A NOTE TO THE PROSPECTIVE STUDENT

A college catalog serves several distinct purposes. As the official academic publication of the College, it contains information about the curriculum, graduation requirements, the academic rights and responsibilities of a student, and support services.

For a prospective student, the catalog also provides an introduction to the College. This catalog will give you a sense of Cottey’s commitment to the unique advantages of a learning environment where young women are inspired to take charge of their own destinies and achieve extraordinary success.

Our focus is clear—to provide opportunities for all of our students to succeed and to prepare them thoroughly for the next educational step. We do this by offering students a rigorous and personal education, emphasizing the liberal arts and sciences. We do it by giving students leadership experiences, such as those offered through our Helen and George Washburn Center for Women’s Leadership, and through various student organizations.

The Admission and Financial Aid section outlines the steps necessary to become a Cottey student. To obtain more information and an application for admission or arrange a campus visit, contact the Office of Enrollment Management.

Office of Enrollment Management
Cottey College
1000 W. Austin
Nevada, MO 64772
Toll free: 1-888-5-COTTEY
e-mail: enrollmgt@cottey.edu
Web site: www.cottey.edu
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# Programs of Study

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</table>

- Directed Study
- Education
- Internship
- Learning Communities
- Learning Through Service
- Non Credit
- Research Opportunities
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COTTEY COLLEGE

Major Guides

If you have an interest in majoring in one of the fields below, Cotey can help you prepare to declare your major. Please visit http://www.cottey.edu/aac/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cotey College.

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<td>Biology—Organismal</td>
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Cotey College
1000 W. Austin
Nevada, MO 64772
(417) 667-8181
(417) 667-8103 FAX

Information Subject to Change

The information contained in this catalog is subject to change without published notice. Such changes may result from action by the administration or Board of Trustees of Cotey College.

Equal Opportunity Policy

Cotey College is committed to equal educational opportunity and does not unlawfully discriminate in its educational policies and practices on the bases of race, religion, color, national origin, age, disability, veteran status, sexual orientation, or any other factor protected by law.

The coordinator for equal opportunity is the director of human resources, Main Hall, Cotey College, Nevada, MO 64772; the coordinator for student disability services is located in the Student Life Center, Hinkhouse, telephone (417) 667-8181.

ACCREDITATION

Recognized as a two-year college of liberal arts, Cotey College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools and is an accredited institutional member of the National Association of Schools of Music.

North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2504
(312) 263-0456 or (800) 621-7440
www.ncahigherlearningcommission.org

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700
http://nasm.arts-accredit.org/
FROM THE PRESIDENT

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

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

The curriculum outlined in this catalog is a course of study in the arts and sciences designed to prepare students for continued education beyond the associate’s degree and for leadership roles as responsible, engaged citizens of a complex global society. The curriculum focuses on enhancing intellectual ability, knowledge of the liberal arts and personal skills.

This course of study is reviewed and revised regularly by the College’s faculty to ensure the academic program meets the needs of our students. Evidence of success in meeting this goal is that 90 to 95 percent of Cottey’s graduates continue their education at hundreds of institutions. Our alumnae report that they arrive at transfer institutions of their choice well prepared to face the challenges of completing their bachelor’s degrees. They credit Cottee’s strong academic program, frequent interaction with a supportive faculty and staff, and the opportunities and encouragement they had for leadership development as some of the reasons for their success. In addition, Cottee’s location in a small, safe midwestern town, free from the distractions of large urban areas, provides our students the opportunity to focus, learn, and grow.

I am honored to lead a dynamic institution with a distinguished history, an established reputation for academic excellence, and a commitment to continued growth and accomplishment. The merging of past and present on an historic campus that prepares students for the demands of a technological world, the small and supportive campus community that recognizes and prepares students for the challenges of a global society, the devotion of the Cottee community members to mutual support and learning—these are the features that distinguish this College.

I am impressed by the learning environment at Cottee College. I recognize this as an environment in which I will continue to learn and grow as I contribute to the learning and growth of others. This is the synergy of Cottee College. I invite you to be a part of this dynamic campus.
MISSION
Cottey College, an independent liberal arts 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.

A COTTEY EDUCATION
Cottey is a women’s college that focuses on the first two years of a liberal arts education. Young women who attend Cottey receive the full support of a close-knit community as they pursue an education that will prepare them to be learners, leaders, and citizens in our global society.

The high quality curriculum at Cottey challenges students to explore a range of academic disciplines. Students who begin study in their chosen major will also benefit from the broad exposure provided by a liberal arts foundation. Those students who have not yet decided on a major are exposed to a variety of courses and receive assistance in determining their interests and academic strengths.

Cottey professors are highly qualified scholars trained at excellent higher education institutions. Ninety percent of faculty members hold the highest degree in their field. As scholars and outstanding teachers Cottey’s faculty are committed to encouraging curiosity and thoughtful inquiry. In small classes, students explore concepts, express ideas, and are challenged to excel.

The College has in place excellent physical and human resources dedicated to the education of women. Modern, well-equipped classrooms and laboratories, a commitment to the use of technology to enrich learning, and internship and volunteer opportunities provide an excellent learning environment.

Cottey students live and study with other young women from across the nation and around the world. In this context of both diversity and community, there are significant opportunities for personal growth. Cottey’s unique, apartment-style suites contribute to building friendships and give students the chance to learn about themselves and others. The leadership development program allows students to combine theory and practice to develop the skills and self-confidence that will shape their future education and career path.

A highlight for second-year students is the opportunity to visit a major cultural center of Europe—such as London, Paris, Madrid, Rome, or Florence—with their class for spring break at very little additional cost. Cottey professors and staff enhance the cultural experience by developing learning modules in advance and accompanying students on the trip. Learning modules incorporate historic landmarks, theatre, music, architecture, food, and more.

A Cottey education is designed to prepare students to continue to the baccalaureate level and beyond. After two years of focused study and work with dedicated faculty, Cottey graduates transfer to institutions across the country. In recent years our alumnae have attended such well-known schools as Smith, Mount Holyoke, and Stanford. Some of our graduates prefer to transfer to another small liberal arts college, while others select public colleges, regional universities, or major research universities. Despite the fact that they transfer to a wide variety of institutions, alumnae report one thing in common—the ability to shape their destiny based on the intellectual motivation and excellent academic preparation they received at Cottey.

Upon completion of a program of study and engagement in co-curricular programs at Cottey, students will be able to demonstrate the following:

• Ability to listen, read, write and speak effectively in English
• Ability to employ various technologies as tools to collect, apply, analyze, and disseminate information
• Ability to employ sound reasoning skills in problem solving including quantitative reasoning and analysis
• Ability to recognize connections among fields of knowledge
• Knowledge of the nature of scientific inquiry and the role of science in the modern world
• Knowledge of human experience, history and the creative process
• Knowledge of diverse cultures and their increasing complexity and interconnectedness
• Participation in programs contributing to physical fitness and wellness
• Knowledge of the cultural and historical experiences of women
• Ability to be active contributors toward positive change through leadership, teamwork, and civic engagement
• Ability to employ interpersonal and intrapersonal skills
• Ability to identify personal and professional goals
• Knowledge of the importance of kindness, understanding, tolerance, and caring attitudes and behaviors toward self and others in a global society
A LEGACY OF EXCELLENCE

Virginia Alice Cottey was a woman of vision. Guided by the belief that women deserved the same education as men, she founded Cottey College in 1884 to educate women to be “knowledgeable, thinking, mature adults.” In 2009, Cottey celebrated its quasquicentennial with the theme “One Vision~125 Years.”

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

It was important to the founder that a Cottey education be of the highest caliber. As president, Virginia Alice Cottey maintained strict curriculum guidelines. In the 1904-05 catalog she wrote:

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

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

With the support of the P.E.O. Sisterhood, Virginia Alice Cottey’s dream continued. In 1939, the founder was present for the dedication of P.E.O. Hall. The dormitory was the first major building project completed under the ownership of the Sisterhood. In 1941, the College was accredited by the North Central Association of Colleges and Schools. Thanks to the nationwide membership of P.E.O., the College further expanded the national diversity of the student body.

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

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

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

The future is bright for Cottey. After two years of study, research, and dialogue by the college community, Cottey College reaffirmed its dedication to providing a rigorous liberal arts education for women. This commitment is expressed in Cottey’s 2011 Plan: Building a Model for Women’s Education. The planning process yielded a revised mission statement that is on page 5 of this catalog, and the following vision statement:

_In 2011, Cottey College will be known as a model liberal arts college for women’s education, providing opportunities to develop scholarship and creativity and to exercise responsibility, initiative, and leadership._

Virginia Alice Cottey would be proud of what her dream has become. The legacy of her vision is an institution committed to inspiring in students a love of learning, a desire for knowledge, and a will to be contributing citizens. It is also a legacy of excellence.
COTTNEY COLLEGE HONOR CODE

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

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

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

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

ACADEMIC PROGRAM

LIBERAL ARTS AND SCIENCES

At Cottey, higher education in the liberal arts and sciences continues to be a matter of great excitement and a source of hope for society. This is because liberal arts education, by its very nature, seeks deepened understanding, reasoning, and intelligence in all areas of human concern. Liberal arts education seeks not only greater understanding of the sciences, but also heightened appreciations of human expressions in the humanities and the fine arts. Seeking to be practical in the finest sense, liberal arts education aims to help humans discover principles by which to live—principles born from growing insightfulness and reasonable self-discipline. The educational community of Cottey College seeks continually to align its own academic program with these finest and deepest concerns of liberal arts education.

The academic program at Cottey prepares a student to reach high educational goals. Highly qualified faculty members not only have expertise in their academic area, but also embrace their role as teachers and mentors, capturing the intellectual imaginations of their students. Small class sizes foster closer interactions with faculty and better engage students in the learning process. Cottey’s program integrates technology to enhance a student’s academic experience, and to prepare her for an increasingly complex world.

TRANSFER ORIENTED

While Cottey students commence their undergraduate careers at Cottey, they and the entire Cottey community proceed with the expectation that Cottey students will accomplish their ultimate undergraduate goals at baccalaureate institutions. Programs at Cottey College, therefore, focus not only on the development of student abilities, but also on assisting students in the selection of transfer institutions, and upon identifying their strengths, abilities, values, goals, and areas of interest. Each year approximately 95 percent of Cottey graduates continue their education at a wide variety of institutions. Whether they transfer to prestigious colleges or flagship universities, Cottey graduates report that they were extremely well prepared to declare a major and to excel academically.

REQUIREMENTS FOR GRADUATION

Cottey College grants the Associate in Arts degree (A.A.) or the Associate in Science (A.S.) degree. Students must fulfill the graduation requirements as set forth in the catalog which is in effect when they enter the College. Both degrees require the completion of 62 credit hours with a cumulative grade point average (GPA) of 2.0 or higher. Thirty-two credit hours must be earned at Cottey College.

All graduates must complete a 24-credit common core curriculum. The core includes 11 credits in basic skills such as English composition (writing), mathematics and physical activity. The other 13 credits are distribution requirements in the fine arts, humanities, natural sciences and social sciences.

Depending on their interests and prospective majors, Cottey graduates earn either the A.A. or A.S. degree by meeting additional degree requirements beyond the core curriculum. The A.A. degree requires 12 additional credits focusing on the humanities, foreign languages and fine arts. The A.S. degree requires 11 additional credits focusing on the sciences and mathematics. Graduation requirements are listed on the next two pages.
GRADUATION REQUIREMENTS

Associate in Arts (A.A.) Degree

<table>
<thead>
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<th>Basic Skills</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG101  English Composition I</td>
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<tr>
<td>ENG102  English Composition II</td>
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<td>MAT103  College Algebra</td>
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Distribution and Degree Requirements

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<td>Fine Arts Theory *</td>
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<td>Social Science</td>
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</tr>
<tr>
<td>ECO, HIS or POL</td>
<td>3</td>
</tr>
<tr>
<td>ANT, ECO, HIS, POL, PSY or SOC</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (AST, BIO, CHE or PHY with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>PHI, REL, or literature or civilization course in ENG, FRE, GER or SPA *</td>
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</tr>
<tr>
<td>Humanities or Fine Arts</td>
<td></td>
</tr>
<tr>
<td>ART, DAN, FLM, MUS, PHI, REL, THE</td>
<td></td>
</tr>
<tr>
<td>or literature or civilization course in ENG, FRE, GER or SPA *</td>
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<tr>
<td>Foreign Language (must be in one language) **</td>
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</table>

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Electives | 26

MINIMUM REQUIRED | 62

* See COURSES MEETING GRADUATION REQUIREMENTS
** Students ready to enter a course beyond FRE/GER/SPA 202 may, after consulting with the foreign language faculty, request that this requirement be reduced or waived.
*** Maximum of four physical activity credits count toward required 62 credits.
GRADUATION REQUIREMENTS

**Associate in Science (A.S.) Degree**

<table>
<thead>
<tr>
<th>Basic Skills</th>
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<tr>
<td>ENG101 English Composition I</td>
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<tr>
<td>ENG102 English Composition II</td>
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</tr>
<tr>
<td>MAT103 College Algebra or above</td>
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<tr>
<td>or a higher numbered MAT course</td>
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<tr>
<td>Physical Activity (DAN or PHE) <em>/</em>*</td>
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</table>

Distribution and Degree Requirements

**Fine Arts Theory * 3**

**Social Science**

ECO, HIS or POL 3

ANT, ECO, HIS, POL, PSY or SOC 3

**Humanities**

PHI, REL, or literature or civilization course in ENG, FRE, GER or SPA * 3

**Science and Mathematics * 12**

AST, BIO, CHE, PHY lecture and lab, CSC beyond 100

or MAT beyond 103

With at least: One laboratory science

Courses in two disciplines

Two courses in one discipline

Basic Skills, Distribution & Degree Requirements 35

Electives 27

MINIMUM REQUIRED 62

* See COURSES MEETING GRADUATION REQUIREMENTS

** Maximum of four physical activity credits count toward required 62 credits.
## CORE CURRICULUM

### BASIC SKILLS
- **English Composition-6 hours**
  - ENG 101
  - ENG 102
- **Mathematics-3 hours**
  - MAT 103 or higher
- **Physical Activity-2 hours**
  - DAN 111, 121, 131, 132, 145, 146, 161, 211, 221, 224
  - PHE 121, 122, 125, 129, 131, 132, 133, 135, 136, 138, 142, 143, 152, 153, 154, 163, 177, 178, 179, 220, 221, 222

### DISTRIBUTION REQUIREMENTS
- **Social Science-3 hours**
  - ECO [all numbers]
  - HIS [all numbers]
  - POL [all numbers]
- **Laboratory Science-4 hours**
  - CHE [all numbers]
  - PHY [all numbers]
- **Humanities-3 hours**
  - ENG 107, 131, 132, 133, 201, 202, 205, 206, 215, 251
  - GER 211, 212, 214
  - IDS 103, 105
  - PHI [all numbers]
  - REL [all numbers]
  - SPA 211, 212
- **Fine Arts Theory-3 hours**
  - ART 101, 201, 202
  - DAN 107, 201, 205, 206
  - MUS 101, 103, 105, 106, 107, 111
  - THE 101, 102, 122, 131

### ASSOCIATE IN ARTS DEGREE REQUIREMENTS
- **Social Science-3 hours**
- **Additional course in:**
  - ANT [all numbers]
  - ECO [all numbers]
  - HIS [all numbers]
  - POL [all numbers]
- **Laboratory Science-4 hours**
  - FRE 101, 102, 201, 202, 211, 212, 213, 214
  - GER 101, 102, 201, 202, 211, 212, 213, 214
  - SPA 101, 102, 201, 202, 211, 212, 213, 214
- **Foreign Language-6 hours**
  - FRE 101, 201, 202, 211, 212, 213, 214
- **Humanities/Fine Arts-3 hours**
- **Additional course in:**
  - ART [all numbers]
  - DAN 107, 201, 202, 205, 206
  - ENG 107, 131, 132, 133, 201, 202, 205, 206, 215, 251
  - FLM [all numbers]
  - FRE 211, 212, 214
  - GER 211, 212, 214
  - IDS 101, 103, 105
  - MUS [all numbers]
  - PHI [all numbers]
  - REL [all numbers]
  - SPA 211, 212
  - THE [all numbers]

### ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS
- **Social Science-3 hours**
- **Additional course in:**
  - ANT [all numbers]
  - ECO [all numbers]
  - HIS [all numbers]
  - POL [all numbers]
- **Laboratory Science-4 hours**
  - AST [all numbers, lecture and lab]
  - BIO 101, 105, 107, 204, 206
  - CHE [all numbers, lecture and lab]
  - CSC 110, 201, 212
  - MAT 104, 112, 201, 202, 203, 204
  - PHY [all numbers, lecture and lab]
- **Second Science/Math-4 hours**
  - Study in a different discipline, one not used for core curriculum, lab science requirement
  - AST [all numbers, lecture and lab]
  - BIO 101, 105, 107, 204, 206
  - CHE [all numbers, lecture and lab]
  - CSC 110, 201, 212
  - MAT 104, 112, 201, 202, 203, 204
  - PHY [all numbers, lecture and lab]
- **Continued Science/Math-4 hours**
  - Further study in math or science discipline taken previously
  - BIO 101, 105, 107, 204, 206
  - CHE [all numbers, lecture and lab]
  - CSC 110, 201, 212
  - MAT 104, 112, 201, 202, 203, 204
  - PHY [all numbers, lecture and lab]
ACADEMIC SUPPORT SERVICES

LIBRARY SERVICES

The Blanche Skiff Ross Memorial Library is a student-centered hub for information and collaboration, open daily for 89.5 hours per week. The Information Commons area provides a dynamic learning environment for student interaction, research or technology help, information literacy classes, and both group and individual study areas. Traditional quiet study carrels, comfortable seating areas, abundant natural light and group meeting rooms accommodate diverse student learning styles. Wireless access for personal laptops, 14 desktop computer stations with printers/scanners, and professional research/technology assistance are provided at the Library. Along with over 50,000 books, periodicals, films, CDs and music scores, Cottey students enjoy free access to materials within the MOBIUS (Missouri Bibliographic Information User System), which includes 60 Missouri academic libraries and some large public libraries. Materials outside the MOBIUS system are also available to students through the Library’s interlibrary loan services. The Library Web site includes the SWAN library catalog at http://www.cottey.edu/library/new/home.htm as well as scholarly database links to the full-text articles of over 5,000 periodicals as well as online news and government online documents. The Cottey Library frequently works with student organizations, faculty and the Cottey community to host social events, meetings and educational programming.

ACADEMIC COMPUTING AND INFORMATION TECHNOLOGY

At Cottey, we are committed to preparing students for a world with rapidly emerging technological challenges and opportunities. The College provides a giga-bit ethernet fiber-optic network environment. All members of the College community have access to computing and multi-media technology. Networked computers are located in academic computer labs, laboratories, computer suites in the residence halls, Ross Library, smart classrooms, and other general areas. There is one computer to every four students. More than half of the students connect their personal computers via the wireless network to the campus intranet and the Internet on the main campus. An electronic mail system facilitates the flow of information and ANGEL, the Web-based course management system, enhances learning on campus.

ACADEMIC ADVISING

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

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

ASSESSMENT

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

CAREER COUNSELING

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

Cottey College is dedicated to providing equal access to educational opportunities for persons with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. 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. Students seeking physical or academic accommodations for a disability can contact the coordinator for student disability services at (417) 667-8181, ext. 2157.

TRANSFER COUNSELING

Over 95 percent of Cottey graduates transfer to four-year institutions after graduation. The Kolderie Academic Assistance Center offers transfer information and assistance. Its resources include college catalogs and promotional materials, admission and scholarship applications, college reference books, network access to colleges and universities, and computer software programs that allow students to identify choices. The transfer and career planning coordinator provides individual counseling, conducts workshops to prepare for transfer, and arranges for college and university admission representatives to meet with students regarding transfer.

ACADEMIC RECORDS

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

INTERNATIONAL STUDENT COORDINATION

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

ACADEMIC DIVISIONS

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

**FINE ARTS**
- Art
- Dance
- Music
- Speech
- Theatre

**HUMANITIES**
- English
- French
- German
- Journalism
- Mass Communications
- Philosophy
- Religion
- Spanish

**SCIENCE & MATHEMATICS**
- Astronomy
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

**SOCIAL SCIENCE**
- Anthropology
- Business
- Economics
- History
- Physical Education
- Political Science
- Psychology
- Sociology

The instructional program also includes interdisciplinary programs.

- Classics
- Film Studies
- Interdisciplinary Studies
- Leadership
- Women’s Studies

DESCRIPTION OF COURSE LISTINGS

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

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>101</td>
<td>English Composition I</td>
<td>fs</td>
</tr>
</tbody>
</table>

The following course numbering system is currently in effect:

- **Number Indicates**
  - 0-99: college preparatory (developmental/remedial)
  - 100-199: designed primarily for, but not limited to, first-year students
  - 200-299: designed primarily for, but not limited to, second-year students

- **“Course Frequency”** indicates the projected schedule on which the course will be offered:
  - f = fall semester
  - s = spring semester
  - fs = both semesters
  - xf = alternate years in fall semester
  - xs = alternate years in spring semester
  - y = occasionally

The course frequency projections are subject to change.

Following each course listing is a course description. The first item in the course description is the prerequisite for those courses which have prerequisites. Prerequisites are listed to inform the student what she must complete in advance to ensure success in the course. Consent of Instructor [listed in the appropriate class schedule] may be substituted for the prerequisite.

The second item in the course description is the corequisite for those courses which have corequisites. Corequisites are listed to inform the student in which courses she must also enroll during the same semester. Course descriptions may also contain instructions or limitations and should be reviewed carefully.

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

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

DIRECTED STUDY

Directed Study is available in all disciplines:

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

EDUCATION

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

INTERNSHIP

Internships are available in all disciplines:

199 INTERNSHIP: “[TITLE OF]”
An internship is a supervised work/learning experience that is related to a student’s major or area of career interest. It is supervised by a faculty member and an internship site supervisor and offers course credit. To be eligible to participate, a student must have first-year, second-semester or second-year standing by the beginning of the internship and have a 3.00 cumulative GPA or higher. 1-3 credits; Pass/Fail

LEARNING COMMUNITIES

In 2002-2003 the faculty began exploring Learning Communities, an approach that purposely restructures the curriculum to thematically link courses and enroll a common group of students. This approach fosters community, coherence and connections among courses as well as creates more sustained intellectual interaction among students and their teachers.

LEARNING THROUGH SERVICE

IDS192 LEARNING THROUGH SERVICE: Experiential learning designed to develop or increase understanding between students and the communities to which they provide service. Service may take a variety of forms, including, but not limited to, community service, non-profit or volunteer work, cultural exchange and project support or management. 1 credit

NON CREDIT (NC)

NC001 STRATEGIES FOR ACADEMIC SUCCESS (fs)
Focuses on student and learning skills needed for success in college. Includes preferred learning styles, time management, stress management, note-taking skills, methods for test preparation and test taking, textbook reading methods, memory techniques and effective listening skills. Meets one hour per week. 0 credit

RESEARCH OPPORTUNITIES

This course can be used by any faculty member to develop an experiential learning opportunity for students designed as a collaboration between a faculty member and one or more students.

IDS190 OPPORTUNITIES IN UNDERGRADUATE RESEARCH (fs)
Prerequisites: Completion of 12 hours with a cumulative GPA of 2.5 or higher (enrolled in the second semester of the first year of study or beyond).
In collaboration with a faculty member, a student may receive academic credit for participation in an undergraduate research project in the faculty member’s field of interest. May be repeated for a total of 3 credits. 1 credit per semester
SPECIAL TOPICS

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

Current special topics include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART292</td>
<td>Graphic Design</td>
<td>FRE199</td>
<td>French Women in Translation</td>
</tr>
<tr>
<td>ART293</td>
<td>Web Design</td>
<td>HIS195</td>
<td>Asian Civilization</td>
</tr>
<tr>
<td>BIO191</td>
<td>Environmental Science</td>
<td>HIS197</td>
<td>Introduction to Historical Methods</td>
</tr>
<tr>
<td>BIO291</td>
<td>Human Nutrition</td>
<td>HIS297</td>
<td>Renaissance &amp; Reformation Europe</td>
</tr>
<tr>
<td>BUS291</td>
<td>Principles of Marketing</td>
<td>IDS193</td>
<td>Elementary Latin I</td>
</tr>
<tr>
<td>BUS292</td>
<td>Entrepreneurship</td>
<td>IDS194</td>
<td>Elementary Latin II</td>
</tr>
<tr>
<td>BUS295</td>
<td>Legal Environment of Business</td>
<td>LDR291</td>
<td>Social Justice and Civic Engagement</td>
</tr>
<tr>
<td>CHE295</td>
<td>Research in Chemistry</td>
<td>POL294</td>
<td>Introduction to International Political Economy</td>
</tr>
<tr>
<td>CLS191</td>
<td>Ancient Greek World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLS192</td>
<td>Ancient Roman World</td>
<td>THE291</td>
<td>Stagecraft &amp; Scene Design</td>
</tr>
<tr>
<td>CSC/MAT296</td>
<td>Discrete Math</td>
<td>THE292</td>
<td>Costume Design &amp; Construction</td>
</tr>
<tr>
<td>DAN192</td>
<td>Musical Theatre Dance</td>
<td>THE293</td>
<td>Acting: Character Development</td>
</tr>
<tr>
<td>FLM197</td>
<td>Comparative Cinema</td>
<td>WST/SPE291</td>
<td>Gender and Communication</td>
</tr>
</tbody>
</table>

ANTHROPOLOGY (ANT)

The Anthropology Department is designed to introduce students to cultural anthropology, but briefly mention physical anthropology, linguistics, and archaeology. The course offered provides a foundation for students interested in going into anthropology and assists all students in developing an anthropological perspective which is beneficial in all fields of study. Additionally, anthropology can be combined with many other disciplines (economics, political science, music, art, history, literature, medicine, law, etc.) to create a more global or international approach. For those students not interested in pursuing anthropology academically or as a career, the information and skills learned can help them better understand and live in today’s world.

If you have an interest in majoring in this field, Cotney can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cotney College.

ANT151 INTRODUCTION TO CULTURAL ANTHROPOLOGY (fs)

It investigates the different ways how human beings have organized their social institutions and cultural systems; it explores what produces diversity and how society changes. It discusses basic topics including culture, language, kinship, marriage, economics, social organization, politics, and religion from a cross-cultural perspective. It also examines similarities and differences among societies and cultures around the world.

3 credits

ART AND ART HISTORY (ART)

Cotney’s art and art history program provides a unique opportunity for students to develop skills in problem-solving and understanding of the visual arts as a vital part of their liberal arts education through a range of art history and studio art courses. For those students who plan to pursue further studies in art, there are career opportunities such as advertising, art scholarship, art education, art history, illustration, interior design, crafts, jewelry, museology, gallery direction, graphic design, architecture, photography, and studio art.

Neale Hall houses well-equipped classrooms and studio areas for ceramics, painting, photography, design, drawing, printmaking and sculpture. The Haidee and Allen Wild Center for the Arts includes an art gallery which is used for exhibition artwork of students and faculty and of regional and national artists.

If you have an interest in majoring in this field, Cotney can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cotney College.
ART101 ART APPRECIATION (y)
Study of art processes and artists through slides, readings, discussions and firsthand observation of art and visual images. 3 credits

ART131 DRAWING I (f)
Introduces techniques of drawing. Includes study of line media, representation of form, values and composition. Stresses basic skills of representation in traditional media, and includes exploration of nontraditional forms. Subjects include figures, nature and studio studies. Six studio hours per week. 3 credits

ART132 DRAWING II (s)
Prerequisite: ART131
Advanced drawing techniques; refinement of skills and methods of graphic representation. Using traditional and nontraditional media, course stresses figure, portrait and composition. Six studio hours per week. 3 credits

ART151 CERAMICS I (fs)
Introduces handbuilding techniques, wheelwork, preparation and use of clays and glazes, surface finishing techniques, and kiln operation. Emphasizes development of aesthetics and personal expression in creating both functional and non-functional ceramic work. Six studio hours per week. 3 credits

ART152 CERAMICS II (s)
Prerequisite: ART151
Emphasis on experiments dealing with development of technique, glazing, kiln operation and functions of ceramic studio. Six studio hours per week. 3 credits

ART171 INTRODUCTION TO DIGITAL ART (fs)
Emphasizes creation and use of digital images for communication and creative self expression. Introduces basic concepts of digital art, elements and principles of design, digital color theory, and basic typography. Includes digital photography, photo editing and creating original images using Adobe Photoshop® and digital illustration using Adobe Illustrator®. Six hours per week. 3 credits

ART201 SURVEY OF ART HISTORY I (y)
Study of forms of art, content of art, and context within which it has evolved from prehistoric era to Gothic period. 3 credits

ART202 SURVEY OF ART HISTORY II (y)
Prerequisite: None
Study of forms of art, content of art, and context within which it has evolved from Renaissance to the modern era. 3 credits

ART210 PRINTMAKING (y)
Prerequisite: ART131 or ART211
Introduction to printmaking. Techniques may include monoprint, relief, intaglio, serigraph and nontraditional media. Six studio hours per week. 3 credits

ART211 2-D DESIGN (f, xs)
Prerequisite: ART131
Introduces elements of art and principles of design with focus on creatively solving problems in 2-D design. Emphasizes use of appropriate craftsmanship utilizing variety of tools and materials. Six studio hours per week. 3 credits

ART212 3-D DESIGN (f)
Emphasizes advanced standards of three-dimensional media execution, formal organization and individual interpretation. Six studio hours per week. 3 credits

ART213 PAINTING (y)
Prerequisite: ART131 or ART211
Study of color, composition and perception through use of painting media. Includes study of basic techniques of oil painting. Six studio hours per week. 3 credits

ART241 PHOTOGRAPHY I (f)
Prerequisite: 35mm camera
Introduces concepts and techniques of black and white photography. Includes theory of photo processes and equipment, history and practice of photography, and applied work in camera techniques, film processing, printing and display. Six studio hours per week. 3 credits

ART242 PHOTOGRAPHY II (s)
Prerequisite: ART241 and 35mm camera
Advanced concepts and techniques of black and white photography. Includes introduction to photography as narrative, artistic, conceptual and journalistic medium. Six studio hours per week. 3 credits

ART251 ADVANCED CERAMICS (y)
Prerequisite: ART152
Development of individual skills in functional and/or non-functional forms. Six studio hours per week. 3 credits

ART262 SCULPTURE (s)
Introduces sculpture in various materials using range of traditional and contemporary techniques. Emphasizes development of studio skills, aesthetics and personal expression. Six studio hours per week. 3 credits

Current Special Topics include:
ART292 Graphic Design
ART293 Web Design

ASTRONOMY (AST) - See Physics and Astronomy
BIOLOGY (BIO)

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

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

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO101</td>
<td>INTRODUCTORY BIOLOGY (fs)</td>
<td></td>
<td>BIO101L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Basic concepts of cellular structure and function, patterns of inheritance, evolutionary mechanisms, ecological relationships and environmental concerns. Not open to students with credit in BIO105 or BIO107.</td>
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<tr>
<td>BIO101L</td>
<td>INTRODUCTORY BIOLOGY LABORATORY (fs)</td>
<td></td>
<td>BIO101</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Basic laboratory techniques, experimental method and investigation of topics pertinent to study of living things. Two hours per week.</td>
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<tr>
<td>BIO105</td>
<td>GENERAL BOTANY (y)</td>
<td></td>
<td>BIO105L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduces basic biological concepts as they relate to plants. Plant form and function at cellular and whole plant levels, ecology, reproduction, growth, evolution and taxonomy of major groups.</td>
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</tr>
<tr>
<td>BIO105L</td>
<td>GENERAL BOTANY LABORATORY (y)</td>
<td></td>
<td>BIO105</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Investigation of plant form, function and taxonomic relationships. Introduces laboratory techniques and experimental methods. Two hours per week.</td>
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<td></td>
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<tr>
<td>BIO107</td>
<td>PRINCIPLES OF BIOLOGY (fs)</td>
<td></td>
<td>BIO107L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasizes basic chemical and physical laws applicable to functioning of living things. Cellular morphology, metabolism and reproduction, molecular genetics, heredity, evolution and ecological principles. Intended for students planning to enter sciences and health care professions.</td>
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<tr>
<td>BIO107L</td>
<td>PRINCIPLES OF BIOLOGY LABORATORY (fs)</td>
<td></td>
<td>BIO107</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduces techniques of laboratory work, methods of scientific inquiry and investigation of topics related to basic functioning of life. Two hours per week.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BIO204</td>
<td>GENETICS (f)</td>
<td></td>
<td>BIO204L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of hereditary mechanisms with coverage of Mendelian, molecular and population genetics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO204L</td>
<td>GENETICS LABORATORY (f)</td>
<td></td>
<td>BIO204</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Patterns and mechanisms of inheritance with emphasis on classical techniques and laboratory procedures. Three hours per week.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BIO206</td>
<td>MOLECULAR BIOLOGY (s)</td>
<td></td>
<td>BIO206L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Emphasizes isolation and quantitation of DNA, recombinant DNA technology, and exercises which demonstrate the regulation of gene expression. Three hours per week.</td>
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</tr>
<tr>
<td>BIO206L</td>
<td>MOLECULAR BIOLOGY LABORATORY (s)</td>
<td></td>
<td>BIO206</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction to structure and synthesis of macromolecules. Coverage of various aspects of gene structure, function and regulation.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BIO207</td>
<td>GENERAL ZOOLOGY (xs)</td>
<td></td>
<td>BIO207L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Examines anatomy, physiology, basic ecology and evolutionary relationships among major taxa of animals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO207L</td>
<td>GENERAL ZOOLOGY LABORATORY (xs)</td>
<td></td>
<td>BIO207</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Structure and function of organ systems with an emphasis on vertebrates coupled with survey of diversity, specializations and taxonomy of animal kingdom. Two hours per week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO211</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY I (xf)</td>
<td></td>
<td>BIO211L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Anatomical and physiological topics needed to understand basic workings of human body. Reviews cellular physiology (respiration, protein synthesis, etc.), tissues, musculoskeletal system, and nervous system. Designed for students directed toward careers in human health fields and is not included in curriculum for pre-med, pre-vet or pre-dentistry programs.</td>
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<tr>
<td>BIO211L</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY (xf)</td>
<td></td>
<td>BIO211</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Microscopic study of tissues, dissection of preserved mammals and study of human materials as available, e.g., skeletons and models. Similarities to human anatomy are emphasized. Three hours per week.</td>
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</tbody>
</table>
BIO212 HUMAN ANATOMY AND PHYSIOLOGY II (xs)
Prerequisite: BIO211 -or permission of instructor
Corequisite: BIO212L
Remaining organ systems of body are covered: respiratory, special sensory, excretory, digestive, endocrine and reproductive (including developmental biology). 3 credits

BIO212L HUMAN ANATOMY AND PHYSIOLOGY II
LABORATORY (xs)
Corequisite: BIO212
Microscopic study, dissection of preserved mammals and study of human materials as available, e.g., skeletons and models. Similarities to human anatomy are emphasized. Three hours per week. 1 credit

Current Special Topics include:
BIO191 Environmental Science
BIO291 Human Nutrition

BUSINESS (BUS) AND ECONOMICS (ECO)

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

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

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

If you have an interest in majoring in this field, Cotey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cotey College.

BUS101 INTRODUCTION TO BUSINESS (f)
Study of business enterprise including descriptive introductions to accounting, economics, entrepreneurship, finance, management, marketing, human resource management, international business, and self-owned small business. 3 credits

BUS103 PERSONAL FINANCE AND CONSUMER ECONOMICS (s)
Basic financial planning for individuals; cash management and budgeting, use of credit, investment, insurance, personal accounting, retirement planning and taxes. 3 credits

BUS211 PRINCIPLES OF ACCOUNTING I (f)
Study of generally accepted accounting principles and methods of preparing and analyzing financial statements. Use and interpretation of balance sheet, income statement, statement of owner’s equity, and statement of cash flow. Ethical and global issues in accounting. 3 credits

BUS212 PRINCIPLES OF ACCOUNTING II (s)
Prerequisite: BUS211
Study of methods used in preparing, interpreting, analyzing, and understanding accounting data for the purposes of goal-setting, planning, controlling, evaluating decisions involving business enterprises. Ethical and global issues in accounting. 3 credits

ECO201 PRINCIPLES OF ECONOMICS I: MACROECONOMICS (f)
Basic concepts of macroeconomics including scarcity and choice, markets and prices, inflation, employment, growth, money and banking, monetary and fiscal policy, and international trade. 3 credits

ECO202 PRINCIPLES OF ECONOMICS II: MICROECONOMICS (s)
Basic concepts of microeconomics including scarcity and choice, markets and prices, elasticity, externalities and common resources, costs of production, product markets, factor markets, and selected issues topics. 3 credits

CSC100 COMPUTER APPLICATIONS
See Computer Science for description.

MAT112 ELEMENTARY STATISTICS
See Mathematics for description.

MCM210 BUSINESS AND TECHNICAL COMMUNICATION
See Mass Communication for description.

Current Special Topics include:
BUS291 Principles of Marketing
BUS292 Entrepreneurship
BUS295 Legal Environment of Business
CHEMISTRY (CHE)

The curriculum provides basic education in chemistry with sufficient breadth and flexibility to meet the needs of students in the liberal arts, preprofessional programs, and students who wish to pursue careers in the field. The sequence of chemistry courses and their contents are based on the criteria recommended by the American Chemical Society Committee on Professional Training and, therefore, are readily transferrable. The courses underscore modern aspects of chemistry with particular attention given to instrumentation, modern concepts and methods, and use of computers. The two-year sequential offering in chemistry provides students with an excellent foundation for future studies in chemistry, biology, veterinary medicine, health-related disciplines such as medicine, dentistry and pharmacy, environmental sciences, engineering, industrial work, science journalism and science education.

The department possesses modern equipment typically available in undergraduate chemistry laboratories. Major equipment includes: Varian Saturn 2000 bench top gas chromatograph mass spectrometer, Varian EM360 nuclear magnetic resonance spectrometer with Anasazi Eth-60 computer interface, Perkin Elmer Spectrum 1000 Fourier transform - infrared spectrometer, Varian Cary 100 ultraviolet - visible spectrophotometer, Beckman high-performance liquid chromatograph, gas chromatographs, rotary evaporators, vacuum manifold system, analytical balances and digital pH meters.

If you have an interest in majoring in this field, Cotter can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cotter College.

### CHE101 INTRODUCTORY CHEMISTRY (fs)
Corequisite: CHE101L
Introduces chemical principles and role of chemicals in our world. Covers fundamentals including atomic and molecular structure, stoichiometry, acid-base chemistry, nuclear chemistry and behavior of gases. Investigates chemistry as it relates to earth’s environment, our physical well-being, and daily activities. Not open to students with credit in CHE103.
3 credits

### CHE101L INTRODUCTORY CHEMISTRY LABORATORY (fs)
Corequisite: CHE101
Introduces chemical laboratory work with experiments to show applications of chemistry to everyday life. Two hours per week. 1 credit

### CHE103 GENERAL CHEMISTRY I (f)
Prerequisite: Strong secondary-school preparation in mathematics and laboratory science
Corequisite: CHE103L
Teaches basic chemical principles that are foundation for future chemistry and related courses. Atomic and molecular structure, stoichiometry, properties of solids, liquids and gases, acid-base theory and solutions.
4 credits

### CHE103L GENERAL CHEMISTRY I LABORATORY (f)
Corequisite: CHE103
Modern laboratory methods including computer-interfaced experiments are studied with safety emphasized. Teaches basic techniques in quantitative study of chemical processes. Three hours per week. 1 credit

### CHE104 GENERAL CHEMISTRY II (s)
Prerequisite: CHE103Corequisite: CHE104L
Emphasizes chemical thermodynamics, chemical equilibria, electrochemistry, kinetics and mechanisms of chemical reactions and the relationship of structure to physical and chemical properties.
4 credits

### CHE104L GENERAL CHEMISTRY II LABORATORY (s)
Corequisite: CHE104
Quantitative analysis experiments, synthesis experiments and qualitative analysis of common cations. Three hours per week.
1 credit

### CHE201 PRINCIPLES OF ANALYTICAL CHEMISTRY (y)
Prerequisite: CHE104
Rigorous treatment of equilibria important to analytical chemistry. Discussion of volumetric and gravimetric techniques. Introduction to spectrophotometry, electroanalytical methods and separation techniques.
3 credits

### CHE202L QUANTITATIVE ANALYSIS LABORATORY (y)
Prerequisite: CHE201
Techniques of quantitative analysis with emphasis on instrumental methods. Includes electroanalytical, spectrophotometric, chromatographic, gravimetric and volumetric methods. Calculations are made using spreadsheets. Laboratory safety is stressed. Six hours per week.
2 credits

### CHE221 ORGANIC CHEMISTRY I (f)
Prerequisite: CHE104Corequisite: CHE221L
Studies chemical principles underlying aliphatic and aromatic compounds. Syntheses and reactions of these compounds are discussed. Modern theory, mechanisms, stereochemistry and spectral methods are stressed to illustrate logic inherent in subject matter and to demonstrate predictability of many chemical transformations.
3 credits

### CHE221L ORGANIC CHEMISTRY I LABORATORY (f)
Corequisite: CHE221
Utilizes integrated macroscale-microscale approach to organic laboratory instruction. Emphasis on techniques of separation and purification including gas chromatography, distillation extraction and thin layer chromatography followed by synthesis and purification of compounds. Hands-on experience is provided in gas chromatography, infrared spectroscopy and ultraviolet spectroscopy. Six hours per week.
2 credits
CHE222 ORGANIC CHEMISTRY II (s)
Prerequisite: CHE221
Corequisite: CHE222L
Discusses chemistry of variety of functional groups. Theory is employed extensively to demonstrate coherence underlying seemingly diverse transformations. Qualitative organic analysis is introduced, with particular emphasis on spectroscopic methods. 3 credits

CHE222L ORGANIC CHEMISTRY II LABORATORY (s)
Corequisite: CHE222
Utilizes integrated macro-scale-micro-scale approach to organic laboratory instruction. Emphasizes methods employed in qualitative organic analysis. Student identifies “unknown” organic compounds. Includes multistep syntheses which require identification of products by spectral methods with emphasis on applications to research. Hands-on experience with applications in proton nuclear magnetic resonance and high pressure liquid chromatography. Six hours per week. 2 credits

Current Special Topics include:
CHE295 Research in Chemistry

CLASSICS (CLS)
The foundational nature of ancient studies for the Western tradition and the Humanities is incontestable: our literary, political, philosophical, and artistic canons can be traced back to Graeco-Roman sources. The Classics Program at Cottey offered in sequence (Classical Mythology, Ancient Greek World, Ancient Roman World and Latin 1 & 2), will provide undergraduates with a solid foundation for continuing studies in Classics and/or Ancient History, and should also aid students who wish to pursue other language studies, art history, political science, philosophy, and related disciplines in the Humanities and Social Sciences.

Current Special Topics include:
CLS191 Ancient Greek World (xf)
CLS192 Ancient Roman World (xs)

COMPUTER SCIENCE (CSC)
The computer science program is designed to serve the basic computer literacy needs of students in all fields, as well as to offer beginning courses required of computer science and information systems majors. The curriculum offers a thorough treatment of foundation computing principles and skills as they relate to the computer science discipline. The orientation to program development skills is based in an analytic, problem-solving approach. The approach emphasizes the development of critical-thinking skills in conjunction with specific knowledge of computer languages and familiarity with various Integrated Development Environments. The two-year sequential offering in computer science provides students a solid foundation to the discipline and enables them to continue computer science studies at the upper-division undergraduate level. The general computing lab is equipped with software relevant to all department courses.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/prgramstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

CSC100 COMPUTER APPLICATIONS IN THE LIBERAL ARTS (fs)
This course is designed to provide the basic computer skills required in typical college work. Applications covered include Microsoft Word, PowerPoint, Excel and Access. Concepts of object oriented programming are introduced with the development of animations using Alice. 3 credits

CSC110 INTRODUCTION TO COMPUTER SCIENCE (fs)
The course provides an overview of topics such as data storage, data representation, program execution, operating and network systems, and high-level programming. The course emphasizes the roles of abstraction and algorithms in the discipline of computer science. The course is broad enough to appeal to all students and provides an excellent foundation for further study. Required for computer science majors. 3 credits

CSC201 INTRODUCTION TO PROGRAMMING (f)
Prerequisite: CSC110 and MAT103
Rigorous foundation in high-level object oriented programming. Topics include data representation, control structures, classes, methods and array data structures. Emphasizes problem solving, decomposition, class design and algorithm development. Introduces sorting, searching and algorithm analysis. 3 credits

CSC212 DATA STRUCTURES (s)
Prerequisite: CSC201
Advanced programming. Introduces fundamental data structures such as pointer-based lists, stacks, queues, trees and graphs. Topics include recursive algorithms and further study in sorting, searching and algorithm analysis. 3 credits

Current Special Topics include:
CSC/MAT296 Discrete Math
DANCE (DAN)

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

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

Courses marked with the symbol ($) before the course prefix and number fulfill the distribution requirement in physical activity.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

DANCE THEORY COURSES

DAN107 DANCE APPRECIATION (s)
Introduces dance as historic, creative and communicative art form. Explores elements of dance through philosophical reading, writing, discussion, and observation. 3 credits

DAN201 INTRODUCTION TO CHOREOGRAPHY (f)
Prerequisite: DAN145 or other instructor approved course(s)
Exploration of basic elements, processes, and theories of dance making. The course stresses innovation, focused choreographic concepts, and creation of dances that include a variety of expressive movement qualities and interesting visual elements that complement the performer(s). 3 credits

DAN202 CREATIVE MOVEMENT FOR CHILDREN (s)
Development of, practical teaching of, and reflection on curriculum for children’s creative movement classes. Students will develop and teach lesson plans incorporating movement concepts and core curriculum subjects (math, language arts, science, etc.). Includes observation and practice teaching of peers and children. 3 credits

DAN205 DANCE HISTORY I (xf)
Survey of the development of Western Theatrical Dance forms from European Court Dances to trends in the current century, as well as American dance forms from the early twentieth century to the present. 3 credits

DAN206 DANCE HISTORY II (xf)
Survey of the development of world dance forms from ancient civilizations to modern tribal cultures, from religious, folk, and traditional dance forms to contemporary aesthetic performances. 3 credits

DANCE TECHNIQUE COURSES

May be repeated for credit. Two or three hours per week. 1 credit

100-level courses: emphasis on development of basic skills, strength, control, flexibility and rhythmic awareness. Performance of simple dance phrases using fundamentals.

200-level courses: emphasis on increased technical abilities, complex movement combinations, and enhanced performance qualities.

§DAN111 BEGINNING BALLET (fs)
Fundamentals of ballet technique, intended for those with little or no ballet experience. Etiquette, introductory skills, and vocabulary.

§DAN121 BEGINNING JAZZ (fs)
Fundamentals of jazz dance, intended for those with little or no dance experience. Experiences in lyrical, hip hop, and more traditional Broadway and Hollywood styles.

§DAN131 TAP I (f)

§DAN132 TAP II (s)
Prerequisite: DAN131 and/or instructor permission
Further exploration of tap dance techniques.

§DAN145 IMPROVISATION (s)
Creative exploration of spontaneously generated movement.

§DAN146 BEGINNING MODERN (f)
Introduces basic elements and principles of modern dance. Various styles explored.

§DAN161 BALLROOM DANCE (y)
Development of knowledge and skill in ballroom dancing. Introduces basic steps of foxtrot, waltz, cha cha and swing. May not be repeated for credit.

§DAN211 INTERMEDIATE/ADVANCED BALLET (fs)
Prerequisite: DAN111 and/or instructor permission
Intermediate/advanced level ballet technique course. Intended for those with previous ballet training.

§DAN221 INTERMEDIATE/ADVANCED JAZZ (fs)
Prerequisite: DAN121 and/or instructor permission
Intermediate/advanced level jazz technique course. Intended for those with previous dance training.

§DAN245 INTERMEDIATE/ADVANCED MODERN (f)
Prerequisite: DAN146 and/or instructor permission
Intermediate/advanced level modern dance technique course. Intended for those with previous training.
DANCE PERFORMANCE COURSES
May be repeated for credit. 1 credit

DAN151 REPETORY DANCE COMPANY I (f)
Prerequisite: Audition
Presentation and rehearsal of concert works by faculty, students and occasional guest artists. Course spans two semesters; commitment to both semesters required.

ECONOMICS (ECO) —See Business and Economics

ENGLISH (ENG)
Cottey’s English Department offers courses in writing and literature which recognize the integral relationship among thinking, reading, and writing. Because Cottey believes written communication is a cornerstone of a liberal arts education, the College requires six hours of English composition for graduation. As for vocational possibilities, English majors have traditionally entered the fields of teaching and law. In addition, the study of English is valuable in such areas such as journalism, radio, television, advertising, publishing, public relations, business, the ministry, and others.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

WRITING COURSES

ENG101 ENGLISH COMPOSITION I (fs)
Practice in fundamentals of expository writing, as illustrated in student’s own writing and in essays of professional or student writers. 3 credits

ENG102 ENGLISH COMPOSITION II (fs)
Prerequisite: ENG101
Continues focus of ENG101 by assigning writing based on reading. Includes formal documentation, research methods, and critical essays on nonfiction and literary works. 3 credits

ENG251 CREATIVE WRITING (xf)
Prerequisite: ENG102
Introduction to writing of poetry and fiction, with emphasis on contemporary practice of both. Students will familiarize themselves with contemporary short fiction writers and poets in English, working to develop personal aesthetic of the craft. 3 credits

LITERATURE COURSES

ENG107 AMERICAN WOMEN WRITERS (xf)
Introduces students to American women writers in traditional and nontraditional genres. Focuses on the way women explore or subvert gender. Includes some writing about women and literature. 3 credits

ENG108 BRITISH WOMEN WRITERS (xf)
Introduces students to British women writers in traditional and nontraditional genres. Focuses on the way women explore or subvert gender. Includes some writing about women and literature. 3 credits

ENG131 THE NOVEL (y)
Introduces the novel through selections from several historical periods and subgenres. Emphasizes critical reading and discussion. Includes some writing about novels. 3 credits

ENG132 POETRY (y)
Introduces a broad range of poetry from several historical periods and literary types. Emphasizes critical reading and discussion of poetry. Includes some writing about poetry. 3 credits

ENG133 THE SHORT STORY (y)
Introduces a broad range of short fiction. Emphasizes critical reading and discussion of short fiction. Includes some writing about short fiction. 3 credits

ENG201 ENGLISH LITERATURE I (xf)
Study of works by selected British writers who represent significant literary movements up to Romantic period. Includes some writing about British literature. 3 credits

ENG202 ENGLISH LITERATURE II (xs)
Study of works by selected British writers who represent significant literary movements from Romantic period to present. Includes some writing about British literature. 3 credits

ENG205 AMERICAN LITERATURE I (xf)
Study of works by selected American writers who represent significant literary movements up to 1900. Includes some writing about American literature. 3 credits

ENG206 AMERICAN LITERATURE II (xs)
Study of works by selected American writers who represent significant literary movements from 1900 to present. Includes some writing about American literature. 3 credits

ENG215 SHAKESPEARE (y)
In-depth study of selected plays and poems, with some consideration of historical and critical contexts. Includes some writing about Shakespeare’s works. 3 credits
FILM STUDIES (FLM)

The film studies program introduces a critical appreciation of film which, like a critical appreciation of literature, increases the historical, political, social, and cultural awareness of the viewer/reader. The variety of our film offerings ensures that students will be exposed to foreign cultures and different worldviews; will deal with issues of gender and identity in past and present societies; will study the evolution of Hollywood filmmaking, from the silent era to contemporary times and will become familiar with alternative cinemas (American and foreign) that both challenge and often influence the Hollywood paradigm.

FLM151 INTERNATIONAL FILM (xf)
Introduces international cinema, which initially developed in isolation from, then in opposition to, the narrative and cinematic techniques of dominant Hollywood cinema. Includes Soviet montage, German Expressionism, Italian Neo-Realism, French New Wave. Films by critically acclaimed directors from Japan, Sweden, and elsewhere may be included. 3 credits

FLM152 AMERICAN FILM (xf)
Introduction to American motion picture. Trends in each decade will be explored, from 1920s to 1990s. Backgrounds on filmmaking and film adaptation from other sources will be explored. 3 credits

FOREIGN LANGUAGES

Foreign languages are an integral part of liberal arts studies. Increasingly, foreign languages are either a requirement in a chosen area of study or a valuable skill for careers in specific fields. Many graduate programs require a reading knowledge of one and sometimes two foreign languages. The program is adapted to those students interested in language as part of a liberal arts education and those planning to major in foreign languages. Possible career fields for a student majoring in foreign languages include teaching, interpreting or translating, law, international relations, foreign affairs, government, international business, comparative literature, fine arts, library science, travel and tourism, and journalism.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

FRENCH (FRE)

FRE101 ELEMENTARY FRENCH I (f)
Essentials of grammar and composition with progressive practice in listening, speaking, reading and writing. 4 credits

FRE102 ELEMENTARY FRENCH II (s)
Prerequisite: FRE101
Emphasis on grammar, composition, reading, speaking and understanding. 4 credits

FRE201 INTERMEDIATE FRENCH I (f)
Prerequisite: FRE102
Systematic review of grammatical structures and principles with vocabulary building; developing skills and techniques to learn French as spoken and written language; reading from articles, short stories, novels, interviews or plays using those skills; and techniques to increase ability to read French for enjoyment or practical purposes. 3 credits

FRE202 INTERMEDIATE FRENCH II (s)
Prerequisite: FRE201
Emphasizes reading and writing. 3 credits

FRE211 FRENCH LITERATURE I (xf)
Prerequisite: FRE202
Survey of French poetry and theater from its origins to present day. Lectures, reading and discussion of representative works. 3 credits

FRE212 FRENCH LITERATURE II (xs)
Prerequisite: FRE202
Survey of French short story and novel from its origins to present day. Lectures, reading and discussion of representative works. 3 credits

FRE213 ORAL FRENCH (xf)
Prerequisite: FRE202
Develops comprehension of spoken French as step toward further developing oral expression. Includes review of difficult grammar concepts. 3 credits

FRE214 FRENCH CIVILIZATION (xs)
Prerequisite: FRE202
Geography; past history as introduction to present; political, economic and social life; French culture and its diffusion in the world. 3 credits

Current Special Topics include:
FRE199 French Women in Translation
GERMAN (GER)

GER101 ELEMENTARY GERMAN I (f)
Essentials of grammar and four basic skills: understanding, speaking, reading and writing. 4 credits

GER102 ELEMENTARY GERMAN II (s)
Prerequisite: GER101
Emphasizes grammar, listening, speaking, reading and composition. 4 credits

GER201 INTERMEDIATE GERMAN I (f)
Prerequisite: GER102
Includes review of grammar, listening comprehension practice and conversation. Reading and discussion of German stories coupled with assigned compositions. 3 credits

GER202 INTERMEDIATE GERMAN II (s)
Prerequisite: GER201
Grammar review with listening comprehension and conversation practice. Reading and discussion of modern short stories and articles. 3 credits

GER211 GERMAN READINGS I (xf)
Prerequisite: GER202
Reading and discussion in German of material selected from the humanities and social sciences that reflect German culture, literature and current events. Emphasis on reading, comprehension and vocabulary building. 3 credits

GER212 GERMAN READINGS II (xs)
Prerequisite: GER201
Conversation and oral presentations based on readings on varied aspects of contemporary German life and literature. Supplemental written assignments with continued emphasis on reading skills. 3 credits

GER213 GERMAN CONVERSATION/COMPOSITION (xf)
Prerequisite: GER202
Intensive in-class discussion and exercises designed to develop fluency. Vocabulary building, advanced grammar and written assignments designed to further correct expression. 3 credits

GER214 GERMAN CIVILIZATION (xs)
Prerequisite: GER202
Survey of German intellectual, political and economic history, geography, and customs, including continuing influence of German culture on contemporary world. 3 credits

GER214 (English Track) GERMAN CIVILIZATION (xs)
Prerequisite: none
Introduction to history and culture of Germany from ancient world to post-reunification modern Germany. German literature, philosophy, art, music, and film addressed within context of Germany’s socio-economic and political history. Taught in English. Students taking German Track have additional texts or assignments in German. 3 credits

SPANISH (SPA)

SPA101 ELEMENTARY SPANISH I (f)
Structures of Spanish language are learned through aural-oral approach. Stresses creative use of Spanish. Reading and composition skills gradually acquired. Language laboratory assignments coordinated with classroom work. 4 credits

SPA102 ELEMENTARY SPANISH II (s)
Prerequisite: SPA101
Emphasizes speaking and understanding through aural-oral study of the structure of the language. Reading and composition skills also acquired. Laboratory assignments coordinated with classroom work. 4 credits

SPA201 INTERMEDIATE SPANISH I (f)
Prerequisite: SPA102
Includes a review of grammar, brief cultural readings, exercises in composition, vocabulary studies and limited supplementary readings. 3 credits

SPA202 INTERMEDIATE SPANISH II (s)
Prerequisite: SPA201
Further review of grammar, numerous brief cultural readings, exercises in composition, vocabulary studies and limited supplementary readings. 3 credits

SPA211 HISPANIC LITERATURE (xs)
Prerequisite: SPA202
Readings of short stories, novels, drama and poetry. Literary works represent Spain or Hispanic America. Lectures, discussion, and oral and written reports. 3 credits

SPA212 HISPANIC CULTURE AND CIVILIZATION (xs)
Prerequisite: SPA202
Surveys Spanish and Hispanic American history, customs, geography, intellectual and artistic development, and social and psychological realities. 3 credits

SPA213 ORAL SPANISH (xf)
Prerequisite: SPA202
Develops fluency in speaking and comprehension with emphasis on use of contemporary vocabulary and idioms. Pronunciation included. 3 credits

SPA214 SPANISH COMPOSITION (xf)
Prerequisite: SPA202
Develops ability in written expression while acquiring new vocabulary and reviewing problematic grammar structures. 3 credits
HISTORY (HIS)

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

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

### CERTIFICATE IN PUBLIC HISTORY

Public history is a field that focuses on presenting the past to a public audience. It combines learning history (and acquiring analytical and writing skills) with learning a variety of presentation methods (photography, article writing, acting, etc.) The requirements for a certificate in public history (21 hours) are listed below.

**PUBLIC HISTORY CERTIFICATE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS197</td>
<td>Introduction to Historical Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIS111</td>
<td>US History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS112</td>
<td>US History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS199</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HIS298</td>
<td>Directed Study, HIS Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following supporting classes:

- ART241 Photography 3 credits
- BUS211 Accounting 3 credits
- BUS291 Marketing 3 credits
- MCM210 Business and Technical Communication 3 credits
- SPE101 Speech 3 credits
- THE103 Beginning Acting 3 credits
- THE292 Costume Design 3 credits

**HIS101 HISTORY OF WESTERN CIVILIZATION TO 1500 (f)**

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

**HIS102 HISTORY OF WESTERN CIVILIZATION SINCE 1500 (s)**

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

**HIS111 UNITED STATES HISTORY TO 1877 (f)**

Survey of the development of United States from its colonial origins to end of Reconstruction. 3 credits

**HIS112 UNITED STATES HISTORY SINCE 1877 (s)**

Survey of development of United States from Reconstruction to present. 3 credits

**HIS121 NATIVE AMERICAN HISTORY (s)**

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

**HIS202 TWENTIETH-CENTURY EUROPE (xf)**

Prerequisite: HIS102 or HIS112

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

**HIS211 HISTORY OF WOMEN IN THE UNITED STATES (s)**

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

**HIS216 HISTORY OF AMERICAN WEST (y)**

Prerequisite: HIS111 or HIS112

Surveys experiences of various peoples who inhabited American West. Includes impact of people on environment, race relations, and governmental attitudes. 3 credits

**HIS252 MEDIEVAL EUROPE (s)**

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

Current Special Topics include:

- HIS195 Asian Civilization
- HIS197 Introduction to Historical Methods
- HIS297 Renaissance & Reformation Europe
INTERDISCIPLINARY STUDIES (IDS)

IDS101 LITERATURE AND OPERA (y)
Systematic study of four works of literature and the operas based on them. Involves reading, viewing videotapes, lectures and listening to audiotapes. 3 credits

IDS103 GERMANIC MYTHOLOGY & FAIRY TALE (xs)
Introduces major Germanic myths and folktales which have influenced modern literature, cinema and art. Also addresses questions of structure and function in myth and folktale. 3 credits

IDS105 CLASSICAL MYTHOLOGY (xf)
Introduces major Greco-Roman myths and myth cycles which influenced modern literature and art. Includes structure and function of myth. 3 credits

IDS201 STEP INTO THE WORLD! (s)
Prerequisite: Educational travel participation or consent of instructor
Provides a rigorous academic experience in preparation for national or international travel. Introduces as many aspects as possible of the culture of the country/city. Explores areas of study related to the purpose of the trip, e.g., geography, history, flora and fauna, economy. Final project, e.g., article, video, journal, multi-media presentation, required. 0-2 credits

Current Special Topics include:
IDS193 Elementary Latin I
IDS194 Elementary Latin II

LEADERSHIP (LDR)

At Cottey, we believe all young women have the potential to be leaders. From the moment they step foot on campus, students are encouraged to begin thinking that way, too. Leadership functions as the academic program component of the College’s overall leadership initiative, which also includes the Leadership, Experiences, Opportunity (LEO) certification program and Student Life leadership development opportunities. Through leadership programming, students find their own voices and begin to define their place in and contributions to the larger world. They learn practical skills and behaviors that support their development into highly effective leaders and are exposed to research and theory associated with this field of study.

LDR102 LEADERSHIP (fs)
Introduces theoretical and practical understanding of leadership. Assists in defining personal leadership orientation and philosophy, articulating a vision, setting goals, making decisions, building teams, managing conflict, initiating change and empowering others. Emphasis on women’s leadership.
2 credits

Current Special Topics include:
LDR291 Social Justice and Civic Engagement

MASS COMMUNICATION (MCM) and JOURNALISM (JRN)

The Mass Communication and Journalism courses combine a broad knowledge base with hands-on opportunities to develop the writing and thinking skills critical to produce relevant and responsible communication. In addition to the theoretical and practical courses listed below, the mass communication program provides many experiential opportunities for students. Students learn writing, editing, layout and design working on the award-winning campus newspaper, The Spectrum and Cottey’s yearbook, The Retrospect. Cottey’s new YouTube internship teaches students aspects of video production, including scripting and editing. Plus, many other internships are available in radio, broadcast, public relations, and magazine.

MCM110 MEDIA & SOCIETY (f)
This class serves as an introduction to the study of mass media. The course focuses on the role media play in shaping our understanding of the world. The class examines historical and structural features of a range of media (newspapers, radio, television, internet, etc.) to determine how media messages are produced and disseminated. This course explores issues of ownership, financing and regulation with regards to content and distribution. Class dialogue will include discussions about media effects, ethics, diversity, and responsibilities. 3 credits

MCM115 INTRO TO MEDIA WRITING (s)
Prerequisite: Students should be able to type at least 20 words per minute, have completed ENG101 with a grade of C or better and be ready to write!
Designed to provide exposure to fundamentals of print news writing and reporting, broadcast news, and public relations writing. This is a fun but fast-paced course that uses discussions of current events, class exercises and field encounters to introduce the world of journalism and public relations. 3 credits

MCM210 BUSINESS & TECHNICAL COMMUNICATION (xs)
Introduction to role of communication in the world of work, both written and spoken. Contemporary theoretical approaches to communication are applied to both formal and informal situations in professional contexts. Written work will be presented orally to the class. 3 credits

MCM216 INFORMATION FOR JOURNALISM & MASS COMMUNICATION (f)
This course is designed to introduce students to the traditional and emerging methods of gathering and evaluating information for all types of media writing and production. Unlike fiction and creative writing, the emphasis in writing for the media is based on factual, accurate, source-supported communication. Information gathering is not limited to traditional news reporting and writing: it is also an essential part of advertising, public relations, and other persuasive communication. Students explore databases, libraries, institutions, polls & surveys, and interviewing. 3 credits
MCM290 MASS COMMUNICATION THEORY (f)
This course is designed to explore the development and application of theoretical perspectives on mediated communication, including critical/cultural and social-scientific approaches. The course discusses the historical development of the major philosophical perspectives regarding the media and their role and impact in Western society, placing special emphasis on modern theories and theorists so students can consider the potential application of these perspectives in the digital age and potentially incorporate these ideas into their own communication scholarship and research, media production and consumption, and civic engagement. 3 credits

MCM293 WOMEN & THE MEDIA (s)
This class focuses on various representational and participatory issues concerning gender, race, class, and sexuality in popular media. Through assigned readings and projects, class films and discussions, we take an historical approach to examine and dissect stereotypes and social constructions of gender, race, class, and sexuality within media content. This course is built on the assumption that media are central to our everyday lives; and as a major social institution, media play a pivotal role in shaping and reflecting our culture. In addition, this course explores the impact media have on our own thinking and understanding of ourselves, others, and the world around us. 3 credits

MCM294 SPECIAL TOPICS:
Prerequisites: Successfully completion of Media & Society or consent of instructor
A rotation of mass communication topics from the major areas of mass communication emphasis and practice, including public relations, advertising, Web-based electronic communication, and journalism.

JRN229 JOURNALISM PRACTICUMS (fs)
Prerequisite: Consent of instructor
May be repeated for credit. 1 credit

NEWSPAPER PRACTICUM (fs)
Students gain practical experience in writing, editing, layout and design or photography with college newspaper, The Spectrum.

YEARBOOK PRACTICUM (fs)
Students gain practical experience in writing, editing, layout and design or photography with college yearbook, The Retrospect.

BROADCAST PRACTICUM (fs)
Students gain practical experience in broadcast media.

MATHEMATICS (MAT)

The mathematics program helps 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 mathematics, the sciences and engineering. Students may obtain the mathematical preparation needed for study in computer science, business, social sciences and other quantitative fields.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/prgramstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

MAT101 INTERMEDIATE ALGEBRA (f)
Thorough review of basic principles of algebra. Three hours per week. 2 credits

MAT103 COLLEGE ALGEBRA (fs)
Prerequisite: Two years of high school mathematics or MAT101
Basic concepts, linear and quadratic equations, inequalities, functions and graphing, exponential and logarithmic functions, systems of equations, word problems, complex numbers, polynomials and binomial theorem. 3 credits

MAT104 TRIGONOMETRY (s)
Prerequisite: Two years of high school mathematics or MAT101
Right triangle trigonometry, trigonometric functions, trigonometric identities and equations, graphing of trigonometric functions, law of cosines and law of sines. 2 credits

MAT112 ELEMENTARY STATISTICS (s)
Prerequisite: MAT103
Descriptive statistics, sampling, basic probability, random variables, binomial and normal distributions, confidence intervals, tests of significance, and introduction to regression and correlation. 3 credits

MAT201 CALCULUS I (f)
Prerequisite: MAT103 or MAT120
Inequalities, functions, limits and continuity, differentiation, applications of derivative, integration, and applications of definite integral. 4 credits

MAT202 CALCULUS II (s)
Prerequisite: MAT201
Calculus of trigonometric functions, logarithmic and exponential functions, techniques of integration, indeterminate forms and improper integrals, infinite series, conic sections and polar coordinates. 4 credits

MAT203 CALCULUS III (f)
Prerequisite: MAT202
Three-dimensional vector calculus, partial differentiation, multiple integration, applications, line integral and Green’s Theorem. 4 credits

MAT204 DIFFERENTIAL EQUATIONS (s)
Prerequisite: MAT203
Ordinary differential equations including first order equations, higher order linear equations, applications, series solutions and Laplace transforms. 3 credits

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MUSIC (MUS)

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

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

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

The music facilities at Cottey provide excellent support for all aspects of the program. Those in Main Hall include a choral rehearsal area, faculty teaching studios, a MIDI laboratory, keyboard laboratory, and individual practice rooms. The Cottey Chapel is used as an organ studio as well as for performances. The Haidee and Allen Wild Center for the Arts houses the two primary performance spaces, the Auditorium and the Missouri Recital Hall. Audiovisual resources, books, recordings, and scores are located in the Blanche Skiff Ross Memorial Library.

MUSIC THEORY COURSES
(MUSICIANSHIP)

MUS101 MUSIC APPRECIATION (fs)
Understanding of Western art music from Baroque to the present through listening and analysis. 3 credits

MUS103 FUNDAMENTALS OF MUSIC (fs)
An introduction to the study of the basic principles of music theory, including pitch, rhythmic notation, key signatures and fundamental chord relationships. 3 credits

MUS105 CONCERT PERFORMANCE (f)
Study works included in concerts which class will attend. Includes works on programs, musical historical context, some technical aspects of performing media involved, and lives of composers represented. 3 credits

MUS106 MASTER PIANISTS (s)
Study of literature included in piano recitals which class will attend. Includes instrument and its literature, contemporary and historically important pianists, specific works included in recitals, and major composers of piano music. 3 credits

MUS107 PIANO LITERATURE (y)
Survey of composers and literature for piano from eighteenth through twentieth centuries. 3 credits

MUS108 POPULAR AMERICAN MUSIC IN U.S. (y)
Surveys American popular music from 1840 to present, as well as related musical styles that influenced its development. Emphasizes listening skills, historical awareness and critical judgment. 3 credits

MUS111 HARMONY I (f)
Prerequisite: Placement exam
Corequisite: MUS111L
Intended for prospective music majors, but open to all qualified students with consent of instructor. Melodic, rhythmic, and harmonic elements of musical composition. Introduction to figured bass, elementary part writing and analysis. 3 credits

MUS111L HARMONY I LAB (f)
Corequisite: MUS111
Melodic, rhythmic and harmonic dictation. Sight singing melodies and intervals. Playing scales, harmonizing melodies, and reading lead sheets at keyboard. Some computer-assisted instruction. 2 credits

MUS112 HARMONY II (s)
Prerequisite: MUS111
Corequisite: MUS112L
Continued study of musical composition through part writing and analysis. Includes triads in inversion, non-chord tones, and seventh chords. Introduces Sibelius notation program. 3 credits

MUS112L HARMONY II LAB (s)
Corequisite: MUS112
Advanced level melodic, rhythmic, and harmonic dictation. Advanced level study of sight singing. More advanced melody harmonization and reading lead sheets at keyboard. Introduces keyboard transposition, improvisation, and reading figured basses. Some computer-assisted instruction. 2 credits

MUS211 HARMONY III (f)
Prerequisite: MUS112
Corequisite: MUS211L
Continued study of musical composition through part writing and analysis. Includes study of secondary functions and modulations. Emphasis on instrumental writing and further use of Sibelius notation program. 3 credits

MUS211L HARMONY III LAB (f)
Corequisite: MUS211
Advanced level melodic, rhythmic, and harmonic dictation. Advanced level sight singing. Advanced level melody harmonization, reading lead sheets, transposition,
MUS212 HARMONY IV (s)
Prerequisite: MUS211
Corequisite: MUS212L
Continued study of musical composition through part writing and analysis. Includes study of late nineteenth and twentieth century compositional techniques. Continued use of Sibelius notation program. **3 credits**

MUS212L HARMONY IV LAB (s)
Corequisite: MUS212
More advanced level melodic, rhythmic and harmonic dictation. Continued study of sight singing at advanced level. Continued advanced level melody harmonization, reading lead sheets, transposition, improvisation, and figured bass at keyboard. More advanced level score reading at keyboard. Some computer-assisted instruction. **2 credits**

MUS219 MUSIC LITERATURE (fs)
Prerequisite: permission of instructor
Chronological study of history and literature of music from Baroque to present. **3 credits**

**APPLIED MUSIC AND ENSEMBLE COURSES**

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

- **Beginning and Class courses** are open to all Cottey students. “Beginning” courses are individual private lessons, and “Class” courses employ small group instruction methods. They have no auditions or prerequisites (except as stated below for continuation in Class II courses), but students should meet with instructors prior to registration to verify placement at the proper level. Enrollment is limited only by faculty time available or class size limits. Instruction is at the college preparatory level.

- **Elective courses** are private lessons for students who may or may not plan to be music majors after they transfer from Cottey. Instruction is at the postsecondary (college) level. Elective courses may be repeated for credit as shown below.

- **Secondary courses** are private lessons intended for prospective music majors who plan to transfer to professional degree programs such as music education, music therapy or performance. They are also suitable for prospective liberal arts music majors, who seek to acquire keyboard proficiency or exposure to another performance medium. (Most professional music degree programs have a piano or keyboard proficiency requirement, and the National Association of Schools of Music encourages all music students to acquire functional competence in piano.) They offer instruction in vocal or instrumental music that a student wants to develop into a secondary performance area, different from and in addition to her primary performance emphasis. First-year secondary courses (100-level) are at the beginning or elementary to intermediate level of difficulty, and second-year secondary courses (200-level) are at the intermediate to advanced level of difficulty. Secondary courses may be repeated for credit.

- **Principal courses** are a sequence of private lessons intended for prospective music majors in music education, music therapy or any other professional music degree program other than performance; but they are open with consent of instructor to prospective liberal arts music majors, and by audition to other suitably qualified students. Their purpose is to develop and extend a student’s primary performance area of instrumental or vocal music through a sequence of applied music study spread over the full four semesters at Cottey. They are at the intermediate to advanced level of difficulty, and instruction is at the postsecondary (college) level.

- **Performance courses** are a sequence of private lessons intended for prospective performance majors (a professional music degree program), but other highly talented and motivated students who are suitably qualified may enroll in them through audition and with the instructor’s consent. Their purpose is to develop and extend a student’s primary or principal performance medium to an extremely high stage of achievement, and they offer a demanding sequence of applied music study spread over four semesters. Performance courses are at the intermediate to advanced level of difficulty, and instruction is at the postsecondary (college or conservatory) level.

- **Recital courses** offer academic credit for public recitals by students in “Performance” courses. Students must prepare and give recitals under the supervision of their performance instructors.

- **Repertoire courses** may be required, at the discretion of the instructor, for many applied music courses. Refer to the applicable course syllabus for attendance, participation and scheduling policies for repertoire classes.

Applied music courses marked with a bullet (*) in the tables following may be repeated once for credit. Those marked with two bullets (**) may be repeated for credit as many times as needed.
**BRASS**: Applied brass courses may require concurrent enrollment in Brass Repertoire Class (MUS270).

<table>
<thead>
<tr>
<th>Applied Brass Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS170 Beginning Brass Lessons</td>
<td>(fs)</td>
<td>1</td>
</tr>
<tr>
<td>• MUS173 Elective Brass I</td>
<td>(fs) Audition or MUS170 1 or 2</td>
<td></td>
</tr>
<tr>
<td>• MUS174 Secondary Brass I</td>
<td>(f) Consent of Instructor 1</td>
<td></td>
</tr>
<tr>
<td>MUS175 Principal Brass I</td>
<td>(f) Audition 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS176 Principal Brass II</td>
<td>(s) MUS175 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS177 Performance Brass I</td>
<td>(f) Audition 3</td>
<td></td>
</tr>
<tr>
<td>MUS178 Performance Brass II</td>
<td>(s) MUS177 3</td>
<td></td>
</tr>
<tr>
<td>• MUS270 Brass Repertoire Class</td>
<td>(fs) Corequisite: Applied Brass 0</td>
<td></td>
</tr>
</tbody>
</table>

May be a corequisite for applied brass courses.

| • MUS273 Elective Brass II   | (fs) MUS173 or Audition 1 or 2     |        |
| • MUS274 Secondary Brass II  | (fs) MUS174 or Audition 1          |        |
| MUS275 Principal Brass III   | (f) MUS176 1 or 2                  |        |
| MUS276 Principal Brass IV    | (s) MUS275 1 or 2                  |        |
| MUS277 Performance Brass III | (f) MUS178 3                       |        |
| MUS277R Brass Recital III    | (f) Corequisite: MUS277 1          |        |
| MUS278 Performance Brass IV  | (s) MUS277 3                       |        |
| MUS278R Brass Recital IV     | (s) Corequisite: MUS278 1          |        |

**ORGAN**: Applied organ courses may require concurrent enrollment in Organ Repertoire Class (MUS220).

<table>
<thead>
<tr>
<th>Applied Organ Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS120 Beginning Organ Lessons</td>
<td>(fs)</td>
<td>1</td>
</tr>
<tr>
<td>• MUS123 Elective Organ I</td>
<td>(fs) Audition or MUS120 1 or 2</td>
<td></td>
</tr>
<tr>
<td>• MUS124 Secondary Organ I</td>
<td>(fs) Consent of Instructor 1</td>
<td></td>
</tr>
<tr>
<td>MUS125 Principal Organ I</td>
<td>(f) Audition 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS126 Principal Organ II</td>
<td>(s) MUS125 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS127 Performance Organ I</td>
<td>(f) Audition 3</td>
<td></td>
</tr>
<tr>
<td>MUS128 Performance Organ II</td>
<td>(s) MUS127 3</td>
<td></td>
</tr>
<tr>
<td>• MUS220 Organ Repertoire Class</td>
<td>(fs) Corequisite: Applied Organ 0</td>
<td></td>
</tr>
</tbody>
</table>

May be a corequisite for applied organ courses.

| • MUS223 Elective Organ II   | (fs) MUS123 or Audition 1 or 2     |        |
| • MUS224 Secondary Organ II  | (fs) MUS124 or Audition 1          |        |
| MUS225 Principal Organ III   | (f) MUS126 1 or 2                  |        |
| MUS226 Principal Organ IV    | (s) MUS225 1 or 2                  |        |
| MUS227 Performance Organ III | (f) MUS128 3                       |        |
| MUS227R Organ Recital III    | (f) Corequisite: MUS227 1          |        |
| MUS228 Performance Organ IV  | (s) MUS227 3                       |        |
| MUS228R Organ Recital IV     | (s) Corequisite: MUS228 1          |        |

**PERCUSSION**: Applied percussion courses may require concurrent enrollment in Percussion Repertoire Class (MUS280).

<table>
<thead>
<tr>
<th>Applied Percussion Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS180 Beginning Percussion Lessons</td>
<td>(fs)</td>
<td>1</td>
</tr>
<tr>
<td>• MUS183 Elective Percussion I</td>
<td>(fs) Audition or MUS180 1 or 2</td>
<td></td>
</tr>
<tr>
<td>• MUS184 Secondary Percussion I</td>
<td>(fs) Consent of Instructor 1</td>
<td></td>
</tr>
<tr>
<td>MUS185 Principal Percussion I</td>
<td>(f) Audition 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS186 Principal Percussion II</td>
<td>(s) MUS185 1 or 2</td>
<td></td>
</tr>
<tr>
<td>MUS187 Performance Percussion I</td>
<td>(f) Audition 3</td>
<td></td>
</tr>
<tr>
<td>MUS188 Performance Percussion II</td>
<td>(s) MUS187 3</td>
<td></td>
</tr>
<tr>
<td>• MUS280 Percussion Repertoire Class</td>
<td>(fs) Corequisite: Applied Percussion 0</td>
<td></td>
</tr>
</tbody>
</table>

May be a corequisite for applied percussion courses.

| • MUS283 Elective Percussion II | (fs) MUS183 or Audition 1 or 2     |        |
| • MUS284 Secondary Percussion II | (fs) MUS184 or Audition 1          |        |
| MUS285 Principal Percussion III | (f) MUS186 1 or 2                  |        |
| MUS286 Principal Percussion IV  | (s) MUS285 1 or 2                  |        |
| MUS287 Performance Percussion III | (f) MUS188 3                       |        |
| MUS287R Percussion Recital III | (f) Corequisite: MUS287 1          |        |
| MUS288 Performance Percussion IV | (s) MUS287 3                       |        |
| MUS288R Percussion Recital IV  | (s) Corequisite: MUS288 1          |        |
**PIANO:** Applied piano courses may require concurrent enrollment in Piano Repertoire Class (MUS230).

<table>
<thead>
<tr>
<th>Applied Piano Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS130 Beginning Piano Lessons (fs)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MUS131 Class Piano I (f)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MUS132 Class Piano II (s)</td>
<td>MUS131</td>
<td>1</td>
</tr>
<tr>
<td><strong>•</strong> MUS133 Elective Piano I (fs)</td>
<td>Audition, or MUS130 or 132</td>
<td>1 or 2</td>
</tr>
<tr>
<td><strong>•</strong> MUS134 Secondary Piano I (fs)</td>
<td>Consent of Instructor</td>
<td>1</td>
</tr>
<tr>
<td>MUS135 Principal Piano I (f)</td>
<td>Audition</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS136 Principal Piano II (s)</td>
<td>MUS135</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS137 Performance Piano I (f)</td>
<td>Audition</td>
<td>3</td>
</tr>
<tr>
<td>MUS138 Performance Piano II (s)</td>
<td>MUS137</td>
<td>3</td>
</tr>
<tr>
<td><strong>••</strong> MUS230 Piano Repertoire Class (fs)</td>
<td>Corequisite: Applied Piano</td>
<td>0</td>
</tr>
</tbody>
</table>

May be a corequisite for applied piano courses.

| **••** MUS233 Elective Piano II (fs) | MUS133 or Audition | 1 or 2 |
| **••** MUS234 Secondary Piano II (fs) | MUS134 or Audition | 1 |
| MUS235 Principal Piano III (f) | MUS136 | 1 or 2 |
| MUS236 Principal Piano IV (s) | MUS235 | 1 or 2 |
| MUS237 Performance Piano III (f) | MUS138 | 3 |
| MUS237R Piano Recital III (f) | Corequisite: MUS237 | 1 |
| MUS238 Performance Piano IV (s) | MUS237 | 3 |
| MUS238R Piano Recital IV (s) | Corequisite: MUS238 | 1 |

**STRINGS:** Lessons are available for violin, viola, cello or string bass. Applied string courses may require concurrent enrollment in String Repertoire Class (MUS240).

<table>
<thead>
<tr>
<th>Applied String Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS140 Beginning String Lessons (fs)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>•</strong> MUS143 Elective Strings I (fs)</td>
<td>Consent or MUS140</td>
<td>1 or 2</td>
</tr>
<tr>
<td><strong>•</strong> MUS144 Secondary Strings I (fs)</td>
<td>Consent of Instructor</td>
<td>1</td>
</tr>
<tr>
<td>MUS145 Principal Strings I (f)</td>
<td>Audition</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS146 Principal Strings II (s)</td>
<td>MUS145</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS147 Performance Strings I (f)</td>
<td>Audition</td>
<td>3</td>
</tr>
<tr>
<td>MUS148 Performance Strings II (s)</td>
<td>MUS147</td>
<td>3</td>
</tr>
<tr>
<td><strong>••</strong> MUS240 String Repertoire Class (fs)</td>
<td>Corequisite: Applied Strings</td>
<td>0</td>
</tr>
</tbody>
</table>

May be a corequisite for applied string courses.

| **••** MUS243 Elective Strings II (fs) | MUS143 or Audition | 1 or 2 |
| **••** MUS244 Secondary Strings II (fs) | MUS144 or Audition | 1 |
| MUS245 Principal Strings III (f) | MUS146 | 1 or 2 |
| MUS246 Principal Strings IV (s) | MUS245 | 1 or 2 |
| MUS247 Performance Strings III (f) | MUS148 | 3 |
| MUS247R String Recital III (f) | Corequisite: MUS247 | 1 |
| MUS248 Performance Strings IV (s) | MUS247 | 3 |
| MUS248R String Recital IV (s) | Corequisite: MUS248 | 1 |
**VOICE:** Applied voice courses may require concurrent enrollment in Voice Repertoire Class (MUS250).

<table>
<thead>
<tr>
<th>Applied Voice Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS150 Beginning Voice Lessons (fs)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MUS151 Class Voice I (f)</td>
<td></td>
<td>1</td>
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<tr>
<td>MUS152 Class Voice II (s)</td>
<td>MUS151</td>
<td>1</td>
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<tr>
<td>• MUS153 Elective Voice I (fs)</td>
<td>MUS150, 151 or 152</td>
<td>1 or 2</td>
</tr>
<tr>
<td>• MUS154 Secondary Voice I (fs)</td>
<td>Consent of Instructor</td>
<td>1</td>
</tr>
<tr>
<td>MUS155 Principal Voice I (f)</td>
<td>Consent of Instructor</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS156 Principal Voice II (s)</td>
<td>MUS155</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS157 Performance Voice I (f)</td>
<td>Consent of Instructor</td>
<td>3</td>
</tr>
<tr>
<td>MUS158 Performance Voice II (s)</td>
<td>MUS157</td>
<td>3</td>
</tr>
<tr>
<td>•• MUS250 Voice Repertoire Class (fs)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>MUS251 Foreign Language Diction for Singers (y)</td>
<td>Consent of Instructor</td>
<td>1</td>
</tr>
<tr>
<td>U (French &amp; German)</td>
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<td>V (Italian &amp; English)</td>
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<tr>
<td><strong>WOODWINDS:</strong> Lessons are available for saxophone, oboe, flute, clarinet or bassoon. Applied woodwind courses may require concurrent enrollment in Woodwind Repertoire Class (MUS260).</td>
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<tr>
<th>Applied Woodwind Courses</th>
<th>Prerequisite/Corequisite</th>
<th>Credit</th>
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<tr>
<td>MUS160 Beginning Woodwind Lessons (fs)</td>
<td></td>
<td>1</td>
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<tr>
<td>• MUS163 Elective Woodwinds I (fs)</td>
<td>Audition or MUS160</td>
<td>1 or 2</td>
</tr>
<tr>
<td>• MUS164 Secondary Woodwinds I (fs)</td>
<td>Consent of Instructor</td>
<td>1</td>
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<tr>
<td>MUS165 Principal Woodwinds I (f)</td>
<td>Audition</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS166 Principal Woodwinds II (s)</td>
<td>MUS165</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS167 Performance Woodwinds I (f)</td>
<td>Audition</td>
<td>3</td>
</tr>
<tr>
<td>MUS168 Performance Woodwinds II (s)</td>
<td>MUS167</td>
<td>3</td>
</tr>
<tr>
<td>•• MUS260 Woodwind Repertoire Class (fs)</td>
<td>Corequisite: Applied Woodwinds</td>
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<tr>
<td><strong>WOODWINDS:</strong> Lessons are available for saxophone, oboe, flute, clarinet or bassoon. Applied woodwind courses may require concurrent enrollment in Woodwind Repertoire Class (MUS260).</td>
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<tr>
<td>MUS160 Beginning Woodwind Lessons (fs)</td>
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<tr>
<td>• MUS163 Elective Woodwinds I (fs)</td>
<td>Audition or MUS160</td>
<td>1 or 2</td>
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<tr>
<td>• MUS164 Secondary Woodwinds I (fs)</td>
<td>MUS164 or Audition</td>
<td>1</td>
</tr>
<tr>
<td>MUS165 Principal Woodwinds III (f)</td>
<td>MUS166</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MUS166 Principal Woodwinds IV (s)</td>
<td>MUS265</td>
<td>1 or 2</td>
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<tr>
<td>MUS167 Performance Woodwinds III (f)</td>
<td>MUS168</td>
<td>3</td>
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<tr>
<td>MUS267R Woodwind Recital III (f)</td>
<td>Corequisite: MUS267</td>
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<tr>
<td>MUS268 Performance Woodwinds IV (s)</td>
<td>MUS267</td>
<td>3</td>
</tr>
<tr>
<td>MUS268R Woodwind Recital IV (s)</td>
<td>Corequisite: MUS268</td>
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ENSEMBLE COURSES

Ensemble courses may be repeated for credit.

**MUS139 DUO-PIANO (fs)**
Prerequisite: Audition
Corequisite: Applied Piano
Performance of duet music for piano. Repertoire appropriate to needs of students. One hour lesson per week. 1 credit

**MUS149 CHAMBER STRING ENSEMBLE (fs)**
Prerequisite: Audition
Performance of chamber music and works for small string ensembles. Two rehearsals per week. 1 credit

**MUS159 COTTEY POPS CHOIR (fs)**
Choral ensemble performing a wide variety of music including pop and light classical. Three rehearsals per week. 1 credit

**MUS169 WIND ENSEMBLE (fs)**
Prerequisite: Audition
Performance of standard and contemporary concert band music literature. Ensemble performs several times. 1 credit

**MUS239 PIANO ACCOMPANIMENT (fs)**
Prerequisite: Audition
Piano as accompaniment for other instrumental or vocal performance. Repertoire and appropriate to needs of student pianist and other student musician. 1 credit

**MUS259 CHAMBER SINGERS (fs)**
Prerequisite: Audition
Choral ensemble specializing in chamber repertoire. Three rehearsals per week. 1 credit

**MUS269 JAZZ ENSEMBLE (fs)**
Prerequisite: Audition
Ensemble is very active and performs a variety of styles including jazz, rock and roll, blues, Latin and R&B. Instrumentation: alto saxophone, tenor saxophone, baritone saxophone, trombone, trumpet, piano, rhythm guitar, bass guitar, and trap set. 1 credit

PHILOSOPHY (PHI) AND RELIGION (REL)

PHILOSOPHY (PHI)

Philosophy involves human quests for insight into such pivotal concerns as the nature of reality, the limits of human knowledge, and the nature of the good life for human beings. The concerns and outlooks of various philosophers have influenced the thinking and acting of many persons and their societies. Entering into philosophical reflections, Cottey students wrestle with perspectives and theories that continue to exert influence in the world today. At Cottey, none of the courses in philosophy is devoted to a broad smattering of names, dates, and superficially examined problems. Instead, each course aims to confront the writings and outlooks of a limited number of thinkers, carefully selected to represent significantly different ways in which people try to understand the world.

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

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

RELIGION (REL)

Concerns for harmony with what is ultimately real, true, or powerful tend to mark major religious quests around the world. While often sharing significantly in such general kinds of concerns, religious communities and persons often differ greatly in the profoundest outlooks and approaches to which they come. In the religion courses at Cottey, we examine a number of major communities of religious faith and practice. We aim, however, not merely to examine diverse details, but to attain insights into the moving visions and practices of human beings as they face certain of life’s most pressing questions.

As is the case in our courses in philosophy, our courses in world religions introduce students to selected major texts, perspectives, and thinkers. By virtue of this common emphasis upon pivotal writings and writers, our combined course offerings in philosophy and religion offer the interested student an opportunity to pursue both breadth and depth in her understanding of some of the profounder currents of human thought and experience. Our department offers a variety of courses that fulfill general education requirements in senior colleges and universities.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.
PHI101 PHILOSOPHICAL QUESTS (f)
Explores questions about reality, the nature and limits of human knowledge, and the relevance of such concerns to human living. Aims to cultivate philosophical wonder and appreciation, as well as critical thinking and growing awareness of the historical and ongoing importance of philosophical views. Emphasizes select ancient and modern philosophers. 3 credits

PHI103 ETHICS (y)
Examines select major ethical theories having both historical and ongoing importance. Confronts such socially unsettling moral issues as the death penalty, affirmative action, abortion, or controversial business practices. Aims to relate competing outlooks to ongoing debates about human choices, needs, and communities. 3 credits

PHI112 INTRODUCTION TO LOGIC (s)
Pursues factors proper to excellence in critical thinking and its written expression. Aims to heighten student skills in identifying, clarifying, and evaluating various kinds of arguments by means of which people seek to persuade each other. Examines deductive and inductive reasoning across a broad range of contexts. 3 credits

PHI121 HUMAN NATURE AND SOCIETY (y)
Pursues key issues in social philosophy. Aims particularly to confront opposing views of the human condition, of possible social arrangements, and of excellence in the overall care and education of human individuals. Considers modern theorists, both mainstream and radical, as well as select traditional thinkers. 3 credits

REL105 WORLD RELIGIONS I (y)
Initiates academic exploration of developments and practices within Judaism, Christianity, and Islam. Pursues intelligent appreciation of various religions’ perspectives, particularly as selected portions of their sacred literatures. Attempts to develop insights into present day religious struggles in the face of modern challenges. 3 credits

REL106 WORLD RELIGIONS II (y)
Initiates academic exploration of some of the varied outlooks and practices of religious traditions originating in India and China. Pursues intelligent appreciation of the various religions’ perspectives, as these are conveyed through their sacred literatures. Emphasizes Hinduism, Buddhism, Confucianism, and Taoism. 3 credits

PHYSICAL EDUCATION (PHE)
The mission of the general physical education activity program is to provide a variety of curricula from which the student may select to enable her to develop her cognitive knowledge of the activity, increase her psychomotor skills, increase her personal fitness and enhance her sense of value for the activity. Departmental goals are directed toward the following student outcomes: Students in physical education courses will:

• improve or maintain skill acquisition in physical activity classes
• improve or maintain their fitness level in fitness-related classes
• meet the attendance policy of a physical activity course thereby participating in an activity for three hours per week
• increase their knowledge of a particular activity or sport

Some specialized courses in the program provide opportunities for leadership development and employment.

The physical education facilities, located in Hinkhouse Center, include: a large gymnasium, a 25-yard swimming pool, weight room, two dance studios, three outdoor tennis courts, a male and female locker/dressing room, and an athletic field.

Courses marked with the symbol ($) before the course prefix and number fulfill the distribution requirement in Physical Education/ Dance activity.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

PHYSICAL EDUCATION THEORY COURSES

§PHE139 LIFETIME FITNESS CONCEPTS (f)
Study and assessment of health and skill related components of physical fitness. Also considers importance of nutrition, consumer information, injury prevention and behavior modification as they relate to general fitness. Three hours per week. Counts as one credit activity and one credit theory. 2 credits

§PHE223 LIFEGUARD TRAINING (s)
Prerequisite: Skill pretest • 500 yard continuous swim in this order: 200 yards freestyle, 100 yards breaststroke, and 200 yards breaststroke or front crawl strokes • Swim 20 yards, surface dive to bottom, retrieve 10 pound brick and return to starting point keeping both hands on brick and face above water. Theory and practice of knowledge and skills of lifeguarding. Opportunity for completion of American Red Cross certification in Lifeguard Training, CPR/PR, First Aid, AED, and Waterfront Lifeguarding. Three hours per week. Counts as one credit activity and one credit theory. 2 credits
§PHE224 SWIMMING INSTRUCTOR (y)
Prerequisite: Skill test and knowledge pretest
Theory and practice of all swimming strokes, skills and diving. Application of knowledge, principles and analysis of Red Cross Learn to Swim and Water Safety programs directed toward completion of American Red Cross Water Safety Instructor certification and authorization. Three hours per week. Counts as one credit activity and one credit theory. 2 credits

§PHE226 LIFEGUARDING INSTRUCTOR (y)
Prerequisite: PHE223 and pass skill and knowledge pretest
Theory and practice of lifeguard training skills, knowledge and principles directed toward completion of instructor certification and authorization to teach Lifeguard Training courses. Instruction in AED, disease transmission and oxygen administration included. Three hours per week plus weekend practicums. Counts as one credit activity and one credit theory.

2 credits

§PHE126 SKIN AND SCUBA DIVING (s)
Prerequisite: Medical clearance; skill pretest - float, swim or tread water too deep to stand for 10 minutes, swim 200 yards (any stroke, no time limit)
Theory and practice of the sports of skin and SCUBA diving. Includes PADI Open Water SCUBA knowledge development and confined water course segments. Three hours per week. Counts as one credit activity and one credit theory.

1 credit

§PHE231 SCUBA2 (f)
Practice for and participation in four open water training dives for certification as a PADI Open Water Scuba Diver. Includes three classroom/pool sessions on campus and four weekend days on site at dive location. Students will be responsible for their own diving fees.

1 credit

PHYSICAL EDUCATION ACTIVITY COURSES

WATER SPORTS
May not be repeated for credit. Two or three hours per week.

1 credit

§PHE121 SWIM I: NONSWIMMER (f)
For students with little or no experience and/or with fear of water. Not open to students who can tread water.
Includes personal safety skills in, on or around water, deep water orientation and skills, and introduces basic swimming strokes and skills.

§PHE122 SWIM II: STROKE DEVELOPMENT (fs)
Prerequisite: PHE121 or ability to tread water for three minutes in deep end of pool
Includes all six swimming strokes, basic swimming skills as well as diving into water and review of personal safety skills.

§PHE125 FITNESS SWIMMING (y)
Prerequisite: PHE121 or ability to swim front crawl stroke 50 yards with proper breathing
Designed to increase cardiovascular fitness and endurance through lap swimming. Concepts of fitness, fitness components and swim training discussed. Techniques for increasing speed and efficiency developed. Focus on increased swimming distances.

§PHE220 AQUACISES (fs)
Approach to figure improvement and fitness (non-swimmers included) by performing simple water exercises. Water resistance movements for muscle tone and coordination; stretching for flexibility and improved posture; brisk, lively movements to build endurance, increase circulation and stimulate internal body systems.

§PHE221 SWIM III: STROKE REFINEMENT AND ADVANCE SKILLS (y)
Prerequisite: PHE122 or ability to swim 500 yards continuously
Includes review and advanced work in all six swimming strokes, introduces advanced skills (flip turns, starts). Introduces competitive skills, synchronized swimming, fitness swimming and other aquatic activities such as water polo and skin diving.

§PHE222 SYNCHRONIZED SWIMMING (y)
Prerequisite: Intermediate skill or skill testing
Rhythmic forms and analysis in relation to creative expression in swimming. Composed of basic body positions, swimming strokes and stroke variations, sculls for propulsion and support, and figures and hybrid figures.

INDIVIDUAL SPORTS
May not be repeated for credit. Two or three hours per week.

1 credit

§PHE131 TENNIS I/BADMINTON (y)
Theories and techniques of tennis and badminton with practical application of knowledge, principles, and analysis of skills.

§PHE132 TONING AND FLEXIBILITY (y)
Assists with development of muscular endurance and flexibility. Includes endurance, resistance and floor exercises with static and PNF stretching.

§PHE133 JOGGING (y)
Designed to increase cardiorespiratory fitness through individualized jogging workouts. Includes jogging or other cardiorespiratory workouts three days per week.

§PHE135 HIKING (y)
Prerequisite: Walk two miles in 32 minutes or less.
Basic techniques, fundamentals and safety concerns for day hiking. Combines lecture, activity and weekend day hikes.
Meets for 8 weeks.

§PHE136 AEROBIC EXERCISE/FITNESS WALKING (fs)
Designed to improve cardiorespiratory endurance, flexibility, and muscular endurance through fitness walking and different types of aerobic classes.

§PHE138 WEIGHT TRAINING (y)
Designed to improve muscular strength and endurance through proper technique and progressions of weight training, with use of both selectorized and free weight equipment.

§PHE142 BEGINNING GOLF (s)
Includes fundamentals of basic golf swing, explanation of rules and regulations, practice at driving range, and nine holes of golf as culminating activity.
§PHE143 CANOEING/ARCHERY (y)
Prerequisite: Swim 100 yards clothed and tread water for five minutes.
Theory and practice of archery and canoeing with emphasis on application of knowledge, principles and analysis of skills.
1 credit

§PHE163 ADAPTIVE PHYSICAL EDUCATION (y)
Designed for students with a documented disability or medical condition who may not be able to meet physical demands of activity class. Enrollment requires recommendation of physician and consultation with instructor. Course may be repeated for credit.

§PHE181 CYCLING & FIRST AID (y)
Prerequisite: Bicycle
Fundamentals of cycling, bicycle care and repair, maintenance and cycling safety. First aid unit includes American Red Cross Community First Aid and Safety training leading to certification in Adult, Child, and Infant CPR and First Aid. Three hours per week. Counts as one credit activity and one credit theory. 2 credits

TEAM SPORTS
May be repeated for credit. Two or three hours per week. 1 credit

§PHE129 COMPETITIVE SWIMMING (y)
Prerequisite: Ability to swim 500 yards freestyle continuously and to perform standing front dive
Introduces competitive aspects including four competitive strokes and advanced skills such as starts and turns as well as training and conditioning principles. Attendance at an off-campus swim meet is required.

PHYSICS (PHY) AND ASTRONOMY (AST)

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.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

AST101 INTRODUCTORY ASTRONOMY (fs)
Corequisite: AST101L
Early astronomy, telescopes, solar system, stars, stellar evolution, galaxies and early and modern cosmologies. 3 credits

AST101L INTRODUCTORY ASTRONOMY LABORATORY (fs)
Corequisite: AST101
Elementary experiments illustrating methods and principles used in astronomy. Occasional night observations are required. Two hours per week. 1 credit

PHY101 INTRODUCTORY PHYSICS (s)
Corequisite: PHY101L
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. 3 credits

PHY101L INTRODUCTORY PHYSICS LABORATORY (s)
Corequisite: PHY101
Elementary experiments in conceptual physics. Two hours per week. 1 credit

PHY201 GENERAL PHYSICS I (f)
Prerequisite: MAT201
Corequisite: PHY201L
Laws and concepts of mechanics, wave motion, acoustics and thermodynamics. Emphasizes conservation laws and development of problem solving ability. 4 credits
**PHY201L GENERAL PHYSICS I LABORATORY (f)**
Corequisite: PHY201
Data collection, simple error analysis and graphical representation of data. Experiments in mechanics, heat and wave motion. Three hours per week. 1 credit

**PHY202L GENERAL PHYSICS II LABORATORY (s)**
Corequisite: PHY202
Experiments in electricity, magnetism and optics. Three hours per week. 1 credit

**PHY202 GENERAL PHYSICS II (s)**
Prerequisite: PHY201
Corequisite: PHY202L.
Electricity, magnetism and optics. 4 credits

**POLITICAL SCIENCE (POL) and INTERNATIONAL RELATIONS**
Economic, social, and political relations within and across nations have shifted dramatically over the past two centuries, and they continue to change at a rapid rate. These actions within and between nation states no longer stay where they originated; technology has created instantly available global access with powerful implications.

Given the processes of globalization, there are expanding career possibilities for students with a strong background in International Relations and Political Science. These programs help provide the student with a strong foundation for understanding globalization in order to pursue further study and seek careers in an interrelated world.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/prgramstudy.html](http://www.cottey.edu/home/AAC/prgramstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

**POL101 UNITED STATES GOVERNMENT (f)**
Study of structures and actual operations of United States government as well as current political issues. Basic features of political system emphasized. 3 credits

**POL121 INTRODUCTION TO POLITICAL SCIENCE (f)**
Study of issues in contemporary political analysis, human values, and political goals through a comparative study of different political systems. 3 credits

**POL151 INTERNATIONAL RELATIONS (fs)**
Study of basic concepts, ideas, and debates in International Relations, which consists of two major areas: international security and international political economy. 3 credits

**POL201 COMPARATIVE POLITICS (y)**
Prerequisite: POL101 or POL121 or POL151
Study of domestic and regional political matters of six different areas: Western Europe, Russia and Slavic Europe, Asia, Latin America, the Middle East, and Sub-Saharan Africa. 3 credits

Current Special Topics include:

**POL294 Introduction to International Political Economy**

**PSYCHOLOGY (PSY)**
Psychology is the scientific inquiry into the nature of thought, feeling, and action. Because psychology developed from such disciplines as biology, physics and philosophy, students will find that the study of psychology enhances one’s understanding of a variety of subjects. Courses in psychology are designed to serve a number of purposes: to satisfy intellectual curiosity; to offer insights into human behavior, personal and social; to offer another dimension to the studies of those involved in education and nursing in particular, and all disciplines in general. Students with the baccalaureate degree in psychology have a firm foundation for entry-level careers in social service agencies, consumer advocacy, business (such as personnel work and organization development) and community improvement groups. In addition, the psychology degree constitutes strong preparation for enrollment in graduate education in such disciplines as psychology, education, social work, law, medicine, and business.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/prgramstudy.html](http://www.cottey.edu/home/AAC/prgramstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

**PSY101 GENERAL PSYCHOLOGY (fs)**
Introduces scientific study of behavior and mental processes. Overview of areas of neuropsychology, growth and development, perceptual processes, learning and thinking, motivation and emotion, intelligence and personality, social psychology and mental disorders. 3 credits

**PSY203 DEVELOPMENTAL PSYCHOLOGY: CHILD (f)**
Prerequisite: PSY101
Scientific study of basic factors in development from conception through age 12. Topics such as heredity, growth and maturation, learning and motivation, language, cognition, socialization and disturbed patterns of development discussed. Special attention given to complex interaction of heredity and environment. Includes service learning requirement. 3 credits
PSY205 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (s)
Prerequisite: PSY101
Development from pre-pubescence through late adolescence. Explores theory and research relating to physical growth, emotion, and social and cognitive developmental change, motivation, problems and disturbances. Includes service learning requirement. 3 credits

PSY221 HUMAN SEXUALITY (f)
Prerequisite: PSY101 or SOC101
Surveys topics from biological, sociological, anthropological, religious and psychological perspectives. Examines sexual values in order to enhance students’ knowledge of sexuality and influences which affect it at personal, familial and societal level. 3 credits

PSY231 PSYCHOLOGY OF WOMEN AND GENDER (s)
Prerequisite: PSY101
Critical examination of psychological theories and research on gender. Topics such as gender roles, development of gender identity differences and similarities between the sexes, relationships, mental health, and sexuality will be examined across historical, social, and cultural contexts, with particular emphasis on women and feminist perspectives. 3 credits

PSY232 SOCIAL PSYCHOLOGY (y)
Prerequisite: SOC101 or PSY101
Introduces selected topics, concepts and theories. Includes the self, self-presentation, social perception, conformity and deviance, person perception, prosocial and aggressive behavior, and prejudice and discrimination. 3 credits

RELIGION (REL) - See Philosophy and Religion

SOCIOLOGY (SOC)

The study of sociology increases students’ understanding of the relationship between the individual and society. By developing a sociological perspective, students sharpen their powers of observation and analysis, which assist them in all aspects of human relations. Sociology assists students in understanding contemporary social problems and the difficulties in developing social policy solutions. It also broadens students’ awareness of the diversity of human experience around the world. The basic courses at Cottey provide the foundation for a major or minor in sociology while providing basic knowledge and skills needed to pursue a variety of applied careers: social work, social services, corrections and juvenile treatment, environment and resource allocation, social gerontology, and community health services. Sociology courses also contribute to students’ preparation in other professions including human resources and personnel management, marketing and advertising, education, law, and medicine.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit [http://www.cottey.edu/home/AAC/programstudy.html](http://www.cottey.edu/home/AAC/programstudy.html) for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

SOC101 INTRODUCTORY SOCIOLOGY (fs)
This course will cover five major sections. The first section introduces theories and methods used in sociology. The second concerns culture—the social heritage of society. The third examines the roles of social structure in shaping behavior. The fourth explores the impact of social forces on the individual such as socialization, conformity, deviance and social control. The fifth deals with race and ethnicity, family, education, and other topics. 3 credits

SOC203 FAMILY AND SOCIETY (f)
This course provides an overview of the study of the family from a sociological perspective. This course is organized into four major thematic sections. First, it examines American families such as European American, Native American, African American, Asian American, and Latino families, and the history of love, sex, and marriage. Second, it examines the relationship between families and marriages, social class, race and gender. Third, it explores the relationship between the family and work. Fourth, it covers dating, marriage, the family, parenting, childhood, divorce, remarriage, aging, death, and others. 3 credits

SOC204 WOMEN IN CROSS CULTURES (y)
This course is designed to introduce students to basic topics in women’s studies. It explores reproductive, economic, political, and religious factors that influence women’s experiences from a cross cultural approach. It examines the ways that gender intersects with social class, work, politics, and religion. It offers students opportunities to understand the diversity and similarity of women’s experiences around the world. 3 credits

SOC232 INTRODUCTION TO SOCIAL PSYCHOLOGY (s)
Prerequisite: SOC101 or PSY101
Social Psychology is an interdisciplinary field bridging sociology and psychology. On the sociological side, it is concerned with the social outcomes of interaction between people and interaction within and between groups. This course will focus on three major social psychological theories: social cognition, social exchange, and symbolic interactionism. It includes topics such as the self, social perception and cognition, attitude, conformity, deviance, prejudice, self-presentation, interpersonal attraction and relationships, group cohesion and conflicts. 3 credits

SOC291 RACE, CLASS, AND GENDER (y)
This course examines race, class, and gender as sociological concepts and a new interdisciplinary paradigm. Students will learn to use this framework to interpret contemporary social issues related to race, class, and gender. The course also introduces students to the experiences of diverse groups in the United States, and to analyze how race, class, and gender together shape these experiences. 3 credits
SPANISH (SPA) - See Foreign Languages

SPEECH (SPE)

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

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

SPE101 FUNDAMENTALS OF SPEECH (fs)
Emphasizes preparation and delivery of speeches in various contexts. Beginning techniques in research and criticism are included. 3 credits

SPE121 INTERPERSONAL COMMUNICATION (f)
Theory, practice and exploration of interpersonal communications. Topics include perception; development of self-concept/self esteem; verbal and nonverbal codes; effective listening techniques; conflict resolution; development of relationships; cultural and gender influences. 3 credits

THEATRE (THE)

Cottey’s theatre program is designed to provide all of the basic foundations for students interested in pursuing a career in professional or educational theatre or any related career field. Students can take classes in beginning and advanced acting, scene design and stagecraft, lighting and sound design, costuming, voice and articulation, children’s theatre and theatre history. Students also are provided the opportunity to participate actively at all levels in the College’s theatrical presentations, to serve on crews for visiting road shows and to qualify for entry into Delta Psi Omega, the national theatre honorary.

If you have an interest in majoring in this field, Cottey can help you prepare to declare your major. Please visit http://www.cottey.edu/home/AAC/programstudy.html for a listing of programs of study for different majors. Each guide for a prospective major will list potential career opportunities and a sample four-semester course of study at Cottey College.

THE101 INTRODUCTION TO THEATER (xf)
History of theater from ancient Greeks into twentieth century. Includes discussion of basic playwriting, directing, acting and theater architecture and design. Offered odd years. 3 credits

THE102 TWENTIETH CENTURY THEATER (xs)
Includes major movements and artists of twentieth-century and contemporary theater, including Stanislavski, Brecht and Artaud. Offered even years. 3 credits

THE103 BEGINNING ACTING (f)
Introduces basic realistic acting techniques. Includes physical movement, voice and character development, scene preparation, improvisation and some stage fighting techniques. 3 credits

THE110 STAGE LIGHTING AND SOUND (f)
Includes basic knowledge of equipment and techniques used in providing lighting effects and sound reinforcement for the theatre. Coverage includes spotlights and dimmers, gels and color media, lighting design theory, use of CAD lighting design programs, and use of various types of microphones and speakers, and all forms of recorded media. 3 credits

THE122 PERFORMANCE OF LITERATURE (xs)
Study and practice of public performance of poetry, prose and dramatic forms of literature and life texts. Includes analysis of conversational and literary forms, criticism, class presentations and class response. Offered even years. 3 credits

THE131 DRAMATIC LITERATURE (f)
Introduces technique of reading dramatic literature from the major periods of play writing. Includes discussion of dramatic writing and instruction in stage practice as applied to text. Offered even years. 3 credits
WOMEN’S STUDIES (WST)

Women’s studies is an interdisciplinary field that examines the intersections of race, class, gender, and sexuality in women’s lives. It is an umbrella that conscientiously articulates the relationship between feminism, history, philosophy, literature, sociology, anthropology, psychology, media, and other areas of study to explore more fully the role of and issues facing women historically and in contemporary society.

CERTIFICATE IN WOMEN’S STUDIES

WOMEN’S STUDIES CERTIFICATE REQUIREMENTS
12 hours required, including:

- WST105 Introduction to Women’s Studies 3 credits

Students may choose the remaining nine hours from the following list of courses:
- WST/LDR102 Leadership 2 credits
- WST/ENG107 American Women Writers 3 credits
- WST/ENG108 British Women Writers 3 credits
- WST/ANT151 Introduction to Cultural Anthropology 3 credits

THEATER PRODUCTION (fs)
Prerequisite: audition and director’s consent
Guided participation in major theatrical production as actress, assistant director/stage manager, or technical support (minimum of 45 hours of work time as crew member or crew head). May be repeated. Maximum of 4 credit hours may be included in minimum 62 credits required for graduation. 1 credit

HISTORY OF AMERICAN MUSICAL THEATER (xs)
Traces history of American Musical Theater from early years of European influence to development of unique theatrical form. Major works studied through readings and recordings. Includes study of Hollywood musical film. Offered even years. 3 credits

CERTIFICATE IN CULTURAL ANTHROPOLOGY (fs)
It investigates the different ways how human beings have organized their social institutions and cultural systems; it explores what produces diversity and how society changes. It discusses basic topics including culture, language, kinship, marriage, economics, social organization, politics, and religion from a cross-cultural perspective. It also examines similarities and differences among societies and cultures around the world. 3 credits

INTRODUCTION TO CULTURAL ANTHROPOLOGY (xs)
Introductory overview of the field of cultural anthropology. Emphasis on diversity of the human experience and the cultural and social contexts of human behavior.

FLM153 FILM FOR FEMMES (xs)
Focused on films by or about strong female leading characters, real and fictitious, good and bad. Includes basic critical vocabulary and skills, as well as a general background of some of the important writers, directors and actors in this genre. 3 credits

CHILDREN’S THEATER (s)
Studies means and methods employed in various types of productions for youthful audiences. Includes extensive reading and analysis of children’s theater literature, preparation and presentation of children’s theater production. 3 credits

CURRENT SPECIAL TOPICS include:
- THE291 Scene Design & Stagecraft (s)
- THE292 Costume Design & Construction (xs)
- THE293 Acting: Character Development (xs odd)
WST/SOC203 FAMILY AND SOCIETY (f)
This course provides an overview of the study of the family from a sociological perspective. This course is organized into four major thematic sections. First, it examines American families such as European American, Native American, African American, Asian American, and Latino families, and the history of love, sex, and marriage. Second, it examines the relationship between families and marriages, social class, race and gender. Third, it explores the relationship between the family and work. Fourth, it covers dating, marriage, the family, parenting, childhood, divorce, remarriage, aging, death, and others. 3 credits

WST/SOC204 WOMEN IN CROSS-CULTURES (y)
This course is designed to introduce students to basic topics in women’s studies. It explores reproductive, economic, political, and religious factors that influence women’s experiences from a cross cultural approach. It examines the ways that gender intersects with social class, work, politics, and religion. It offers students opportunities to understand the diversity and similarity of women’s experiences around the world. 3 credits

WST/HIS211 HISTORY OF WOMEN IN THE UNITED STATES (s)
Survey of women in United States from colonial to modern times. Introduces political, social, religious and economic factors that influenced women’s roles in and contributions to U.S. society. 3 credits

WST/PSY231 PSYCHOLOGY OF WOMEN AND GENDER (s)
Prerequisite: PSY101
Critical examination of psychological theories and research on gender. Topics such as gender roles, development of gender identity differences and similarities between the sexes, relationships, mental health, and sexuality will be examined across historical, social, and cultural contexts, with particular emphasis on women and feminist perspectives. 3 credits

MCM293 WOMEN & THE MEDIA (s)
This class focuses on various representational and participatory issues concerning gender, race, class, and sexuality in popular media. Through assigned readings and projects, class films and discussions, we take an historical approach to examine and dissect stereotypes and social constructions of gender, race, class, and sexuality within media content. This course is built on the assumption that media are central to our everyday lives; and as a major social institution, media play a pivotal role in shaping and reflecting our culture. In addition, this course explores the impact media have on our own thinking and understanding of ourselves, others, and the world around us. 3 credits

Current Special Topics include:
WST/SPE291 Gender and Communication
ACADEMIC RECOGNITION

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

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

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

Alpha Mu Gamma is a national honorary fraternity for lower-division students of foreign languages, including international students for whom English is a foreign language. Requirements for membership are excellence in the study of foreign languages at Cottey and overall excellence in college classes. Membership in Cottey’s chapter, Kappa Gamma, is by invitation.

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

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

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

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

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

GRADUATING STUDENT AWARDS

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

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

Second Lei Award, provided by Chapter C, Honolulu, Hawaii, P.E.O. Sisterhood. It is given annually to the graduate considered (by vote of the faculty) to be outstanding in the areas of leadership, student government, and academic, social and community affairs and who best exemplifies the spirit and ideals of the College.

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

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

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

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

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

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

Transcripts of academic records and statements of academic status are released to third parties only with written authorization from the student. A student has the right of access to her academic records. A student has the right to challenge and request the correction of any contents of her educational records that are considered to be inaccurate, misleading or in violation of the student’s privacy or other rights. Such a challenge should be directed to the registrar.

REGISTRATION AND CHANGES IN REGISTRATION

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

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

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

A student may drop courses during the first six days of instruction without penalties or charges. These courses do not appear on the transcript.
The seventh day of instruction through the tenth week of instruction, a student withdrawing from a course must pay a $15 per course withdrawal fee. A grade of W will be recorded on her transcript.

After the tenth week of instruction and until the last day of instruction, a withdrawal fee of $15 per course is charged, and a grade of WP or WF will be recorded on the student’s transcript to indicate whether she was passing or failing at the time of withdrawal.

**COURSE LOAD**

A full-time student load is defined as 12-18 credit hours with the typical student load being 15-16 credit hours each semester. To register for more than 18 credit hours, students must obtain approval from the vice president for academic affairs. The maximum is 18 credits for a student’s first semester at Cottey and 21 credit hours per semester thereafter. To maintain residential status, Cottey students must be enrolled for a minimum of 12 credit hours per semester, unless that requirement is waived by the vice president of student life.

**TRANSFER CREDIT**

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

1) The institution at which the credits were earned is accredited by a regional accrediting association.

2) Credit hours taken at another institution may be transferred to Cottey only if the grade earned is a C or above.

3) Credits earned while enrolled in high school (dual enrollment) may be accepted in transfer and may be used for fulfilling degree requirements. However, a student who wishes to transfer English Composition courses must meet the following guidelines:

   a. To receive transfer equivalency for Cottey’s ENG101 English Composition I, a student must also present a score of 25 or higher on the ACT English Test or a score of 570 or higher on the Writing portion of the SAT Reasoning Test.

   b. To receive transfer equivalency for Cottey’s ENG102 English Composition II, a student must document that the course was completed after completion of the high school diploma or on a college campus. This requires an official letter from the college or university confirming that the course was taught on its campus.

   c. To appeal transfer of English composition courses, complete petition request and submit the syllabus and all graded writing assignments to the Academic Records Office by October 1.

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.

**ACADEMIC CLASSIFICATION OF STUDENTS**

- First-Year Students: 0-23 credit hours earned
- Second-Year Students: 24-62 credit hours earned

**COURSE PLACEMENT**

Placement in computer science, foreign languages, English composition, laboratory science, mathematics and music is determined by the student’s past level of achievement and/or scores on auditions or tests administered at Cottey. Credit is not given for the lower-level courses not taken due to placement in an advanced course.
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 and do not appear on the transcript. If by auditing a course a student exceeds the normal course load, she must obtain permission from the vice president for academic affairs. Changes from audit to credit, or credit to audit, must be made in accordance with the schedule change policy.

CLASS SIZE

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

CLASS ATTENDANCE

Class attendance is expected. Each instructor determines his or her own policy and provides this information in the course syllabus. When absent from class, the student is responsible for the work and announcements made during the missed class.

EARLY WARNING OF ACADEMIC DIFFICULTIES

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

Cottey’s early warning system includes:
- notification by an instructor of his/her concern about a student’s academic performance at any time during the semester,
- mid-term down grade notification by an instructor for each C- or lower grade,
- special warning by the vice president for academic affairs if a student receives three or more mid-term down grade notifications. (This warning requires that the student meet with each instructor, her advisor, and her academic advisement coordinator to secure their advice and signatures on the warning letter; and that she return the signed letter to the vice president for academic affairs.)

A copy of each warning is sent to the student, her academic advisor and the academic advisement coordinator for her class.

WITHDRAWAL FROM COLLEGE

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

LEAVE OF ABSENCE

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

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

GRADE REPORTS

In lieu of a grade report, an unofficial transcript is sent each semester to the student and to the student’s parent(s) or legal guardian unless the student has satisfactorily demonstrated to the registrar that she is not a dependent of her parent(s).

GRADE POINT AVERAGE (GPA)

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

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
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<tr>
<td>B+</td>
<td>3.30</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<td>B-</td>
<td>2.70</td>
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INCOMPLETE

A student, who has done satisfactory work for at least 12 weeks but because of illness or other circumstances beyond her control is unable to complete all course requirements, may request a grade of Incomplete. The instructor, not the student, makes the decision to grant an Incomplete. Incompletes must be completed by the end of the subsequent semester and summer or the grade will be changed to F.

REPEATING AND BACKTRACKING

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

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

Regardless of whether she failed or passed (with a low grade) in a previous attempt, a student can get a better grade and improve her GPA by repeating a course, but “passed” courses count toward graduation only once. Students who repeat and pass a course they have failed will then receive credit for that course, but they do not earn any additional credit hours by repeating courses they have passed before.

A student may not take for credit a course that is a prerequisite for a course she has already completed satisfactorily. Exceptions will be permitted only when senior institutions use specific courses as admission requirements, which would adversely affect Cottey graduates seeking to transfer there.
RESIDENCE REQUIREMENT/LATE GRADUATION

Thirty-two credit hours must be earned at Cottey. Late graduation or exceptions must have the recommendation of the Academic Committee and the approval of the vice president for academic affairs. Students who receive approval and have a cumulative grade point average of 2.00 or higher may participate in Commencement.

GRADE RE-EVALUATION: APPEALS AND RECORD CORRECTIONS

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

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

Acting as a Grade Appeals and Academic Records Correction Board, the Academic Committee will consider student petitions, gather whatever additional pertinent information is needed, and recommend appropriate resolution. The Academic Committee will also act in academic dishonesty cases (as defined in the Student Handbook) by reviewing Judicial Board findings for grade changes as sanctions when the instructor concerned does not concur with the sanctions recommended, considering student appeals of grade change sanctions, and reviewing other academic dishonesty cases brought to their attention by faculty or students. In every case the Academic Committee will inform the faculty member whose grading is being appealed and will invite her/him to respond to the student’s petition. To prevent conflicts of interest, a faculty member whose grading is being appealed will neither sit as a member of the Academic Committee during its review of the petition nor participate in its deliberations. After the Academic Committee has considered the petition and at the direction of the vice president for academic affairs, the registrar will make whatever academic record corrections are necessary and inform all those concerned of the actions taken. The Academic Committee will also act on Judicial Board recommendations for grade changes as sanctions in cases of academic dishonesty as defined in the Student Handbook. (Such sanctions must be approved by the instructor and the Academic Committee.) The Academic Committee may review the findings or sanctions in any academic dishonesty case. Students appeal Judicial Board findings and sanctions in academic dishonesty cases to the Academic Committee.

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

SATISFACTORY PROGRESS AND GOOD STANDING

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

PROBATION

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

Failure to make satisfactory academic progress or to fulfill College policies regarding the terms of probation may result in dismissal. When her semester and cumulative GPA equals or exceeds the 2.00 required and/or when her semester and cumulative credits equals or exceeds the requirement, the student is released from academic probation during the subsequent semester.
DISMISSAL

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

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

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 dishonesty for a student to receive excessive help from another student with the preparation or writing of any paper which is to be submitted to an instructor. Such excessive help shall be held to exist when it exceeds the general discussion of ideas. In short, excessive help is that in which the helper rewrites all or any portion of the paper. The individual instructor will define the parameters of legitimate help.

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

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

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

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

Disciplinary Action for Honor Code Violations Including Academic Dishonesty

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

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

The consequence of academic dishonesty at Cottey College will depend on whether the violation is a single incident in a class or is the result of multiple violations that occur in one or more than one class. The result of a single violation in a class may be either no credit on whatever work is involved in the violation, with no possibility of redoing the work, or a course grade of F and expulsion from the course. The faculty member teaching the class in which the academic dishonesty occurred will decide which of these consequences to enforce, in accordance with the guidelines set forth above.

Any student found guilty of academic dishonesty will be reported by the faculty member to the vice president for academic affairs. If it is determined by a member(s) of the faculty that a student is responsible for academic dishonesty more than once during her enrollment at Cottey, the vice president, in his or her discretion, will determine, in consultation with the faculty members in whose
classes the academic dishonesty occurred, whether the consequences for the dishonesty will exceed those for the individual class or classes. Depending on the severity of the violations, the vice president for academic affairs, in his or her discretion, reserves the right to expel the student committing the offenses from the College.

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

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

GENERAL POLICY ON EXCEPTIONS AND WAIVERS

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

STUDENT RIGHT TO KNOW

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

SRTK is a “cohort” study; that is, a group of students who are first-time freshmen who are enrolled full-time and are degree-seeking as identified in a fall term and their outcomes are measured over a period of time. The outcomes that the two SRTK rates measure are Completion (the total number of students in the cohort who earn a degree) and Transfer (the total number of cohort non-completers who were identified as having enrolled in another institution). The tracking period of the cohorts is three (3) years, at which time the SRTK rates are calculated and made public.

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

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

The graduation rate for first-time, full-time, degree-seeking students who entered Fall 2004 was 66%.
THE CAMPUS AND STUDENT LIFE

THE CAMPUS

Nevada, Missouri, is the small community Virginia Alice Cottey chose as the home for her college. Today comprising 10,000 citizens, Nevada is the major population center between Kansas City and Joplin. Located in a residential section, Cottey’s campus has 14 buildings on a 11-block tract and a scenic 33-acre wooded area, B.I.L. Hill and Lodge. The Hill is a favorite place for campus gatherings and retreats, and serves as a nature laboratory.

Historic Main Hall, built in 1884, is the College’s original building. Completely renovated in 2002, it houses administrative offices, music studios, practice rooms, classrooms, faculty offices, the Service Center, and the Bookstore.

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

Neale Hall, built in 1922 and renovated in 1972, accommodates the art classrooms, studio areas, and faculty offices.

The central place for academic research is the Blanche Skiff Ross Memorial Library, constructed in 1963. It houses over 50,000 books, covering the breadth of the arts and sciences on the undergraduate level, including the Women’s Studies Collection, the Juvenile Collection, and the Popular Reading Collection in addition to music scores and recordings and over 1,200 videos and DVDs. A conference room, a group study room, and the Nevada Room (for commuting students) provide a variety of meeting spaces. All three floors have study tables, easy chairs, private study areas, and computers.

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

The Chapel, built and donated in 1956 by the B.I.L.s, seats 480 in the nave and houses the Dysart Memorial Organ, a 21-rank Hammer-Reuter organ, and the Nell Farrel Stevenson Grand Piano. The Chapel, which is nondenominational, also contains a smaller side chapel and parlor (the Canadian Room).

Hinkhouse Center, built in 1971 and renovated in 1992, houses a gymnasium, swimming pool, two dance studios, fitness center, classrooms, and faculty offices. There is a spacious student lounge, and the Chellie Club coffee house. The Student Life Center is housed in Hinkhouse Center. The complex also includes three tennis courts, and softball and soccer fields.

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

Reeves Hall (1949), named for Winona Evans Reeves. The residence hall houses approximately 100 students in 10 suites: California-Weller, Kansas, Michigan, Nebraska, New Mexico, Ohio, Rubie, Seaboard, Texas, and Washington.

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

The Helen and George Washburn Center for Women’s Leadership, acquired in 1998, is located just south of the campus at 400 S. College. The beautiful home and grounds are used to host campus retreats, seminars, and to house visiting faculty.

STUDENT LIFE CENTER MISSION AND GOALS

The student life staff is committed to the development of the whole person. While the formal academic experience is the centerpiece of collegiate life, the student life staff strives to support and complement the academic program to make it as meaningful as possible. Our primary mission is to assist students in making a successful adjustment to collegiate life.

In order to promote the greatest possible learning and developmental growth of students within our academic community, the
staff members are committed to creating an environment that encourages learning, involvement, introspection, maturation, and a balanced lifestyle. To fulfill our mission, we will strive to achieve the following goals:

To Provide Services
- and resources designed to assist students in making a successful adjustment to collegiate life.

To Increase Awareness
- of personal, community, and social issues and encouragement to respond to those issues.
- of different or divergent opinions and ways of life which lead to a better understanding of and tolerance for others.

To Create Opportunities
- for inquiry and expression on matters of interest to students.
- to form self-governing student groups that initiate and pursue activities of interest to students.
- to be active contributors toward positive change through leadership, teamwork, and civic engagement.
- that promote personal growth and development.
- that encourage lifetime health and wellness.

To Offer Activities
- that promote interaction among students, faculty, staff, and the larger community both on and off campus.
- that foster an appreciation of cultural and ethnic diversity in our global community.
- that enhance student learning through active participation.

To Conduct Assessment
- as a means of identifying students’ needs and continuously improving services to meet them.
- to document the student learning outcomes gained through participation in student life programs.

NEW STUDENT ORIENTATION

Throughout a student’s two years at Cottey, she will have the assistance and support of the College community. The freshman year at college is a time of change and growth for both students and families. All new students and their families are encouraged to participate in the New Student Orientation program held before each semester. The goal of Orientation is to help the new student and her family make a successful transition to college life. Orientation includes academic and student life programs for the new students and their families. Placement examinations and academic advising occur during the Orientation program.

HEALTH SERVICES

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

COUNSELING OFFICE

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

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

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

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

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

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

Eating in Raney Dining Room is also a part of residential life at Cottey College. All meals are served in Raney Dining Room which is located in Robertson Hall. Meals are provided three times per day Monday through Saturday and twice on Sunday. Extra care is taken to provide a pleasant dining experience. Occasional “sit-down” dinners are featured with family service. Lunch and dinner include a wide variety of entrees, including vegetarian and vegan, in addition to soup, salad, and deli bars. A Centennial Room dinner is a special event for suitemates and their guests to dine together in a more formal and private setting. Personally prepared by the director of food service, students select a six-course meal sure to delight.

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

SPIRITUAL LIFE

Cottey recognizes spirituality as an important component of personal development. Toward this end, Cottey strives to provide educational opportunities for increased understanding of the significance of spirituality and an appreciation for its many forms.

The College is nonsectarian and assists students interested in denominational affiliation in identifying area churches in which they can become involved. Many area churches encourage student affiliation through host family programs. These programs provide students an opportunity to be “adopted” by a church family with similar denominational beliefs for occasional home-cooked meals, rides to church, social interaction, and other kinds of support.

STUDENT ORGANIZATIONS & CAMPUS ACTIVITIES

Student organizations are an integral part of the Cottey experience. There are over 40 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. Both first-year and second-year students 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 of student life and the President on issues of importance to students and is also invited to discuss student life issues with the Cotey College Board of Trustees.

Numerous performers appear on campus. The Student Activities Committee (SAC) plans, promotes, and produces events featuring bands, comedians, coffeehouse singers, and novelty entertainers. The Cotey Lecturers and Artists Super Series (CLASS) sponsors performances each year. Performers often include dance companies, lecturers, symphonies, musicals, poets, and jazz and blues singers. Students are admitted free to all campus performances, except student organization fund-raisers. Some performances will sell out.

Family Weekend is a special weekend created for families to spend on campus with students. Parents, siblings, grandparents, other relatives, and friends are all invited. Family Weekend, traditionally held in early October, is a great opportunity for families and friends to meet suitemates and college friends, and get a taste of life at Cotey.

Much of Cotey’s character can be attributed to its traditions. Cotey 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. Cotey life is enriched and made more special by many traditions. Participation in student traditions is optional.

ATHLETICS

Cotey offers intercollegiate athletic programs in basketball, volleyball, and softball. Cotey is a member of the National Junior College Athletic Association (NJCAA), Division II, Region XVI. Members of the Cotey community enjoy supporting the Cotey Comets at home and on the road.

LEADERSHIP DEVELOPMENT

Cotey offers a dynamic environment for students to learn and practice leadership through partnerships between the Helen and George Washburn Center for Women’s Leadership, and the academic and student life programs. The LEO Program (Leadership, Experiences, and Opportunity) sponsors various leadership development activities every year. Through the LEO Program, students can achieve four levels of certification as a student leader. A course in leadership provides the foundation for the LEO Program. A personalized approach rich in hands-on experience includes participation in enrichment events, field trips, community service, and the opportunity to build relationships with fellow student leaders and a leadership mentor make the LEO Program distinctive. Several opportunities for leadership are available to Cotey students through involvement in a variety of student organizations, and campus and community committees and boards.

VICE PRESIDENT’S DISMISSAL

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

a. prevents her from meeting the academic and technical requirements or standards prescribed by the College for her course of study; or

b. creates an unreasonable risk or danger to the safety of herself, other students or College personnel; or

c. causes her to disrupt the academic or social process of other students at the College.

When a student who has received this type of dismissal believes she is ready to resume her academic program, she must make a formal written request to the vice president of student life for readmission.
ADMISSION AND FINANCIAL AID

ADMISSION TO THE COLLEGE

GENERAL POLICY

Cottey College encourages applications from students who are serious about enrolling in a women’s liberal arts and science college and who are well-prepared through college preparatory, honor and advanced placement high school courses. All candidates for admission must be graduates of accredited high schools, or have satisfied high school graduation requirements through the G.E.D. or by special official arrangements. Admission is based on prior performance and ability 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 bases of race, religion, color, national origin, age, disability, veteran status, sexual orientation, or any other factor protected by law.

Campus visits and interviews are important in assisting the prospective student and her parents in choosing a college. Cottey College encourages these visits. A campus visit should be arranged through the Office of Enrollment Management at least one week in advance. This allows sufficient time to arrange tours, faculty interviews, housing and meals.

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 a maximum enrollment of 350 residential students. Early application is, therefore, recommended.

THE APPLICATION PROCESS

An application for admission may be requested by writing, phoning, or e-mailing the Office of Enrollment Management, Cottey College, 1000 W. Austin, Nevada, MO 64772, phone toll-free: 1-888-5-COTTEY, or e-mail enrollmgt@cottey.edu. Students may also apply online through the Cottey College Web site, www.cottey.edu.

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, at least two years in history and government, three years in mathematics (Algebra I, Algebra II and Geometry), two years in laboratory science and two years of study in one foreign language.

A student applying for admission needs to submit: (1) the application for admission; (2) cumulative high school transcript (including at least 6 semesters of course work in 9th, 10th and 11th grades); (3) the $20 nonrefundable application fee; and (4) results from the test battery of either the ACT Assessment Test (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board. A personal statement at least one typed page in length may be required if the admission committee feels additional personal information is warranted.

It is recommended that candidates take either the ACT or SAT in the spring semester of the junior year or the fall semester of the senior year. Multiple test results are accepted. When taking the test, request that an official copy of the scores be sent to Cottey. (The scores may also be sent through the high school counselor by request.) The ACT code for Cottey is 2286 and the SAT code is 6120. Arrangements for these tests may be made with the student’s guidance counselor. The admission committee will consider the highest test result through the December test for admission and scholarship purposes.

ADMISSION GUIDELINES

If a student has: (1) the required high school curriculum, (2) a high school grade point average of at least 2.6, AND (3) standardized test results that meet our current eligibility requirements (ACT composite of 21 or better, SAT math and critical reading combination of 970 or better), she will be notified of an admission decision shortly after receipt of her completed application.

Students whose academic credentials fall below these guidelines may be asked to provide additional information.

Students who are accepted will receive notification that an advance deposit is due (see Application Fee and Advance Tuition Deposit).

Students accepted for admission also receive a health form (requiring a doctor’s examination), which must be completed before enrollment at Cottey College. Health information is confidential.
SPECIAL ADMISSION

Cottey College will accept the General Educational Development test (G.E.D.) with the following stipulations: (1) the G.E.D. scores as well as an official copy of the certificate are required; (2) the applicant must also submit either the ACT or SAT scores or an official college transcript showing at least one full-time semester successfully completed with a minimum GPA of 2.00. Based on the above requirements, each applicant will be individually evaluated for admission by the admission committee.

HOME SCHOOL POLICY

Students who have been home schooled and have completed high school graduation requirements under a home-school program may be considered for admission. Cottey has accepted and enrolled home-schooled students. Home-schooled students follow the same application guidelines and procedures as all other applicants. In addition to these requirements, home-schooled students must submit a home-schooled student form and a home school credit evaluation form. Students can obtain these forms from the Office of Enrollment Management. These forms are to be completed and signed by a parent/guardian of the home-schooled applicant.

In order to be considered for admission, home schooled students will need to submit:
1. Application form and $20 application fee.
2. ACT or SAT standardized test scores.
3. Home school credit evaluation form (including at least 6 semesters of course work in 9th, 10th and 11th grades) prepared and signed by home-schooling parent/guardian.
4. Home-schooled student form signed by the home-schooling parent/guardian.
5. Two letters of recommendation—one from the applicant’s parent/guardian and one from another source who can speak to the student’s potential for success in a rigorous college program.

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

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

READMISSION OF FORMER STUDENTS

Former Cottey College students who have not been enrolled for at least one semester (not to include the summer) and who do not have an approved leave of absence must complete a special application for readmission. This application form may be requested from the Office of Enrollment Management. In addition to submitting an application for readmission, students who were dismissed from Cottey College for any reason must apply by letter to the vice president for academic affairs.

EARLY ADMISSION FOR HIGH SCHOOL JUNIORS

Exceptionally mature and academically able students who have completed all but one year of high school and have the endorsement of their high school officials for early entrance to college may be considered for admission to Cottey. Recommendations will be requested. With the approval of the high school, courses successfully completed at Cottey may be counted toward a student’s high school graduation. Students interested in applying for early admission should contact the Office of Enrollment Management as early as possible.

ADMISSION OF INTERNATIONAL STUDENTS

Cottey College welcomes applications from qualified international students and advises prospective students to communicate with the Office of Enrollment Management at least six months in advance of their proposed entrance. There is a limited amount of financial aid available for international students, so if financial aid is needed, this fact should be made clear in initial correspondence.

International applicants need to submit a completed Cottey College International Student Application, the $20 nonrefundable application fee, certification of finances, secondary school transcripts and certified records of external examinations, when applicable.
Students whose first language is not English must furnish Cottey College with official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students whose first language is English may be required to furnish Cottey College with official scores from either the ACT or SAT. The decision to admit international students is based on a thorough review of the application and supporting materials.

ADMISSION OF AUDITING STUDENTS

A student who wants to audit a course at Cottey (and is not a currently enrolled student) needs to fill out an application form in the Office of Enrollment Management. Once the student is admitted to the College, she needs to obtain permission from the instructor to audit and return the completed Audit Form to the Office of Academic Records. See page 45 in the catalog for details. The fee for auditing a course is listed under “Incidental Fees.”

ADVANCED PLACEMENT (AP)

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

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

INTERNATIONAL BACCALAUREATE (IB)

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

TRANSFER APPLICANTS

Students who have attended a postsecondary institution will be responsible for submitting the same information as high school graduates in addition to transcripts of all work completed at all other institutions of higher education.

APPLICATION FEE AND ADVANCE TUITION DEPOSIT

A nonrefundable application fee of $20 must accompany each application for admission to Cottey College. If the fee presents a financial hardship to the family, the fee may be waived with a written request from the student’s high school counselor.

An advance tuition deposit of $100 is due after the candidate has been notified of her acceptance for admission. Payment of this fee ensures a student’s place in the student body and housing assignment. The advance tuition deposit is credited to the student’s bill for the first semester. The advance tuition deposit will be refunded only to students who withdraw before May 1.
# ADVANCED PLACEMENT

<table>
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<th>Credit Granted</th>
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<tr>
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<td>PHY201, 201L</td>
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<tr>
<td>Spanish Language</td>
<td>4</td>
<td>3</td>
<td>SPA202</td>
<td>*see note</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>MAT112</td>
<td></td>
</tr>
</tbody>
</table>

*must complete >202 at Cottey to receive credit
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. The four types of financial assistance are grants, scholarships, loans and work programs. Approximately 97% of the student body receives assistance from at least one of these sources.

Students seeking need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). Students and their families are encouraged to complete and submit the FAFSA as soon as possible after January 1. Priority for all need-based financial aid is given to students who are accepted for admission and whose FAFSA results are received by March 1.

Financial need is the difference between the cost of attendance and the expected family contribution (EFC). The cost of attendance includes tuition, fees, room, board, books and supplies, personal expenses, and transportation expenses. The EFC is a measure of your family’s financial strength and is calculated from the information reported on the FAFSA.

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, Federal Academic Competitiveness Grants, Cottey Grants, and grants from the state of Missouri.

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

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

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

SCHOLARSHIPS

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

- Trustees’ Scholarship $12,000 total ($6,000/year)
- President’s Scholarship $10,000 total ($5,000/year)
- Founder’s Scholarship $7,000 total ($3,500/year)
- Achievement Award $5,000 total ($2,500/year)

Fine Arts Scholarships
Fine Arts Scholarships are available in art and art history, dance, music, and theatre and speech. Applicants must be accepted for admission prior to the March 1 scholarship deadline. The application is available from the Office of Enrollment Management. Recipients must make satisfactory academic progress and meet departmental requirements for renewal of the scholarship.

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

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

Honors and Awards
Several scholarships are awarded each year at the Honors and Awards Convocation in May. These scholarships are awarded primarily to students for use during their second year at Cottey. Recipients are selected on the basis of outstanding achievement in various academic areas and/or campus activities.

P.E.O. Scholarships
Many Cottey students receive scholarships from state, provincial, and local chapters of the P.E.O. Sisterhood. A student does not need a P.E.O. affiliation to qualify. Application deadlines and procedures vary by chapter, so early application for admission is encouraged.
Girl Scout Leadership Award
Cottey College offers a $1,000 award to Girl Scout Gold Award recipients. This award is renewable for the second year at Cottey with completion of at least 24 credit hours and a 3.0 cumulative GPA at the end of the first year.

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

SATISFACTORY ACADEMIC PROGRESS

Students receiving financial aid must make Satisfactory Academic Progress (SAP) in their program of study leading to a degree. A student’s cumulative grade point average (GPA) and the number of hours earned are used to evaluate academic progress.

Students must maintain a 2.0 cumulative GPA to receive financial aid. The cumulative GPA will be monitored once a year at the conclusion of the spring semester.

Full-time students (enrolled in 12 or more credit hours per semester) must earn at least 24 credit hours per academic year, three-quarter time students (enrolled in 9-11 credit hours per semester) must earn 18 credit hours per academic year, and half-time students (enrolled in 6-8 credit hours per semester) must earn 12 credit hours per academic year. Students who enter for the spring semester must earn one-half of the hours shown for each category of enrollment status to maintain financial aid eligibility.

In calculating the amount of hours completed per year, the following will not be counted; incompletes, “F” grades, repeated courses, audited courses, and withdrawals. Students who fail to complete the minimum number of required hours may take summer courses at other institutions and have those hours transferred to Cottey, with permission from the registrar.

Full-time students have a maximum of 4 semesters of aid eligibility, three-quarter time students have a maximum of 6 semesters of aid eligibility, and half-time students have a maximum of 8 semesters of aid eligibility.

A student whose GPA or number of credit hours earned falls below the guidelines shown above will be placed on financial aid probation for the following semester. While a student is on financial aid probation she may continue to receive financial aid. Failure to make up deficiencies by the end of the probationary semester will result in financial aid suspension. A student on financial aid suspension is no longer eligible to receive financial aid. A student may appeal the suspension of aid to the director of financial aid. Written appeals must include documentation of special circumstances.

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

STUDENT FEES PER SEMESTER

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

Residential Students

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition, per semester</td>
<td>$6,900</td>
<td>$7,200</td>
</tr>
<tr>
<td>Room and Board, per semester:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reeves &amp; P.E.O. Halls</td>
<td>2,900</td>
<td>3,000</td>
</tr>
<tr>
<td>Robertson Hall</td>
<td>3,200</td>
<td>3,300</td>
</tr>
<tr>
<td>Student Activity Fee, per semester</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Student Health Service Fee, per semester</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Technology Fee, per semester</td>
<td>100</td>
<td>100</td>
</tr>
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TOTAL PER SEMESTER:

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reeves &amp; P.E.O. Halls</td>
<td>$10,150</td>
<td>$10,550</td>
</tr>
<tr>
<td>Robertson Hall</td>
<td>$10,450</td>
<td>$10,850</td>
</tr>
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Non-Residential Students

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per credit hour:</td>
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<td></td>
</tr>
<tr>
<td>1-6 credit hours</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>1-6 credit hours (high school student*)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>7-11 credit hours</td>
<td>575</td>
<td>600</td>
</tr>
<tr>
<td>12 or more credit hours</td>
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<td></td>
</tr>
<tr>
<td>per semester:</td>
<td>6,900</td>
<td>7,200</td>
</tr>
<tr>
<td>Student Activity Fee, per credit hour:</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>1-11 credit hours</td>
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<tr>
<td>12 or more credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>per semester:</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Technology Fee, per semester:</td>
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<td>50</td>
</tr>
<tr>
<td>1-6 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 or more credit hours</td>
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<td></td>
</tr>
<tr>
<td>per semester:</td>
<td>100</td>
<td>100</td>
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</table>

*Rate applies to any junior or senior young woman attending a school that is eligible to participate in the community scholars program and who maintains a minimum B average and excludes private music lesson courses.

WITHDRAWAL REFUND POLICY

TUITION REFUNDS

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class to end of second week of class</td>
<td>$6,210.00</td>
<td>$6,480.00</td>
</tr>
<tr>
<td>(%)</td>
<td>(90%)</td>
<td>(90%)</td>
</tr>
<tr>
<td>Third week of class to end of fourth week of class</td>
<td>$3,450.00</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>(%)</td>
<td>(50%)</td>
<td>(50%)</td>
</tr>
<tr>
<td>Fifth week of class to end of eighth week of class</td>
<td>$1,725.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>(%)</td>
<td>(25%)</td>
<td>(25%)</td>
</tr>
<tr>
<td>After eighth week of class</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>(%)</td>
<td>(0%)</td>
<td>(0%)</td>
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WITHDRAWAL REFUND POLICY (continued)

ROOM AND BOARD REFUNDS

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<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>(%)</td>
<td>Amount</td>
<td>(%)</td>
</tr>
<tr>
<td>First day of class to end of second week of class:</td>
<td>$1,450.00</td>
<td>(50%)</td>
<td>$1,500.00</td>
<td>(50%)</td>
</tr>
<tr>
<td>Reeves and P.E.O. Halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robertson Hall</td>
<td>$1,600.00</td>
<td>(50%)</td>
<td>$1,650.00</td>
<td>(50%)</td>
</tr>
<tr>
<td></td>
<td>$725.00</td>
<td>(25%)</td>
<td>$750.00</td>
<td>(25%)</td>
</tr>
<tr>
<td>Third week of class to end of fourth week of class:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Reeves and P.E.O. Halls</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robertson Hall</td>
<td>$800.00</td>
<td>(25%)</td>
<td>$825.00</td>
<td>(25%)</td>
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<td></td>
<td>$0.00</td>
<td>(0%)</td>
<td>$0.00</td>
<td>(0%)</td>
</tr>
<tr>
<td>After fourth week of class:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reeves and P.E.O. Halls</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Robertson Hall</td>
<td>$0.00</td>
<td>(0%)</td>
<td>$0.00</td>
<td>(0%)</td>
</tr>
</tbody>
</table>

An administrative charge of $100 will be charged for all students who withdraw prior to the first day of class.

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

INCIDENTAL FEES:

- Identification Key Card: $10
- Withdrawal Fee Per Course (third through tenth week): $15
- Auditing Course – Per Semester Hour: $70

SECURITY/DAMAGE DEPOSIT

To provide security against loss to the College or damage to Cottey College property, each residential student is required to deposit $125 with the College prior to her first registration. Each non-residential (commuting) student is required to deposit $50 with Cottey College. This fee is in addition to the total fee.

Any charges made against the security/damage deposit must be restored prior to the subsequent academic year in the case of residential students or by the subsequent semester in the case of non-residential students. The unused portion of the deposit will be refunded when the individual ceases to be a student at Cottey College.

SINGLE ROOM FEE

The additional fee for single rooms is $400 per semester, which is nonrefundable after September 30 and February 15. When Cottey College assigns a single room, no fee is assessed.
COTTEY COLLEGE’S ENDOWED FUNDS

Cottey College places special emphasis on the endowed funds established at the College. These endowments allow Cottey to maintain and invest the principal of the fund while using earnings to underwrite special programs, faculty salaries and scholarships. These permanently held funds demonstrate people’s commitment to Cottey College and their confidence in its future. Cottey gratefully acknowledges the generosity of its many supporters.

UNRESTRICTED ENDOWMENTS

The earnings from the following unrestricted endowments are used to support the general operations of the College.

**Anniversary Fund**, the College’s first unrestricted endowment established to celebrate 50 years of ownership by the P.E.O. Sisterhood and the 100th Anniversary of the founding of Cottey College.

**Katy Archer Fund**, established in 2001, by Mary Archer and Chapter DB, Texas, as a tribute to Katy Archer, past president of Texas State Chapter.


**John A. & Clover E. Downs Fund**, established in 2007 with funds bequeathed to the College by Clover E. Downs. The earnings from this fund provide unrestricted income used to support the general operations of the College.

**Jane Ellen Wolfe Hoffman Fund**, established in 2003 by her sister and brother-in-law Betty Wolfe Windham and L. Burke Windham. Mrs. Hoffman was a member of CX, California.

**William and Nancy Harvey Mendenhall Fund**, established in 1999 by William and Nancy Harvey Mendenhall, Class of 1944.

**Mary Louise Remy Endowment Fund**, established in 2001 by the College’s investment consulting group and investment money managers as a tribute to her service to the P.E.O. Sisterhood and Cottey College. Mrs. Remy, a member of Chapter E, California, is past president of International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees.

**Tri-Generation Endowment**, established in 2006 by Elizabeth Andrews Leland. This fund is in memory of her mother Abby Lauzer Andrews and in honor of her daughter, Suzanne Elizabeth Leland-Lym, representing three generations of membership in P.E.O.

**C.O. and Lou Ollie Waters Fund**, established in 2001 through the estate of C.O. Waters.

**Charles and Thelma Whiteford Fund**, established in 2000 by Thelma Whiteford, a 70-year member of the P.E.O. Sisterhood and member of Chapter DW, in Nevada, Missouri.

ENDOWED CHAIRS

**Iva Corpstein Chair in Science**, established in 1980 by Chapter D, Arizona, in memory of Iva Corpstein, a longtime member of Chapter D, with a bequest from her estate.

**Eloise M. Cost Chair in Science**, honoring and in memory of her husband, James N. Cost, was established in 1994 by gifts from Eloise Cost, a P.E.O. member since 1935 and longtime supporter of Cottey College.

**Harmon Chair in English**, established in 1994 by a bequest from Frances Harmon Whisamore, a 1922 Cottey graduate. It is in honor of the following Cottey College alumnae: Sally Houston St. John, Dr. Lucy Harmon, Rachel Harmon Bethel, Katherine Harmon Robertson, Allie Harmon Grey, Frances Harmon Whisamore, Laverne Harmon, Marie Harmon Butner, Leota Harmon Kropp, Marjorie Harmon Thweatt, Katherine Robertson Young, Teresa Howard Wolfe, and Tracy Thweatt Davis.

**Sherlock Hibbs Chair of Economics**, dedicated to the espousal of Ludwig von Mises (Austrian) School of Economics, was established in 2003 through the estate of Sherlock Hibbs.

**Claire (Clara) Dooner Phillips Chair in Social Science**, established by the Arizona State Chapter in 1971 in memory of Claire Dooner Phillips.
Virginia Alice Cottey Stockard Chair in Religion and Ethics, established in 1960 through the generous gifts of the Cottey College Alumnae Association, together with the cooperation of Supreme Chapter, P.E.O. Sisterhood, in honor of the founder of the College.

Margaret Emily Stoner Chair in Speech and Drama, established in 1968 in honor of Mrs. Margaret Emily Stoner, past president, Indiana State Chapter, and past president, Supreme Chapter, P.E.O. Sisterhood, by Chapter I, Indiana, and the Indiana State Chapter.

Gene Wild—Missouri Chair in Fine Arts, established by the Missouri State Chapter, P.E.O. Sisterhood, in 1975 in honor of Miss Gene Wild, Past President, Missouri State Chapter.

ENDOWED FACULTY DEVELOPMENT FUNDS

David G.C. Cassa Faculty Development Fund, established in 1997 by his wife, Cary B. Cassa, a member of Chapter L, New Jersey. The earnings are used to promote Cottey College faculty research and professional development.

Clover Faculty Development Fund, established in 2006 by friends and Dr. Haworth Clover in tribute to his wife, Carol Ann Anderson Clover, a 1958 graduate of Cottey College, and to his daughter, Catherine Alette Clover, a 1992 graduate of Cottey College, and both members of Chapter CX, California. The earnings are used to enhance pedagogy by providing training to the faculty on emerging teaching techniques and technologies.

Lillian Corley Faculty Development Fund, established in 1987 by Indiana State Chapter in honor of Lillian Corley, president of International Chapter of the P.E.O. Sisterhood, 1985-87. The income is used to provide awards to Cottey College faculty for research and professional development.

ENDOWED CULTURAL FUNDS

Thomas and Mary Dell Clark Cultural Fund, established in 1989 through their bequests and by their heirs. The income is used to provide cultural events at Cottey College.

General Endowed Cultural Fund, established in 1989 by hundreds of alumnae, P.E.O.s, B.I.L.s and friends of Cottey College. The income is used to provide numerous cultural events at the College.

Elizabeth Frances Hatchett Cultural Fund, established in 1997 by Ms. Georgianne H. Raftery in memory of her aunt, Elizabeth Frances Hatchett, a 1925 graduate of Cottey College. The earnings are used to provide cultural events at Cottey College.

Dorothy Hill Cultural Fund, established in 1986 by Dorothy Hill, Chapter DW, Missouri, with income used for cultural events at Cottey College for the enjoyment of the College, Nevada and Vernon County communities.

Rose Ann Millsap Performing Artists Endowment, established in 1995 through the trust of her husband, Marvin M. Millsap. The income is used to bring distinguished performing artists, particularly in the fields of music and theater, to Cottey College.

Lelia Raney Pott Cultural Fund, established in 1990 by Mrs. Pott, a member of Chapter S, Texas. The income earnings are used to provide cultural activities, with an emphasis on music, for Cottey College and the surrounding community.

Helen Peniston Scull Cultural Fund, established in 1989 by Alonzo Scull in memory of his wife, Helen Peniston Scull, Chapter TJ, Del Mar, California. The income is used to provide cultural events at Cottey College.

ENDOWED LECTURE FUNDS

Jean E. Christensen Lecture Fund, established in 1990 by Dr. John Christensen, in memory of his wife. The income is used to bring guest lecturers to the Cottey College campus.

Alice Virginia Coffin Enrichment Series, established in 1986 by the Massachusetts State Chapter, P.E.O. Sisterhood, in honor of Alice Virginia Coffin, one of the seven founders of the P.E.O. Sisterhood. The income is used to provide a program series featuring people who have achieved success in contemporary fields.

Blanche Hinman Dow Lecture Fund, established by gifts from the Class of 1965 and the Cottey College Student Senate, in honor of Dr. Blanche Hinman Dow, Cottey President 1949-65. Biennially, a member of the faculty is selected by his/her peers for recognition as the Blanche Hinman Dow Lecturer. The recipient delivers a scholarly address to the College community and is awarded an honorarium.
ENDOWED LEADERSHIP FUNDS

**Anderson Leadership Fund**, established in 2007 by Dr. William M. Anderson and Mrs. Anna M. Anderson, to commemorate their 30th wedding anniversary and to honor Anna’s service on the Michigan State Chapter board and the Cottey College Board of Trustees. The earnings from the fund are used to provide leadership opportunities for students at Cottey College.

**Clark Student Leadership Fund**, established in 1989 by Michael and Nancy Clark Hamisak in memory of her parents, Orville and Arva Clark. Dr. Orville Clark was a member of the Cottey College Board of Trustees, 1969-76. The interest is used to pay for travel and other related expenses for outstanding students to attend regional or national conferences.

**Class of 1950 Leadership Fund**, established in 2000 to commemorate their 50th class reunion. The earnings from this fund promote leadership activities for Cottey students.

**Kiekhofer Women’s Leadership Fund**, established in 2000 to honor the support of Dr. William and Mrs. Emily Kiekhofer, a member of DE, Oklahoma, past president of Oklahoma State Chapter, and past member of the Cottey College Board of Trustees. The earnings from this fund support programs for the Center for Women’s Leadership.

**Marjorie Mitchell Leadership fund**, established in 2000 by her nieces, Marjorie Mitchell Rose and Toni Mitchell Koski, Class of 1945, and nephew, Tracy Mitchell, in memory of their aunt, Marjorie Mitchell, president of Cottey College from 1938 to 1949. The earnings provide leadership opportunities and experiences at Cottey College.

**Mary Louise Remy Leadership Fund**, established in 2001, to honor Mary Louise Remy’s leadership and service to Cottey College and the P.E.O. Sisterhood, by her sister, Edith Frances Greathead, her family, and members of Chapter E, California. Mrs. Remy, a member of Chapter E, California, is past president of International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees. The earnings of the fund are used for the general operations of the Center for Women’s Leadership.

**Rosenberg Handbell Endowment**, established in 1996 by Mrs. Priscilla Rosenberg, a member of Chapter L, Georgia. The income from this fund is to be used for the perpetual care of the handbells, providing periodic maintenance and renovation, replacement or purchase of additional bells as deemed necessary. If the income earnings exceed the above needs, the proceeds can be used to pay for other expenses incurred by the handbell choir.

**B.I.L. Cottey Endowment fund**, established in 2007 by B.I.L.s who desire to add additional financial support to Cottey College. The earnings are available to the President of Cottey for unexpected opportunities, challenges, and short term projects for which there are no budgeted funds available.

**Grace S. Buell Landscaping Fund**, established in 1998 by Kennedy Buell in memory of his wife, Grace S. Buell, member of Chapter BJ, Virginia. The earnings are used to purchase trees and flowers and maintain the aesthetic beauty of the campus.

**Hansen International Student Emergency Fund**, established in 2008 by Janet M. Hansen, a member of Chapter DW, Wisconsin. The earnings are used to assist international students with emergency expenses.

**ACADEMIC PROGRAMS AND EQUIPMENT ENDOWMENTS**

**Rubie Burton Academic Center fund**, established in 1999 by hundreds of alumnae, P.E.O.s, B.I.L.s, and friends of Cottey College. The income supports the technology and equipment needs of the Rubie Burton Academic Center.

**Fields of Dreams fund**, established in 2007 by Kentucky State Chapter to honor Ann Haught Fields for her years of service to Kentucky State Chapter and the Executive Board of International Chapter of the P.E.O. Sisterhood. The earnings will be used for the writing center to provide additional instruction and assistance for students attending Cottey College to enhance their writing skills.

**Rosemary Fowler Science Equipment Fund**, established in 2008 by the many friends, family, colleagues, and former students of Dr. Rosemary Fowler, professor of chemistry at Cottey for 31 years. The earnings are used to purchase science equipment.

**Mable H. McKee Fund**, established in 1987 by Mable McKee. The income is used for the benefit of the business department at Cottey College.
Olga Reinhold Norman Music Fund, established in 1994 by Franklin P. Norman in memory of his wife, Olga, who was a member of the Cottey College music faculty for 20 years. The primary intent of this fund is to provide awards to students who have demonstrated outstanding performance of classical music, primarily on the violin. The portion of the income not allocated for awards may be used to purchase music and equipment for the music department or to fund on-campus performances of classical music.

Ernest Salter Science Equipment Fund, established in 2001 in honor of Dr. Ernest Salter, Cottey College Associate Professor of Chemistry and Physics from 1960 to 1976 by Mary Stenstrom, a 1965 Cottey College graduate, and her husband, Dr. John R. Black. The earnings are used to purchase science equipment.

Merry Ann DeVaney Sauls Academic Writing Contest, established in 1996 by Merry Ann DeVaney Sauls, a 1959 graduate of Cottey College. The income is used to sponsor the Academic Writing contest. This contest was developed to enhance the prestige of academic writing in all the academic disciplines and recognize outstanding student course-related works.

June P. Ericson Tonigan Memorial Fund, established in 2007 by her many friends, husband and children. The earnings from this fund are used to enrich the international educational experience for Cottey students.

Van Vlack Science Equipment Fund, established in 2002 by Laura R. Van Vlack-Ailes and Bruce H. Van Vlack. The earnings from this fund are used to purchase, upgrade, maintain, repair, and replace laboratory equipment for the science department.

ENDOWED LIBRARY FUNDS

Alumnae Library Fund, established in 1990 by the Cottey College Alumnae Association. The income is used for library acquisitions.

Ida M. Anderson Albrecht Library Fund, established in 2003 through a bequest of her daughter, Carroll Lea Anderson, a member of Chapter GF, Nebraska. The earnings are used for library acquisitions.

Class of 1946 Library Fund, established in 1996 by the Cottey alumnae to commemorate their 50th reunion. The income is used for library acquisitions.

Ebersole Library Fund, established in 2005 by Dorothy Ebersole Gould, a member of Chapter EH, Washington, in tribute to her mother, Blanche B. Ebersole, of Chapter C, Massachusetts. The earnings are used to purchase books for the Library.

Freyder Library Fund, established in 2000 by Carol Hofmann Freyder, of Chapter M, Alabama, in memory of Marjorie Roth Freyder and George Gill Freyder, her in-laws, and James Gill Freyder, her husband. The earnings are used to purchase books for the Library with preference towards books in the fields of music and fine arts.

Dorothy Ann Kimberlin Holmes Library Fund, established in 2000 in her honor by her sons and daughter. Mrs. Holmes is a 1936 Cottey College graduate and a member of DO, Colorado. The income is used for library acquisitions.

Gale King Music Library Fund, established in 2000 by Chapter JA, California, through a bequest of Gale King. The income is used to purchase music materials for the Library.

Evelyn Ladd Library Fund, established in 1998 by Chapter CB, Florida, with funds bequeathed to the chapter by Evelyn Ladd. The income is used for library acquisitions.

Mary P. Lowe Library Fund, established in 2009 by Raymond and Roberta McFarland in memory of her mother, Mary P. Lowe, a member of Chapter EK, Arizona. The earnings are used for library acquisitions.

Masters-Willett Library Fund, established in 1972 by Herbert Willett in memory of Mrs. Charlie Masters, a P.E.O. from Santa Fe, New Mexico. The interest is used to purchase books for the Library with a preference towards books in the field of literature and poetry.

Dora Cottey McClure and J. Ella White Library Fund, established in 1977 through the bequest of Mary S. Taylor Gantz in memory of her two most inspiring Cottey teachers. The income is used by the Library in any way that best serves the students.

Susan Elizabeth Meeker Library Fund, established in 1996 through the bequest of Susan Elizabeth Meeker, a 1977 graduate of Cottey College. The income is used for library acquisitions to help promote and enhance familiarity and use by the students of the many resources available at the Library.

Mildred Myers Library Fund, established in 2009 by Chapter GX, California, with funds bequeathed to the chapter by Mildred Myers. The earnings are used for library acquisitions.
Gladys L. Davis Percy Library Fund, established in 2000 by her children William G. Percy, Carol J. Percy Cooper and Mary Beth Percy. Mrs. Percy was the charter president of Chapter FY, Nebraska, and a member of the P.E.O. Sisterhood for 55 years. The earnings are used for library acquisitions.

Blanche Skiff Ross Library Fund, established in 1990 in memory of Verna Ross Orndorff and Diane Ross Fennekohl, daughters of Blanche Skiff Ross. The income is used for library acquisitions.

Jo Ann Croley Wayne Library Fund, established in 2006 by Jo Ann Wayne, a 1957 graduate of Cottey College and member of Chapter RO, California. The earnings are used for library acquisitions.

Ruth Hedges Whitaker Library Fund, established in 2004 in her memory by her daughter, Kathleen Boersma. Ruth was a member of the Cottey Class of 1938. The earnings are used for library acquisitions.

ENDOWED SCHOLARSHIPS & AWARDS

Through generous benefactors Cottey College has the following permanently held scholarship funds. All admitted applicants and students are automatically considered for these scholarships. Individual applications are not accepted. Scholarships are listed alphabetically.

COTTEY’S PREMIER SCHOLARSHIPS

| VISIONARY | Elizabeth V. and George M. Robinson Scholarship |
| $500,000 or more |
| General Endowed Scholarships Fund |
| Maret Doerr Siegler Scholarship |
| Lois A. Stevens Scholarship |
| Mary K. Sunderlin Scholarship |

| Distinguished | $250,000 to less than $500,000 |
| Alumnae Legacy Scholarship |
| Della M. Doidge and Martha Doidge Keith Scholarship |
| Marie S. Engle Scholarship |
| Emma S. Hibbs Scholarship |
| Christine Stout Lewis Scholarship |
| Gladys Petters Scholarship |
| Pearl C. Richardson Scholarship |
| Fred, Mattie and Helen Turner Scholarship |
| Alberta Wood Virden Scholarship |

| Founder’s | $100,000 to less than $250,000 |
| George G. Amory Scholarship |
| Correll Memorial Scholarship |
| Eliza James Douglas Scholarship |
| Blanchelle Hinman Dow International Scholarship |
| Ellen P. Graff Scholarship |
| Janet Hansen Scholarship |
| Mary Reid Harrison Scholarship |
| Jane Henderson Scholarship |
| Emma Letts King Scholarship |
| Margaret Looney McAllen Scholarship |
| Dr. Evelyn L. Milam Scholarship |
| Olga Reinhold Norman Music Fund |
| Parriss Scholarship |
| Alice H. Quigley Scholarship |
| Ida Mae Reeder Scholarship |

| steward | $50,000 to less than $250,000 |
| Mimi Atwater Memorial Scholarship |
| Zita Ann and Richard F. Bache Scholarship |
| Elizabeth Fitzgerald Baker Scholarship |
| Helen Spradling Boylan Scholarship |
| Cottey College Board of Trustees Scholarship |
| Helen D. Crandall Scholarship |
| Ruth F. Crume Scholarship |
| Lucile E. Evans Scholarship |
| Chester H. and Margaret D. Grau Scholarship |
| Gayle Harris Scholarship |
| Ann and Gladys Hemsworth Scholarship |
| Lois Gillam Hoesly Scholarship |
| Nancy Watrud Hoium Scholarship |
| William and Doris Greenstreet Niemann Scholarship |
| Physical Plant Scholarship |
| Mary E. Pickett Scholarship |
| Foy Cleveland Real and Helen Logan Real Scholarship |
| Faire E. Sax Scholarship |
| Jane M. I. Schmalz Scholarship |
| Eva Leonard Siler Scholarship |
| Lola J. Sloan Scholarship |
| Dorothy S. Sutherland Scholarship |
| Miriam C. Thorn Scholarship |
| Zelma Fabra VanderLinden Scholarship |
| Mary Jane Wall and Minnie Ellen Wall Scholarship |
| Velma Covert Wilson Scholarship |
HERITAGE
$25,000 to less than $50,000
Marlene Keene Andersen Scholarship
Maria Lycoouressi Argy Family Scholarship
Lawrence and Naomi Bell Scholarship
Helen W. Biedenbender Scholarship
Janet B. Breece Scholarship
Class of 1958 Scholarship
Carolyn Dye Cohenenour Scholarship
Ruth Connelly Scholarship
Dorothy Anne Cowles Memorial Scholarship
Beth Lenore Fuller Cox Scholarship
Naida Stevenson Cravens Scholarship
Katrina Baum Cross Scholarship
Nancy Denman Student Life Scholarship
Gladys Noxon Dyer Scholarship
Alice Appleget Farr Scholarship
Alitha Fireoved Scholarship
Ruby Freese Scholarship
Don and Alene Freyer Scholarship
Erma L. Glock Scholarship
Elizabeth Ann Hawkins Scholarship
Nell Hoyle Music Scholarship
Johnston-Shugart Scholarship
Keister Athletic Scholarship
Helen Erosky Kirby Scholarship
Bernadine H. Lacy Scholarship
Marguerite M. Lowe Scholarship
Charlotte M. MacDonald Scholarship
Evalyn Mayberry Scholarship
Lida Windemuth McBeath Scholarship
VeMae Sanders McNees Scholarship
LaVon Poquet Scholarship
Ruth Brenizer Peasley Scholarship
Mary Jane Kunkler Smith Scholarship
Ruth W. Stout Memorial Scholarship
Dorothy Lee Therrell Scholarship
Corinne Thomas Scholarship
Margaret Todd Scholarship
Wiley Scholarship
Ella M. Witter Scholarship

SCHOLARSHIP DESCRIPTIONS
Gladys Moreland Albers Memorial Scholarship, established in 1983 by the bequest of Gladys M. Albers. The income is awarded as scholarships to students attending Cottey College.

Alumnae Legacy Scholarship, established in 1999 by Cottey College alumnae. The earnings are used to provide scholarships to qualified Cottey students whose mothers, grandmothers, sisters, or great-grandmothers attended Cottey.

George G. Amory Scholarship, established in 1976 by a bequest from the estate of George G. Amory of Winter Park, Florida. The income is designated for scholarships at Cottey College.

Marlene Keene Andersen Scholarship, established in 2001 by her husband, Clark Andersen, and her children, Kristin Andersen Cox and Matthew Andersen, in recognition of her service to the P.E.O. Sisterhood and as the 2000-2001 president of Kentucky State Chapter. The earnings from this fund are awarded as scholarships for students attending Cottey College with preference given to students from Kentucky.

Maria Lycoouressi Argy Family Scholarship, established in 2002 in honor of Maria Lycoouressi Argy, Class of 1952. The earnings are awarded to deserving students who are interested in the sciences, health science, or teaching.

Arkansas Chapter AN Scholarship, established in 1979 by Mrs. John M. Thomas, a charter member of Chapter AN, Arkansas, in honor of the charter members of Chapter AN. The income is awarded as scholarships to young women attending Cottey College.

Helen Erickson Ashenfelter Memorial Scholarship, established in 1984 by C. Bruce Ashenfelter, of Grafton, Wisconsin, in memory of his wife, Mrs. Helen Ashenfelter, Chapter CR, Racine, Wisconsin. The income provides scholarships for students attending Cottey College with preference given to students from Wisconsin.

Brenda Atchison Scholarship, established in 2001 by Chapter RI, California, in honor of Brenda J. Atchison, president of California State Chapter 2000-2001. The income provides scholarships awarded to second-year students who have demonstrated leadership skills in student or volunteer activities on the Cottey College campus.

Mimi Atwater Memorial Scholarship, established in 1964 by Dr. and Mrs. Gordon Atwater of New Orleans, in memory of their daughter. The income is awarded to a qualified student for the study of French in France.

Zita Ann and Richard F. Bache Scholarship, established in 1998 through a bequest from Zita Ann Bache. The earnings provide need-based scholarships to deserving students attending Cottey College.
Elizabeth Fitzgerald Baker Scholarship, established in 1988 by Dr. Richard E. Baker, in memory of his wife. The income provides scholarships to Cottey College students.

Barbara Beeler Scholarship, established in 1984 by Mr. and Mrs. H.W. Beeler in honor of their daughter, a 1984 graduate of Cottey College. The income provides scholarships for students attending Cottey College, with preference given to physically challenged students.

Lawrence and Naomi Bell Scholarship, established in 1992 by Chapter U, Ohio, with funds from the Bell’s estate. The income is used to provide scholarships to students attending Cottey College with preference given to students from Ohio and particularly Marietta, Ohio.

Helen W. Biedenbender Scholarship, established in 2007 by Chapter CY, Ohio, with funds from the trusts of Harold L. and Helen W. Biedenbender, a loving and faithful P.E.O. Sister. The earnings are awarded as scholarships to students attending Cottey College with preference given to women from Ohio and particularly Hamilton and Fairfield, Ohio.

Helen Spradling Boylan Scholarship, established in 2002 by the Helen S. Boylan Foundation. Helen Boylan was a member of Chapter FE and Chapter AP, Missouri. The income provides scholarships to students attending Cottey College.

Joan K. Bradshaw Scholarship, established in 1987 by the Ohio State Chapter in honor of Joan K. Bradshaw, president of International Chapter of the P.E.O. Sisterhood, 1987-89. The income is used for a scholarship to a gifted student, with preference given to an Ohio woman.

Janet B. Breece Scholarship, established in 2008 through the estate of Janet B. Breece, a member of Chapter FV, Texas. The earnings are used to award scholarships to students attending Cottey College.

Vilva Cory Broeren Scholarship, established in 1997 by Mrs. Vilva C. Broeren, a 50-year member of Chapter DC, California. The earnings are awarded for academic merit scholarships to students attending Cottey College with preference given to students from California.

Josephine Brooke Scholarship, established in 1971 through the bequest of Josephine Brooke. The income is awarded for a scholarship at Cottey College.

Clara Brown Scholarship, established in 1974 by Mrs. R.I. Brown in honor of Chapter CK, Texas. The income is awarded to students with financial need attending Cottey College with preference given to students from Texas and particularly Abilene, Texas.

Dorothy Buchanan Scholarship, established in 2004 in loving remembrance of Dorothy, a 50-plus-year member of P.E.O. by her husband, Thomas, and her children, Deborah and John. The earnings are used to award scholarships to students with financial need.

Kathryn Stephenson Buchinger Scholarship, established in 1980 by Mrs. William G. Buchinger, Chapter AO, Michigan. The income is used as scholarships to students attending Cottey College.

Marjorie Burgess Scholarship, established in 2005 by Bruce Burgess in memory of his mother, Marjorie Burgess, a member of Chapter HN, Illinois. The earnings are awarded as scholarships to young women attending Cottey College.

Marie K. Busch Awards, established in 1977 by New York State Chapter, in honor of Marie K. Busch, past president of New York State Chapter and International Chapter of the P.E.O. Sisterhood and past chairman of the Cottey College Board of Trustees. These are awarded each year to returning students selected as follows: 1) Scholastic Award to a freshman achieving the highest cumulative grade point average. 2) Freshman of the Year Award to an individual selected by students on basis of scholarship, leadership, service (student government), social and community affairs, and integrity.

Doris Jeanne Bush Scholarship, established in 2006 by Gordon Sheffield in honor of his daughter, Dori, a member of Chapter II, Nebraska. The earnings are used for scholarships to international students attending Cottey College.

Arleen M. Carlson Scholarship, established in 2001 by Arleen M. Carlson, a member of Chapter S, Minnesota. The earnings are awarded to deserving students attending Cottey College with preference given to students from Minnesota.

Suzanne Humbert Chamberlin Scholarship, established in 1996 by Mrs. Chamberlin, a member of Chapter NA, Illinois, in memory of her father, Colonel Auguste Humbert, an officer de la Légion d’Honneur, who died in World War I. The income is to be used for scholarships with preference given to students from the Maison d’Education de la Légion d’Honneur.

Harry Chew Scholarship, established in 1979 with gifts from friends, colleagues and students in memory of Harry Chew, a member of the Cottey art faculty for 27 years. The income is awarded to a student studying art at Cottey College.
Helen Church Scholarship, established in 2001 by her son and daughter-in-law, Harrison Leon and Harriet Church. The earnings are used to award scholarships to students attending Cottey College.

Ione Hynds Clark Scholarship, established in 1989 by Dr. Thomas S. Clark in memory of his wife, a member of Chapter BT, Arizona. The income is awarded as scholarships to women attending Cottey College with preference given to students from Sun City, Arizona, and Rolfe, Iowa.

Class of 1942 Scholarship, established by the Class of 1942 to commemorate their 65th reunion. The earnings are used to award scholarships to deserving second-year students with financial need attending Cottey College.

Class of 1954 Scholarship, established in 2006 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award need-based scholarships to students attending Cottey College.

Class of 1955 Scholarship, established in 2005 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award scholarships to students attending Cottey College.

Class of 1956 Scholarship, established in 2006 by members of the Class of 1956. The earnings are used to award scholarships to students attending Cottey College.

Class of 1958 Scholarship, established in 2008 by the Cottey alumnae to commemorate their 50th reunion. The earnings are used to award scholarships to students attending Cottey College.

Class of 1981 Scholarship, established in 2006 by members of the Class of 1981. The earnings are used to award scholarships to students attending Cottey College.

Coca-Cola Scholarship, established in 1997 by the Coca-Cola Foundation. The earnings from this fund are awarded as a scholarship to a second-year student attending Cottey College, in recognition of her participation in socially responsible activities that benefit the Cottey community and/or the area community.

Hester M. Cochran Scholarship, established in 2008 by Susan Cochran Krieg in memory of her mother, a member of Chapter L, Arizona, and an Arizona past state president. The earnings are used for scholarships to Arizona students attending Cottey College with preference to students from Southern Arizona.

Carolyn Dye Cohenour Scholarship, established in 1964 by Mrs. Carolyn Dye Cohenour, a Cottey alumna, of Nevada, Missouri. The income is designated to assist high school graduates from the Nevada area and other students of limited financial resources to attend Cottey College.

Nancy Cole Scholarship, established in 2004 by Charles Cole in memory of his wife, Nancy, a member of Chapter M, North Carolina. The earnings are used to award scholarships to deserving students.

Verne Conley Scholarship, established in 2005 through the bequest of Mrs. Conley. The earnings are used to award scholarships to students attending Cottey College.

Ruth Connelly Scholarship, established in 1993 by a bequest from Charles Glenn Connelly in memory of his wife. The income provides scholarships to students attending Cottey College.

Daniel Stickney Coombs Scholarship, established in 1975 by the bequest of Mr. Coombs as requested by his wife, Cora Edgington Coombs. Scholarships are awarded by Cottey College to worthy and needy students.

Correll Memorial Scholarship, established in 1987 through the bequest of Mable L. Correll, in memory of her mother, Jennie E. Correll, and herself. The income is awarded as scholarships to students attending Cottey College.

Eloise M. Cost Scholarship, established in 1986 by Mrs. Cost in honor of Dr. Evelyn L. Milam, president of Cottey College 1974-86. As income permits, it is awarded each year at Honors and Awards Convocation as one scholarship of up to $1,500 or two or more scholarships of no less than $1,000 each, to students returning for a second year and selected for outstanding achievement combining both academic merit and extracurricular activity.

Cottey College Board of Trustees' Scholarship, established in 1999, is awarded to academically talented students based on ACT/SAT scores and grade point averages. The scholarship is renewable each semester providing the student earns at least 12 credit hours each semester and maintains a 3.0 cumulative grade point average.
Dorothy Anne Cowles Memorial Scholarship, established in 1974 by Mr. and Mrs. William E. Cowles of Jackson, Mississippi, and friends of the Cowles family, in loving memory of their daughter, a member of the Class of 1974. This scholarship is awarded each year at Honors and Awards Convocation to a returning student who participates wholeheartedly in extracurricular activities and whose personality reflects exuberance and friendly concern for all those in the Cottey community.

Beth Lenore Fuller Cox Scholarship, established in 2001 by her P.E.O. daughters, Barbara Cox Dittmar and Elizabeth Cox Talley, in memory of their mother, who was a 67-year P.E.O. member. The income is to be used to provide scholarships to students attending Cottey College.

Helen D. Crandall Scholarship, established in her memory in 1990 through the bequest of her husband, Byron Crandall. The interest is used to provide scholarships to students with financial need.

Naida Stevenson Cravens Scholarship, established in 1983 through the bequest of Naida S. Cravens, with the income used for annual scholarships to students attending Cottey College.

Virginia F. Croskery Scholarship, established in 2004 by her children, in tribute to her 50 years in P.E.O. The earnings are awarded to one or more returning students who have excelled in the field of humanities.

Cross Scholarship, established in 1975 by Mary Ethel Cross Partridge of Emporia, Kansas, in memory of her parents, John William and Sara Juliza Cross, and her sister, Maude Lucille Cross. The scholarship is awarded to a returning student with good academic promise.

Katrina Baum Cross Scholarship, established in 2004 by Georgia Johnson Chandler, Class of 1946. The earnings are awarded to students that have at least a grade point average of 3.0; qualify for financial need; participate in extracurricular activities such as sports, music, drama, student government, or community service.

Ruth F. Crume Scholarship, established in 2001 through the bequest of Ruth Crume, a member of Chapter FH, Missouri. The earnings are awarded as need-based scholarships to students attending Cottey College.

Thelma H. Cuddeback Scholarship, established in 2001 by Dr. Richard B. Cuddeback in memory of his wife, Thelma Cuddeback, a member of Chapter G, Connecticut. The earnings are used as scholarships to students attending Cottey College.

Reba Cunningham Scholarship, established in 1990 by her friends and colleagues in honor of her 23 years of service to Cottey College. The income is used for scholarships awarded to international students.

Hattye R. Dale Scholarship, established in 1987 by Hattye R. Dale, a Cottey College alumna and former staff member. The income is awarded as scholarships to students attending Cottey College.

Ann E. Davidson Scholarship, established in 2007, by Chapter EW, Ohio, in honor of Ann’s service as the president of Ohio State Chapter. The earnings are used to provide scholarships to Cottey College students.

Mary Knapp Davis Scholarship, established in her memory in 1990 by her husband, Doug Davis, family, friends and members of Chapter KB, Illinois. The income is awarded to students with financial need who have demonstrated high academic achievement as well as leadership and civic responsibility. Preference will be given to qualified students from northern Illinois.

Jean Davison Scholarship, established in 1989 by Gus Davison and Ann Davison Williamson in memory of Jean Davison, a member of Chapter BG, Missouri. The income is used for scholarships to students attending Cottey College.

Marjorie E. Deily Memorial Award, established in 1972 by Mrs. Gladys McCue Thompson, a Cottey alumna, Cottey College Associate and former trustee, and by other friends in loving memory of Marjorie E. Deily. Miss Deily, a member of Chapter KK, Missouri, was director of health services and counselor to Cottey students from 1950-66. The award is presented to a student planning a career in one of the medical or scientific fields.

Ruth G. Demaree Scholarship, established in 1998 by Duane and Ruth Demaree. The earnings are awarded to second-year students with a G.P.A. of 3.0 or better preferably from Arkansas or neighboring state.

Nancy Denman Student Life Scholarship, established in 2001 in tribute to Dr. Nancy Denman, Cottey College coordinator of counseling. The earnings are awarded to returning students who are active in campus and/or community activities and demonstrate leadership, character, integrity, and enthusiasm for life.

Jane Mahaffey Derby Scholarship, established in 2006 by her husband Robert Derby and her sons, Stephen and Alan, in memory of Jane, a member of Chapter DA, Texas. The earnings are used for scholarships to students attending Cottey College who are planning to pursue a nursing degree.
Diamond Anniversary Scholarship, established in 2001 with gifts from thousands of P.E.O.s, P.E.O. chapters, alumnae, and friends in commemoration of the 75-year partnership between Cottey College and the P.E.O. Sisterhood. The earnings provide scholarships to students attending Cottey College.

Della M. Doidge and Martha Doidge Keith Scholarship, established in 1983 by the bequest of Della M. Doidge. The income is used for scholarships or loans for needy and deserving students attending Cottey College.

Eliza James Douglas Scholarship, established in 1989 through a bequest by Thomas Wayne Reeder, in memory of his wife’s mother. The income is awarded to students attending Cottey College.

Blanche Hinman Dow International Scholarship, established by the Cottey College Alumnae Association in 1973 in loving memory of Dr. Blanche H. Dow, president of Cottey College 1949-65.

Marguerite Dray Scholarship, established in 1992 in her memory by her grandchildren. The income is awarded to second-year international students with financial need.

Eva Ellsworth Dungan Scholarship, established in 1964 by Mrs. Eva Ellsworth Dungan of Waverly, Iowa, with the income designated to aid needy and deserving students attending Cottey College.

Emma Birdseye Dunphy Scholarship, established in 1972 through the bequest of Emma B. Dunphy, in memory of her father and mother, John T. and Mary U. Birdseye. The income is awarded to students at Cottey College for outstanding achievement in music.

Gladys Noxon Dyer Scholarship, established in 2007 by Dorothy Vanek, a member of Chapter EE, Arizona, in tribute to her mother, a member of Chapter PG, California. The earnings are used to provide scholarships to students attending Cottey with preference given to students interested in history.

Marie S. Engle Scholarship, established in 1997 through the bequest of Marie S. Engle. The earnings are awarded as scholarships to students attending Cottey College.

Harriet O. Evans Scholarship, established in 2002 by Colonel John Evans and the family in memory of his wife of 64 years, Harriet O. Evans, a member of Chapter N, Texas. The earnings are used to award scholarships to academically talented students with financial need.

Lucile E. Evans Scholarship, established in 1998, by her niece, Susan Hildebrand, a member of Chapter DB, Arkansas, and her nephew, Jim Hildebrand, in memory of Lucile E. Evans, a member of Chapter P, Nevada. The earnings are used to provide scholarships to students attending Cottey College.

Levada M. Everhart Scholarship, established in 2008 by Chapter AF, Missouri. The earnings are used for scholarships to students attending Cottey College.

Alice Appleget Farr Scholarship, established in 1981 by a bequest from Mrs. Farr, with income awarded as scholarships to young women attending Cottey College.

Floella P. Farley Memorial Scholarship, established in 1984 by gifts from Dr. Orpha Stockard, students and friends, in memory of Miss Farley, a member of the Cottey College music faculty 1933-66. The scholarship, based on outstanding achievement in music, is awarded to a student studying music at Cottey College.

Dottie Feay Scholarship, established in 2008 in honor of Dottie Feay, a member of Chapter LG, California, by her friends and family. The earnings are used to provide scholarships to Cottey College students.

Mary Anderson Finch Scholarship, established in 2002 by Margaret Church Smith in memory of her great aunt. The earnings are awarded to students who have financial need and a minimum 2.5 grade point average.

Alitha Fireoved Scholarship, established in 2001 through the bequest of Alitha Fireoved. The earnings are used to award scholarships to women attending Cottey College.

Evorie Denny Fisher Scholarship, established in 2003 by Chapter DV, Missouri, with funds bequeathed to the chapter by Mrs. Fisher, a 50-year member of Chapter DV. The earnings are used for scholarships to students attending Cottey College.

Helen F. Flaharty Scholarship, established in 1970 by a gift from the estate of Henry A. Flaharty. The income is used to provide scholarships to deserving students.
Florida Chapter ED Scholarship, established in 2004 by Chapter ED, Sarasota, Florida. The earnings are awarded as scholarships to young women attending Cottey College.

Lillian and Herman Frazier Scholarship, established in 2006 by Kathleen Jevons, a member of Chapter FE, California, in memory of her parents. The earnings are used for scholarships to non-European international students attending Cottey College.

Ruby Freese Scholarship, established in 1994 by Chapter B, Alabama, with funds donated by Ruby Freese, a 50-year member of Chapter B. The interest income is used to provide a scholarship for a student attending Cottey College with preference given to a student from Alabama or the southeastern United States.

Don and Alene Freyer Scholarship, established in 1995 by the Freyers in honor of Chapter DD, Arizona. The income is awarded to deserving students attending Cottey College.

General Endowed Scholarships Fund, established in 1988 by hundreds of alumnae, P.E.O.s, B.I.L.s, and friends of Cottey College. The income provides numerous scholarships to young women attending Cottey College.

Georgia Chapter X Scholarship, established in 2003, in honor of two chapter members, Alice Carlson and Dorothy Henninger, both of whom also served as Georgia State Chapter president. The earnings are used for scholarships to students attending Cottey College.

Gerke Twins Scholarship, established in 2006 by Michael Romero and his wife Mary Romero, of Chapter AA, New Mexico. This fund was established in honor of Juliet Huff, Chapter AA, New Mexico and Julie Collins, Chapter U, Massachusetts. The earnings are awarded as scholarships to young women attending Cottey College with preference given to students from New Mexico.

Myrtle Ivey Gifford Scholarship, established in 1973 by a bequest of Miss Mae J. Ivey, Chapter BK, Minnesota, in loving memory of her sister, Myrtle Ivey Gifford. The income is awarded as scholarships to students attending Cottey College.

Erma L. Glock Scholarship, established in 1993 by Loran and Erma Glock. The income is awarded to a student attending Cottey College with limited financial resources.

Ellen P. Graff Scholarship, established in 1993 through the bequest of Melvin Graff. The income provides scholarships to students attending Cottey College.

Chester H. and Margaret D. Grau Scholarship, established in 2000 through the estate of Margaret Grau. The earnings provide scholarships to students with financial need attending Cottey College.

Harriet Harrington Haas Scholarship, established in 2000 by Raymond Haas in honor of his wife Harriet, a member of Chapter BU, Florida. The earnings are used to provide scholarships to students attending Cottey College.

Hazel L. Hall Music Award, established in 1963 by Arthur F. Hall and Chapter BH, Wisconsin, in memory of Hazel Hall.

Janet Hansen Scholarship, established in 1998 by Janet Hansen, a member of Chapter DW, Wisconsin. The income is used to provide scholarships to students attending Cottey College.

John Walter Harriman and Marie Lucht Harriman Scholarship, established in 2004 through the bequest of Marie L. Harriman. The earnings are used to provide scholarships to second-year students attending Cottey College with preference given to students interested in the health field, in particular nursing and nursing education.

Gayle Harris Scholarship, established in 2004 through the bequest of Miss Harris. The earnings are used to award scholarships to students attending Cottey College.

Ruth Jane Harris Scholarship, established in 1979 by Emogene, of Chapter DD, Oklahoma, and Walter R. Harris, in memory of their daughter. The income is awarded to a deserving student attending Cottey College.

Mary Reid Harrison Scholarship, established in 2004 through the bequest of Mary Reid Harrison, a member of Chapter A, Indiana. The earnings are used to provide scholarships to students attending Cottey College.

Elizabeth Ann Hawkins Scholarship, established in her memory in 1995 by her family and friends. The income is to be used to provide financial need-based scholarships to non-smoking Colorado students attending Cottey College.

Ann and Gladys Hemsworth Scholarship, established in 1999 by Martin Hemsworth in loving memory of his wife, Ann Moore Hemsworth of Chapter DW, Ohio, and his mother, Gladys Martin Hemsworth of Chapter DM, Nebraska and Chapter FE, Iowa. The earnings are used to provide scholarships to students attending Cottey College.
Jane Henderson Scholarship, established in 2001 through a bequest from Jane Henderson, a member of Chapter IR, Illinois. The earnings are used to award scholarships to music students attending Cottey College with preference given to Illinois women with financial need who are studying piano or organ.

Carol Lea Heppe Scholarship, established in 1994 by Charles Heppe in memory of his wife. The income provides scholarships to students attending Cottey College.

Nettie Hershberger Scholarship, established in 1992 through a bequest of Nettie Hershberger. The income is awarded to students attending Cottey College.

Emma S. Hibbs Scholarship, established in 2002 through the bequest of her son, Sherlock Hibbs. The earnings are awarded to students attending Cottey College.

Lula Badger Hill Scholarship, established in 1986 by Dorothy Hill in memory of her mother, Mrs. J.K. Hill, whose parents homesteaded in Vernon County in 1847. The income is awarded to students attending Cottey College with preference given to students from Nevada or Vernon County, Missouri.

Lois Gillam Hoesly Scholarship, established in 1972 by a bequest of John J. Hoesly. The income is used for international student scholarships.

Nancy Watrud Hoium Scholarship, established in 2003 by Minnesota State Chapter, family, and friends in honor of her service to the P.E.O. Sisterhood. Nancy, a 1956 Cottey alumna, served as president of Minnesota State Chapter and International Chapter of the P.E.O. Sisterhood. The earnings are used to award scholarships to students attending Cottey College.

Helen L. Honer Scholarship, established in 1999 through Mrs. Honer’s charitable remainder trust. The earnings are used to provide scholarships to students attending Cottey College.

Nell Hoyle Music Scholarship, established in 2007 with funds bequeathed by her husband William Lattie Hoyle. The earnings are used to award scholarships to students attending Cottey College interested in music.

Barbara Frank Inamoto Scholarship, established in 2008 by Barbara Frank Inamoto, Class of 1945, and a member of DG, California. The earnings are used to provide scholarships to Cottey College students.

Dorothy Johnson Memorial Scholarship, established in 1978 through a gift by Carl W. Johnson, with the income used for scholarships.

Kansas State Chapter Scholarship, established in 2004 by Kansas chapters in honor of the 100th anniversary of Kansas State Chapter and the 75-year partnership between P.E.O. and Cottey College. The earnings are used to award scholarships to students attending Cottey College.

Kansas Chapter FX Scholarship, established in 2008 in honor of charter member, Jane Ellen Lyon, a 1950 Cottey alumna, and all the chapter members. The earnings are used to award scholarships to students attending Cottey College.

Keister Athletic Scholarship, established in 1999 by Lois Keister Bevins, Class of 1947. The earnings are used to provide scholarships to Cottey College students involved in either intercollegiate or intramural athletics.

Kentucky Chapter L Scholarship, established in 2005 by Chapter L, Kentucky in honor of Claire McIntosh Detlefs, a 1948 graduate of Cottey College. The earnings are used to award scholarships to students attending Cottey College with preference given to students from Kentucky.
Miriam K. Kernan Scholarship, established in 1989 by Chapter O, Michigan. The income provides scholarships to students attending Cottey College.

Emma Letts King Scholarship, established in 2000 through the bequest of Lina Gale King, a member of Chapter JA, California. The earnings provide scholarships to deserving students attending Cottey College.

Helen Erosky Kirby Scholarship, established in 2001 by Helen Kirby, a 1953 Cottey graduate and a member of Chapter FS, Kansas. The earnings are used to provide scholarships to students attending Cottey College.

Minta Kirkpatrick Scholarship, established in 2006 by Dr. Robert Kirkpatrick in memory of his mother, Minta Kirkpatrick, a charter member of Chapter GX, Missouri. The earnings are awarded to students attending Cottey College.

Leora Knight Scholarship, established in 1979 by Chapter E, Alaska, in memory of Leora Knight. The income is awarded as scholarships to students interested in biology or science.

Bernadine H. Lacy Scholarship, established in 1997 through the bequest of Bernadine H. Lacy. The earnings are awarded as need-based scholarships to students attending Cottey College.

Don and Marie Lamore French Scholarship, established in 2008 in tribute to the Lamores, Cottey emeriti professors of French from 1958-1982. The earnings are awarded to a returning student for her second year at Cottey or for a summer program in French at a university in a Francophone country, or to a graduating student for the study of French at a university in a Francophone country.

Elma Lazarus Memorial Scholarship, established in 1981 by Chapter AM, Minnesota, with funds bequeathed by a member to the chapter. The income is awarded as scholarships to students attending Cottey College on the basis of need with preference given to students from Minnesota.

Sylvia Garrison Lee Scholarship, established in 1993 through the bequest of Edwin H. Lee and Sylvia Garrison Lee. The income is awarded to students attending Cottey College.

Christine Stout Lewis Scholarship, established in 1993, by Christine S. Lewis. The income is used as scholarships for students attending Cottey College with preference given to those students with financial need.

Myra Jane Lind-Stott Scholarship, established in 1981 by William I. Stott, Grosse Pointe Woods, Michigan, in memory of his late wife, Myra Jane Lind-Stott, of Chapter CV, Michigan. The income is awarded as scholarships to deserving young women attending Cottey College.

Lena M. Lock Scholarship, established in 1998 by Lena Lock, a member of KX, Iowa. The earnings are used to provide scholarships to students attending Cottey College.

Louisiana State Chapter Scholarship, established in 2003 by Louisiana State Chapter in honor of all the Louisiana chapters. The earnings are used for scholarships to students attending Cottey College.

Marguerite M. Lowe Scholarship, established in 1980 by a bequest of Marguerite M. Lowe. The earnings are used to provide scholarships at Cottey College to deserving students.

Charlotte M. MacDonald Scholarship, established in 1987 through a bequest from Charlotte M. MacDonald. The income is used for deserving students who wish to attend Cottey College.

Marilyn Mancini Scholarship, established in 2006 by Alabama State Chapter and its members, in honor of her seven years of service on the Cottey College Board of Trustees. The earnings are used to award scholarships to students attending Cottey College.

Mary Jackson Martin Memorial Scholarship, established in 1984 with a gift from the estate of Betty Martin, Chapter JQ, California, in memory of her stepmother, a charter member and first president of Chapter JQ. The income is awarded to deserving students attending Cottey College.

R. J. Martin Memorial Award, established in 1974 by the board of trustees in loving memory of their dedicated colleague, of Columbia, Missouri, who served as a member of the board from 1967-73. An engineer by profession, Mr. Martin was instrumental in advancing the completion of the Hinkhouse Center and initiating plans for the Academic Building. This award is presented to a first-year student who is among the top five percent of her class in academic rank.
Martin-Wentzell Scholarship, established in 1984 by Roy J. and Margie G. Martin in honor of Margie G. Martin, Lincoln, Nebraska, and Ethel L. Wentzell, Worcester, Massachusetts, in consideration of their association and sisterly love of P.E.O. Chapter FF, Nebraska; Chapters DL and FL, Oklahoma; and Chapter R, Massachusetts. The income is awarded as scholarships to women attending Cottey College with preference to students from Nebraska, Oklahoma and Massachusetts.

Mabel E. Maxcy Scholarship, established in 2002 through the bequest of Mabel E. Maxcy in honor of Chapter U, Texas. The earnings are used to award scholarships to women from Texas attending Cottey College.

Evalyn Mayberry Scholarship, established in 2005 through the bequest of Evalyn Mayberry. The earnings are awarded as scholarships to young women attending Cottey College.

Lydia D. Mayer Scholarship, established in 1988 by her friends and mother, Virginia Casey Mayer, a 1949 Cottey graduate. The income is used to provide scholarships to deserving Cottey students.

Margaret Looney McAllen Scholarship, established in 2002 by Margaret Looney McAllen, a member of Chapter EN, Texas and Class of 1955. The earnings are to provide scholarships to students with financial need who have demonstrated high academic achievement. Preference is given to Texas students interested in careers in education.

Mabel E. Maxcy Scholarship, established in 1988 by Roy J. and Margie G. Martin in honor of Margie G. Martin, Lincoln, Nebraska, and Ethel L. Wentzell, Worcester, Massachusetts, in consideration of their association and sisterly love of P.E.O. Chapter FF, Nebraska; Chapters DL and FL, Oklahoma; and Chapter R, Massachusetts. The income is awarded as scholarships to women attending Cottey College with preference to students from Nebraska, Oklahoma and Massachusetts.

Mabel E. Maxcy Scholarship, established in 2002 through the bequest of Mabel E. Maxcy in honor of Chapter U, Texas. The earnings are used to award scholarships to women from Texas attending Cottey College.

Evalyn Mayberry Scholarship, established in 2005 through the bequest of Evalyn Mayberry. The earnings are awarded as scholarships to young women attending Cottey College.

Lydia D. Mayer Scholarship, established in 1988 by her friends and mother, Virginia Casey Mayer, a 1949 Cottey graduate. The income is used to provide scholarships to deserving Cottey students.

Margaret Looney McAllen Scholarship, established in 2002 by Margaret Looney McAllen, a member of Chapter EN, Texas and Class of 1955. The earnings are to provide scholarships to students with financial need who have demonstrated high academic achievement. Preference is given to Texas students interested in careers in education.

Lida Windemuth McBeath Scholarship, established in 2003 through the bequest of Lida Windemuth McBeath, a member of Chapter AE, Wisconsin. The earnings are used to award scholarships to women attending Cottey College.

VeMae Sanders McNees Scholarship, established in 2001 by VeMae McNees, a member of Chapter A, Washington. The earnings are awarded to students from Washington and Alaska who have demonstrated high scholastic aptitude and moral character.

Tsung-Ying Chang Miao Memorial Scholarship, established in 1986 by her daughter, Judy C. Miao, a 1964 Cottey graduate, in recognition of her unselfish promotion of education. The income is awarded as scholarships to students with financial need with preference to students from the People’s Republic of China, Taiwan, United States or other international students.

Dr. Evelyn L. Milam Scholarship, established in 1985 by the Cottey College Board of Trustees in honor of Dr. Evelyn L. Milam, president of Cottey College 1974-86. The income is used for scholarships to students attending Cottey College.

Walter H. and Vivian B. Mills Scholarship, established in 2007 by Vivian B. Mills of Chapter BK, Ohio. The earnings are used to provide scholarships to Cottey College students.

Minnesota Chapter R Scholarship, established in 1978 by Mrs. J.R. Duke, a member of Chapter R, Minnesota. The income provides scholarships to students attending Cottey College.

Missouri Chapter FQ Scholarship, established in 2003 by Chapter FQ, Missouri. The earnings are used to award scholarships to students attending Cottey College.

Missouri Chapter HR Scholarship, established in 1981 by Chapter HR, Missouri. The income is awarded as scholarships to Missouri students with preference to residents of Phelps County who demonstrate academic achievement, leadership ability and the ideals of Cottey College.

Lola Morton Moore Scholarship, established in 1998 by Robert A. and Mary Moore Plane, Class of 1946, in memory of Mary’s mother, a member of Chapter CF, Illinois. The earnings are used as an award to a returning student selected on the basis of achievement and promise in the fields of math or science.

Mabel M. Morhart Scholarship, established in 1974 through the bequest of Elbert L. Morhart in honor of his wife, a member of Chapter Y, Nebraska. Scholarships are restricted to deserving students from Nebraska with financial need.

Helen King Mote Scholarship, established in 2009 by Gary and Helen King Mote of Chapter DG, Oklahoma. The earnings are used to provide scholarships to Cottey College students with a minimum 2.75 grade point average.

Phyllis A. Mundy Scholarship, established in 2000 by Phyllis A. Mundy, of Chapter EJ, Texas. The income is used to provide scholarships to students attending Cottey College with financial need and with a preference given to students from Texas.

New Jersey State Chapter 60th Anniversary Scholarship, established by New Jersey State Chapter in 2002 in celebration of the 60th anniversary of New Jersey State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Dwight E. and Ida Curry Newberg Scholarship, established in 1998 by Ida Curry Newberg in memory of her husband, Dwight. The earnings are used to provide scholarships to students attending Cottey College.
William and Doris Greenstreet Niemann Scholarship, established in 1998 by Doris Niemann, in memory of her parents, John Coleman Greenstreet and Wilma Greenstreet. Mrs. Niemann is a 1945 graduate of Cottey College and a member of Chapter GC, Illinois. The income is used to provide scholarships to non-smoking students attending Cottey College.

Martha Norris Scholarship, established in 1993 by Clifford Norris in memory of his wife, Martha Heidenreich Norris, a 1930 graduate of Cottey College. The income provides scholarships to students attending Cottey College.

Oklahoma State Chapter Scholarship, established in 2004 by Oklahoma State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Irene Osthoff Award, established in 1987 with gifts from friends and colleagues in honor of Irene Osthoff, a member of the Cottey faculty from 1970-87. It is awarded to a returning student who, by the vote of the faculty, has been judged to exhibit an unusual degree the qualities of perseverance, courage and grace under adversity.

Patricia Ozmun Memorial Scholarship, established in her memory in 1992 by her husband, Lyle Ozmun, P.E.O. daughters Sandy Ozmun McDaniel and Patty Ozmun Bullock, family, friends and members of Chapter DX, Dallas, Texas. The income is used for scholarships to students from Texas to attend Cottey College.

Genevieve Stout Palmer Scholarship, established in 1974 by Dr. and Mrs. John B. Stout, of Tulsa, Oklahoma, in loving memory of their daughter, Mrs. Genevieve Stout Palmer, and by her husband, Robert E. Palmer. The income is restricted to a scholarship for a needy student judged outstanding in the field of piano.

Parris Scholarship, established in 1986 by a bequest of Janet I. Parris, with the income awarded to students with financial need and ranked in the upper ten percent of their high school graduating class.

Patterson/Letsch Memorial Scholarship, established in 1980 by Chapter BO, Colorado, with funds bequeathed by Ruby Patterson and later added to with a bequest from Zelma Letsch. The earnings are awarded to deserving students from Colorado with preference given to students from the Pikes Peak area.

Ruth Brenizer Peasley Scholarship, established in 2000 through the bequest of Ruth Brenizer Peasley, a member of Chapter H, Pennsylvania. The earnings provide scholarships to deserving students attending Cottey College.

Dorothy Virginia Peek Scholarship, established in 1987 by Dorothy V. Peek. The income is used to provide a scholarship to a U.S. citizen with preference given to a student from Missouri.

Helen Robinson Petersen Scholarship, established in 1989 by Robert G. Robinson in honor of his sister. The income is used for scholarships awarded to first-year Cottey students who are nonsmoking citizens of the United States.

Gladys Petters Scholarship, established in 2001 through the bequest of Gladys Petters. The earnings are awarded as scholarships to students attending Cottey College.

Physical Plant Scholarship, established in 1984 by Cottey College Physical Plant staff. The income is used to provide scholarships to returning students.

Mary E. Pickett Scholarship, established in 1994 through the bequest of Barbara Jean Pickett. The income provides scholarships to second-year students attending Cottey College.

LaVon Poquet Scholarship, established in 1999 through the estate of LaVon Poquet by Chapter KN, Illinois. The income is awarded as scholarships for students attending Cottey College with preference given to students from Illinois.

Dorothy M. Potts Scholarship, established in 1975 by Richard B. Potts, Victoria A. Potts and Nancy Potts Spencer in memory of Dorothy M. Potts. The scholarship is awarded to a Sacramento, California, area student attending Cottey College.

Preston Memorial Art Award, established in 1959 by Miss Hester Preston, a Cottey alumna and former art teacher at Cottey, in memory of her mother, Mary B. Preston. It is awarded to a returning student selected on the basis of achievement and promise in the field of art.

Alice H. Quigley Scholarship, established in 1998 by Chapter DH, Ann Arbor, Michigan, with funds bequeathed to the chapter by Alice H. Quigley. The income provides scholarships to deserving students attending Cottey College, with preference given to students from Michigan.
Beverly Bond Quinlan Scholarship, established in 2006 by Chapter AM, New Mexico, to honor its member, New Mexico State Chapter President Beverly Quinlan. The earnings are awarded with primary preference to students attending Cottey College from New Mexico and secondary preference to Cottey recipients of P.E.O.’s International Peace Scholarship.

Foy Cleveland Real and Helen Logan Real Scholarship, established in 1996 through the bequest of Helen Logan Real, a 1930 graduate of Cottey College Academy. The income is awarded to students attending Cottey College from Nevada, Missouri.

Ida Mae Reeder Scholarship, established in 1989 through a bequest by Thomas Wayne Reeder, in memory of his mother. The income is awarded to students attending Cottey College.

Donna Rhoades Scholarship, established in 1991 through the bequest of Helen Logan Real, a 1930 graduate of Cottey College Academy. The income is awarded to students attending Cottey College from Nevada, Missouri.

Evelyn Sampson Piano Scholarship, established in 2009 through the bequest of Evelyn Sampson, a member of Chapter AG, North Dakota, and lifelong musician. The earnings are used to provide scholarships to second-year students studying piano.

Jane M. I. Schmalz Scholarship, established in 1988 by Dr. A. Chandler Schmalz with gifts from family and friends, in loving memory of his wife, a member of Chapter AR, Georgia. The income provides scholarships to students attending Cottey College with preference given to students from Georgia.
**Edwardena H. Schneider Scholarship**, established in 2003 by Arizona State Chapter with funds bequeathed to the state by Mrs. Schneider, a member of Chapter CH, Arizona. The earnings are used to award scholarships to deserving students attending Cottey College with preference given to students from Arizona.

**Ruth Klepper Settle Memorial Scholarship**, established in 1984 by J.A. Ballard with funds from the estate of his cousin, Mrs. Ruth Klepper Settle, of Chapter AK, Little Rock, Arkansas. The income is used for scholarships with preference given to students interested in music education.

**Agnes D. Sharp Scholarship**, established in 2004 by the friends of Agnes Sharp, her son DeArmond Sharp, and daughter Suzan Sharp. The earnings are used to award scholarships to students attending Cottey College.

**Dee M. Sheffield Scholarship**, established in 2001 by Gordon H. Sheffield in memory of his wife, Dorothy M. “Dee” Sheffield, a charter member of Chapter CH, Arizona. The earnings are used for scholarships to returning Cottey students interested in the field of education.

**Edna Z. Sheffield Memorial Scholarship**, established in 1984 by Gordon H. and Dorothy M. Sheffield, of Sun City, Arizona, in memory of his mother, Edna Z. Sheffield, of Chapter EP, Storm Lake, Iowa. The income is used for scholarships to second-year students with preference given to students interested in music.

**Geneva E. Taylor Sheppley Scholarship**, established in 1993 by Geneva E. Sheppley of Chapter HL, Iowa. The income is used as scholarships to students attending Cottey College.

**Frances G. Shoolroy Scholarship**, established in 2001 by Frances Shoolroy, a member of Chapter DF, Ohio. The earnings are awarded as scholarships to students attending Cottey College.

**Mabelle and Harry Short Scholarship**, established in 1972 by a gift from Mr. and Mrs. Harry B. Short of Houston, Texas, to provide financial assistance to deserving students and to encourage applicants from the state of Texas as well as other states.

**Maret Doerr Siegler Scholarship**, established in 2006 with funds bequeathed by her husband Carlton J. Siegler. The earnings are used to award scholarships to deserving students attending Cottey College with preference given to students from Micronesia.

**Francys Scott Sigler Scholarship**, established in perpetuity in 1992 by Maurice Sigler in memory of his wife, a 1927 graduate of Cottey College and a member of Chapter CP, Florida. The interest earnings are used to provide at least one full scholarship to a student attending Cottey College who has demonstrated financial need.

**Eva Leonard Siler Scholarship**, established by Robert Siler in 2002 to honor the memory of his mother, Eva Leonard Siler, and wife, Dorothy Kendrick Siler, and as a tribute to his daughters, Dana Siler Wilson and Christine Kamper Siler. The earnings are used to award scholarships to students attending Cottey College.

**Lola J. Sloan Scholarship**, established in 1982 through a bequest by Mrs. Lola J. Sloan. Preference is given to an Ottawa High School (Kansas) student with financial need.

**Marjorie Jacobson Sloan Scholarship**, established in 2006 by her son, Creighton Wesley Sloan. Dr. Marjorie Jacobson Sloan was a 1930 graduate of Cottey College and a founding member of Chapter AD, Virginia. The earnings are used to provide scholarships to students interested in the sciences with preference to students from Iowa.

**Lucille H. Smith Scholarship for Foreign Study**, established in 1985 by the Illinois State Chapter, in honor of Lucille H. Smith, president of International Chapter of the P.E.O. Sisterhood, 1983-85. The income is awarded as a scholarship to a young woman attending Cottey for study abroad during her third or fourth year at a college or university, or to a Cottey student who wants to study abroad for a summer, or to a Cottey alumna for study abroad.

**Mary Jane Kunkler Smith Scholarship**, established in 1992 by Mary Potter Kunkler and Ann E. Self. The income is used to provide a scholarship for a student attending Cottey College with preference given to a student from Kentucky.

**Susan F. Smith Scholarship**, established in 2001 by Larry and Susan Smith, a member of Chapter DA, Ohio, and past president of Ohio State Chapter. The earnings are awarded as scholarships to students attending Cottey College.

**Hester South Scholarship**, established in 1996 through her bequest. The earnings are to be used to provide scholarships to qualified Ohio students attending Cottey College.

**Mary Ellen Stadler Scholarship**, established in 2001 by Chapter L, Kansas, through the bequest of Mary Ellen Stadler. The earnings are awarded to students on the basis of need and/or merit, with preference given to students from Kansas and/or students interested in education and/or English.
Dottie S. Stagg Scholarship, established in 1997 by Robert E. Stagg in honor of his wife, Dottie, past state president of Georgia State Chapter. The earnings are used to award scholarships to students attending Cottey College.

Lois A. Stevens Scholarship, established in 1997 through the bequest of Ms. Stevens. The earnings are to be used to provide scholarships of up to one-half the cost of tuition, room and board to academically-meritorious students.

Emma K. Stockard Scholarship, established in 2007 by Emma K. Stockard of Chapter BW, Missouri. The earnings are used to provide scholarships to Cottey College students.

Orpha L. Stockard Scholarship, established in 1985 by Dr. Stockard’s family, students and friends. The income is awarded as scholarships to students studying at Cottey College with preference given to students interested in English.

Virginia Alice Cottey Stockard Scholarship, established in 2009 by Chapter DW, Nevada, Missouri, as a tribute to the founder of Cottey College. Mrs. Stockard became a member of Chapter DW in 1926. The earnings are used to provide scholarships to Cottey College students.

Eloise Eastman Stoltenberg Scholarship, established in 1999 through a bequest from her husband Roman Donald Stoltenberg. The earnings are used to provide scholarships or loans to students attending Cottey College.

Ruth W. Stout Memorial Scholarship, established in 1979 by Carl R. Stout of Little Rock, Arkansas, in loving memory of his wife, Ruth W. Stout, of Chapter W, Arkansas. The income is used to award scholarships to young women attending Cottey College who have financial need with preference to residents of Pulaski County, Arkansas, or residents of Arkansas.

Lu Stover Scholarship, established in 1993 by Howard Stover and friends, in memory of his wife, a Cottey College Associate. The income is used as scholarships to students attending Cottey College.

Mary K. Sunderlin Scholarship, established in 1981 by Mrs. Donald Sunderlin, Chapter H, North Carolina, and former president, Delray Beach, Florida, P.E.O. Group. The income is used as scholarships to students attending Cottey College.

Dorothy M. Sutcliffe Scholarship, established in 2008 by Dorothy M. Sutcliffe of Chapter CG, Arizona. The earnings are used to provide scholarships to Cottey College students.

Dorothy S. Sutherland Scholarship, established in 2003 by Dorothy S. Janke, Donald R. Sutherland, and Robert L. Sutherland in memory of their mother. The earnings are used to award scholarships to full-time students attending Cottey College who have and maintain a minimum 2.0 grade point average and demonstrated financial need.

Charity Palmer Taylor Scholarship, established in 1977 by Margaret Taylor Stainton and Robert L. Taylor, in memory of their mother. The income is used to provide scholarships at Cottey College to deserving students.

Texas Chapter IB Scholarship, established in 2009 by Chapter IB, Texas. The earnings are awarded as scholarships to students with financial need with preference to students from the Texas Hill Country and particularly Gillespie County.

Dorothy Lee Therrell Scholarship, established 1993 through the bequest of Dorothy Lee Therrell. The income provides scholarships to students attending Cottey College.

Corinne Thomas Scholarship, established in 2007 by Corinne Thomas a member of Chapter BC, Oregon, and KF, California. The earnings are used to provide scholarships to Cottey College students.

Gladys and George Thompson Scholarship, established in 1996 through the bequest of Gladys McCue Thompson, Class of 1914. The interest is to be used to award scholarships to Cottey students studying either art or music.

Myrth Thompson Scholarship, established in 2004 by her children in celebration of her love for and dedication to P.E.O. The earnings are awarded as scholarships to students attending Cottey College.

Miriam C. Thorn Scholarship, established in 2001 through the bequest of Miriam C. Thorn, a member of Chapter BK, Texas. The earnings are awarded as scholarships to students attending Cottey College.

Dorothy and John Tierney Family Scholarship, established in 2000 by Dorothy and John Tierney. The income is awarded to students attending Cottey College.
Margaret Todd Scholarship, established in 1973 by a bequest from Mrs. Dean Edgington Todd, of Los Angeles, California, in loving memory of her daughter. The income is used for scholarships to students attending Cottey College with preference given to those with financial need.

Sally Zoeckler Todd Scholarship, established in 1995 by Robert and Sally Todd in recognition of the love demonstrated in Chapter IB, Iowa, Chapter BH, Indiana, and Chapters Q and AL in New Jersey. The scholarship is awarded to deserving students with preference given to international students and returning students from Iowa, Indiana, and New Jersey.

Mabel Danford and Emma Toulouse Scholarship, established in 1997 by Robert B. and Virginia Danford Toulouse as a memorial tribute to their mothers. Mabel Danford, a P.E.O. for 34 years, was a member of Chapter P, Missouri, and Emma Toulouse, a P.E.O. for 56 years, was a member of Chapter EC, Missouri. The earnings provide scholarships to students attending Cottey College.

Bess Wallace Truman Scholarship, established in 2008 by Chapter S, District of Columbia, as a tribute to former first lady, Bess Wallace Truman, a charter member of Chapter S. The earnings are used to provide scholarships to Cottey College students.

Tschiffely-Fish-Moyer Scholarship, established in 1978 to honor the memory of Lacey Balch Rice Tschiffely and her daughters, Elberta Tschiffely-Fish and Dorothy Tschiffely-Moyer. It is awarded to a deserving student with preference given to a returning student with financial need.

Fred, Mattie and Helen Turner Scholarship, established in 1998 through the bequest of Helen Turner. The income is used to provide scholarships to students of high academic merit attending Cottey College.

Frances B. Tyson Scholarship, established in 1979 by Evelyn T. O’Brien, of Chapter G, New Jersey, in memory of her mother, Frances B. Tyson, M.D., also of Chapter G. The income is used as scholarships to students attending Cottey College.

Lenda Zwonitzer Ulrich Scholarship, established in 2007 by Kim Azcarate Bond, a 1988 graduate of Cottey College, to honor her mother and grandfather, Leonard A. Zwonitzer. The earnings are awarded to second-year students with preference to students from the states of Kansas or Nevada.

Zelma Fabra VanderLinden Scholarship, established in 2003 by Zelma Fabra VanderLinden, a 1924 graduate of Cottey College. The earnings are used to provide scholarships to students attending Cottey College.

Alberta Wood Virden Scholarship, established in 1992 through the bequest of Mr. and Mrs. Charles R. Virden. Alberta Wood Virden was a student at Cottey College in the 1920s. The income is used to provide scholarships to students with financial need.

Jean Both Wadsworth Scholarship, established in 2001 by Jean Both Wadsworth, a member of Chapter DD, Illinois. The earnings are used to award merit-based scholarships to women attending Cottey College who have demonstrated good moral character and have the capacity for leadership and good citizenship.

Mary Jane Wall and Minnie Ellen Wall Scholarship, established in 1987 through a bequest by Mary Jane Wall. The income is used for scholarships with preference given to middle-class students with average GPAs and to re-entry women who have taken a hiatus in their educational program to raise a family.

Edith Markham Wallace Scholarship, established in 1991 through the bequest of Rhea Pinckney. The income is awarded as scholarships for students attending Cottey College with a preference given to students from Washington.

Mabel Dymond Wallis Scholarship, established in 1970 by a bequest of Mrs. Mabel Dymond Wallis of Clearwater, Florida. The scholarship is restricted to aid international students.

Helen and George Washburn International Student Scholarship, established in 2004 by friends and colleagues in tribute to their 18-year service to Cottey College. The earnings are used to award scholarships to international students attending Cottey College.

Velma Wood Young and Louise Wood Washburn Scholarship, established in 1985 by a bequest from Louise Wood Washburn. The income is used for scholarships to students at Cottey College.

Mildred Watson Scholarship, established in 2009 by Chapter B, Alabama, in her memory. The earnings are used to provide scholarships to Cottey College students.

Nancy Burch Weaver Scholarship, established in 2006 by Joseph M. Weaver in memory of his wife, a member of Chapter P, South Carolina. The earnings are awarded as scholarships to young women attending Cottey College.

Emily J. Weills Memorial Scholarship, established in 1975 by the bequest of Emily J. Weills. Scholarships are awarded by Cottey College, at its discretion, to women of any race, creed, or nationality, who are, or expect to become, members of the student body.
Nell Terrill Burton Welch Scholarship, established in 1979 by Bee Spanswick and Edythe B. Magruder, in memory of their sister. Income is used as a scholarship to a student attending Cottey College with preference being given to international students.

Florence Rice Wellman Memorial Award, established in 1972 by the bequest of Florence Rice Wellman, a longtime member of Chapter W, California, and Chapter N, Minnesota. This award is given to a returning student who has distinguished herself in one of the fine arts.

Stella M. Wentworth Scholarship, established in 1979 through a bequest from Stella M. Wentworth, in memory of her mother, Abia R. Wentworth, of Chapter A, Missouri. The income is used for international student scholarships.

Audrey Parrish White Scholarship, established in 1988 by Audrey White, of Chapter IO, Kansas. The income is used as scholarships to students with high academic achievements in English.

Gladys H.G. Wiedemann Scholarship, established in 1979 by Mrs. K.T. Wiedemann, of Chapter DX, Wichita, Kansas. The income is used as scholarships to worthy students attending Cottey College.

Florence Cheney Wightman Scholarship, established in 1976 by the bequest of Esther M. Blum, provides scholarships to worthy and needy students.

Wiley Scholarship, established in 1984 by the bequests of Herbert C. Wiley and Betty Wiley. The income provides scholarships to worthy students attending Cottey College.

Marybeth Williams Scholarship, established in 2008 by many friends and family in honor of her service to P.E.O. and Cottey College. The earnings are used to provide scholarships to second-year Missouri students attending Cottey College.

Velma Covert Wilson Scholarship, established in 2000 through the bequest of Arthur Philip Wilson, Jr., in memory of his mother, a member of Chapter CH, Nebraska. The earnings provide scholarships to students attending Cottey College with preference given to students from Columbus, Nebraska.

Ella M. Witter Scholarship, established in 1971 by the bequest of Miss Ella M. Witter of Storm Lake, Iowa, to aid deserving students.

LOAN FUNDS

Janet Hunt Bellinger Loan Fund, established in 1997 through the bequest of Ms. Bellinger, a member of Chapter GQ, Iowa.

Edith Morgan Briggs Loan Fund, established in 1963 by a gift from Edward M. Briggs of Cincinnati, Ohio, in memory of Edith Morgan Briggs.

Howard S. and Maxine H. Elliott Educational Loan Fund, established in 1996 through a bequest from Howard S. Elliott of Grand Junction, Colorado.

Velda Medlock Gustlin Student Loan Fund, established in 1974 by Clarence Gustlin of Los Angeles, California, in loving memory of his wife, Velda Medlock Gustlin, a member of Chapter DI, California. Due to the Gustlin’s lifelong interest in promoting musicians’ careers, preference is given to students whose educational emphasis is music.

Lois Corrough Holley Loan Fund, established in 1961 through a bequest of Mrs. Maud H. Corrough of Grinnell, Iowa, in memory of Mrs. Lois Corrough Holley.

Lynn Loan Fund, established in 1959 by J.W. Lynn of Kansas City, Missouri, in memory of his wife, Agnes N. Lynn. The fund is used for small, short term loans to students enrolled at Cottey.

Richard L. Sawyers Loan Fund, established in 1997 through a bequest from Mr. Sawyers of Savannah, Missouri.

Solum Loan Fund, established in 1991 through the trust of Wallace Alden Solum and Gertrude Christine Solum.

Louise Wood Washburn and Velma Wood Young Student Loan Fund, established by William A. Washburn of Waco, Texas, in honor of his wife, Louise Wood Washburn and her sister, Velma Wood Young, both members of Chapter E, Texas.
THE FACULTY

Faculty members at Cottey College are selected on the basis of academic preparation, teaching effectiveness, experience in their teaching fields, and commitment to the philosophy of the liberal arts and Cottey. Ninety-one percent possess the doctorate or terminal degree within their field. Dates indicate the year of appointment to the faculty or staff.

Rusalyyn Andrews, Professor of Theatre and Speech. Margaret Emily Stoner Professor of Speech and Drama. B.S., Southwest Missouri State University; M.S., Illinois State University; Ph.D., Southern Illinois University at Carbondale. (1997)

Michel Ashmore, Associate Professor of Music (Piano). B.Mus., Eastman School of Music, New York; M.Mus., University of Oklahoma. (1972)

Carmen Bourbon, Instructor of Spanish. B.A., University of Puerto Rico; M.A., Inter American University of Puerto Rico; Ph.D., University of Nebraska at Lincoln. (2007)

Theresa Burger, Professor of Physical Education. B.A., M.S., City University of New York Queens College. (1997)

Jo Byrnes, Assistant Professor of Dance. B.S., Kansas State University; M.F.A., Texas Woman’s University. (2008)

Susan Callahan, Associate Professor of Mathematics. B.S., M.S., University of Missouri at Rolla. (1980)

Catherine E. Campbell, Professor of French. A.B., Mount Holyoke College, Massachusetts; M.A., Colgate University, New York; Ph.D., University of Missouri at Columbia. (1982)

Michael Denison, Associate Professor of Theatre and Speech. B.A., M.A., Bowling Green State University. (2000)


Angela Firkus, Associate Professor of History. Claire (Clara) Dooner Phillips Professor of Social Science. B.A., M.A., University of Wisconsin at Eau Claire; Ph.D., Purdue University, Indiana. (1999)

L. Bruce Holman, Professor of Art. B.A., University of Missouri at Kansas City; M.A., M.F.A., Ph.D., Syracuse University, New York. (1983)

Robert L. Jones, Professor of Biology. Iva Corpstein Professor of Science. B.A., Butler University, Indiana; M.A.T., Ph.D., Indiana University. (1991)

Dyke Kiel, Professor of Music (Instrumental). Gene Wild-Missouri Professor of Fine Arts. B.Mus., M.A. Sam Houston State University, Texas; Ph.D., University of North Texas. (1981)

Gary Lunkenheimer, Assistant Professor of Business and Economics. Sherlock Hibbs Associate in Economics. B.G.S., Wichita State University, Kansas; M.B.A., Emporia State University, Kansas; Ph.D., University of Missouri at Columbia. (2005)

Deborah Macey, Assistant Professor of Mass Communication. B.S.B.A., M.A., Saint Louis University, Missouri; Certificate in Women and Gender Studies, Ph.D., University of Oregon. (2008)

Mary McNerney, Associate Professor of Education and Advisement Coordinator. B.S., Mt. Saint Scholastica College, Kansas; M.S.Ed., Northern Illinois University. (1980)

Sinan Ozkal, Professor of Physics and Astronomy. Eloise M. Cost Professor of Science. B.S., University of Ankara, Turkey; M.S., Ph.D., University of Missouri at Rolla. (1980)

Mark Pearson, Professor of German. B.A., University of Kansas; M.A., University of Cincinnati, Ohio; M.A., Ph.D., University of Kansas. (1991)

Don Perkins, Professor of English. B.A., Ball State University, Indiana; M.A., Ph.D., University of Wisconsin at Milwaukee. (1993)
Chris L. Peterson, Professor of Biology. B.S., M.A., Southwest Missouri State University; Ph.D., University of Missouri at Columbia. (1991)

Kathryn Pivak, Assistant Professor of English. B.A., Notre Dame College of Ohio; M.A., Kent State University, Ohio; Ph.D., Duquesne University, Pennsylvania. (2006)

Karen Polon, Professor of Physical Education. B.S., M.A., Kent State University, Ohio. (1993)

Cathryn G. Pridal, Vice President for Academic Affairs and Professor of Psychology. B.A., Gustavus Adolphus College, Minnesota; M.A., Ph.D., Stony Brook University, New York. (2009)

Derek Rivard, Associate Professor of History. B.A., Ripon College, Wisconsin; M.A., Ph.D., Fordham University, New York. (2001)

Judy R. Rogers, President of the College and Professor of English. B.A., Centre College, Kentucky; M.A., Ph.D., University of North Carolina at Chapel Hill. (2004)

Kevin Rountree, Associate Professor of Philosophy. Virginia Alice Cottey Stockard Professor of Religion and Ethics. B.A., Anderson University, Indiana; M.A., University of Nebraska at Lincoln; Ph.D., University of Texas at Austin. (2001)

Leroy Sikes, Associate Professor of Mathematics. B.S., Southwest Baptist University, Missouri; M.A., University of Arkansas. (1985)

Rand Smith, Assistant Professor of Art. B.F.A., Brigham Young University, Utah; M.F.A., Arizona State University. (2000)

Theresa Spencer, Professor of Music (Voice). B.A., Tift College, Georgia; M.A., M.F.A., University of Iowa. (1986)

Trisha Stubblefield, Associate Professor of English. Harmon Professor of English. B.M., B.A., Converse College, South Carolina; M.A., Ph.D., University of South Carolina. (2001)

Kathryn Taylor, Assistant Professor of Computer Science. B.S., Eastern Kentucky University; M.S., Southern Illinois University at Carbondale. (1999)

Julie Tietz, Associate Professor of Psychology. B.A., Rice University, Texas; M.A., Ph.D., Texas Tech University. (2001)

Xiao-Qing Wang, Assistant Professor of Sociology. B.A., Hebei University, China; M.A., Wuhan University, China; M.A., Ph.D., University of Notre Dame, Indiana. (2006)

Kanji Watanabe, Assistant Professor of Political Science and International Affairs. B.A., Osaka Kyoiku University, Japan; M.A., Humboldt State University, California; Ph.D., Northern Arizona University. (2008)

COTTEY COLLEGE EMERITI


Anne Bunton, Professor Emerita of Economics and Business. Ph.D., University of Missouri at Columbia. (1979-2005)

Reba E. Cunningham, Professor Emerita of Psychology. M.S., Pittsburg State University, Kansas. (1966-1989)

Jean Edwards, Librarian Emerita. M.S., Wayne State University, Nebraska. (1968-1986)


Rosemary Fowler, Professor Emerita of Chemistry. Ph.D., Texas Woman’s University. (1977-2008)


Donald H. Lamore, Professor Emeritus of French. Doctorat d’Université, Université d’Aix-Marseille, France. (1958-1982)

Sharon Lansing, Professor Emerita of Psychology. Ph.D., Wayne State University, Michigan. (1987-2001)


Donna Needham, Professor Emerita of Physical Education. M.S., Pittsburg State University, Kansas. (1962-1997)


THE ADMINISTRATION

PRESIDENT OF THE COLLEGE

Judy R. Rogers, President. B.A., Centre College, Kentucky; M.A., Ph.D., University of North Carolina at Chapel Hill. (2004)

Patricia Bobbett, Executive Assistant to the President and Secretary to the Board. (1987)

Becky Penn, Secretary. A.D., Fort Scott Community College. (1996)


ACADEMIC AFFAIRS

Cathryn G. Pridal, Vice President for Academic Affairs and Dean of the Faculty. B.A., Gustavus Adolphus College, Minnesota; M.A., Ph.D., Stony Brook University, New York. (2009)

Brenda Ross, Associate Dean of the Faculty. B.S., University of Nebraska at Lincoln; Ph.D., Yale University, Connecticut. (1996)

Darcie Callahan, Transfer and Career Planning Coordinator. M.A., Northern Illinois University; M.S., Ph.D. candidate, University of Kansas. (2008)

Adam Dean, Director of Academic Computing. (1997)

Rebecca Kiel, Director of the Library. B.A., Sam Houston State University, Texas; M.L.S., North Texas State University. (1985)

Mary McNerney, Advisement Coordinator and International Student Advisor. B.S., Mt. Saint Scholastica College, Kansas; M.S.Ed., Northern Illinois University. (1980)

Courtney Mlinar, Assistant Director of the Library. B.M., Southern Methodist University; M.M., Texas Christian University; M.L.S., Texas Women's University. (2007)

Marcia Morton, Registrar. B.M., Friends University, Kansas; M.S.M., Wittenberg University, Ohio. (2008)


Deana Kerbs, Administrative Secretary. (1981)


Arlene Good, Staff Secretary. (1992)

Linda Gundy, Staff Secretary. (1989)

Tatiana Jones, Library Assistant. (2008)
ADMISSION AND FINANCIAL AID

Rick Eber, Vice President for Enrollment Management. B.A., Webster University; M.A., Lindenwood University. (2008)


Judi Steege, Director of Admission. A.A., Cottey College; B.A., University of South Dakota. (2005)

Taryn Sprankles, Admissions Communications Coordinator. A.A., Cottey College; B.S., Oregon State University. (2002)

Whitney Jones, Senior Admission Representative. A.A., Cottey College; B.A., Randolph-Macon Woman’s College. (2005)

Betsy Miller, Admission Representative. A.S., Cottey College; B.S. Pittsburg State University. (2008)

Angela Baumgardner, Admission Representative. A.A., Cottey College; B.A. St. Cloud State University. (2009)

Theresa Lee, Administrative Secretary. (1998)

Angie Newton, Staff Secretary. (2003)

Jeane Fahle, Staff Secretary. (2002)

ATHLETIC DEPARTMENT

Dave Ketterman, Athletic Director/Basketball Coach, and Lecturer of Physical Education. B.S., Southwest Missouri State University; M.A.Ed., University of Missouri-Columbia. (2004)

Marla Kannady Foreman, Head Volleyball Coach/Administrative Assistant for Basketball and Softball. B.S.E., Missouri Southern State College. (2000)


BUSINESS OFFICE

Mary S. Haggans, Vice President for Administration and Finance. A.A., Cottey College; B.S., M.B.A., University of Missouri-Columbia. (1982)

Tina Buckner, Assistant to the Vice President for Administration and Finance. (1999)

Amy Ruetten, Controller. B.S., University of Wisconsin at Platteville; M.B.A., Baker University, Kansas. (1996)

Lois Owings, Assistant Controller. A.A., Crowder College; B.S. B.A., Missouri Southern State University. (1974)

Anne Millam, Accounting Clerk. (2008)


Neal Swarnes, Director of Physical Plant and Security. A.A., Fort Scott Community College, Kansas; B.S., Missouri Southern State College. (1977)


Michael Richardson, Director of Food Service. B.A., University of Colorado. (1993)

Jean Foster, Office Manager of Food Service. (2007)


Justin Mays, Assistant Director of Administrative Computing Services. B.S., Missouri Southern State University. (2001)

Lois Witte, Bookstore Manager. A.A., Cottey College. (1992)
John Shopper, Service Center Manager. (1985)

Linda Lee, Receptionist. (2007)

HELEN AND GEORGE WASHBURN CENTER FOR WOMEN’S LEADERSHIP

Denise Hedges, Director of Helen and George Washburn Center for Women’s Leadership. B.A., Manchester College. (2007)

INSTITUTIONAL ADVANCEMENT


Kristine Anderson Fulton, Assistant Vice President for Institutional Advancement. A.A., Cottey College; B.A., Minnesota State University at Moorhead. (1993)

Steve Reed, Director of Public Information. B.A., Drury College, Missouri. (1992)

Terri Cox Fallin, Director of Development. A.A., Cottey College; B.S., Southwest Baptist University; M.S.W., Southern Baptist Theological Seminary. (2006)

Carla Farmer, Campaign Manager/Senior Major Gifts Officer. B.S., Pittsburg State University. (2009)

Tracy Hass Cordova, Coordinator of P.E.O. Relations. A.A., Cottey College; B.A., Missouri Southern State University. (2009)

Carrie Reeves, Coordinator of Alumnae Relations. A.A., Cottey College; B.A., Pittsburg State University. (2006)

Carrie Dreyer, Administrative Secretary. A.A., Cottey College. (1987)

Delene Fulton, Staff Secretary. (1997)

Elise Kimura-Tittle, Gift Secretary. B.S., University of Tulsa, Oklahoma. (1993)

Linda Russell, Staff Secretary. (2002)

STUDENT LIFE

Mari Anne Phillips, Vice President for Student Life. A.A., Cottey College; B.S.W., M.S., Pittsburg State University, Kansas; Ed.D. University of Missouri-Columbia; Licensed Psychologist; L.C.S.W. (1989)

Helen Lodge, Director of Housing, Assistant Vice President for Student Life. B.A., Central College, Iowa. (1991)

Kristi L. Korb, Coordinator of Campus Activities and Calendar. B.S., Northern Michigan University; M.Ed., Temple University, Pennsylvania. (1988)

Jeanna Brauer, Coordinator of Counseling. B.S., Central Missouri State University; M.S.W., University of Kansas; L.C.S.W. (2001)

Diane Martin, Administrative Secretary. (1985)

Shaun West, Student Health Office Manager. B.S., Southwest Missouri State University. (1997)

Susan Yoss, Coordinator of Student Disability Services, Counselor. B.A., College of the Ozarks, Missouri; M.S. Southwest Missouri State University; Licensed Professional Counselor and Certified Rehabilitation Counselor. (2002)

Megan McIntire, Reeves Hall Director. A.A., Cottey College; B.A., University of Colorado at Denver. (2007)

Glenda Crowder, P.E.O. Hall Director. B.S.E., University of Missouri, Columbia; M.S., University of Missouri at Kansas City. (2008)

Emily Fincher, Robertson Hall Director. B.A., Randolph College. (2009)
GOVERNING BOARDS

Board of Trustees

Karen Browne Wilmington, Delaware (2004)
Chauncey Brummer, J.D. Fayetteville, Arkansas (2008)
Donald H. Cunningham, Ph.D. Booneville, Missouri (2005)
Nancy Gwinn, Ph.D. Chevy Chase, Maryland (2006)
Kathleen Wysong Round Rock, Texas (2007)
Greg Hoffman Nevada, Missouri (2009)

International Chapter of the P.E.O. Sisterhood

The close relationship between Cottey College and the P.E.O. Sisterhood is maintained through the members of the Cottey College Corporation and the board of trustees. The following members of the corporation are the elected officers of the International Chapter of the P.E.O. Sisterhood.

Elizabeth E. Garrels Mount Pleasant, Iowa
President

Susan Reese Sellers Houston, Texas
First Vice President

Maria T. Baseggio Blue Bell, Pennsylvania
Second Vice President

Beth Ledbetter Fall Branch, Tennessee
Organizer

Recording Secretary To be elected at the 2009 convention of
International Chapter of the P.E.O. Sisterhood
# 2009-2010<br>ACADEMIC CALENDAR

## August

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>Friday</td>
<td>Residence Halls Open for New Students Only</td>
</tr>
<tr>
<td>22-25</td>
<td>Saturday-Tuesday</td>
<td>Orientation</td>
</tr>
<tr>
<td>23</td>
<td>Sunday</td>
<td>Residence Halls Open for Returning Students</td>
</tr>
<tr>
<td>24-25</td>
<td>Monday-Tuesday</td>
<td>Advising; Registration</td>
</tr>
<tr>
<td>26</td>
<td>Wednesday</td>
<td>Classes Begin</td>
</tr>
</tbody>
</table>

## September

<table>
<thead>
<tr>
<th>Date</th>
<th>Day, Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>Wednesday, 5 p.m.</td>
<td>Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript</td>
</tr>
</tbody>
</table>

## October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>2-4</td>
<td>Friday-Sunday</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>12</td>
<td>Monday</td>
<td>Mid-Semester Break; No Classes</td>
</tr>
<tr>
<td>13-16</td>
<td>Tuesday-Friday</td>
<td>Mid-Semester Exam Week</td>
</tr>
</tbody>
</table>

## November

<table>
<thead>
<tr>
<th>Date</th>
<th>Day, Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>4</td>
<td>Wednesday, 5 p.m.</td>
<td>Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript</td>
</tr>
<tr>
<td>25-27</td>
<td>Wednesday-Friday</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
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</table>

## December

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>11</td>
<td>Friday, 5 p.m.</td>
<td>Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript</td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>14-17</td>
<td>Monday-Thursday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>17</td>
<td>Thursday, 5 p.m.</td>
<td>Christmas Recess Begin; Residence Halls Close</td>
</tr>
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</table>

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day, Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9</td>
<td>Saturday, 2 p.m.</td>
<td>Residence Halls Open, Orientation for New Students</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>Class Changes, Registration for New Students, Classes Begin</td>
</tr>
<tr>
<td>18</td>
<td>Monday, 5 p.m.</td>
<td>Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript</td>
</tr>
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## March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Monday-Friday</td>
<td>Mid-Semester Exam Week</td>
</tr>
<tr>
<td>6</td>
<td>Saturday, 9 a.m.</td>
<td>Spring Recess Begins; Residence Halls Close</td>
</tr>
<tr>
<td>20</td>
<td>Saturday, 2 p.m.</td>
<td>Residence Hall Open</td>
</tr>
<tr>
<td>22</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>27</td>
<td>Saturday</td>
<td>Founder’s Day</td>
</tr>
</tbody>
</table>

## April

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Friday</td>
<td>Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript</td>
</tr>
<tr>
<td>14</td>
<td>Wednesday</td>
<td>Assessment Testing Day</td>
</tr>
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## May

<table>
<thead>
<tr>
<th>Date</th>
<th>Day, Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Friday, 5 p.m.</td>
<td>Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>10-13</td>
<td>Monday-Thursday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>15</td>
<td>Saturday, 10 a.m.</td>
<td>Honors and Awards Convocation</td>
</tr>
<tr>
<td>15</td>
<td>Saturday, 7 p.m.</td>
<td>Capping</td>
</tr>
<tr>
<td>16</td>
<td>Sunday, 10 a.m.</td>
<td>Commencement (all students are encouraged to attend)</td>
</tr>
<tr>
<td>16</td>
<td>Sunday, 5 p.m.</td>
<td>Residence Halls Close</td>
</tr>
</tbody>
</table>
# 2010-2011 ACADEMIC CALENDAR

## August
- **20** Friday: Residence Halls Open for New Students Only
- **21-24** Saturday-Tuesday: Orientation
- **22** Sunday: Residence Halls Open for Returning Students
- **23-24** Monday-Tuesday: Advising; Registration
- **25** Wednesday: Classes Begin

## September
- **1** Wednesday, 5 p.m.: Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript

## October
- **1-3** Friday-Sunday: Family Weekend
- **11** Monday: Mid-Semester Break; No Classes
- **12-15** Tuesday-Friday: Mid-Semester Exam Week

## November
- **3** Wednesday, 5 p.m.: Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
- **24-26** Wednesday-Friday: Thanksgiving Recess
- **29** Monday: Classes Resume

## December
- **10** Friday, 5 p.m.: Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
- **10** Friday: Last Day of Classes
- **13-16** Monday-Thursday: Final Examinations
- **16** Thursday, 5 p.m.: Christmas Recess Begin; Residence Halls Close

## January
- **8** Saturday, 2 p.m.: Residence Halls Open, Orientation for New Students
- **10** Monday: Class Changes, Registration for New Students, Classes Begin
- **17** Monday, 5 p.m.: Deadline for Adding Classes and for Dropping Classes Without Fee and Without Notation of W on Transcript

## February/March
- **28-4** Monday-Friday: Mid-Semester Exam Week
- **5** Saturday, 9 a.m.: Spring Recess Begins; Residence Halls Close
- **19** Saturday, 2 p.m.: Residence Hall Open
- **21** Monday: Classes Resume

## April
- **1** Friday: Deadline for Withdrawal From Classes Without Notation of WP/WF on Transcript
- **2** Saturday: Founder’s Day
- **13** Wednesday: Assessment Testing Day

## May
- **6** Friday, 5 p.m.: Deadline for Withdrawal From Classes With Notation of WP/WF on Transcript
- **6** Friday: Last Day of Classes
- **9-12** Monday-Thursday: Final Examinations
- **14** Saturday, 10 a.m.: Honors and Awards Convocation
- **14** Saturday, 7 p.m.: Capping
- **15** Sunday, 10 a.m.: Commencement (all students are encouraged to attend)
- **15** Sunday, 5 p.m.: Residence Halls Close
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A. Main Hall  
B. Neale Hall  
C. Maintenance Building  
D. P.E.O. Hall  
E. Haidee and Allen Wild  
   Center for the Arts  
F. Robertson Hall  
G. Chapel  
H. Reeves Hall  
I. Hinkhouse Center  
   Student Life Offices  
J. Blanche Skiff Ross Library  
K. Rubie Burton Academic Center  
   K1. Alumnae Hall  
   K2. Nelle Horner Grantham Hall  
L. Helen and George Washburn Center  
   for Women’s Leadership  
M. B.L.L. Lodge  
N. President’s House