THE OTTAWA CALENDAR

The Ottawa University calendar is unique in the flexibility it offers students and the opportunity it provides for concentration on a limited number of courses each session. The calendar is divided into five periods of 7-7-4-7-7 weeks each. The student may take only two courses in each of the seven-week sessions and only one course in the four-week winter term. Student evaluations of the Ottawa calendar have been overwhelmingly favorable. The most often heard comment from students is that the calendar permits them to concentrate intensively on two courses without having to juggle two or three others at the same time. There are two regular summer terms of four weeks each in June and July in which students may take one course respectively. Students may enroll for independent studies in August for one course credit.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One TWO COURSES</td>
<td>Session Two TWO COURSES</td>
<td>Winter Term ONE COURSE</td>
<td>Session Three TWO COURSES</td>
<td>Session Four TWO COURSES</td>
<td>June Term ONE COURSE</td>
<td>July Term ONE COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Ottawa calendar is referred to often as the 2-2-1-2-2 calendar in obvious reference to the number and sequence of courses offered.
The Ottawa Plan

DEFINITION AND COMMITMENTS

What is Ottawa University? How is it different from the other 2,500 colleges and universities in the United States? These are questions heard almost daily from students interested in attending Ottawa. And they are frequently heard from administrators and faculty from other institutions of higher education who have heard of the Ottawa Plan and want to evaluate it for themselves.

It is very difficult to define an institution like Ottawa in a few words. The University is primarily people and these people — students, faculty, and administrative staff — provide a constantly changing reality that is difficult to capture in brief terms. Yet there are certain basic commitments one can identify in describing the University.

THE COMMITMENT OF THE FACULTY TO STUDENTS

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

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

Each student has the opportunity to plan his or her own educational program and, together with an Advising Committee, agree upon the actual requirements for graduation according to background, interests, abilities, and goals. The Ottawa experience is not limited to the "intellectual elite," but is intended instead to develop the potential of each qualified student to the utmost. To this end, each student has a variety of opportunities and the total impact of the Ottawa program is gauged by the quantity and quality of growth in each student during college.
THE COMMITMENT OF THE UNIVERSITY TO CHRISTIAN VALUES

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

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

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

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

A COMMITMENT TO HUMAN RELATIONSHIPS IN COMMUNITY

There is a diversity among Ottawa University students which is both interesting and educationally desirable. Students come to Ottawa University from over thirty-five different states and from eleven foreign countries. The majority of the students come to Ottawa from the Midwest, but about 25 percent come from the Eastern Seaboard. The South and West are also well represented. There is diversity in that students come in significant numbers from rural areas, ghettos, suburban areas of major metropolitan centers, small towns and moderate to large size cities. The cosmopolitan nature of the Ottawa campus enriches the total learning experience as students learn from each other.

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

The majority of the students at Ottawa University reside on campus. This provides opportunities for an enriched learning experience through formal and informal programs in the residence halls and the University Union which are designed to complement the curriculum in contributing to the total development of students.
There is convincing evidence that a major portion of students social and value development occurs outside the classroom. Thus, Ottawa University believes that students, faculty, and administration must work cooperatively to see that student life programs fulfill the needs and enrich the lives of students while contributing directly to the achievement of aims and objectives. There is an emphasis upon cooperation with faculty and administrators in order that all segments of the University community work together to create a climate of learning and a total program which will contribute to institutional goals.

THE COMMITMENT OF THE UNIVERSITY TO CREATIVE CHANGE

Ottawa University is an innovative college. It is pioneering a new program designed to provide an exciting, relevant, and flexible educational experience which avoids many of the problems that frequently confront students in American higher education. Many aspects of this program are unique to Ottawa. Ottawa University is developing its program in the belief that a small number of private colleges will become acknowledged “pace-setters” in American higher education during the next decade. They will be the universities with the will to improve higher education, with the vision and the courage to be innovative. They will provide vigorous and insightful leadership, openness to student and faculty initiative, and proper attention to the research and development function which is vital to educational improvement.

Ottawa University is such an institution and it is investing heavily in the processes which yield insight into strengths and weaknesses and ways of immediately improving the educational experience of students. At the same time, it should be noted that program development at Ottawa University is always in the context of aims and objectives as a Christian college of liberal arts; we seek dynamic new ways of achieving our historic purposes in the 1970’s.

A COMMITMENT TO THE UNITY AND INTEGRATION OF KNOWLEDGE

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

Education for Individual Development is the central focus of a bold new educational program in which the student assumes greater responsibility for his own learning and the faculty member’s role is that of guiding, questioning, clarifying issues, identifying resource materials, exploring alternatives, and weighing the implications of knowledge rather than the mere transmission of knowledge.

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

THE OTTAWA PLAN: A Comprehensive Program

The Ottawa Plan of Education is a carefully designed, comprehensive program for the individual development of the student. The Ottawa Plan is not a random collection of programs and services that have accumulated over the years. The planning of this unique educational program began with the adoption of a statement of purpose that
serves as the ultimate criterion by which the program is evaluated.

The comprehensive purpose of Ottawa University is to provide the highest possible quality education for the individual development of each student in the context of Ottawa’s liberal arts emphasis, its Christian heritage, and the community of concern and scholarship made possible by its size. The educational process is concerned with the intellectual, spiritual, cultural, social, and physical development of each student and seeks to prepare him adequately for the responsibilities of life itself as well as for leadership and service in the modern world.

The purposes of a college are nothing more than rhetoric unless they are translated into practical programs that make the institution move toward the achievement of its purposes. The following sections will describe the translation of Ottawa’s purposes into programs.

A PROGRAM OF EDUCATION FOR INDIVIDUAL DEVELOPMENT

At the center of the Ottawa Plan is the student. Each student participates in the design of his own educational program, which includes consideration of his own interests, abilities, and goals, and a projection of the educational experiences needed to attain these goals. The educational planning process culminates in the development of an educational contract between the student and the University specifying the student’s graduation requirements.

The process of developing the educational contract for each student is approached with an awareness that each student differs in the pace and the ability with which he is able to set personal goals and plan educational experiences. There is also a recognition that additional experiences during the college years will cause goals and plans to change. The faculty of the University is flexible and responsive to each student’s individual needs in the development and implementation of the educational contract.

It is the desire of Ottawa to provide each student with the individualized experiences he needs to develop toward maturity. To achieve this objective, the University seeks to balance freedom and guidance — giving each student both the freedom and the structure he needs to function effectively.

There are several important elements in the Program of Education for Individual Development at Ottawa.

THE ADVISING PROCESS

The uniqueness of the Ottawa Plan hinges on the relationship of the student with his advisor. At Ottawa, the function of advising is seen as a basic teaching function of the faculty and not as an administrative routine.

Faculty members at Ottawa have invested many hours of inservice training to become effective advisor-teachers. In these training activities, faculty members have studied educational planning, career trends and requirements, interviewing techniques, and have improved their own skills in diagnosis, goal setting, and evaluation. Faculty advising guide books filled with information needed by students and advisors are constantly up-dated to provide students with accurate and comprehensive guidance.

Each student has a primary advisor who serves as a continuing source of counsel. The advisor may be changed at the election of the student or the faculty member, but in most cases one advisor guides a student through to graduation. Freshmen have an opportunity to meet personally each day for the first seven weeks with their advisor. In
addition, there are ten days set aside each year for advising and evaluation. The relationship between the student and the advisor becomes one in which learning takes place as the student clarifies his goals, develops the skills of educational planning, and seeks to evaluate his progress toward his goals.

In an increasing number of instances, the student complements the assistance of his primary advisor with the enlistment of a primary advising committee. The purpose of the committee is to broaden the base of informative and evaluative inputs available to the student as he plans and implements his plan. The committee may include a fellow student, another faculty member, or a layman outside the University who possesses special experience in areas of interest to the student. The committee will participate in the continuous evaluation of the student’s progress toward the fulfillment of his educational contract with the University. Students also have the advantage of student peer advisors, particularly in the Freshman year.

GENERAL EDUCATION PROGRAM

The liberal arts tradition at Ottawa University has expressed itself historically through a strong program of general education. General education provides learning experiences which serve as the foundation for more specialized studies. Since all students participate in general education, a dimension of intellectual unity is added to the campus community.

There are seven basic core seminars in the general education program. The content of these seminars examines the persistent questions facing mankind from the perspectives of the past, the present, and the future. Among the questions considered are man’s understanding of himself, man’s relation to the world, and man’s collective problems in society. The seminars offer many learning experiences and settings. In each core seminar there are a variety of learning modes, such as small group discussions, media presentations, field trips, large group presentations, and individually designed instructional modules.

Two of the core seminars are normally undertaken in the Freshman year, followed by three additional seminars in the second year. The final two core seminars are scheduled in the Senior year of study. The senior core seminars are regarded as culminating learning experiences that require the advanced student to utilize the skills of inquiry, problem-solving, and expression developed during his previous college years.

The entire faculty of Ottawa University participates as tutors for the core seminars. The role of the core tutor is that of an experienced and qualified student of mankind who participates as guide, evaluator, and fellow learner. The goals for the core seminars also include such important skills as the ability to communicate effectively, to construct logical arguments, to establish the validity of various truth claims, to gather information, to form hypotheses, and to evaluate critically his ideas and the ideas of others.

Physical activities are considered an integral part of the general education program. Seven required activity courses are to be completed during the course of the undergraduate program.

Cultural and educational activities offered through the University Program Series provide opportunities each session for students to enrich formal learning experiences with lectures, concerts, drama, films, religious presentations, and discussions with outstanding individuals. Students are required to attend seven events of their own choosing from among the twelve or more University Program events offered in each seven-week session.
Cross-cultural living and study opportunities may be planned as an important element in the overall educational plan. Each student is encouraged to take part in a cross-cultural learning experience designed to complement his total educational program. The experience may be completed in this country or in a foreign country. It may be taken for college credit, with specific study requirements, or without credit. The basic purpose of the cross-cultural experience is to introduce the student to a culture other than his own with the objective of broadening his understanding of himself, of the world in which he lives, and of people of other cultures. Students may participate in this program individually through programs such as the Experiment in International Living, as a member of a student group from Ottawa, or in a group sponsored by another accredited college or university.

DEPTH STUDY OPPORTUNITIES FOR CAREER PREPARATION

Opportunities for students to develop the skills needed in their future careers are important facets of the Ottawa Plan. The emphasis on career planning begins in the general education core seminars in which the student evaluates his interests and abilities as a prelude to setting career goals. His career goals become a basic part of the educational contract he develops with his advisor to specify his individual graduation requirements. Using the general education program as a foundation, the student develops with his advisor and his advisory committee a plan for specialization or concentration called a "depth study." This depth study becomes an integral part of the total educational contract with the University for graduation and is usually oriented strongly toward the student's career interests.

The distinct advantage of the depth study approach over the traditional "major" offered by many institutions is its extensive flexibility. No two students' goals are alike in every detail and therefore the educational experiences needed to help them achieve their unique goals should not be identical. The concept of the depth study permits the student to draw upon a wide range of academic departments and educational experiences in designing the individualized depth study plan he needs to achieve his own goals.

The specification of precisely which learning experiences and academic courses comprise the depth study grows out of the planning of the student's educational contract. The crucial criterion for evaluating the adequacy of a depth study proposed by a student is whether it is deemed to have significant potential for helping him achieve his goals as outlined in the educational contract.

Current information concerning career opportunities and job trends is provided to the student through his primary advisor, through the primary advisory committee, and through the University's Office of Career Planning and Placement. Special career planning information is available also in a special section of the University library. Special attention is being given to curriculum development for career preparation in public service and public administration, business and management, social work, and environmental studies. These depth studies are described later in this catalog in the curriculum section.

The flexibility of the depth study approach allows students to include practical, non-classroom experiences in their programs. For example, internships in banks, corporations, governmental agencies, schools, and hospitals have provided students with valuable career-oriented knowledge and skills. Special independent study activities conducted off-campus provide another important alternative to the more formal course work. The Ottawa calendar is especially suited to the inclusion of brief, concentrated learning experiences in a variety of actual field settings.
ELECTIVES PROVIDE OPPORTUNITIES FOR EXPLORATION

College years are not only a time for setting career goals and working toward those goals, but they are also a time for exploring a variety of areas of learning in which the student may have an interest. These explorations are encouraged at Ottawa through its approach to elective courses. Electives serve the purposes of broadening the general education of the student and also of enriching his depth study. Pre-requisites are not a barrier to participation in a large number of the courses in the Ottawa curriculum as they are in many colleges. Elective experiences may take the form of unusual credit courses such as the program in volunteer services established in 1972 to develop the skills and knowledge needed by students to become effective citizens in their communities. A wide range of elective course options are available to the student in the regular academic sessions and especially in the Winter Term in which many of the courses offered are of a non-traditional nature.

EVALUATION AS A PART OF THE LEARNING PROCESS

One principle of learning implies that students learn best when they have immediate and precise feedback as to how they are performing. The goal at Ottawa University is to make evaluation a valuable part of the learning process itself, not an anxiety-producing hurdle which must be surmounted. Evaluation should take place in ways that help the student understand the strengths and weaknesses of his performance in a given area and to determine what he needs to do to improve. The most effective feedback tells the student what the grade symbol he earned means relative to the skill and knowledge objectives of a particular course or learning experience. Evaluation takes place in many ways, not merely through tests and term papers. Each student at Ottawa receives a written evaluation of his performance from his instructor in each of his classes. Students, too, are encouraged to develop their own skills in self-evaluation as a prelude to becoming self-renewing adults who continue to learn and grow long after graduation. A basic part of the University’s program of educational research and development is the evaluative feedback provided by students through written evaluations, ombudsmen, and feedback groups. Using information gained from students, the faculty continually modifies and improves the curriculum and instructional techniques.

INDIVIDUAL GROWTH THROUGH PERSONAL RESPONSIBILITY

The Ottawa Plan seeks to help each student develop into a responsible adult. The college years provide an indispensable learning laboratory in which to begin to develop those personal characteristics of responsibility. Ottawa places a significant trust in its students’ abilities to live and work in the campus community as responsible young adults.

Students serve as representatives to the meetings of the University Board of Trustees. Students, under the general supervision of the Dean of Students, also serve as directors of the University residence halls. Students may serve as apprentice instructors in the teaching participation program. Students may initiate and teach courses for credit during the Winter Term. Student leaders are briefed regularly by the administrative officers of the University on policies and actions pertaining to the University welfare. Students are given a formal voice in the development of policies and regulations that affect campus life.

These and other examples of student opportunities to exercise responsibility typify Ottawa’s concern for the free development of the individual within the boundaries of the welfare of the total community.
THE OTTAWA PLAN: 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 one full 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 should be filed by the student with the advisor late in his Freshman year.

The program should be 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 contract revisions to the Committee on Academic Review.

1. Core Seminar Requirement

Each student must satisfactorily complete seven Core Seminars: two are usually taken in the Freshman year, three in the Sophomore year, and two in the Senior year.

2. Cross-Cultural Opportunities

Students may participate in a program of off-campus Cross-Cultural study, in this country or abroad, as part of their overall educational plan. Such opportunities usually occur in the Junior year.

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 is required to attend seven events selected by the student from the available on-campus programs of drama, concerts, 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 must satisfactorily complete seven physical activity courses, accumulating a minimum of two courses by the end of the Freshman year, four courses by the end of the Sophomore year, six courses by the end of the Junior year, and seven courses prior to graduation. Failure to complete the minimum level at the end of any given year requires enrollment in physical education in each subsequent session until the deficiency has been removed.
Transfer students without physical education who enter Ottawa University after the Sophomore year are required to complete no more units of physical education than they would have been required to take if they had completed the minimum number of courses scheduled.

Credit toward the requirement will be given no more than two times in the same activity. Members of the major University athletic teams may substitute team participation for a required physical activity course by registering in PAC 070 Varsity Sport, with a maximum of three participations applying to the seven physical activities requirement. Persons who have participated in a varsity sport should not enroll in a physical activity class in the same sport.

Registration for Varsity Sport participation must be as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PAC 070 Football</td>
</tr>
<tr>
<td></td>
<td>PAC 070 Cross Country</td>
</tr>
<tr>
<td></td>
<td>PAC 070 Soccer</td>
</tr>
<tr>
<td></td>
<td>PAC 070 Volleyball</td>
</tr>
<tr>
<td>II</td>
<td>PAC 070 Basketball</td>
</tr>
<tr>
<td>IV</td>
<td>PAC 070 Track</td>
</tr>
</tbody>
</table>

7. Academic Performance Requirements

Each student customarily will be required to complete no fewer 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 register 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 5:00 p.m. on the last Advising and Registration 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 consults with his Advisor and Instructor. If the student decides, after counsel, 
to change courses, he should go to the Registrar’s Office to process the change. No 
regularly scheduled course may be entered later than the fifth class day of a 
seven-week session, or the third class day of a four-week term. Courses dropped no 
later than the fifteenth class day of a seven-week session or the ninth class day of a 
four-week term do not appear on the student’s permanent record. After that time 
withdrawal will result in a grade of “W” or “F” depending on the student’s performance 
at the time of withdrawal. A student may withdraw from a course until the last day, but 
not after the end of a session.

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, ET, 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, DISMISSAL, AND REINSTATEMENT

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

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.

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.

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 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.

Through its affiliation with the Kansas City Regional Council for Higher Education, Ottawa University is able to offer its students access to the courses and programs of fifteen other colleges and universities in the Kansas City area. Ottawa University students may take one course per semester at any one of these colleges, without payment of additional fees. In addition, they may spend an entire semester in residence at one of nine of the area colleges, also without extra charge, except normal board and room, and special fees. Winter Term exchange is also available.

It should be obvious that this program provides a rich resource to those students who are interested in developing a creative academic program. Lists of courses are regularly available in the offices of the Registrar and the Dean of the College, and faculty advisors may have special information about curricular offerings at nearby institutions in their own areas of specialization. Interested students should talk with the Dean of the College. Additional information is available through the office of the Regional Council, 912 East 63rd Street, Kansas City, Missouri 64110, telephone (816) 361-4143.

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 those not offered during the seven-week sessions. The Winter Term is a period in which the students and the faculty are free to turn their attention to topics and issues of special interest.

Following is a description of 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-initiated 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.
A basic objective of the Plan of Education at Ottawa University is to provide students with the incentive and the skills to continue to learn as maturing adults beyond graduation. In a constantly changing society characterized by the exponential growth of knowledge, it is imperative that university graduates continue to learn in order to avoid obsolescence. To help its graduates fulfill these post-graduation learning requirements, Ottawa University has established a unique Contract Assurance Program.

The Contract Assurance Program provides Ottawa residential campus alumni with the closest thing to a warranty or guarantee to be found in contemporary higher education. In announcing the new program, Ottawa President Peter H. Armacost remarked that higher education has been the only area of our society requiring a substantial financial investment without offering the protection of a warranty or guarantee. Obviously, the University cannot guarantee that any student will learn. Ottawa has chosen to do the next best thing — guarantee Ottawa graduates that they can update and improve their skills and knowledge beyond graduation at little or no additional cost.

All graduates of the Ottawa University residential campus in 1973 and thereafter will receive a “contract assurance bond” at the time of graduation which entitles them to enroll for up to ten regular credit courses at reduced rates, or in many cases at no charge, during the ten-year period following the first anniversary of their graduation. A regular credit course is defined as a course offered in the Registrar’s listing of on campus courses for each session, and which, apart from graduates wishing to utilize the “contract assurance bond” option, has sufficient minimum enrollment. Independent studies are not included under the contract assurance bond program. Graduates of Ottawa prior to 1973 also are eligible to participate in the program beginning in the summer of 1974.

The contract assurance bond is non-transferable and offers benefits according to the following schedule:

- Tuition free if Bachelor of Arts degree earned at Ottawa University with at least 30 course units of credit (or less if under accelerated graduation program) completed at Ottawa;
- Tuition reduction of 75 percent if Bachelor of Arts degree earned at Ottawa University with 19-29 course units of credit completed at Ottawa;
- Tuition reduction of 50 percent if Bachelor of Arts degree earned at Ottawa University prior to 1973 or if Bachelor of Arts degree earned at Ottawa University with 8-18 course units of credit being completed at Ottawa.

On the basis of the schedule above, Ottawa graduates may enroll in ten regular credit courses of the University to improve previous skills or to gain new skills and knowledge. For the present, only two of the ten courses may be taken in summer sessions due to lower enrollments in the summer.

Ottawa graduates can be secure in the knowledge that a continuing partnership has been formed between them and their alma mater to guarantee that the information and skills needed to help them keep pace in a rapidly changing world are available.
OTTAWA UNIVERSITY COURSES

Courses at Ottawa University are offered under the sponsorship of Academic Centers, General Education, and Academic Departments. The sections which follow describe the courses available in the Ottawa University curriculum, the nature of the Depth Study, and some special study opportunities.

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.

ACADEMIC CENTERS

Ottawa University has initiated a new form of academic organization supportive of its goals of interdisciplinary study, educational planning to meet personal and vocational goals, contract development, and careful evaluation of educational accomplishment and personal growth. Each faculty member at Ottawa, in addition to being a member of a department representing a discipline, belongs to one of four Academic Centers. These Centers sponsor regular courses, independent studies, and seminars, assist in depth study development, provide support and direction to advising within the area of concern of the Center and with regard to career options, sponsor special programs, and provide a focus for ongoing interchange among faculty and students whose educational and career goals fall within the Center interest.

1. The Center for Communication, Expression, and Value Clarification

The issues of concern to this Center focus on the types of communicative
processes and their functions in learning, information dissemination, perspective formation, and the expression of values. Communication is not limited to technical or linguistic matters, but refers to the ways, both theoretically and practically, cognitive and affective interactions enhance the quality of human life. Value clarification pertains to the definition of goals, ordering priorities, and focusing choice in a self-conscious fashion. Value is an ingredient in communication and expression, and in turn, values are formed and clarified in the communications process.

2. Center for the Study of Organizational and Cultural Issues

This Center sponsors programs and contract development focusing on issues of value in the operation of organizational systems, and concern with the human ends and organizational means appropriate for various models of organizational structure. The Center supports the attainment of both the knowledge and skills necessary for careers in organizations (public administration, business and management, human or social services) and humane outcomes within institutional life.

3. The Center on Issues of Individuality and Personal Value

This Center sponsors programs and contracts focused on issues of individual self-understanding, personal value affirmation and life-style, the interpersonal dynamics of personality development and decision making, and personal responsibility. The Center is concerned to identify and provide resources supportive of a wide range of careers for personal and individual service (education counseling, consumer services, and ministry being examples).

4. The Center for the Study of Human Interaction with the Environment

The Center focuses on issues concerning the investigation, use, and valuing of natural and humanly-constructed environments. Aesthetic, social, psychological, reflective, and natural scientific competencies all come to bear upon issues of maintaining a humane environment. Programs and contracts supportive of careers related to the natural-human environment are within the domain of this Center.

GENERAL EDUCATION

Freshman Core

The “first level” Core seminars weave together three purposes. First, the seminars orient Freshmen to the Ottawa Plan with special attention to proficiency diagnosis, goal setting, educational planning, and evaluation, the “survival skills” fundamental to education for the future. Second, the Core seminars illustrate an interdisciplinary approach by focusing on the dimensions of freedom from a number of perspectives, including the implications of organizations, individuality, environment, and faith for the realization of freedom. Third, the Core seminars provide a setting for learning skills development. Freshmen entering in the fall of 1976 will take two Freshmen Core seminars (Session One and Winter Term).

GED 120. DIMENSIONS OF FREEDOM. This Core seminar illustrates an interdisciplinary approach by focusing on the nature and meaning of human freedom in the context of organizations, the natural environment, individuality, and faith. Readings include selections from Etzioni, Thoreau, Dostoevsky, and Tillich, among others. The student will reflect upon the readings in group discussion and in written assignments, and will seek integration of various perspectives presented.

GED 125. VOCATION AND THE LIBERAL ARTS. Exploration of the relation of work, leisure, and liberal education raising such questions as: What is the nature and meaning of work? What is leisure, and how is it related to work? What is the nature of liberal education and what place do vocational concerns have in the context of liberal education? Readings from such authors as Terkel, Marx, Calvin, Newman and Montainge. The student will be required to reflect on the issues presented in the readings, reflect on them in a series of written assignments, and articulate his or her opinion on the issues of the course in relation to his or her own education and vocational plans.
Second Level Core

Four "second level" Core seminars are offered under the sponsorship of the four Academic Centers. Students entering as Freshmen in the fall of 1976 and thereafter will take three "second level" Core seminars — ACE 210, ACI 210, and ACO 210 — customarily in the Sophomore year. ACC 210 remains a requirement for students who entered prior to that time.

**ACC 210. MAN AND COMMUNICATION — THE CLASH OF VALUES.** An investigation of tension and conflict between values in communication among persons and societies, arising from differences in perspective and concerns. The formation of values is investigated in expressive and interpretive works in the humanities, social sciences, and the arts. Alternative approaches to problems are considered, along with efforts to define and clarify values in common experience and understanding. The application of basic communications skills is made to problems of presentation and coping with conflicts among values.

**ACO 210. MAN AND ORGANIZATIONS.** Development of the general issue of the interaction of persons and organizations. Integration of a variety of viewpoints about organizations. Examination of the ethical dimension in organizational decision making. A major research paper will be written. Course focuses upon a major figure (e.g. Machiavelli) in historical context.

**ACI 210. SELF AND IDENTITY.** This study is organized around the fundamental issue, "How does one recognize, develop, and assert one's self?" Course content includes identification of problems one encounters as an individual, study of theoretical responses to the fundamental issues of self-identity, and acquaintance with various ways of learning about and developing one's self. Focus is upon meaning, value, and self-understanding.

**ACE 210. MAN AND ENVIRONMENT.** Students will differentiate methods of inquiry and know what is unique about these various methods in studies of the environment. The seminar will consider issues such as scientific and humanistic dimensions of man, the relationship of science to the socio-cultural environment, and the impact of science and technology on society.

Senior Core

Each Senior will focus the learning resources of his undergraduate career, both in the Depth Study and General Education, upon a specific problem of the social or natural environment which requires a solution in our time. Seniors will work together in problem identification and problem coping. Working seminars will be formed around related problem areas. Each problem is to be dealt with in depth by the working group, with ample opportunity to apply imagination and invention to its solution. Final results will be the subject of a jury examination board. Courses may be taken in Sessions I and II, or III and IV, or in June and July. Students must have completed 22 course units and have submitted their educational contract for approval in order to qualify for Senior Core.

GED 700. SENIOR CORE.

GED 800. SENIOR CORE.

Cross-Cultural Education

Students are encouraged to plan and participate in a program of Cross-Cultural study intended to introduce them to a cultural situation, in this country or abroad, which is different from the ones to which they are accustomed. Ottawa students have studied in countries from Europe to Africa, and from Asia to South America. Some have worked on American Indian reservations, others in the inner city. Although some flexibility in scheduling is possible, Cross-Cultural study will usually occur in the Junior year. Students in some academic programs may not be able to elect overseas Cross-Cultural studies without extending their undergraduate careers somewhat beyond the normal four years. Early consultation with the Primary Advisory Committee or the Director of Cross-Cultural Education 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.

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. Recent campus appearances have been made by the City Center Acting Company, presenting “Three Sisters” and “She Stoops to Conquer,” author Elizabeth Janeway, the Newport Jazz Festival, featuring Clark Terry, Max Roach, and Bill Evans, “Time” editor Marshall Loeb, the American Chamber Ballet, and composer Aaron Copland. 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.

Beginning in February of 1977 nine programs will be available in each seven-week session and each full-time student is required to attend any five of the programs. He may choose the five (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 five 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 nine 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.

Physical Activity Courses

001 Archery
002 Badminton
003 Body Mechanics
004 Bowling
007 Dance, Folk and Square
008 Dance, Modern
009 Dance, Social
012 Golf
013 Jogging
014 Karate
015 Individual Participation
018 Physical Fitness
019 Recreational Activities
022 Skin and Scuba Diving
023 Swimming, Beginning
024 Swimming, Intermediate
025 Swimming, Life Saving
026 Track and Field
028 Yoga
037 Dance, Folk and Square (Adv.)
041 Gymnastics
042 Volleyball (Recreational)
060 Basketball
063 Softball
064 Tennis
065 Touch Football
066 Tumbling
067 Volleyball
068 Weight Training
083 Soccer

Depth Study

Depth study at Ottawa University is more than a traditional college major. It 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 negotiated 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 on a set of principles established by the faculty as guidelines for depth study programs.
A depth study is defined as "a coherent investigation or focus of interest including courses and other relevant educational experiences through which the student demonstrates competencies consistent with his or her established goal statements." A depth study is to achieve focus or integration by centering on a key problem, concept, issue or investigation.

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 certification, 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. Students are encouraged to develop independent studies in relation to the depth study, and also plan for relevant non-traditional learning opportunities such as internships and field experiences.

Several approaches are possible to the organization of depth study. The following are illustrative:

**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 Public Service</td>
<td>General Biology</td>
</tr>
<tr>
<td>Management Fundamentals</td>
<td>Principles of Chemistry</td>
</tr>
<tr>
<td>Complex Organizations</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Personnel Administration</td>
<td>Principles of Organic Chemistry</td>
</tr>
<tr>
<td>Behavior in Organizations</td>
<td>Reactions and Mechanisms in Organic Chemistry</td>
</tr>
<tr>
<td>Intermediate Accounting</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>Economics of the Public Sector</td>
<td>General Zoology</td>
</tr>
<tr>
<td>Internship in a Government Agency</td>
<td>Microbiology</td>
</tr>
<tr>
<td></td>
<td>Chemical Analysis</td>
</tr>
<tr>
<td></td>
<td>Cell Physiology</td>
</tr>
</tbody>
</table>

**A problem or area approach:**

Black Studies
- The American Experience
- American 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
- American Government
- 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
Educational Psychology
Elementary Education Laboratory
Cooperative Teaching
The Elementary School
Environmental Studies
Elementary Mathematics
Elementary School Art
Elementary Health and Physical Education
Language Arts
Senior Survey of Education

Secondary School Music
Educational Explorations
Cultural Foundations of Education
Educational Psychology
Secondary Education Laboratory
Cooperative Teaching
Applied Voice
Symphonic Choir
Music Theory
Introduction to Creative Listening
Music History and Literature
Choral Literature and Conducting
Music Education in the Secondary School

Other examples of depth study possibilities:

American Studies
Art
  Art Education
Biology
  Biology Education
  Botany
  Zoology
Biochemistry
Black Studies
Business Administration
Chemistry
  Chemistry Education
Christian Education
Communications
Drama
Economics
  Economics Education
Econometrics
Elementary Education
English
  English Education
  Literature
French
German
History
  History Education
Human Development
Library Science
Mathematics
  Mathematics Education

Music
  Elementary School Music
  Secondary School Music
  Church Music
Applied Music (performance)
Organizational Administration
Philosophy
Physical Education
Physics
  Physics Education
Political Economy
Political Science
Pre-Medical Technology
Pre-Medicine
Pre-Ministerial
Pre-Nursing
Pre-Pharmacy
Psychology
  Counseling
  Recreational Leadership
Religion
Sociology
  Social Science Education
  Social Psychology
  Social Work
Social Service Administration
Spanish
Speech
Sports Coaching
Theology
Urban Affairs

Depth study programs at Ottawa University are by no means 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.

SPECIAL STUDY OPPORTUNITIES

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 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 registers 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 differing from regular courses which permit the student to pursue his depth study objectives. Specific topics, methods of procedure and approval of the independent study application form to be filed with the Registrar at enrollment.

Independent Research Participation

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 fourteen 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.

Cooperative Education

Cooperative Education is a plan of educational enrichment that integrates classroom study with planned and supervised practical experience in vocational settings. This uniquely American educational innovation provides a constructive work experience closely related to the student’s depth study. It allows (1) an opportunity to perform an adult job and be paid an adult wage, (2) a smoother transition from campus to the world of work, (3) an evaluation of performance on the “first job” to help analyze vocational goals and work potential, and (4) a chance to try out a career field to see whether it meets the student’s needs before he commits himself to that goal.

Cooperative Education is an optional program open to all students with a 2.00 grade point average after the Freshman year. When selected the student will be asked to complete two work periods of six months each for which he will receive academic credit. Students selecting the Cooperative Education plan can graduate in four years if they follow the outline specified in the Cooperative Education Handbook.
English Language Institute

In 1973 Ottawa University established the English Language Institute, a program in which international students may improve their skills in speaking, understanding, and reading English as a second language. The program includes four hours of class instruction each day, plus an additional hour of individual tutoring each class day. In addition, arranged special activities and personal encounters help the student to grasp something of the cultural setting so important to truly understanding a second language. The program is for fourteen weeks (or two regular seven-week sessions). Costs are commensurate with the charges for tuition, room, board, and fees for students enrolled full-time in regular University courses. For more information or an application, contact the Office of Admissions.

Ottawa University’s College Without Campus

The distinctive character of Ottawa University is to be found in its educational program incorporating educational planning, the development of learning contracts, the use of trained advisors, the integrative, interdisciplinary approach to learning, and its emphasis on skill development for continuous self-education. Because this educational design is not dependent upon location or time schedules, Ottawa University has opened an administrative center in the greater Kansas City region to provide the advantages of its educational program to adult learners who by reason of home or work responsibilities are unable to attend the residential campus. Young adults of 18-22 will still find the residential campus to be the preferred location for their education because of its resources designed for students of that age range, and the extra-curricular and co-curricular opportunities typical of residential campuses. Housewives, retired persons, employed persons, and other adults wanting to continue their education, to complete their degrees, to keep intellectually alert, to upgrade skills for advancement or shifting careers, or to meet special educational needs will find the College Without Campus available to assist them.

In addition to providing individualized educational programs, the College Without Campus can work with any business, agency, or group to provide high quality instruction for credit at any location in the country. Further information about the College Without Campus program may be obtained in separate publications available from Ottawa’s Dean of Non-Traditional Studies. Offices are located at 605 West 47th Street, Kansas City, Missouri 64112. The telephone is (816) 753-1431.

Servicemen’s Opportunity College

Servicemen’s Opportunity College is a network of institutions of higher education cooperating to assist persons in military service to continue or complete their education in spite of the demands and mobility of their service. Ottawa’s educational program is well adapted to serve in such a flexible situation because of its individualized design. Ottawa University is a member of the Servicemen’s Opportunity College network through its College Without Campus. Persons contemplating military service or already in service may explore their educational opportunities through Ottawa University’s College Without Campus by contacting the Dean of Non-Traditional Studies.

Kansas City Regional Council for Higher Education

Ottawa University is a member of the Kansas City Regional Council for Higher Education and makes KCRCHE’s programs and services available to persons on this campus. Current programs include staff development, educational enrichment (through such opportunities as Student Exchange, workshops, and the Urban Center), information services, and interinstitutional communication. The Kansas City Regional
Council for Higher Education was founded in 1962 and has a current membership of 17 campuses in Kansas, Missouri, and Iowa. The Council offices are at 912 East 63rd Street, Kansas City, Missouri 64110. The telephone is (816) 361-4143. For information regarding KCRCHE see your Primary Advisor or the Dean of the College.
Courses of Study

NEW DEPTH STUDY OPPORTUNITIES RELATED TO CAREERS

Early in 1976 Ottawa University began implementation of carefully made plans for curriculum and program development in four career areas: Business Management, Public Service, Social Work, and Environmental Studies. These areas were selected because they allow the University to build upon existing strength, to meet career preparation needs in areas likely to have significant opportunities in the future, to prepare individuals for areas of service consistent with the University mission, and to highlight areas particularly appropriate for graduates of an innovative liberal arts college.

There are a number of common characteristics which highlight these four new areas and the curriculum approach taken. Each program is interdisciplinary in character, drawing on the diverse resources of a number of departments and the Academic Centers. Thus each program will benefit from the liberal arts context of Ottawa University. Each program makes significant use of internships or field placement to aid students in the acquisition of appropriate knowledge and skills. Each program has an Advisory Council of persons outstanding in their own field and well placed to make a significant contribution in advising our students and faculty about their area of expertise. Each of the programs is flexible, allowing room for the uniqueness of individual student goals.

These new programs are made possible through a $1.3 million grant to the University by the Advanced Institutional Development Program under the United States Office of Education. The four new programs are described below under their sponsoring Academic Centers. The numbers listed next to specific course offerings refer to the Academic Center (e.g. ACO or ACE) and to the departmental listings in which descriptions of those courses may be found.

CENTER FOR THE STUDY OF ORGANIZATIONAL AND CULTURAL ISSUES

Business Management

This program focuses preparation toward management careers in business management in such areas as personnel, finance, marketing, accounting, and sales. The Advisory Council for Management is listed below. Advisory Council members will visit campus two or three times each year to advise students concerning management career opportunities, to assist faculty in the curriculum, and to assist in developing off-campus internships and placement opportunities for Ottawa students.

Thomas Bartley, General Manager of Marketing Training, Whirlpool Corporation
Leo C. Beebe, Marketing Consultant and former Ford Motor Company executive
Salvatore J. Bella, Professor of Management, University of Notre Dame
William Martin, President, Martin Implement Company
J. F. Ogden, Manager of Business Management, White-Westinghouse Corporation
Robert Pence, President, Pence Food Centers
Wallis E. Wood, Managing Editor, Mart Magazine
A variety of management and business related directions are open to students in this program. Because students design their own depth study at Ottawa University, each depth study will likely be somewhat unique. Two sample depth studies are listed here to illustrate the kinds of depth study opportunities provided by the program.

**Small Business Administration**
- Management Fundamentals (ACO/OAD 321)
- Marketing (ACO/OAD 218)
- Managerial Accounting (OAD 221)
- Human Resources Administration (ACO/OAD 225)
- Marketing Communications (ACO/OAD 319)
- Small Business Administration (ACO/OAD 325)
- Internship in Small Business (OAD 308)

**Personnel Management**
- Management Fundamentals (ACO/OAD 321)
- Tests and Measurement (PSY 234)
- General Psychology (PSY 120)
- Developmental Psychology (PSY 223)
- Behavior in Organizations (OAD 224)
- Complex Organizations (SOC 202)
- Human Resources Administration (ACO/OAD 225)
- Internship in Management (OAD 308)

Internship opportunities will be available in such areas as business, marketing, commercial banking, small business, personnel and sales. Other depth studies in addition to those listed above may be developed by the student and his or her advising committee in such areas as financial management, marketing management, sales, and accounting.

**Public Service**

This program focuses preparation toward careers in governmental and political organizations, social service institutions and voluntary associations. The program seeks to assist students in preparing for the role of public service management and to work effectively with persons, money and information to help people and improve the quality of life in our society. Many jobs are available in government, in schools, hospitals, law enforcement agencies, church service institutions, social service agencies, public transportation companies, environmental regulatory agencies, and political parties. In addition to jobs in governmental and political organizations, careers are possible in private, non-profit organizations which serve the public interest — Red Cross, Boy and Girl Scouts, museums, symphony orchestras, church relief agencies, and many others.

Ottawa University has an Advisory Council consisting of public service managers who will visit the campus two or three times each year. Advisory Council members will advise students regarding career opportunities, assist faculty in curriculum, and also help development of internship and placement opportunities for Ottawa students. Members of the Advisory Council for Public Service are:

Jim Bibb, Budget Director, State of Kansas
H. Edward Flentje, Kansas State Planning Director
Charles E. Gray, Administrator, Clay County Hospital
Marvin Harder, Director, Capitol Complex Center program of The University of Kansas
Robert Mills, City Manager, Ottawa
E. A. Mosher, Executive Director, Kansas League of Municipalities
Thomas E. Walsh, Planning Specialist, Social Security Administration
Morgan Williams, State Director, Farmers Home Administration
Selection of courses for a depth study in Public Service actually depends on each student's specific goals and values. The Public Service program is flexible in that it will allow students to focus their depth study in a number of different public service areas. Students might, for example, develop a depth study in urban affairs, social service administration, environmental affairs, or political affairs. The following are therefore illustrative of some possible depth studies under the Public Service program:

**Public Administration**
- Introduction to Public Service (ACO/PSC 126)
- Management Fundamentals (ACO/OAD 218)
- Complex Organizations (Soc 202)
- Human Resources Administration (ACO/OAD 225)
- Behavior in Organizations (OAD 224)
- Intermediate Accounting (OAD 231)
- Public Finance (ACO/ECO 216)
- Public Policy (ACO/PSC 401)
- Internship in Governmental Agency (PSC 305)

**Urban Management**
- Introduction to Public Service (ACO/PSC 126)
- Management Fundamentals (ACO/OAD 218)
- Public Finance (ACO/ECO 216)
- Urban Life (SOC 207)
- Social Welfare in a Urban Society (SW 118)
- Black Community (SOC 303)
- Criminology (SOC 407)
- Independent Study in Urban Planning (ACO/SOC 140)

A variety of internships are possible in public service organizations, government, law, politics and social service agencies. Such internships are arranged to match the preparation of the student and the needs of cooperating agencies. Ottawa University cooperates with the Washington Center for Learning Alternatives which makes possible internships in Washington, D.C.

**Social Work**

The Social Work program at Ottawa University is able to focus preparation toward careers in social work and social service. Careers in many public and private agencies and institutions and the church promote the welfare of persons and the larger society. Ottawa University therefore seeks to assist individuals in acquiring the necessary knowledge, skills and value clarification for professional or voluntary involvement in social work and social service. This aim is thoroughly consistent with the fundamental purposes and mission of Ottawa University.

In the development of the Social Work program Ottawa University is assisted by an Advisory Council. Advisory Council members visit the campus two or three times each year to advise students about career opportunities, to assist faculty in curriculum, and to assist in developing field placement opportunities for Ottawa students. Members of the Advisory Council for Social Work are:

- David A. Hardcastle, Associate Professor of Social Welfare, The University of Kansas
- Lowell E. Jenkins, Associate Professor and Coordinator of Field Instruction, Colorado State University

Ottawa University students are encouraged to develop educational plans which meet their own unique personal and vocational goals, so therefore each depth study plan will include some courses and experiences different from the plans of others. Students are encouraged to draw broadly from the courses throughout the University in order to gain breadth and depth made possible in a liberal arts context. Nevertheless, Ottawa University seeks to provide a strong foundation for generic social work
preparation and practice. The curriculum emphasizes basic knowledge, values, and skills of the profession, as well as roles necessary for effective service delivery. All graduates are expected to possess knowledge and skills in the understanding of human behavior, social environment and development, and self-awareness. The social work curriculum consists of a core of courses that provide students with knowledge and skills in the areas of social work practice methods, social work research, social welfare policy, and human behavior and the social environment. The sample depth study below is therefore one illustration of a possible depth study in social work. Others are possible — based on the unique goals of the student and developed in consultation with the student’s advisory committee.

Social Work
Social Welfare in an Urban Society (SW 118)
Developmental Psychology (PSY 223)
Social Work as a Profession (ACO/SW 264)
Social Work Methods I, II (SW 274, 294)
Social Research (ACO/SOC 301)
Social Welfare Policy (ACO/SW 305)
Social Welfare Policy Analysis (ACO/SW 306)
Field Practicum (SW 351)

In addition to the study suggested above, student will need to use supporting course work drawn from sociology, psychology, philosophy, public administration, and communications areas.

CENTER FOR THE STUDY OF HUMAN INTERACTION WITH THE ENVIRONMENT

Environmental Studies
This program will focus preparation toward career areas including interpretive ecology/environmental education, environmental science/research ecology, environmental protection/resource management, and urban and regional planning.

The Advisory Council will visit the campus two or three times each year. The Advisory Council members will advise students concerning career opportunities and advanced study programs. It will assist the faculty in curriculum development and in developing off-campus internships and placement opportunities. The Council will have representatives from federal agencies such as the Environmental Protection Agency, state environmental agencies, industry, and regional and local members.

Because students design their own depth study programs at Ottawa University, each depth study will be unique. Three sample depth studies are listed here to illustrate the kinds of depth study opportunities provided through the program.

Interpretive Ecology
Topics in Environmental Studies (ACE 225)
General Botany (BIO 202)
General Zoology (BIO 204)
Ecology (BIO 311)
Taxonomic Botany (BIO 304)
Principles of Chemistry (CHE 223)
College Physics (PHY 247)
Internship in Interpretive Ecology (ACE 305)

Research Ecology
General Botany (BIO 202)
General Zoology (BIO 204)
Microbiology (BIO 201)
Ecology (BIO 311)
University Physics (PHY 241)
Chemical Analysis (CHE 522)
Computer Programming (MAT/OAD 237)
Independent Research Participation (ACE 170)
Resource Management
Topics in Environmental Studies (ACE 225)
General Chemistry (CHE 324)
Power Systems and the Environment (PHY 409)
Public Finance (ECO/ACO 216)
Management Fundamentals (OAD 321)
Public Policy (PSC/ACO 401)
Internship in Resource Management (ACE 306)

Internship opportunities may be initiated by the Advisory Council, Center faculty and/or students in public and private organizations concerned with environmental quality at state, regional and local levels.

Two new courses of instruction have been added in 1976-1977. They are as follows.

ACE 125. ENVIRONMENTAL QUALITY. Analysis of attitudes, methods, and organizations involved with the management of environmental quality. Selected topics include spaceship earth, energy options, the population bomb, watershed management, climate modification, endangered species, and the historical roots of the environmental crisis. An introduction to environmental issues for students who plan a depth study in Environmental Studies and for those who wish to use it as an elective in environmental awareness.

ACE 225. TOPICS IN ENVIRONMENTAL STUDIES. Advanced course in which the student will do in-depth research into selected areas of resource management and quantitative ecology. Prerequisite: an understanding of biological principles, or ACE 125, or BIO 106.
DEPARTMENT OF ART
Shirley S. Swayne, Chairwoman

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.

Introductory Courses

102. ELEMENTARY SCHOOL ART. Introduction to basic media and methods, theories, and philosophy of teaching for elementary education and art students. Laboratory Art teaching experience included.

106. ART IN THE WESTERN WORLD. Historical survey of the visual and plastic arts in the Western world with emphasis on the arts of prehistoric times to the Renaissance. The history of art is approached as a development of civilization. At least one field trip to a museum or exhibit is included.

107. CONTEMPORARY ART HISTORY. A study of styles and movements in twentieth century Western art. Emphasis on definition of basic concepts of the visual and plastic arts, showing origins and influences of styles or modes of expression. Special weight given to American art. At least one field trip.

108. SEMINAR IN ART HISTORY. Historical survey of the periods of art from the Renaissance to 1900. Emphasis on specific periods will vary dependent upon student interest and the principles of variety. At least one field trip.

110. EXPLORATORY IN STUDIO MEDIA. Five to seven short courses in a variety of studio media: design, drawing, painting, weaving, printmaking, and ceramics. For non-depth study students.

120. STUDIO WORKSHOP IN DRAWING AND COMPOSITION. Experiences in drawing the human figure with a wide variety of drawing media, poses and settings.

130. STUDIO WORKSHOP IN BASIC DESIGN. Introduction to the elements and principles of Design through experimentation in various media, two-dimensional and three-dimensional.

133-233. MEDIA: LIFE DRAWING. Emphasis on visual understanding of the human figure. Exploration of various media and modes of expression.


234-334. MEDIA: LIFE PAINTING. Emphasis on visual understanding of the human form through painting the human form in a variety of settings. Prerequisite: ART 133.


335-435-535. MEDIA: PAINTING. Beginning, intermediate and advanced problems in painting. Oil, acrylic, assemblage and other media.

340-440. MEDIA: PRINTMAKING — INTAGLIO. Studio experiences with the etching and engraving processes. Prerequisite: ART 120, 133, or 215.


350-450. MEDIA: PRINTMAKING — WOODCUTS. Studio experiences in woodcut medium. Prerequisite: ART 120, 133, or 215.

360-460. MEDIA: PRINTMAKING — LITHOGRAPHY. Studio experiences in lithographic process. Prerequisite: ART 120, 133, or 215.

365-465-565. MEDIA: SCULPTURE. Studio experiences in three-dimensional form, with a variety of materials and methods, including basic casting.

601. SECONDARY ART EDUCATION. Research, methods, and demonstrations of teaching Art in the secondary school. Projects, presentations and teaching experience related to cooperative teaching.

605. ADVANCED STUDIO MEDIA. A senior project, comprehensive enough to demonstrate accomplishment and creative ability with a variety of media. Exhibit required.
Entering Freshmen and transfer students are encouraged to bring portfolios for departmental preview and diagnosis. Junior Art depth-study students will be required to schedule a show of works produced during their first three years. Senior Art depth-study students are to register for ART 605. All graduating seniors will leave two slides showing their work in the departmental slide collection.

In addition to the courses listed above, students have recently undertaken Independent Studies in such areas as:
- Art History Research Methods
- Fabric Decoration
- Furniture
- Interior Design
- Interpersonal Communication through Art
- Photography and Design
- Sculpture
- Weaving
108. ENVIRONMENTAL CONSERVATION. A study of man's environment from the viewpoint of biological conservation. Emphasis on some problems of soil, water, timber, rangeland, wildlife, and fisheries conservation, and consideration of problems of pollution in urban environments. May be taken as ACE 106.

110. GENERAL BIOLOGY. Principles of plant and animal biology and their application.

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 AND ANATOMY. Function and anatomy 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 SOCIETY. A non-laboratory course covering both classical and modern genetics and discussion of selected readings on contemporary genetic issues.

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 interrelationships between climate, soils, vegetation, geologic history, and plant and animal life. Principally a field course. Prerequisite: General Botany and General Zoology.

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: three courses in Biology plus three courses in Chemistry or permission of instructor. May be taken as CHE 501. Biochemistry.

In addition to the courses above, the following are illustrative of Independent Studies recently undertaken in Biology:
- Comparative Hygiene in Rural America and Rural Bolivia
- Conservation
- Economic Botany
- Greenhouse Techniques
- Immunology in Chickens
- Plant Pathology
- Survey of Veterinary Medicine
- Techniques in Biology
- Wild Life Biology
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, redoxchemistry, 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.

501. **BIOCHEMISTRY.** See Biology 501.


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.

In addition to the courses listed above, the following are illustrative of Independent Studies recently undertaken in Chemistry:

Chemical Equilibrium
Chemical Laboratory Techniques
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. (1977-78)

118. INVESTMENTS. Comparison of the return and risk of United States Treasury bonds and bills, municipal bonds, corporate bonds, common stock, stock options, real estate investment trusts, mutual funds, annuities, life insurance, savings accounts, certificates of deposit, and other money market funds.

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 105. (1977-78)

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 competitive 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.

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. (1977-78)

216. PUBLIC FINANCE. Public resource allocation decisions in government and other not-for-profit institutions: program budgeting, benefit-cost analysis, discounting public investment, efficiency considerations in taxation, the distribution of economic benefits and other topics in economic welfare. Prerequisite is a basic understanding of the determination of income, employment, prices and distribution in a market economy as in ECO 103, 105. May be taken as ACO 216.

403. MACROECONOMICS ANALYSIS. Integration of the product market, factory 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, economics 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 216.

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.

137. INTRODUCTION TO COMPUTERS AND DATA PROCESSING. Fundamentals of computer concepts, logic and systems. An overview on the uses of computers in our society and their impact on the future. Elementary programming in the BASIC language. Laboratory time on computer terminals for program development. May be taken as MAT 137.

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.
225. HUMAN RESOURCES ADMINISTRATION. Processes in the management of the personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal and compensation. Issues of concern to both the private sector and public sector. Prerequisite is Psychological Principles, PSY 120. May be taken as ACO 225.

231. INTERMEDIATE ACCOUNTING. Thorough analysis of structure, funds flow, matching of costs and revenues, financial analysis, and financial communication. Application of accounting theories and concepts for increased organizational control. Prerequisite is Introductory Accounting, OAD 121. (1977-78)

237. COMPUTER PROGRAMMING — EXTENDED BASIC AND FORTRAN. Fundamentals of computer programming utilizing the BASIC language. Progress into FORTRAN IV language. Major emphasis on FORTRAN IV and solutions to various mathematical problems. Laboratory time on computer terminals for program development. May be taken as MAT 237.

319. MARKETING COMMUNICATIONS. The basics of personal selling and advertising as the vital link between our capacity to produce and the demand for goods and services. Strategies of distribution and promotion management including decisions about the design of promotion campaigns, budgeting for promotion, media selection and measurement of effectiveness. Exploration of career possibilities and practice in role playing of true to life experiences. Prerequisites are Marketing, OAD 218, and PSY 120. May be taken as ACO 319.

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: PSY 120 and OAD 121.

325. SMALL BUSINESS ADMINISTRATION. The operation of enterprises and entrepreneurship employing usually fewer than 50 people. Emphasis on the balance between business functions (buying, production, sales and finance) and the management functions (planning, organizing, and controlling). The impact of government regulation, taxation and social responsibility with realistic examples of close held corporations and the family owned business. The model of starting, developing and running a small business of your own will be explored. Prerequisites are Introductory Accounting, OAD 121, and Marketing, OAD 218. May be taken as ACO 325.

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. (1977-78)

331. ADVANCED ACCOUNTING. Advanced theoretical concepts of accountancy. 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. (1977-78)

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)

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.

In addition to the courses and internships listed above, the following are illustrative of Independent Studies recently undertaken in Economics or Organizational Administration:

Behavior in Organizations, Advanced Personnel Administration
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 or 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.
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 one's self, 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 Department 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)
   The Natural Sciences and Mathematics 3 courses (12 semester hours)
   History and the Social and Behavioral Sciences 3 courses (12 semester hours)
   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: Portions of each of these general certification requirements are met through satisfactory completion of the sequence of Ottawa University's general education Core courses. For specific details a student should consult with members of the Education Department faculty.)

II. Professional Certification Requirements. (Required of both Elementary and Secondary candidates.)
   Educational Explorations EDU 106 1 course (4 semester hours)
   Cultural Foundations 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

  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 either the Freshman or 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 prior to the professional block.

III. Professional Activities

During each student’s four-year period of preparation he or 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. 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 School Art — EDU/ART 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, he must include PED 108 Elementary Health and Physical Education as a part of his depth study. ART 102 Elementary School Art must be a part of the depth study of anyone desiring to be certified K-12 in art, and Elementary School Music, MUS 144, must be a part of the depth-study 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 as a part of their depth-study.

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

108. 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. Includes historical, philosophical, and sociological perspectives, as well as approaches of major educational theorists.

B. Educational Psychology, Education Laboratory and two 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. (To be taken with EDU 310.)

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. (To be taken with EDU 220.)

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.

410-420s. COOPERATIVE TEACHING ELEMENTARY. Appropriate field experiences 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 involvements complete the necessary Cooperative Teaching experience. All professional education courses and depth study courses must be completed prior to enrollment in Cooperative Teaching.

410m-420m. COOPERATIVE TEACHING MIDDLE SCHOOL. This course is an extension of the Cooperative Teaching involvement. It will be taken in conjunction with EDU 320e 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 school system personnel and college faculty. Education 510 and 520 are usually taken concurrently. Prerequisite: Cooperative Teaching.

II. Depth Study Certification Requirements for Elementary Teachers

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, 210. 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 of 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 language arts. Student 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 SCHOOL ART. Knowledge of materials and techniques for the teaching of art with emphasis on the elementary school setting.

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.

III. Courses Leading to Certification in Special Education

225. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. With the child's normative development as a reference point, behavior problems in social adjustment, emotional disorders, and intellectual impairment are studied from a psychological perspective. Emphasis in readings and class discussion is placed upon etiology and dynamics of behavior problems and to alternate means of intervention available to those working in services for exceptional children. Prerequisites: PSY 123 and permission of instructor. (This course also offered as PSY 225.)

350. SOCIOLOGY OF THE EXCEPTIONAL CHILD. Exceptionality is viewed in the social context of the family, school, and the greater community. Emphasis is placed on interpreting problems of exceptional children to parents, school faculty, and other social agencies in efforts to develop integrated programs for dealing with behavior problems. Attention is also given to the ethics involved in handling confidential and possibly sensitive information regarding exceptional children. Prerequisite: EDU 225.

360. MENTAL RETARDATION. An in-depth study of mental subnormality focusing on current theories and alternate practices for administering to educational and social needs of individuals of this description. Prerequisite: EDU 225.

400. METHODS AND MATERIALS IN SPECIAL EDUCATION. A field study in which the student works half-days for one session in an approved special education facility. The purpose of this work is to become familiar with the methods of instruction and material resources used in work with exceptional children.

405. PRACTICUM — SPECIAL EDUCATION CLASSROOM ORGANIZATION. A follow-up course on EDU 400. The student spends half days for one session visiting several different special education facilities. The major purpose for the student is to become familiar with alternate means, via classroom organization, of delivering special education services to exceptional children. Prerequisites: EDU 225, PSY 134, and instructor's consent.
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, which may be arranged with the University Librarian.

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, functions, 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 ENGLISH
Lora K. Reiter, Chairwoman

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.

105. BASIC JOURNALISM. Analysis of news stories and features with writing practice. Possible for individuals to concentrate on one type of writing. (1977-78)

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.

110. SCIENCE FICTION. The course will contain three major emphases: 1) class reading and discussion of representative novels and short stories; 2) each student reading at least one long work or several short ones, writing an analysis of some major factor that he finds significant for the interpretation of the works; 3) each student writing an analysis of his own critical approach to science fiction. (1977-78)

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 characteristics of Romanticism and its literary models in British and American literature. Prerequisite: Experience in literary criticism and analysis. (1977-78)

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.

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. (1977-78)

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

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

Note that service courses, Basic Writing (UNV 109) and Reading Improvement (UNV 111), are listed and described in the section on University Courses.

In addition to the courses listed above, the following are illustrative of Independent Studies recently undertaken in English:

Advertising Copywriting
Ethical and Psychological Analysis of Literature
History through Literature
Journalism Work Experience
Literature as Art and Meaning
Religion in the Trilogies of Tolkien and Lewis
Social Science Fiction
Values, Literature, and the Process of Liberation
Writing Child Fantasy
The foreign language department seeks to provide opportunities to students wishing to acquire mastery of a foreign 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 in areas of the student's interest through directed readings or independent studies.

The department believes that to acquire a complete mastery of the language students must immerse themselves in the culture based on the language. Therefore, students wishing to develop a depth study in French language and literature might well plan to spend the third year or its equivalent of study of the language in a country where it is spoken.

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. Students with some previous knowledge of French should consult the instructor as to proper course enrollment.

212. ELEMENTARY FRENCH. Direct continuation of French 111. Continuation of basic grammar, refinement of pronunciation, further vocabulary building, systematic practice in comprehension, and use of normal conversational patterns. Attendance at French theater production if possible. Work in language laboratory required.

313. INTERMEDIATE FRENCH. Review and drill of basic skills covered in French 111, 212. Completion of basic skills not introduced in French 212. Conversation practice; discussion of topics in modern French civilization; reading of modern authors or cultural readings about France depending on student interest and level of proficiency; attendance at French films and French Circle if possible; free and guided composition; translation practice. Work in language laboratory required. Prerequisite: Elementary courses or equivalent.

402, 403, 404, 405. DIRECTED READINGS. Any session. May be repeated, following the sequence of numbers listed for continued enrollment. Study of French literature and civilization individually or in small groups. Discussion and written work in French and in English. Topics determined on the basis of individual preference and/or shared needs, particularly with a view to satisfying contract requests in a systematic way. Depth study in French not required. Prerequisite: French 313 or equivalent.

Students who require other languages for their educational plan are encouraged to see either Mr. M ordy or the Dean of the College for information about opportunities through student exchange or off-campus Network supervision.
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.

121. ANCIENT AND MEDIEVAL CIVILIZATION. An introduction to the ancient and medieval origins of Western Civilization. Skills of historical thinking and writing stressed. Survey with emphasis on selected problems. Offered in alternate years. (Offered 1977-1978)

122. RISE OF MODERN EUROPE. An introductory survey of Modern Europe since the Renaissance, with emphasis on selected topics pre-1914. Like History 121, this course deals with basic historical methods and use of evidence.

215. MIDDLE EAST. An outline of developments in the Middle East since Muhammad. Special attention to background of contemporary history. Further points of emphasis and individual projects to be arranged. Prerequisite: One course in history or consent of instructor. Offered in alternate years.

218. 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: One course in history.

223. NINETEENTH-CENTURY EUROPE. The rise of modern industrial society in Europe. Causes and consequences of change. Revolution, nationalism, and social movements. Living conditions, institutions, culture. World dominance. Prerequisite: One course in history. Offered in alternate years.

224. TWENTIETH-CENTURY EUROPE. Tragedies and hopes of Europe since the end of the nineteenth century. Prerequisite: One course in history.

313. AMERICAN AND THE DISPOSSESSED. The American experience includes the diverse experience of many minorities, some of whom were absorbed into the mainstream while others were only partly absorbed, maintaining their separate identity. Content of this course may vary from a comparative approach to emphasis on Afro-American or Indian history. Consult staff for details.

314. TWENTIETH-CENTURY AMERICA. A study of the political, social, intellectual, economic, and other aspects of American civilization in the twentieth century. Prerequisite: Two other courses in history or consent of instructor.

333. FRENCH REVOLUTION AND NAPOLEON. A study of the French Revolution, the society in which it occurred, and the impact of change on France and Europe. A range of historical approaches will be developed in order to deal with major problems of interpretation in the following areas: the enlightenment and the breakdown of the old regime; the interwoven crises of 1789; the work of the Revolu-

341. TOPICS IN EUROPEAN HISTORY. A selection of readings and topics in European history designed to explore the varieties of historical inquiry. Common theme, assigned readings and individual projects. Inquiry in advance for information on assigned topics. Prerequisite: Junior or Senior standing and one course in history. Offered in alternate years. (Offered 1977-1978)

342. TOPICS IN AMERICAN HISTORY. A selection of readings and topics in American history designed to explore the varieties of historical inquiry. Common theme, assigned readings and individual projects. Inquiry in advance for information on assigned topics. Offered in alternate years. Prerequisite: Junior or Senior standing and one course in history.

Political Science

124. WORLD POLITICAL COMMUNITIES. The study and comparison of foreign nation-states. Emphasis placed on the questions of what is important to know about foreign nation-states and how can it be known. 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.

126. INTRODUCTION TO PUBLIC SERVICE. The role of public administration in contemporary society, particularly the United States, explored with attention to the impact on human values. The experience of being a public administrator is presented and discussed. Public administration is evaluated with respect to possible careers in public service.

132. INTERNATIONAL RELATIONS. An introduction to international relations and foreign policy. Emphasis is to be placed on the study of the causes of international conflict and the resolution of conflict. Emphasis is to be placed on the study of war, particularly its prevention.

133. AMERICAN GOVERNMENT. An introduction to American government: philosophy, structure, and operation. Study will be made of the performance and problems of American government with emphasis on the question of the citizen's knowledge, role, and responsibility.

210. TOPICS IN WORLD POLITICS: U.S. FOREIGN POLICY. Questions to be examined are how foreign policy is made in the United States and what is the nature of the policies resulting from the policymaking process. Readings in the course present different responses to these questions. Prerequisites: Sophomore standing and one course in political science, or consent of instructor.
211. TOPICS IN WORLD POLITICS: DEMOCRACY AND THE WORLD. The theory and practice of democracy in the United States and other nations of the world will be examined. The questions to be considered include: What is the meaning of democracy? What are the forms of democracy? What are the conditions necessary for the existence of democracy? What are the consequences of democracy? Prerequisites: Sophomore standing and one course in political science, or consent of instructor.

222. POLITICAL PARTIES. A study of the American political party system with emphasis on the post World War II era. Study will be made of the organization, strengths and weaknesses, functions, techniques, and trends of our political party system. Prerequisite: One course in political science or permission of instructor.

401. PUBLIC POLICY. Focus of the course will be on issues in the processes of making and the execution of public policy. Case studies of policy-making depend upon the interest of students and may include the making of policy in the areas of economics, social welfare, civil rights, housing, and education. Prerequisites: advanced standing with at least three courses from the areas of Political Science (preferably American Government), Economics (preferably Public Finance) and Organization Administration (preferably Management Fundamentals).

Internship Courses

PSC 305, 306, 307, 308
PSC 309, 310, 311, 312
PSC 315

Internships in Public Service
Internships in Politics
Internship in Law

These internships provide experience of working in public service organizations, politics, and law offices. Enrollment limited by the matching of student qualifications and internship opportunities.

In addition to the courses listed above, the following are illustrative of Independent Studies recently undertaken in History and Political Science:
The American Indian
The Civil War
The Institution of the Presidency
Thomas Jefferson
The United Nations
DEPARTMENT OF MUSIC
Stanley L. DeFries, Chairman

Practice and Performance Courses

Credit given on the basis of a jury examination.

161, 216, 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 may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session of participation.

176, 276, 376, 476. SYMPHONETTE. One unit of credit may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session of participation.

177, 277, 377, 477. JAZZ ENSEMBLE. One unit of credit may be earned after four seven-week sessions of participation provided that the student has registered in advance for each session 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

100. MUSIC CONCEPTS — 1. This course designed to concentrate on competencies in various music skills: listening, writing, sight reading, singing, performing. Students will be allowed to move at their individual rates and will be tested at various checkpoints before they move to a higher level. This is the first course in a series for students beginning a depth study in music. ( Particularly for Freshmen.)

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

103 JAZZ IN AMERICA. A course for the general student to discover the roots of Jazz in our country, and to trace its development up to the present decade.

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

125. ELEMENTARY MUSIC EDUCATION LABORATORY. A laboratory experience in observing and teaching elementary school children in the basic music skills. This class primarily for music depth study students or future elementary teachers with some music background. A 14-week participation course.

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. CREATIVE LISTENING AND MOVEMENT FOR ELEMENTARY SCHOOL CHILDREN. A class geared to the lay student and elementary educators. A wide diversity of listening repertoire and representation of composers will be used in understanding musical organization and form through listening and movement.

145. ELEMENTARY CLASSROOM MUSIC CURRICULUM. A thorough study and implementation of the various Music Textbook Series and their philosophies and program materials.

146, 246. SUZUKI PEDAGOGY I, II. Music and methods used in teaching by the Suzuki Method of teaching stringed instruments. Prerequisite: some musical knowledge, preferably background in string performance.

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.

148. MUSIC EDUCATION — A CREATIVE PROCESS. A course designed for future teachers and students interested in the creative process. The Manhattanville Music Curriculum Program approach will be implemented in realizing musical improvisations and group compositions.