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The Commitment of the University to Christian Values

Ottawa University is a Christian college, believing that a university which combines the Christian faith and liberal education is best able to achieve the full individual development of each student. The University maintains an active relationship with American Baptist Churches, but includes members of many denominations among its students and faculty.

Ottawa seeks to present the Christian faith 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 promotes an atmosphere of free and open inquiry into all aspects of knowledge.

Ottawa seeks to help each student develop moral clarity and moral seriousness. The total educational program is designed to assist each student in clarifying his beliefs, to determine the relationships among them, and to learn to act responsibly on the basis of these convictions.

The phrase “Education for Service” is a mandate for Ottawa University. 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.

The Commitment to Relationships in the Community

There is a diversity among Ottawa University students. Students come to Ottawa from over thirty-three different states and from ten foreign countries. The majority of the students come from the Midwest, but about twenty-five 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, urban, and suburban areas of major metropolitan centers, small towns, and moderate to large size cities. The cosmopolitan nature of the University 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. Each person finds acceptance and is valued as one who can contribute to the welfare of the total community. Common academic interests and experiences are enhanced and deepened by residence hall life, student activities, athletics, common worship experiences, concerts, lectures, and other community activities.

The majority of the residential college students 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.

The Commitment to Unity and Integration of Knowledge

The educational program is designed to foster the development of the unique potential of each student. The faculty seeks to teach all subjects so as to develop the knowledge, abilities, appreciations and motivations which are liberating for all human beings. Likewise, the educational program demonstrates a concern for the unity and integration of knowledge.

Education for Personal Development is the central focus of this program in which the student assumes greater responsibility for his own learning. The faculty member’s role is that of guiding, questioning, clarifying issues, and identifying resource materials, rather than the mere transmission of knowledge.

Each student will experience the dimension of breadth in learning through a general education program taught in interdisciplinary seminars and in electives chosen from all three faculties of study. The dimension of depth in learning will come in the major program, which provides each student with an intensive experience in an area particularly suited to his abilities and goals.
The Commitment of the University to Creative Change

Ottawa University is an innovative college. It is pioneering a 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 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 1980's.

The Ottawa Plan: A Comprehensive Program

The Ottawa Plan of Education is a carefully designed program for the individual development of each student. The planning of this unique educational program began with the adoption of a statement of purpose:

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.

General Education Program

Historically, the liberal arts tradition at Ottawa University has expressed itself 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.

The general education programs at the residential college consists of interdisciplinary core seminars and interdisciplinary seminars in each faculty study area. (The College Without Campus offers a slightly modified general education program.) These seminars examine the persistent questions facing mankind from the perspectives of the past, present, and the future. Among the questions considered are man's understanding of himself, man's relation to the world, and 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 pre-

The Commitment of the Faculty to Students

The small size of the Ottawa student body results in many opportunities for close personal relationships between students and faculty. Special attention is devoted to the advising process, and most classes are small. Emphasis is placed upon excellence in teaching, and each faculty member is committed to the importance of teaching.
sentations, field trips, large group presentations, and individually designed instructional modules.

The core seminars begin in the Freshman year followed by the three faculty seminars in the Sophomore year. The Junior and 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 participates as tutors for the seminars. The role of the tutor is that of an experienced student of mankind who participates as guide, evaluator, and fellow learner. The goals for the 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 one's ideas and the ideas of others.

Physical activities are an integral part of the general education program. Seven activity courses are required.

Cultural and religious opportunities offered through the University Program Series allow students to enrich formal learning experiences with lectures, concerts, drama, films, and religious presentations. Students are required to attend programs of their own choosing from among the programs offered in each session.

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 the educational experiences needed to attain these goals. The process culminates in the development of an educational contract specifying the student's graduation requirements.

There is 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.

Ottawa aims to provide each student with the 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.

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. Each student has a primary advisor who serves as a continuing source of counsel. Freshmen at the residential college have frequent opportunities to meet with their advisors. 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 those goals.

In many instances, the student complements the assistance of his primary advisor with a primary advising committee. The purpose of the committee is to broaden the base of information and evaluation available to the student as he plans and implements his personal course of study. The committee may include a fellow student, another faculty member, or a person outside the University who possesses special experience in areas of interest to the student. The committee aids in evaluating the student's progress toward fulfilling his educational contract.

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. 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.

No college can claim to teach responsibility on a purely academic, quantifiable basis. In recognition of this, the Ottawa
Plan is designed to provide supporting structures that will channel the student towards a natural development and exercise of this important trait.

Opportunities for Career Preparation

The development of skills needed in future careers is an important facet 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 before setting career goals. The student and his advisor develop a plan for concentration or major which becomes an integral part of the educational contract and is usually oriented toward the student’s career interests.

No two students’ goals are exactly alike and therefore the educational experiences needed to help them achieve their unique goals should not be identical. The student draws upon a wide range of academic departments and educational experiences in designing the individualized plan he needs to achieve his goals.

The determination of which learning experiences and academic courses comprise the major grows out of the planning of the student’s educational contract. The criterion for evaluating a major proposal is whether it has significant potential for helping the student achieve his goals.

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.

The flexibility of Ottawa’s 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 study activities conducted off-campus provide another important alternative to the more formal course work.

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 and feedback groups. Using information gained from students, the faculty continually modifies and improves the curriculum and instructional techniques.

Through this process the Ottawa program is constantly being updated, but with safeguards that insure that the vital elements of each discipline are preserved. Thus, the tool of evaluation plays a crucial role in education at OU. Ottawa University provides 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 purpose of broadening the general education of the student and also of enriching his major course of study. Pre-requisites are not a barrier to participation in a large number of the courses in the curriculum, and a wide range of elective course options are available.

The Ottawa Plan represents much more than can be adequately summed up in a factual description of the program. It is a unique approach to individualizing education, but no philosophy of learning can survive on rhetoric alone.

Fortunately, Ottawa has a strong base of dedication and practical experience on which its programs are built. The faculty, the administrative staff, and the community all have heartfelt commitments to providing the supportive structure that gives every student the opportunity to fulfill personal goals.

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
General Education
As that portion of a student's educational program which is shared in common with all other students, General Education at Ottawa University provides the academic community on campus with a strong sense of intellectual unity. It basically consists of three kinds of experiences: The "Core" Program, the University Program Series, and the Physical Activity Program. The goal of this program is to help students to develop capacities that will equip them to live lives of personal fulfillment as responsible and effective citizens in a complex world.

The Core Program
Of the three aspects of General Education at Ottawa, the Core Program is perhaps the most distinctive. It is based on the recognition that the significant issues and problems confronting mankind are complex and multi-dimensional. For this reason, narrow training in a particular discipline alone will not adequately equip one to deal with the real world of ideas, issues, and action.

A program of preparation is needed which trains individuals to see the various aspects of an issue and their inter-relationships, and to pull together resources from a variety of areas to deal with the problem in question.

The Core Program is designed to help the student acquire these skills. It is an issue-oriented program, where complex issues and problems are addressed in an interdisciplinary context, using knowledge and methods drawn from many different areas of inquiry. The program encourages the student to develop an autonomous style by increasingly placing the responsibility for education on the individual's shoulders.

Finally, it is a program that makes use of a variety of contexts for learning, ranging from the small discussion group to the larger lecture format, but which places particular emphasis on the need to develop interpersonal and group skills.

This approach is based on the assumption that the most effective participation in society is usually achieved within group endeavors, and that those who would contribute to the tasks of society must be capable of leading and working with groups of all sorts.

In an effort to implement these convictions the General Education program has created a series of six Core Seminars.

Normally, the distribution of these seminars is as follows: one in the Freshman year; three in the Sophomore year; and one seminar in both the Junior and Senior years.

The Freshman Core:
GED 125, Vocation and the Liberal Arts
Taken the first semester of the Freshman year, the basic question that this course asks is: "What is the place of vocational concern in the context of a Liberal Arts education?" As such it seeks to explore the relation of work, leisure, and liberal education, and to do so in relation to the student's personal, educational, and career goals. The course is not simply an effort to initiate students into the academic investigation of a complex and multi-faceted issue, but also serves to orient the student to the Ottawa University plan of education. A variety of techniques are used to achieve these goals, including readings (from such authors as Studs Terkel, Karl Marx, John Calvin, and John Henry Newman), small group discussions, role playing, films, and written and oral presentations.
The Faculty Core Series
In the Sophomore year (although this may be begun in the Freshman year) students take three Core seminars, one from each of the college’s faculties. These courses focus specifically on issues arising out of the National Sciences (NSC 210), the Social and Behavioral Sciences (SBS 210), and the Arts and Humanities (HUM 210). Here, too, the issues considered are complex and interdisciplinary in character and the primary objective is for the student to further develop the capacity to deal with complex problems. These courses seek to introduce the student to one of the historically significant frames of reference (e.g. that of the Christian Faith, that of the Progressivism of the early 20th century, that of a Darwin or an Einstein) in an effort to illustrate the function of such comprehensive “world views” in dealing with complex problems. In the Faculty Core series, however, the student is more independent of his tutor than in the Freshman Core seminar, and the skills developed are of a higher order of sophistication (e.g. debate, writing a position paper, doing research, etc).

NSC 210. Man and Environment
Taking as its point of departure a major scientific conceptual framework, students will explore the power of such a frame of reference as a means for the resolution of complex problems. The course considers the impact of the scientific world view on the conception of man and his relation to nature and society and raises questions concerning the relation of science to humanistic concerns and the socio-cultural environment.

HUM 210. Self and Identity
Using the Christian tradition as its major point of reference, this course seeks to help students see the impact of this conceptual framework on man’s understanding of himself and his world. Particular attention is paid to the ways in which the Christian faith has influenced man’s value orientation and his creative expression in art and literature.

The Junior Core
GED 320. Dimensions of Freedom
Typically taken by students in their Junior year, this Core seminar consists of an intensive and extensive examination of a particularly complex issue: The nature and meaning of human freedom as it functions in a variety of contexts (e.g. social, political, and economic organization; individuality; the natural environment; faith). Students will be asked to reflect upon a variety of positions relative to this issue and to carry out a major research project in which they will examine some particular aspect of the issue and integrate it with the larger concern of the course. Students work together in small groups, but in relative independence from their tutor, who functions as a resource guide for their research.

The Senior Core
GED 400. Problem Solving
In the Senior year, the student is asked to apply his entire college experience, including the skills and knowledge he has acquired, upon a complex issue of his choosing. Working in small groups (usually five or six), students first identify a significant problem (e.g. child abuse, athletics and education, the energy crisis), and then articulate the way or ways that they would recommend for solving or coping with that problem. The student group is given the major responsibility for the task, their tutor acting only as a resource person and informal critic. At the conclusion of the course the group presents and defends its work before a “jury” of other faculty and people from outside the University community who have particular expertise in the area of their research.
The University Program Series

Each full-time student 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.

If you had been a student on the Ottawa campus in recent years you would have been able to attend or participate in the following programs on the University Program Series: Dick Gregory; Professor Paul L. Holmer of Yale; Stewart Udall; “Mark Twain on Stage”; Stephen Whitaker, designer; Harriett Ross on Korean pottery; N.O.W. workshop; George E. Snyder on Maryland politics; Robert C. Tetro on international agriculture; Dr. John F. Carrington on African drums; the Concord String Quartet; Dr. Felix Moss, anthropologist; “She Stoops to Conquer”; “The Three Sisters”; Dr. Norman R. DePuy, religious editor; Dr. John G. Bacon on disarmament; Elizabeth Janeway on awakening women; Louise Rose, Kelly Miller Smith; Marshall Loeb of Time magazine; the Clark Terry Quintet; the Bill Evans Trio; the Max Roach Quartet; The American Chamber Ballet; “The Mikado”; Bradford Morse on the U.N.; Eiji Hashimoto, Harpsichordist; The Second City; Theodore C. Sorenson; Dr. Roger Fredrikson; Viveca Lindfors; Indian Ceremonial Dances; the Honorable C.M. Woodhouse, M.P.; Joan Yeo Marsh; Bert Houle and Sophie Wibaux, mime; Brian Davies on wildlife protection; “Amahl and the Night Visitors”; Betty Medsger on working woman; John Scott; international correspondent; Senator James B. Pearson; Jose Limon dance company; Aaron Copeland festival; Black Exodus Dance Theatre; “The Heiress”; “Who’s Afraid of Virginia Wolf?”; Jestair Hairston concert; “Antigone”; Leo C. Beebe, Ford Motor Co. executive; Dr. Anthony Campolo; Omega Guitar Quartet; “Cabaret”; Dr. Margaret Mead; Cliff Keuter Dance Co.; Walt Craig, photographer; Giuseppe Campora, tenor; Andrae Crouch; Ralph Abernathy; Dr. William Orr of Yokefellow Academy; Arthur Weinberg on Clarence Darrow; Bhaskar, Dances of India; John Erickson of the Fellowship of Christian Athletes; Eugene McCarthy; Kansas City Philharmonic Brass Quintet; Harvey G. Cox of Harvard Divinity School; Madeline Manning, olympic gold medal winner; Samuel Barber Festival; Carlton Knight III on historical preservation; “The Fantastics”; Daniel Epstein, pianist; Victor Papanek, designer; and David Ramirez, tenor.

The Physical Activity Program

The third aspect of the General Education program at Ottawa University is the physical activity program. Based on the assumption that the total education of the individual should include physical growth and well-being as well as intellectual development, each student participates in a series of seven physical activity courses (PAC’s) over his four years at Ottawa. These non-credit courses are designed to help the student to develop the skills necessary to continue a life of healthy activity beyond college. The PAC’s are coeducational and include activities such as: bowling, golf, karate, swimming, weight training, tennis, hand ball, and racquet ball.
The Curriculum

A liberal education is a lifetime endeavor of the open and inquiring mind reflecting upon what has been learned and experienced. The liberal arts college serves to launch that endeavor and to provide orientation and equipment for its continuing pursuit.

The requirements for Ottawa’s Bachelor of Arts degree specify what the faculty believes to be essential to the beginning of every student’s pursuit of liberal education. These requirements provide great freedom for each student to design a course of study suited to his interests and aspirations. At the same time they provide a common structure to promote the balance and coherence necessary to truly liberal study. Thus, every student is called upon to organize his courses in such a way that work in one subject illuminates, and is illuminated by the study of another.

Generally, curricula in liberal arts colleges is organized into thirds. Approximately one-third consists of general education elements; another third constitutes the major area of study; and the remaining third is made up of elective elements. The general education aspect is shared by all students. It is the common heart of the program that makes each graduate an Ottawa with Ottawa’s values and mission embodied in the endeavor. It is the element that strives for coherence and integration of all components of the educational program. The general education aspect is the key shared by all students.

Building upon the foundation of the common structure of general education, the focal point of each individual’s program is the major. This is a selected program of study which provides a focus and concentration of energies in a disciplined investigation that achieves a depth of understanding or skill in that program. Much of higher education uses the term “major” to signify only a discipline as it is represented in an academic department. Ottawa’s academic departments do indeed support focused study areas, but majors are not restricted solely to single departments. The student and his primary advisor explore the options that are most valuable for the student’s educational goals. The major that is ultimately chosen may lead toward vocational outcome, a professional area for further study after graduation, or a coherent focus that enables the liberal arts graduate to intellectually cope with a changing and challenging world.

The remaining third of formal study consists of significant encounters with a variety of disciplines. The common term used in colleges is “elective,” but the term is inadequate. Just as general education is intended to achieve common experiences and integration, and as the major is intended to provide a focus that achieves depth rather than a miscellaneous collection of introductory courses, breadth and variety make up the final third of formal study in liberal arts. The faculty directs that courses be selected from all three faculty study areas in order to diversify and enrich each student’s total program. Excessive concentration in major study and its related fields does not provide an adequate background. Diversity is intended to engender new enthusiasm and challenges in college. Later on it will afford new perspectives on alternative fields and a cultivation of the powers of synthesis and discrimination through reasoning out the confrontations among the disciplines. Finally, the sense of academic and social community which has been Ottawa’s strength is nurtured by a willingness to be responsibly engaged with one another’s studies.

Ottawa University’s curriculum is based fundamentally upon the principles of quality and selectivity rather than quantity. The curricular variety is great enough that a single student could use over two decades of steady enrollment in different course options and still not exhaust the variety of courses available. For those seeking meaning, coherence, and individualized planning, Ottawa is a rich resource. The following paragraphs describe some of the program elements available at Ottawa. In most of the areas described a full major program is available or can be adapted to individual needs. In some of the areas the courses are primarily intended to be of service and provide breadth resources rather than to become majors. In a few areas the course of study is intended to begin at Ottawa but be completed or expanded by enrollment in another institution.

Accounting

Accounting is a specialized professional field that in its full scope goes beyond the usual bounds of a liberal arts curriculum. However, accounting consists of recording, classifying, reporting, and analyzing financial data. In doing so, the study of accounting promotes skills in problem solving, making decisions, analyzing systems, and planning. As such the study of accounting is a valuable support to many other disciplines and is especially useful to those interested in the study of economics, human services, law, and organizational administration.

Agriculture

Ottawa University, in cooperation with Kansas State University, offers a dual degree program in agriculture which leads to a B.A. degree from Ottawa and at the same time a B.S. degree from Kansas State University. The prospective student enrolls first at Ottawa and completes the Freshman and Sophomore years in Ottawa’s liberal arts program, selecting from Ottawa’s offerings the courses which will serve program needs at Kansas State. The next three semesters are taken at Kansas State, focusing on the agricultural area specifically, followed by a final semester at Ottawa. Students seeking the technical advantages of a major university’s resources in such a specialized area, but desirous of the advantages of a coherent and integrated liberal arts college environment, find this program ideal.
Art
The study of art helps answer some fundamental questions about the nature of visual reality and of the nature of visual apprehension in a specific culture. An understanding of aesthetic modes of apprehension is essential to the educated person. Courses are divided into art history, which examines the development of form, and studio work. Both areas help students learn to apprehend the formulation behind the craft, the craft behind the finished work. Other concerns include the recognition of how the perception of form is organized into works of a permanent nature, and how these works convey feelings and contribute to the human environment.

Biology
The study of living organisms and their interaction systematically invokes the questions society must resolve to master the pressures of pollution and burgeoning populations. Students find career opportunities as laboratory technicians, teachers, science librarians, science writers and illustrators, and editors. The preparation also suits students for entry into graduate and professional study in medicine, dentistry, and related fields.

Business
See Organizational Administration

Computers/Data Processing
Computers play an increasing role in society, and opportunities are vast for graduates who have skills in this field. Ottawa's main computer is used not only for administrative needs of the University, but also is available for instructional use and recreation. Instruction is provided in basic computer skills and programming languages.

Developmental Skills
Fundamental to learning are certain skills which humans use to communicate. Among these are reading, writing, and computation or the use of data. The University provides opportunities for interested students at all levels to improve their skills in these areas both by providing formal opportunities for study, and by providing self-instructional devices or tools that permit students to master skills at their own rates of speed.

Drama
See Speech and Drama

Economics
The study of economics familiarizes students with the origins, character, and operation of the economic system and economic systems of the past. Students are also able to investigate specific public policy problems to understand economic trends, forces, and principles, and their relationship to the solution of such problems. Graduates may seek careers in business or government, or pursue further academic study in law or other fields.

Education
The study of education is ordinarily undertaken to acquire state certification for the profession of teaching at either the elementary or secondary level. New developments also have established a middle school qualification and in some states there is an elaborate variety of special qualifications for certifying competence for teaching the categories of students who fall outside normal classroom needs. Ottawa provides the necessary coursework and preparation for certifying at the elementary, middle, and secondary levels in a number of subject areas. Students need to be cognizant of the special expectations of the state in which they plan to teach, and the sequence and variety of courses they will be required to present to the state certifying authorities. Students interested in exploring their own interest in certification or a teaching career are encouraged to enroll in one or more of the introductory courses offered at Ottawa in the field. Specific requirements and guidance in the selection and timing of education courses are available from the faculty advisors in the department of education.

Engineering
As a liberal arts college Ottawa does not offer courses in engineering. However, students who want the unique educational opportunities provided by Ottawa's residential campus community may complete three years at Ottawa and then study engineering at the University of Kansas or other large state schools. In cases where the work has been well planned and of high quality, the final two years of work may result in a Masters degree rather than a Bachelor's. Students planning such a program need to work with a primary advisor early in their undergraduate program.

English
The study of English and American literature and language afford outstanding opportunities for both personal satisfaction and pre-professional education suitable to a wide variety of careers. The study of English is one of the finest preparations possible for the graduate study of law, for example. English, like other liberal arts, embodies an ideal of education,
and it is particularly useful in that it helps students clarify and express their own thoughts and enlarge their abilities to comprehend complex issues and problems.

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**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 consists of both class instruction and individual tutoring. In addition, arranged special activities help the student to grasp something of the cultural setting so important to truly understand a second language.

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**French/Foreign Language**

For students planning to continue on into graduate school, the study of a foreign language is especially valuable. In this study the student is able to encounter another culture and another heritage that enriches and extends understanding and maturing more quickly than most other subject fields. Conversational skills and reading skills in French are provided at Ottawa for this purpose and this study is a good support to other majors.

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**History**

History is the study of past human activity in all its variety. It is the interpretation of mankind's accomplishments and failures. As such it deals with vital contemporary problems, including the interrelationship between society and its environment, issues of war and peace, and conduct of critical thinking and sound decision-making. The study of history enhances basic communication skills, requires the ability to think clearly and critically, and provides one of the few substitutes for direct experience. History majors have become lawyers, stockbrokers, and doctors, and enter other endeavors which require a broad and disciplined mind.

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**Home Economics**

Ottawa University, in cooperation with Kansas State University, offers a dual degree program in home economics which leads to a B.A. degree from Ottawa and at the same time a B.S. degree from Kansas State University. The prospective student enrolls first at Ottawa and completes the Freshman and Sophomore years in Ottawa's liberal arts program, planning with the help of an appropriate academic advisor to select from Ottawa's offerings the courses which will serve program needs at Kansas State. The next three semesters are taken at Kansas State focusing on home economics, followed by a final semester at Ottawa. Students seeking the technical advantages of a major university's resources in this specialized area, but desirous of the advantages of a coherent and integrated liberal arts college environment, find this program ideal.

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**Human Services**

A number of professional opportunities and vocations are part of the complex set identified as human services. Among these are social work, other work with community agencies and institutions, the Christian ministry, and the host of volunteer activities undertaken by adults in addition to, or instead of, other forms of employment. Ottawa historically has supplied hundreds of persons to the field of human services and now provides academic support structures in course work, advising, and field work to carry on this service.

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**Mathematics**

Both theory and application are important in the solving of today's problems. The increasing use of mathematics can be seen by the numbers of mathematics students going on to careers in business and government or to relate occupations such as data processing. Computer study at Ottawa is provided under the auspices of the department of mathematics, and students have access to the college's computer.

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**Music**

The study of music can be undertaken for a variety of reasons: to gain skills in performance; to foster an understanding of music; to become a more discriminating listener; to gain a firm foundation in theory; and for the pure fun and pleasure of participation. Music's place in higher education is directly traced to the ancient Greeks who valued its study for all educated persons. Ottawa provides formal study of music concepts, applied music in lessons and ensembles, and provides a variety of performing groups and opportunities open to majors and non-majors alike.

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**Nursing**

Ottawa provides no clinical nursing studies, but does provide basic learning opportunities required by many schools of nursing in their first and second year curricula. Students planning a nursing vocation may begin at Ottawa and then attend Stormont-Vail and other schools of nursing.

Early contact and planning is necessary for a pre-nursing program.
Organizational Administration
Management, marketing, and administrative skills necessary for effective performance in business are also necessary for effective performance in various organizations, including public as well as private, and non-profit as well as profit oriented. Ottawa’s curricular strengths in this area thus serve multiple needs. Most individuals today must work with or for organizations, so study and familiarity with organizational administration is a significant advantage to anyone interested in business careers, non-profit or public organizations, and a variety of volunteer agencies.

Physical Education
Physical education is a rapidly expanding field involving many specialized areas. The physical educator is involved not only in the teaching and coaching of games and sports, but also in recreational leadership, counseling, administration, research, and work with handicapped and exceptional persons.

Physics
Physics can be a starting point for the scientifically minded student or a valuable resource and set of perspectives for other scientific disciplines. Ottawa’s physics offerings are intended to be supportive of the total curriculum by providing a basic introduction to physical phenomena and scientific method.

Political Science
Political Science is a varied discipline which incorporates knowledge and understanding of governmental and public policies into the study of political theories, processes and institutions. A key expectation is that the student will develop a capacity for intelligent evaluation of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time. Political Science majors have had successful careers in law, teaching, journalism, business, and government.

Philosophy
Philosophy teaches students to think as clearly as possible about the most basic problems human beings confront: how one ought to live, the nature and scope of knowledge, the relation of the individual and the state, the criteria of valid reasoning, the possible varieties and values of art or consideration, but neither is any proposed solution accepted uncritically. Philosophy does not stop at what has been thought and professional schools need to be observed and early exploration of these requirements is necessary by the student assisted by faculty advisors.

Most such professional study insists upon a broad liberal education coupled with basic science courses. Ottawa has had a distinguished record of success with graduates readily admitted into medical schools and other specialized training institutions.

Psychology
Psychology is the study of behavior and its determinants. The subject is approached in a variety of ways: changes in behavior as a function of age; physiological and biochemical bases of behavior; the process of learning, memory, thinking, and communication. Students of psychology find it a good background for other professions such as law, medicine, theology, or business.

Religion
Although the religious dimension of life and faith is part of the total University mission and is manifested in various ways, the formal study of religion enables students to engage their mental talents and their understanding as well. Formal religious study is provided for Biblical, historical, and comparative dimensions of faith. Some students may study in this area to prepare for church vocations but many study courses and programs in religion due to the value they provide for individual development and depth of human and personal understanding.
Social Work

Social work study at Ottawa is part of the human services program. Undergraduate study in social work helps prepare students for the further professional and graduate study required for entry level positions in the field. The study of social work also gives range and depth to other undergraduate programs by focusing upon such matters as relations with other people, solving problems which inhibit the capacity for growth and development, and coping with many social and environmental concerns which affect daily life.

Independent Study

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

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

Independent study courses carry regular credit.

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.

The following independent study work has been undertaken in recent years and illustrates the range and variety available for the prepared student:
- Conservation
- Economic Botany
- Plant Pathology
- Chemical Equilibrium
- Behavior in Organizations
- Personnel Administration
- Religion in the Trilogies of Tolkien and Lewis
- Advertising Copywriting
- History Through Literature
- Writing Child Fantasy
- Choral Conducting and Literature
- Music Therapy
- The American Indian
- The Institution of the Presidency
- The United Nations
- The Philosophy of Death
- Technology and the Future
- The Zen Tradition
- Coaching Women’s Sports
- Community Recreation
- Conditioning for Purpose
- Advanced Computer Science
- Fluid Mechanics
- Astronomy
- Meteorology
- Radio Broadcast Engineering
- Industrial Psychology

Developmental Skills Opportunities

UNV 109. BASIC WRITING. Attention to improvement of basic and developmental level writing competencies including organization, developing ideas, sentence structure, word choice, word forms and punctuation. 3 hr.

UNV 111. READING IMPROVEMENT. Laboratory approach to improvement of reading skills with attention to vocabulary, comprehension, rate, and study skills. This is not a speedreading course. 3 hr.
Special Study Opportunities

Internships

Internships are job related experiences in which students work in the community and apply concepts, ideas, and techniques learned in the classroom. Internships are available in a number of majors and pre-professional programs, including business, education, environmental studies, human service, and pre-law.

Internships can be a very valuable part of a student's educational program. A limited amount of academic credit is available for internships. The academic credit is not given simply for satisfactory performance in an internship job. Students in internships must also produce satisfactory written work demonstrating understanding of concepts, ideas, and techniques in the context of work in the community.

Internship courses are designated by the numbers 410 and 420. Participation in these courses requires an approved contract as well as approval from the academic supervisor of the internship and the student's primary advisor.
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
021 Water Safety Instructor Course
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
084 Women's Softball
088 Women's Tennis

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 progress.

245, 345, 445.

TEACHING PARTICIPATION. Assisting in instruction in college classes.
Approval of course instructor is required.
Prerequisite:
Advanced course in the academic disciplines.

Graduate Courses of Study

A limited number of courses for graduate credit are offered by Ottawa University. The courses offered are approved by the North Central Association of Colleges and Schools. A program leading to a graduate degree is not offered.

In the future if Ottawa University introduces a program leading to a graduate degree, the credit earned from the limited number of courses presently offered may or may not be applicable toward the graduate degree. The credit earned will be evaluated in terms of its applicability toward the degree and the student's program leading to the degree.

For further information about the courses, contact the Director of Graduate Studies located at the College Without Campus, Kansas City, Missouri.
Ottawa University’s College Without Campus

Ottawa’s residential campus is the best location for young adults of 18-25 to pursue higher education. Its resources are designed for students of that age range and it has the extra-curricular and co-curricular opportunities only possible in a residential setting. Older students, particularly those with job responsibilities or young children to care for, are not able to utilize the residential campus facilities easily, or can do so only at high cost to families and jobs.

Early in the 1970’s Ottawa University established its College Without Campus to serve the needs of its older students. The program parallels the educational program provided on the campus and is consistent with its educational philosophy and development. Study in the College Without Campus maintains the same high standards of the campus and work done in any part of the University is wholly acceptable in any other part. All credit granted for College Without Campus work is applicable to an Ottawa University degree consistent with the student’s own educational goals and program selections. All elements of Ottawa University incorporate Ottawa’s insistence upon quality in design and offerings, individual educational planning, development of learning contracts, use of trained advisors, interdisciplinary approach, and skill development for continuous self-education.

The significant difference between the College Without Campus and the residential campus lies in the de-emphasis given to location and traditional scheduling. Learning is not limited to specific geographical sites or buildings, nor is it confined to arbitrary schedules that begin in the fall, spring or summer. Learning in the College Without Campus, therefore, is possible in many different sites or classrooms anywhere in the metropolitan areas served or wherever enough students can gather to make the learning situation practical. Through the College Without Campus, Ottawa University offers upper divisional post-baccalaureate courses for personal and professional growth in Kansas, Missouri, California, and Arizona. Similarly, students in the College Without Campus may begin their education at any time and may accelerate or slow down the process to fit their own needs. Some courses are offered in intensive patterns requiring only a few days or a few weeks while others meet only once a week over a long time span.

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 or continuing education units at locations convenient to the group.

The initial center of Ottawa University’s College Without Campus was in the Kansas City metropolitan area which first began classes in 1974. Kansas City is the closest metropolitan area to the residential campus; only 45 minutes away by interstate highway. A substantial amount of residential campus students and economic support comes from the Kansas City area. A second center was opened in Phoenix, Arizona, in 1977, responding to the interests expressed by local American Baptists who wanted an American Baptist-related institution in their area where private, church-related educational institutions are rare. By the end of academic year 1978-1979, the College Without Campus programs had enrolled over 4,000 part-time students and over 500 persons had completed their college degrees through the College Without Campus. Several of the graduates had begun their education on the residential campus years earlier, but most of the graduates had no prior contact with Ottawa except through the College Without Campus. A number of these adult graduates, having successfully resumed education through Ottawa University, have gone on to further education in graduate and professional schools.

Further information about the College Without Campus program may be obtained in separate publications available from either of its two centers:

Kansas City College Without Campus Center
605 West 47 Street
Kansas City, MO 64112
(816) 753-1431

Phoenix College Without Campus Center
1777 West Camelback Road
Phoenix, AR 85015
(602) 279-4474
The Faculties

In addition to the traditional departmental organization, Ottawa University has grouped its academic disciplines and programs together into three Faculties:
The Faculty of the Arts and Humanities
   Art
   Education
   English
   Foreign Language
   Music
   Philosophy
   Religion
   Speech and Drama
The Faculty of the Natural Sciences
   Biology
   Chemistry
   Environmental Studies
   Mathematics
   Physical Education
   Physics
The Faculty of the Social and Behavioral Sciences
   Business
   Economics
   History
   Organizational Administration
   Political Science
   Psychology
   Public Service
   Sociology
   Social Work
Each of these Faculties represents one of the major divisions of knowledge and inquiry, and together they form a comprehensive and unified view of the world. As interdisciplinary groupings of related departments, the Faculties provide organizational support for the goals of interdisciplinary study and form centers for the planning and sponsorship of programs and depth studies that may cut across departmental lines. In addition, each Faculty contributes significantly to the General Education Core Program, designing and teaching one of the second level core courses, and providing faculty for the Freshman and Senior core courses. The Faculties are also centers for a host of other sorts of activities; they sponsor courses, independent studies, seminars, retreats, and workshops, give support and direction to academic and career planning, and provide a focus for ongoing interchange among faculty and students whose educational and vocational goals fall within the Faculty's areas of concern.

The course descriptions that follow are listed alphabetically by subject matter rather than organized into their appropriate departments or faculties. From time to time new courses are added and others deleted depending upon enrollment levels, student interest, and faculty availability. Currently available courses at each enrollment period are identified on a course schedule distributed by the registrar prior to each enrollment period.

Art

ART 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. 3 hr.

ART 107. CONTEMPORARY ART HISTORY. Study of styles and movements of 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. 3 hr.

ART 111. TEXTILES. Beginning, intermediate, and advanced experiences in textiles. Course content is variable. Among the topics that may be touched upon are weaving, printing, dyeing, silk screening, batik, and tie dyeing. 3 hr.

ART 120. STUDIO WORKSHOP IN DRAWING AND COMPOSITION. Experiences in drawing the human figure. Introductory level course explores a wide variety of drawing media. Course work gives attention to poses and settings as elements of composition. 3 hr.

ART 130. STUDIO WORKSHOP IN BASIC DESIGN. Introduction to the elements and principles of design through experimentation in various media, two-dimensional and three-dimensional. 3 hr.

ART 133. MEDIA: LIFE DRAWING. Emphasis on visual understanding of the human figure. Exploration of various media and modes of expression. 3 hr.

ART 137. CERAMICS. Beginning, intermediate, and advanced experiences in ceramics. Forming, glazing, firing, and studio maintenance. 3 hr.

ART 335. PAINTING. Beginning, intermediate, and advanced problems in painting. Oil, acrylic, assemblage and other media. 3 hr.
Biology

BIO 102. GENERAL BOTANY. Principles natural groups of plants, embracing their particular morphology, anatomy, life cycles, ecology, evolutionary relationships, and economic importance. 5 hr.

BIO 104. GENERAL ZOOLOGY. Development, behavior, and relationships of a series of representative types of animals, both invertebrate and vertebrate. Emphasis on scientific observation and interpretation. 5 hr.

BIO 112. FLORICULTURE. An introduction to the care and growing of houseplants. Soil mixtures, fertilizing, potting techniques, seedlings, vegetative reproduction, hanging baskets, miniature gardens, terraria, houseplants, diseases, insect control. Greenhouse will be utilized. 3 hr.

BIO 125. ENVIRONMENTAL QUALITY. Analysis of attitudes, methods, and organizations involved with the management of environmental quality. Selected topics include the spaceship earth concept, air pollution, the population bomb, endangered species, and the historical roots of the environmental crisis. An introduction to environmental issues for students who plan to major in Environmental Studies and for those who wish to use it as an elective. 3 hr.

BIO/NSC 200. INTERPRETIVE ECOLOGY. Selected aspects of natural history in geology (rock identification, sediment composition, and geologic history), mammalogy (field trapping, adaptive radiation), ornithology (field identification, niche relationships), and malacology (seashells, fresh-water and land mollusks). Lectures and field trips are concerned with interpretation of ecological phenomena in these areas. Individual projects provide opportunity for students to develop an effective interpretive display (specimen collection, models, slides, illustrated booklet) from the above and other areas of animal biology (entomology, ichthyology). Designed for those considering careers in education, recreation, local-state-national parks, nature centers, museums, zoos, etc. Prerequisite: NSC 125 or NSC 210, or BIO 106, or BIO 110.

BIO 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. 5 hr.

BIO 206. 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 NSC 206.) 3 hr.

BIO 212. GENETICS AND SOCIETY. A non-laboratory course covering both classical and modern genetics and discussion of selected reading on contemporary genetic issues. 3 hr.

BIO/NSC 225. ECOLOGICAL THEORY AND RESOURCE MANAGEMENT. The "balance of nature" concept will be evaluated by examination of opposing viewpoints about the regulation of population abundance and about the nature of the biotic community. Distributional patterns and survivorship within populations and diversity and stability within ecosystems will be analyzed with the help of quantitative models. Lectures and discussions will belate ecological theory to resource management. Individual and group projects will provide opportunities for students to apply ecological theory to problems of resource management. Prerequisite: BIO 106, or an understanding of biological principles, or NSC 125.

BIO 301. COMPARATIVE ANATOMY. Comparative anatomy of vertebrates and closely related animals. Emphasis on mammals. Prerequisite: BIO 104, 4 hr.

BIO 302. MICROBIOLOGY. Habits, ecology, effects, culture, and control of typical pathogenic and non-pathogenic bacteria, viruses, and selected protozoa. 5 hr.

BIO 304. TAXONOMIC BOTANY. Field identification and classification of typical angiosperms in this area. Prerequisite: BIO 102. 4 hr.

BIO 311. FIELD ECOLOGY. Fundamental environmental factors influencing plant and animal associations and formations; methods of ecology and the inter-relationships between climate, soils, vegetation, geologic history, and plant and animal life. Principally a field course. Prerequisite: BIO 102 or BIO 104. 4 hr.

BIO 401. 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. 4 hr.

BIO 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: BIO 301. 4 hr.

Chemistry

CHE 100. PREPARATORY CHEMISTRY. For students without a chemistry background. Fundamental ideas of matter, energy and atoms. Laws of chemistry. Atomic structure, Bonding, Nomenclature, Reactions. Stoichiometry, Acids and bases. States of matter. Nuclear chemistry. Two laboratories weekly. Prerequisites: College algebra or two years of high school algebra. Entrance examination in chemistry. 4 hr.


CHE 220. GENERAL CHEMISTRY II. Continuation of CHE 120. Equilibrium including ksp. Thermodynamics. Electrochemistry. Organic chemistry. Nuclear chemistry of halogens, sulfur, nitrogen, and selected metals. Laboratory: kinetics, equilibrium, electrochemistry, organic chemistry, qualitative analysis. Prerequisite: CHE 120. 4 hr.

CHE 322. ORGANIC CHEMISTRY I. Structure, properties and reactions of organic molecules. Includes optical isomerism, spectral properties of organic compounds, and reaction mechanisms. Laboratory: See CHE 424L. Prerequisite: CHE 220. 3 hr.

CHE 421. CHEMICAL ANALYSIS. Review of ionic equilibria, ph calculations and stoichiometry. Treatment of data, precipitation analysis, titration, spectrometry, potentiometry, and electrolysis. Laboratory: consists of techniques discussed in lecture. Prerequisites: CHE 424 & 424L. 5 hr.

CHE 424. ORGANIC CHEMISTRY II. Continuation of CHE 322, Laboratory: See CHE 424L. Prerequisite: CHE 322. 3 hr.

CHE 424L. ORGANIC CHEMISTRY II LABORATORY. Lab course for students who have taken CHE 322 or are taking CHE 424. Separation and identification techniques. Synthesis. Organic qualitative analysis. 2 hr.
Economics

ECO 103. INTRODUCTORY MICROECONOMICS. 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. 4 hr.

ECO 105. INTRODUCTORY MACROECONOMICS. Causes and consequences of inflation in the domestic and international economy. Monetary and fiscal policy applicable to control of inflation. 4 hr.

ECO 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 maker’s 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. 4 hr.

ECO 118. INVESTMENTS. Comparison of the return 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. 4 hr.

ECO 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: ECO 105. 4 hr.

ECO 205. MANAGERIAL ECONOMICS. The motives of managers and owners, estimating demand and in product markets, factor services markets and cost curves, pricing policies of large and small firms, decision making in competitive and monopolistic competition, inventory allocation, and resources and capital budgeting. Techniques of the theory of the firm, the theory of consumer behavior, linear programming and game theory. Prerequisite: ECO 103. 4 hr.

ECO 216. PUBLIC FINANCE. Public resource allocation decisions in government and other non-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. Prerequisites: ECO 103, 105. 4 hr.

ECO 403. MACROECONOMIC ANALYSIS. Integration of the product market, factor market, and money market in a national income analysis model to evaluate trade-offs between full employment, a stable price level, balance of payments, equilibrium, growth, stability, and economic freedom. Prerequisites: ECO 103, 105, 203, or 216. 4 hr.

Education

EDU 101. EDUCATIONAL MEDIA. A survey of the media of teaching focusing on knowledge and skills in planning selecting, producing, and using a variety of audiovisual materials and equipment in the classroom. 3 hr.

EDU 106. EDUCATIONAL EXPLORATIONS. Exploring the role of the teacher, the school and the student in actual school situations which involves experiences with students and participation in classes on campus. 4 hr.

EDU 108. THE ELEMENTARY SCHOOL. This will be the first course taken by those persons entering into an Elementary Education program after Educational Explorations. 3 hr.

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. 3 hr.

EDU 118. INFORMATION RESOURCES. A study of librarian and/or user activities in the retrieval of information in the library - media center setting. Designed for librarianship and practices of library service. 3 hr.

EDU 207. LIBRARY SCIENCE. A study of collection development, fundamentals of cataloging, administration of the school library, and other activities related to school librarianship. 3 hr.

EDU 210. CULTURAL FOUNDATIONS. (Elementary and Secondary). A study of the relationship to the American public school system and society. Historical development of the public school system, the effect of trends in society on the structure, program and methodology of the public school, are major concerns of this course. This course can be used to satisfy the distribution requirement in the Faculty of Arts and Humanities. Prerequisite: EDU 106 or permission of the instructor. 4 hr.

EDU 214. CHILDREN'S LITERATURE. Designed to acquaint future teachers, librarians, and parents with a wide variety of literature for children and the criteria for selecting that literature. The development of ways to make reading a lifetime involvement. No prerequisites except for elementary education depth study programs. In elementary programs this course should be taken after completion of EDU 106, 108, 210, and either after or concurrently with EDU 302, 311, and 312. It is a requirement for Library Science and Elementary school certification programs. 2 hr.
EDU 225. PSYCHOLOGY OF THE EXCEPTIONAL CHILD. With the child's normative development as a reference point, behavior problems in social adjustments, 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. Elementary education students should take this course concurrently with EDU 400 - Educational Psychology. Permission of the instructor. 3 hr.

MUS 245. ELEMENTARY CLASSROOM MUSIC. Examination of materials and methods of teaching music in elementary grades. Emphasis on elemental music and movement and creative improvisation which typifies childhood. 3 hr.

EDU 301. ENVIRONMENTAL STUDIES. A highly individualized practicum oriented experience. Content is centered around teaching or Science and Social Studies in grades K-6. Planning, writing of units, and working with the teaching process are the major concerns of the course. (It is essential that all General Education courses in the Sciences and Social Sciences have been completed prior to enrollment in this course.) Concepts in the two curricular areas appropriate to grades K-6 are transformed into a teaching program. Methodology, attitude, evaluation, and the act of teaching will all be stressed. Prerequisite: EDU 106, 108, 210. 3 hr.

EDU 302. READING IN THE ELEMENTARY SCHOOL. Designed to introduce the prospective teacher to the methods of teaching reading to the elementary school child within the framework of a language arts program. The student will explore and develop some skill in various approaches to developmental reading, through a combination of discussion, interest groups, independent studies, lecture, readings, reports, and demonstrations. Prerequisites: EDU 106, 108, and 210 or permission of instructor. 3 hr.

EDU 303. ELEMENTARY SCHOOL MATHEMATICS. An individualized field-oriented experience in teaching 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, planning, and evaluation. Prerequisite: MAT 133, plus EDU 106, 108, and 210. 3 hr.

EDU 305. LIBRARY PARTICIPATION. Supervised work in the public school library. Experience comparable to cooperative teaching but not interchangeable with it. Prerequisite: EDU 118 or 207.

EDU 311. READING PRACTICUM. Provides the student with an opportunity to practice and develop the skills learned in the Reading and Language Arts courses in an elementary school classroom setting at least two hours per week under the direction of a cooperating teacher and the college instructor. Must be taken concurrently with EDU 212. Prerequisites: EDU 106, 108, 302, 210, or permission of the instructor. 1 hr.

EDU 312. LANGUAGE ARTS. Designed to introduce the student to the methods used to aid the elementary child in developing communication skills with a strong emphasis on the integration of the teaching of developmental reading within a language arts program. The student will explore and develop some skill in the various approaches to the teaching of language arts through a combination discussion, readings, interest groups, independent study, lecture, reports, and demonstrations. Students will participate at least two hours per week in field experience with a cooperating teacher as a continuation of the reading/practicum areas. Prerequisites: EDU 106, 108, 302, 210, or permission of the instructor. Must be taken concurrently with EDU 311. 4 hr.

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

EDU 410M-420M. COOPERATIVE TEACHING MIDDLE SCHOOL. Extension of the Cooperative Teaching involvements. To be taken in conjunction with EDU 420e or EDU 420s should the student wish experience and certification in the Middle School area (grades 5-9). The course description and prerequisites are the same as for Elementary and Secondary Cooperative Teaching listed above.

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

EDU 510-520. ADVANCED COOPERATIVE TEACHING. Further field experiences in actual classroom learning environments in cooperation with public school system personnel and college faculty. Education 510 and 520 are usually taken concurrently. Prerequisite: Cooperative Teaching.
English

ENG 102. CONTEMPORARY LITERATURE. 1945 to Present. Focuses on issues which are particular to contemporary society. Issues included may pertain to minorities, belief, anxieties of the nuclear age, values, and establishing selfhood. Poetry, fiction, and drama (primarily American) may be used. This course is introductory and will make some effort to assist students in gaining critical skills. It will meet the needs of students seeking electives within the humanities and be relevant to American Studies as well as other courses focusing on contemporary society. 3 hr.

ENG 105. BASIC JOURNALISM. Provides for analysis of news stories and features, and for writing practice. Individuals may concentrate on one type of writing. 3 hr.

ENG 106. TOPICS IN LITERATURE. Introductory course in developing analytical skills. The subject, varying according to the instructor, is the literature of a specific interest (science fiction, dimensions of choice) or of a minority group (Blacks, women, Indians, Spanish-Americans) or of another culture (European). Examines stereotypes, self-concepts, and relevant social and moral issues presented in literature. The course may serve students interested in American Studies, social and political organizations, psychology, social ethics, and social work. 3 hr.

ENG 108. EXPERIENCE OF POETRY. An introductory course designed to provide students opportunities to read a variety of poetry (from different cultures and periods, depending on the instructor) and to increase their enjoyment of it. 3 hr.

ENG 137. INTERMEDIATE WRITING. Develops student’s abilities in writing expository prose—that is, prose that attempts to convey information. The focus is on structures in composition—narration, definition, comparison, and persuasion—rather than basic grammar. Although some time will be spent improving control of grammar, basic competency in this area is a prerequisite. 3 hr.

Any of following three American literature courses will satisfy requirements recommended for English major studies.

ENG 203. AMERICAN LITERATURE I. Survey of colonial, revolutionary and 19th century literature, relating it to cultural and historical developments. Although not an introductory course, it is available to students who are accustomed to analytical reading.

Materials read would be relevant to history and political science orientations as well as American Studies. 3 hr.

ENG 204. AMERICAN LITERATURE II. Continues ENG 203 in surveying 19th and 20th century American literature to acquaint students with significant literature from important cultural/historical periods of the American experience. It is intended also to increase students’ analytical and communication skills, but it is not an introductory course. 3 hr.

ENG 205. TOPICS IN AMERICAN LITERATURE. Content may vary according to the instructor, but typically provides the opportunity for in-depth study of a particular period, genre, or author. For example, modern American fiction or the novels of Wm. Faulkner would be possible course topics. Previous experience with textual analysis is required. 3 hr.

ENG 210. ADVANCED EXPOSITORY WRITING. Serves the requirement for students with programs in English Education, and is recommended to those with major studies in English. Students refine expository writing skills. Analysis of model essays, letters, magazine articles, and research papers may be required. All writing will be expository although varieties of exposition (from personal and reflective essay to research report) may be explored. The course is not interchangeable with Creative Writing. 3 hr.

ENG 218. SHAKESPEARE SEMINAR. Seminar explores the plays of the master. Although it is not an introductory course, all interested students should be encouraged to consider the seminar. In addition to paying unblushing tribute to the world’s greatest dramatist, the course proposes to:

1) equip students with conceptual tools for dealing with experience;
2) develop skills in textual analysis;
3) provide information about dramaturgy and the Renaissance.

3 hr.

ENG 219. MAJOR BRITISH WRITERS I. A survey of major British authors from the beginnings through the 18th century. The purpose of the course is to enable the students to appreciate the excellence of individual works and also to see how they fit into the evolving historical-cultural context in England. Prior to experiences in critical reading is recommended. This course would be useful to students with English Education or English majors and might also serve those interested in history, religion, or philosophy. 3 hr.
ENG 220. MAJOR BRITISH WRITERS II. Major British authors from the 19th century to the Modern period. As with Major British Writers I, this course approaches the works of the various authors in their respective cultural-historical contexts. Prior completion of Major British Writers I is not a prerequisite for this course. 3 hr.

ENG 225. THE ENGLISH LANGUAGE. Required for English Education majors and recommended for English majors. It treats the history and development of the English language with special attention to modern grammar. It is not a course designed to treat special problems in speaking or writing English, and only students with appropriate majors or special interests should register. 3 hr.

ENG 227. CREATIVE WRITING. Developing skills in writing, drama, poetry, and fiction. Students will be asked to write regularly and to respond regularly to work from the group. Development of critical skills will be an explicit part of the course as students are encouraged to develop tools to refine their expression. Work selected by the class may be directed to various literary magazines. 3 hr.

ENG 308. THE CLASSICAL TRADITION. One of three “major concepts” courses recommended for all English majors. It also serves students interested in questions of moral order, values and meaning. Some previous experience with textual analysis is highly recommended. The course seeks to acquaint students with some significant literature exemplifying “classicism”: doctrines which derive from ancient Greek and Roman culture and emphasize restraint, balance, reason, and moderation. Literature may be chosen from several periods, classical to contemporary. 3 hr.

French

FRE 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. 5 hr.

FRE 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 theatre production, if possible. Work in language laboratory required. 5 hr.

FRE 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. 3 hr.

FRE 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. Major in French not required. Prerequisite: French 313 or equivalent. 3 hrs. each.

History

HIS 110. THE AMERICAN EXPERIENCE. 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. 3 hr.

HIS 203. HISTORY OF CIVILIZATION TO 1650. The beginnings and development of human culture and institutions. Emphasis will be upon those aspects of history of civilization which are formative for modern western culture.

HIS 204. HISTORY OF CIVILIZATION AFTER 1650. The development of civilization in the modern era. An analysis of the political, economic, and cultural revolutions that have created contemporary culture and its tensions.

HIS 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 or consent of the instructor. 4 hr.

HIS 314. TWENTIETH CENTURY AMERICA I. A study of the political, social, intellectual, economic, and other aspects of American civilization from entry into World War I to the end of World War II. Prerequisite: One other course in history, preferable HIS 110. 4 hr.

HIS 315. TWENTIETH CENTURY AMERICA II. A study of the political, social, intellectual, economic, and other aspects of American Civilization from entry into World War II to the present. Prerequisite: one course in history, preferable HIS 110. 4 hr.

HIS 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. Inquire in advance for information on assigned topics. Prerequisite: Junior or Senior standing and one course in history. 4 hr.
HIS 342/PSC 343. TOPICS IN AMERICAN HISTORY AND POLITICS. A selection of readings and topics on American history and government designed to explore the varieties of academic inquiry. Common theme, assigned readings, individual projects. Inquire in advance for information on selected topics. Credit in either history or political science. Prerequisite: Junior or Senior standing and one course in history. 4 hr.

Human Services

HUS 200. INTRODUCTION TO HUMAN SERVICES. A broad overview of the profession of Human Services. The course examines the historical developments of human services and the knowledge, values, and skills required to function in the role of a human service worker. The course also allows the student to evaluate his strengths and weaknesses as a potential human service professional. Prerequisite: Any introductory psychology or sociology course. 3 hr.

HUS 201. ISSUES IN GERONTOLOGY. Presents an overview of the major concepts and issues relevant to gerontology. The course covers the historical, biological, social, psychological, and environmental aspects of aging. Prerequisites: Courses in sociology, social work and developmental psychology. 3 hr.

HUS 250. INDIVIDUALS IN HUMAN SERVICES. An examination of the principles of working with individuals. The course focuses on knowledge, values, and skills needed to develop helping relationships. The methods and techniques that are used in the intervention process as well as resource building for effective intervention are explored. Prerequisite: HUM 200. 4 hr.

HUS 300. COMMUNITY INTERVENTION. Designed to help the student to function as a human service worker in a community or small neighborhood setting. The course defines the community, raises issues and questions about the power structure and cultural and environmental pressures within the community. Community resources and relational linkages of community agencies are analyzed. Community dynamics and the change processes are explored and critiqued in terms of their affect on the people living within the community. The Ottawa community and the Kansas City/Linwood community are used as models from which the above definitions and issues are analyzed. Field trips on a weekly basis are required. Prerequisites: JUS 250, SWK 274, SWK 294. 4 hr.

Mathematics

MAT 103. COLLEGE ALGEBRA. Introduction to algebra, beginning with an examination of basic set theory and a study of the real number system. Course content includes polynomials and rational algebraic expressions, with concentration on the solution of quadratic equations and systems of linear equations. Complex numbers, functions and their graphs, and inequalities are also treated. Includes sequences, series, and the binomial theorem. 3 hr.

MAT 133. MATHEMATICS. A course for non-science majors that fills the breadth requirement as well as science area certification requirement for elementary school teachers. Designed to acquaint the student with the philosophy, nature, significance, and use of mathematics from early times to the present, with emphasis on the concept of a mathematical system. Topics include: logic, sets, groups, the real number system, and computer algorithms. 3 hr.

MAT 137. INTRODUCTION TO COMPUTERS AND DATA PROCESSING. Fundamentals of computer concepts, logic, and systems. An overview of the uses of computers in society and their impact in the future. Elementary programming in the basic language. Laboratory time on computer terminals for program development. May be taken as OAD 137. 3 hr.

MAT/OAD 217 BASIC PROGRAMMING. This course covers BASIC as a programming language including strings and literals; arrays, file access structure and organization. Students are expected to write application programs in their area of interest. Prerequisite: MAT/OAD 137. 3 hr.

MAT 230. ELEMENTARY FUNCTION Algebra of functions with emphasis on functions as ordered pairs and mappings, with particular attention to the properties of each type of function. Elementary background in sets and logic as needed. Prerequisite: MAT 137 or equivalent. 3 hr.

MAT 237. FORTRAN AND NUMERICAL ANALYSIS. Main emphasis is on the FORTRAN language, an algorithmic development for science oriented problems. 3 hr.

MAT/OAD 238. COBOL PROGRAMMING. To familiarize students with COBOL as a programming language. The course covers all COBOL statements, structure programming, and file handling skills. Prerequisites: MAT/OAD 137 and MAT/OAD 217. 3 hr.

MAT/OAD 239 RPG II PROGRAMMING. This course covers programming techniques in RPG II. Students are expected to write applications programs in their area of interest. Prerequisites: MAT/OAD 137 and MAT/OAD 217. 3 hr.

MAT 330. CALCULUS I. Basic notions of a derivative and an integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and their application. Prerequisite: MAT 230 or equivalent. 5 hr.

MAT 333. CALCULUS II. Integration techniques and applications of derivatives and integrals to a wide variety of geometric, physical, and behavioral problems. Prerequisite: MAT 330 or equivalent. 3 hr.

MAT 334. LINEAR ALGEBRA AND MATRICES. Real euclidean vector spaces, linear transformations, and matrices. Determinants and linear equations. General vector spaces and canonical forms. Prerequisite: MAT 230. 3 hr.
MAT 403. MULTIVARIATE CALCULUS. Differential and integral calculus of functions of several variables with applications. Taylor's series, transformations, extreme problems, line and surface integrals, including Stokes' and divergence theorems. Prerequisite: MAT 330 and recommend MAT 334. 3 hr.

MAT 418. ABSTRACT ALGEBRA. Study in groups, rings, and fields, vectors, spaces, and linear transformations culminating in elements of Galois theory. Prerequisite: MAT 334. 3 hr.

MAT 433. FOUNDATIONS OF CALCULUS. Study of the real number system and its application to the limit concept. Proofs of basic theorems on derivatives, integrals, and continuity. Emphasis on rigor. Prerequisite: MAT 333. 3 hr.

The following courses are offered as needed by individual students majoring in mathematics:

MAT 135: NON-EUCLIDEAN GEOMETRY
MAT 431: ABSTRACT ALGEBRA II
MAT 437: TOPOLOGY
MAT 439: REAL VARIABLE

Music

MUS 100. THE TOOLS OF MUSIC. Music theory encompassing the major and minor keys and scales and basic chord progressions. Designed to concentrate on competencies in listening, writing, sight-reading and performing. 3 hr.

MUS 152. UNDERSTANDING MUSICAL STYLES. Stylistic development of music history and recognition of same. Extensive listening with scores is stressed. Dictation and sight reading exercises are oriented toward representative styles of the major eras. 3 hr.

MUS 200. 19TH CENTURY HARMONY. Further development of harmony and encompasses all secondary chords and harmonic analysis through 19th century repertoire. 3 hr.

MUS 252. REPERTOIRE ANALYSIS. Focus is the student's own repertoire. Each student compiles and catalogs music literature in his individual applied area and also vocal or instrumental ensemble music involving his instrument. Both solo and ensemble performances representing his research is required. 3 hr.

MUS 300. MUSIC WITH TEXTS. Art songs, opera, oratorio, and masses are emphasized. Choral conducting techniques, student composition of the various mediums, and performance of repertoire is required. 3 hr.

MUS 352. CREATIVE AND INTERPRETIVE APPROACH TO MUSIC. Techniques of 20th century compositions are emphasized (e.g. atonality, serialism, polytonality, and quartet harmony.) A special project of transcribing for, organizing, and conducting a small instrumental group is required. 3 hr.


MUS 452. RESEARCH AND PERFORMANCE. Independent projects. Performance centered around student's instrument or voice. Final competency projects. Some time spent in exploration of vocational choice. Contact with various professional musicians as available. 3 hr.

MUS 101. INTRODUCTION TO CREATIVE LISTENING. Designed to help the layman to understand and enjoy music. Course emphasizes the aural approach and seeks to analyze the sounds that are applicable to all styles of music. 3 hr.

MUS 103. JAZZ IN AMERICA. Designed to help the layman understand the unique contribution jazz has made to the whole American music scene and beyond, e.g. New Orleans, Dixieland, Blues, Rag, etc. 3 hr.

MUS 228. 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. 3 hr.

MUS 347 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. 3 hr.

MUS 338. HYMNODY. The study of hymns through the ages, e.g. Chorales, the Psalters, Gospel Hymns, Contemporary Hymns. Their use in worship, as a teaching medium, and basis for other compositions. 2 hr.

APPLIED MUSIC [lessons]
1 hr. credit given on the basis of a jury examination at the end of each semester.
MUS 160, 260, 360, 460 CLASS PIANO
MUS 161, 261, 361, 461 APPLIED PIANO
MUS 162, 262, 362, 462 APPLIED VOICE
MUS 163, 263, 363, 463 APPLIED ORGAN
MUS 164, 264, 364, 464 APPLIED BRASS
MUS 165, 265, 365, 465 APPLIED PERCUSSION
MUS 166, 266, 366, 466 APPLIED STRINGS
MUS 167, 267, 367, 467 APPLIED WOODWINDS

ENSEMBLES
MUS 171, 271, 371, 471 CHOIR 1 hr. credit is given each semester.
MUS 176, 276, 376, 476 SYMPHONETTE 1 hr. credit is given each semester.
MUS 177, 277, 377, 477 JAZZ ENSEMBLE 1 hr. credit is given each semester.
MUS 192, 292, 392, 492 CHORALE 1 hr. credit is given each semester.
MUS 196, 296, 396, 496 WIND ENSEMBLE 1 hr. credit is given each semester.
MUS 197, 297, 397, 497 OTTAWA LITTLE SYMPHONY 1 hr. credit is given each semester.
Organizational Administration

OAD 121. INTRODUCTORY ACCOUNTING: FINANCIAL. 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. 3 hr.

OAD/MAT 137. INTRODUCTION TO COMPUTERS AND DATA PROCESSING. Fundamentals of computer concepts, logic, and systems. An overview of the uses of computers in society and their impact of the future. Elementary programming in the Basic language. Laboratory time on computer terminals for program development. 4 hr.

OAD 162. FEDERAL INCOME TAX. Basic U.S. federal tax law as it relates to an individual's income. Procedures, reporting, and requirements of U.S. federal income tax for individuals and the type of income and deductions they generally have. An introduction to partnership and corporation income tax law and procedures. 3 hr.

OAD 200. THE DYNAMICS OF INTERPERSONAL EFFECTIVENESS. Introduction to the knowledge of and skills in initiating, developing, and maintaining effective relationships with others in personal, social, and task-oriented settings. Processes related to interpersonal competence including knowing and trusting others, understanding others accurately and unambiguously, providing mutual support and influence in a relationship, and resolving problems in a relationship. Prerequisite: PSY 120 or permission of instructor. 4 hr.

OAD 202. 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 or ECO 105. 4 hr.

OAD 205. GROUP PROBLEM SOLVING. Introduction to group dynamics and how the characteristics of groups influence decision-making performance. Students develop a basic knowledge of group dynamics and effective problem-solving and use their knowledge to analyze real life problem-solving groups. Prerequisite: PSY 120 or SOC 100 or permission of instructor. 4 hr.

OAD 218. MARKETING. Analysis of consumer behavior and configuration of target market. Management of organization activities designed to satisfy target market—planning, pricing, promote, and distribution of the product or service. Prerequisite: ECO 103. 4 hr.

OAD 221. MANAGERIAL ACCOUNTING. Evaluation of financial performance for managerial planning and forecasting. Cost-volume-profit analysis, break-even analysis, return on investment, and responsibility accounting. Prerequisite: OAD 121. 3 hr.

OAD 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 focus of power and authority. Prerequisite: PSY 120. 4 hr.

OAD 225. HUMAN RESOURCES ADMINISTRATION. Process in the management of the personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal, and compensation. Prerequisite: PSY 120. 4 hr.

OAD 231. INTERMEDIATE ACCOUNTING I. Transition course from introductory level financial accounting. In-depth study and evaluation of financial accounting theory, concepts, and analysis. Correlation with FASB statements and APB opinions and statements. 3 hr.

OAD 301. COST ACCOUNTING. Study of accounting for use by management in planning and control. Product costing techniques, comprehensive budgeting procedures, inventory planning and control, cost analysis and control. 3 hr.

OAD 310. BUSINESS LAW. Introduction to the American legal system. Selected areas of substantive law such as contracts, commercial paper, sales, agency, property. Prerequisite: OAD 121, ECO 103 or ECO 105. 3 hr.

OAD 319. MARKETING COMMUNICATIONS: PERSONAL SELLING. The basics of personal selling as the vital link between the capacity to produce and the demand for goods and services. Strategies of promotion management. Practice in role playing. Prerequisites: OAD 218 and PSY 120. 3 hr.

OAD 325. SMALL BUSINESS ADMINISTRATION. The operation of enterprises and small businesses employing usually fewer than 50 people. Emphasis on the balance between business functions (planning, organizing, and controlling). The impact of government regulation, taxation, and social responsibility. The model of starting, developing, and running a small business will be explored. Prerequisites: OAD 121, and OAD 218. 4 hr.

OAD 328. FINANCIAL ADMINISTRATION. Financing of the organization from the administrative viewpoint. Consideration of internal financial management as well as external financing and capital structures. Prerequisites: OAD 121 and OAD 221. 4 hr.


OAD 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: OAD 231. 3 hr.
PHILOSOPHIAE NATURALIS
Principia
MATHEMATICA

Definitiones.

Def. I.
Quantas Materias sibi membra synelemit etea ete. Eiusdem Diesi et Magnitudine componunt.

Et duplo densior in duplo spatio quadruplus est. Idem aurelie de Noire et Pulversina per compunctionem vel tegumentum condensatur. Et per centum quattuor diversi modo condensatur. Medi interesse, liquido dente, interdum partim liberam, partim rationem habem. Hinc autem quantitatem fab eorum corporea vel

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Physical Education

PED 104. PERSONAL AND COMMUNITY HEALTH. A study of personal hygiene and community health with a view to favorably influencing habits, attitudes, and knowledge relating to individual and community health. Especially important for future teachers of health. 3 hr.

PED 109. FIRST AID. Covers practical applications of emergency treatment such as: strokes, heart attacks, life saving for water emergencies, burns, cuts and abrasions, broken bones. Practical application in resuscitation. 2 hr.

PED 111. FOUNDATIONS AND PRINCIPLES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION. History philosophy, and principles of health, physical education, and recreation. Resource materials, professional literature, and current research. 3 hr.

PED 117. THEORY OF ADMINISTRATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION. Administrative philosophies. Development of concepts related to processes of administration. Types of administrative behavior. Tasks and responsibilities of the administrator. Evaluation of effectiveness of an administration. Extensive off-campus work. 3 hr.

PED 127. FOOTBALL THEORY. Theory of coaching, officiating, and administering interscholastic football programs. Extensive field work required. 3 hr.

PED 128. VOLLEYBALL THEORY. Theory of coaching, officiating, and administering interscholastic volleyball programs. Extensive field work required. 3 hr.

PED 138. TRACK AND SOCCER COACHING. Theory of coaching, officiating, and administering interscholastic track and soccer programs. Extensive field work required. 2 hr.

PED 148. BASKETBALL AND BASEBALL THEORY. Theory of coaching, officiating, and administering interscholastic basketball and baseball programs. Extensive field work required. 3 hr.

PED 207. SPORTS INJURIES. Preventive, protective, and supportive techniques used in treatment of athletic injuries. Analysis of problems encountered, particularly in individual and team sports, with respect to emergency treatment, first aid, and recommended medical rehabilitation procedures. 3 hr.

PED 208. HEALTH AND PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL CHILD. Knowledge of the physical development of the child and an awareness of resources for his
health, activity, and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual. 3 hr.

**PED 218. RECREATIONAL LEADERSHIP.** Philosophy of recreation. Importance of recreation in modern life. Development of some recreational skills which may be used in school, church, and community. 3 hr.

**PED 237. TEACHING AND OFFICIATING OF WOMEN'S FALL TEAM SPORTS.** Historical background of sports. Principles of teaching and officiating. Major sports: basketball, softball, track, and field. 3 hr.

**PED 301. HUMAN ANATOMY.** Interdependent field of anatomy and physiology. Designed to give functional knowledge of the structure and operation of the human body. Prerequisite: Human Physiology. 4 hr.

**PED 315. METHODS OF TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL.** A study of the development of curriculum content, organization of a physical education class, methods in teaching physical education, including individual and group activities, aids to effective teaching, including facilities, equipment, supplies, and evaluation of students. Required to all juniors who plan to do student teaching. 3 hr.

**Physics**

**PHY 109. PHYSICAL SCIENCE.** Basic method and principles of physical science, using selected problems in astronomy, physics, chemistry, and geography. 3 hr.

**PHY 247. COLLEGE PHYSICS.** Elected topics in physics for students who need limited training in the field. Corequisite: MAT 330. 4 hr.

**PHY 341. UNIVERSITY PHYSICS.** Mechanics, heat, electromagnetism, waves, and atomic structure for students with specific interest in the sciences. Prerequisite: Conceptual Physics, Methods of Calculus, College Physics. 4 hr.

**Political Science**

**PSC 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 nations 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. 3 hr.

**PSC 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. 3 hr.

**PSC 133. AMERICAN GOVERNMENT.** An introduction to American government: philosophy, structure, and operation. Study is made of the performance and problems of American government with emphasis on the question of the citizen’s knowledge, role, and responsibility. 3 hr.

**PSC 232. INTERNATIONAL RELATIONS.** An introduction to international relations and foreign policy. Emphasis is on the study of the causes of international conflict and the resolution of conflict. Emphasis is placed on the study of war, particularly its prevention. 4 hr.

**PSC 310. TOPICS IN WORLD POLITICS: U.S. FOREIGN POLICY.** Questions examined are how foreign policy is made in the United States and what is the nature of the policies resulting from the policy-making process. Readings in the course present different responses to these questions. Prerequisites: Junior standing and one course in political science, or consent of instructor. 4 hr.

**PSC 311. TOPICS IN WORLD POLITICS: DEMOCRACY AND THE WORLD.** The theory and practice of democracy in the United States and other nations of the world is examined. The questions 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: Junior standing one course in political science or consent of instructor. 4 hr.

**PSC 322. POLITICAL PARTIES.** A study of the American political party system with emphasis on the post World War II era. Study is made of the organization, strengths and weaknesses, functions, techniques, and trends of the U.S. political party system. Prerequisite: One course in political science or permission of instructor. 4 hr.
PSY 110. PERSONAL ADJUSTMENT.
Psychology of Personal Adjustment focuses primarily upon the psycho-social processes of growth. The approach utilized is both theoretical and experiential, requiring students to actively participate in the exploration of their personal life styles and interpersonal relationships. Topics include self concepts, pattern of control, value orientations, sociocultural influences, stress pressure and management, mechanisms of defense and maladaptive behaviors, effective communication, and other related issues. 3 hr.

PSY 120. GENERAL PSYCHOLOGY.
Introduction to the psychological study of human behavior and mental processes, including basic concepts and terminology. Topics include biological bases of behavior, sensation, perception, learning, memory, language, motivation, emotion, growth and development, personality, abnormal behavior, and psychotherapy. Application of principles in the areas of business, education, social behavior, and other areas is also included. 4 hr.

PSY 220. LEARNING.
A detailed study of the principles of learning and theories of learning, as well as applications such as behavior modification. Prerequisite: PSY 120, 223. 3 hr.

PSY 221. SOCIAL PSYCHOLOGY.
Emphasizes the influences of socialization on human behavior. Topics will include: social research methods; theories of social determinants of the self; prejudices and reference groups; attitude formation and change; interpersonal communication, influence and persuasion; social affiliation and disaffiliation; frustration, pressure and aggression as related to social factors; social-perceptual processes; and the dynamics of group structures. Prerequisite: PSY 120. 3 hr.

PSY 222. RESEARCH DESIGN.
Understanding basic research methods and statistics as applied to behavior in the areas of learning, motivation, and the theory of sensory processes. Prerequisites: PSY 120; MAT/SBS 130 and SOC 201 recommended. 3 hr.

PSY 223 DEVELOPMENTAL PSYCHOLOGY.
A review of the predominant theories of development of the human organism from conception to death with a concentration upon the application of those principles in interpersonal encounters. Prerequisite: PSY 120. 4 hr.

PSY 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 studied from a psychological perspective. Emphasis in readings and class discussions placed upon etiology and dynamics of behavior problems and the means of intervention available to those working in services for exceptional children. Prerequisites: PSY 120, 223. 3 hr.

PSY 234. PSYCHOLOGICAL TESTS AND MEASUREMENTS.
Theories of psychological testing and measurement with emphasis on measurement of intelligence, aptitude, and personality; administration and evaluation of standardized tests; and factors affecting test performance. Prerequisite: PSY 120. 4 hr.

PSY 301. THEORIES OF PERSONALITY.
Study of major contemporary theories of personality and including theory construction and validation. Prerequisites: PSY 120, 223. 5 hr.

PSY 302. EXPERIMENTAL RESEARCH.
A review of basic methods of data analysis and experimental design, followed by actual experimentation in the areas of sensation, perception, learning, and other topics. Prerequisites: PSY 120, 222. 4 hr.

PSY 303. PSYCHOLOGY OF ABNORMAL BEHAVIOR.
Deals with the identification and classification of various manifestations of maladaptive behaviors. Emphasis upon the process of differential diagnosis and the clinician's inferential process. Topics will include: historical perspective; psychosocial and sociocultural influences; etiological factors of mental illness; transient situational disorders; neuroses; psychoses; anti-social (psychopathic) personality; retardation; sexual deviations and character disorders; alcoholism and drug abuse; organic brain syndromes; and suicide and therapeutic approaches. Prerequisites: PSY 120, 223 or 224, 301. 5 hr.
Religion

REL 108. CHURCH AND SOCIETY. Consideration of varied forms and strategies for relating church and society. Various contemporary problems are considered as concrete examples. 3 hr.

REL 111. INTRODUCTION TO THE OLD TESTAMENT. History of the Hebrew nation. The Old Testament in light of the historical situation. Prophetic literature in its relation to the Christian tradition. 3 hr.


REL 113. CONTEMPORARY AMERICAN RELIGIOUS GROUPS. An analysis of current American religious bodies. Consideration of both the more traditional bodies and the more recent arrivals. 3 hr.

REL 137. DIMENSIONS OF FAITH. Investigation of the personal, social, and rational dimensions of religious faith, including consideration of doubt and unbelief. Readings from the works of such figures as Bultmann, Cox, H.R. Niebuhr, Schleiermacher, and Tillich. 3 hr.

REL 201. BIBLICAL BOOK. An in-depth study of a particular biblical book. The book studied will vary from year to year. 3 hr.

REL 238. WORLD RELIGIONS. Religions of mankind set in historical perspective. Basic teachings. 3 hr.

REL 247. THE LIFE AND MEANING OF JESUS. Examination of Gospel literature as it relates to Jesus. Consideration of various historical approaches to the life and ministry of Jesus. The significance of Jesus. 3 hr.

REL 248. THE LIFE AND THOUGHT OF PAUL. An examination of the life of Paul in relation to his career and his epistles. Theological thought of Paul. 3 hr.

REL 329. CONTEMPORARY ISSUES IN BIBLICAL AND THEOLOGICAL STUDIES. Examination of key issues that relate to the Biblical literature, including historical uniqueness of the Biblical faith, reliability of the Biblical record, the historical Jesus, and interpretation and authority of the Bible. 3 hr.

Social Work

SWK 112. THE FAMILY. This course explores the historical and theoretical perspectives of the family; developmental patterns of family relationships; communication styles and interactions; structural and sub-cultural family life styles; societal stress on the family; an assessment of various value issues, questions, and conflicts on the family; and the future of the family within society. Prerequisites: PSY 233 and SOC 100. 3 hr.

SWK 118. SOCIAL WELFARE IN AN URBAN SOCIETY. An examination of social welfare as a fundamental social reality, not as a collection of programs and services. Welfare is seen primarily in terms of social issues rather than as a professionally directed effort to deal with social problems. 3 hr.

SWK 301. SOCIAL WORK AND THE LAW. A study of common goals of law and social work, and an examination of differences and similarities in concepts, methods, and skills. A survey of some areas of interest common to both professions. The objective is to give the professional social worker a firm basis for understanding the law as an instrument of social change. It is recommended that the student have some social work background for the course. 3 hr.

SWK 472. SENIOR SEMINAR IN SOCIAL WORK. The integration of concepts and skills from varying sources (courses in Social Work and allied fields) with reflection upon experience developed during field placements. Rigorous examination of an issue derived from previous study (including field experience with major research paper to cover a historical analysis of the issue, its implications for Social Work practice, social policy, further research, baccalaureate Social Work education, and a summary and conclusion). Oral defense of paper before Comprehensive Committee. 3 hr.
Sociology

SOC 100. SOCIAL BEHAVIOR. The dimensions of society in respect to social organizations, institutions, socialization, stratification, change, conflict, and trends. The influences of society upon individuals and the individual's adaptability to society will be major concerns of the class. 4 hr.

SOC 107. URBAN LIFE AND PROBLEMS. Ecology and function of land and people in the city. Personality structure in the urban setting. Future of the city. 4 hr.

SOC 109. CRIMINAL JUSTICE. An analysis of criminal justice in a changing society. Topics are explored that are most relevant to contemporary issues and trends in law enforcement, courts, and corrections. 4 hr.

SOC 117. SOCIAL PROBLEMS AND AMERICAN VALUES. Human maladjustments as they relate to the culture of the U.S. Recognition of social factors operative in both personal and social deviance. Analysis of programs to alleviate or eliminate problems. Concern for crime, law, punishment, and rehabilitation. 4 hr.

SOC 201. METHODS OF SOCIA L RESEARCH. Attention to the theory and methods of research in the social and behavioral sciences. The nature of exploration, testing hypotheses, theories, measurement, and current trends are considered. 4 hr.

SOC 202. COMPLEX ORGANIZATIONS. Theoretical approach to the structure and function of formally constituted organizations/institutions, with emphasis on history and development of modern rational and bureaucratic organizations; issues of the exercise and generation of power and authority, decision-making; issues of communication, generation, and flow of information; intra-organizational coordination, conflict and change; position of large formal organizations in the larger social structure. 4 hr.

SOC 203. THE BLACK COMMUNITY IN THE UNITED STATES. Historical and institutional analysis of the role of Black citizens of the United States. Major focus upon the present situation in terms of persons, movements, and strategies, with particular emphasis upon the urban scene. 4 hr.

SOC 207. CRIMINOLOGY. A study through reading and discussion, and an investigation through field trips of such areas as law enforcement agencies, the court structure, sociological aspects of criminal behavior, and the ways of working with persons convicted of crime, both with and without imprisonment. Theories of criminal behavior are analyzed and evaluated. 4 hr.

SOC 208. SOCIAL STRATIFICATION. The nature and origin of social classes, primarily in the United States. Descriptive examination of the sources of wealth and of poverty; the social consequences of poverty for individuals and communities; the relation between poverty and discrimination; and the influence of such institutions as education and social welfare on poverty. Cross-cultural assessment of the phenomenon of the "middle-class: its relation to certain types of political and economic systems, and its position in this country." 4 hr.

SOC 247. JUVENILE DELINQUENCY. A study through reading literature in the field of delinquency and through visits serving delinquents, including places of detention. Analyzing and evaluating theories of delinquency through discussion and papers. Assessing, in the same way, contemporary concepts in the field. 4 hr.

SOC 301. SOCIAL THEORY. Overview of the development of modern sociological thought, the origins of scientific sociology in Western Europe and the United States, and a focus on selected contemporary sociological theorists. (Recommended for Junior and Senior level sociology majors). 4 hr.

Speech and Drama

SDR 101. DEBATE AND FORENSICS. Research, case constructions, and practice on the national debate proposition. Forensics work includes oral interpretation, oratory, informative speaking, duet acting, impromptu, and extemporaneous speaking. Flexible schedule allows students to develop their own programs. Orientation toward intercollegiate competition in debate and forensics. 4 hr.

SDR 103. INTERPERSONAL COMMUNICATION. Communicative behavior of man. The course is offered with the premise that relating to others is a basic key to a satisfying life. It provides for personal growth through self acceptance, and beneficial cooperation through shared responsibility with others. We need to understand the process by which such growth, confidence, and cooperation can be achieved. 3 hr.

SDR 110. FUNDAMENTALS OF SPEECH PREPARATION AND DELIVERY. Intensive oral practice in various forms of public address. Development of criteria for judging and evaluating effective speaking. The course is designed to give students confidence in speaking before a group. 3 hr.

SDR 146. THEATRE APPRECIATION. Introduction to some of the world's great dramas. Emphasis will be on modern plays. Opportunity to view dramatic productions in the area. 3 hr.
Academic Policies
1. Core Seminar Requirement
Each student must satisfactorily complete the six core seminars described on pages 12 and 13.

2. University Program Series
Attendance at the University Program Series (U.P.S.) is part of the General Education requirement at Ottawa University. Each student is expected to attend a required number of U.P.S. events each semester and to report to his advisor on the events attended. At the end of each semester the student will receive a grade of "P" (pass) or "NC" (no credit) depending upon whether this requirement has been satisfactorily met. A total of six semesters of "P" in U.P.S. attendance is required for graduation. Persistent failure to meet this requirement each semester will result in a review of the student’s progress towards graduation, and may result in the student being placed on probation until the accumulated attendance deficiency has been removed. Failure to remove probation may result in dismissal from the University.

3. Major Requirement
Each student is required to plan a major program in cooperation with his primary advisory committee usually involving from 24 to 40 semester credit hours.

Only those courses completed with a grade of "C" or better may count toward satisfaction of the minimum number of major courses required in the contract. The student’s grade point average in all major 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 major.

4. 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. In order to be approved, a student’s educational plan must show encounter with all three broad areas of academic pursuit—the humanities, the social and behavioral sciences, the natural sciences and mathematics—beyond the minimal basic general education requirement of the Core.

5. 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 an academic year requires enrollment in physical education in each subsequent semester until the deficiency has been removed.

Transfer students without physical education who enter Ottawa University after the Freshman 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.

6. Academic Performance Requirements
Each student customarily will be required to complete no fewer than 124 semester credit hours or their equivalent for the Bachelor of Arts degree. In no case will fewer than 108 hours or their equivalent be accepted in completion of degree requirements.

A student may graduate with fewer than 124 semester credit hours provided that:
A. The student has advanced placement as a result of his high school performance as certified by Advanced Placement Examinations, CLEP,
of 3 years of college experience. Students must have a cumulative grade average of "C" (2.0) or better, including courses completed at Ottawa University.

7. Graduation
Graduating Seniors are expected to attend the baccalaureate service and commencement, and 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.

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Student Status
Students pursuing a course of study leading to the degree of Bachelor of Arts from Ottawa University are classified as full-time if they are enrolled in at least 12 semester hours per semester. 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.”

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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 a program of study with his primary advisor. Registration must be confirmed at the evaluation-advising meeting scheduled with the advisor prior to each semester and then completed with the Registrar’s Office, the Dean of Students Office, and the Business Office.

A fee of $5.00 per day 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 day of the semester.

Any deviation from the normal registration plan must have prior approval in writing by the student’s primary advisor. 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 must go to the Registrar's Office to process the change. No regularly scheduled course may be entered later than the fifth class day. Courses dropped no later than the fifteenth class day 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. Students may withdraw from a course until, but not after, the last day of class.

Attendance

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

Academic Probation, Suspension, and Reinstatement

Academic probation is a warning to the student that his academic performance is lower than the 2.0 minimum cumulative grade point average which is required for graduation from Ottawa University.

A student will be placed on academic probation at the end of any semester in which his cumulative grade point average is less than the following values:

<table>
<thead>
<tr>
<th>Credit hours earned</th>
<th>Grade point averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 16</td>
<td>1.2</td>
</tr>
<tr>
<td>16-32</td>
<td>1.4</td>
</tr>
<tr>
<td>33-48</td>
<td>1.6</td>
</tr>
<tr>
<td>49-64</td>
<td>1.8</td>
</tr>
<tr>
<td>65 or more</td>
<td>2.0</td>
</tr>
</tbody>
</table>

A student will also be placed on academic probation if he receives a grade of "no credit" in two successive enrollments in general education core classes or fails to meet University Program Series requirements.

A student on academic probation, in consultation with his faculty advisor, should plan to remove probation by enrolling for less than 16 credit hours in the next semester and/or repeating any course in which a poor grade was earned. The plan for removal of probation must be approved by the faculty advisor and the Dean of the College.

The Academic Council will determine whether a student should be suspended from further enrollment if he fails to remove academic probation at the end of the next semester in which the student is enrolled.

A student who has been suspended from the University for academic failure may submit a petition for reinstatement to the Academic Council. A petition for reinstatement 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.

Grading and Grade Points

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

A—excellent work; four grade points
B—good work; three grade points
C—average work; two grade points
D—passing but below average; one grade point
F—failure; no grade point
P—satisfactory completion of a non-grade 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 for some unavoidable reason
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.

**Contract Assurance Program**

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. 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.

Graduates of the Ottawa University residential campus 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 residential 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.

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 120 semester credit hours (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 76 to 119 semester credit hours 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 32 to 75 semester credit hours 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. 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.
New Student Orientation

Each year, new students arrive a few days early for the purpose of learning about the collegiate way of life at Ottawa University. There are three main phases of this orientation: academic, student life, and social.

The academic phase includes various achievement, personality, and vocational interest inventories which are administered to aid individuals in their scholastic planning. During registration, students meet with their faculty advisors to begin the process of goal-setting and educational planning, as well as course selection and registration.

The student life phase deals with college policies, personal counseling, health services, religious programs, financial counseling and student participation in their governance. Activities are also planned to help the student become familiar with the residence halls program.

The social phase includes “micro labs,” picnics at faculty homes, a football game, a barbeque, and other social experiences to help the student gain the confidence so important for total personal development and to adjust to the demands of a new social environment.

Counseling and Testing

Ottawa provides counseling services for students who need and desire help in resolving personal problems. The Counseling Center is staffed by psychologists who offer professional assistance in helping students to understand themselves and to remove emotional barriers to personal development. Personal counseling is also available from the staff of the Office of the Dean of Students, from the University Chaplain, and from individual faculty members.

The counseling services are limited to students whose problems can be resolved through a limited number of sessions. Students who need a long period of therapy for the resolution of serious personality disorders must arrange for individual counseling with agencies outside the University and at their own expense.

The University also makes available a wide variety of psychological tests and inventories. The results of these measures are frequently helpful to students in evaluating their abilities, interests, achievement level, and personality characteristics.

Placement

The Coordinator of Career Planning and Placement assists students in the identification of career goals and in obtaining employment after graduation. The placement services also are available to all alumni of the University.

A personal dossier, containing letters of reference, is maintained for each placement candidate. Representatives of business organizations, educational institutions and governmental agencies are invited to the campus to meet with interested students.

Health Services and Insurance

Ottawa offers a variety of programs to foster the physical health of its students. The Health Office is staffed by a physician’s assistant and two part-time registered nurses. In addition, medical doctors are available for consultation and treatment on a referral basis. Included among the services are the following:

1. A medical interview upon entrance, with recommendations for treatment if needed.
2. Influenza inoculations.
3. Dispensary service, i.e. consultation or treatment which can be provided on-campus by the Health Office staff.
4. Outpatient treatment by the University physicians in their offices off-campus, if referred by the staff of the Health Office.

House calls, prescription medications, and outpatient laboratory tests are the financial responsibility of the student. Obviously, students are free to obtain treatment from their own physicians if they assume payment for the cost of such services.

All students participate in a health insurance plan which provides benefits, within specified limits, for serious illness or accidental injury resulting in hospitalization, hospital treatment, surgery, X-ray examination (accident or in the hospital), and other medical care. Specific benefits are stated in the brochure distributed to all students. Coverage is extended session by session with each new enrollment.

The cost of this insurance is included in the fees paid by students as part of the regular University charges. Coverage for students enrolled during the regular academic year may be extended to include the summer vacation by advance payment of the premium.
Housing

Apart from its College Without Campus programs, Ottawa University is a residential college. During the regular academic year, all residential campus students, except married students and students living with their families in the Ottawa area and commuting to the college, are expected to live in the college residence halls and to eat all of their meals in the college dining hall. Exceptions to these policies can be granted only by the Dean of Students.

The following residence halls are available:
- Men's Halls: Behan Hall, Price Hall, Brown Hall
- Women's Halls: Martin Hall, Centennial Hall

A detailed description of the residence halls is contained in the Residence Facilities brochure, which may be obtained from the Office of the Dean of Students. All University residence halls are supervised by student resident directors and resident assistants who are members of the Dean of Students' staff.

For the health and safety of the students living in the residence halls, the following are not permitted:
1. Firearms and other weapons;
2. Explosives of any kind, including firecrackers;
3. Electrical heating devices, other than coffee pots, popcorn poppers, hair dryers, and electric blankets.
4. Animals or reptiles.

All residence halls are open from 7:00 a.m. to 1:00 a.m. unless the residents in a hall decide that the hall should be closed at an earlier hour. Upon request, residents are issued keys for the hall by the resident director.

Resident students may have guests in the lounges and/or their individual rooms, as long as the guests follow the University standards and regulations governing behavior.

If agreed to by a student’s roommate, guests of the opposite sex may visit in individual student rooms between 12:00 noon and 1:00 a.m. or during more restricted hours established by the residents of a particular hall. In addition, the guest must be checked into the hall, escorted, and the door to the room must be left open while the guest is present.

Priority for the assignment of entering students to rooms in the residence halls is established by the order in which they confirm their acceptance of the offer of admission to the University. Every effort is made to accommodate students who express a roommate preference. Final decisions on all room assignments are made by the Dean of Students.

All residence halls are closed during the Christmas vacation. The University is not responsible for articles left in dormitory rooms or stored in the residence hall, either during regular sessions or vacation periods. Students who leave personal possessions in the residence halls do so at their own risk.
University Regulations

Education for Individual Development is the central focus of the Ottawa University experience. The aims and objectives of the University permeate this general theme and provide the context for college regulations. First, Ottawa University is a Christian liberal arts college. That definition particularizes the aims and expectations of the members of the University community and underlies the standards and policies of the institution. Second, there is convincing evidence that a major portion of student social and value development occurs outside the classroom. Campus regulations are designed to provide maximum opportunity for out-of-class learning and student development. Third, Ottawa University is distinctly a residential college and its aim is to sustain the kind of community life in which a student’s total educational experiences are deepened and enriched. The rights and responsibilities of the individual are considered within the context of the basic standards necessary to maintain a sense of community.

In this context Ottawa University has developed clear statements of institutional standards of behavior and expectations for each student which provide the context for student value development and guidelines for personal decisions by students. These standards and expectations are consistent with, but distinct from, the specific college regulations, which are the minimum regulations necessary (1) to maintain order and to control behavior that impinges upon the freedom and privacy of other persons; (2) to maintain a way of student life that is physically and psychologically healthy; (3) to protect the University from behavior which threatens its ability to exercise its responsibility and to achieve its educational mission; and (4) to preserve sufficient satisfactory relations with the larger University constituency so that Ottawa University can marshal the necessary resources to devote its attention to its primary educational tasks.

Therefore, the University assumes that students are responsible members of the University community and will act in such a manner as to reflect their consideration and respect for the rights and welfare of other individuals and of the community as a whole. Students who disregard these standards, through their behavior on or off campus, will be subject to disciplinary action. The University reserves the right to impose sanctions up to, and including, dismissal from the institution.

Unless otherwise specified, the following actions are prohibited at any time during which the person is a student at the University, regardless of whether or not classes are in session, whether on University property or at other places.

1. All forms of dishonesty including cheating, plagiarism, and supplying false information; as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.
2. Theft of, or damage to, the property of another person or of the University; as well as receiving, retaining, or disposing of the lost or mislaid property of another person or of the University.
3. Unauthorized entry, use, or occupation of University facilities; as well as the unauthorized possession, duplication, or use of keys to any University facility.
4. Physical or verbal harassment or abuse of another person; as well as threatening or attempting to inflict physical injury, or creating a substantial risk of such injury, to another person.
5. Misusing or tampering with fire alarms, fire fighting equipment or safety equipment.
6. The unauthorized selling, purchasing, producing, or possessing of any lethal weapons, explosives, fireworks, or incendiary devices.
7. Engaging in illegal gambling.
8. The unauthorized selling, purchasing, producing, or possessing of barbiturates, amphetamines, marijuana, hallucinogens, or other addictive or illegal drugs.
9. Possession, consumption or furnishing of beverages containing alcohol on property owned or supervised by the University, or at University functions. Funds collected by the University cannot be used to purchase such beverages.
10. Engaging in such conduct as public nudity, indecent exposure, or unlawful cohabitation.
11. Engaging in, or inciting others to engage in, conduct which disturbs the peace of the University, or which involves a significant disruption of University activity, or which impedes reasonable freedom of expression or movement of other members of the University community or its guests.
12. Failing to comply with the directions of authorized University personnel in the performance or their assigned duties.
13. Violating other regulations of the University, including but not limited to those pertaining to residence halls, motor vehicles, and the University Union.
Social Clubs
Ottawa has no social fraternities or sororities. However, most students join the “Greek Letter” social clubs for men or for women.

The social clubs provide the basic unit for both self-government and group social activities. In addition, the clubs provide an opportunity to develop leadership qualities and skills in learning how to relate to the needs of other people.

The members of each social club organize their own educational, religious, and recreational programs. Club Masters coordinate the social club activities through the Inter-Club Council.

WOMEN’S CLUBS:
Gamma Gamma Gamma, Kappa Tau Delta, Phi Kappa Chi, Pi Theta Chi, Sigma Iota Psi, and Zeta Pi Omega

MEN’S CLUBS:
Alpha Phi Beta, Beta Gamma Chi, Delta Chi Omega, Delta Phi Delta, Sigma Tau Delta, and Tau Beta Gamma.

Religious Life
The religious life programs and activities of Ottawa University are designed for developing both individual initiative and a sense of community in a Christian context in keeping with the aims and objectives of the school. The University maintains a flexibility of attitude and action which promotes a projection into contemporary religious concerns and at the same time seeks to preserve the time-honored values of the past. The formal program of religious activities is administered by the University Chaplain in conjunction with two committees consisting of students, faculty, administrators, and staff.

Christian Faith in Action (CFA) functions as the coordinating organization for voluntary religious activities in several different areas. Small groups meet for study and worship.

A Church Vocations Club helps to inform students about professional ministries within the church. University Mission Teams visit churches, camps, and schools to provide and develop continuing professional and lay leadership for the church. Social action groups put their religious motivation into practice through service projects.

The Religious Life Program Committee plans events which are included in the University Program Series. During each session, religious life programs are offered, including worship convocations on current religious issues, programs of religious music, art, and drama and experimental programs seeking new forms of religious expression and experience, as well as those drawn from the different traditions within the total Christian heritage.

Ottawa University enjoys a close relationship with churches in the community whose ministers and lay people also provide opportunities for worship, fellowship, and personal involvement.

By providing a wealth of possibilities for religious experiences, the University has been able to achieve its stated goal of giving students a liberal education in a Christian environment.

Athletic Programs
Ottawa offers a wide variety of athletic programs to meet the needs of each student.

Intercollegiate Athletics
Intercollegiate sports are an integral part of the total program of Ottawa University. The aim of this program is to provide an opportunity for highly skilled students to participate in the various sports sponsored by the University.

Ottawa University is a member of the prestigious Heart of America Conference. Football, basketball, soccer, and track are offered at the varsity level for men. Varsity competition for women is available in volleyball, basketball, and track.

The University’s intercollegiate cross-country, tennis, and golf teams are open to participation by both men and women students.

Students who have won the varsity letter as a result of athletic competition may become members of the "O" Club. It is the purpose of this organization to promote loyalty to the University and to foster a high standard of sportsmanship.
Intramural Athletics
Interest in intramural competition has developed to the point that Ottawa now sponsors one of the most complete small college intramural athletic programs in the Midwest. Competition among the social clubs gives all men and women students the opportunity to take part in such sports as soccer, volleyball, track, basketball, softball, swimming, and tennis.

Additional activities such as touch football, wrestling, racquetball, handball, pocket billiards, bowling, table tennis, and cross-country are offered for men. These sports are also available for women.

In addition to varsity and intramural activities, Ottawa has several sports which are offered on a club basis.

National Scholastic Societies
The following national scholastic societies have chapters at Ottawa University:

Alpha Mu Gamma, the national collegiate foreign language honor society of the United States and Puerto Rico, offers membership to outstanding students who are enrolled in, or have completed, the third or higher course of college level study of a foreign language, literature, and civilization. Its purpose is to stimulate a desire for linguistic attainment and to foster a sympathetic understanding of other peoples.

Alpha Psi Omega. The Kappa cast is the Ottawa Chapter of Alpha Psi Omega, a national dramatics fraternity. Membership is conferred on those who have done outstanding work in drama.

Phi Alpha Theta, the national history honor society, is represented at Ottawa University by the Mu Omicron Chapter which was chartered in May, 1967. Membership is open to all students interested in man’s past and its impact upon the problems of today. Eligibility is established by superior grades in history courses.

Pi Kappa Delta, the largest national forensic fraternity, was founded at Ottawa University in 1913. The Ottawa chapter sponsors a varied program of speech activities with emphasis on active participation in most of the major speech tournaments in the Midwest and on the national level.

Sigma Pi Sigma, the national honor society in physics, installed the Ottawa University Chapter in May, 1971. Students who have taken a minimum of two courses beyond the introductory courses, with high scholastic achievement both in physics and in their other work, are eligible for election to the society. Sigma Pi Sigma and its companion chapter of the Society of Physics Students, which is open to all students interested in physics, sponsor regular programs and activities throughout the academic year.

Sigma Alpha Honor Society. Sigma Alpha was established as a local honors society at Ottawa University in 1941. Its purpose at that time was to encourage high academic achievement by electing to membership those students who had been active in the honors program. Its present purposes are: (1) to promote and encourage concern for intellectual issues on the University campus; (2) to give visible focus to a concern for high academic achievement; and (3) to recognize those students who have attained distinction in the academic program of Ottawa University.

Its members are: (1) those members of the faculty and staff who, as undergraduates, were elected to Sigma Alpha; (2) those members of the faculty and staff who have been elected to membership in such recognized liberal arts national honor societies as Phi Beta Kappa and Phi Kappa Phi; (3) undergraduates elected from the top 10% of the on-campus senior class in session III; (4) undergraduates elected from the top 2% of the on-campus junior class in session III; and (5) other members from the University faculty considered worth of election.

Election is by members of the Sigma Alpha Honor Society and must be consistent with academic attainment, high moral character, and contributions to the collegiate learning environment.