OTTAWA UNIVERSITY BULLETIN
ANNUAL CATALOG ISSUE
Announcements for the One-hundred and Eighth Session, 1972-1973

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OTTAWA UNIVERSITY BULLETIN
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VOLUME 69 NO. 9 SEPT. 1971

The 1972-1973 catalog contains admissions and financial aid information for students who will enter Ottawa University in September, 1972 and subsequent sessions. The descriptions of courses, faculty, and costs pertain to the 1971-1972 academic year.
### Revised Calendar for 1971-72

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Range</th>
<th>Days</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Workshop</td>
<td>Aug. 31 - Sept. 1</td>
<td>Tues.-Wed.</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Sept. 1</td>
<td>Wednesday</td>
<td>New Students Report, beginning at 1:00 p.m.</td>
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<tr>
<td></td>
<td>*Sept. 2-3</td>
<td>Thurs.-Fri.</td>
<td>Advising and Registration, beginning at 1:00 p.m. on 9/2</td>
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<tr>
<td></td>
<td>Sept. 5</td>
<td>Sunday</td>
<td>End of new student orientation</td>
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<tr>
<td><strong>SESSION I, 1971</strong></td>
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<td></td>
<td>Sept. 6</td>
<td>Monday</td>
<td>Session Begins</td>
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<td></td>
<td>Sept. 6</td>
<td>Monday</td>
<td>Returning Student Registration</td>
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<td></td>
<td>Sept. 7</td>
<td>Tuesday</td>
<td>First Day of Classes</td>
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<td></td>
<td>Oct. 25</td>
<td>Monday</td>
<td>Session Ends</td>
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<tr>
<td><strong>SESSION II, 1971</strong></td>
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<td></td>
<td>Oct. 26</td>
<td>Tuesday</td>
<td>Session Begins</td>
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<td>*Oct. 26</td>
<td>Tuesday</td>
<td>Advising and Registration</td>
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<td>Nov. 9</td>
<td>Tuesday</td>
<td>Advising and Evaluation</td>
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<td></td>
<td>Nov. 25-28</td>
<td>Thurs.-Sun.</td>
<td>Thanksgiving Vacation</td>
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<td></td>
<td>Dec. 17</td>
<td>Friday</td>
<td>Session Ends</td>
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<td></td>
<td>Dec. 18</td>
<td>Saturday</td>
<td>Christmas Vacation Begins</td>
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<td></td>
<td>Jan. 2</td>
<td>Sunday</td>
<td>Christmas Vacation Ends</td>
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<tr>
<td><strong>WINTER TERM, 1972</strong></td>
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<td></td>
<td>Jan. 3</td>
<td>Monday</td>
<td>Term Begins</td>
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<td></td>
<td>*Jan. 3</td>
<td>Monday</td>
<td>Advising and Registration</td>
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<tr>
<td></td>
<td>Jan. 28</td>
<td>Friday</td>
<td>Term Ends</td>
</tr>
<tr>
<td><strong>SESSION III, 1972</strong></td>
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<tr>
<td></td>
<td>Jan. 31</td>
<td>Monday</td>
<td>Session Begins</td>
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<td></td>
<td>*Jan. 31</td>
<td>Monday</td>
<td>Advising and Registration</td>
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<tr>
<td></td>
<td>Feb. 17</td>
<td>Thursday</td>
<td>Advising and Evaluation</td>
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<tr>
<td></td>
<td>Mar. 21</td>
<td>Tuesday</td>
<td>Session Ends</td>
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<tr>
<td></td>
<td>Mar. 22-24</td>
<td>Wed.-Fri.</td>
<td>Senior Comprehensive Exams</td>
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<td>Mar. 25</td>
<td>Saturday</td>
<td>Spring Vacation Begins</td>
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<td></td>
<td>April 3</td>
<td>Monday</td>
<td>Spring Vacation Ends</td>
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<tr>
<td><strong>SESSION IV, 1972</strong></td>
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<tr>
<td></td>
<td>April 4</td>
<td>Tuesday</td>
<td>Session Begins</td>
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<td></td>
<td>*April 4</td>
<td>Tuesday</td>
<td>Advising and Registration</td>
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<tr>
<td></td>
<td>Apr. 25-26</td>
<td>Tues.-Wed.</td>
<td>Advising and pre-enrollment</td>
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<tr>
<td></td>
<td>May 25</td>
<td>Thursday</td>
<td>Session Ends</td>
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<tr>
<td></td>
<td>May 28</td>
<td>Sunday</td>
<td>107th Anniversary Commencement</td>
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<tr>
<td><strong>JUNE TERM, 1972</strong></td>
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<td></td>
<td>May 30</td>
<td>Tuesday</td>
<td>Term Begins</td>
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<td></td>
<td>*May 30</td>
<td>Tuesday</td>
<td>Advising and Registration</td>
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<td></td>
<td>June 27</td>
<td>Tuesday</td>
<td>Term Ends</td>
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<tr>
<td><strong>JULY TERM, 1972</strong></td>
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<td></td>
<td>June 28</td>
<td>Wednesday</td>
<td>Term Begins</td>
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<td></td>
<td>*June 28</td>
<td>Wednesday</td>
<td>Advising and Registration</td>
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<tr>
<td></td>
<td>July 27</td>
<td>Thursday</td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

In addition to the above vacation dates, the University will not be in session Good Friday and the Fourth of July.

*Students are required to keep advising and registration appointments on these dates.*
## Calendar for 1972–73

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Workshop</td>
<td>Sept. 5-6</td>
<td>Tues.-Wed.</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Sept. 6</td>
<td>Wednesday</td>
<td>New Students Report, beginning at 1:00 p.m.</td>
</tr>
<tr>
<td>*Sept. 7-8</td>
<td></td>
<td>Thurs.-Fri.</td>
<td>Advising and Registration, beginning at 1:00 p.m. on Sept. 7</td>
</tr>
<tr>
<td>*September 10</td>
<td></td>
<td>Sunday</td>
<td>End of new student orientation. Residence halls open for returning students</td>
</tr>
<tr>
<td><strong>SESSION I, 1972</strong></td>
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<tr>
<td>September 11</td>
<td>Monday</td>
<td></td>
<td>Session Begins</td>
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<tr>
<td>September 11</td>
<td>Monday</td>
<td></td>
<td>Returning Student Registration</td>
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<tr>
<td>September 12</td>
<td>Tuesday</td>
<td></td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>October 30</td>
<td>Monday</td>
<td></td>
<td>Session Ends</td>
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<tr>
<td><strong>SESSION II, 1972</strong></td>
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<tr>
<td>October 31</td>
<td>Tuesday</td>
<td></td>
<td>Session Begins</td>
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<tr>
<td>*October 31</td>
<td>Tuesday</td>
<td></td>
<td>Advising and Registration</td>
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<tr>
<td>November 14</td>
<td>Tuesday</td>
<td></td>
<td>Advising and Evaluation</td>
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<tr>
<td>Nov. 23-25</td>
<td>Thurs.-Sun.</td>
<td></td>
<td>Thanksgiving Vacation</td>
</tr>
<tr>
<td>December 22</td>
<td>Friday</td>
<td></td>
<td>Session Ends</td>
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<tr>
<td>December 23</td>
<td>Saturday</td>
<td></td>
<td>Christmas Vacation Begins</td>
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<tr>
<td>January 7</td>
<td>Sunday</td>
<td></td>
<td>Christmas Vacation Ends</td>
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<tr>
<td><strong>WINTER TERM, 1973</strong></td>
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<tr>
<td>January 8</td>
<td>Monday</td>
<td></td>
<td>Term Begins</td>
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<tr>
<td>*January 8</td>
<td>Monday</td>
<td></td>
<td>Advising and Registration</td>
</tr>
<tr>
<td>February 2</td>
<td>Friday</td>
<td></td>
<td>Term Ends</td>
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<tr>
<td><strong>SESSION III, 1973</strong></td>
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<tr>
<td>February 5</td>
<td>Monday</td>
<td></td>
<td>Session Begins</td>
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<tr>
<td>*February 5</td>
<td>Monday</td>
<td></td>
<td>Advising and Registration</td>
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<tr>
<td>February 20</td>
<td>Tuesday</td>
<td></td>
<td>Advising and Evaluation</td>
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<tr>
<td>March 27</td>
<td>Tuesday</td>
<td></td>
<td>Session Ends</td>
</tr>
<tr>
<td>March 28-30</td>
<td>Wed.-Fri.</td>
<td></td>
<td>Senior Comprehensive Examinations</td>
</tr>
<tr>
<td>March 31</td>
<td>Saturday</td>
<td></td>
<td>Spring Vacation Begins</td>
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<tr>
<td>April 8</td>
<td>Sunday</td>
<td></td>
<td>Spring Vacation Ends</td>
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<tr>
<td><strong>SESSION IV, 1973</strong></td>
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<tr>
<td>April 9</td>
<td>Monday</td>
<td></td>
<td>Session Begins</td>
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<tr>
<td>*April 9</td>
<td>Monday</td>
<td></td>
<td>Advising and Registration</td>
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<tr>
<td>April 26</td>
<td>Thursday</td>
<td></td>
<td>Advising and Evaluation</td>
</tr>
<tr>
<td>May 2-3</td>
<td>Wed.-Thurs.</td>
<td></td>
<td>Advising and Pre-enrollment</td>
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<tr>
<td>May 30</td>
<td>Wednesday</td>
<td></td>
<td>Session Ends</td>
</tr>
<tr>
<td>June 3</td>
<td>Sunday</td>
<td></td>
<td>108th Anniversary Commencement</td>
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<tr>
<td><strong>JUNE TERM, 1973</strong></td>
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<tr>
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<tr>
<td>July 5</td>
<td>Thursday</td>
<td></td>
<td>Term Begins</td>
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<tr>
<td>*July 5</td>
<td>Thursday</td>
<td></td>
<td>Advising and Registration</td>
</tr>
<tr>
<td>August 2</td>
<td>Thursday</td>
<td></td>
<td>Term Ends</td>
</tr>
</tbody>
</table>

*Students are required to keep advising and registration appointments on these dates.*
The comprehensive purpose of Ottawa University is to provide the highest possible quality education for the individual development of each student in the context of Ottawa's liberal arts emphasis, its Christian heritage and the community of concern and scholarship made possible by its size. The educational process is concerned with the intellectual, spiritual, cultural, social and physical development of each student and seeks to prepare him adequately for the responsibilities of life itself as well as for leadership and service in the modern world. To this end, Ottawa University is...

A Liberal Arts College

The educational program is designed to foster the development and expression of the unique inherent potential of each student and to liberate him from ignorance, narrowness, conformity and self-centeredness. A distinguished faculty seeks to teach all subjects so as to develop the knowledge, abilities, appreciations and motivations which are liberating for man. Likewise, the educational program manifests a concern for the unity and integration of knowledge.

Education for Individual Development is the central focus of a bold new educational program in which the student assumes greater responsibility for his own learning and the faculty member's role is that of guiding, questioning, clarifying issues, identifying resource materials, exploring alternatives, and weighing the implications of knowledge rather than the mere transmission of knowledge. Since
each student is different the program features flexibility so that each student may have an educational experience especially designed to meet his or her particular background, abilities, and goals. Within minimal guidelines necessary to protect institutional integrity, the graduation requirements themselves are exceedingly flexible and are specified in an individual contract between the student and the college. The contract is developed by the student and his advisory committee which may include his primary advisor, and at the student’s option, another faculty member, an advanced student or a representative of the occupation or profession he seeks to join.

The educational program will provide valid learning experiences inside and outside of classes both on and off campus. Regardless of setting, these may be included in the contract for graduation if agreed upon by the student and his advisory committee. Each qualified student is expected to participate in a cross-cultural field experience either overseas or in the United States.

Each student will experience the dimension of breadth in learning through a general education program taught in a core curriculum of small seminars which are truly interdisciplinary in nature. The dimension of depth in learning will come in the depth study program which provides each student with an intensive experience in an area particularly suited to his or her abilities and goals and which seeks specifically to prepare him for the next stage in his career.

The educational program is taught in a unique 2-2-1-2-2 academic calendar designed to reduce the fragmentation and stress in the typical college experience. Each student will take only two courses at a time for seven weeks or one course at a time for four weeks.

Ottawa University is . . .

A Christian College

All education seeks for individual development. Ottawa University is a Christian college in the belief that a university that can combine the Christian faith and liberal education in a viable relationship is better able to achieve this fundamental goal of education than is any other type of college or university. To give focus to its Christian commitments Ottawa University maintains an active relationship with the American Baptist Convention. Ottawa is not narrowly sectarian, however, and includes members of every faith among both students and faculty.

As a Christian college, Ottawa seeks to present Christianity to students by example and by confrontation. It seeks to give the Christian faith a full and complete hearing in a setting where students are free to accept or reject it, but not to ignore it. Confident in the belief that all truth is of God, Ottawa seeks to develop an atmosphere of free and open inquiry into all aspects of knowledge. It seeks, as well, to relate all learning to the truth of the Christian faith.

As a Christian college, Ottawa seeks to help each student develop moral clarity and moral seriousness. The total educational program is designed so as to assist each student to clarify both his beliefs and the relationships among them and to learn to act responsibly on the basis of his convictions. In this context the program is also designed to present religious and ethical challenges to men in all their institutions as the University serves as the critically intellectual arm of the church and seeks to be unrelenting in its pursuit of relevance.

As a Christian college the phrase “Education for Service” is a mandate for Ottawa University rather than a mere cliche. The university seeks to prepare students for lives of service and the servant ministry of Jesus Christ is upheld as the example most worthy of emulation.
Ottawa University is . . .

A Small Undergraduate College

The relatively small size of the Ottawa student body results in numerous opportunities for close and meaningful personal relationships between students and faculty throughout the four years of the college experience. Special attention is devoted to the advising process which gives focus to the opportunities for close and continuing student-faculty contact. Moreover, most classes are small in size. Last year over two-thirds of the classes had fewer than twenty-five students in them and over one-third of the classes had fewer than fifteen students.

Ottawa University is exclusively an undergraduate college. Thus, there is a special emphasis placed upon excellence in the teaching of undergraduate students. Each faculty member is committed to the importance of teaching students and their research activities are designed largely to provide intellectual stimulation and a high degree of competence in their discipline to the end that teaching might be excellent.

Ottawa University is . . .

An Innovative College

Ottawa University is an innovative college. We are pioneering a new program designed to provide an exciting, relevant and flexible educational experience which avoids many of the problems that frequently confront students in American higher education. Many aspects of this program are unique to Ottawa. Ottawa University is developing its program in the belief that a small number of private colleges will become acknowledged “pace-setters” in American higher education during the next decade. They will be the universities with the will to improve higher education, with the vision and the courage to be innovative. They will provide vigorous and insightful leadership, openness to student and faculty initiative, and proper attention to the research and development function which is vital to educational improvement. Ottawa University is such an institution and it is investing heavily in the processes which yield insight into strengths and weaknesses and ways of immediately improving the educational experience of students. At the same time, it should be noted that program development at Ottawa University is always in the context of aims and objectives as a Christian college of liberal arts; we seek dynamic new ways of achieving our historic purposes in the 1970’s.
Ottawa University is . . .

A Residential College

The majority of the students at Ottawa University reside on campus. This provides opportunities for an enriched learning experience through formal and informal programs in the residence halls and the University Union which are designed to complement the curriculum in contributing to the total development of students.

There is convincing evidence that a major portion of student social and value development occurs outside the classroom. Thus, Ottawa University believes that students, faculty and administration must work cooperatively to see that student life programs fulfill the needs and enrich the lives of students while contributing directly to the achievement of aims and objectives. There is an emphasis upon cooperation with faculty and administrators in order that all segments of the university community may work together to create a climate of learning and a total program which will contribute to institutional goals. There is also an emphasis upon student involvement and initiative so that student life programs will be relevant to the needs of students and will offer opportunities for the meaningful exercise of responsibility which is essential during the college years.

Ottawa University is . . .

A Cosmopolitan College

There is a diversity among Ottawa University students which is both interesting and educationally desirable. Students come to Ottawa University from over forty different states and from ten foreign countries. The majority of the students come to Ottawa from the Midwest, but about twenty-five percent come from the Eastern Seaboard. The South and West are also well represented. There is variety in that students come in significant numbers from rural areas, ghettos, suburban areas of major metropolitan centers, small towns and moderate to large size cities.

The cosmopolitan nature of the Ottawa campus enriches the total learning experience as students learn from each other. Furthermore, the program of cross-cultural studies will add even more to this dimension of the Ottawa experience.
Ottawa University is . . .

A Community

Despite the great diversity of background, interests and abilities represented in the Ottawa University student body and faculty, there is a sense of community based on shared objectives and concerns in which each person finds acceptance and is valued as a person who can contribute to the welfare of the total community. The common academic interests and experiences are the primary focal point for the sense of community which is enhanced and deepened by common worship experiences, residence hall life, student activities, athletics, concerts, lectures and other community activities.

A Student-Oriented College

The individual student's personal development is the primary focal point of the Ottawa University program. This development is enhanced by personal contact with faculty members. Each student has an opportunity to plan his or her total program and agree upon the actual requirements for graduation according to background, interests, abilities and goals. The Ottawa experience is not limited to the "intellectual elite" but is intended instead to develop the potential of each qualified student to the utmost. To this end, each student has a variety of opportunities and the total impact of the Ottawa program is gauged by the quantity and quality of growth in each student during college.
THE OTTAWA PLAN

A Program of Education for Individual Development

At the center of the Ottawa Plan is the student and his unique abilities, interests, needs and goals. The student participates in the design of his educational program which includes his own set of goals and challenges and which culminates in the contract between him and the University specifying his graduation requirements. The individual contract is set into the context of the educational aims and standards of the University which are expressed in the basic graduation requirements common to all contracts.

Advising Process

The commitment to individual student development and the opportunities for individual programs of study at Ottawa University, give the advising process an integral and extremely important position in the Ottawa Plan. Thus, days are set aside for the advising and evaluation of each student each session or term. The goal of the advising process is to assist every student in his own intellectual, spiritual, emotional, social and physical development rather than merely to assure his compliance with a set of requirements for graduation. To be effective this process must provide the student extensive opportunity for contact with a member of the faculty who both cares about him as a person and is willing to assist him in planning the educational experience best suited for him as an individual. This faculty member becomes the student’s primary advisor.

Each student will have a primary advisory committee composed of himself, his primary advisor,
students and faculty members. The student may wish to add other persons who could give apt professional or vocational advice (such as a local lawyer on the advisory committee of a pre-law student). As the student chooses his depth study, the composition of the committee may change or may be expanded to better meet his needs. However, there will be an attempt for continuity in the committee membership. The committee will aid the student in the formulation of his own goals and in fashioning his individual program to accomplish these objectives which is, in essence, his contract with the University. The committee will participate in the process of continuous evaluation of the student's total growth and development throughout his undergraduate years. During the student's senior year, the committee will play a major role in the final evaluation of his readiness for graduation based upon his performance on the core and depth study comprehensive examinations and supplemented by information about his intellectual, emotional, social and spiritual growth.

The General Education Program

The general education program at Ottawa University is developed mainly by core seminars in which all regular students enroll. The seminars are taught in settings where students and faculty can participate fully in the discussion of relevant questions dealing with the problems of our time. Content of the seminars is built around persistent questions facing mankind and are related to the perspectives of past, present and future. The senior class selects the topics they will consider in the senior core seminars. The role of the faculty member in the seminars is that of an experienced and qualified student of mankind who directs students in discussion and acquisition of knowledge as well as a participant and learner. In addition to the goal of a broadened base of knowledge, goals for the core seminars include the ability to write well, to construct logical arguments, to establish the validity of truth claims, to gather data to form hypotheses and to think critically.

Since both students and faculty participate in the general education program, the common intellectual experience serves as a basis for stimulating dialogue and a high degree of interaction between all members of the University community.

The evaluation of a student's progress in the general education curriculum will be determined by the quality of work undertaken during the core seminars, (i.e., papers, participation, etc.) and by examination at the end of each core seminar. The examination at the end of the last core seminar of a given year will cover the core seminars in that year.

Additional service courses in communication skills may be necessary to assist students in reaching their goals.

Physical education is considered to be an important and integral aspect of the Ottawa Plan. The seven required courses in physical education can be completed through the course of the undergraduate program. Students will be encouraged to continue their physical activities beyond the requirement. Evaluation of performance will be made by the course instructor.

Each student will, in consultation with his advisory committee, identify his needs in order to develop a creative involvement in the fine arts. Part of the student's graduation requirements will include participation in cultural activities which he has not already experienced. The evaluation of the student's progress in this area will be made by the advisory committee with the help of guidelines developed by faculty members in the Fine Arts and Language and Literature Divisions.
Electives

Many college freshmen have not definitely decided what area they would prefer to study or for what vocation they might be preparing. It is important that each student have ample opportunity from the beginning of his college experience to sample courses in various spheres of interest. As the students become involved in the general education core seminars a number of interests may arise. Elective courses provide the opportunity for students to pursue these interests with more intensity than can be possible in the core courses.

Electives serve the purposes of both liberal and general education. Freedom of choice based upon interests and goals as well as a broadened and varied range of study are a part of the graduation requirements.

Depth Study

Since people differ in preparation, experience, goals and satisfactions they often do not fit into traditional departmental “majors” and major requirements. Under the Ottawa Plan, a student’s depth study is the unique result of the student’s deliberation with his primary advisory committee as to what would be the most challenging and motivating area of study for him. The two basic purposes of depth study are to provide depth competence in one area in a manner designed to enhance the attainment of liberal arts objectives, and to prepare the student for the next step in his career.

The student and his primary advisory committee define a comprehensive area, or a problem, or representative segments of an area to critically evaluate, or an interrelation of two or more areas as the student’s depth study area. Each depth study will have as its base a set of principles and concepts which provide integration for the total area of depth study. It is possible in certain cases for students to have two depth study areas.

Most depth study programs will include some courses taken as independent study. In an independent study, the student chooses a topic or area of study, designs the course of study for the term with the help of a faculty member, and undertakes the work on his own. He works essentially independently with periodic assistance from his professor. An independent study can be a true learning experience as the student tests his ability in self-evaluation and self-discipline, hopefully laying the foundation for life-long continuing education in a self-directed manner. The Ottawa calendar facilitates opportunities for independent study to develop from a stimulating course experience into the following term or to be coupled in a single term with a related elective or depth study course.

A significant factor in the proper evaluation of a depth study area is the emphasis placed from the initial stages upon proper planning by the student and his primary advisory committee. The student will know the criteria upon which he will be evaluated and will be expected to share in the formulation of such criteria as a member of the primary advisory committee. Such criteria will be, when applicable, performance in courses, independent study, related work done off-campus, evaluation by an expert from another campus or from the non-academic world and the comprehensive examination.
Off-Campus Cross-Cultural Experience

The experience of living, traveling, studying or working in a culture different from one's own can be a learning experience unlike any other. In a world of rapid internationalization, it is becoming increasingly more important for persons to understand other cultures and understand their own culture from the vantage point of another. Within our own country there is a growing awareness of the diversity of sub-cultures and the significance of these sub-cultures in our society. The Ottawa Plan challenges each student to enrich his education with life experiences in a culture or sub-culture different from that of his origin. The off-campus experience is primarily related to the general education program although it may also be a part of the depth study. Most off-campus experiences will be planned for groups of students, either as groups of Ottawa University students or in cooperation with other colleges.

All off-campus experiences will be planned with educational goals in mind and will be evaluated at their conclusion. Regular course credit will be given for the off-campus experience.

Evaluation

One principle of learning implies that people learn best when they have immediate and precise feedback on how they are progressing. The goal of evaluation at Ottawa University is to make evaluation a valuable part of the learning process itself, not a meaningless hurdle which must be surmounted. Evaluation can and should take place in a variety of ways, not just through tests and term papers. In each class the professor fills out an evaluation sheet designed to feed back to the student as much precise and specific information as possible about the student's strengths, weaknesses and growth.
The Ottawa Calendar

The academic calendar of a college is important because it provides the structure for the curriculum and is a basic determining factor in the entire educational program. Through shortened sessions and terms, the Ottawa calendar makes possible more exciting contracts between teacher and learner and enables the student to concentrate on one or two courses. The student is freed to delve more deeply into fewer subjects and to become more involved in such work than he can in the semester system where students often take as many as six subjects at a time.

There are advising and evaluation days set aside between terms in order to increase the opportunity for students to meet with their primary advisory committees to review their experiences and plans. The academic year is divided into four seven-week sessions in which the student enrolls in two courses and one four-week winter term in which the student enrolls in a single course. The summer program is divided into two four-week summer terms. This calendar is called the 2-2-1-2-2 calendar; the numerals referring to the number of courses taken during each session.

The Annual Calendar

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<td>Session One Two Courses</td>
<td>Session Two Two Courses</td>
<td>Winter Term One Course</td>
<td>Session Three Two Courses</td>
<td>Session Four Two Courses</td>
<td>June Term One Course</td>
<td>July Term One Course</td>
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* Not all students attend during June and July

Most students will attend from September through May in the 2-2-1-2-2 pattern. However, students can make comparable progress by attending courses appropriate to their programs in any combination of sessions and terms. A student may accelerate his program by attending courses appropriate to his program during the summer terms.

The regular vacations of the academic year are at Christmas and between Sessions II and III in the Spring.
Academic Information

Graduation Requirements
Bachelor of Arts Degree

Students who successfully complete the basic graduation requirements will be awarded the degree of Bachelor of Arts by Ottawa University. At least the final year of study must be completed in residence at Ottawa in order to receive the degree.

Contract

Each student with his primary advisory committee will develop a statement of his goals and a tentative program to achieve these goals. This tentative program is filed by the student with the Registrar late in his freshman year.

The program is revised and updated by the student and his committee by the end of his sophomore year and is then submitted to the Committee on Academic Review for approval on behalf of the University as a contract specifying the graduation requirements for that student.

The student, with the consent of his primary advisory committee, may present a revised contract to the Committee on Academic Review.

General Education

Core Seminars

Each student must satisfactorily complete eight Core Seminars, three in each of the Freshman and Sophomore years, and two in the Senior year.

Cross-Cultural Education

Each qualified student will participate in a pro-
gram of off-campus Cross-Cultural Education, in this country or abroad, usually during the Junior year.

The University Program Series
Each student, during each seven-week session of residence in the University, will participate in the University Program Series. Each student will choose from the available on-campus programs of drama, concerts, religious events, lectures and art programs.

Electives
Each student will be required to complete a program of elective courses consistent with his educational goals and approved by his primary advisory committee. The student must maintain satisfactory work in these courses as evidenced by the instructors' evaluation.

Depth Study
Each student is required to plan a depth study program in cooperation with his primary advisory committee usually involving from six to ten courses. Only those courses completed with a grade of C or better may count toward satisfaction of the minimum number of depth study courses required in the contract. The student's grade point average in all depth study courses attempted must be 2.0 or better.

All courses shall be open to the student, subject only to his readiness to take the course with profit and the course's usefulness to his program.

Physical Activity Program
Each student must satisfactorily complete seven physical activity courses, accumulating a minimum of two courses by the end of the Freshman year, four courses by the end of the Sophomore year, six courses by the end of the Junior year and seven courses prior to graduation. Failure to complete the minimum level at the end of any given year requires enrollment in physical education in each subsequent session until the deficiency has been removed.

Transfer students without physical education who enter Ottawa University after the Sophomore year would not be required to complete more units of physical education than they would have been required to take if they had completed the minimum number of courses scheduled.

After the Freshman year, members of the major University athletic teams will be allowed to substitute team participation for one required physical activity course each year.

Quantitative Standards
Each student will be required to satisfactorily complete a minimum of 27 courses during his college experience.
A student will be required to satisfactorily complete a minimum of 3 years of college experience.

Qualitative Standards
Students must have a cumulative grade average of C (2.0) or better including a cumulative grade average of C (2.0) or better in courses completed at Ottawa University.
To be eligible for accelerated graduation (less than 36 courses) a student must have satisfactorily completed 27 courses with a grade of C or better in each course.
Academic Regulations

Student Status

All students pursuing a course of study leading to the degree of Bachelor of Arts from Ottawa University are classified according to full-time or part-time status.

A student is classified as "full-time":

a) if he completes, or is enrolled to complete, at least seven courses during an academic year; or
b) if he is enrolled in two courses during a seven-week Session; or is enrolled in one course during a four-week Term immediately preceding or following a Session in which he was enrolled for two courses.

All other students are classified as "part-time."

Persons who are not candidates for a degree are classified as "special students."

Registration

All new students are to attend New Student Orientation. Before beginning class work each student is required to enroll officially, including the completion of financial arrangements with the Business Office. A student registers by developing with his primary advisor a program of study for the entire academic year. Registration in the proposed program must be confirmed at the evaluation-advising meeting scheduled with his advisor prior to each session or term.

A fee of $5.00 is charged for late registration. The late registration fee will apply to students who have not kept the appointment with their advisor or have failed to complete their registration by 4:00 p.m. of the first day of the session or term. Any de-
violation from the normal registration plan must have prior approval in writing by the primary advisor and the Dean. This notice of approval must be presented at the Business Office to avoid a late registration fee.

**Changing Courses, Late Registration, and Withdrawal**

If it is desirable to make changes in courses after registration has been completed, a student must fill out the proper form obtained from the Registrar’s Office, have it approved by the primary advisor and each instructor then return it to the Registrar’s Office. No regularly scheduled course may be entered later than the fifth class day of the session. Courses dropped no later than the tenth class day do not appear on the student’s permanent record. After the tenth class day, withdrawal will result in a grade of “W” or “F.” Student withdrawal from courses will not be effective during the last five class days prior to the end of the session or term.

**Attendance**

Regular attendance at class, laboratory and other appointments is expected of all students.

**Grading and Grade Points**

At the end of each session or term each student receives a grade report on which his scholastic standing is expressed by the letters A, B, C, D, F, P, I, NC, and W. The general academic standing of a student is expressed by the average number of grade points per course.

- **A**—excellent work; four grade points
- **B**—good work; three grade points
- **C**—average work; two grade points
- **D**—passing but below average; one grade point
- **F**—failure; no grade point
- **P**—satisfactory completion of a non-graded course such as a core seminar; not included in the grade point average
- **I**—given in case of passing work which has been left incomplete by some unavoidable reason such as University business or illness
- **NC**—no credit granted for lack of satisfactory progress in a non-graded course; not included in the grade point average
- **W**—withdrawal passing

In addition to the letter grading system which indicates a student’s general academic standing, students will be evaluated as to motivation, ability to define goals, self-discipline, attitude, appreciation and self-evaluation.

**Academic Probation and Dismissal**

Academic probation is a warning to the student that his academic progression is seriously below the level necessary to move toward his graduation requirements. This warning necessitates a review of the student’s college life by his Primary Advisory Committee. The student with his Primary Advisory Committee must design a plan to correct the deficiency and submit it to the Committee on Academic Review.

There are six conditions under which a student may be placed on academic probation by the University.

1. A student will be placed on academic probation if he completes two consecutive seven-week sessions without achieving a 2.0 grade point average in either of the sessions.

2. A student will be placed on academic probation if he fails to earn a 2.0 grade point average for a single academic year.

3. A student will be placed on academic probation if, during two consecutive seven-week sessions, he obtains below average or non-passing grades in at least two out of four courses, including general education courses.

4. A student will be placed on academic probation if he fails to make normal progress in general education courses in an academic year. Normal progress in general education courses is defined as successful completion in the normally scheduled sequence of consecutive freshman and sophomore core courses.

5. A student may be placed on academic probation on recommendation of the student’s Primary Advisory Committee that his motivation, self-discipline,
attitude, appreciation and self-evaluation are at a level which threatens normal academic progress.

6. A student may be placed on academic probation by the Committee on Academic Review if he fails to comply with the University Program Series requirements as described on page 23 of this publication.

A Freshman who is facing academic probation may exclude the grades received in one session or term of the academic year from the grade point average. This exclusion privilege is for the sole purpose of enabling the student to avoid probation in his first year of college experience and in no way affects the student's permanent cumulative grade point average.

Students on academic probation are subject to academic dismissal from the University under three conditions.

1. A student on academic probation is dismissed from the University if he does not earn a 2.0 grade point average in the subsequent calendar year. This condition refers to performance exclusively within the subsequent calendar year and not to the student's cumulative grade point average.

2. A student on academic probation is dismissed from the University if he fails to record at least one seven-week session during the year in which he has completed non-graded courses successfully and earned a grade point average of 2.0 or better in graded courses.

3. A student on academic probation may be dismissed upon recommendation of his Primary Advisory Committee to the Committee on Academic Review that his development with regard to motivation, ability to define goals, self-discipline, attitude, appreciation and self-evaluation is arrested at a level which makes progress toward the student's goals and the University's objectives improbable.
Removal of Academic Probation

Academic probation is removed by completing an academic year with a grade point average of 2.0 or better and successful progress in the required general education program.

Reinstatement

A student who has been dismissed from the University for academic failure may submit a petition for reinstatement to the Committee on Academic Review. A petition for reinstatement for two sessions would well consider the following:

1. A critical appraisal of the personal factors which were decisive in the student's academic failure.
2. An indication of the learning and personal development which has been experienced since the dismissal.
3. The recommendation of a member of the student's Primary Advisory Committee or other faculty.

Study at Other Colleges

A student who wishes to take courses at summer sessions of other accredited institutions or correspondence courses and have such work count toward his progress toward graduation requirements should have such courses approved in advance by his primary advisory committee. The student should file such requests approved by his primary advisor, in the Registrar's Office before undertaking any work. The University assumes no obligation to accept in transfer courses that have not been approved in advance.

Graduation

Graduating seniors are required to attend their baccalaureate service, and they must appear personally at graduation to receive their diplomas. Graduation in absentia can be authorized only in case of unavoidable absence due to justifiable cause presented in petition to the Dean of the College. Otherwise the degree will not be conferred until the next graduation exercises.
Curriculum

Four types of courses are offered at Ottawa University:

A regular course carries one unit of credit and is completed in a single session or term. Students are permitted to enroll in only two regular courses in a seven-week session and in only one regular course during the Winter Term, the June Term, and the July Term.

A Cross-Cultural course carries one unit of credit for selected off-campus learning experiences.

A practice and performance course carries one unit of credit which may be earned over a period of study including two or more seven-week sessions.

An activity course does not carry a regular unit of credit. Activity courses are completed within a single seven-week session. Required physical education activity courses are identified in the course number by a hundreds digit of “0.”

Ottawa University courses are not divided into regular upper division (Junior-Senior) and lower division (Freshman-Sophomore) courses. The underlying principle is that all courses should be open to the student, subject only to his readiness to take the course with profit and the course’s usefulness to his program. Students may enroll in courses for which they are qualified by their skills, techniques and fund of information. To aid the student in selection of courses according to qualification, the following numbering system provides a guide.

100. Courses designed without a prerequisite college course or advanced skills, techniques or fund of information.

200. Courses which require skills, techniques or fund of information such as is contained in a prerequisite course.

300. Courses which require skills, techniques or fund of information such as is contained in a 200 level prerequisite course.
General Education
Keith C. Shumway, Director of General Education
Neil S. Harris, Director of the Freshman Core
Harold D. Germer, Director of the Sophomore Core
Justo A. Diaz, Director of the Senior Core
M. Kent Mayfield, Director of Cross-Cultural Education
Ronald A. Avery
Charles C. Anderson
John A. Bacon
James C. Billick
Carl D. Bobbisch
Rex G. Brughton
Robert W. Buchanan
Clifford E. Burke
George L. Chaney
Peter R. Flusser
Michael L. Fowler
Joseph M. Hutchinson

Thomas Knight
Tom B. Lewis
Leonard L. Meyers
Glenn A. Petrie
Horton E. Presley
Lora Reiter
Michael A. Sancho
Peter G. Sandstrom
Nancy Scheffsky
Sherwin L. Snyder
Quincalae Striegel
Fredric B. Zook

Freshman-Sophomore Core Sequence
The sequence of core courses in the student's first two years concentrates on a study of significant intellectual themes and historically persistent human issues with opportunity to practice the distinctive methodologies of the humanities, the social sciences and the natural sciences. Conceptual content is integrated with laboratory and other experimental modes of learning. Attention is given to analytical reading and to written and oral skills. Courses are designed to encourage critical thinking and, through a variety of expressive means, to sharpen feeling and perception, imagination and intuition, reflection and conviction. Sophomore Core provides counterpoint for Freshman Core, testing 20th century problematic by 16th century affirmations, and 16th century affirmations by 20th century perceptions. Some work is conducted in large lecture sessions, however, most work occurs in seminars with the tutor and not more than 20 students.

Views of Man in the Twentieth Century
Required of all Freshmen
100. MAN AS A PROBLEM TO HIMSELF.
Freudianism: influences and alternatives.
200. SOCIETY AS HUMAN CONSTRUCT.
Marxism: influences and alternatives.
300. MAN'S PLACE IN THE NATURAL ORDER.
Darwinism: influences and alternatives.

Views of Man in the Sixteenth Century
Required of all Sophomores
400. MAN'S PLACE IN THE NATURAL ORDER.
Copernicus: influences and alternatives.

500. SOCIETY AS HUMAN CONSTRUCT.
Machiavelli: influences and alternatives.
600. MAN AS A PROBLEM TO HIMSELF.
Luther: influences and alternatives.

Senior Core Sequence
Required of all Seniors, beginning 1973-74.
Each senior will focus all of the learning resources of his undergraduate career, both General Education and Depth Study, upon two specific problems of the social and natural environments which require solution in our time, each problem to be dealt with in one session of the Senior year. At the end of the Junior year students will choose their Senior problems, and seminars will be formed of students in related problem areas. Each problem will be dealt with in depth, with opportunity to apply imagination and invention to its solution. Courses may be taken in any two of the four seven-week sessions of the Senior year.
700. SENIOR CORE
800. SENIOR CORE.
Cross-Cultural Education

Qualified students will be expected to participate in a program of Cross-Cultural Education intended to introduce them to a cultural situation, in this country or abroad, which is different from the ones to which they are accustomed. Although some flexibility in scheduling is possible, Cross-Cultural Education will usually occur in the Junior year. Students in some academic programs may not be able to elect overseas Cross-Cultural Education without extending their undergraduate careers somewhat beyond the normal four years. Early consultation with the Primary Advisory Committee is therefore advisable. Satisfactory completion of the Cross-Cultural program will ordinarily earn the same amount of academic credit earned for a comparable period on the campus.

950-959. CROSS-CULTURAL EDUCATION

The University Program Series

Each full-time student, during each seven-week session of residence in the University, will participate in the University Program Series. Individual programs within the series provide a platform for the concerns of University students and faculty; create interest in important public and intellectual issues; encourage appreciation of the arts through performance and discussion; ensure continuing confrontation with the claims of Christian faith outside of formal study; and in general provide for the gathering of substantial portions of the University community around a series of common experiences, as a means of overcoming fragmentation of ideas and relationships, and of serving the broader purposes of General Education for all members of the University.

Included in the series are religious services, convocations, concerts, lectures, productions of the Drama department, and other special programs as announced. Programs will be held in certain daytime hours kept open in the weekly class schedule for this purpose and also some evenings and Sunday afternoons.

Twelve programs will be available in each seven-week session and each full-time student is required to attend any seven of the programs. He may choose the seven (and more, if he desires) in terms of those programs which interest him most, and at times which best suit his convenience. It is also hoped that student choice will be made with a view to expanding interests and becoming exposed to areas insufficiently known or appreciated, as a means of enhancing the total educational experience. The total programs available for on-campus students and the community of the University are intended to enhance the total educational, cultural and religious environment of the University and strengthen its community. For that reason, substitution of programs elsewhere to meet the requirement is not fully consonant with the purposes of the University although off-campus students are expected to attend such programs as are available to them wherever they may be. However, in order to allow greater choice for each on-campus student to choose programs from such resources as Kansas City and the University of Kansas in Lawrence, one of the seven required programs may be chosen from similar off-campus opportunities. In case the student elects to attend an off-campus program he must have the approval of his advisor before the event occurs. The full list of twelve programs will be published at the beginning of each seven-week session and given to each student, so that he will have an opportunity in advance to determine the programs likely to be of greatest interest in meeting the over-all requirement.

Failure to meet the University Program Series attendance requirement in any session shall result in review of the student's progress toward graduation by his Primary Advisory Committee. The student will be considered to be on informal probation with a view of correcting any deficiency during the next immediate session in attendance. Failure to meet the requirement in another session, or failure to remove a deficiency by the end of the next session, shall result in referral of the student's contract to the Committee on Academic Review, where appropriate action shall be taken. Normally, the student will
be placed on probation at that time unless the student proposes a satisfactory course of action to remove his deficiency. Failure to remove probation may result in dismissal from the University.

Physical Activity Program

Each student must satisfactorily complete seven physical activity courses, accumulating a minimum of two courses by the end of the Freshman year, four courses by the end of the Sophomore year, six courses by the end of the Junior year and seven courses prior to graduation. Failure to complete the minimum level at the end of any given year requires enrollment in physical education in each subsequent session until the deficiencies have been removed.

Each physical activity course occupies the equivalent of three academic hours each week. It is noted on the transcript as a service course; and, although the instructor may issue a grade for the course, the grade is not entered in the student’s academic grade point average. After the freshman year, members of the major University athletic teams will be allowed to substitute team participation for one required physical activity course each year.

Physical education activity courses are designed to:

Help the student develop competencies in the areas of team and individual sports, rhythms, gymnastics, aquatics.

Help the student learn to analyze techniques, methods of presentation, class management, selection and care of equipment, evaluation of activities.

Help the student learn to adapt theories of education, health education and physical education to the situation in which he finds himself.

Help the student acquire the attitude and knowledge essential for physical well-being — for total living.

Help the student recognize and effect the removal or modification of remedial defects based on adequate physical and health diagnosis.

Help the student be an enthusiastic, creative, self-confident, concerned and understanding person, who believes his field has a vital place in the lives of his students.

Coeducational Courses

001 Archery
002 Badminton
003 Body Mechanics
004 Bowling
005 Canoeing
006 Creative Rhythms
007 Dance, Folk and Square
008 Dance, Modern
009 Dance, Social
010 Fencing
011 Fly Casting
012 Golf
013 Jogging
014 Karate
015 Individual Participation
016 Marksmanship
017 Movement
018 Physical Fitness
019 Recreational Activities
020 Riding
021 Sailing
022 Skin & Scuba Diving
023 Swimming, Beginning
024 Swimming, Intermediate
025 Swimming, Life Saving
026 Track and Field
027 Water Skiing
028 Yoga

Courses for Men

060 Basketball
061 Gymnastics
062 Handball
063 Softball
064 Tennis
065 Touch Football
066 Tumbling
067 Volleyball
068 Weight Training

Courses for Women

080 Adaptive
081 Basketball
082 Gymnastics
083 Soccer
084 Softball
085 Speed-a-way
086 Speedball
087 Synchronized Swimming
088 Tennis
089 Track and Field
090 Tumbling
091 Volleyball
Independent Study

Each student should develop the traits essential to the successful completion of independent study. The advising process and the courses of instruction are designed to increase each student's development of self-direction, self-discipline, and self-evaluation.

The Ottawa University calendar facilitates the use of each course as a launching pad for an independent study course to follow in the next term or session. Courses in the curriculum provide a basis for independent study which enable each student to direct his courses to the achievement of his particular educational goals and plan.

Independent study courses carry a regular unit of credit. The student enrolls in independent study as one of the two courses to be taken in the session in which the project is to be completed.

The following courses are given in each department and may be a part of student depth study programs:

140, 240, 340, 440. INDEPENDENT STUDY.
Topics tangential to regular courses which permit the student to pursue his depth study objectives. Specific topics, methods of procedure and approval of the independent study application form to be filed with the Registrar at enrollment.

Independent Research Participation

190, 290, 390, 470. INDEPENDENT RESEARCH PARTICIPATION.
Recognition for independent research given after one or more seven-week sessions of participation in projects which must necessarily extend over 14 or more weeks. One unit of credit earned after completing two or more non-credit participation courses.

Teaching Participation

The Ottawa educational plan emphasizes experiences which provide increasing opportunities for students to exercise responsibility. Participating in teaching is another area in which the student has a sphere of responsibility but also can see learning and teaching as two aspects of one process.

The following courses are given in each department and may be a part of student depth study programs:

245, 345, 445. TEACHING PARTICIPATION.
Assisting in instruction in college classes. Approval of course instructor is required. Prerequisite: Advanced courses in the academic discipline.
Depth Study

Depth study at Ottawa University expands the opportunities to provide competence in depth and to prepare the student for the next step in his career by offering programs within a traditional discipline and programs which have an intrinsic unity which cuts across two or more disciplines.

Each student will select a depth study area on the basis of his interests, his previous experience and his personal goals. Choice of a depth study area will be made with the Primary Advisory Committee and the specific course and other requirements of the depth study program will be determined by the student and his advisory committee. The usual depth study program will involve from six to ten courses. The depth study may or may not fall within a traditional academic discipline depending upon the particular goals of the student; it will, however, have a coherence based in a set of principles established by the faculty as guidelines for depth study programs.

Each study will have as its base a set of principles and concepts that tie together the total area of depth study. If the student chooses to work in an area already clearly defined as a discipline, the principles will be fairly easy to establish. If the discipline is not a conventional one he will have to define the scope of his study with his advisory committee. The principles to be used as a base must then be deduced from the body of information to be studied.

A particular problem will be that of defining the scope, so that it is neither too narrow, too broad, nor too little. Additional requirements may be dictated by the use which the student intends to make of his education: i.e., requirements of medical school, teacher accreditation, etc. While all requirements may be met more or less traditionally, the student should be able to meet some of them in the process of completing the more individualized portions of his program.

Tool requirements should be understood at the beginning of the student’s program: i.e., foreign languages should be required if the student’s program would be enhanced by their inclusion; competence in written and spoken English should be stressed by the inclusion of experiences requiring its use. Each program should make use of independent study.

Ordinarily the student will have only one depth study though he may take more than one unit of his electives in another area. However, the projected allotment of time to general education and depth study allows enough electives hours for the student to have a second depth study if he wishes. The most serious problem probably would be that of adequate evaluation of two depth study programs. If it is not possible to develop one integrative comprehensive examination, comprehensives would be given to the student at different times.

Several approaches are possible to the organization of depth study. Examples are provided:

A comprehensive grasp of two or more related areas:

- Public Administration
- Introduction to Decision Making in the Social Sciences
- Analysis of Organizational Information Systems
- Organization and Administration
- Conflict in Organization
- Public Policy Making
- Political Institutions
- Development of Political Communities
- Political Power: The Urban Experience
- Financing City Government
- Media and the Public Interest

- Biochemistry
- General Biology
- Principles of Chemistry
- General Chemistry
- Principles of Organic Chemistry
- Reactions and Mechanisms in Organic Chemistry
- Human Physiology
- General Zoology
- Microbiology
- Chemical Analysis
- Cellular Physiology

A problem or area approach:

- Black Studies
- The American Experience
- America and the Dispossessed
- Political Power: The Urban Experience
- Social Psychology
- The Black Community in the U.S.
- Urban Life and Problems
- Interpersonal Communication and Attitude Change
- Social Concerns of Black Dramatists
- Contemporary Literature
A pre-professional approach:

- Pre-Law
- Information Resources
- Expository Writing
- The American Experience
- Development Psychology
- Analysis of Organization Information Systems
- Using Accounting Information
- Meaning and Argument
- Social Ethics
- Debate Analysis and Research Techniques
- Campaign Speakers and Issues

A professional approach:

- Elementary Education
- Educational Exploration
- Cultural Foundation of Education
- Psychological Foundation of Education
- Elementary Education Laboratory
- Cooperative Teaching
- Elementary Communications
- Elementary Environmental Studies
- Elementary Mathematics
- Elementary Fine Arts
- Elementary Health and Physical Education
- Educational Media
- Senior Survey of Education

Secondary School Music

- Educational Exploration
- Cultural Foundation of Education
- Psychological Foundation of Education
- Secondary Education Laboratory
- Cooperative Teaching
- Applied Voice
- Symphonic Choir
- Music Theory
- Introduction to Creative Listening
- Music History and Literature
- Choral Literature and Conducting
- Music Education in the Secondary School

Other examples of depth study possibilities:

- American Studies
- Art
  - Art Education
- Biology
- Botany
- Zoology
- Biochemistry
- Black Studies
- Business Administration
- Chemistry
- Chemistry Education
- Christian Education
- Communications
- Drama
- Economics
- Economics Education
- Econometrics
- Elementary Education
- English
  - English Education
  - Literature
- French
- German
- History
  - History Education
- Home Economics
- Library Science
- Mathematics
  - Mathematics Education
- Music
  - Elementary School Music
  - Secondary School Music
  - Church Music
- Applied Music (performance)
- Organizational Administration
- Philosophy
- Physical Education
- Physics
  - Physics Education
- Political Economy
- Political Science
- Public Administration
- Pre-Law
- Pre-Medical Technology
- Pre-Medicine
- Pre-Ministerial
- Pre-Nursing
- Pre-Pharmacy
- Psychology
  - Counseling
- Religion
- Science Librarian
- Sociology
  - Social Science Education
  - Social Psychology
  - Social Work
- Spanish
- Speech
- Sports Coaching
- Theology
- Urban Affairs

Depth study programs at Ottawa University are not limited to those listed. The depth study concept is designed to afford students an opportunity for tailoring programs in keeping with their own interests and potential uses for their education rather than forcing them to study programs largely identical to those taken by all other students working in a general area.
Division of Education and Psychology

Lawrence H. Shepoiser, Chairman
Peter H. Armacost
Ralph C. Atkinson, Jr.
Billy G. Ballinger
Clifford E. Burke
Marvin P. Forker
Michael L. Fowler
O. L. Gladman
Mercile Lee
Mary Ann Locker
Martin J. Meade
Donald E. Nease
J. Marion R ioth
Larry R. Routh
Janice Sidebottom
Constance J. Zook
Fredric B. Zook

Department of Education

O. L. Gladman, Chairman

All students (either Elementary or Secondary) who wish to be certified to teach upon graduation must fulfill both the general graduation requirements of the University and teacher certification requirements of the State of Kansas.

University Graduation Requirements

These requirements are set forth in the University catalog. Basically they include all aspects of the University program necessary for graduation.

Teacher Certification Requirements

In addition to, or as a part of the University requirements, programs of study leading to Elementary or Secondary teacher certification are designed to meet the requirements of the Kansas State Board of Education. These requirements, through reciprocity agreements, make the Kansas certificate valid in a majority of other states.

Programs of Teacher Education include three areas of qualification in order to meet certification requirements.

I. General Certification Requirements

Oral and written communication, literature and foreign languages. 3 courses
(Note: 1 course requirement may be met through satisfactory participation in Freshman and Sophomore Core seminars.)

The natural sciences and mathematics. 3 courses
(Note: 1 course requirement may be met through satisfactory participation in Freshman and Sophomore Core seminars.)

History and the social and behavioral sciences. 3 courses
(Note: 2 course requirements may be met through satisfactory participation in Freshman and Sophomore Core seminars.)

Electives from the above and/or general, religion, philosophy, art and music history, literature and appreciation of art and music. 4 courses
(Note: 2 course requirements may be met through satisfactory participation in Senior Core seminars unless courses applied to other areas above.)

II. Professional Education Certification Requirements

Educational Explorations 1 course
Cultural Foundations of Education 1 course
Psychological Foundations of Education 1 course
Education Laboratory (Elementary or Secondary) 1 course
Cooperative Teaching 2 courses
III. Depth Study Certification Requirements

A. Elementary Education

Students who desire to prepare for Elementary Teacher certification must fulfill a depth study for certification in Elementary Education. This depth study will require a minimum of seven courses:

1. Language Arts — Education 202
2. Reading — Education 212
3. Environmental Studies — Education 201
4. Elementary School Mathematics — Education 203
5. Senior Survey — Education 403

Two of the following must be selected:

1. Educational Media — Education 101
2. Elementary Fine Arts — Education 102
3. Elementary Health and Physical Education — (P.E. 108)

B. Secondary Education

Students who desire to prepare for Secondary Teacher certification must satisfy depth study programs in the discipline area in which they plan to teach. (For certification requirements in any particular discipline refer to the Kansas Certification Handbook.)

Students in Secondary Education who have a depth study in Physical Education, Art or Music may meet Kansas certification requirements for both Elementary and Secondary by dividing their cooperative teaching experience one half at the elementary level and one half at the secondary level.

If a student desires to be certified K-12 in Physical Education, it is recommended that P.E. 108 Elementary Health and Physical Education be a part of his depth study.

It is recommended that Education 102 — Elementary Fine Arts be a part of the depth study of anyone desiring to be certified K-12 in art or music.

Students should involve a member of the Education Department in their Primary Advisory Committee and should make certain that their programs of depth study for certification meet certification requirements.

Department of Education Requirements

All students wishing to prepare for Elementary or Secondary teacher certification are advised to enroll in Educational Explorations, the prerequisite introduction course in education, in the Winter Term of their sophomore year. Students transferring to Ottawa University at the end of their sophomore year must enroll in Educational Explorations in the Winter Term of their junior year.

Upon the satisfactory completion of Educational Explorations (Education 106) and no later than the beginning of the junior year, all students who plan to enter teaching and who want to pursue a professional program for teacher certification must make application for admission to Teacher Education. An approved Application for Admission to Teacher Education must be on file in the Department of Education before the professional sequence of courses is pursued.

In order to participate in cooperative teaching, a student must have achieved a 2.0 over-all grade point average and a 2.5 grade point average in his depth study at the end of the session just prior to Cooperative Teaching, as calculated on the four-point scale.

Course Description

I. Professional Education Certification Requirements for Elementary and Secondary Teachers

106. EDUCATIONAL EXPLORATIONS
Exploration of the role of the teacher, school and student in actual school situations involving experiences with students and participation in classes. (Winter Term only)

210. CULTURAL FOUNDATIONS OF EDUCATION.
An investigation of the school and its relationship to society and learners in the past, present, and emerging American society involving historical, philosophical and sociological perspectives. Prerequisite: Education Explorations or Department approval.

220. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION.
Major psychological applications in the teaching and learning process involving an understanding and application of educational research, motivation and learning, educational objectives, measurements and evaluation, individual and group differences. Prerequisite: Educational Explorations or Department approval.

310. EDUCATIONAL LABORATORY—ELEMENTARY SCHOOL.
Observation and self-analysis in the skills and arts of teaching in the elementary school involving presentations, discussion, readings, independent study and school experience. Must immediately precede Cooperative Teaching and be in
senior year. Prerequisite: Cultural and Psychological Foundations of Education.

320. EDUCATIONAL LABORATORY — SECONDARY SCHOOL.
Observation and self-analysis in the skills and arts of teaching in the secondary school involving presentations, discussion, readings, independent study, micro-teaching and school experience. Must immediately precede Cooperative Teaching and be in the senior year. Prerequisite: Cultural Psychological Foundations in Education.

410, 420. COOPERATIVE TEACHING
Appropriate field experiences in real learning environments with cooperation from school system personnel and college faculty. Must immediately follow Educational Laboratory in senior year. Education 410 and 420 must be taken concurrently. Prerequisite: Educational Laboratory.

510, 520. ADVANCED COOPERATIVE TEACHING
Further field experiences in real learning environments with cooperation from school system personnel and college faculty. Education 510 and 520 are usually taken concurrently. Prerequisite: Cooperative Teaching.

II. Depth Study Certification Requirements for Elementary Teachers

201. ELEMENTARY ENVIRONMENTAL STUDIES.
Knowledge of the instructional materials and experience with their use in developing an awareness of the environment, both natural and social. Emphasis is upon the child and the development of his understanding of himself in relation to his broadening world through the study of the natural and social sciences. Prerequisite: Social Science and Science courses.

202. LANGUAGE ART IN THE ELEMENTARY SCHOOL.
Knowledge of the instructional materials and experience with their use in the communications skills with emphasis upon listening, oral and written composition, and reading. Current approaches in the teaching of language, composition and literature in the elementary school involving presentations, readings, discussions and independent study.

203. ELEMENTARY MATHEMATICS.
Knowledge of mathematical concepts and their use in developing an understanding of the computational skills, symbols and logic of mathematics with emphasis upon development of the child's understanding and use of the real number system and his relation of geometric concepts to his environment. Prerequisite: Mathematics 133.

212. READING IN THE ELEMENTARY SCHOOL.
This course is designed for the prospective teacher so that he may become familiar with the skills necessary for reading and, at the same time, familiarize himself with various approaches, materials and philosophies. The student will experience practical application through tutoring students.

403. SENIOR SURVEY OF EDUCATION.
An integration and synthesis of past and present contributions to education and future trends in education with emphasis upon a general understanding of all facets of education and the development, investigation and analysis of a particular educational problem. Prerequisite: Senior standing.

Electives — Select Two

101. EDUCATIONAL MEDIA.
Techniques and materials which include audio-visual teaching materials, their use in the classroom and school system and practice in the use of apparatus. (1972-73)

102. ELEMENTARY FINE ARTS.
Knowledge of materials and techniques of creative arts for children with emphasis upon development and appreciation of the visual arts and music.

P.E. 108. ELEMENTARY HEALTH AND P.E.
Knowledge of the physical development of the child and an awareness of resources for his health, activity and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual.

Library Science

Elementary Education students desiring to meet certification requirements to be Elementary School librarians can do so by adding to their Elementary Depth Study program the following courses.

101. EDUCATION MEDIA.
Techniques and materials which include audio-visual teaching materials, their use in the classroom and school system and practice in the use of apparatus. (1972-73)

107. LIBRARY SCIENCE.
Study of collection development, administrative techniques, fundamentals of cataloging and other activities related to the school library. (1971-72)

118. INFORMATION RESOURCES.
A survey of the history, objectives, function and problems of information services. Designed to be functional for self-improvement, graduate work preparation, teaching or librarianship. (1973-74)

205. LIBRARY PARTICIPATION.
Supervised work in the public school library. Experience comparable to cooperative teaching but not interchangeable with it. Prerequisite: Information Resources or Library Science.
203. PSYCHOPATHOLOGY.
Introduction to identification, diagnosis and treatment of various psychopathological syndromes with emphasis on the clinician's inferential process. Prerequisite: An understanding of psychological principles and a working knowledge of the psychology of personality. (Such as contained in psychology 120 and 201.)

208. PSYCHOLOGICAL THEORY.
Psychological theory through history and systems. Systematic study of development of psychology and historical perspective of contemporary problems in psychology. Prerequisite: An understanding of psychological principles and research methods. (Such as contained in psychology 120 and 122 or SSc 130.) (1972-73)

303. ADVANCED SEMINAR IN HUMAN BEHAVIOR.
Systematic review and synthesis of selected topics in the study of behavior. Prerequisite: Enrollment restricted to seniors with a depth study with a major emphasis in psychology.

307. PSYCHOLOGICAL ASPECTS OF SENSATION AND PERCEPTION.
The study of sensory, neurological and response systems; including physiological correlates of sensation and perception as related to human behavior. Prerequisite: An understanding of psychological principles and human growth and development. (Such as contained in 120 and 123.) (1973-74)

333. COUNSELING DYNAMICS.
Systematic introduction and comparison of various therapeutic systems, emphasizing attitudes that these theories generate and the implication of the attitudes for therapy and understanding human behavior. Prerequisite: An understanding of psychological principles, and of theories of personality and psychopathology. (Such as contained in 120, 201 and 203.)
Division of Fine Arts

Stanley L. DeFries, Chairman
Carl D. Bobbish
Joseph M. Hutchinson
William R. Kloster
Alice Joy Lewis
Joyce Ann Stuermer
Anna M. Thompson
Pal T. Wright

Department of Art

Joseph M. Hutchinson, Chairman

The study of the visual arts at Ottawa University is to be approached as a fundamental education of perception and basic techniques. The theory of design, philosophy and history of art are considered to be integral parts of the study of art, not as separate subjects, although each leads to advanced specialization. The more specific educational objectives are A) to provide preparation for graduate study; B) to provide preparation for those who will enter the professional field of art education; C) to provide sufficient background for those who have ability and creative awareness to face the economic pressures of the full-time artist; and D) to provide a foundation for responsible citizenship through the capacity to make responsible aesthetic judgments.

Phase I  Introductory Courses

106. SEMINAR IN ART HISTORY.
An investigation of the questions, psychology and philosophy of the history of the visual and plastic arts; discussions regarding architecture and environmental design. Field trips to metropolitan galleries, museums and exhibits. Open to all students. Offered 1972.

107. STUDIES IN CONTEMPORARY ART.
The creative works and questions raised by the visual arts and architecture of the twentieth century. Open to all students. Offered 1973.

116-117. PERIOD STUDIES IN ART.
An advanced study of the visual arts and art history of a specific period. Open to all students. Area to be announced.

120. STUDIO WORKSHOP IN DRAWING AND COMPOSITION.
The techniques and concepts of visual representation and order. Beginning drawing media, graphic interpretation of form, texture, space. Open to all students.

130. STUDIO WORKSHOP IN BASIC DESIGN
Exploration of the rationale of structure, order and form. Emphasis on two and three dimensional design and media; invention, expression and research. Open to all students.

133. LIFE DRAWING
Problems in graphic expression. Drawing the human figure through exploration of various media. Open to all students.

Phase II  Advanced Courses

315-415-515. BASIC MEDIA: COLOR.
Beginning, intermediate, advanced exploration of color. Two dimensional aspects of the visual arts with emphasis given to those media generally associated with color. Exploration of media in serigraphy, dyeing, weaving and others. Prerequisite: Phase I.

325-425-525. BASIC MEDIA: CERAMICS.
Beginning, intermediate, advanced experiences in forming, decorating and firing clay. Prerequisite: Phase I.

335-435-535. BASIC MEDIA: PAINTING.
Beginning, intermediate and advanced problems in painting. Introduction to the techniques of expression in artistic practice. Oil, acrylic, plastic media, assemblage and others. Prerequisite: Phase I.

345-445-555. BASIC MEDIA: PRINTMAKING.
Introduction to the making of prints. Beginning, intermediate and advanced processes in intaglio and lithography and related techniques. Prerequisite: Phase I.

365-465-565. BASIC MEDIA: SCULPTURE.
Beginning intermediate and advanced problems in three dimensional form, space, color and motion. Media in wood, metal (cast and welded), plaster, wax, plastics and others. Prerequisite: Phase I.

411-412. ADVANCED STUDIO.
Studio workshop in an indepth area of visual or plastic art. By request of several students. Prerequisite: Phase II.
601. SECONDARY ART EDUCATION.
Research, methods and demonstrations of teaching art in the secondary schools; projects, presentations and curriculum development relative to cooperative teaching. Prerequisite: Phase II or permission of instructor.

605-615. FIELD COMPREHENSIVE IN ART.
A senior project, comprehensive enough to demonstrate accomplishment and creative ability in the student's indepth area. Final examination will be a student exhibit. To be approved by the supervising art instructor and the department chairman.

Department of Music
Stanley L. DeFries, Chairman

Practice and Performance Courses
Credit given on the basis of a jury examination.

161, 261, 361, 461. APPLIED PIANO.
162, 262, 362, 462. APPLIED VOICE.
163, 263, 363, 463. APPLIED ORGAN.
164, 264, 364, 464. APPLIED BRASS.
165, 265, 365, 465. APPLIED PERCUSSION.
166, 266, 366, 466. APPLIED STRINGS.
167, 267, 367, 467. APPLIED WOODWINDS.
171, 271, 371, 471. CHAPEL CHOIR.
One unit of credit given after four seven-week sessions of participation.

171, 271, 371, 471. CONCERT CHOIR.
One unit of credit given after four seven-week sessions of participation.

176, 276, 376, 476. SYMPHONETTE.
One unit of credit given after four seven-week sessions of participation.

177, 277, 377, 477. STAGE LABORATORY BAND.
One unit of credit given after four seven-week sessions of participation.

192, 292, 392, 492. MADRIGAL SINGERS.
Recognition for ensemble participation given after four seven-week sessions of participation.

194, 294, 394, 494. STRING ENSEMBLE.
Recognition for ensemble participation given after four seven-week sessions of participation.

196, 296. BAKER UNIVERSITY WIND ENSEMBLE.
Recognition for ensemble participation given after two or more years.

197, 297. OTTAWA LITTLE SYMPHONY.
Recognition for ensemble participation given after two or more years.

201, 301, 401. ENSEMBLE.
One unit of credit given after three recognitions for ensemble participation.

History and Theory Courses

101. INTRODUCTION TO CREATIVE LISTENING.
Designed to help the layman to understand and enjoy music.

121. CHORAL LITERATURE AND CONDUCTING.

122. FUNDAMENTALS OF MUSIC.
Emphasis on technical aspects of music — scales, intervals, rhythms, notation, rhythmic and melodic composition, and part-writing.

123. INSTRUMENTAL LITERATURE AND CONDUCTING.
Techniques of instrumental conducting and score reading. Study of band and orchestra instruments, with arranging for various ensembles.

127, 137. MUSIC HISTORY AND LITERATURE.
Study of chronological development of music and a critical analysis of representative works. (1973-74)

128. CHURCH MUSIC.
Examination of church music, historical and practical, and the attitude and practice of worship. The organ and its use. Planning of worship services and administering the ministry of music. (1972-73)

138. HYMNOLOGY.
A study of hymns, their history, tunes, texts, and usage. (1972-73)

144. MUSIC EDUCATION IN THE ELEMENTARY SCHOOL.
Examination of materials and methods of teaching music in elementary grades. Emphasis on elemental music and movement and creative improvisation which typifies childhood. (1972-73)

147. MUSIC EDUCATION IN THE SECONDARY SCHOOL.
Vocal and instrumental materials and methods for the secondary school — the general music class, instrumental classes, organization of choirs, instrumental ensembles, and the general administration of the music program. (1973-74)

160. EAR-TRAINING AND SIGHT-SINGING.
Offered continuously through eight regular sessions. One unit of credit may be granted at any time during this sequence when the Aural Qualifying Examination is passed.

170. MINOR INSTRUMENTS.
Class instruction in playing the instruments of the four sections of the orchestra. Course will be divided into four fourteen-week segments with credit given upon the completion of the entire sequence (e.g., strings, percussion, woodwinds, brass).

222. HARMONY.
Study of the harmonic practices prevalent from the Seventeenth through the Nineteenth centuries. Prerequisite: Fundamentals of Music.

322. FORM AND COMPOSITION.
Musical forms of the Eighteenth, Nineteenth, and Twentieth centuries, with their application in composition, giving functional emphasis for music directors. Prerequisite: Harmony.
Division of Health, Physical Education and Recreation

Evelyn Kinney, Chairman
Bill B. Boucek
Gary W. Collins
William S. Frear
Richard L. Peters
Nancy Scheffsky

Department of Physical Education for Men
Gary W. Collins, Chairman

Department of Physical Education for Women
Evelyn Kinney, Chairman

Coeducational Courses

104. HEALTH EDUCATION AND FIRST AID.
A study of personal hygiene and community health with a view of favorably influencing habits, attitudes and knowledge relating to individual and community health. First aid practice based on American Red Cross First Aid Course.

106. CAMPING AND OUTDOOR RECREATION.
Introduction to principles (status) (skills) and administration of outdoor education and camping. Trends in school and summer camping.

107. ADAPTIVE PHYSICAL EDUCATION.
Development of the understanding of the problems and needs of students who are restricted in physical activity. Study of contemporary adaptive physical education programs. (1973-74)

108. ELEMENTARY HEALTH AND PHYSICAL EDUCATION.
Knowledge of the physical development of the child and an awareness of resources for his health, activity, and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual. (1972-73)

111. FOUNDATIONS AND PRINCIPLES OF HEALTH, PHYSICAL EDUCATION AND RECREATION.
History, philosophy, and principles of health, physical education, and recreation. Resource materials, professional literature, and current research.

117. THEORY OF ADMINISTRATION IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

118. RECREATIONAL LEADERSHIP.
Philosophy of recreation. Importance of recreation in modern life. Development of some recreational skills which may be used in school, church and community. (1972-73)

128. RHYTHMS AND DANCE.
Methods, materials and resources needed to teach rhythmic activities, interpretive, creative and modern dance. Rhythmic analysis and choreography. (1972-73)

204. AMERICAN RED CROSS WATER SAFETY INSTRUCTION AND ADVANCED FIRST AID.
Methods of teaching swimming, advanced skills in First Aid. Prerequisite: Current American Red Cross Senior Lifesaving certificate and eighteen years of age at the time the class begins; Beginning First Aid.

206. SENIOR SEMINAR IN HEALTH, PHYSICAL EDUCATION AND RECREATION.
Integration of material covered in major courses. Independent study for needs of the individual student. Prerequisite: Foundations and Principles of Health, Physical Education and Recreation.
207. **Tumbling and Gymnastics.**
Skills and methods of teaching tumbling and stunts. Prerequisite: Activity course in Tumbling or Gymnastics. (1973-74)

301. **Human Anatomy.**
Interdependent fields of anatomy and physiology. Designed to give functional knowledge of the structure and operation of the human body. Prerequisite: General Biology and Human Physiology.

402. **Kinesiology.**
Anatomical and mechanical analysis of efficient body movement. Prerequisite: Human Anatomy.

407. **Scientific Analysis of Sports Injuries.**
Preventive, protective and supportive techniques used in the treatment of athletic injuries. Analysis of problems encountered in individual and team sports in respect to emergency treatment and recommended medical rehabilitation procedures. (1973-74)

Courses for Men

105. **Officiating.**

127. **Football and Wrestling Theory.**
Theory of coaching, officiating and administering interscholastic football and wrestling programs. Extensive field work required. (1973-74)

138. **Track and Soccer Coaching.**
Theory of coaching, officiating, and administering interscholastic track and soccer programs. Extensive field work required. (1972-73)

148. **Basketball and Baseball Theory.**
Theory of coaching, officiating, and administering interscholastic basketball and baseball programs. Extensive field work required. (1973-74)

Courses for Women

137. **Teaching and Officiating Fall Team Sports.**

147. **Teaching and Officiating of Winter and Spring Sports.**
DIVISION OF LANGUAGE AND LITERATURE

Horton E. Presley, Chairman
Neil S. Harris
Victoria Kimbrough
Emory J. McKenzie
Kent Mayfield
Donald E. Nease
Jack L. Nicholson
Lora Reiter
Adrian Stoner
Quincealee Striegel
Michael S. Twedt

101. MASS MEDIA AND THE PUBLIC INTEREST.
The place and responsibility of mass media in a free society. Historical and sociological analysis of radio, television, journalism, and film, with individual student focus on one of the media. Opportunity for practice in production.

104. THE IDEA OF THE THEATRE.
An exploration of the means by which drama interprets life. Reading of representative plays and discussion of such topics as staging, characterization, symbolism.

DEPARTMENT OF ENGLISH
Neil S. Harris, Chairman

102. CONTEMPORARY LITERATURE.
Literature of the Western world since World War II. Content determined by demand.

103. AMERICAN LITERATURE.
Works primarily since 1850. Major genres and writers such as Melville, Twain, Dickinson, Hemingway, Baldwin.

107. CONTINENTAL LITERATURE.
Selected works of major European writers. Read in translation. (1973-74)

108. THE EXPERIENCE OF POETRY.
Designed to aid the student’s awareness of poetry as a medium. Concentration on themes rather than genres or methodology. May include extensive use of tape recording, music, module research. (1972-73)

117. ENGLISH LANGUAGE.
Origin and function of language. Ancestry and growth of the English language and its dialects with study of the phonological, morphological, and syntactic changes. (1973-74)

118. NON-WESTERN LITERATURE.
Selected works from outside English and Continental literature. (1972-73)

202. SEMINAR IN THE NOVEL.
Varying emphases of theme, problem, history. Exact content subject to demand. Prerequisite: Experience in literary criticism and analysis. (1972-73)

207. THE ROMANTIC IMAGINATION.
Study of the imaginative impulse characteristic of Romanticism and its literary models in British and American literature. Prerequisite: Experience in literary criticism and analysis. (1973-74)

208. CLASSICAL TRADITION.
Study of the emergence of classicism in Greek and Roman literature and its influence in subsequent periods, primarily in British and American literature. Prerequisite: Experience in literary criticism and analysis. (1973-74)

210. ADVANCED EXPOSITORY WRITING.
Stylistic analysis of and writing practice in major non-fictional modes.

217. REALISM.
Examination of theories of verisimilitude, mimesis, the critical term “realism,” and literature exemplifying the theories. Prerequisite: Experience in literary criticism and analysis. (1973-74)

218. SHAKESPEARE SEMINAR.
Approaches to Shakespeare involving studies of the influence of the age, his characterization, dramaturgy, style. Prerequisite: Experience in literary criticism and analysis. (1972-73)

227. SEMINAR IN CREATIVE WRITING.
Study of techniques of writing essay, short story, poetry, and drama with practice in writing according to individual
301. DISCIPLINE OF ENGLISH.
Designed to provide students with specialized information, methods, critical principles, and approaches to literary research. May involve studies such as mythology, and the Bible as literature as indications of dimensions of experience available in literature. Includes appropriate background reading, individualized research assignments which will serve as preparation for independent study.

302. TEACHING OF ENGLISH.
Explorations of methods, techniques, and content in the teaching of the three basic areas of English: Language, Composition, and Literature. Must be taken in senior year.

303. SENIOR SEMINAR.
Completion and reflective analysis of the student's depth study, significance of insights from his study to English literature as a whole.

Department of Foreign Languages
Adrian Stoner, Chairman

French

111. ELEMENTARY FRENCH.
Intensive introduction to present-day French, basic structural patterns, and functional vocabulary. An oral approach. Attendance in language laboratory required. (1973-74)

212. ELEMENTARY FRENCH.

313. INTERMEDIATE FRENCH.
Grammar review. Practice in oral expression. Reading modern authors. Attendance in language laboratory required. Prerequisite: Elementary courses or equivalent.

409. ADVANCED COMPOSITION.
Review of grammar, and practice in oral and written composition. Prerequisite: Intermediate French or equivalent. (1973-74)

414. INTERMEDIATE FRENCH.
Continuation of grammar review, free composition, reading modern authors. Attendance in language laboratory required. Prerequisite: First three courses or equivalent.

509. TWENTIETH CENTURY DRAMA.
Study of selected dramatic works of the twentieth century. Prerequisite: Intermediate French. (1973-74)

519. FRENCH CLASSICISM.
Selections of the seventeenth and eighteenth centuries. Prerequisite: Intermediate French. (1973-74)

529. THE ROMANTIC PERIOD IN FRANCE.
Study of selected drama, novels and poetry of the early nineteenth century. Prerequisite: Intermediate French. (1973-74)

539. STUDIES IN REALISM AND SYMBOLISM.
Novels and poetry from the latter part of the nineteenth century. Prerequisite: Intermediate French. (1972-73)

549. NOVELS AND POETRY OF THE TWENTIETH CENTURY.
Study of representative novels and poems from 1900 to the present. Prerequisite: Intermediate French. (1972-73)

German

121. ELEMENTARY GERMAN.

222. ELEMENTARY GERMAN.
Continuation of the activities indicated under Elementary German with more emphasis upon conversation. Prerequisite: German 121 or equivalent.

323. INTERMEDIATE GERMAN.
Practice in spoken and written German. Prerequisite: Both elementary German courses or equivalent.

424. SURVEY OF GERMAN LITERATURE.
Brief review of literary masterpieces and movements from the Middle Ages to the present time. Prerequisite: Intermediate German or equivalent.

509. GOETHE.
Major dramatic, poetic and prose masterpieces of Johann Wolfgang von Goethe and their relationship to the prevailing "zeitgeist." Prerequisite: First four courses or equivalent. (1973-74)

519. THE GERMAN NOVELLE.
Study of representative novelettes in German literary history with major emphasis upon those of bourgeois realism. Prerequisite: First four courses or equivalent. (1973-74)

529. THE GERMAN DRAMA.
Study of selected German dramas from Lessing to Durrenmatt. Prerequisite: First four courses or equivalent. (1973-74)

539. ROMANTIC PERIOD OF GERMAN LITERATURE.
Study of selected works of German Romanticism during the period 1795-1815. Prerequisite: First four courses or equivalent. (1973-74)

549. CONTEMPORARY GERMAN LITERATURE.
Exploration into trends of German literature after 1945. Prerequisite: First four courses or equivalent. (1972-73)

609. GERMAN EXPRESSIONISM.
Selected works of German Expressionism with special emphasis upon drama and poetry. Prerequisite: First four courses or equivalent. (1972-73)

Spanish

131. ELEMENTARY SPANISH.
Intensive introduction to present-day Spanish, basic struc-
232. ELEMENTARY SPANISH.
Intensive drills for mastery of phonology and functional vocabulary. Essentials of grammar. Attendance in language laboratory required. Prerequisite: Spanish 131 or equivalent.

333. INTERMEDIATE SPANISH.
Special emphasis on reading and speaking Spanish and developing conversational facility. Review and continuation of the study of grammar. Attendance in language laboratory required. Prerequisite: Elementary courses or equivalent.

434. INTERMEDIATE SPANISH.
Practice in oral expression. Continuation of grammar review, free composition, reading of modern authors. Attendance in language laboratory required. Prerequisite: First three courses or equivalent.

509. HISTORY OF SPANISH LITERATURE.
Study of representative works, showing the chronological development of Spanish literature from the beginning through the Golden Age. Prerequisite: First four courses or equivalent. (1973-74)

519. HISTORY OF SPANISH LITERATURE.
Study of representative works showing the development of Spanish literature from the eighteenth century to present day. Prerequisite: First four courses or equivalent. (1973-74)

529. SPANISH DRAMA OF THE GOLDEN AGE.
Critical readings of selected plays of Lope de Vega, Calderon, Tirso de Molina, Ruiz de Alarcon, etc. Prerequisite: First four courses or equivalent. (1973-74)

539. SPANISH-AMERICAN LITERATURE.
Survey of Spanish-American literature from the Conquest to Marti. Prerequisite: First four courses or equivalent. (1973-74)

549. SPANISH-AMERICAN LITERATURE.
A survey of Spanish-American literature from Marti to the present. Prerequisite: First four courses or equivalent. (1972-73)

609. CERVANTES.
Intensive reading of Don Quixote and other works of Cervantes. Prerequisite: First four courses or equivalent. (1972-73)

103. INTERPERSONAL COMMUNICATION AND ATTITUDE CHANGE.
Interdisciplinary view of the communicative behavior of man. Includes empirical studies developed since the Second World War by such scholars as Hovland, Janis, Kelley and Festinger and contributions of semioticians.

104. CAMPAIGNS, SPEAKERS, AND ISSUES.
Analysis of speakers, campaigns, and movements which have been the focus of American controversy since the Revolution. Particular attention to public address during eras of political stress, religious innovations and social unrest.

107. INTRODUCTION TO SPEECH AND HEARING PATHOLOGY.
Consideration of normal speech and hearing anatomy and development, factors which interfere with this development, and causes and characteristics of the major speech and hearing disorders. Stress placed on information of importance to the non-professional person. (1972-73)

108. PHONETICS, VOICE AND DICTION.
Nature of the human voice and its relationship to speech making. Intensive individualized work on diction and the international phonetic alphabet. (1973-74)

110. FUNDAMENTALS OF SPEECH PREPARATION AND DELIVERY.
Intensive oral practice in extemporaneous forms of public address. Development of criteria for judging and evaluating effective speaking.

141. ACTING FUNDAMENTALS AND ORAL INTERPRETATIONS.
Theory and practice of basic principles in acting. Individual and group assignments with opportunities for public appearance. Techniques in interpretations of scriptures, poetry and prose with character interpretations with stress on special problems.

142. ELEMENTS OF THEATRE PRODUCTION.
Theory and practice of technical phases of play production, including stagework, lighting, costuming, makeup, design and theatre management.

143. LABORATORY CONCEPTS OF INTERPERSONAL DRAMATIC THEORIES.
Analysis of audience reaction, the play itself and the performer in several instances. (1972-73)

144. HISTORY OF THEATRE.
Survey of the plays and playwrights of classical Greek drama to Ibsen. Progress of all theatrical forms from their origin to the present; the physical theatre and the actors. (1973-74)

147. DIRECTING.
Principles of play directing; applications of technical principles. Laboratory work and directing of one-act play. (1973-74)

148. CONTEMPORARY AMERICAN AND EUROPEAN DRAMA.
Study of the plays, playwrights and productions of the current theatre. (1972-73)

Department of Speech and Drama
Michael S. Twedt, Chairman

101, 201. DEBATE ANALYSIS AND RESEARCH TECHNIQUES.
Research, case constructions and practice on the national debate proposition. Orientation toward intercollegiate debate.
Division of Natural Sciences and Mathematics

W. David Bemmels, Chairman
John A. Bacon
George L. Chaney
Justo A. Diaz
Peter R. Flusser
Tom B. Lewis
J. Edward Morrissey
Glenn A. Petrie
Elmer A. Roth
Michael A. Sancho
Charles A. Stigers
Verna M. Winchester

Department of Biology
John A. Bacon, Chairman

110. GENERAL BIOLOGY.
Principles of plant and animal biology and their application. This course or equivalent prerequisite to all other courses in the Department.

201. MICROBIOLOGY.
Habits, ecology, effects, culture and control of typical pathogenic and non-pathogenic bacteria, viruses and selected protozoa. Prerequisite: General Biology.

202. GENERAL BOTANY.
Principal natural groups of plants, embracing their particular morphology, anatomy, life cycles, ecology, evolutionary relationships and economic importance. Prerequisite: General Biology.

203. HUMAN PHYSIOLOGY.
Function of each system of the human body is discussed. Laboratory designed to verify and supplement the lecture material. Prerequisite: General Biology.

204. GENERAL ZOOLOGY.
Development, behavior and relationships of a series of representative types of animals, both invertebrate and vertebrate. Emphasis on scientific observation and interpretation. Prerequisite: General Biology.

212. GENETICS AND EVOLUTION.
Integrated survey of the basic concepts of genetics and evolution. Prerequisite: General Biology.

301. COMPARATIVE ANATOMY.
Comparative anatomy of vertebrates and closely related animals. Emphasis on mammal. Prerequisite: General Zoology.

304. TAXONOMIC BOTANY.
Field identification and classification of typical angiosperms in this area. Prerequisite: General Botany.

311. ECOLOGY.
Fundamental environmental factors influencing plant and animal associations and formations; methods of ecology, and the inter-relationships between climate, soils, vegetation, geologic history and plant and animal life. Principally a field course. Prerequisite: General Botany and General Zoology.

403. TECHNIQUES IN BIOLOGY.

404. EMBRYOLOGY.
Embryology of animals, chiefly vertebrates. Maturation of germ cells, fertilization, segmentation, origin and development of organs. Detailed study of the chick and the foetal pig. Prerequisite: Comparative Anatomy.

501. CELL PHYSIOLOGY.
Molecular approach to the function of cells and cell structures. Prerequisite: Four courses in Biology plus three courses in Chemistry.

Department of Chemistry
Tom B. Lewis, Chairman

223. PRINCIPLES OF CHEMISTRY.
Fundamental laws, electronic structure and bonding, molecular concept and stoichiometry, kinetic theory of gas, colligative properties, equilibrium, periodicity and descriptive chemistry. Laboratory: Quantitative techniques — weighing, precipitation, titrations. Verification of basic principles. Prerequisites: Elementary Function, or Calculus, or equivalent.

324. GENERAL CHEMISTRY.
Continuation of Principles of Chemistry. Nuclear chemistry, electrochemistry, descriptive chemistry of the common elements, introduction to organic chemistry and elementary biochemistry. Laboratory: Oxidation-reduction, electrochemis-
try, basic organic chemistry and chemistry of selected elements. Prerequisite: Principles of Chemistry or equivalent.

422, 523. PHYSICAL CHEMISTRY.

423. PRINCIPLES OF ORGANIC CHEMISTRY.
Structure, properties and reactions of organic molecules. Reactivity-structure relationships. Synthesis of organic molecules. Laboratory: Techniques of synthesis, identification and purification of organic compounds. Prerequisite: General Chemistry or equivalent.

424. ADVANCED TOPICS IN CHEMISTRY.
Extension of basic courses in chemistry. Topics to fit interest and needs of students. Prerequisite: Determined by instructor.

522. CHEMICAL ANALYSIS.

524. REACTIONS AND MECHANISMS IN ORGANIC CHEMISTRY.

623. INTEGRATED CHEMISTRY LABORATORY.
Laboratory course combining experiments in inorganic and organic chemistry. Use of semimicro techniques and characterization of inorganic and organic compounds through instrumental techniques. Prerequisite: Chemical Analysis.

Department of Physics and Mathematics
W. David Bemmels, Chairman

Mathematics

133. MATHEMATICS.
Designed to acquaint the student with the philosophy, nature, significance and use of mathematics from early times to the present, with emphasis on the concept of a mathematical system. Topics included: logic, sets, groups and the real number system.

134. PHILOSOPHY OF MATHEMATICS.
Survey of mathematical thought from the Greeks to the present, with special emphasis on the crises brought about by discovery of irrational numbers, the Calculus and the paradoxes inherent in Cantor's formulation of Set Theory. Study of the attempts by Logicians, Intuitionists and Formalists to deal with the latter crisis. (1973-74)

135. BASIC MATHEMATICS.
Programmed instruction in elementary algebra, geometry and trigonometry.

230. ELEMENTARY FUNCTIONS.
Algebra of functions with emphasis on functions as ordered pairs and mappings, with particular attention to the properties of each type of function. Elementary background in sets and logic as needed. Prerequisite: Basic Mathematics or equivalent.

237. INTRODUCTION TO COMPUTER SCIENCE.
Description of the computer, its logical structure and functions of the parts of the computer. Programming languages, such as Fortran and Basic, and numerical methods for problem solving. Prerequisite: Elementary Functions.

330. CALCULUS.
Basic notions of a derivative and an integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and theorem application. Prerequisite: Elementary Functions, or equivalent.

334. LINEAR ALGEBRA AND MATRICES.

431, 532. ABSTRACT ALGEBRA.
Study in groups, rings and fields, vectors, spaces and linear transformations culminating in elements of Galois theory. Prerequisite: Linear Algebra and Matrices. (1972-73)

433. METHODS OF CALCULUS.
Integration techniques and applications of derivatives and integrals to a wide variety of geometric, physical and behavioral problems. Prerequisite: Calculus or equivalent.

518. DIFFERENTIAL EQUATIONS AND SERIES.
Ordinary differential equations with emphasis on linear equations. Sequences, series and Fourier series with emphasis on convergence properties and their application to the solution of differential equations. Prerequisite: Methods of Calculus. Recommended: Linear Algebra and Matrices. Alternates with Multivariate Calculus. (1972-73)

533. FOUNDATIONS OF CALCULUS.
Study of the real number system and its application to the limit concept. Proofs of basic theorems on derivatives, integrals and continuity. Emphasis on rigor. Prerequisite: Methods of Calculus or equivalent.

537. MULTIVARIATE CALCULUS.
Differential and integral calculus of functions of several variables with applications: Taylor's series, transformations, ex-