Deferred Plans

For those who need to finance a substantial portion of their educational expenses by using a deferred payment plan, we recommend consideration of the following commercial plans:

Tuition Plan, Inc.        College Aid Plan, Inc.
575 Madison Avenue       1008 Elm Street
New York, N. Y. 10022    Manchester, N. H. 03101

Agreements may be written to cover all or part of the costs payable to the University. Insurance is included in the plans. For further information write directly to the company at the above address.

The University offers a deferred payment plan at competitive rates for those needing to finance a small portion of their University charges and preferring not to use one of the above-mentioned commercial plans. Additional information on terms and rates is available upon request from the Business Office.

Please contact the Director of Financial Aid or Business Manager if assistance is needed with financial planning.

Refunds for Withdrawals

Refunds of University charges may be made to a student who withdraws by application through the Dean of Students’ Office.

Persons enrolled as regular students who withdraw at the conclusion of a session or term will be charged on the basis of the Single Session or Single Term rates for the sessions during which they were in attendance.

Students who withdraw during a session or term will be charged 25% of the tuition charge for each week, or part thereof, during which they were in attendance. Fees and room charges for that session or term will not be refunded. Board charges will be prorated to the end of the week of withdrawal and refunds will be made accordingly.

The right to change without notice any charge or regulation in this catalog is reserved by the Board of Trustees.
Academic Policies

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.

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.

1. Core Seminar Requirement

Each student may satisfactorily complete eight Core Seminars, three in each of the freshman and sophomore years, and two in the senior year.

2. Cross-Cultural Requirement

Each qualified student will participate in a program of off-campus Cross-Cultural Education, in this country or abroad, usually during the junior year. This requirement may be waived by petition to the Committee on Academic Review.

3. The University Program Series Requirement

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, concert, religious events, lectures and art programs.

4. Depth Study Requirement

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. Each student is required to complete in his final year of study a comprehensive examination in the area of his selected depth study.

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.

5. Electives Requirement

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.

6. Physical Activity Requirement

Each student may satisfactorily complete seven physical activity courses, accumulating a minimum of two 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 are 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.

7. Academic Performance Requirements

Each student customarily will be required to complete no less than 31 units or their equivalent for the Bachelor of Arts degree. In no case will fewer than 27 courses or their equivalent be accepted in completion of degree requirements.

A student may graduate with fewer than 31 units provided that:

(1) he or she has advanced placement as a result of his or her high school performance as certified by Advanced Placement Examinations, CLEP, or examinations given at Ottawa University; or

(2) his or her previous experiences upon evaluation by the University's Committee on Academic Review are deemed to be worthy of academic credit; or
(3) he or she can demonstrate competencies acquired while in college through activities outside the formal program which after evaluation by the Committee on Academic Review are deemed to be worthy of academic credit.

A student will be required to satisfactorily complete a minimum of 3 years of college experience.

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.

8. Graduation

Graduating seniors are expected to attend their baccalaureate service and commencement, and they must appear personally at graduation to receive their diplomas. Graduation in absentia can be authorized in case of 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.

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" or as "Occasional 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 part or all of the academic year. Registration in specific sessions of 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 deviation 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 at the discretion of the instructor in those cases where work has been left incomplete by some unavoidable reason.

ET — given in cases where requirements of a course are designed to extend beyond one session or term

NC — no credit granted due to 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

A student will be placed on academic probation whenever his cumulative grade point average falls below 2.0 or of he receives a grade of “no-credit” in a regular general education core course and its remedial course, or if he fails to meet his University Program Series requirements.

Removal of Academic Probation

Academic probation will be removed when the student’s cumulative grade point average is raised to 2.0 or higher or when he has removed other deficiencies preventing his normal progress toward the degree.

Academic Dismissal

A student on academic probation will be subject to dismissal if he fails to remove probation after attempting seven courses following the session in which he was placed on probation, or if the Committee on Academic Review in consultation with the student’s primary advisor determines that the student is not making adequate progress toward graduation.

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 regarding the student’s proposed plans for future study.
University Program Series

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. Failure to remove probation may result in dismissal from the University.

Study at Other Colleges

A student who wishes to take courses at summer session 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 in the Registrar's Office before undertaking any work. The University assumes no obligation to accept transfer courses that have not been approved in advance.

Winter Term

The Ottawa University calendar provides for a Winter Term each January during which students take only one course. As a general rule courses offered during the Winter Term will be other than courses offered during the seven-week sessions. The Winter Term is a period in which the students and faculty are free to turn their attention to topics and issues of special interest.

The following programs are generally offered during the Winter Term:

- Classes are taught that are not offered during the seven-week sessions. Courses are taught to meet the suggestions and desires of students. Faculty members are encouraged to offer interdisciplinary courses and courses in a specialized area of interest. Two or more faculty are encouraged to team teach an interdisciplinary course.
- Smaller groups of students have the opportunity to participate in a seminar taught by a faculty member or in a student-taught course.
- Students are encouraged to make plans for an independent study project during the Winter Term.
- Off-campus educational programs and experiences can occur without conflict with regular courses and study programs.
- For those able and qualified, the Winter Term offers the opportunity for creative experiences, for example, writing and producing a film or play.

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

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

100. MAN AS A PROBLEM TO HIMSELF. Freudianism: influences and alternatives.

SOCIETY AS HUMAN CONSTRUCT. Marxism: influences and alternatives.

MAN'S PLACE IN THE NATURAL ORDER. Darwinism: influences and alternatives.

Views of Man in the Sixteenth Century

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

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 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 residency 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 day-time 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.
Physical Activity Program

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.

Physical education activity courses are designed to:

Help the student develop competencies in the area 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.

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 and 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

Physical activities provide a basis for life-long recreational activities.

Basketball and other intercollegiate sports provide opportunities for many Ottawa students to participate.
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.

Basic skill 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.

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

A comprehensive grasp of two or more related areas:

<table>
<thead>
<tr>
<th>Public Administration</th>
<th>Biochemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Decision Making in the Social Sciences</td>
<td>General Biology</td>
</tr>
<tr>
<td>Analysis of Organizational Information Systems</td>
<td>Principles of Chemistry</td>
</tr>
<tr>
<td>Organization and Administration</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Conflict in Organization</td>
<td>Principles of Organic Chemistry</td>
</tr>
<tr>
<td>Public Policy Making</td>
<td>Reactions and Mechanisms in Organic Chemistry</td>
</tr>
<tr>
<td>Political Institutions</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>Development of Political Communities</td>
<td>General Zoology</td>
</tr>
<tr>
<td>Political Power: The Urban Experience</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Financing City Government</td>
<td>Chemical Analysis</td>
</tr>
<tr>
<td>Media and the Public Interest</td>
<td>Cellular Physiology</td>
</tr>
</tbody>
</table>

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
- The American Experience
- Expository Writing
- The American Experience
- Development Psychology
- Analysis of Organization
- Information Systems
- Using Accounting Information
- Meaning and Argument
- Social Ethics
A professional approach:

Elementary Education
- Educational Explorations
- Cultural Foundations of Education
- Psychological Foundations 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 Explorations
- Cultural Foundations of Education
- Psychological Foundations 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 Education
- Biology Education
- Botany
- Zoology
- Biochemistry
- Black Studies
- Business Administration
- 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
- Organizational Administration
- Philosophy
- Physical Education
- Physics
- Physics Education
- Political Economy
- Political Science
- Pre-Medical Technology
- Pre-Medicine
- Pre-Ministerial
- Pre-Nursing
- Pre-Pharmacy
- Psychology
- Counseling
- Religion
- 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.

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 prelude to 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 one 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.

170, 270, 370, 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.
Division of Education and Psychology

Department of Education

O. L. Gladman, Chairman and Director of Teacher Certification

All students (Elementary or Secondary) who wish to be certified to teach, upon graduation, must fulfill both the graduation requirements in his/her contract and teacher certification requirements of the State of Kansas.

Statement of Goals and Objectives for Teacher Education

The goals of the Teacher Education Program are built around an awareness and responsibility of the contribution of education to present and future society within the objectives of Ottawa University and its Department of Education.

Departmental objectives are designed to provide for:

1. an understanding of the nature of educational and individual change and its impact upon the learning process,
2. the development of an individual teaching style derived from an understanding of oneself, of others and the teaching-learning process,
3. a continued reinforcement of subject content and an understanding of teaching methodology,
4. development in the skills and arts of teaching through opportunities in on-campus experiences, observations, field experiences and student teaching,
5. a commitment to continued educational services and follow up contracts to students, alumni, the total University and the professional education community.

Teacher Certification Requirements

In addition to, or as a part of Ottawa 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, make the Kansas certification valid in a majority of other states.

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

I. GENERAL CERTIFICATION REQUIREMENTS (50 semester hours or 13 courses — 1 course equals four semester hours)
   Oral and written communication, literature and foreign languages
   3 courses (12 semester hours)

   (Note: The 3 course requirement may be met through satisfactory completion in all the freshman and Sophomore Core seminars.)

   The Natural Sciences and Mathematics
   3 courses (12 semester hours)

   (Note: 1 course requirement may be met through satisfactory completion in all the Freshman and Sophomore Core seminars.)

   History and the Social and Behavioral Sciences
   3 courses (12 semester hours)

   (Note: 2 course requirements may be met through satisfactory completion in all of the 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 history, literature and appreciation of art and music
   4 courses (16 semester hours)

   (Note: 2 course requirements may be met through satisfactory completion in Senior Core seminars. The Senior Core seminars apply only to this elective area.)

II. Professional Certification Requirements. (Required of both Elementary and Secondary candidates.)

   Educational Explorations EDU 106
   1 course (4 semester hours)

   Cultural Foundations (Any one of the three versions offered.)
   1 course (4 semester hours)

   Developmental Psychology (Elective. Must be taken if certification is desired at the Middle School level — it is also an excellent foundation course for all who are interested in teacher education.)

   Professional Block
   Elementary or Secondary Laboratory
   1 course (4 semester hours)
Educational Psychology 1 course
(4 semester hours)
Elementary or Secondary Student Teaching 2 courses
(8 semester hours)

All students wishing to prepare for Elementary or Secondary teacher certification must 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 should enroll in Educational Explorations in the Winter Term of their junior year.

Upon satisfactory completion of Educational Explorations (EDU 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 remainder of the professional sequence of courses listed above 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 as calculated on the 4.0 scale at the end of the session just prior to the professional block.

III. Professional Activities
During each student’s four year period of preparation he/she is encouraged to complete a minimum of four professional activity experiences. These activities will be selected from a list of possible choices. Each choice will carry with it an outline of involvement needed to accomplish that particular activity. When the student makes his choice of the activities he will accomplish, he will make contact with the agency, set up his schedule of involvement according to the outline and complete the experience. Upon completion of each experience, an involvement verification will be filed with the Department of Education. The activity experiences are not for credit. Each activity will be listed on the enrollment form for the session in which they are to be completed and only one can be taken during any one session. They will in turn appear on the transcript in the Notation Column indicating what the experience was. The below listed numbers and descriptions outline the professional activities offerings.

EDU 001 — Professional Activity where you have experiences in classroom settings other than public and private schools. (i.e. Day Care, Head Start, etc.)

EDU 002 — Professional Activity where you have contact with children in institutional settings other than public and private school. (i.e. Boy Scout worker, Girl Scout worker, Boys’ Clubs, Girls’ Clubs, camp, etc.)

EDU 003 — Professional Activity where you have experiences in agencies such as public libraries, playgrounds, etc.

EDU 004 — Professional Activity where you have experiences — teaching situations other than, “normal’ classrooms, such as Sunday School, etc.

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

1. EDU 108 The Elementary School
2. EDU 202 Elementary Methods — Language Arts
3. EDU 212 Elementary Methods — Reading
4. EDU 201 Elementary Methods — Environmental Studies
5. EDU 203 Elementary Methods — Mathematics

Two of the following must be selected:
1. Educational Media — EDU 101
2. Elementary Fine Arts — EDU 102
3. Elementary Health and Physical Education — PED 108
4. Elementary School Music — MUS 144

Comprehensive Examinations (Elementary Depth Study)
A Comprehensive Examination will be required of every Elementary Depth Study person. The examination will be taken sometime during the Senior year prior to the Professional Block (Ed. Lab — Psychology of Teaching and Student Teaching.)

B. Secondary Education
Students who desire to prepare for certification as a Secondary School Teacher must satisfy depth study program 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 School Teaching by dividing their Cooperative Teaching experience one-half at the elementary level and
one-half at the secondary level, (i.e. EDU 410e and EDU 420s.)

If a student desires to be certified K-12 in Physical Education, it is recommended that PED 108 Elementary Health and Physical Education be a part of his depth study. It is recommended that EDU 602 Elementary School Art be a part of the depth study of anyone desiring to be certified K-12 in art, or Elementary School Music, MUS 144, if certification K-12 is desired in Music.

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

C. Middle School

Elementary Depth Study persons can qualify to teach in the Middle School (5-9) on the basis of their elementary certificate providing they have the course Developmental Psychology on their transcript.

Secondary Education persons who wish to qualify for Middle School certification (grades 5-9) must have, in addition to their regular program of certification, student teaching or regular teaching experience in grades 5 through 9 and the course Developmental Psychology plus 15 hours of course work in each subject that is to be taught.

To be certified at the Middle School level Student Teaching must be taken in a Middle School. If this is desired, enrollment in student teaching is recommended EDU 410m and 420s or 420e — Cooperative Teaching.

Course Descriptions

I. Professional Education

A. Professional Education Certification Requirements for Elementary and Secondary Teachers

106. EDUCATIONAL EXPLORATIONS. Exploring the role of the teacher, the school and the student in actual school situations which involves experiences with students and participation in classes on campus. (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. Students are allowed a choice of emphasis in Cultural Foundations by enrolling in either Contemporary American Education, Historical and Ideological Foundations of American Education, or Education and the Post-Industrial Society. Since these are courses with different emphasis, one, two, or all three may be taken for credit.

EDUCATION AND THE POST-INDUSTRIAL SOCIETY offered every 1st session
This course has two main foci. The first part will examine some projections of future society. Here use will be made of the conceptions of Toffler, Reich, Leonard, Skinner, Rozak and others. This study attempts to provide some sort of framework against which current educational proposals may be projected.
These current proposals will include Computer Assisted Instruction, George Leonard’s Education and Ecstasy, Ivan Illich’s Deschooling Society, A. S. Neill’s Summerhill, John Bremer’s School Without Walls, Educational Parks, Educational Vouchers, Performance Contracting and Community Schools. The resulting analysis will be utilized to give implications for future learners, teachers, curriculum, methodology, schools, values, and educational aims.
Prerequisite: EDU 106 or departmental approval.

HISTORICAL AND IDEOLOGICAL FOUNDATIONS OF EDUCATION (offered every 3rd session)
This course introduces the student to the continuity of western education through the past few centuries and to the competing conceptions of education resulting from societal and temporal configurations. Excerpts from classical educational thinkers concerning equality and quality in education, control of education, religion in education, curricular emphasis and the role of the teacher will be read and discussed. The course also acquaints the student with the library resources in education. The course will emphasize involvement, reflection and teaching participation by the students.
Prerequisite: EDU 106 or departmental approval.

CONTEMPORARY AMERICAN EDUCATION (offered every 4th session)
This course provides a critical look at the contemporary educational scene in the United States. Topics considered include values fostered by the schools, equal educational opportunity, educational change, and education and societal needs. A related part of the course will deal with case studies relating to educational issues. The course also acquaints the student with the library resources in Education. The course will emphasize involvement, reflection and teaching participation by the students.
Prerequisite: EDU 106 or departmental approval.

B. Educational Psychology, Educational Laboratory and 2 courses in Cooperative Teaching will constitute the Professional Block. The Professional Block will be taken in the student’s senior year.

220. EDUCATIONAL PSYCHOLOGY. A professional education course to be taken in conjunction with Educational Laboratory and Student Teaching in the Professional Block. Major psychological applications in the teaching and learning process, i.e. motivation, learning theory, classroom control, evaluation, educational objectives and individual and group differences.
Prerequisite: EDU 106 and 210.

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 a part of the Professional Block and be in senior year.
Prerequisite: EDU 106 and 210.

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 a part of the Professional Block and be in senior year.
Prerequisite: EDU 106 and 210.

410s-420s. COOPERATIVE TEACHING SECONDARY. Appropriate field experiences in real classroom environments. Must immediately follow Educational
Laboratory 320 and Educational Psychology 220. As part of the Professional Block students will through observation, classroom participation and actual teaching involvement will complete the necessary Cooperative Teaching experience. All professional education courses and depth study courses must be completed prior to enrollment in Cooperative Teaching.

410e-420e. COOPERATIVE TEACHING ELEMENTARY. Appropriate field experience in real classroom environments. Must immediately follow Educational Laboratory 310 and Educational Psychology 220. As part of the Professional Block, students will, through observation, classroom participation and actual teaching involvement will complete the necessary Cooperative Teaching experience. All professional education courses and depth study courses must be completed prior to enrollment in Cooperative Teaching.

410m. COOPERATIVE TEACHING MIDDLE SCHOOL. This course is an extension of the Cooperative Teaching involvement. It will be taken in conjunction with Edu 420e or Edu 420s should the student wish experience and certification in the Middle School area (grades 5-9). The course description and prerequisites are the same as for Elementary and Secondary Cooperative Teaching listed above.

510, 520. ADVANCED COOPERATIVE TEACHING. Further field experiences in actual classroom learning environments with cooperation for each system personnel and college faculty. Education 510 and 520 are usually taken concurrently.

Prerequisite: Cooperative Teaching.

II. Depth Study Certification Requirements for Elementary Teachers

108. THE ELEMENTARY SCHOOL. This will be the first course taken by those persons entering into an Elementary Education Depth Study. There are no prerequisites; however, the course should be taken prior to any of the other methods courses, (EDU 201, 202, 203, 212). Contents of this course will deal with: (1) developing an attitude for methods in teaching; (2) planning for learning; (3) preparing for classroom management; and, (4) planning for instruction.

201, 202, 203, 212. ELEMENTARY EDUCATION METHODS. These courses will usually be taken in Sessions III and IV of the student's junior year. It is imperative that all four be taken at this time. The design of the courses is such that they will be individualized and field oriented. Part of the course requirements for each will be weekly work in a public school classroom, individual study, total group meetings as well as individual conferences. This will allow the student, for each course, to work in an assigned elementary classroom in both Sessions III and IV of their junior year and possibly to remain in that same classroom for Student Teaching in Sessions I and II or III and IV of their senior year. This provides greater opportunity for field experience and continuity of experience. Circumstances may warrant a change of assignment in certain cases as the student proceeds through his professional depth study program. Provisions will be made for change should it be necessary.

201. ENVIRONMENTAL STUDIES. This course will be an individualized, field-oriented experience directed toward the methodology of teaching Science and Social Studies at the elementary school level. Knowledge of Social Science and Science concepts and their use in developing an understanding on the part of small children of Social Studies and Science will be emphasized. Methodology, attitude, professionalism, and self-responsibility will be stressed.

Prerequisites: All social science and science general education requirements plus EDU 106, 108, and 210.

202. LANGUAGE ARTS. This course is designed to aid the prospective teacher in developing communication skills with the elementary child. Through a combination of discussion, interest groups, independent study, lecture, reading, demonstrations, and two hours of field experience per week, the student will be assisted in raising and exploring persistent questions on approaches, techniques and materials in the teaching of the Language Arts.

203. ELEMENTARY MATHEMATICS. This course will be an individualized field-oriented experience aimed at learning how to teach mathematics in the elementary school. Knowledge of mathematical concepts and their use in developing an understanding of the computational skills and logic of mathematics will be emphasized. Other areas to be stressed will include methodology, attitude, professionalism. Prerequisite: Math 133, plus EDU 106, 108, and 210.

210. READING. Designed to assist prospective teachers in exploring and questioning how reading is taught through the language arts. Students will assist a cooperating teacher in teaching reading a minimum of two hours a week in the public schools. Prerequisite: Language Arts.

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.

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

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

MUS 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.

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. 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.

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

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.

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.
Department of Psychology

Martin J. Meade, Chairman

120. PSYCHOLOGICAL PRINCIPLES. Introduction to psychological studies of man’s behavior, including basic terminology and concepts; emotion and motivation; perception and interpersonal behavior; personality development and adjustment; learning principles and implications of the scientific method as applied to the study of behavior. An understanding of psychological principles is a prerequisite to all other psychology courses.

122. FOUNDATIONS OF BEHAVIORAL RESEARCH. Understanding basic research methods and statistics as applied to behavior in the areas of learning, motivation and the sensory processes. Prerequisite: PSY 120 and MAT 130.

123. DEVELOPMENTAL PSYCHOLOGY. Includes principles of development of the human organism, beginning with conception and throughout the life span. Prerequisite: PSY 120.

133. COUNSELING DYNAMICS. An introduction to principles of counseling and their application in the resolution of intra- and interpersonal conflict. Prerequisite: PSY 120.

134. PSYCHOLOGICAL MEASUREMENT AND EVALUATION. Theories and principles of developing and administering standardized instruments, including measures of intelligence, personality, interest and attitudes. Prerequisite: PSY 120.

201. THEORIES OF PERSONALITY. Survey of major personality theorists, emphasizing similarities and differences in their perceptions of the patterning and processes of behavior; methods of assessment, theory construction and validation. Prerequisite: PSY 120 and 123.

203. PSYCHOPATHOLOGY. Introduction to identification, diagnosis and treatment of various psychopathological syndromes with emphasis on the clinician’s inferential process. Prerequisite: PSY 120 and 123.

208. HISTORY AND SYSTEMS OF PSYCHOLOGY. Systematic study of development of psychology and historical perspective of contemporary problems in psychology. Prerequisite: PSY 120 and 122.

220. LEARNING. A detailed study of the principles of learning and their application. Prerequisite: PSY 120 and 123.

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.

333. SYSTEMS OF PSYCHOTHERAPY. 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: PSY 120, 201 and 203.

Division of Fine Arts

Stanley L. DeFries, Chairman

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.

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.

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.

324-425-525. 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.


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 in-depth 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.

602. ELEMENTARY SCHOOL ART. Methodology of basic, theoretical and philosophical approaches to art education for elementary school teachers. Research, projects and art curriculum development relative to cooperative teaching. For education and art depth students.

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

Students learn the techniques of print-making in University art classes

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. 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. JAZZ ENSEMBLE. One unit of credit given after four seven-week sessions of participation.
192, 292, 392, 492. CHORALE. 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. Techniques and procedures in choral conducting and interpretation. Arranging choral music. Study of representative choral literature.

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. MUSIC HISTORY AND LITERATURE. Study of chronological development of music and a critical analysis of representative works.

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.

138. HYMNODY. A study of hymns, their history, tunes, texts, and usage.

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.

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.

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, woodwind, 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.

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 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.

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.

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.


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.
Division of Language and Literature

Horton E. Presley, Chairman

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.

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. (1975-76)

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.

109. BASIC WRITING. Patterns of organization and development of ideas. Practice in accurate and fluent writing.

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.

118. NON-WESTERN LITERATURE. Selected works from outside English and Continental literature.

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

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. (1975-76)

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. (1974-75)

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. (1975-76)

218. SHAKESPEARE SEMINAR. Approaches to Shakespeare involving study of the influence of the age, his characterization, dramaturgy, style. Prerequisite: Experience in literary criticism and analysis.

227. SEMINAR IN CREATIVE WRITING. Study of techniques of writing essay, short story, poetry, and drama with practice in writing according to individual interests. Prerequisite: Experience in literary criticism and analysis. (1975-76)

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 readings, individualized research assignments which will serve as preparation for independent study.

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 Language
Adrian Stoner, Chairman

The foreign language department seeks to provide opportunities to students wishing to acquire mastery of French, German, and Spanish language and literature or those who need a conversational or reading skill to support other depth studies. The strategy of the department is to provide group learning experiences in the acquisition of basic conversational and reading skills, followed by individual or small group work on areas of the student interest through directed readings or independent studies.

The faculty of the department believes that to acquire a mastery of the language, students must immerse themselves in the culture based on the language. Therefore, students with a depth study in French, German, and Spanish language and literature will spend the third year or its equivalent of study of the language in a country where it is spoken. During this year they would be enrolled at Ottawa University and charged tuition, fees and room and board and the University would then defray their expenses: transportation, room and board, and tuition charges while a resident in the country where he or she is studying.

French

111. ELEMENTARY FRENCH. Intensive introduction to present-day French: basic patterns, pronunciation, beginning vocabulary and idioms. Emphasis designed to develop balanced language skills as eventually needed by a student carrying out an academic program in France. Work in language laboratory required.

212. ELEMENTARY FRENCH. Direct continuation of French 111. Completion of basic grammar, refinement of pronunciation, further vocabulary building, systematic practice in comprehension and use of normal conversational patterns. Work in language laboratory required.

313. INTERMEDIATE FRENCH. Review and drill of basic skills covered in French 111 and 212. Conversational practice; discussion of topics in modern French civilization; reading of modern authors; attendance at French theater production if possible; free composition and translation practice. Work in language lab required. Prerequisite: Elementary courses or equivalent.

402, 403, 404, 405. DIRECTED READINGS, Session I. Study of French literature and civilization individually or in small groups. Discussion and written work in French. Sequence of topics will be planned at the beginning of the year in order to meet individual and shared needs, particularly with a view to satisfying depth-study contracts in a systematic way. Depth-study in French not required. Prerequisite: French 313 or the equivalent.

German

121. ELEMENTARY GERMAN. Emphasis upon the fundamentals of pronunciation, reading, grammar, conversation and sentence construction. The approach involved makes use of both the cognitive structure and audio-lingual approaches. As much as possible, individualized instruction will be utilized.

222. ELEMENTARY GERMAN. Continuation of the activities and approaches indicated in German 121, but with increasing emphasis on conversation and composition of paragraphs. Prerequisite: German 121 or equivalent.

323. INTERMEDIATE GERMAN. Completion of and review of the grammatical structures of German. Emphasis in the classroom will be placed upon discussion of current topics, i.e., education, population explosion, ecology, horoscopes, etc. Emphasis in the individualized setting will be upon improving the language skills of speaking, reading and writing.

402, 403, 404, 405. DIRECTED READINGS. Study of German literature and contemporary culture individually or in small groups. Topics will be determined on the basis of individual preference or depth-study requirements. Prerequisite: First 3 courses or equivalent.

Spanish

131. ELEMENTARY SPANISH. Intensive introduction to present-day Spanish: The essentials of grammar, careful drill in pronunciation, easy reading and writing. Emphasis is on conversation. Language laboratory required.


333. INTERMEDIATE SPANISH. A continuation of elementary Spanish. Emphasis is placed on reading, acquiring a firm command of Spanish grammar, and on developing the ability to speak the language. Language laboratory required. Prerequisite: Elementary courses or equivalent.

402, 403, 404, 405. DIRECTED READINGS. Study of fields not covered by student's course work, and/or fields of student's special interest — literary trends, customs, and Spanish civilization. Prerequisite: First 3 courses or equivalent.
Department of Speech and Drama

Michael S. Twedt, Chairman


103. INTERPERSONAL COMMUNICATION AND ATTITUDE CHANGE. Inter-disciplinary 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. (1975-76)


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 stagecraft, 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.

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. (1975-76)

147. DIRECTING. Principles of play directing; applications of technical principles. Laboratory work and directing of one-act play. (1975-76)

148. CONTEMPORARY AMERICAN AND EUROPEAN DRAMA. Study of the plays, playwrights and productions of the current theatre.
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.

306. SENIOR SEMINAR. A course designed to coordinate and integrate the information a student has acquired in his depth study. Preparation for the comprehensive examination. Winter term

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. Collection and preservation of biological material. Techniques in preparing microscope slides. A survey of literature available for use in the secondary school. Prerequisite: Advanced study 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 or permission of instructor.

Department of Chemistry

Tom B. Lewis, Chairman

223. PRINCIPLES OF CHEMISTRY. Fundamental laws, electronic structure and bonding, mole concept and stoichiometry, equilibrium, kinetic theory of gas, colligative properties, 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, electrochemistry, basic organic chemistry and chemistry of selected elements. Prerequisite: Principles of Chemistry or equivalent.


423. PRINCIPLES OF ORGANIC CHEMISTRY. Structure, properties and reactions of organic molecules. 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.


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.
Mathematics

130. STATISTICAL METHODS. Designed to acquaint the student with descriptive and inferential statistics. Topics include variability, correlation and linear regression, probability and the binomial distribution, sampling, testing hypothesis, Chi square, analysis of variance, and covariance. Desk calculators are employed for computation. Prerequisite: Equivalent of one year of high school algebra.

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 include: 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.

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.


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.

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.

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, extremum problems, line and surface integrals including Stoke's and divergence theorems. Prerequisite: Methods of Calculus. Recommended: Linear Algebra and Matrices. Alternates with Differential Equations and Series.

Physics

107. DESCRIPTIVE ASTRONOMY. The solar system, our galaxy, and the universe. Visual and telescopic observation of heavenly bodies available at the time.

109. PHYSICAL SCIENCE. Basic methods and principles of physical science, using selected problems in Astronomy, Physics, Chemistry and Geography.

119. ELECTRONICS. Basic knowledge of electronic devices and circuits with application to current interests and instrumentation.

142. CONCEPTUAL PHYSICS. Ideas of physics with emphasis on contemporary concepts. Physics' relevance to and impact on society.

241. UNIVERSITY PHYSICS. Mechanics, heat, electromagnetism, waves and atomic structure for students with specific interests in the sciences. Prerequisite: Conceptual Physics, Methods of Calculus, College Physics.

247. COLLEGE PHYSICS. Elected topics in physics for students who need limited training in the field. Prerequisite: Conceptual Physics, College Physics.

407. ELECTROMAGNETIC THEORY. Study of the principles and mathematical method of electromagnetism with emphasis on application of Maxwell's equation to static, steady state and radiative phenomena. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus.

408. CLASSICAL MECHANICS. Study of the principles and mathematical methods of mechanics with emphasis on the Lagrangian method and application to problems. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus.

409. POWER SYSTEMS AND THE ENVIRONMENT. The different methods of power generation both in the present and the future, and the impact on man's environment.

447. WAVE PHENOMENA. General characteristics of wave motion with emphasis on optical phenomena. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus.

448. THERMAL PHYSICS. Basic concepts of statistical mechanics and their applications in thermodynamics. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus.

547, 548. MODERN PHYSICS. Phenomenological study of the foundation of quantum physics with particular emphasis on the physical principles. Molecular, atomic, nuclear and solid state applications. Prerequisite: University Physics, Differential Equations and Series or Multivariate Calculus.
Division of Social Science

Ronald A. Averyt, Chairman

120. INTRODUCTION TO DECISION-MAKING IN THE SOCIAL SCIENCES. The means utilized in the social sciences for making decisions necessary for coping with societal problems such as poverty, discrimination and the use of violence. The nature of "truth" in the social sciences. The validity of information obtained from sources such as public opinion polls and the mass media. The nature of responsible decisions. The techniques available to assist in making responsible decisions.

209. FUTURISTICS. An introductory course studying the future. A survey of futuristic literature and a review of the methodology used in long-range scientific forecasting. Developing delphi scenarios of environmental, technical, economic and social futures. Prerequisite is the completion of Freshman Core or SSC 120 or the consent of the instructor.

309. SOCIAL PLANNING. A systematic preparation for achieving future goals. Emphasis on long-range planning. Scenarios of the future to develop cross sorts, discrimination nets and decision trees concerning future social options. Development of policy statements to serve as bases for plans to achieve desired futures. Management of social and personal future goals. Prerequisite is Futuristics (SSC 209).

Department of Economics and Organization Administration

Wayne D. Angell, Chairman

Economics

103. MARKETS AND PRICES. Role of prices in directing the flow of goods and services from firms to households. Impact of price controls on these flow processes in the long-run as well as in the short run.

105. INFLATION. Causes and consequences of inflation in the domestic and international economy. Monetary and fiscal policy applicable to control of inflation.

117. MONEY AND PERSONAL GOALS. The development of an overall personal economic plan in which alternative courses of action are evaluated by their contribution to the attainment of the decision makers particular set of personal objectives. Courses of action considered are alternative means to increase money income, to efficiently spend money for consumer goods, to produce for consumption, and to invest in such a way as to increase economic power.

203. MONEY AND BANKING. The role of money and banking in U.S. economic development and in international finance. The significance of money, banking history and development, commercial banking operations and structure, central banking and monetary management, alternative international monetary systems, monetary theory and monetary policy. Prerequisite is understanding of national income analysis, ECO 108.

205. MANAGERIAL ECONOMICS. The motives of managers and owners, estimating demand in product markets, factor services markets and cost curves, pricing policies of large and small firms, decision making in rivalrous competition, inventory allocation, and capital budgeting. Techniques of the theory of the firm, the theory of consumer behavior, linear programming and game theory. Prerequisite is an understanding of business firm behavior in the market system, ECO 103.

212. FINANCING GOVERNMENT. The purposes and efficiency of taxation in financing the public sector, supporting public debt, controlling the level of economic activity and in redistributing real resources and benefits in the private sector. Prerequisite is an understanding of the market system, ECO 103 or 105.

214. TOPICS IN ECONOMICS. Students select topics for group study, discussion and evaluation from the relevant questions and problems of the day, i.e. sexism in the labor market, consumerism, Maoist economic development, Can the earth be saved?, the economics of education. Prerequisite is a previous course in Economics.

403. MACROECONOMIC ANALYSIS. Integration of the product market, factor market and money market in a national income analysis model to evaluate trade-offs between full employment, a stable price level, balance of payments, equilibrium, economic growth, equalitarianism, and economic freedom. Prerequisite is an understanding of national income analysis, market price analysis and the role of money in the economic system, ECO 103, 105, 203 or 212.

Organization Administration

121. INTRODUCTORY ACCOUNTING. Introduction to accounting theory and procedures. Recording, classifying, reporting and analyzing financial data. The professional accountant as a problem solver, decision maker, systems analyst and planner.

123. DATA SYSTEMS ANALYSIS. Analysis of the systems concept, its interrelationships and complexities. Methods by which information is transmitted. Graphic representations. Introduction to data processing, computer capabilities, planning and operations research.

218. MARKETING. Analysis of consumer behavior and configuration of target market. Management of organization activities designed to satisfy target market—planning pricing promotion and distribution of the product or service. Prerequisite is an understanding of consumer demand and market pricing, ECO 103.

221. MANAGERIAL ACCOUNTING. Evaluation of financial performance for managerial planning and forecasting. Cost-volume-profit analysis, break-even analysis, return on investment and responsibility reporting. Prerequisite is Introductory Accounting, OAD 121.

224. BEHAVIOR IN ORGANIZATIONS. Human behavior in work organizations. Effects of external socialization on work behavior as well as internal socialization within the work organization. Individual satisfaction as related to the organization structure, the nature of the task, and the locus of power and authority. Prerequisite is basic principles of human behavior as covered in PSY 120.

231. INTERMEDIATE ACCOUNTING. Thorough analysis of structure, funds flow, matching of costs and revenues, financial analysis and financial communications. Application of accounting theories and concepts for increased organizational control. Prerequisite is Introductory Accounting, OAD 121.

321. MANAGEMENT FUNDAMENTALS. Structure of organizations as related to the nature of organizational goals. Evaluation of the administrative role in organizations and concepts relevant to its function. Historical development of administrative thought. Prerequisite is PSY 120 and OAD 121 or SSC 120.
328. FINANCIAL ADMINISTRATION. Financing of the organization from the administrative viewpoint. Consideration of internal financial management as well as external financing and capital structures. Prerequisite is OAD 121 and 221.

331. ADVANCED ACCOUNTING. Advanced theoretical concepts of accounting. Measuring and analyzing economic data for better decision making. Formation, ownership and dissolution of business entities including partnerships, mergers, consolidations, and public institutions. Liquidations and bankruptcies. Prerequisite is Intermediate Accounting, OAD 231.

341. AUDITING. Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes: internal control system, applying statistical sampling and evaluating employee competence. Professional judgment. Generally accepted auditing standards. Code of Professional Ethics. Prerequisite is Intermediate Accounting, OAD 231.

523. POLICY DECISIONS IN THE BUSINESS ORGANIZATION. Policy considerations in the business organization related to the functional areas of production, marketing and finance. Goals and objectives of business organizations as a focus for policy decisions. Analysis of selected business cases. Prerequisites are OAD 121, 221, 321 and OAD 218 or 328.

Internship Courses:
OAD 305, 405 Internship in Accounting (OAD 231)
ECO 306, 406 Internship in Commercial Banking (ECO 203 or OAD 231)
OAD 307, 407 Internship in Finance (OAD 328 or ECO 203)
OAD 308, 408 Internship in Management (OAD 321)
OAD 409, 509 Internship in Public Administration (PSC 233 and OAD 321 or ECO 212)
Concurrent study of professional or administrative topics while performing a specific function as a management trainee, as an intern assistant or as an intern observer. Assimilation of work experience with study program. Enrollment limited by the matching of student qualifications and internship opportunities. Prerequisites are listed after each course.

Department of History and Political Science
Ronald A. Averyt, Chairman

History

110. THE AMERICAN EXPERIENCE. An introduction to the study of American history through interpretive themes selected from various cultural intellectual, political, economic, religious, racial and diplomatic topics. A basic introduction to historical study. The objective is to discover how historical method permits the development of meaning from masses of data.

120. THE RISE OF MODERN CIVILIZATION. A historical introduction to the present world situation based upon significant developments of recent centuries. A basic introduction to historical study. The objective is to discover how historical method permits the development of meaning from masses of data.

213. AFRO-AMERICAN HISTORY. The American experience includes the diverse experiences of many minorities, some of whom were absorbed into the mainstream while others were only partly absorbed while maintaining their separate identity. This study focuses upon the Afro-American experience. Prerequisite: One other college-level American history course to provide background and contrast.

215. THE NON-WESTERN WORLD. An advanced study of non-western development focused upon one or more non-western cultures. Prerequisite: Understanding of historical method via other history offerings.

216. THE AMERICAN INDIANS. The American Indian or native American has a historical heritage which is much richer than the story of removal from lands by others. Prerequisite: One other college-level American history course to provide background and contrast.

224. CIVILIZATION IN THE TWENTIETH CENTURY. The social, political and other forces of the present in the perspective of the immediate past. Prerequisite: Understanding of historical method via other history offerings.

314. AMERICA IN THE TWENTIETH CENTURY. A study of the political, social, intellectual, economic and other aspects of American civilization in the twentieth century. Prerequisite: Understanding of historical method via other history offerings.

317. URBANIZATION AND CIVILIZATION. The role of the city in the civilizing process. Special attention to the city's recent rapid expansion and its present and future implications. Prerequisite: Understanding of historical method via at least two other history offerings.

318. THE AMERICAN WEST. Westward expansion as a key to the character of America. Use of primary sources and regional and local materials is encouraged. Prerequisite: Understanding of historical method via at least two other history offerings.

323. THE AGE OF REVOLUTIONS. Upheaval, transformation and the resolution of conflicts as the heritage of modern man. A look at the causes and effects of the social and political revolutions of modern history. Prerequisite: Understanding of historical method via at least two other history offerings.

Political Science

124. THE DEVELOPMENT OF POLITICAL COMMUNITIES. The subject of the course is the study and comparison of foreign nation-states. Emphasis is placed on the questions of what is important to know about foreign nation-states and how can it be known. Students may study a nation-state or nation-states in which they are interested. Students who are going abroad may use the course to provide background for their study abroad, and students who have been abroad may use the course for further reflection on their experiences abroad.

131. POLITICAL CHANGE. A study of the political and historical changes in American government at selected periods in American history such as the Civil War, the Great Depression, the Progressive Era and other periods of crisis. What forces are at work to induce change and direct the resulting development?

133. PUBLIC POLICY MAKING. The problem of "who governs." The primary questions include: How do democratic political institutions differ from non-democratic political institutions in the making of policy? Does a power elite or establishment make policy in supposedly democratic societies? Can the private citizen have any power in the policy-making process in complex societies such as the United States?

222. POLITICAL INSTITUTIONS. A study of American political institutions focused upon the American political party system. The strengths and weaknesses, functions, techniques and trends of American political institutions are studied with
Department of Sociology and Social Work
H. William Myers, Chairman

Sociology
100. SOCIAL BEHAVIOR. The dimensions of society in respect to social organizations, institutions, socialization, stratification, change, conflict and trends. The influences of society upon individuals and the individual's adaptability to society will be major concerns of the class.

102. INTRODUCTION TO ANTHROPOLOGY. Introduction to man's study of himself through time and space; his physical and cultural evolution and the ways in which these changes are studied.

103. CULTURAL ANTHROPOLOGY. Survey of the non-biological ways in which man has adapted to various environments in order to survive. Readings on the Ibo of Nigeria, Vietnamese peasants, Washo Indians. Prerequisite: Introduction to Anthropology.


112. THE FAMILY. Combination of structural and functional analysis. The family as an institution, with attention paid to cross-cultural structures and norms. Also the family as a functional unit, with attention paid to dating, marriage, marital relationships and problems.

117. SOCIAL PROBLEMS AND AMERICAN VALUES. Human maladjustments as they relate to the culture of the U.S. Recognition of social factors operative in both personal and social deviance. Analysis of programs to alleviate or eliminate problems. Concern for crime, law, punishment and rehabilitation.

147. CRIMINOLOGY. A study through reading and discussion and an investigation through field trips of such areas as law enforcement agencies, the court structure, sociological aspects of criminal behavior, and the ways of working with persons convicted of crime, both with and without imprisonment. Theories of criminal behavior will be analyzed and evaluated.

201. SOCIOLOGICAL THEORY. Overview of the development of modern sociological thought; the origins of scientific sociology in Western Europe and the United States; a focus on selected contemporary sociological theorists (recommended for Junior and Senior level sociology depth study students).

203. THE BLACK COMMUNITY IN THE UNITED STATES. Historical and institutional analysis of the role of Black citizens of the United States. Major focus upon the present situation in terms of persons, movements and strategies, with particular emphasis upon the urban scene.

247. JUVENILE DELINQUENCY. A study through reading literature in the field of delinquency and through visits serving delinquents, including places of detention. Analyzing and evaluating theories of delinquency through discussion and papers. Assessing, in the same way contemporary concepts in the field.

402. ADVANCED SEMINAR IN SOCIOLOGY. Advanced analysis of sociological principles. Consideration of contemporary theory and theorists. Emphasis upon individual research by students. Designed for departmental depth studies, but

Department of Home Economics
Helen C. Winter, Chairman

107. CLOTHING SELECTION. Factors influencing selection and style of clothes; guides for wardrobe selection. Study of line, design, color.

108. HOME MANAGEMENT. Efficient use of time, energy and money in the home. (1974-75)

110. CLOTHING CONSTRUCTION. Basic construction techniques, pattern and fabric preparation. Class projects selected according to individual abilities.

117. FAMILY BUYING. Study of problems facing the consumer in the present day market.

206. SEMINAR IN HOME ECONOMICS. Study of Home Economics philosophy and professional orientation. Prerequisite: One course in Home Economics.

210. ADVANCED CLOTHING CONSTRUCTION. Introduction to and a study of flat pattern design. Prerequisite: A basic clothing construction course.

307. TAILORING. Special tailoring techniques taught while constructing a suit or coat. Prerequisite: Advanced Clothing Construction or equivalent.

B25. FOOD.* Study of dietary needs of individuals and application of principles to selection of adequate meals.

B26. FOOD.* Purchase, preparation and serving of family meals with emphasis on cooking principles.

*Courses taught in cooperation with Baker University.
open to others with permission of department chairman. Prerequisite: Minimum of three courses in sociology.

Social Work

118. SOCIAL WELFARE IN AN URBAN SOCIETY. An examination of social welfare as a fundamental social reality — not as a collection of programs and services. Welfare is seen primarily in terms of social issues rather than as a professionally directed effort to deal with social problems.

123. DEVELOPMENTAL PSYCHOLOGY. Includes principles of development of the development of the human organism, beginning with conception throughout the life span. Prerequisite: An understanding of psychological principles. (Also see Psychology 123).

151, 152, 153, 154. COOPERATIVE SOCIAL WORK ACTION PROGRAM (CO-SWAP). Sixteen weeks in Kansas City. Class and field instruction. Study of the metropolis, urban problems and resources, professional helping methods, social-institutional systems. Field experience in two different human service settings for eight weeks each, averaging 20 hours a week for a maximum total of 320 hours.

155. URBAN CENTER WINTER TERM. Four weeks in Kansas City combining seminars and 100 hours of field instruction in one of more than fifty cooperating social welfare organizations.

156, 157. URBAN CENTER SUMMER SESSION. Learning through classes and seminars in Kansas City and through an eight-week in-depth field instruction assignment in a social welfare agency.

174. INTRODUCTION TO SOCIAL WORK. Provides a survey of social work institutions and methods by which social organizations provide for the support of their members. The philosophical basis of social work, the ethical values, the setting and fields of practice are studied. The students will have the opportunity to take field observation trips to agencies and participate in workshops related to those trips.

194. INTRODUCTION TO SOCIAL WORK METHODS. Will introduce the student to several basic social work techniques used in the provision of direct services. Specific skills such as interviewing, treatment planning, shared decision making, and group problem solving will be studied and evaluated from a behavioral modification perspective. Students enrolled in this course should have had either Introduction to Social Work or Social Welfare in an Urban Society.

205, 206. AMERICAN INDIAN PROGRAM. Program designed to acquaint students with the welfare needs and services and the ways of life of American Indians in the Southwest (New Mexico and Arizona). Students live in Indian homes or in facilities on reservations and pueblos, participate in seminars, and have field experience in a variety of health, education and welfare agencies serving Indian people. Program is conducted in cooperation with the College of Santa Fe, Bureau of Indian Affairs, the Public Health Service, and tribal councils. (Summer)

Division of Religion and Philosophy

Leonard L. Meyers, Chairman

Department of Philosophy
Leonard L. Meyers, Chairman

107. DECISION AND COMMITMENT. Analysis of the structure and justification of values and their relation to the process of decision. Emphasis upon clear understanding of moral problems and means for their solution. Attention given to present student dilemmas (such as war, sex, liberty and integrity, the purpose of life).

108. ANCIENT PHILOSOPHIES OF THE WESTERN HERITAGE: Examination and evaluation of some philosophers and philosophies of ancient Greece and Rome and the early Christian era (such as Socrates, Plato, Aristotle, Augustine, Aquinas). Focus upon the relevance of ancient thought for the contemporary world. (1974-75)

110. BASIC ISSUES IN PHILOSOPHY. Introduction to the nature and purpose of philosophical reflection as it applies to fundamental issues of the contemporary world. Emphasis upon questions concerning ethics, religion, meaning of life, nature of reality. Students encouraged to develop own ideas in dialogue with selected readings and other class members.

117. MEANING AND ARGUMENT. Examination of the nature and structure of reason as it bears upon communication, inquiry and argument. Emphasis upon normative and critical functions of reason, basic rules of clear thinking and speaking and evaluation of argument.

118. BEAUTY AND THE ARTS. Reflection upon concepts of beauty in the arts. Place and function of art in human experience. Attention given to literary and musical as well as visual arts.

127. PHILOSOPHIES AND PHILOSOPHERS OF MODERN EUROPE. Investigation of the emerging thought of modern Europe. Transition from the medieval intellectual world to the Renaissance and development of modern intellectual contexts. Emphasis upon contributions of the great philosophers to this development (such as Bacon, Hobbes, Leibniz, Spinoza, Locke, Hume, Kant, Hegel).

128. PROBLEMS IN THE PHILOSOPHY OF SCIENCE. An investigation of selected problems in the logic of scientific inquiry. Attention both to methodological issues (e.g., the nature of scientific explanation, the problem of induction, the function of scientific theories) and to questions concerning the relevance of science to human problems of meaning and value.

129. THEMES AND ISSUES IN CONTEMPORARY PHILOSOPHY. Examination of the major themes of contemporary philosophy (Process Philosophy, Analytic Philosophy and Existentialism), using selected problems as a vehicle for investigation. Emphasis upon problems relevant to the contemporary context. Students encouraged to respond to material studied by formulation of their own positions.
General Information

Accreditation

Ottawa University is accredited by the North Central Association of Colleges and Secondary Schools. It is fully approved by the University of Kansas and by the Department of Public Instruction of the State of Kansas.

The college holds membership in the American Council on Education, the Association of American Colleges, the National Commission on Accrediting, the National Education Association, the American Association of Colleges for Teacher Education and the College Entrance Examination Board. It is on the approved list of the American Association of University Women.

History of the University

Long before Kansas became a state, Baptists of the region started planning the establishment of a university. In 1862 these Baptists negotiated a treaty with the Ottawa Indians whereby the white people furnished buildings and teachers and the Indians gave land.

So began Ottawa University. Its official charter was granted on April 21, 1865. In 1873 the government moved the Indians to Oklahoma and control of the University passed completely into the hands of white Baptists.

Its history is one of difficulty and sacrifice, of success and advancement, interspersed with romance and daring. Its heritage is rich, but no richer than its present and its promise of the future.
The Campus

The beautifully wooded campus of 60 acres is an attractive setting for the University educational program.

It is located in the southeast section of Ottawa, a pleasant city of 12,000 in rolling eastern Kansas. Students and faculty enjoy the privileges of the community with its good shopping facilities and clean and attractive residential areas.

Many of the advantages of a metropolitan area are available to Ottawa students as the University is only an hour away from Kansas City. These advantages include the William Rockhill Nelson Art Gallery, the Kansas City Philharmonic Orchestra, stage plays, concerts and major league football, baseball and soccer.

Ottawa is easy to reach. It is on super I-35 Highway and is served by two bus lines. It is within an hour and a half of the Kansas City airport and its major transcontinental airlines.

The Instructional and Service Buildings and Areas

TAUY JONES HALL is the oldest building on the campus, easily spotted by its well-known dome. In 1969 it celebrated its first century of service. Still a good structure, it houses departments of music and speech and KTJO-FM, the licensed University radio station.

The stately old ADMINISTRATION BUILDING was completed in 1904 and houses administrative offices and several classrooms.

WARD SCIENCE HALL, a three-story native stone structure houses the Chemistry, Biology, Physics and Mathematics departments of the University.

Spacious and modern MYERS LIBRARY has a collection of more than 70,000 volumes, microfilmed matter and reading equipment, and several special collections of note.

MAMMEL ART CENTER, attached to the library, houses the growing Art Department of the University.

The WEST GREENHOUSE provides opportunity for class work and experimentation by botany students.

WILSON FIELD HOUSE contains a basketball court, seating for 1,500, handball court, small gym, dressing rooms, classrooms and offices for the Men's Physical Education Department.

The WOMEN'S PHYSICAL EDUCATION BUILDING was recently remodeled to provide modern quarters for the Women's Physical Education Department. The building also contains the swimming pool used by both men and women.

The CHAPEL was completed in 1966 and houses classrooms, offices and a meditation chapel as well as the main chapel which seats 1,244 people.

The UNIVERSITY UNION houses dining facilities, conference rooms, student offices, the book store, the mail service, a snack bar, lounges and recreation and party rooms.

The PRESIDENT'S HOME is located off-campus at 27 Rockwood Drive.

The SERVICE BUILDING contains shops and maintenance facilities for the campus.

The CENTRAL HEATING PLANT supplies heat to several University buildings.

COOK ATHLETIC FIELD on campus is the football field and stadium. It is lighted for night games.

The C. OMER WEST TRACK is an all-weather track and field facility located adjacent to the campus.

The POMONA LAKE RECREATIONAL AND INSTRUCTIONAL CENTER and the LODGE were recently opened at Pomona Lake, a new 4,000-acre reservoir just west of Ottawa.

The HOME ECONOMICS HOUSE is located on East Eleventh Street just off campus.
Residences for Women

CENTENNIAL HALL, completed in 1965, the 100th anniversary of the University, houses 154 women. Each of three floors comprises a living unit.

MARTIN HALL accommodates 140 women in a unit style plan.

Residences for Men

BROWN HALL, the newest of the residences, was completed in 1968. It houses 158 men on three floors.

PRICE HALL houses 112 men in a unit style housing plan.

BEHAN HALL accommodates 71 men.

ATKINSON HALL has rooms for 71 men.

Apartments

HAIGH MEADOW is a married student development with five apartments near the campus.

CEDARCREST, also located near the campus, consists of four apartments for married students.

Alumni Association

The Ottawa University Alumni Association is fully organized with a board of Alumni Directors and an Alumni Council. The Association, in cooperation with the University, maintains an office directed by the Alumni Secretary.