI 256	Writing Center Theory and Pedagogy	4
WRI 257	Rhetoric and Disney	4
WRI 258	Public Writing	4
	Sub-Total Credits	**4**

Pre-1900 Course

Select one from the following:

Course Code	Title	Credits
ENG/WGS 351	Good Girls and Wild Women	4
ENG/WGS 371	Jane Austen	4
	Sub-Total Credits	**4**

Post-1900 Courses

Select two from the following:

Course Code	Title	Credits
ENG 326	The Novel	4
ENG/WGS 333	American Women Poets	4
ENG/WGS 334	Poetry as Protest	4
ENG/WGS 364	Women & Literary Modernism	4
ENG/WGS 372	Toni Morrison	4
ENG/WGS 374	Edith Wharton	4
ENG 383	Animals in Literature	4
	Sub-Total Credits	**8**

Advanced Writing Studies

Select one from the following:

Course Code	Title	Credits
WRI 351	Discourse Analysis	4
WRI 352	Rhetorical Style	4
WRI 353	Rhetorics of Public Memory	4
WRI 354	Archives and Composition	4
WRI 355	Style and Editing	4
WRI 356	Digital & Multimodal Composition	4
WRI 357	Fiction Writing	4
WRI 358	Advanced Composition	4

WRI 360	Teaching Writing	4
WRI 361	Women's Rhetorical Education	4
WRI 362	Comparative Rhetoric	4
	Sub-Total Credits	**4**

Supporting Requirements

Experiential Learning

Students must complete both an internship and an excursion for a minimum total of three credit hours.

Course Code	Title	Credits
ENG 291	Excursion	2-4
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**3**

General Education Core	**66-72**
Total Hours in Major	**43**
Minimum Hours Required for Graduation	**120**

Environmental Studies

Degree Type
Bachelor of Arts

An interdisciplinary major, Environmental Studies integrates the natural sciences, social sciences, and humanities. It offers students a comprehensive and nuanced understanding of the earth, its resources, and human-environmental relationships. Experiential learning in coursework and internships provide students with important real-world experiences. Students are exposed to scientific principles and fieldwork methodologies as well as a curriculum that emphasizes a critical understanding of socio-cultural, economic, and political contexts that significantly impact the environment and affect policy development.

Required Core

Course Code	Title	Credits
ENV 115	Humans and the Environment	5
ENV 275	Sustainability in Action	4
ENV 270	Intro to GIS	4
ENV 490	Capstone	4
	Sub-Total Credits	**17**

Subject Areas in the Major

Methods and Analysis

Select one from the following:

Course Code	Title	Credits
BIO 320	Animal Behavior	4
ENV/SOC 312	Qualitative Research Methods	4
POL 320	Quantitative Research Methods	4
	Sub-Total Credits	**4**

Ethics and Justice

Select three from the following. One must be a 300 level.

Course Code	Title	Credits
ENG 291	Excursion	2-4
ENG 383	Animals in Literature	4
ENV/PHI 225	Environmental Awareness & Ethics	4
ENV/HIS 320	American Environmental History	4
ENV 365	Environmental Justice	4
OLS 360	Inclusive Leadership	4
POL 330 / SOC 330	Poverty and Inequality	4
SOC/ANT 281	Food, Society, & Culture	4
WGS 340	Feminist Multispecies Justice	4
WGS 360	Ecofeminism	4
WRI 258	Public Writing	4
	Sub-Total Credits	**12**

ENG 291 must be the Excursion: Willa Cather.

Sustainability and Policy

Select one from the following:

Course Code	Title	Credits
BIO 125	Botany with Lab	5
BUS 230	Intro to Business Sustainability	4
ENV 125	World Regional Geography	4
ENV 275	Sustainability in Action	4
	Sub-Total Credits	**4-5**

Select one from the following:

Course Code	Title	Credits
INB 350	CSR & Ethics	4
OLS 332	Leadership for Social Change	4
POL 365	International Environmental Policy	4
	Sub-Total Credits	**4**

POL 365 cannot be used to meet this requirement if used for the Ethics and Justice requirement above.

Supporting Requirements

Course Code	Title	Credits
MAT 130	Elementary Statistics	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
BIO 250	Ecology with Lab	5
ENV 315	Ecosystems, Function & Mgmt	4
	Sub-Total Credits	**4-5**

Experiential Learning

Course Code	Title	Credits

199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**1**

General Education Core	**66-72**
Total Hours in Major	**50-52**
Minimum Hours Required for Graduation	**120**

History

Degree Type
Bachelor of Arts

Students in the history program investigate the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs, and art and literature that shaped the United States and other societies of the world. An informed awareness of historical developments—and abundant opportunity to hone research and communication skills—prepares students for a diverse range of careers as well as for lives of action and contribution in contemporary society.

Required Core

Course Code	Title	Credits
HIS 350	Advanced Historical Methods	4
HIS 490	Capstone in History	4
	Sub-Total Credits	**8**

Subject Areas in the Major

The American Experience

Select two from the following:

Course Code	Title	Credits
HIS 111	United States History to 1877	4
HIS 112	United States History Since 1877	4
HIS 115	The History of Equality in America	4
	Sub-Total Credits	**8**

Global Encounters

Select two from the following:

Course Code	Title	Credits
HIS 131	World History to 1500	4
HIS 132	World History Since 1500	4
HIS 133	World History Since 1945	4
	Sub-Total Credits	**8**

Electives in the Major

Select two from the following:

Course Code	Title	Credits
HIS 202	Twentieth-Century Europe	4
HIS/WGS 211	History of Women in the U.S.	4
HIS 225	The History of Sports in the US	4
HIS 245	The Holocaust	4
HIS 255	Early Modern Europe, 1350-1700	4
HIS 260	Modern European History, 1700-1900	4
	Sub-Total Credits	**8**

Select three from the following:

Course Code	Title	Credits
HIS 315	The Civil Rights Movement & Legacy	4
HIS/ENV 320	American Environmental History	4
HIS 340	Genocide in History	4
HIS 345	Modern Political Revolutions	4
HIS 355	Readings in History	4
HIS 360	American Constitutional History	4
	Sub-Total Credits	**12**

General Education Core	**66-72**
Total Hours in Major	**44**
Minimum Hours Required for Graduation	**120**

International Relations

Degree Type
Bachelor of Arts

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.

Required Core

Course Code	Title	Credits
POL 151	International Relations	4
POL 201	Comparative Politics	4
POL 320	Quantitative Research Methods	4
POL 350	International Political Economy	4
POL 490	Capstone in INR/POL	4
	Sub-Total Credits	**20**

Electives in the Major

Select one from the following:

Course Code	Title	Credits
POL 101	United States Government	4
POL 131	Public Administration	4
POL 141	Public Policy	4
	Sub-Total Credits	**4**

Select four from the following:

Course Code	Title	Credits
POL 216 / WGS 216	Women, Power & Politics	4
POL 300	Political Behavior	4
POL 310	International Organizations	4
POL 315	Elections in the World and US	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 330 / SOC 330	Poverty and Inequality	4
POL 335	Middle Eastern Politics & Palestina	4
POL 365	International Environmental Policy	4
POL 370	Asian Politics	4
	Sub-Total Credits	**16**

Supporting Requirements

Language Requirement

Native English Speakers

Complete two foreign language courses.

	Sub-Total Credits	**6-8**

One course can be substituted with ENV/SOC 312 Qualitative Research Methods.

Non-Native English Speakers

Select one from the following:

Course Code	Title	Credits
SOC/ENV 312	Qualitative Research Methods	4
	One foreign language course in a third language	3-5
	Sub-Total Credits	**3-4**

General Education Core	**66-72**
Total Hours in Major	**43-48**
Minimum Hours Required for Graduation	**120**

Organizational Leadership Studies

Degree Type
Bachelor of Arts

The Organizational Leadership Studies major empowers students to understand, practice, and reflect on leadership as a dynamic process—not just a position. Through interactive, experiential, and interdisciplinary courses, students gain tools to influence change, communicate with purpose, lead with integrity, and foster belonging across diverse settings. Emphasizing applied learning, self-awareness, and social responsibility, the OLS program prepares students for confident leadership in their careers, communities, and personal lives. The major provides foundational knowledge and practical skills to complement any career field or community-based work.

Required Core

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	4
OLS 240	The Leader Within	4
OLS 280	Organizational Leadership & Change	4
OLS 310	Applied Leadership Coaching	4
OLS 350	Team Leadership & Group Dynamics	4
OLS 420	Leadership Theories & Practice	4
OLS 490	Leadership Capstone Course	4
	Sub-Total Credits	**28**

Electives in the Major

Select one from the following:

Course Code	Title	Credits
OLS 230	Leadership in Sport Organizations	4
OLS 260	Ethical Leadership	4
OLS 332	Leadership for Social Change	4
OLS 340	Conflict Management	4
OLS 360	Inclusive Leadership	4
	Sub-Total Credits	**4**

Supporting Requirements

Course Code	Title	Credits
WRI 253	Professional Writing	4
	Sub-Total Credits	**4**

Ethics

Select one from the following:

Course Code	Title	Credits
OLS 260	Ethical Leadership	4
PHI 205	Ethics	4
PHI 210	Human Nature and Society	4
PHI 215	Bioethics	4
	Sub-Total Credits	**4**

If OLS 260 is chosen as an elective, it may not be used here.

Experiential Learning

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**1**

General Education Core	**66-72**
Total Hours in Major	**41**
Minimum Hours Required for Graduation	**120**

Political Science

Degree Type
Bachelor of Arts

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.

Required Core

Course Code	Title	Credits
POL 101	United States Government	4
POL 151	International Relations	4
POL 201	Comparative Politics	4
POL 320	Quantitative Research Methods	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 490	Capstone in INR/POL	4
	Sub-Total Credits	**24**

Electives in the Major

Select one from the following:

Course Code	Title	Credits
POL 131	Public Administration	4
POL 141	Public Policy	4
	Sub-Total Credits	**4**

Select five from the following:

Course Code	Title	Credits
POL 216 / WGS 216	Women, Power & Politics	4
POL 300	Political Behavior	4
POL 310	International Organizations	4
POL 315	Elections in the World and US	4
POL 330 / SOC 330	Poverty and Inequality	4
POL 335	Middle Eastern Politics & Palestina	4
POL 365	International Environmental Policy	4
POL 370	Asian Politics	4
	Sub-Total Credits	**20**

General Education Core	**66-72**
Total Hours in Major	**48**
Minimum Hours Required for Graduation	**120**

Psychology

Degree Type
Bachelor of Arts

Psychology is the scientific inquiry into the nature of the mind and behavior. Because psychology encompasses both social and life sciences, students in the major 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 enable better understanding of the self and other people; to engage in critical thinking through use of the scientific method; and to use the principles learned in psychology courses to enhance personal growth, professional development, and to aid one's greater community.

Required Core

Course Code	Title	Credits
PSY 101	General Psychology	4
PSY 310	Research Methods in Psychology I	4
PSY 311	Research Methods in Psychology II	4
PSY 490	Psychology Senior Capstone	4
	Sub-Total Credits	**16**

Subject Areas in the Major

Cognition and Neuroscience

Select one from the following:

Course Code	Title	Credits
PSY 235	Biopsychology	4
PSY 240	Cognitive Psychology	4
PSY 248	Sensation & Perception	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
PSY 335	Drugs and Behavior	4
PSY 440	Learning and Conditioning	4
PSY 455	Brain Imaging Techniques	4
	Sub-Total Credits	**4**

Sociocultural

Select one from the following:

Course Code	Title	Credits
PSY/SOC 232	Social Psychology	4
PSY 245	Psychology of Personality	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
PSY/WGS 321	Human Sexuality	4
PSY/WGS 331	Psychology of Women and Gender	4
PSY 345	Industrial Org Psych	4
OLS 340	Conflict Management	4
	Sub-Total Credits	**4**

Health and Development

Select two from the following:

Course Code	Title	Credits
PSY 307	Lifespan Psychology	4
PSY 308	Psychology of Child/Adolescent Development	4
PSY 315	Health Psychology	4
PSY 350	Psychopathology	4
PSY 420	Counseling/Clinical Psychology	4
PSY/WGS 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**8**

General Education Core	**66-72**
Total Hours in Major	**40**
Minimum Hours Required for Graduation	**120**

Secondary Education - English

Degree Type
Bachelor of Arts

Cottey College's Secondary Education - English major is focused on contributing highly effective teachers 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 382	Secondary English Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Composition and Rhetoric

Select three from the following:

Course Code	Title	Credits
WRI 200	Introduction to Writing Studies	4
WRI 251	Creative Writing	4
WRI 252	Introduction to Genre	4
WRI 253	Professional Writing	4
WRI 255	Introduction to Rhetorical Studies	4
WRI 350	Topics in Writing	4
WRI 351	Discourse Analysis	4
WRI 352	Rhetorical Style	4
WRI 353	Rhetorics of Public Memory	4
WRI 354	Archives and Composition	4
WRI 355	Style and Editing	4
WRI 356	Digital & Multimodal Composition	4
WRI 357	Fiction Writing	4
WRI 358	Advanced Composition	4
WRI 360	Teaching Writing	4
	Sub-Total Credits	**12**

Study of English Language

Course Code	Title	Credits
ENG 280	English Grammer and Usage	4
ENG 312	History of the English Language	4
	Sub-Total Credits	**8**

American Literature

Course Code	Title	Credits
ENG 208	Children's & Young Adult Lit	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
ENG 205	American Literature I	4
ENG 206	American Literature II	4
ENG 208	Children's & Young Adult Lit	4
ENG 231	African American Literature	4
ENG 326	The Novel	4
ENG/WGS 333	American Women Poets	4
	Sub-Total Credits	**4**

English and/or World Literature

Select two from the following:

Course Code	Title	Credits
ENG 201	English Literature I	4
ENG 202	English Literature II	4
ENG 234	World Literature	4
	Sub-Total Credits	**8**

Electives in the Major

Select one of the following:

Course Code	Title	Credits
ENG/WGS 224	Women Writers	4

ENG/WGS 333	American Women Poets	4
ENG/WGS 334	Poetry as Protest	4
ENG/WGS 351	Good Girls and Wild Women	4
ENG/WGS 364	Women & Literary Modernism	4
ENG/WGS 371	Jane Austen	4
ENG/WGS 372	Toni Morrison	4
ENG/WGS 374	Edith Wharton	4
ENG 383	Animals in Literature	4
	Sub-Total Credits	**4**

A course cannot be used as an elective if it's used to meet a different major requirement above.

General Education Core	**66-72**
Total Hours in Major	**89**
Minimum Hours Required for Graduation	**120**

Secondary Education - Social Science

Degree Type
Bachelor of Arts

Cottey College's Secondary Education - Social Sciences major is focused on contributing highly effective teachers 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 385	Secondary Social Sci Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

U.S. History

Select four from the following:

Course Code	Title	Credits
HIS 111	United States History to 1877	4
HIS 112	United States History Since 1877	4
HIS 115	The History of Equality in America	4
HIS/WGS 211	History of Women in the U.S.	4
HIS 225	The History of Sports in the US	4
HIS 315	The Civil Rights Movement & Legacy	4
HIS/ENV 320	American Environmental History	4
HIS 360	American Constitutional History	4
	Sub-Total Credits	**16**

World History

Select three from the following:

Course Code	Title	Credits
HIS 131	World History to 1500	4
HIS 132	World History Since 1500	4
HIS 133	World History Since 1945	4
HIS 202	Twentieth-Century Europe	4
HIS 245	The Holocaust	4
HIS 255	Early Modern Europe, 1350-1700	4
HIS 260	Modern European History, 1700-1900	4
HIS 340	Genocide in History	4
HIS 345	Modern Political Revolutions	4
	Sub-Total Credits	**12**

Political Science

Select two from the following:

Course Code	Title	Credits
POL 101	United States Government	4
POL 121	Introduction to Political Science	4
POL 141	Public Policy	4
POL 201	Comparative Politics	4
POL 315	Elections in the World and US	4
POL 370	Asian Politics	4
	Sub-Total Credits	**8**

Economics

Course Code	Title	Credits
BUS 285	Principles of Economics	4
	Sub-Total Credits	**4**

Geography

Course Code	Title	Credits
ENV 125	World Regional Geography	4
	Sub-Total Credits	**4**

Behavioral Science

Select two of the following:

Course Code	Title	Credits
ANT 101	General Anthropology	4
ANT/WGS 201	Cultural Anthropology	4
ANT 250	Language and Culture	4
PSY/SOC 232	Social Psychology	4
PSY 240	Cognitive Psychology	4
PSY/WGS 321	Human Sexuality	4
PSY 335	Drugs and Behavior	4
PSY 350	Psychopathology	4
SOC 101	Introductory Sociology	4
SOC/ANT 235	Race, Class, Gender & Sexuality	4
SOC/POL 330	Poverty and Inequality	4
	Sub-Total Credits	**8**

General Education Core	**66-72**
Total Hours in Major	**101**
Minimum Hours Required for Graduation	**120**

Secondary Education - Speech/ Theatre

Degree Type
Bachelor of Arts

Cottey College's Secondary Education - Speech and Theatre major is focused on contributing highly effective teachers 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 386	Secondary Spe & The Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Speech

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

Select three of the following:

Course Code	Title	Credits
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
	Sub-Total Credits	**9**

Theatre

Select three from the following:

Course Code	Title	Credits
THE 103	Acting Fundamentals	4
THE 110	Stagecraft	4
THE 181	Theater Production	1
THE 284	Stage Management	4
THE 310	Dramatic Literature	4
THE 430	Directing	4
	Sub-Total Credits	**9-12**

Electives in the Major

Select two from the following that haven't been used above.

Course Code	Title	Credits
THE 101	Introduction to Theater	4
THE 177	Event Technology	3
THE 203	Acting: Character Development	4
THE 230	Stage Makeup	4
THE 315	Theatre for Social Change	4
THE 325	Theatrical Costume Design	4
THE 355	Scene Design	4
THE 430	Directing	4
	Sub-Total Credits	**6-8**

General Education Core	**66-72**
Total Hours in Major	**76-81**
Minimum Hours Required for Graduation	**120**

Special Education

Degree Type
Bachelor of Arts

Cottey College's Special Education major prepares students for professional practice by supporting individuals with a wide range of learning, behavioral, and developmental needs. Students who complete this major may be eligible for initial teacher certification in Mild, Moderate, Cross Categorical. The program emphasizes inclusive and individualized practice grounded in educational law, ethical and professional responsibility, and data-informed decision making, with a strong focus on collaboration among educators, families, and community partners. Students develop skills in assessment, analysis of student data, and the design of instructional systems and behavior interventions to support student growth while engaging families as active participants in the special education process. Additionally, coursework addresses transition processes, including career readiness and post-secondary planning. It also prepares students to communicate effectively with families, foster family engagement, and connect caregivers with community resources. Through progressive field experiences and student teaching, students apply theory to practice in partnership with schools, families, and community organizations.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
SED 200	Educational Law & Ethical Practice	4
EDU 240	Science Fundamentals	4
EDU 250	Mathematical Reasoning	4
EDU 260	Elem Writing & Grammar	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
SED 300	Instruction & Behavior in Sp Ed	4
EDU 310	Educational Psychology	4
EDU 318	Elem Reading & Language Acqu	4
SED 350	Transition Ed & Family Collab	4
EDU 326	Literacy in Elementary Schools	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
SED 400	Evaluation & Assistive Technology	4
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12

General Education Core	**66-72**
Total Hours in Major	**73**
Minimum Hours Required for Graduation	**120**

Theatre

Degree Type
Bachelor of Arts

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.

Required Core

Course Code	Title	Credits
THE 101	Introduction to Theater	4
THE 103	Acting Fundamentals	4
THE 110	Stagecraft	4
THE 181	Theater Production	1
THE 240	Script Analysis	4
THE 315	Theatre for Social Change	4
THE 320	Basic Design	4
THE 490	Senior Capstone in Theatre	4
	Sub-Total Credits	**32**

THE 181 must be taken four times for one credit each.

Subject Areas in the Major

Select either the General Theatre Focus or the Social Change Focus.

General Theatre Focus

Course Code	Title	Credits
THE 430	Directing	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
THE 105	Physical Theatre & Movement	4
THE 177	Event Technology	3
THE 203	Acting: Character Development	4
THE 230	Stage Makeup	4
THE 284	Stage Management	4
THE 397	Special Topics Course	4
	Sub-Total Credits	**3-4**

Select 1-2 ART, DAN, or MUS courses, for a total of four credits.

Course Code	Title	Credits
	Art Courses	
	Dance Courses	
	Music Courses	
	Sub-Total Credits	**4**

Social Change Track

In support of individualized pathways and interdisciplinary exploration, students in the Theatre for Social Change major will complete a minor, selected in consultation with their theatre advisor, that aligns with their interests and intended areas of impact.

Course Code	Title	Credits
THE 330	The Teaching Artist	4
	Sub-Total Credits	**4**

Select two from the following:

Course Code	Title	Credits
THE 105	Physical Theatre & Movement	4
THE 177	Event Technology	3
THE 210	Art Administration & Mgmt	4
THE 397	Special Topics Course	4
OLS/WGS 102	Foundations in Leadership	4
OLS 332	Leadership for Social Change	4
PHI 205	Ethics	4
PHI 210	Human Nature and Society	4
	Sub-Total Credits	**7-8**

Supporting Requirements

Experiential Learning

For the Social Change Focus only.

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4

	Sub-Total Credits	**1**

General Education Core	**66-72**
Total Hours in Major	**48-49**
Minimum Hours Required for Graduation	**120**

Women, Gender & Sexuality Studies

Degree Type
Bachelor of Arts

Women, Gender, and Sexuality Studies explores questions of power, privilege, and patriarchy while addressing the diversity of feminisms that have emerged from historical and contemporary movements. The Bachelor of Arts degree in Women, Gender, and Sexuality Studies (WGS) is inherently interdisciplinary, encouraging students to take courses across the curriculum while gaining practical experience through internships, service learning, and experiential learning. Students will take courses within three areas of study: Perspectives, Theories, and Actions in addition to completing a capstone project that prepares students for graduate school or employment.

Required Core

Course Code	Title	Credits
WGS 105	Intro to Women, Gender & Sexuality	4
WGS 350	Feminist Theories	4
WGS 490	WGS Capstone	4
	Sub-Total Credits	**12**

Subject Areas in the Major

Perspectives

Select one from the following:

Course Code	Title	Credits
WGS/ANT 201	Cultural Anthropology	4
WGS/ANT 304	Gender Across Cultures	4
WGS/ENG 224	Women Writers	4
WGS/ENG 371	Jane Austen	4
WGS/ENG 372	Toni Morrison	4
WGS/ENG 374	Edith Wharton	4
WGS/HIS 211	History of Women in the U.S.	4
MUS 185	Women in Music	4
WGS/OLS 102	Foundations in Leadership	4
OLS 360	Inclusive Leadership	4
OLS 420	Leadership Theories & Practice	4
PHI 215	Bioethics	4
WGS/PSY 321	Human Sexuality	4
WGS/PSY 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**4**

Theories

Select one from the following:

Course Code	Title	Credits
SOC/ANT 235	Race, Class, Gender & Sexuality	4
PHI 300	Feminist Phl & Phil of Gender	4
WGS 355	Transnational Feminisms	4
WGS 340	Feminist Multispecies Justice	4
WGS 360	Ecofeminism	4
	Sub-Total Credits	**4**

Actions

Select one from the following:

Course Code	Title	Credits
WGS 200	Introduction to LGBT Studies	4
WGS 265	Feminist Health Politics	4
WGS/ENG 333	American Women Poets	4
WGS/ENG 334	Poetry as Protest	4
WGS/ENG 351	Good Girls and Wild Women	4
WGS/ENG 364	Women & Literary Modernism	4
OLS 240	The Leader Within	4
WGS/PSY 331	Psychology of Women & Gender	4
	Sub-Total Credits	**4**

Electives in the Major

Select three additional courses from any of the categories above, (Perspectives, Theories, and Action), ensuring at least two courses are 300-level.

	Sub-Total Credits	**12**

Supporting Requirements

Experiential Learning

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**1**

General Education Core	**66-72**

Total Hours in Major	**37**
Minimum Hours Required for Graduation	**120**

Bachelor of Science

Biochemistry and Molecular Biology

Degree Type
Bachelor of Science

BS in Biochemistry and Molecular Biology (BMB) is the integrated natural science appropriate for students interested in pursuing medicine, dentistry, veterinary science, graduate research, pharmacy, biotechnology, forensic science, human nutrition, scientific writing and many more. Biochemists and molecular biologists study the structure, function, synthesis, degradation, and metabolic regulations of biomolecules including proteins, nucleic acids, lipids, and carbohydrates in the context of cellular and physiological health and diseases of all living organisms.

Required Core

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 204	Genetics with Lab	5
BIO 360	Microbiology with Lab	5
BIO 380	Molecular Biology with Lab	5
CHE 160	General Chemistry I with Lab	5
CHE 170	General Chemistry II with Lab	5
CHE 220	Organic Chemistry I with Lab	5
CHE 230	Organic Chemistry II with Lab	5
CHE 310	Quantitative Analytical Chem w Lab	5
CHE 340	Biochemistry with Lab	5
CHE 410	Advanced Biochemistry with Lab	5
BMB 290	BMB Seminar	2
BMB 490	BMB Capstone	4
	Sub-Total Credits	**66**

Supporting Requirements

Experiential Learning

Students must complete four hours of internships.

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**4**

Physics I, Physics II, Elementary Statistics, and Calculus I are recommended courses required for graduate and medical school applications.

General Education Core	**66-72**
Total Hours in Major	**70**
Minimum Hours Required for Graduation	**120**

Biology

Degree Type
Bachelor of Science

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

Required Core

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 204	Genetics with Lab	5
BIO 250	Ecology with Lab	5
BIO 490	Biology Capstone	4
	Sub-Total Credits	**24**

Electives in the Major

Select one from the following:

Course Code	Title	Credits
ESS 115	Human Nutrition	4
ENV 115	Humans and the Environment	5
BIO 125	Botany with Lab	5
BIO 207	General Zoology with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
	Sub-Total Credits	**4-5**

Select three from the following:

Course Code	Title	Credits
BIO 310	Cell Biology	4
BIO 320	Animal Behavior	4
BIO 330	Introduction to Virology	4
BIO 350	Evolution	4
BIO 360	Microbiology with Lab	5
BIO 380	Molecular Biology with Lab	5
	Sub-Total Credits	**12-14**

A student may choose an ENV, ESS, or CHE course that is approved by the program coordinator.

Supporting Requirements

Course Code	Title	Credits
CHE 160	General Chemistry I with Lab	5
CHE 170	General Chemistry II with Lab	5
MAT 130	Elementary Statistics	4
	Sub-Total Credits	**14**

Experiential Learning

Select one or more from the following for a total of two credits.

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4
BIO 295	Research in Biology	1-4
	Sub-Total Credits	**2**

General Education Core	**66-72**
Total Hours in Major	**52-54**
Minimum Hours Required for Graduation	**120**

BS in Criminology

Degree Type
Bachelor of Science

CRIMINOLOGY IS SUSPENDED

Criminology has been suspended as a major at Cottey College. The following description and requirements are only relevant and applicable to students who entered before the 2026-2027 catalog.

Required Core

Course Code	Title	Credits
CRM 101	The Criminal Justice System	3
CRM 201	Criminology	3
CRM 490	Capstone in Criminology	4
	Sub-Total Credits	**10**

Subject Areas in the Major

Criminology

Select two from the following:

Course Code	Title	Credits
CRM 110	Domestic & Family Violence	3
CRM 275	Corrections	3
CRM 230	Victimology	3
CRM 301	Juvenile Justice	3
CRM 370	Topics in Criminology	3
	Sub-Total Credits	**6**

Criminology courses will be offered online only through Acadeum.

Public Administration, Law & Ethics

Select two from the following:

Course Code	Title	Credits
BUS 260	Legal Environment of Business	4
INB 350	CSR & Ethics	4
PHI 205	Ethics	4
PHI 215	Bioethics	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 131	Public Administration	4
POL 141	Public Policy	4
	Sub-Total Credits	**8**

Data and Investigation

Select two from the following:

Course Code	Title	Credits
CHE 110	Intro to Forensic Chemistry with L	5
CHE 160	General Chemistry I with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
BIO 107	General Biology I with Lab	5
BIO 204	Genetics with Lab	5
BUS 280	Principles of Accounting	4
BUS 270	Data Analytics & Visualization	4
ENV 270	Intro to GIS	4
ENV 310	Mastering GIS	4
	Sub-Total Credits	**8-10**

Supporting Requirements

Course Code	Title	Credits
MAT 130	Elementary Statistics	4
	Sub-Total Credits	**4**

Methods Requirement

Select one from the following:

Course Code	Title	Credits
SOC/ENV 312	Qualitative Research Methods	4
POL 320	Quantitative Research Methods	4
PSY 310	Research Methods in Psychology I	4
PSY 311	Research Methods in Psychology II	4
	Sub-Total Credits	**4**

Social Sciences

Select two additional courses in the Social Sciences (ANT, INR, PSY, POL, or SOC designators) 200-level or above.
Two credit hours of internship(s) may count towards this requirement.

	Sub-Total Credits	**6-8**

A course cannot be used to meet the Social Sciences requirement if used to meet another major requirement above.

General Education Core	**66-72**
Total Hours in Major	**46-50**
Minimum Hours Required for Graduation	**120**

Business Administration

Degree Type
Bachelor of Science

The Business Administration major provides students with hands-on learning, leadership development, and real-world experiences that bring business concepts to life. Students participate in immersion trips, hear from guest speakers, and engage in applied projects that connect classroom learning to professional practice. Students will be able to choose from five concentrations.

Required Core

Course Code	Title	Credits
BUS 105	Business Communication	4
BUS 240	Mgmt & Org Behavior	4
BUS 280	Principles of Accounting	4
BUS 285	Principles of Economics	4
BUS 305	Business Technology	4
BUS 325	Principles of Marketing	4
OLS 280	Organizational Leadership & Change	4
INB 350	CSR & Ethics	4
BUS 490	Strategic Management (Capstone)	4
	Sub-Total Credits	**36**

Subject Areas in the Major

Select one concentration below. Complete all the courses listed under one concentration.

Management Concentration

A concentration in Management will prepare students to learn and practice management skills in various environments and in diverse workplaces. Through creative problem-solving and strategic analysis, students develop the confidence, ethical awareness, and communication skills needed to lead and make an impact in today's dynamic marketplace.

Course Code	Title	Credits
BUS 315	Operations Management	4
BUS 340	Principles of Finance	4
BUS 355	Human Resource Management	4
	Sub-Total Credits	**12**

International Business Concentration

A concentration in International Business prepares students to understand the dynamics of global operations and the challenges that businesses face when expanding internationally. Students will gain knowledge regarding diverse environments that vary by business etiquette, cultural norms, political systems, and legal systems.

Course Code	Title	Credits
INB 110	Intro to International Business	4
INB 360	International Marketing	4
INB 380	International Management	4
	Sub-Total Credits	**12**

Marketing Concentration

A concentration in Marketing prepares students to understand consumers, build brands, and communicate values across a variety of industries. Through creative problem-solving and strategic analysis, students develop the confidence, ethical awareness, and communication skills needed to lead and make an impact in today's dynamic marketplace.

Course Code	Title	Credits
BUS 365	Professional Sales & Marketing	4
BUS 370	Digital Marketing	4
BUS 375	Consumer Behavior	4
	Sub-Total Credits	**12**

Entrepreneurship Concentration

A concentration in Entrepreneurship prepares students who aspire to start their own ventures, innovate within existing organizations, or become leaders in dynamic, fast-paced environments. This concentration blends foundational business knowledge with specialized skills in innovation, strategy, and value creation.

Course Code	Title	Credits
BUS 255	Entrepreneurial Lab	2-4
BUS 335	Entrepreneurial Strategy	4
BUS 365	Professional Sales & Marketing	4
	Sub-Total Credits	**12**

Four credit hours in Entrepreneurship Lab required for this concentration.

Arts Management Concentration

A concentration in Arts Administration prepares students who aspire to work in the world of art management, bridging fine arts and fundamentals of management. Through behind the scenes logistics of event technology and building business acumen, students develop the confidence, leadership, and communication skills needed to lead and make an impact in today's fine arts industries.

Course Code	Title	Credits
BUS 335	Entrepreneurial Strategy	4
THE 177	Event Technology	3
THE 210	Art Administration & Mgmt	4
	Sub-Total Credits	**11**

Supporting Requirements

Experiential Learning

Complete three credits total in internship(s).

Course Code	Title	Credits
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**3**

General Education Core	**66-72**
Total Hours in Major	**50-51**
Minimum Hours Required for Graduation	**120**

Education Studies, Secondary

Degree Type
Bachelor of Science

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.

Required Core

Course Code	Title	Credits
EDU 110	Foundations of Education	4
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 495	Education Rsrch Capstone	4
	Sub-Total Credits	**32**

Subject Area in the Major

Secondary Methods of Teaching

Select the course in your content area from the following:

Course Code	Title	Credits
EDU 382	Secondary English Methods	4
EDU 383	Secondary Business Methods	4
EDU 384	Secondary Science Methods	4
EDU 385	Secondary Social Sci Methods	4
EDU 386	Secondary Spe & The Methods	4
EDU 389	Secondary Math Methods	4
	Sub-Total Credits	**4**

Research

Select one from the following:

Course Code	Title	Credits
SOC/ENV 312	Qualitative Research Methods	4
EDU 485	Research Foundations in Education	4
	Sub-Total Credits	**4**

Electives in the Major

Select five courses in one of the following focus areas.

	Sub-Total Credits	**20-25**

Fine Arts

Select five ART, MUS, and/or THE courses.

Mathematics/Business

Select five BUS and/or MAT courses.

Science

Select five AST, BIO, CHE, and/or PHY courses.

Social Sciences/Humanities

Select five ANT, ENG, ENV, HIS, POL, PHI, PSY, SOC, WGS, and/or WRI courses.

Physical

Select 20 credit hours of DAN and/or PHE courses. May count THE 105.

General Education Core	**66-72**
Total Hours in Major	**60-65**
Minimum Hours Required for Graduation	**120**

Exercise and Sport Science

Degree Type
Bachelor of Science

Cottey's Exercise and Sports Science program provides a broad intellectual base for students interested in improving the health and/or athletic performance of humans. This program prepares students for diverse career opportunities in health and performance by building a broad foundation of scientific inquiry. Students will explore kinesiology, assessments, exercise physiology, and resistance training techniques integrated within the classroom, laboratory, and field experiences. Exercise and Sports Science graduates will be prepared for graduate programs such as physical therapy, athletic training, chiropractic, exercise science, health promotion, coaching, and health and human performance. Furthermore, our graduates will be well-equipped to enter directly into careers in the community, clinical, and corporate sport and exercise settings.

Required Core

Course Code	Title	Credits
ESS 110	Introduction to Kinesiology	4
ESS 210	Fitness Assessment & Prescription	4
ESS 220	Motor Learning	4
ESS 315	Exercise Physiology with Lab	5
ESS 330	Strength Training & Program Design	4
ESS 490	Senior Capstone	4
	Sub-Total Credits	**25**

Electives in the Major

Select two from the following:

Course Code	Title	Credits
ESS 115	Human Nutrition	4
ESS 215	Care and Prevention of Injuries	4
ESS 415	Advanced Biomechanics	4
PHI 220	Philosophy of Sports	4
PSY/WGS 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**8**

Supporting Requirements

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
	Sub-Total Credits	**20**

Experiential Learning

Select one of the following:

Course Code	Title	Credits
ESS 480	Senior Practicum	4
199, 299, 399, 499	Internships	1-4
	Sub-Total Credits	**3-4**

If internship is selected, the student must complete three hours total in the internship.

General Education Core	**66-72**
Total Hours in Major	**56-57**
Minimum Hours Required for Graduation	**120**

Secondary Education - Biology

Degree Type
Bachelor of Science

Cottey College's Secondary Education - Biology 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 384	Secondary Science Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Biology

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 125	Botany with Lab	5
BIO 150 / CHE 150	History and Philosophy of Science	4
BIO 204	Genetics with Lab	5
BIO 350	Evolution	4
	Sub-Total Credits	**28**

Select one from the following:

Course Code	Title	Credits
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
BIO 250	Ecology with Lab	5
BIO 310	Cell Biology	4
BIO 360	Microbiology with Lab	5
ESS 115	Human Nutrition	4
	Sub-Total Credits	**4-5**

Supporting Requirements

Chemistry

Select one from the following:

Course Code	Title	Credits
CHE 110	Intro to Forensic Chemistry with L	5
CHE 120	Introduction to Chemistry	5
CHE 130	Intro Environmental Chemistry w/L	5
CHE 160	General Chemistry I with Lab	5
CHE 170	General Chemistry II with Lab	5
CHE 220	Organic Chemistry I with Lab	5
CHE 230	Organic Chemistry II with Lab	5
CHE 310	Quantitative Analytical Chem w Lab	5
CHE 340	Biochemistry with Lab	5
	Sub-Total Credits	**5**

Physics

Select one from the following:

Course Code	Title	Credits
PHY 101	Introductory Physics w/lab	5
PHY 205	General Physics I with Lab	5
PHY 206	General Physics II with Lab	5
	Sub-Total Credits	**5**

Environmental Science

Select one from the following:

Course Code	Title	Credits
ENV 115	Humans and the Environment	5
ENV 315	Ecosystems, Function & Mgmt	4

ENV 335	Soil, Water, Atmosphere	4
	Sub-Total Credits	**4-5**

General Education Core	**66-72**
Total Hours in Major	**95-97**
Minimum Hours Required for Graduation	**120**

Secondary Education - Business Education

Degree Type
Bachelor of Science

Cottey College's Secondary Education - Business major is focused on contributing highly effective teachers 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 383	Secondary Business Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Accounting

Course Code	Title	Credits
BUS 280	Principles of Accounting	4
BUS 340	Principles of Finance	4
	Sub-Total Credits	**8**

Economics

Course Code	Title	Credits
BUS 285	Principles of Economics	4
	Sub-Total Credits	**4**

Business/Consumer Related Law

Course Code	Title	Credits
BUS 260	Legal Environment of Business	4
	Sub-Total Credits	**4**

Business Communications

Course Code	Title	Credits
BUS 105	Business Communication	4
	Sub-Total Credits	**4**

Management

Select one from the following:

Course Code	Title	Credits
BUS 315	Operations Management	4
BUS 335	Entrepreneurial Strategy	4
	Sub-Total Credits	**4**

Computer/Emerging Technology

Course Code	Title	Credits
BUS 305	Business Technology	4
BUS 370	Digital Marketing	4
	Sub-Total Credits	**8**

Marketing

Course Code	Title	Credits
BUS 325	Principles of Marketing	4
	Sub-Total Credits	**4**

Administration of Business/Marketing Education

Course Code	Title	Credits
BUS 420	Implementing Business Ed Programs	4
BUS 430	Coordination of Cooperative Ed	4
	Sub-Total Credits	**8**

Electives in Major

Select one from the following:

Course Code	Title	Credits
BUS 103	Mind Over Money	4
BUS 240	Mgmt & Org Behavior	4

INB 345	Export Policies & Procedures	4
	Sub-Total Credits	**4**

General Education Core	**66-72**
Total Hours in Major	**97**
Minimum Hours Required for Graduation	**120**

Secondary Education - Chemistry

Degree Type
Bachelor of Science

Cottey College's Secondary Education - Chemistry 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 384	Secondary Science Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Chemistry

Course Code	Title	Credits
CHE 150 / BIO 150	History and Philosophy of Science	4
CHE 160	General Chemistry I with Lab	5
CHE 170	General Chemistry II with Lab	5
CHE 220	Organic Chemistry I with Lab	5
CHE 230	Organic Chemistry II with Lab	5
CHE 310	Quantitative Analytical Chem w Lab	5
CHE 340	Biochemistry with Lab	5
	Sub-Total Credits	**34**

Supporting Requirements

Biology

Select one from the following:

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 125	Botany with Lab	5
BIO 204	Genetics with Lab	5
BIO 207	General Zoology with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
BIO 250	Ecology with Lab	5
BIO 360	Microbiology with Lab	5
BIO 380	Molecular Biology with Lab	5
ESS 115	Human Nutrition	4
	Sub-Total Credits	**4-5**

Physics

Select one from the following:

Course Code	Title	Credits
PHY 101	Introductory Physics w/lab	5
PHY 205	General Physics I with Lab	5
PHY 206	General Physics II with Lab	5
	Sub-Total Credits	**5**

Environmental Science

Select one from the following:

Course Code	Title	Credits
ENV 115	Humans and the Environment	5
ENV 315	Ecosystems, Function & Mgmt	4
ENV 335	Soil, Water, Atmosphere	4
	Sub-Total Credits	**4-5**

General Education Core	**66-72**
Total Hours in Major	**96-98**
Minimum Hours Required for Graduation	**120**

Secondary Education - Mathematics

Degree Type
Bachelor of Science

Cottey College's Secondary Education - Mathematics major is focused on contributing highly effective teachers 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.

Required Core

Course Code	Title	Credits
EDU 100	Intro to Relational Teacher	1
EDU 110	Foundations of Education	4
EDU 190	Field Experience I	1
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 290	Field Experience II	1
EDU 310	Educational Psychology	4
EDU 325	Literacy in the Content Areas	4
EDU 389	Secondary Math Methods	4
EDU 390	Field Experience III	1
EDU 400	Missouri Content Assessment Prep	1
EDU 415	Classroom Ecosystems	4
EDU 425	Literacy Intervention	4
EDU 490	Student Teaching	12
	Sub-Total Credits	**49**

Subject Areas in the Major

Algebra

Course Code	Title	Credits
MAT 110	College Algebra	4
	Sub-Total Credits	**4**

Trigonometry

Course Code	Title	Credits
MAT 115	Trigonometry	3
	Sub-Total Credits	**3**

Precalculus

Course Code	Title	Credits
MAT 120	Precalculus	5
	Sub-Total Credits	**5**

Statistics

Course Code	Title	Credits
MAT 130	Elementary Statistics	4
MAT 320	Probability and Statistics	4
	Sub-Total Credits	**8**

Calculus

Course Code	Title	Credits
MAT 210	Calculus I	5
MAT 220	Calculus II	5
	Sub-Total Credits	**10**

Geometry

Course Code	Title	Credits
MAT 250	College Geometry	4
	Sub-Total Credits	**4**

Electives in the Major

Select three from the following:

Course Code	Title	Credits
MAT 230	Calculus III	5
MAT 240	Differential Equations	4
MAT 255	History of Mathematics	4
MAT 260	Linear Algebra	4
MAT 310	Foundations of Mathematics	4
	Sub-Total Credits	**12-13**

General Education Core	**66-72**
Total Hours in Major	**95-96**
Minimum Hours Required for Graduation	**120**

Minor

Anthropology Minor

Degree Type
Minor

Anthropology engages with all three threads. It emphasizes an awareness of the diverse societal, environmental, and cultural contexts contributing to humanity's existence (global awareness). This awareness then contributes to a broader understanding of social phenomena like art, language, economics, family, and leadership (global awareness, leadership). Further, this awareness then reinforces anthropology's mandate to communicate these diverse contexts in a responsible manner to the broader public (social responsibility).

Required Core

Course Code	Title	Credits
ANT 101	General Anthropology	4
	Sub-Total Credits	**4**

Electives

Select four from the following. At least one must be a 300 level.

Course Code	Title	Credits
ANT/WGS 201	Cultural Anthropology	4
ANT/SOC 235	Race, Class, Gender & Sexuality	4
ANT/SOC 281	Food, Society, and Culture	4
ANT 250	Language and Culture	4
ENV 275	Sustainability in Action	4
ANT 310	Indigeneity in US & Beyond	4
ANT/WGS 304	Gender Across Cultures	4
SOC/ENV 312	Qualitative Research Methods	4
WRI 356	Digital & Multimodal Composition	4
	Sub-Total Credits	**16**

Total Credits	**20**

Art Minor

Degree Type
Minor

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 art education through a range of art media and art history.

Required Core

Course Code	Title	Credits
ART 101	Art Appreciation	4
ART 131	Drawing I	4
ART 111	2-D Design	4
ART 112	3-D Design	4
	Sub-Total Credits	**16**

Electives

Select one from the following:

Course Code	Title	Credits
ART 110	Mokuhanga & Sumi Ink Painting	4
ART 213	Painting I	4
ART 214	Painting II	4
ART 232	Drawing II	4
ART 251	Ceramics I	4
ART 252	Ceramics II	4
ART 262	Sculpture	4
ART 260	Introduction to Graphic Design	4
BIO 125	Botany with Lab	5
THE 110	Stagecraft	4
THE 210	Art Administration & Mgmt	4
ART X97	Special Topics in Art	4
	Sub-Total Credits	**4-5**

Total Credits	**20-21**

Arts Management Minor

Degree Type
Minor

The Arts Management minor is an interdisciplinary minor, integrating coursework in business administration with fine arts and theatre to prepare students for leadership roles in arts organizations, event spaces, and creative enterprises. Students develop competencies in management, marketing, accounting, and entrepreneurship while applying these skills to the administration of arts and cultural programs.

Required Core

Course Code	Title	Credits
BUS 280	Principles of Accounting	4
BUS 315	Operations Management	4
BUS 325	Principles of Marketing	4
BUS 335	Entrepreneurial Strategy	4
THE 177	Event Technology	3
THE 210	Art Administration & Mgmt	4
	Total Credits	**23**

Biology Minor

Degree Type
Minor

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

Required Core

Course Code	Title	Credits
BIO 107	General Biology I with Lab	5
BIO 108	General Biology II with Lab	5
BIO 204	Genetics with Lab	5
BIO 250	Ecology with Lab	5
	Sub-Total Credits	**20**

Electives

Select one from the following:

Course Code	Title	Credits
BIO 125	Botany with Lab	5
BIO 207	General Zoology with Lab	5
BIO 211	Human Anatomy & Physiology I w/ Lab	5
BIO 212	Human Anatomy & Physiology II w/Lab	5
BIO 310	Cell Biology	4
BIO 320	Animal Behavior	4
BIO 330	Introduction to Virology	4
BIO 350	Evolution	4
BIO 360	Microbiology with Lab	5
BIO 380	Molecular Biology with Lab	5
	Sub-Total Credits	**4-5**

Total Credits	**24-25**

Chemistry Minor

Degree Type
Minor

Cottey's chemistry minor prepares a student for advanced study in fields such as pharmacy, dentistry, and medicine, and can lead to careers as a laboratory technician, researcher, or other health-related professions. It also provides a solid foundation for careers in patent law, environmental law, and other areas where strong scientific literacy is essential.

Required Core

Course Code	Title	Credits
CHE 160	General Chemistry I with Lab	5
CHE 170	General Chemistry II with Lab	5
CHE 220	Organic Chemistry I with Lab	5
	Sub-Total Credits	**15**

Electives

Select two from the following:

Course Code	Title	Credits
CHE 230	Organic Chemistry II with Lab	5
CHE 310	Quantitative Analytical Chem w Lab	5
CHE 340	Biochemistry with Lab	5
CHE 410	Advanced Biochemistry with Lab	5
	Sub-Total Credits	**10**

Total Credits	**25**

Corporate Social Responsibility Minor

Degree Type
Minor

Corporate Social Responsibility is a growing field in the world where different stakeholders (individuals, NGOs, businesses, media, etc.) learn and explore their impact on society and the environment in which they live. This minor will educate students about social responsibility towards each other, communities, and environment.

Required Core

Course Code	Title	Credits
BUS 230	Intro to Business Sustainability	4
ENV 275	Sustainability in Action	4
INB 350	CSR & Ethics	4
ENV 231	Sustainable Tourism	4
	Sub-Total Credits	**16**

Electives

Select one from the following:

Course Code	Title	Credits
INB 380	International Management	4
POL 330 / SOC 330	Poverty and Inequality	4
POL 365	International Environmental Policy	4
ANT/WGS 201	Cultural Anthropology	4
PHI 215	Bioethics	4
PHI 325/POL 325	Social Political Philosophy	4
ENV/PHI 225	Environmental Awareness & Ethics	4
ENV 315	Ecosystems, Function & Mgmt	4
	Sub-Total Credits	**4**
	Total Credits	**20**

Dance Minor

Degree Type
Minor

The goal and purpose of the Cottey Dance Department is for students to have positive movement experiences. Concurrently, our goal is to enhance students' physical, intellectual, emotional, and social well-being while promoting personal responsibility.

Required Core

Course Code	Title	Credits
DAN 200	Dance Company	4
	Sub-Total Credits	**4**

Electives

Select three courses from the following:

Course Code	Title	Credits
DAN 110	Beginning Dance Technique	2
DAN 120	Traditional and Social Dance	2
DAN 136	Musical Theatre Dance	2
DAN 145	Improvisation	2
DAN 210	Interm/Advanced Dance Technique	2
DAN 281	Interm/Advanced Improvisation	2
	Sub-Total Credits	**6**

Select two from the following:

Course Code	Title	Credits
DAN 107	Dance Appreciation	4
DAN 201	Introduction to Choreography	4
THE 110	Stagecraft	4
THE 177	Event Technology	3
PHE 139	Lifetime Wellness Concepts	4
ANT 350	Anthropology of Music & Dance	4
	Sub-Total Credits	**7-8**

Total Credits	**17-18**

Education Minor

Degree Type
Minor

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.

Required Core

*Complete the courses below for either elementary **or** secondary, not both.*

Elementary

Course Code	Title	Credits
EDU 110	Foundations of Education	4
EDU 272	Curriculum & Assmt Elementary	4
EDU 280	The Exceptional Learner	4
EDU 326	Literacy in Elementary Schools	4
EDU 425	Literacy Intervention	4
	Sub-Total Credits	**20**

Secondary

Course Code	Title	Credits
EDU 110	Foundations of Education	4
EDU 270	Curriculum & Assmt Secondary	4
EDU 280	The Exceptional Learner	4
EDU 325	Literacy in the Content Areas	4
EDU 425	Literacy Intervention	4
	Sub-Total Credits	**20**

Electives

*Select one course for either elementary **or** secondary, not both.*

Elementary

Select one course from the following:

Course Code	Title	Credits
EDU 380	STEM Methods	4
EDU 387	Integrated Methods	4
	Sub-Total Credits	**4**

Secondary

Select one course from the following:

Course Code	Title	Credits
EDU 382	Secondary English Methods	4
EDU 383	Secondary Business Methods	4
EDU 384	Secondary Science Methods	4
EDU 385	Secondary Social Sci Methods	4
EDU 386	Secondary Spe & The Methods	4
EDU 389	Secondary Math Methods	4
	Sub-Total Credits	**4**

The elective chosen must match the category chosen for the required core.
If elementary is chosen, both required core and elective must be categorized as elementary.

Total Credits	**24**

English Minor

Degree Type
Minor

Cottey's English Department offers courses which recognize the integral relationship among thinking, reading, and writing. Students are given opportunities to engage in critical discussions, travel to literary sites, present papers at conferences, and edit and publish in our creative 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.

Required Core

Course Code	Title	Credits
ENG 200	Introduction to the English Major	4
	Sub-Total Credits	**4**

Electives

Select two from the following:

Course Code	Title	Credits
ENG 103	Introduction to Literature	4
ENG 201	English Literature I	4
ENG 202	English Literature II	4
ENG 205	American Literature I	4
ENG 206	American Literature II	4
ENG/WGS 224	Women Writers	4
ENG 231	African American Literature	4
ENG 234	World Literature	4
	Sub-Total Credits	**8**

Select two from the following:

Course Code	Title	Credits
ENG 326	The Novel	4
ENG/WGS 333	American Women Poets	4
ENG/WGS 334	Poetry as Protest	4
ENG/WGS 351	Good Girls and Wild Women	4
ENG/WGS 364	Women & Literary Modernism	4
ENG/WGS 371	Jane Austen	4
ENG/WGS 372	Toni Morrison	4
ENG/WGS 374	Edith Wharton	4
ENG 383	Animals in Literature	4

	Sub-Total Credits	**8**
	Total Credits	**20**

Entrepreneurship Minor

Degree Type
Minor

Entrepreneurship Minor is designed for students who aspire to start their own ventures, innovate within existing organizations, or become leaders in dynamic, fast-paced environments. This concentration blends foundational business courses with hands-on experience in small business management.

Required Core

Course Code	Title	Credits
BUS 240	Mgmt & Org Behavior	4
BUS 255	Entrepreneurial Lab	2-4
BUS 305	Business Technology	4
BUS 335	Entrepreneurial Strategy	4
	Sub-Total Credits	**16**

Four credit hours in BUS 255 is required for the minor.

Electives

Select one from the following:

Course Code	Title	Credits
OLS 280	Organizational Leadership & Change	4
BUS 260	Legal Environment of Business	4
BUS 280	Principles of Accounting	4
	Sub-Total Credits	**4**

Total Credits	**20**

Environmental Studies Minor

Degree Type
Minor

An interdisciplinary major, Environmental Studies integrates the natural sciences, social sciences, and humanities. It offers students a comprehensive and nuanced understanding of the earth, its resources, and human-environmental relationships. Experiential learning in coursework and internships provides students with important real-world experiences. Students are exposed to scientific principles and fieldwork methodologies as well as a curriculum that emphasizes a critical understanding of socio-cultural, economic, and political contexts that significantly impact the environment and affect policy development.

Required Core

Course Code	Title	Credits
ENV 115	Humans and the Environment	5
ENV 275	Sustainability in Action	4
	Sub-Total Credits	**9**

Electives

Choose one course from the following:

Course Code	Title	Credits
ANT/SOC 281	Food, Society, and Culture	4
BIO 125	Botany with Lab	5
BUS 230	Intro to Business Sustainability	4
ENG 291	Excursion	2-4
ENV/PHI 225	Environmental Awareness & Ethics	4
ENV 125	World Regional Geography	4
ENV 275	Sustainability in Action	4
WRI 258	Public Writing	4
	Sub-Total Credits	**4-5**

ENG 291 must be taken for four credit hours.

Select two from the following:

Course Code	Title	Credits
ENG 383	Animals in Literature	4
ENV 365	Environmental Justice	4
ENV/HIS 320	American Environmental History	4
POL 330 / SOC 330	Poverty and Inequality	4
INB 350	CSR & Ethics	4
POL 365	International Environmental Policy	4
OLS 332	Leadership for Social Change	4
OLS 360	Inclusive Leadership	4
WGS 340	Feminist Multispecies Justice	4
WGS 360	Ecofeminism	4
	Sub-Total Credits	**8**

Total Credits	**21-22**

Exercise and Sports Science Minor

Degree Type
Minor

Cottey's Exercise and Sports Science minor provides a broad intellectual base for students interested in health, physical activity, and exercise principles. This program compliments other degree paths to prepare students for diverse career opportunities because of its added health-focus and practical applications.

Required Core

Course Code	Title	Credits
ESS 110	Introduction to Kinesiology	4
ESS 210	Fitness Assessment & Prescription	4
ESS 220	Motor Learning	4
	Sub-Total Credits	**12**

Electives

Select two from the following:

Course Code	Title	Credits
ESS 115	Human Nutrition	4
ESS 215	Care and Prevention of Injuries	4
PHI 220	Philosophy of Sports	4
WGS/PSY 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**8**
	Total Credits	**20**

History Minor

Degree Type
Minor

Students in the history program investigate the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs, and art and literature that shaped the United States and other societies of the world. An informed awareness of historical developments—and abundant opportunity to hone research and communication skills—prepares students for a diverse range of careers as well as for lives of action and contribution in contemporary society.

Required Core

Select two from the following:

Course Code	Title	Credits
HIS 111	United States History to 1877	4
HIS 112	United States History Since 1877	4
HIS 115	The History of Equality in America	4
HIS 131	World History to 1500	4
HIS 133	World History Since 1945	4
	Sub-Total Credits	**8**

Electives

Select three from the following. One must be a 300 level.

Course Code	Title	Credits
HIS 202	Twentieth-Century Europe	4
HIS/WGS 211	History of Women in the U.S.	4
HIS 225	The History of Sports in the US	4
HIS 245	The Holocaust	4
HIS 255	Early Modern Europe, 1350-1700	4
HIS 260	Modern European History, 1700-1900	4
HIS 315	The Civil Rights Movement & Legacy	4
HIS/ENV 320	American Environmental History	4
HIS 340	Genocide in History	4
HIS 345	Modern Political Revolutions	4
HIS 355	Readings in History	4
HIS 360	American Constitutional History	4
	Sub-Total Credits	**12**

Total Credits	**20**

International Business Minor

Degree Type
Minor

The Business Administration minor provides students with hands-on learning, leadership development, and real-world experiences that bring business concepts to life. Students participate in immersion trips, hear from guest speakers, and engage in applied projects that connect classroom learning to professional practice.

Required Core

Course Code	Title	Credits
INB 110	Intro to International Business	4
INB 380	International Management	4
INB 350	CSR & Ethics	4
INB 360	International Marketing	4
	Sub-Total Credits	**16**

Electives

Select one from the following:

Course Code	Title	Credits
ANT/WGS 201	Cultural Anthropology	4
BUS 230	Intro to Business Sustainability	4
BUS 305	Business Technology	4
POL 151	International Relations	4
POL 350	International Political Economy	4
POL 370	Asian Politics	4
	Sub-Total Credits	**4**

Total Credits	**20**

International Relations Minor

Degree Type
Minor

The International Relations minor is inherently interdisciplinary and courses in the minor incorporate the threads of women's leadership, social responsibility, and global awareness—and relate to themes in environmental studies, and/or English. 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.

Required Core

Course Code	Title	Credits
POL 151	International Relations	4
POL 201	Comparative Politics	4
	Sub-Total Credits	**8**

Electives

Select three from the following.

Course Code	Title	Credits
POL 216 / WGS 216	Women, Power & Politics	4
POL 300	Political Behavior	4
POL 310	International Organizations	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 315	Elections in the World and US	4
POL 320	Quantitative Research Methods	4
POL 330 / SOC 330	Poverty and Inequality	4
POL 335	Middle Eastern Politics & Palestina	4
POL 350	International Political Economy	4
POL 365	International Environmental Policy	4
POL 370	Asian Politics	4
	Sub-Total Credits	**12**

Total Credits	**20**

Management Minor

Degree Type
Minor

The Business Administration minor provides students with hands-on learning, leadership development, and real-world experiences that bring business concepts to life. Students participate in immersion trips, hear from guest speakers, and engage in applied projects that connect classroom learning to professional practice.

Required Core

Course Code	Title	Credits
BUS 240	Mgmt & Org Behavior	4
BUS 280	Principles of Accounting	4
BUS 305	Business Technology	4
BUS 325	Principles of Marketing	4
	Sub-Total Credits	**16**

Electives

Select one from the following:

Course Code	Title	Credits
BUS 255	Entrepreneurial Lab	2-4
BUS 260	Legal Environment of Business	4
BUS 335	Entrepreneurial Strategy	4
BUS 340	Principles of Finance	4
OLS 340	Conflict Management	4
OLS 350	Team Leadership & Group Dynamics	4
OLS 420	Leadership Theories & Practice	4
INB 380	International Management	4
	Sub-Total Credits	**4**

Four credit hours are required if BUS 255 is selected.

Total Credits	**20**

Marketing Minor

Degree Type
Minor

Marketing minor prepares students to understand consumers, build brands, and communicate values across a variety of industries. Through creative problem-solving and strategic analysis, students develop the confidence, ethical awareness, and communication skills needed to lead and make an impact in today's dynamic marketplace.

Required Core

Course Code	Title	Credits
BUS 240	Mgmt & Org Behavior	4
BUS 325	Principles of Marketing	4
BUS 365	Professional Sales & Marketing	4
BUS 370	Digital Marketing	4
	Sub-Total Credits	**16**

Electives

Select one from the following:

Course Code	Title	Credits
ART 260	Introduction to Graphic Design	4
BUS 240	Mgmt & Org Behavior	4
BUS 260	Legal Environment of Business	4
BUS 305	Business Technology	4
BUS 335	Entrepreneurial Strategy	4
BUS 340	Principles of Finance	4
BUS 355	Human Resource Management	4
OLS 240	The Leader Within	4
	Sub-Total Credits	**4**

Total Credits **20**

Mathematics Minor

Degree Type
Minor

The Minor in Mathematics is open to all students pursuing a baccalaureate degree at Cottey. Students interested in mathematical sciences whose career goals involve a degree in a STEM, or a quantitative field are especially encouraged to pursue the minor in mathematics.

A grade of C or higher is required in all courses used for the minor.

Required Core

Course Code	Title	Credits
MAT 210	Calculus I	5
MAT 220	Calculus II	5
MAT 310	Foundations of Mathematics	4
MAT 360	Elementary Number Theory	4
	Sub-Total Credits	**18**

Electives

Select one from the following:

Course Code	Title	Credits
MAT 230	Calculus III	5
MAT 240	Differential Equations	4
MAT 255	History of Mathematics	4
MAT 260	Linear Algebra	4
	Sub-Total Credits	**4-5**

Total Credits	**22-23**

Organizational Leadership Studies Minor

Degree Type
Minor

The Organizational Leadership Studies (OLS) minor invites students to explore leadership as a dynamic process rather than a position of authority. Rooted in feminist and interdisciplinary approaches, the program emphasizes inclusive collaboration, ethical decision-making, and the confidence to lead with authenticity. Students study leadership theory, examine the role of followership and group dynamics, and practice coaching strategies that build trust and accountability. By blending knowledge with real-world application, the minor equips students from any major to strengthen their professional skills, expand their influence, and contribute meaningfully to organizations and communities.

Required Core

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	4
199, 299, 399, 499	Internships	1-4
OLS 420	Leadership Theories & Practice	4
	Sub-Total Credits	**9**

Only one credit hour in internship required.

Electives

Select three from the following:

Course Code	Title	Credits
OLS 230	Leadership in Sport Organizations	4
OLS 260	Ethical Leadership	4
OLS 280	Organizational Leadership & Change	4
OLS 310	Applied Leadership Coaching	4
OLS 332	Leadership for Social Change	4
OLS 340	Conflict Management	4
OLS 350	Team Leadership & Group Dynamics	4
OLS 360	Inclusive Leadership	4
	Sub-Total Credits	**10-12**

Total Credits	**19-21**

Philosophy Minor

Degree Type
Minor

The philosophy minor is intended to allow students the opportunity to pursue substantial philosophical inquiry alongside their chosen program/major. Students who study philosophy engage with deep and complicated questions about the nature of existence, truth, and morality. While studying canonical answers to these questions, students develop substantial skills in critical thinking, persuasive writing, and reading comprehension. These skills enable philosophy minors to be among the most reflective students in their chosen major program, due to their developed abilities for interdisciplinary dialogue and critique.

Required Core

Course Code	Title	Credits
PHI 400	Philosophy Publication	1
	Sub-Total Credits	**1**

Electives

Select one from the following:

Course Code	Title	Credits
PHI 200	Logic and Critical Thinking	4
PHI 205	Ethics	4
	Sub-Total Credits	**4**

Select four additional courses from the following. One must be a 300-level.

Course Code	Title	Credits
PHI 101	Philosophical Quests	4
PHI 200	Logic and Critical Thinking	4
PHI 205	Ethics	4
PHI 210	Human Nature and Society	4
PHI 215	Bioethics	4
PHI 220	Philosophy of Sports	4
PHI/ENV 225	Environmental Awareness & Ethics	4
PHI 300	Feminist Phl & Phil of Gender	4
PHI 315	Philosophy Seminar	4
PHI 325/POL 325	Social Political Philosophy	4
PHI X97	Special Topics in Philosophy	4
	Sub-Total Credits	**16**

If PHI 200 or PHI 205 is selected above, it cannot be used in this elective group.

Electives Outside of Philosophy

Students may select one from the following to count in place of one of the four additional courses above.

Course Code	Title	Credits
ANT/SOC 235	Race, Class, Gender & Sexuality	4
INB 350	CSR & Ethics	4
POL 330 / SOC 330	Poverty and Inequality	4
WGS 350	Feminist Theories	4
WGS 360	Ecofeminism	4
WRI 352	Rhetorical Style	4

Total Credits **21**

Political Science Minor

Degree Type
Minor

A minor in political science provides a foundational understanding of politics, government, and power dynamics. A political science minor complements a wide array of majors by developing essential critical thinking skills and effective communication.

Required Core

Course Code	Title	Credits
POL 101	United States Government	4
	Sub-Total Credits	**4**

Electives

Select one from the following:

Course Code	Title	Credits
POL 131	Public Administration	4
POL 141	Public Policy	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
POL 151	International Relations	4
POL 201	Comparative Politics	4
	Sub-Total Credits	**4**

Select two from the following:

Course Code	Title	Credits
POL 216 / WGS 216	Women, Power & Politics	4
POL 300	Political Behavior	4
POL 310	International Organizations	4
POL 315	Elections in the World and US	4
POL 320	Quantitative Research Methods	4
POL 325 / PHI 325	Social Political Philosophy	4
POL 330 / SOC 330	Poverty and Inequality	4
POL 335	Middle Eastern Politics & Palestina	4
POL 350	International Political Economy	4
POL 365	International Environmental Policy	4
POL 370	Asian Politics	4
	Sub-Total Credits	**8**

Total Credits	**20**

Psychology Minor

Degree Type
Minor

Psychology is the scientific inquiry into the nature of the mind and behavior. Because psychology encompasses both social and life sciences, students in the major 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 enable better understanding of the self and other people; to engage in critical thinking through use of the scientific method; and to use the principles learned in psychology courses to enhance personal growth, professional development, and to aid one's greater community.

Required Core

Course Code	Title	Credits
PSY 101	General Psychology	4
	Sub-Total Credits	**4**

Electives

Cognition and Neuroscience

Select one from the following:

Course Code	Title	Credits
PSY 235	Biopsychology	4
PSY 240	Cognitive Psychology	4
PSY 248	Sensation & Perception	4
PSY 335	Drugs and Behavior	4
PSY 440	Learning and Conditioning	4
PSY 455	Brain Imaging Techniques	4
	Sub-Total Credits	**4**

Sociocultural

Select one from the following:

Course Code	Title	Credits
PSY/SOC 232	Social Psychology	4
PSY 245	Psychology of Personality	4
PSY/WGS 321	Human Sexuality	4
PSY/WGS 331	Psychology of Women and Gender	4
PSY 345	Industrial Org Psych	4
OLS 340	Conflict Management	4
	Sub-Total Credits	**4**

Health and Development

Select one from the following:

Course Code	Title	Credits
PSY 307	Lifespan Psychology	4
PSY 308	Psychology of Child/Adolescent Development	4
PSY 315	Health Psychology	4
PSY 350	Psychopathology	4
PSY 420	Counseling/Clinical Psychology	4
PSY/WGS 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**4**

Additional Course

Select one additional course from any category above.

	Sub-Total Credits	**4**
	Total Credits	**20**

Sociology Minor

Degree Type
Minor

Sociology emphasizes an understanding of society's social structures, social interactions at micro-and macro-levels, and even global relationships. This understanding often underscores the inequalities present in such relationships.

Required Core

Course Code	Title	Credits
SOC 101	Introductory Sociology	4
	Sub-Total Credits	**4**

Electives

Select one from the following:

Course Code	Title	Credits
ANT/WGS 201	Cultural Anthropology	4
ANT 250	Language and Culture	4
PHI 210	Human Nature and Society	4
WGS 200	Introduction to LGBT Studies	4
WGS 265	Feminist Health Politics	4
	Sub-Total Credits	**4**

Select one from the following:

Course Code	Title	Credits
SOC/PSY 232	Social Psychology	4
SOC/ANT 235	Race, Class, Gender & Sexuality	4
SOC/ANT 281	Food, Society, & Culture	4
	Sub-Total Credits	**4**

Select two from the following:

Course Code	Title	Credits
ANT/WGS 304	Gender Across Cultures	4
ANT 310	Indigeneity in US & Beyond	4
ANT 350	Anthropology of Music & Dance	4
POL 330 / SOC 330	Poverty and Inequality	4
OLS 332	Leadership for Social Change	4
OLS 340	Conflict Management	4
OLS 350	Team Leadership & Group Dynamics	4
OLS 360	Inclusive Leadership	4
PHI 325/POL 325	Social Political Philosophy	4
PSY/WGS 321	Human Sexuality	4
PSY/WGS 331	Psychology of Women and Gender	4
SOC/ENV 312	Qualitative Research Methods	4
	Sub-Total Credits	**8**

Total Credits **20**

Special Education Minor

Degree Type
Minor

The Special Education minor at Cottey College provides students with foundational knowledge and skills to support individuals with a wide range of learning, behavioral, and developmental needs. The minor emphasizes inclusive and individualized practices grounded in educational law, ethical and professional responsibility, and data-informed decision making. Students develop skills in assessment, analysis of student data, and the use of instructional and behavior intervention strategies while learning the importance of collaboration among educators, families, and community partners. Coursework also addresses transition processes, including career-readiness and post-secondary planning, and prepares students to communicate effectively with families, foster family engagement, and connect caregivers with community resources. The minor complements a variety of majors and prepares students to support exceptional learners alongside educators and professionals in the educational and community settings.

Required Core

Course Code	Title	Credits
EDU 110	Foundations of Education	4
SED 200	Educational Law & Ethical Practice	4
EDU 280	The Exceptional Learner	4
SED 300	Instruction & Behavior in Sp Ed	4
SED 350	Transition Ed & Family Collab	4
SED 400	Evaluation & Assistive Technology	4
	Total Credits	**24**

Sports Leadership Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
OLS/WGS 102	Foundations in Leadership	4
OLS 230	Leadership in Sport Organizations	4
OLS 350	Team Leadership & Group Dynamics	4
OLS 420	Leadership Theories & Practice	4
	Sub-Total Credits	**17**

Electives

Choose one course from the following:

Course Code	Title	Credits
OLS 240	The Leader Within	4
OLS 260	Ethical Leadership	4
OLS 280	Organizational Leadership & Change	4
OLS 332	Leadership for Social Change	4
OLS 340	Conflict Management	4
OLS 360	Inclusive Leadership	4
	Sub-Total Credits	**4**

Total Credits	**21**

Theatre Minor

Degree Type
Minor

Required Core

Course Code	Title	Credits
THE 101	Introduction to Theater	4
THE 181	Theater Production	1
THE 240	Script Analysis	4
	Sub-Total Credits	**9**

Electives

Acting Focus

Select one from the following:

Course Code	Title	Credits
THE 103	Acting Fundamentals	4
THE 203	Acting: Character Development	4
	Sub-Total Credits	**4**

Stage Design Focus

Select one to two courses from the following for a total of four credits.

Course Code	Title	Credits
THE 110	Stagecraft	4
THE 177	Event Technology	3
THE 320	Basic Design	4
	Sub-Total Credits	**4**

Expanded Theatrics

Select one from the following:

Course Code	Title	Credits
THE 105	Physical Theatre & Movement	4
THE 215	Musical Theatre History in the U.S	4
THE 230	Stage Makeup	4
THE 284	Stage Management	4
THE 397	Special Topics Course	4
	Sub-Total Credits	**4**

Total Credits	**21**

Women, Gender, & Sexuality Studies Minor

Degree Type
Minor

The minor in Women, Gender, and Sexuality Studies pairs effectively with any area of study, offering the opportunity to supplement any degree plan with a specific focus on the role of power, privilege, and oppression in their interpersonal and structural manifestations.

Required Core

Course Code	Title	Credits
WGS 105	Intro to Women, Gender & Sexuality	4
WGS 350	Feminist Theories	4
	Sub-Total Credits	**8**

Electives

Select three of the following:

Course Code	Title	Credits
WGS/OLS 102	Foundations in Leadership	4
WGS 200	Introduction to LGBT Studies	4
WGS/HIS 211	History of Women in the U.S.	4
WGS/POL 216	Women, Power & Global Politics	4
WGS/ENG 224	Women Writers	4
WGS 265	Feminist Health Politics	4
WGS/ANT 304	Gender Across Cultures	4
WGS/PSY 321	Human Sexuality	4
WGS/PSY 331	Psychology of Women & Gender	4
WGS/ENG 333	American Women Poets	4
WGS/ENG 334	Poetry as Protest	4
WGS/ENG 351	Good Girls and Wild Women	4
WGS 355	Transnational Feminisms	4
WGS 360	Ecofeminism	4
WGS/ENG 364	Women & Literary Modernism	4
WGS/ENG 371	Jane Austen	4
WGS/ENG 372	Toni Morrison	4
WGS/ENG 374	Edith Wharton	4
WGS/PSY 450	Psychology of Sport & Phys Activity	4
	Sub-Total Credits	**12**

Total Credits	**20**

Writing Minor

Degree Type
Minor

Courses for the minor in writing encourage students to see writing as more than just composing alphabetic text. Instead, students will embrace writing as engagement in robust rhetorical situations across a variety of genres and modes. Cottey's writing minor familiarizes students with the foundations of rhetorical theory, expectations of successful writing (academic and otherwise), and strategies for effective research. Throughout, the minor highlights that writing is done across the curriculum and within all academic disciplines, making writing, research, communication, and rhetorical skills essential underpinnings for success.

Required Core

Course Code	Title	Credits
WRI 200	Introduction to Writing Studies	4
WRI 400	Writing Minor Portfolio	1
	Sub-Total Credits	**5**

Electives

Select two from the following:

Course Code	Title	Credits
WRI 251	Creative Writing	4
WRI 252	Introduction to Genre	4
WRI 253	Professional Writing	4
WRI 254	Introduction to Primary Research	4
WRI 255	Introduction to Rhetorical Studies	4
WRI 256	Writing Center Theory and Pedagogy	4
WRI 257	Rhetoric and Disney	4
WRI 258	Public Writing	4
ENG 280	English Grammer and Usage	4
ENV/SOC 312	Qualitative Research Methods	4
	Sub-Total Credits	**8**

Select two from the following:

Course Code	Title	Credits
WRI 351	Discourse Analysis	4
WRI 352	Rhetorical Style	4
WRI 353	Rhetorics of Public Memory	4
WRI 354	Archives and Composition	4
WRI 355	Style and Editing	4
WRI 356	Digital & Multimodal Composition	4
WRI 357	Fiction Writing	4
WRI 358	Advanced Composition	4
WRI 360	Teaching Writing	4
WRI 361	Women's Rhetorical Education	4
WRI 362	Comparative Rhetoric	4
	Sub-Total Credits	**8**

Completion of ENV/SOC 312 (Qualitative Research Methods) may satisfy either WRI 254 (Introduction to Primary Research) or 4 credits of the 8 credit 300-level requirement. Completion of ENV/SOC 312 may satisfy one of these requirements but not both.

Total Credits	**21**

Courses

Anthropology

Faculty: Professor Quick (coordinator)

Anthropology engages with all three threads. It emphasizes an awareness of the diverse societal, environmental, and cultural contexts contributing to humanity's existence (global awareness). This awareness then contributes to a broader understanding of social phenomena like art, language, economics, family, and leadership (global awareness, leadership). Further, this awareness then reinforces anthropology's mandate to communicate these diverse contexts in a responsible manner to the broader public (social responsibility).

ANT/SOC 235: Race, Class, Gender & Sexuality

This course examines race, class, gender, sexuality and other identities within an intersectional framework. These identities will be considered within varied institutional settings and geographic regions within the United States and beyond.

Credits	**4**
Frequency	**Alternate Springs**

ANT/SOC 281: Food, Society, and Culture

Food unites people in ritualized gatherings, while it also divides them over politics and economics. Besides considering food's place in socolology and anthropology, this course will examine food and identity 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	**4**
Prerequisites	**WRI 102**
Frequency	**Alternate Falls**

ANT/WGS 201: 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	**4**
Frequency	**Occasionally**

ANT/WGS 304: Gender Across Cultures

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. We also consider multiple gender identities—masculine, feminine, transgender, and others—as well as multiple sexualities with a global perspective.

Credits	**4**
Prerequisites	**WGS 105 OR ANT/WGS201**
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	**4**
Frequency	**Alternate Falls**

ANT 250: Language and Culture

This course introduces students to Linguistic Anthropology. 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	**4**
Prerequisites	**WRI 102**
Frequency	**Alternate Springs**

ANT 310: Indigeneity 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.

Credits	**4**
Prerequisites	**WRI 102 OR ANT/WGS 201**
Frequency	**Alternate Springs**

ANT 350: Anthropology of Music & Dance

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

Credits	**4**
Prerequisites	**WRI 102 OR ANT/WGS 201**
Frequency	**Alternate Springs**

Art

Faculty: Associate professor Arnold (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 art education through a range of art media and art history.

ART 101: Art Appreciation

Study of the history of art and media through visual images, readings, discussions, and firsthand observation of art. Students will have the opportunity to experiment with certain media.

Credits	**4**
Frequency	**Spring**

ART 110: Mokuhanga & Sumi Ink Painting

This course introduces art techniques specific to East Asia. One part of the course focuses on mokuhanga, a Japanese style of printmaking that uses water-based inks and the other half covers sumi ink, a type of black ink wash painting which is practiced in Japan and China. Students will learn to properly use tools and brushes, make paper, carve and print woodblocks, and employ color theory to compose creative compositions. An overview of the history of art in parts of Asia will also be covered.

Credits	**4**
Frequency	**Alternate Springs**

ART 111: 2-D Design

Introduces the basic elements of art and design principles through 2D design. Emphasizes use of appropriate craftspersonship through a variety of media and color theory.

Credits	**4**
Frequency	**Fall**

ART 112: 3-D Design

Introduces the basic elements of art and design principles through 3D media. Experimentation of materials and form are emphasized. Safety guidelines of power tools is also covered.

Credits	**4**
Frequency	**Spring**

ART 131: Drawing I

Introduces basic techniques of drawing. Includes study of line, form, value, and composition through a variety of media. Stresses basic skills of observational drawing. Subjects include still life, perspective, and anatomy.

Credits	**4**
Frequency	**Fall and Spring**

ART 213: Painting I

Study of color theory, light, and composition through observational studies. Includes study of basic oil painting techniques.

Credits	**4**
Prerequisites	ART 131
Frequency	**Fall**

ART 214: Painting II

An intermediate-level course with an emphasis on experimentation and refining techniques and concepts. A continuation of the formal issues surrounding color and composition presented in Painting I.

Credits	**4**
Prerequisites	ART 213 **OR** ART 232
Frequency	**Spring**

ART 232: Drawing II

Advanced drawing techniques; refinement of skills and methods of drawing using traditional and nontraditional media. Course stresses experimentation and composition.

Credits	**4**
Prerequisites	ART 131
Frequency	**Spring**

ART 251: Ceramics I

Introduces basic 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.

Credits	**4**
Frequency	**Fall and Spring**

ART 252: Ceramics II

Emphasis on experiments dealing with development of wheelwork technique, glazing, kiln operation, and functions of ceramic studio.

Credits	**4**
Prerequisites	ART 251
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 color theory.

Credits	**4**
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.

Credits	**4**
Frequency	**Fall**

ART 287: 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. Students must provide their own digital camera.

Credits	**4**
Frequency	**Spring**

ART X97: Special Topics in Art

Special Topics courses are designed to take advantage of visiting professors or special cultural events, as well as permitting faculty latitude to experiment with a new course. Special Topics course designation indicates a course that is only offered once, a reoccurring course where the topic changes each time, or the Special Topics designation may indicate new courses being offered before placement in the catalog.

Credits	**4**
Frequency	**Occasionally**

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.

Credits	**5**
Frequency	**Fall and Spring**

Biochemistry and Molecular Biology

BMB 290: BMB Seminar

Students are introduced to database searches, finding research topics, article presentations, data analysis, reference management, scientific writing, and oral presentation.

Credits	**2**
Prerequisites	**CHE 212 AND BIO 204**
Frequency	**Fall**

BMB 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	**4**
Prerequisites	**CHE 310 AND CHE 340**
Frequency	**Fall and Spring**

BMB 490: BMB Capstone

Students identify a knowledge gap in a topic related to Biomedical Sciences. Their research evaluates scientific problems by reading science articles, experimenting in the laboratory, and formulating possible solutions or future directions. The project is completed with the support of a faculty advisor and includes a written paper and oral presentation.

Credits	**4**
Prerequisites	**BMB 290 AND SENIOR STANDING**
Frequency	**Spring**

Biology

Faculty: Associate Professors Ghosh Kumar and Kohn (coordinator).

Cottey's biology program is designed to prepare students for further study in different biological fields such as ecology, genetics, molecular biology, and organismal biology. Pre-professional preparation for medicine, 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 101: Introductory Biology with Lab

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	**Occasionally**

BIO 107: General Biology I with Lab

Students will develop a foundational understanding of the chemistry of life, cell structure and function, biomolecules, and essential cellular processes through lecture and corresponding laboratory experiences designed for first-year science majors.

Credits	**5**
Frequency	**Fall**

BIO 108: General 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	**5**
Frequency	**Spring**

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	**5**
Frequency	**Fall**

BIO 150 / 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	**4**
Frequency	**Occasionally**

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	**5**
Prerequisites	**BIO 107**
Frequency	**Fall**

BIO 207: General 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	**5**
Prerequisites	**BIO 108**
Frequency	**Occasionally**

BIO 211: Human Anatomy & Physiology I 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	**5**
Prerequisites	**BIO 107 and BIO 108**
Frequency	**Fall**

BIO 212: Human Anatomy & Physiology II 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	**5**
Prerequisites	**BIO 211**
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	**5**
Prerequisites	**BIO 108**
Frequency	**Fall**

BIO 280: Scientific Communications

Scientific communication is a key skill in a scientist's toolbox. In this class, students shall exam professional literature and learn how to present scientific research in both written and oral formats.

Credits	**2**
Frequency	**Occasionally**

BIO 295: Research in Biology

Permission of instructor. Must be at least a second semester first-year to register. Independent research in biology under direction of a faculty member. Students beginning a research project should register for BIO295. After gaining at least one semester of experience in the research lab, and in consultation with the faculty sponsor, the student may register for BIO395. After at least one semester of experience in BIO395, students who have demonstrated exceptional research skills will be permitted to register for BIO495, with the permission of their faculty sponsor.

Credits	**1-4**
Frequency	**Occasionally**

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	**4**
Prerequisites	**BIO 107**
Frequency	**Occasionally**

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	**4**
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	**4**
Prerequisites	**BIO 301**
Frequency	**Summer**

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	**4**
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	**5**
Prerequisites	**BIO 108 OR CHE 170 OR BIO 204**
Frequency	**Alternate Falls**

BIO 380: Molecular Biology with Lab

This course introduces the molecular basis of evolution and examines the structure and function of nucleic acids and proteins. Topics include gene expression and regulation in bacterial cells. Laboratory exercises emphasize hands-on experience with recombinant DNA technology and gene expression techniques. CHE 221 is highly recommended.

Credits	**5**
Prerequisites	**BIO 204 OR CHE 170**
Frequency	**Alternate Falls**

BIO 395: Research in Biology

Permission of instructor. Must be at least a second semester first-year to register. Students registering in BIO 395 must have completed at least one credit of BIO 295. Independent research in biology under direction of a faculty member. Students beginning a research project should register for BIO295. After gaining at least one semester of experience in the research lab, and in consultation with the faculty sponsor, the student may register for BIO395. After at least one semester of experience in BIO395, students who have demonstrated exceptional research skills will be permitted to register for BIO495, with the permission of their faculty sponsor.

Credits	**1-4**
Frequency	**Occasionally**

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	**4**
Prerequisites	**SENIOR STANDING**
Frequency	**Spring**

BIO 495: Research in Biology

Permission of instructor. Must be at least a second semester first-year to register. Students registering in BIO 395 must have completed at least one credit of BIO 295. Students registering in BIO 495 must have completed at least one credit of BIO. Independent research in biology under direction of a faculty member. Students beginning a research project should register for BIO295. After gaining at least one semester of experience in the research lab, and in consultation with the faculty sponsor, the student may register for BIO395. After at least one semester of experience in BIO395, students who have demonstrated exceptional research skills will be permitted to register for BIO495, with the permission of their faculty sponsor.

Credits	**1-4**
Frequency	**Occasionally**

Business Administration

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

The Business Administration major provides students with hands-on learning, leadership development, and real-world experiences that bring business concepts to life. Students participate in immersion trips, hear from guest speakers, and engage in applied projects that connect classroom learning to professional practice. Students will be able to choose from five concentrations:

Management Concentration will prepare students to learn and practice management skills in various environments and in diverse workplaces. Through creative problem-solving and strategic analysis, students develop the confidence, ethical awareness, and communication skills needed to lead and make an impact in today's dynamic marketplace.

International Business Concentration prepares students to understand the dynamics of global operations and the challenges that businesses face when expanding internationally. Students will gain knowledge regarding diverse environments that vary by business etiquette, cultural norms, political systems, and legal systems.

Entrepreneurship concentration prepares students who aspire to start their own ventures, innovate within existing organizations, or become leaders in dynamic, fast-paced environments. This concentration blends foundational business knowledge with specialized skills in innovation, strategy, and value creation.

Marketing concentration prepares students to understand consumers, build brands, and communicate values across a variety of industries. Through creative problem-solving and strategic analysis, students develop the confidence, ethical awareness, and communication skills needed to lead and make an impact in today's dynamic marketplace.

Arts Administration concentration prepares students who aspire to work in the world of art management, bridging fine arts and fundamentals of management. Through behind the scenes logistics of event technology and building business acumen, students develop the confidence, leadership, and communication skills needed to lead and make an impact in today's fine arts industries.

BUS 101: Intro to Business

An introduction to the study of business and the role of organizations in the economy. The course provides an overview of major functional areas including accounting, economics, entrepreneurship, finance, management, marketing, human resource management, and international business. Students explore career pathways in business and gain foundational knowledge to support selection of a business major.

Credits	**4**
Frequency	**Fall**

BUS 103: Mind Over Money

Mind Over Money invites students to uncover the "why" behind every dollar. Discover how emotions, habits, and biases drive spending and saving, then use data and experiments to test your own money choices. Learn how to think smarter, choose better, and take control of financial decisions that shape your future.?

Credits	**4**
Frequency	**Alternate Falls**

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	**4**
Frequency	**Fall**

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	**4**
Frequency	**Occasionally**

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	**4**
Prerequisites	**FWS 101**
Frequency	**Fall**

BUS 240: Mgmt & Org Behavior

Examines the principles of management and organizational behavior and their influence on individual, team, and organizational performance. Topics include planning, organizing, leading, and controlling; motivation; human behavior in organizations; team dynamics; decision making; and organizational culture. Emphasis is placed on applying these concepts to contemporary organizational settings.

Credits	**4**
Frequency	**Fall**

BUS 255: Entrepreneurial Lab

An experiential course that provides hands-on entrepreneurial practice for students interested in starting, owning, or managing a business. Students engage in real-world business activities including planning operations, managing finances and budgets, marketing products or services, improving processes, and evaluating results and customer feedback to respond to marketplace opportunities and challenges. Instructor permission required - email togren@cottey.edu. Must be taken for four credits in a single semester to fulfill the Communication General Education requirement.

Credits	**2-4**
Frequency	**Fall and Spring**

BUS 260: Legal Environment of Business

Students will learn about fundamentals of business law, history and development of law, legal system, legal reasoning, and law of contract, torts, and agency.

Credits	**4**
Prerequisites	**SOPHOMORE STANDING**
Frequency	**Occasionally**

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	**4**
Prerequisites	**MAT 130**
Frequency	**Fall**

BUS 280: Principles of Accounting

Students will learn fundamental concepts, tools, and theories of accounting, combining financial and managerial topics, such as financial statements, journal entries, internal control, inventories, cost systems, and ethics.

Credits	**4**
Frequency	**Fall**

BUS 285: Principles of Economics

Principles of Economics introduce both microeconomic and macroeconomic concepts, exploring how individuals, businesses, and governments make decisions in conditions of scarcity. Students gain analytical skills to understand markets, national economies, and global issues, preparing them to evaluate personal choices, business strategies, and public policy in an interconnected world.

Credits	**4**
Frequency	**Fall**

BUS 305: Business Technology

This course introduces students to essential business technologies, including Microsoft Office, point-of-sale systems, cloud collaboration, and data management tools. Students will build practical skills, strengthen digital communication, and learn workplace technology essentials, preparing them to adapt confidently and professionally to evolving business environments.

Credits	**4**
Frequency	**Spring**

BUS 315: Operations Management

Examines managerial decision making related to the production and delivery of goods and services. Topics include process efficiency, capacity planning, facility layout, forecasting, inventory management, quality control, and lean concepts. Students analyze operational challenges using quantitative models and case studies to analyze operational challenges and improve organizational performance.

Credits	**4**
Frequency	**Spring**

BUS 325: Principles of Marketing

This course examines how organizations identify customer needs and develop strategies to create and deliver value in competitive markets. Students explore consumer behavior, market research, segmentation, branding, pricing, distribution, promotion, global marketing, ethics, and sustainability. Emphasis is placed on applied learning as students analyze a real or simulated business and develop a comprehensive marketing plan with strategic recommendations.

Credits	**4**
Frequency	**Fall**

BUS 335: Entrepreneurial Strategy

Focuses on the strategic process of identifying, evaluating, and developing entrepreneurial opportunities. Students assess personal entrepreneurial capabilities, conduct feasibility analysis, research market needs, evaluate financial potential, and identify resources required to launch and grow a venture. Emphasis is placed on developing strategic thinking and venture development skills in contemporary business environments.

Credits	**4**
Frequency	**Alternate Springs**

BUS 340: Principles of Finance

Fundamental concepts of financial decision-making within business organizations. Topics include financial statements, time value of money, risk and return, interest rates, capital budgeting, and investment analysis. Emphasis is placed on how managers use financial information to evaluate projects, allocate resources, and support strategic decision-making within organizations operating in a global business environment.

Credits	**4**
Frequency	**Alternate Falls**

BUS 355: Human Resource Management

Examines the principles and practices used to manage people effectively within organizations. Topics include job analysis, recruitment and selection, training and development, performance management, compensation, employee relations, and employment law. Emphasis is placed on how human resource practices support organizational strategy, improve productivity, and ensure ethical and legally compliant workplace decisions. Students analyze real workplace scenarios and evaluate strategies for managing and developing an effective workforce.

Credits	**4**
Frequency	**Alternate Springs**

BUS 365: Professional Sales & Marketing

This course explores the essential skills for professional sales, emphasizing the connection between sales and marketing in driving business success. Students will learn to identify prospects, craft persuasive messages, handle objections, negotiate deals, and close sales using marketing insights, digital tools, and consumer psychology. Through hands-on exercises, role-plays, and real-world applications, students will develop the confidence and expertise to succeed in sales, marketing, and business development roles.

Credits	**4**
Frequency	**Fall**

BUS 370: Digital Marketing

This course provides a comprehensive overview of digital marketing strategies and practices in the digital economy. Students will explore major digital channels and platforms, including social media marketing, webpage design, search engine optimization (SEO), and mobile marketing. Emphasis is placed on understanding core digital marketing principles, implementation techniques, and the associated risks and limitations. The course also examines how social media marketing is used to increase brand awareness, engage key audiences, generate leads, and foster customer relationships through the creation and distribution of valuable content.

Credits	**4**
Frequency	**Spring**

BUS 375: Consumer Behavior

This course examines how psychological, social, cultural, and economic factors shape consumer decision-making. Students learn to analyze consumer motivations and behaviors and apply insights to segmentation, branding, and marketing strategies. Emphasis is placed on practical business applications, ethical considerations, and adapting to changing consumer trends.

Credits	**4**
Prerequisites	**BUS 325**
Frequency	**Alternate Springs**

BUS 420: Implementing Business Ed 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	**4**
Frequency	**Occasionally**

BUS 430: Coordination of Cooperative Ed

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	**4**
Frequency	**Occasionally**

BUS 490: Strategic Management (Capstone)

Integrates knowledge from across the business curriculum to examine strategic decision making in organizations. Students analyze internal and external business environments, evaluate competitive conditions, and develop corporate and business-level strategies. Through a consulting-based capstone project, students work with a real small business client to conduct strategic analysis and develop a three-year strategic plan. Topics include internal and external analysis, competitive strategy, and strategic implementation.

Credits	**4**
Prerequisites	**SENIOR STANDING**
Frequency	**Fall**

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.

CHE 110: Intro to Forensic Chemistry with L

Presents introductory level chemical principles as applies to forensic analysis. Basic chemistry concepts covered - atoms/molecules, stoichiometry, chemical reactions, solution chemistry and thermochemistry. Techniques and concepts in forensic investigation - identification and analysis of fingerprints, accelerants and explosives, fiber, paint, DNA, emission/absorption spectroscopy, mass spectrometry and gas/liquid chromatography.

Credits	**5**
Frequency	**Alternate Falls**

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	**5**
Frequency	**Spring**

CHE 130: Intro Environmental Chemistry w/L

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	**5**
Frequency	**Occasionally**

CHE 150 / 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	**4**
Frequency	**Occasionally**

CHE 160: General Chemistry I with Lab

Introduces the fundamental chemical principles that form the foundation for advanced study in chemistry. Topics include atomic/molecular structure, stoichiometry, properties of solids, liquids, and gases, acid/base theory, and solutions. The laboratory techniques covered include accurate weighing/measuring, titration, safe use of the Bunsen burner, pH indicators, and preparation of solutions.

Credits	**5**
Frequency	**Fall**

CHE 170: General Chemistry II with Lab

Emphasizes chemical thermodynamics and equilibria, electrochemistry, kinetics and reaction mechanisms, and the relationship between molecular structure and physical/chemical properties. The laboratory section focuses on advanced experimental and analytical techniques, including graphing and data analysis, formal laboratory report writing, spectroscopy, qualitative analysis of unknown inorganic salts, and preparation/standardization of strong acids/bases.

Credits	**5**
Frequency	**Spring**

CHE 220: Organic Chemistry I with Lab

Presents the foundations of organic chemistry including structure, bonding, conformations, stereochemistry, thermodynamics, kinetics and reactivity, acid/base and nucleophilic substitution reactions. The topics/techniques covered in laboratory includes mass spectrometry, UV-visible, infrared, and nuclear magnetic resonance spectroscopy, mini-scale approach to organic laboratory with an emphasis on techniques of separation, purification, and identification.

Credits	**5**
Frequency	**Fall**

CHE 230: Organic Chemistry II with Lab

Presents increasingly complex organic reactions including nucleophilic addition and substitution, carbon-carbon bond forming, radical and redox reactions with applications to biological molecules. The topics and techniques covered in the laboratory emphasizes organic synthesis, chromatography, green chemistry, and analysis of unknowns using spectroscopic and chromatographic techniques.

Credits	**5**
Frequency	**Spring**

CHE 295: Research in Chemistry

Independent research in chemistry under direction of a faculty member. Students beginning a research project should register for CHE 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 CHE 395. After at least one semester of experience in CHE 395, students who have demonstrated exceptional research skills will be permitted to register for CHE 495, with the permission of their faculty sponsor. Repeatable.

Credits	**1-4**
Frequency	**Occasionally**

CHE 310: Quantitative Analytical Chem w Lab

Presents topics and techniques in quantitative analysis, statistical data analysis, quality assurance, equilibria, volumetric and gravimetric techniques, spectrophotometry, electrochemical methods, and separation techniques important to analytical chemistry.

Credits	**5**
Frequency	**Alternate Springs**

CHE 340: Biochemistry with Lab

This biochemistry lecture introduces students to the structure and function of biomolecules, principles of metabolism, and enzyme kinetics. Hands-on laboratory experiments emphasize the identification of biomolecules and the investigation of enzyme function.

Credits	**5**
Frequency	**Fall**

CHE 410: Advanced Biochemistry with Lab

Students are introduced to protein analysis techniques, enzyme regulation, and intermediary metabolism, with an emphasis on their roles in health and disease. Laboratory work focuses on protein purification, quantification, and identification, as well as protein crystallization and the study of central metabolic pathways.

Credits	**5**
Frequency	**Spring**

Criminology

Criminology has been suspended as a major at Cottey College.
Faculty: Professor Quick

The degree requirements are only relevant and applicable to students who entered ***before*** the 2026-2027 catalog.

Criminology as a field integrates the study of the criminal mind, the causes and societal perceptions of crime and delinquency, and an understanding of the criminal justice system. 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. Students may intern with local agencies at which they gain direct experience and practical skills. With this degree, students can easily pursue entry-level employment in a range of positions or continue their studies in a variety of graduate degrees.

Students may choose the B.A. option or the B.S. option that include the same required courses, research methods course options, subject area courses, and “public administration, law and ethics” courses as well as additional social science courses.

What varies are the additional two courses in “Leadership and Women, Gender, & Sexuality” for the B.A. versus the “Investigation and Data Analysis” courses for the B.S.

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	**Online Only Through Acadeum**

CRM 110: Domestic & 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	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

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**
Frequency	**Online Only Through Acadeum**

CRM 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	**3**
Frequency	**Online Only Through Acadeum**

CRM 490: 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	**4**
Frequency	**Occasionally**

Dance

Faculty: Visiting Assistant Professor (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	**4**
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	**2**
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	**2**
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	**2**
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	**2**
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.

Credits	**2**
Frequency	**Fall and 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	**2**
Frequency	**Occasionally**

DAN 200: Dance Company

Rehearsal and presentation of concert works by faculty, students, and guest artists. May be repeated for credit.

Credits	**4**
Frequency	**Fall and Spring**

DAN 201: Introduction to Choreography

Study of elements of time, space and energy. Explores concepts of phrasing and structure through solo movement studies and group compositions.

Credits	**4**
Frequency	**Fall**

DAN 210: Interm/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	**2**
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	**2**
Frequency	**Fall**

DAN 281: Interm/Advanced Improvisation

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

Credits	**2**
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 minor.

Credits	**2**
Frequency	**Fall and Spring**

Education

Faculty: Associate Professor Adams (coordinator), Associate Professor Lanser, Mrs. Ellison (field experience coordinator) and Assistant Professor Huff.

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) *Cottey College's Elementary Education major is focused on contributing highly effective teachers in education for grades 1-6.* Elementary Education Degrees	**Education Studies – elementary or secondary** *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.* Bachelor of Arts in Education Studies, Elementary Bachelor of Science in Education Studies, Secondary	*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.* Education Minor Special Education Minor
Secondary (grades 9-12) *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.* Secondary Education Degrees		
Special Education (grades 1-12) *Cottey College's Special Education*		

Certification	Non-certification	Education Minor
major is for the mild, moderate, cross categorical certification. Bachelor of Arts in Special Education		

EDU 100: Intro to 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 110: Foundations of Education

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	**4**
Frequency	**Fall**

EDU 190: Field Experience I

This course provides observation experiences in the school setting. Students will be required to document 25 hours.

Credits	**1**
Frequency	**Spring**

EDU 240: Science Fundamentals

This hands-on science course covers basic principles, theories, and laws in physics, chemistry, biology, environmental science, and earth and space science. Students use the scientific method and practice problem solving during directed and open-ended lab exercises and activities in each branch of science providing them with diverse approaches and experiences to studying science. Students write claim-evidence-reasoning papers and keep a lab notebook to demonstrate their ability to use, analyze, and communicate data effectively??.

Credits	**4**
Frequency	**Spring**

EDU 250: Mathematical Reasoning

This course focuses on ways of thinking about and approaching mathematics. Students demonstrate problem solving skills using the real number system and algebra. In addition, this course introduces 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 Application of mathematical practices will be addressed in context as each topic is explored.

Credits	**4**
Frequency	**Spring**

EDU 251: Mathematics for Elem 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	**4**
Frequency	**Spring**

EDU 260: Elem Writing & Grammar

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**
Frequency	**Fall**

EDU 270: Curriculum & Assmt Secondary

This course examines curriculum and assessment. Students learn about school organization and how to professionally navigate schools today. Students create curricula, criterion-referenced assessments, and learn how to evaluate and interpret scores using norm-referenced techniques. Students compare different grading schemes and develop strategies for collaborating with parents, other teachers, and administration.

Credits	**4**
Frequency	**Fall**

EDU 272: Curriculum & Assmt Elementary

This course examines curriculum and assessment. Students learn about school organization and how to professionally navigate schools today. Students create curricula, criterion-referenced assessments, and learn how to evaluate and interpret scores using norm-referenced techniques. Students compare different grading schemes and develop strategies for collaborating with parents, other teachers, and administration.

Credits	**4**
Frequency	**Fall**

EDU 280: 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	**4**
Frequency	**Fall**

EDU 290: Field Experience II

This course provides observation experiences in the school setting. Students will be required to document 30 hours.

Credits	**1**
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	**4**
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	**4**
Frequency	**Spring**

EDU 318: Elem Reading & Language Acqu

This course focuses on the normal sequence of language development and the teaching of reading 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	**4**
Frequency	**Spring**

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	**4**
Frequency	**Fall**

EDU 326: Literacy in Elementary Schools

Admission to Education Program This course provides techniques for assessing and improving student literacy skills that are grade level appropriate and content specific. Students apply literacy theories and techniques by developing lesson plans. Emphasis on cultural diversity, and differentiated instruction with special consideration to developing literacy skills of English Language Learners will be included.

Credits	**4**
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	**4**
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	**4**
Frequency	**Spring**

EDU 380: STEM Methods

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of manipulatives to teach mathematics and science to elementary students. Teacher candidates create and teach research driven math and science lessons that focus on ?math proficiencies and engineering design principles.

Credits	**4**
Frequency	**Spring**

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	**4**
Frequency	**Fall**

EDU 382: Secondary English Methods

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	**4**
Frequency	**Fall**

EDU 383: Secondary Business Methods

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	**4**
Frequency	**Fall**

EDU 384: Secondary Science Methods

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	**4**
Frequency	**Fall**

EDU 385: Secondary Social Sci Methods

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	**4**
Frequency	**Fall**

EDU 386: Secondary Spe & The Methods

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	**4**
Frequency	**Fall**

EDU 387: Integrated Methods

This course emphasizes social studies content, movement, visual arts, and music in the development of elementary lessons. Candidates create and teach lessons in the elementary setting that incorporate literacy strategies associated with the learning of social studies. Candidates utilize video to reflect and adapt on the effectiveness of the lesson.

Credits	**4**
Frequency	**Fall**

EDU 388: Int Mthds: Lit, Movements & 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	**4**
Frequency	**Fall**

EDU 389: Secondary Math Methods

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	**4**
Frequency	**Fall**

EDU 390: Field Experience III

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 25 hours of observation and activity.

Credits	**1**
Frequency	**Fall**

EDU 400: Missouri Content Assessment Prep

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**
Frequency	**Fall**

EDU 415: Classroom Ecosystems

This course examines a variety of theoretical, philosophical, and practical approaches to create a classroom ecosystem that maximizes student learning, supports differentiated instruction, and honors the rights of all students to learn in a safe environment. 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	**4**
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	**4**
Frequency	**Spring**

EDU 485: Research Foundations in Education

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	**4**
Prerequisites	**ENV 312/SOC 312**
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 and 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	**4**
Frequency	**Occasionally**

English

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

Cottey's English Department offers courses which recognize the integral relationship among thinking, reading, and writing. Students are given opportunities to engage in critical discussions, travel to literary sites, present papers at conferences, and edit and publish in our literary journal. In addition to developing in students the ability to read deeply, think critically, and write effectively, the English program helps students discover who they are, what they think, and what they are capable of achieving.

ENG/WGS 224: Women Writers

Introduces students to women writers, past and present, who write in a variety of genres. Focuses on the way women explore or subvert gender.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG/WGS 264: Women & 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.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG/WGS 334: Poetry as Protest

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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

ENG/WGS 364: Women & 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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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. Suitable for Jane-ites as well as those unfamiliar with her work, the class will explore, through close reading, lecture, active class discussion, and research, what made Austen so popular in her time as well as why she remains so compellingly popular today.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

ENG 103: Introduction to Literature

The Introduction to the English Major will introduce students to the discipline of English. The course will consider career options for English majors, literary criticism, and literary theory.

Credits	**4**
Frequency	**Occasionally**

ENG 200: Introduction to the English Major

Introduction to the English Major will introduce students to the discipline of English. The course will consider career options for English majors, literary criticism, and literary theory.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 201: English Literature I

Study of works by selected British writers who represent significant literary movements up to Romantic period.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 202: English Literature II

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

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 205: American Literature I

Study of works by selected American writers who represent significant literary movements up to 1900.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 206: American Literature II

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

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 208: Children's & Young Adult Lit

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	**4**
Frequency	**Spring**

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	**4**
Frequency	**Occasionally**

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	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

ENG 280: English Grammer 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	**4**
Prerequisites	**WRI 102**
Frequency	**Occasionally**

ENG 291: Excursion

This course is an experiential learning course that can be attached to specific courses or that can stand alone. Excursions allow students to "do English" and aid in the development of immersion environments that enable students to 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 will 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), Sophia Smith Collection (Northampton, MA). 1-2 variable credits

Credits	**2-4**
Frequency	**Occasionally**

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 to history and culture.

Credits	**4**
Prerequisites	**WRI 102 AND SOPHOMORE STATUS**
Frequency	**Occasionally**

ENG 326: The Novel

This course explores the novel in terms of literary, historical, and cultural context and through close readings of literary, theoretical, and critical texts. Topics vary.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

ENG 410: Critical Theory

This course will provide 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	**4**
Prerequisites	**ENG 200 AND SOPHOMORE STANDING**
Frequency	**Occasionally**

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 thesis writing process by creating regular writing workshops for students and allowing for various kinds of feedback during each stage of the process. Students will also develop résumés, application letters, and portfolios, and they will present their theses to the campus community.

Credits	**4**
Frequency	**Occasionally**

Environmental Studies

Faculty: Assistant Professor Westenhoff (coordinator).

An interdisciplinary major, Environmental Studies integrates the natural sciences, social sciences, and humanities. It offers students a comprehensive and nuanced understanding of the earth, its resources, and human-environmental relationships. Experiential learning in coursework and internships provide students with important real-world experiences. Students are exposed to scientific principles and fieldwork methodologies as well as a curriculum that emphasizes a critical understanding of socio-cultural, economic, and political contexts that significantly impact the environment and affect policy development.

ENV/HIS 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.

Credits	**4**
Prerequisites	**AT LEAST ONE HIS COURSE**
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	**4**
Frequency	**Alternate Springs**

ENV/SOC 312: Qualitative Research Methods

This course will introduce students to qualitative research methods in contrast to positivist research traditions. Students will examine different qualitative data collection methods including interviews, field notes, observation, and focus groups. They will also explore different approaches to analysis including grounded theory, narrative analysis, and discourse analysis.

Credits	**4**
Prerequisites	**WRI 102 or ANT/WGS 201**
Frequency	**Alternate Falls**

ENV 110: Intro to 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.

Credits	**4**
Frequency	**Fall**

ENV 115: Humans and the Environment

This course introduces environmental studies through environmental ethics, ecosystem studies, earth and atmospheric sciences, globalization and environment, environmental policy, political ecology, environmental health, environmental justice, environmental economics, environmental planning, and GIS. It also engages with the natural sciences in considering the impact of human activities on varying ecosystems.

Credits	**5**
Frequency	**Fall**

ENV 125: World Regional Geography

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

Credits	**4**
Frequency	**Spring**

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	**4**
Frequency	**Alternate Springs**

ENV 231: Sustainable Tourism

Students will receive an overview of the tourism industry and aspects of sustainable tourism business models. Topics include the cost on the environment of different manners of traveling and various eco-travel organizations. Course includes field trips.

Credits	**4**
Frequency	**Spring**

ENV 270: Intro to GIS

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.

Credits	**4**
Frequency	**Alternate Springs**

ENV 275: 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. 3 credits

Credits	**4**
Frequency	**Fall**

ENV 310: Mastering GIS

Intro to GIS and Geospatial Technology 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	**4**
Prerequisites	ENV 270
Frequency	**Occasionally**

ENV 315: Ecosystems, Function & Mgmt

The course focuses on physical and cultural regions and natural resources and their use in the central region of the United States. Each student shapes her own learning by selecting an environmental region and examining resource use in that region, including the role of governmental policies in shaping environmental management. The course concludes with a case study written to reflect three different policymaker perspectives on regional resource use.

Credits	**4**
Prerequisites	ENV 115 **OR** ENV 125
Frequency	**Alternate Springs**

ENV 335: Soil, Water, Atmosphere

Local, national and international issues and solutions concerning soil, water atmosphere resources. Fundamental concepts and hands-on fieldwork. Hands-on activities include sampling and analytical techniques, as well as a final project of the student's choice.

Credits	**4**
Prerequisites	ENV 115 **OR** BIO 250
Frequency	**Occasionally**

ENV 350: Environ Conditions&Global Econ Dev

The course explores the reciprocal relationship between economic development and resource and environmental conditions. Student interest determines the specific topical focus of the course. Potential topics include: economic growth and development, agriculture in developing countries, human capital in developing countries, international poverty, natural resources and the environment in developing countries, human capital as an engine of economic growth, and international trade. Each student selects a global region early in the semester and, with guidance from the course instructor, writes a series of analyses about her selected region, examining the relationship between economic growth and environmental conditions.

Credits	**4**
Prerequisites	ENV 115 **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	**4**
Prerequisites	ENV 115
Frequency	**Alternate Falls**

ENV 365: Environmental Justice

Environmental Justice will focus on the works of the first generation EJ scholars who were inspired by environmental racism; conceptions of environmental inequality formation by the second wave of EJ scholars; and how environmental justice activism and theory expanded to include new empirical spaces in different national contexts.

Credits	**4**
Prerequisites	**ENV 115**
Frequency	**Spring**

ENV 490: Capstone

The capstone project is the culmination of the student's work in the major. Over a period of two semesters students will complete a thesis under the direction of a faculty member or professional expert. Regular meetings will guide and support the research/Outreach and thesis writing process. Students will present their results at the end of the semester.

Credits	**4**
Prerequisites	**SENIOR STANDING**
Frequency	**Fall**

Exercise Sports Science

Faculty: Assistant Professor Watson (coordinator).

Cottey's Exercise and Sports Science program provides a broad intellectual base for students interested in improving the health and/or athletic performance of humans. This program prepares students for diverse career opportunities in health and performance by building a broad foundation of scientific inquiry. Students will explore kinesiology, assessments, exercise physiology, and resistance training techniques integrated within the classroom, laboratory, and field experiences. Exercise and Sports Science graduates will be prepared for graduate programs such as physical therapy, athletic training, chiropractic, exercise science, health promotion, coaching, and health and human performance. Furthermore, our graduates will be well-equipped to enter directly into careers in the community, clinical, and corporate sport and exercise settings.

ESS 110: Introduction to Kinesiology

This course introduces human musculoskeletal function and movement mechanics related to physical activity, exercise, and sport. Students analyze joint and muscle actions and apply mechanical principles to sport movements while exploring exercise science disciplines, subdisciplines, and career specialty areas for future professional practice and study.

Credits	**4**
Frequency	**Spring**

ESS 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	**4**
Frequency	**Occasionally**

ESS 200: Medical Terminology

This course introduces students to the language of healthcare, focusing on breaking down complex terms into word roots, suffixes, and prefixes to better understand anatomy, diseases, procedures, treatments, abbreviations and the human body, providing a foundation for various healthcare careers.

Credits	**2**
Frequency	**Alternate Springs**

ESS 210: Fitness Assessment & Prescription

This course prepares students to develop knowledge and skills to effectively administer health appraisals and fitness tests in measuring cardiovascular endurance, muscular fitness, flexibility, body composition, and balance in varied populations of individuals. Students will learn how to collect information from their fitness test to develop an exercise prescription.

Credits	**4**
Prerequisites	**ESS 110**
Frequency	**Fall**

ESS 215: Care and Prevention of Injuries

An introductory course that explores a variety of common athletic injuries and focuses on prevention, care, and some rehabilitation. Other issues such as fitness, nutrition, and psychological effects of injury will be briefly discussed. Laboratory experience in taping and first aid techniques will be included.

Credits	**4**
Frequency	**Spring**

ESS 220: Motor Learning

Study of motor learning and development to provide the practitioner with background necessary for identification of the physical, mental, social, and emotional development of clients/special populations and their effect on behavior movement.

Credits	**4**
Prerequisites	**SOPHOMORE STANDING**
Frequency	**Spring**

ESS 315: Exercise Physiology with Lab

Study of the human body's physiological adaptations to short-term and long-term exercise. Areas of study include energy metabolism, musculoskeletal function, cardiovascular and respiratory responses and adaptations, environmental factors, and neurological control. Laboratory experience involves measurement and evaluation of muscular strength, cardiovascular and respiratory function, flexibility, body composition, and movement analysis.

Credits	**5**
Prerequisites	**ESS 210 AND BIO 212**
Frequency	**Fall**

ESS 330: Strength Training & Program Design

The course will familiarize students with the discipline, methods and benefits of strength training. Students will develop competence with strength training machines and free weights, as well as methods for enhancing strength and reducing injury. Special attention will be given to proper safety, lifting and spotting techniques. Students will have the opportunity to develop programs with practical application of knowledge through a needs analysis. Students will also learn how to adapt conditioning programs for special areas such as obesity, elderly, children, pregnancy, and injury.

Credits	**4**
Prerequisites	**ESS 210, ESS220 AND BIO 212**
Frequency	**Spring**

ESS 415: Advanced Biomechanics

Explore an in-depth analysis of the biomechanics of gait, posture, movement and injuries, and the mechanisms of injury occurrence, risk reduction, and the estimation of forces. An understanding of external and internal forces impact on motion and position and how biomechanical principles can be applied to analyze movement and improve performance.

Credits	**4**
Prerequisites	**ESS 315 AND ESS 330**
Frequency	**Occasionally**

ESS 480: Senior Practicum

Students will incorporate skills and techniques learned from previous courses to collect data on Cottey student-athletes pre-season, during season, and after season. Students will also have the opportunity to work on injury prevention and strength training development. All information collected with be presented in Senior Capstone.

Credits	**4**
Prerequisites	**ESS 315 AND ESS 330**
Frequency	**Fall**

ESS 490: Senior Capstone

Students will complete a field or literature research project to culminate their degree. The project may contain or be based off a practicum or internship-based component. The project will be completed with the support of the faculty or project mentor and will include a written professional report and oral presentation.

Credits	**4**
Prerequisites	**ESS 315 AND ESS 330**
Frequency	**Spring**

First Year Writing Seminar

FWS 101: First Year Writing Seminar

Required for all students, including transfer students, their first fall semester at Cottey. In this writing-intensive course, students will practice and develop college-level reading, writing, revision, and analysis techniques within the context of Cottey's history and values: women's leadership, social responsibility, and global awareness. This course fulfills a first-year writing requirement.

Credits	**4**
Frequency	**Fall**

History

Faculty: Assistant Professor Kieffer (coordinator) and Assistant Professor Wagh.

Students in the history program investigate the major institutions, ideologies, philosophies, politics, culture, social features, religious beliefs, and art and literature that shaped the United States and other societies of the world. An informed awareness of historical developments—and abundant opportunity to hone research and communication skills—prepares students for a diverse range of careers as well as for lives of action and contribution in contemporary society.

HIS/ENV 320: American Environmental History

An analysis of changing perceptions and uses of nature and the environment in the United States from pre-contact time to the present. Emphasis is placed on examples of sustainability and conservation practice. Fulfills writing-intensive requirement.

Credits	**4**
Prerequisites	**AT LEAST ONE HIS COURSE**
Frequency	**Alternate Springs**

HIS/WGS 211: History of Women in the U.S.

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

Credits	**4**
Frequency	**Spring**

HIS 111: United States History to 1877

A survey of the development of United States from its colonial origins to the end of Reconstruction. This course will place a major emphasis on the social, cultural, and political developments that led to the founding of the United States and how the fledgling nation navigated its first century.

Credits	**4**
Frequency	**Fall**

HIS 112: United States History Since 1877

A survey of the development of the United States from 1877 to the current era. This course will place a major emphasis on the social, political, and cultural movements that shaped America after Reconstruction and laid the foundations for current events.

Credits	**4**
Frequency	**Spring**

HIS 115: The History of Equality in America

Thomas Jefferson's assertion that "all men are created equal" is the most powerful proposition in American history. This course examines how well America has and has not lived up to this foundational tenet by examining how Americans advocated for their recognition as equal citizens throughout history.

Credits	**4**
Frequency	**Alternate Falls**

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	**4**
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	**4**
Frequency	**Alternate Springs**

HIS 133: World History 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	**4**
Frequency	**Fall**

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	**4**
Frequency	**Alternate Falls**

HIS 225: The History of Sports in the US

This course explores how sports have shaped society, culture, and politics throughout American history by examining how athletic pursuits have provided avenues to break barriers and challenge commonly held beliefs. Students will ultimately learn how sports have been instrumental in projecting a vision of what it means to be American.

Credits	**4**
Frequency	**Alternate Springs**

HIS 245: The Holocaust

This course offers 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	**4**
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	**4**
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	**4**
Frequency	**Alternate Springs**

HIS 315: The Civil Rights Movement & Legacy

This course examines the history of the modern Black freedom struggle, focusing on its development and processes, historical significance, and continuing legacy. Students will ultimately be challenged to use the civil rights movement as a case study in how ordinary citizens challenged America to live up to its democratic ideals.

Credits	**4**
Frequency	**Alternate Falls**

HIS 340: Genocide in History

This course examines genocides in history, with emphasis on examples from the twentieth century, including the Holocaust. 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	**4**
Frequency	**Alternate Springs**

HIS 345: Modern Political Revolutions

This course examines 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	**4**
Prerequisites	**SOPHOMORE STANDING**
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.

Credits	**4**
Prerequisites	**HISTORY MAJOR AND JUNIOR STANDING**
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	**4**
Prerequisites	**HISTORY MAJOR AND JUNIOR STANDING**
Frequency	**Spring**

HIS 360: American Constitutional History

This course considers, from the perspective of social and political history, American constitutional development by placing emphasis on historical background and ideological context for constitutional controversies. Students will consider how certain court decisions and competing methods of constitutional interpretation have defined and redefined what it means to be American.

Credits	**4**
Frequency	**Alternate Falls**

HIS 490: Capstone 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	**4**
Prerequisites	**HIS 350 AND HISTORY MAJOR OF SENIOR STANDING**
Frequency	**Fall**

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**

IDS 111: Changemaker & 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**
Frequency	**Fall**

IDS 201: Step into the World

Provides academic and logistical preparation for, and participation in international travel. Students will become knowledgeable about specific aspects of the place(s) she visits, as well as the process of international travel. The former may include history, politics, economy, and geography. Students may also assess similarities and differences in the beliefs, behaviors, and customs of the places(s) she visits empowering her to be a more globally aware and socially responsible community member. Final project, e.g., article, video, journal, multi-media presentation required. May be repeated twice for credit.

Credits	**2**
Frequency	**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 110: Intro 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 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	**4**
Frequency	**Fall**

INB 345: Export Policies & 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	**4**
Prerequisites	**JUNIOR STANDING**
Frequency	**Occasionally**

INB 350: CSR & Ethics

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	**4**
Prerequisites	**SOPHOMORE STANDING**
Frequency	**Spring**

INB 360: International Marketing

Students will learn about strategies that companies are using to successfully enter and operate international markets. Topics that will be covered include cultural, legal, and political dimensions, international pricing, international distribution channels, and international market research.

Credits	**4**
Prerequisites	**INB 110**
Frequency	**Spring**

INB 380: 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. Uses class activities, self-assessment exercises, and case studies.

Credits	**4**
Prerequisites	**INB 110**
Frequency	**Spring**

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, intercorporate fund flows, and working capital. It examines foreign direct investment, international project analysis, and foreign operations financing.

Credits	**4**
Prerequisites	**BUS 340**
Frequency	**Occasionally**

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.

MAT 001: Math Placement: Algebra or Precalc

Students who pass this exam will be able to register for MAT 110 College Algebra or MAT 120 Precalculus. Once the grade has been entered, the student can register for MAT 110 or MAT 120.

Credits	**0**
Frequency	**Fall and Spring**

MAT 002: Math Placement: Calculus I

Students who pass this exam will be able to register for MAT 210 Calculus. Once the grade has been entered, the student can register for MAT 210.

Credits	**0**
Frequency	**Fall and Spring**

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.

Credits	**4**
Frequency	**Fall and Spring**

MAT 110: College Algebra

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

Credits	**4**
Prerequisites	**MAT 100**
Frequency	**Fall and Spring**

MAT 115: Trigonometry

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

Credits	**3**
Frequency	**Online Only Through Acadeum**

MAT 120: Precalculus

Preparation for study of calculus, including linear functions, polynomials, rational functions, exponential and logarithmic functions, and introductory trigonometry. Not open to students with credit in MAT110 or MAT115.

Credits	**5**
Prerequisites	**MAT 100**
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	**4**
Frequency	**Fall and Spring**

MAT 210: Calculus I

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

Credits	**5**
Prerequisites	**MAT 110 OR MAT 120**
Frequency	**Fall and Spring**

MAT 220: Calculus II

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

Credits	**5**
Prerequisites	**MAT 210**
Frequency	**Spring**

MAT 230: Calculus III

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

Credits	5
Prerequisites	MAT 220
Frequency	Fall

MAT 240: Differential Equations

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

Credits	4
Prerequisites	MAT 220
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	4
Prerequisites	MAT 210
Frequency	Spring

MAT 255: 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. 3 credits

Credits	4
Prerequisites	MAT 220
Frequency	Occasionally

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	4
Prerequisites	MAT 220
Frequency	Occasionally

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	4
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	4
Prerequisites	MAT 130 **AND** MAT 220
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	**4**
Prerequisites	**MAT 310**
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	**4**
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 up to two times.

Credits	**1**
Frequency	**Fall and 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 up to two times.

Credits	**1**
Frequency	**Fall and Spring**

MUS 185: Women in Music

Increased awareness of the contributions of women to the creation and performance of music. Fulfills both Women, Gender, and Sexuality Studies (WGS) and Fine Arts requirements.

Credits	**4**
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	**1**
Frequency	**Fall and Spring**

Organizational Leadership Studies

Faculty: Associate Professor Clyde (coordinator)

The Organizational Leadership Studies major empowers students to understand, practice, and reflect on leadership as a dynamic process—not just a position. Through interactive, experiential, and interdisciplinary courses, students gain tools to influence change, communicate with purpose, lead with integrity, and foster belonging across diverse settings. Emphasizing applied learning, self-awareness, and social responsibility, the OLS program prepares students for confident leadership in their careers, communities, and personal lives. The major provides foundational knowledge and practical skills to complement any career field or community-based work.

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 women's leadership.

Credits	**4**
Frequency	**Fall and Spring**

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	**4**
Prerequisites	**OLS/WGS 102**
Frequency	**Alternate Falls**

OLS 240: The Leader Within

The Leader Within will focus on concepts related to Self leadership. Self-Leadership is the practice of intentionally influencing your thinking, feeling and behaviors to achieve your objectives (Bryant & Kazan 2012). This academically based service-learning course will provide an opportunity for students to examine their own leadership through concepts such as Emotional Intelligence and Authentic Leadership. The course will be grounded in both theory and practice utilizing experiential and discussion-based learning. Service-learning links the academic content of the course with experience in the community through intentional readings, discussion, and reflection on the service experience.

Credits	**4**
Frequency	**Fall**

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	**4**
Prerequisites	**OLS/WGS 102 OR PHI 205 OR PHI 210**
Frequency	**Alternate Falls**

OLS 280: Organizational Leadership & Change

Whether public, private, nonprofit or governmental; as leaders or followers – every individual is immersed in organizations and the changes that are inherently connected. In this course, students will examine best practices in organizational leadership and how to effectively lead change in a variety of organizations. Understanding organizations' goals, motivations of their leaders, and the framework in which decisions are made will be evaluated. Students will be introduced to essential terms, concepts and values that guide organizations and the properties necessary for change to occur and be successful.

Credits	**4**
Prerequisites	**OLS/WGS 102**
Frequency	**Alternate Springs**

OLS 291: Leadership Excursion

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.

Credits	**1-2**
Frequency	**Occasionally**

OLS 310: Applied Leadership Coaching

Introduces students to the foundations of leadership coaching through theory, practice, and peer collaboration. Students develop coaching skills, apply them in real-world settings, and reflect on their growth as leaders. Emphasizes ethical, inclusive, and confidence-building approaches to leadership coaching.

Credits	**4**
Prerequisites	**OLS/WGS 102**
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	**4**
Prerequisites	**OLS/WGS 102 AND OLS 280**
Frequency	**Alternate Falls**

OLS 340: Conflict Management

Conflict Management explores strategies for understanding, navigating, and managing conflict in organizational and interpersonal settings. Emphasis is placed on recognizing when conflict can be resolved and when it must be managed productively. Topics include communication strategies, conflict styles, negotiation, mediation, power, and workplace dynamics.

Credits	**4**
Prerequisites	**OLS/WGS 102 OR PSY 101**
Frequency	**Occasionally**

OLS 350: Team Leadership & 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 their 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.

Credits	**4**
Prerequisites	**OLS/WGS 102 AND OLS 280**
Frequency	**Alternate Springs**

OLS 360: Inclusive Leadership

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	**4**
Prerequisites	**OLS/WGS 102 AND OLS 280**
Frequency	**Alternate Falls**

OLS 420: Leadership Theories & Practice

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.

Credits	**4**
Prerequisites	**OLS/WGS 102 AND OLS 280**
Frequency	**Spring**

OLS 490: Leadership Capstone Course

This course is required for fourth-year students who major in Organizational Leadership.

Credits	**4**
Frequency	**Spring**

Peer Tutoring

PRT 210: Introduction to Peer Tutoring

This course is designed as an introduction to peer tutoring. The purpose of this course is to train students who excel in one or more subject areas as peer tutors. Excel, in this course, is defined as the student's ability to achieve a B or better in one or more academic discipline and to be recommended by a faculty member as a potential peer tutor. Exceling, in this sense, will allow students to obtain the applicable skills to work alongside peers who need academic support, gain certification to be used in future pursuits, and to develop leadership skills associated with becoming a tutor. Credit: 1

Credits	**1**
Prerequisites	**
Frequency	**Occasionally**

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 which requires students to have been recommended by a faculty member and have earned a minimum of a B in the course in which they are tutoring. 1 credit

Credits	**1**
Prerequisites	**PRT 210**
Frequency	**Occasionally**

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 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.

Credits	**1**
Prerequisites	**PRT 210 AND PRT 212**
Frequency	**Occasionally**

PRT 216: Intro to Peer Academic Coaching

The purpose of this course is to train students to guide peers in increasing their own academic effectiveness through the positive experience of individual coaching sessions. Students will practice the applicable skills to work alongside peers who need academic support and develop leadership skills associated with becoming an academic coach.

Credits	**1**
Prerequisites	**Faculty Recommendation**
Frequency	**Occasionally**

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	**4**
Frequency	**Alternate Springs**

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 could have a service learning component.

Credits	**4**
Frequency	**Alternate Falls**

PHI 101: Philosophical Quests

Explores questions about reality, the nature and limits of human knowledge, and the relevance of such concerns to students' lives. Aims to cultivate philosophical wonder and appreciation, as well as critical thinking and persuasive writing skills. Emphasizes select ancient and modern philosophers.

Credits	**4**
Frequency	**Alternate Falls**

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	**4**
Frequency	**Alternate Springs**

PHI 205: Ethics

Examines select major ethical theories having both historical and ongoing importance. Develops utilization of competing ethical lens to assess literature, peer questions, and personal beliefs. Aims to relate competing outlooks to ongoing debates about human choices, needs, and communities.

Credits	**4**
Frequency	**Fall**

PHI 210: Human Nature and Society

Pursues key issues in social philosophy. Aims particularly to confront opposing views of the human condition, of possible social and romantic arrangements, and of excellence in the overall care and education of human individuals.

Credits	**4**
Frequency	**Alternate Springs**

PHI 215: Bioethics

A survey of 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	**4**
Frequency	**Spring**

PHI 220: Philosophy of Sports

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	**4**
Frequency	**Alternate Springs**

PHI 300: Feminist Phl & Phil 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	**4**
Prerequisites	**ANY PREVIOUS PHI OR WGS COURSE**
Frequency	**Occasionally**

PHI 315: Philosophy Seminar

Students will work through a small number of book-length philosophical texts at a graduate-prep level. This involves careful reading analysis and annotation of the courses' texts alongside in-depth discussion of the texts and assignments aimed at the goals of mastery, extension, and critical objection.

Credits	**4**
Prerequisites	**ANY PREVIOUS PHI COURSE**
Frequency	**Alternate Falls**

PHI 325/POL 325: Social Political Philosophy

Surveys major philosophical thinkers concerning questions of justifiable fundamental social and governmental arrangements and the desirability of political structures contrasted with personal freedoms. Coverage will include such key thinkers as Plato, Aristotle, Hobbes, Locke, Rousseau, Mill, Marx, and Rawls.

Credits	**4**
Prerequisites	**SOPHOMORE STANDING AND ANY PREVIOUS PHI, POL, OR INR COURSE**
Frequency	**Alternate Falls**

PHI 400: Philosophy Publication

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.

Credits	**1**
Prerequisites	**Must be a PHILOSOPHY MINOR**
Frequency	**Fall and Spring**

PHI X97: Special Topics in Philosophy

Special Topics courses are designed to take advantage of visiting professors or special cultural events, as well as permitting faculty latitude to experiment with a new course. Special Topics course designation indicates a course that is only offered once, a reoccurring course where the topic changes each time, or the Special Topics designation may indicate new courses being offered before placement in the catalog.

Credits	**4**
Frequency	**Occasionally**

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.

PHE 110: Lifetime Activities

A course designed around the study of and participation in the skills and instructional strategies involved in selected lifetime activities promoting an active lifestyle during the span of one's lifetime.

Credits	**1**
Frequency	**Occasionally**

PHE 131: Tennis & Pickleball

Theories and techniques of tennis and/or pickleball with practical application of knowledge and principles and analysis of skills. Sport taught will be subject to instructor expertise.

Credits	**1**
Frequency	**Occasionally**

PHE 136: Fitness Walking

Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking or other cardiorespiratory workouts.

Credits	**1**
Frequency	**Fall**

PHE 139: Lifetime Wellness Concepts

Each health-related and skill-related aspect of physical fitness studied, current individual status assessed, and exercise programs specific to fitness aspect performed. Consumer information presented. Three hours per week. Counts as one credit activity and two credits theory.

Credits	**4**
Frequency	**Fall and Spring**

PHE 182: First Aid and CPR/AED

This course uses lecture, demonstrations, and video with hands-on training and practice. Students in this course learn to recognize and respond to emergencies including, but not limited to, shock, cardiac, and breathing emergencies for adults, children, and infants. Students have the option to gain First-Aid, CPR, and AED certification.

Credits	**4**
Frequency	**Occasionally**

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.

PHY 101: Introductory Physics w/lab

Fundamentals and applications of conceptual physics. Descriptive explanation of mechanics, heat and thermodynamics, fluid mechanics, waves and sound, electricity and magnetism, light, and atomic and nuclear physics. Not open to students with credit in PHY201 or PHY202. Includes lecture and lab.

Credits	**5**
Frequency	**Spring**

PHY 205: General Physics I 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	**5**
Prerequisites	**MAT 210**
Frequency	**Fall**

PHY 206: General Physics II 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	**5**
Prerequisites	**PHY 205**
Frequency	**Spring**

Political Science

Faculty: Assistant Professor O'Neal (coordinator) and Professor Watanabe.

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.

POL 101: United States Government

Structure and operation of United States government as well as current political issues. Basic features of political system emphasized.

Credits	**4**
Frequency	**Spring**

POL 121: Introduction to Political Science

Study of content and methods of political science. Includes major philosophies, institutions of government and controversial political issues.

Credits	**4**
Frequency	**Alternate Falls**

POL 131: Public Administration

The goal of the course will be to enable students to critically think about how the government 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.

Credits	**4**
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.

Credits	**4**
Frequency	**Fall**

POL 151: International Relations

Study of forces influencing relations between nations. Includes diplomacy, origins of war and international organizations.

Credits	**4**
Frequency	**Fall**

POL 201: Comparative Politics

Comparison of variety of western and non-western political structures, policies, and attitudes. Major topics include variations of democracy, activism, status and role of women and minorities, environmentalism, and economic issues.

Credits	**4**
Frequency	**Spring**

POL 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**

POL 216 / WGS 216: Women, Power & 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	**4**
Prerequisites	**POL 101 OR POL 121 OR POL 151**
Frequency	**Fall**

POL 220: Global Citizenship

This course introduces students to the dynamics of the globalized system and empowers them to consciously reflect on their role in the international community. Ultimately, the course will provide students with the global awareness and leadership skills required for making socially responsible choices that promote sustainable development.

Credits	**4**
Frequency	**Alternate Springs**

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	**4**
Prerequisites	**POL 101 OR POL 141 OR POL/INR 320**
Frequency	**Alternate Springs**

POL 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 problem.

Credits	**4**
Prerequisites	**POL 151**
Frequency	**Fall**

POL 315: Elections in the World and US

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	**4**
Prerequisites	**ANY PREVIOUS INR OR POL COURSE**
Frequency	**Alternate Falls**

POL 320: Quantitative Research Methods

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.

Credits	**4**
Prerequisites	**POL 101 , POL 121, POL 141, INR/POL 151 OR SOC 101**
Frequency	**Alternate Falls**

POL 325 / PHI 325: Social 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	**4**
Prerequisites	**SOPHOMORE STANDING AND ANY PREVIOUS PHI, POL, OR INR COURSE**
Frequency	**Alternate Falls**

POL 330 / 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	**4**
Prerequisites	**POL 101 , POL 121, INR/POL 151 OR SOC 101**
Frequency	**Alternate Falls**

POL 335: Middle Eastern Politics & Palestina

This course is a basic course of the Middle Eastern politics, and students will use a multi-disciplinary approach to the study of the Middle East politics, considering history, geography, international relations, economy, political economy, sociology, women's studies, religion, etc. Understanding the complexity of the area, students will study the Israeli-Palestinian Conflict, which is one of the most controversial conflicts in the world.

Credits	**4**
Prerequisites	**INR/POL 151 OR POL 201**
Frequency	**Spring**

POL 345: Politics, Power, & 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	**4**
Prerequisites	**INR/POL 151 OR SOC 101**
Frequency	**Alternate Springs**

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	**4**
Prerequisites	**POL 121 OR POL/INR 151**
Frequency	**Alternate Falls**

POL 360: US 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	**4**
Prerequisites	**POL/INR 151 AND HIS 112**
Frequency	**Alternate Springs**

POL 365: International Environmental Policy

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	**4**
Frequency	**Alternate Springs**

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	**4**
Prerequisites	**POL 121 OR POL/INR 151**
Frequency	**Alternate Falls**

POL 490: Capstone in INR/POL

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	**4**
Prerequisites	**SENIOR STANDING**
Frequency	**Spring**

Psychology

Faculty: Professors Tietz and Gilchrist (coordinator) and Assistant Professor Levine.

Psychology is the scientific inquiry into the nature of the mind and behavior. Because psychology encompasses both social and life sciences, students in the major 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 enable better understanding of the self and other people; to engage in critical thinking through use of the scientific method; and to use the principles learned in psychology courses to enhance personal growth, professional development, and to aid one's greater community.

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	**4**
Prerequisites	**SOC 101 OR PSY 101**
Frequency	**Fall**

PSY/WGS 321: Human Sexuality

Critical examination of the multiple aspects of human sexuality across historical, social, and cultural contexts. Topics such as anatomy, sexual responding, contraception, sexual behavior, STIs, gender, sexual development, sexual orientation, and sexual aggression will be examined in readings and discussion.

Credits	**4**
Prerequisites	**WRI 102 AND PSY 101**
Frequency	**Alternate Springs**

PSY/WGS 331: Psychology of Women and Gender

Critical examination of psychological theories and research on gender. Topics such as gender roles, development of gender identity differences and similarities between the sexes, relationships, mental health, mothering, violence against women, and sexuality will be examined across multiple historical, social, and cultural contexts, with particular emphasis on women and feminist perspectives.

Credits	**4**
Prerequisites	**WRI 102 AND PSY 101**
Frequency	**Fall**

PSY/WGS 450: Psychology of Sport & Phys Activity

This course examines current psychological approaches 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.

Credits	**4**
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	**4**
Frequency	**Fall and Spring**

PSY 235: Biopsychology

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

Credits	**4**
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, and neurocognition.

Credits	**4**
Prerequisites	**PSY 101**
Frequency	**Fall**

PSY 245: Psychology of Personality

Foundational issues in personality psychology, including the personality construct, levels of analysis in personality psychology, and major theories of personality, including biological, psychodynamic, dispositional, cognitive, affective, and social/cultural approaches.

Credits	**4**
Prerequisites	**PSY 101**
Frequency	**Occasionally**

PSY 248: Sensation & Perception

This course focuses on how humans sense and perceive stimuli in the external environment through use of the senses. In addition to discussing different sensory systems (e.g., visual, auditory) and how they influence both the brain and behavior, the course will also cover historic and contemporary research in the field. Through lecture and hands-on demonstration, students will learn about topics such as: color and depth perception, how 3-D movies work, balance, and the link between scent and memory.

Credits	**4**
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: Lifespan Psychology

Scientific study of psychological development from conception through death and dying. Examines theory and research relating to biological, cognitive, and social change. 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/Adolescent Development

Scientific study of psychological development from conception through adolescence. Examination of theory and research relating to biological, cognitive, and social change. May not be taken for credit if credit has been received for PSY 307/Lifespan Development.

Credits	**4**
Prerequisites	**PSY 101**
Frequency	**Fall**

PSY 310: Research Methods in Psychology I

In this course students will learn about different research methods by designing and implementing their own research projects. Students will learn how to select an appropriate research design, to engage in ethical practice as they propose research and collect data, and will learn how to survey relevant background information and engage in scientific writing. In this way, they learn how and why various research methods can be applied to evaluate hypothetical answers to various research questions.

Credits	**4**
Prerequisites	**PSY 101 AND MAT 130**
Frequency	**Spring**

PSY 311: Research Methods in Psychology II

In this course students will explore research methods through data collection and measurement of relevant variables through their class research projects. Statistical techniques discussed in the class will include descriptive statistics, hypothesis testing, confidence intervals, correlation, and analysis of variance. In addition to engaging in data collection and data analysis, students will continue to learn how to report statistical findings and draw appropriate conclusions in a scientific research paper.

Credits	**4**
Prerequisites	**PSY 310**
Frequency	**Alternate Falls**

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	**4**
Prerequisites	**PSY 101**
Frequency	**Alternate Springs**

PSY 335: Drugs and Behavior

This course will examine how various types of psychoactive drugs affect psychological processes as well as behavior. Students will also learn about different neurotransmitters, the chemical messengers of the brain whose effects are modified by use of drugs. Course topics will include: factors that affect drug action, classes of psychoactive drugs, mechanisms underlying drug abuse and addiction, and use of psychoactive drugs for therapeutic treatments for disorders and diseases (e.g., Depression, Schizophrenia, Parkinson's).

Credits	**4**
Prerequisites	**PSY 101. Prior experience with courses in biology, chemistry, and/or biopsychology are preferable but not required.**
Frequency	**Fall**

PSY 345: Industrial Org Psych

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	**4**
Prerequisites	**PSY 101 OR SOC 101**
Frequency	**Occasionally**

PSY 350: Psychopathology

This course focuses on casual factors, symptoms, and treatment of psychological disorders (i.e., psychopathology), such as mood disorders (e.g., depression), anxiety disorders, schizophrenia, substance use disorders, eating disorders, and personality disorders will be discussed. Theoretical models of psychopathology will also be covered as well as diagnostic, assessment, and classification issues.

Credits	**4**
Prerequisites	**PSY 101**
Frequency	**Fall**

PSY 420: Counseling/Clinical Psychology

Introduction to the fields of clinical and counseling psychology; includes historical backgrounds of these fields, educational requirements for professionals, use of assessment techniques and professional issues, major theories of psychotherapy.

Credits	**4**
Prerequisites	**PSY 350**
Frequency	**Alternate Falls**

PSY 440: Learning and Conditioning

Students will discover how behaviors are acquired or changed through different principles of learning and conditioning. Lectures will include such topics as habituation, sensitization, imprinting, classical and operant conditioning, and observational learning.

Credits	**4**
Prerequisites	**PSY 101**
Frequency	**Alternate Springs**

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	**4**
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	**4**
Prerequisites	**PSY 311**
Frequency	**Spring**

Sociology

Faculty: Professor Quick (coordinator)

Sociology emphasizes an understanding of society's social structures, social interactions at micro-and macro-levels, and even global relationships. This understanding often underscores the inequalities present in such relationships.

SOC/ANT 235: Race, Class, Gender & Sexuality

This course examines race, class, gender, sexuality and other identities within an intersectional framework. These identities will be considered within varied institutional settings and geographic regions within the United States and beyond.

Credits	**4**
Frequency	**Alternate Springs**

SOC/ANT 281: Food, Society, & Culture

Food unites people in ritualized gatherings, while it also divides them over politics and economics. Besides considering food's place in sociology and anthropology, this course will examine food and identity 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	**4**
Frequency	**Alternate Falls**

SOC/ENV 312: Qualitative Research Methods

This course will introduce students to qualitative research methods in contrast to positivist research traditions. Students will examine different qualitative data collection methods including interviews, field notes, observation, and focus groups. They will also explore different approaches to analysis including grounded theory, narrative analysis, and discourse analysis.

Credits	**4**
Frequency	**Alternate Falls**

SOC/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	**4**
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	**4**
Frequency	**Fall**

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. We will focus on several important sociological topics, including socialization, culture, inequality, race and ethnic relations, gender, poverty, and social movements.

Credits	**4**
Frequency	**Spring**

Spanish

SPA 101: Elementary Spanish 1

Only available to INR students to meet language requirements. Structures of Spanish language are learned through aural-oral approach. Stresses creative use of Spanish. Reading and composition skills gradually acquired. Language laboratory assignments coordinated with classroom work.

Credits	**3-5**
Frequency	**Online Only Through Acadeum**

SPA 102: Elementary Spanish 2

Only available to INR students to meet language requirements. Emphasizes speaking and understanding through aural-oral study of the structure of the language. Reading and composition skills also acquired. Laboratory assignments coordinated with classroom work.

Credits	**3-5**
Frequency	**Online Only Through Acadeum**

Special Courses

191, 291, 391, 491: Excursions

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.

Credits	**1-4**

197, 297, 397, 497: Special Topics

Special Topics courses are designed to take advantage of visiting professors or special cultural events, as well as permitting faculty latitude to experiment with a new course. Special Topics course designation indicates a course that is only offered once, a reoccurring course where the topic changes each time, or the Special Topics designation may indicate new courses being offered before placement in the catalog.

Credits	**1-4**
Frequency	**Occasionally**

198, 298, 398. 498: Independent Study

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. No more than three four hours of Independent Study counts toward graduation, nor may more than one such course be taken in the same semester.

Credits	**1-4**
Frequency	**Occasionally**

199, 299, 399, 499: Internships

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. Students will be allowed to earn 12 credits during their college experience. To be eligible to participate, a student must have first-year, second semester (or higher) standing by the beginning of the internship and have a 2.00 cumulative GPA or higher.

Credits	**1-4**
Frequency	**Occasionally**

IDS: 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.

The interdisciplinary studies prefix (IDS) is used to indicate courses offered during the two-week session that fulfil the explorations general education requirement. The prefix may also indicate a course that correlates to and follows a two-week exploration course.

Exploration courses offered each semester will vary. Those that are regularly offered are listed in the catalog.

Credits	**2**
Frequency	**Fall and Spring**

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	**Occasionally**

Special Education

SED 200: Educational Law & Ethical Practice

This course focuses on the legal foundations of special education. Students examine federal and state law governing the education of students with disabilities, including IDEA, civil rights protections, due process procedures, and inclusive practices. The legal roles and responsibilities of educators are addressed in context as each topic is explored.

Credits	**4**
Prerequisites	**EDU 110**
Frequency	**Spring**

SED 300: Instruction & Behavior in Sp Ed

This course focuses on instructional systems and behavioral interventions in special education. Students examine evidence-based behavior management frameworks at the systems, classroom, and individual levels, including proactive supports, individualized interventions, and data-informed decision making. The design and implementation of effective instructional and behavioral practices for students with disabilities are addressed in context as each topic is explored.

Credits	**4**
Prerequisites	**EDU 280**
Frequency	**Fall**

SED 350: Transition Ed & Family Collab

This course examines transition planning for students with disabilities, emphasizing career readiness, postsecondary goals, and family collaboration. Candidates explore legal requirements, assessment, instructional strategies, interagency coordination, and student-centered practices that support successful transitions from secondary education to employment, further education, and independent living.

Credits	**4**
Prerequisites	**EDU 280**
Frequency	**Fall**

SED 400: Evaluation & Assistive Technology

This course prepares teacher candidates to understand and apply the special education evaluation process and assistive technology decision-making. Emphasis is placed on ethical and legal responsibilities, assessment planning and interpretation, eligibility determination, and linking evaluation results to instruction and assistive technology supports for diverse learners.

Credits	**4**
Prerequisites	**SED 200, SED 300 AND EDU 310**
Frequency	**Fall**

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

Only available to students whose major requires the course through Acadeum. Preparation and delivery of speeches in various contexts. Beginning techniques in research and criticism are included.

Credits	**3**
Frequency	**Online Only Through Acadeum**

SPE 121: Interpersonal Communication

This course is only available for students whose major requires the course and will only be offered through Acadeum. 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 differences.

Credits	**3**
Frequency	**Online Only Through Acadeum**

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. Only available to students whose major requires the course through Acadeum.

Credits	**3**
Prerequisites	**SPE 101**
Frequency	**Online Only Through Acadeum**

Theatre

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

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.

THE 101: Introduction to Theater

Introduces theater from ancient Greeks to 1900. Includes study of art of play writing, theater architecture and design.

Credits	**4**
Frequency	**Alternate Falls**

THE 103: Acting Fundamentals

Provides basic understanding of character interpretation and teaches various applications of acting theories. Includes improvisation and scene preparation.

Credits	**4**
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	**4**
Frequency	**Fall**

THE 105: Physical Theatre & Movement

This course explores principles and practices of theatrical movement and physical theatre including Laban Movement, Viewpoints, and other techniques, to enhance their physical expressiveness and performance skills. Through practical exercises, readings, and performance projects, students will develop a comprehensive understanding of how movement informs character development and storytelling in theatre.

Credits	**4**
Frequency	**Occasionally**

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	**4**
Frequency	**Fall**

THE 177: Event Technology

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	**3**
Frequency	**Alternate Springs**

THE 181: Theater 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**
Frequency	**Fall and Spring**

THE 203: Acting: Character Development

Students explore techniques of building character through analysis, improvisation, exercises, performance/critique, and scene workshops.

Credits	**4**
Frequency	**Alternate Springs**

THE 210: Art Administration & Mgmt

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	**4**
Frequency	**Occasionally**

THE 215: Musical Theatre History in the U.S

This course explores the evolution of American musical theatre from 19th-century roots to contemporary Broadway. Students examine cultural, political, and economic influences, analyze germinal works and creators, and consider the genre's impact on American identity. Through lectures, discussions, and projects, students gain insight into musical theatre's dynamic, reflective artistry.

Credits	**4**
Frequency	**Occasionally**

THE 230: Stage Makeup

Laboratory course providing students with fundamentals of the art of two dimensional character makeup.

Credits	**4**
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	**4**
Frequency	**Alternate Falls**

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	**4**
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	**4**
Frequency	**Occasionally**

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	**4**
Frequency	**Alternate Springs**

THE 320: Basic Design

Students will learn the fundamentals of theatre design. Design process from script analysis, justification, research, incubation, and implementation. Scene, Lighting, Sound, Costume, Property and Projection design will be covered.

Credits	**4**
Corequisites	**THE 110**
Frequency	**Fall**

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	**4**
Frequency	**Alternate Falls**

THE 330: The Teaching Artist

This course delves into the role of the teaching artist within the theatre. Students will explore strategies for community engagement, develop skills to facilitate theatre-based learning experiences and examine career paths that integrate artistic practice with educational initiatives. Students will prepare to design and implement effective outreach programs.

Credits	**4**
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	**4**
Frequency	**Occasionally**

THE 397: Special Topics Course

Rotating topical seminar exploring a focused area of theatre practice, history, or pedagogy. May include devised performance, community-engaged projects, playwriting, and others.

Credits	**4**
Frequency	**Occasionally**

THE 430: Directing

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.

Credits	**4**
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	**4**
Prerequisites	**THEATRE MAJOR OF SENIOR STANDING**
Frequency	**Fall and Spring**

Women, Gender & Sexuality Studies

Faculty: Associate Professor Johnson (coordinator)

Women, Gender, and Sexuality Studies explores questions of power, privilege, and patriarchy while addressing the diversity of feminisms that have emerged from historical and contemporary movements. The Bachelor of Arts degree in Women, Gender, and Sexuality Studies (WGS) is inherently interdisciplinary, encouraging students to take courses across the curriculum while gaining practical experience through internships, service learning, and experiential learning. Students will take courses within three areas of study: Perspectives, Theories, and Actions in addition to completing a capstone project that prepares students for graduate school or employment.

ENG/WGS 333: American Women Poets

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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

WGS/ANT 201: 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	**4**
Frequency	**Fall**

WGS/ANT 304: Gender Across Cultures

This course examines the ways in which gender intersects with social class, work, politics, sexuality, and religion in multiple cultural contexts. We also consider multiple gender identities—masculine, feminine, transgender, and others—as well as multiple sexualities with a global perspective.

Credits	**4**
Prerequisites	**WGS 105 OR ANT/WGS 201**
Frequency	**Alternate Springs**

WGS/ENG 224: Women Writers

Introduces students to women writers, past and present, who write in a variety of genres. Focuses on the way women explore or subvert gender. Includes writing about women and literature.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Alternate Springs**

WGS/ENG 264: Women & 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.

Credits	**4**
Prerequisites	**WRI 102 OR ENG 103**
Frequency	**Occasionally**

WGS/ENG 333: American Women Poets

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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

WGS/ENG 334: Poetry as Protest

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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

WGS/ENG 364: Women & 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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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. Suitable for Jane-ites as well as those unfamiliar with her work, the class will explore, through close reading, lecture, active class discussion, and research, what made Austen so popular in her time as well as why she remains so compellingly popular today.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

WGS/ENG 372: Toni Morrison

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

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
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.

Credits	**4**
Prerequisites	**ENG 103 OR ANY 200-LEVEL ENG COURSE (Except ENG 208 and ENG 280)**
Frequency	**Occasionally**

WGS/HIS 211: History of Women in the U.S.

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

Credits	**4**
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 women's leadership.

Credits	**4**
Frequency	**Fall and Spring**

WGS/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	**4**
Prerequisites	**POL 101 OR POL 121 OR POL 151**
Frequency	**Fall**

WGS/PSY 321: Human Sexuality

Critical examination of the multiple aspects of human sexuality across historical, social, and cultural contexts. Topics such as anatomy, sexual responding, contraception, sexual behavior, STI's, gender, sexual development, sexual orientation, and sexual aggression will be examined in readings, discussion, and film. Fulfills writing-intensive requirement.

Credits	**4**
Prerequisites	**WRI 102 AND PSY 101**
Frequency	**Alternate Springs**

WGS/PSY 331: Psychology of Women & Gender

Critical examination of psychological theories and research on gender. Topics such as gender roles, development of gender identity differences and similarities between the sexes, relationships, mental health, mothering, violence against women, and sexuality will be examined across multiple historical, social, and cultural contexts, with particular emphasis on women and feminist perspectives.

Credits	**4**
Prerequisites	**WRI 102 AND PSY 101**
Frequency	**Fall**

WGS/PSY 450: Psychology of Sport & Phys Activity

This course will examine the major psychological theories related to sport and exercise behavior. The course is designed to introduce students to the field of sports and exercise psychology by providing a broad overview of the major topics in the area, including the history of sports and exercise psychology, foundations of personality, motivation, coaching and leadership, gender and cultural issues, team dynamics, performance enhancement strategies, and sports as recreation. Particular attention will be paid to issues of gender, race, and sexuality regarding sport.

Credits	**4**
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 gender, sexuality, and feminist activism. It is the introduction course to Women, Gender, and Sexuality Studies.

Credits	**4**
Frequency	**Fall and Spring**

WGS 200: Introduction to LGBT Studies

This course will introduce students to the interdisciplinary field of lesbian, gay, bisexual, and transgender studies. This course highlights reading, writing, and critical thinking skills as we explore the intellectual, artistic, social, and political capacities of queer theory, activism, and art.

Credits	**4**
Prerequisites	**WRI 102**
Frequency	**Fall**

WGS 265: Feminist Health Politics

This course examines feminist approaches to the politics of health, attending to the role of institutions and technologies as well as social and economic forces in shaping health and health outcomes. This course highlights reading, writing, and critical thinking skills as we explore key conversations within Feminist Health Studies.

Credits	**4**
Frequency	**Spring**

WGS 340: Feminist Multispecies Justice

How have scholars in WGS theorized relationships between people, plants, and animals? How do social categories inflect our understandings of the more-than-human world? This course brings feminist studies, disability studies, and ethnicity studies into conversation with post humanist theory, animal studies, and plant studies to explore subjectivity, ethics, and multispecies politics.

Credits	**4**
Prerequisites	**WGS 105**
Frequency	**Alternate Falls**

WGS 350: Feminist Theories

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

Credits	**4**
Prerequisites	**WGS 105**
Frequency	**Spring**

WGS 355: Transnational Feminisms

How have scholars in WGS theorized power, resistance, and solidarity through a transnational lens? 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	**4**
Prerequisites	**WGS 105 AND WRI 102**
Frequency	**Alternate Springs**

WGS 360: Ecofeminism

How have scholars in WGS engaged with questions of environment and ecology? This course will introduce students to ecofeminist theoretical and activist texts from a variety of disciplines to explore relationships between the oppression of women and the exploitation of the environment. The course includes an off-campus service learning requirement.

Credits	**4**
Prerequisites	**WGS 105 AND SOPHOMORE STANDING**
Frequency	**Alternate Falls**

WGS 490: WGS Capstone

The culmination of the student's work in the major. Students will complete a thesis under the direction of a WGS faculty member. Class will entail the development, critique, and public presentation of one's work. Class assignments will vary based on student need(s).

Credits	**4**
Prerequisites	**WGS MAJOR OF 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.

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	**4**
Prerequisites	**FWS 101**
Frequency	**Spring**

WRI 200: Introduction to Writing Studies

This intermediate course will introduce students to Writing Studies, a field dedicated to the study of writing and inclusive of multiple discourses, including composition, rhetoric, and writing pedagogies. Through immersion in and engagement with scholarship, students will come to a more nuanced understanding of writing as both an activity and a subject of study, and gain familiarity with changing principles of the field. Students will additionally have the opportunity to research and compose in a variety of academic genres.

Credits	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
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 personal aesthetic of craft of creative writing.

Credits	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**WRI 102**
Frequency	**Occasionally**

WRI 257: Rhetoric and Disney

This course examines Disney animated films through the lens of rhetoric. Students will enhance and practice textual and genre analysis skills by applying rhetorical theories to these artifacts of popular culture.

Credits	**4**
Prerequisites	**WRI 102**
Frequency	**Occasionally**

WRI 258: Public Writing

Ideal for students in any major, this course helps students develop skills in communicating to non-academic audiences. Students will examine, analyze, and practice producing writing within a variety of public-facing genres, including those that promote social change.

Credits	**4**
Prerequisites	**WRI 102**
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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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.

Credits	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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.

Credits	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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.

Credits	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
Frequency	**Occasionally**

WRI 356: Digital & Multimodal Composition

This course introduces fundamental concepts of digital and multimodal writing for audiences across a variety of platforms and genres. Theories of multimodal, visual, and digital rhetorics will be explored. 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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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	**4**
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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
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	**4**
Prerequisites	**ANY WRI 200-LEVEL COURSE**
Frequency	**Alternate Springs**

WRI 361: Women's Rhetorical Education

This course investigates the history of women’s rhetorical education (reading, writing, and speaking) in the United States. The course includes travel to relevant sites, such as women’s colleges, museums, and archives. Fulfills a writing-intensive requirement.

Credits	**4**
Prerequisites	**WRI 102**
Frequency	**Occasionally**

WRI 362: Comparative Rhetoric

This course expands the western rhetorical tradition, taking a "comparative" approach that synthesizes western theory with rhetorics traditionally underexplored in American rhetorical education, such as Native American Indian rhetoric, African/Global Black rhetorics, and Ancient Near East rhetoric. Students will see how rhetoric therefore functions as a universal means of expression.

Credits	**4**
Prerequisites	**WRI 102**
Frequency	**Occasionally**

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	**WRI MINOR, SENIOR IN THEIR LAST SEMESTER, AND 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

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

Jorge Dioses

Title
Associate Professor of Mathematics
Credentials
B.S., Licentiate in Mathematics, Pontifical Catholic University of Peru; Ph.D., Oklahoma State University

Kristin Dowdy

Title
Associate Professor of Dance
Credentials
M.F.A., College at Brockport, SUNY, New York; B.F.A., Ball State University, Indiana

Sarah Ellison

Title
Assistant Professor of Education
Credentials
B.S. Missouri Southern State University; M.S., Pittsburg State University, Kansas

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
Associate Professor of English
Credentials
B.A., M.A., Ph.D., University of Arkansas

Theresa Huff

Title
Assistant Professor of Education
Credentials
B.S., Lewis-Clark State College, Oregon; M.Ed., Ed.D, Idaho State University

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 Unviersity, 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

Claire Mills

Title
Assistant Professor of Philosophy
Credentials
B.A., Kalamazoo College, Michigan; M.A., Ph.D., University of Georgia

Rachel O'Neal

Title
Assistant Professor of Political Science
Credentials
B.A., Creighton University, NE; M.A., Ph.D., University of Colorado Boulder

Cody Page

Title
Assistant Professor of Theatre
Credentials
B.Hum., Pennsylvania State University; M.A., New York University; Ph.D., Bowing Green State University, Ohio

Sarah Polo

Title
Associate 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

Jonathan Rehmert

Title
Assistant Professor of Mathematics
Credentials
B.S., College of the Ozarks; M.S., Ph.D., Kansas State University

S. Fain Riopelle

Title
Assistant Professor of English
Credentials
B.A., Hamilton College, New York; M.A., University of Virginia; Ph.D., Indiana University, 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

Shams Ul Mahmood

Title
Assistant Professor of Chemistry
Credentials
MSc., Bahauddin Zakariya University, Pakistan; M.Phil., Ph.D., Quaid-I-Azam University, Pakistan

Andrea Wagh

Title
Assistant Professor of History
Credentials
B.A., San Houston University, Texas; M.A., Ph.D., University of Nebraska-Lincoln, Nebraska

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

Lindy Westenhoff

Title
Assistant Professor of Environmental Studies
Credentials
B.S., James Madison University, VA; M.A., University of Wyoming; Ph.D., University of Tennessee-Knoxville

Faculty Emeriti

Rusalyn 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.