EDU 305. Elementary Social Studies Methods. This course is designed to provide the student with methods used in social studies classrooms in the elementary school. Emphasis is placed on developing skills in multicultural settings and in human relations in elementary school. In addition, topics such as geography, economics, and civics for elementary school children will be stressed. Prerequisites: EDU 106, 300 and 301. 2 hrs.

EDU 309. School in Society. The emphasis in this course will be on investigating the school as part of society and in exploring how society influences schools. Prerequisites: EDU 300 and 301. 2 hrs.

EDU 311. Reading Practicum. Provides the student with an opportunity to practice and develop the skills learned in EDU 302, Elementary Reading Methods, 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 302. Prerequisites: EDU 106, 300 and 301, or permission of the instructor. 2 hrs.

EDU 312. Elementary Language Arts Methods. Approaches and methodologies used in teaching language arts in the elementary school will be emphasized. The student will learn techniques for teaching listening, oral language, writing, spelling, grammar and handwriting. A field experience will be included. Prerequisites: EDU 106, 300, and 301. 3 hrs.

EDU 314. Teaching Reading in the Content Area. This course is offered for future or present teachers in the various disciplines who will be teaching at any level from grades five to twelve. The course will focus on methods integrating reading and study skill evaluation with content area instruction. Topics considered include assessing readability of materials, evaluating student reading skills, teaching vocabulary, comprehension skills, and teaching study skills. Prerequisites: EDU 300 and 301. 2 hrs.

EDU 325. Psychology of the Exceptional Child. With the child's normative development as a reference point, behavioral problems, emotional disorders, physical and health dysfunctions, and intellectual impairments are studied from a psychological perspective. Readings and class discussion will focus on etiology and on alternative means of intervention available to those working in regular classrooms. Methods of dealing with parents, school administrators, and various agency personnel will be emphasized. Field experience will be part of this course. Prerequisites: PSY 120 and EDU 106, 300, and 301. 2 hrs.

EDU 335. Secondary and Middle School Methods. This course will emphasize lesson plan writing, various methods of presentation, behavior management skills and organizational skills for students who are preparing to teach at the secondary school level. This course will be taught by a professor in the education department with cooperation from professors in the student's major field of study. Emphasis will be placed on developing resources and teaching strategies for particular content areas as well as current trends such as cooperative learning and writing and thinking across the curriculum. Must be taken concurrently with EDU 336, Secondary Practicum. Prerequisites: EDU 216, 300, and 301. 3 hrs.

EDU 336. Secondary Practicum. To be taken concurrently with EDU 335, Secondary and Middle School Methods or the appropriate methods course in the student's teaching area. Provides the student with an opportunity to develop and practice skills in a secondary classroom. Must be taken concurrently with EDU 335. Prerequisites: EDU 216, 300, and 301. 3 hrs.

EDU 402. Diagnosis and Remediation in the Elementary School. This course will focus on diagnostic and remedial strategies and techniques to be used with elementary school children particularly in the fields of reading and arithmetic. Standardized tests, IRLs, Key Math and other diagnostic tests will be explored. Students will learn how to match test results with remedial strategies and develop remedial programs for children. Prerequisites: EDU 302 and 303. 2 hrs.

EDU 409. Student Teaching Seminar. This course is part of the student teaching block. It is designed to provide an opportunity for student teachers to interact as a group and support one another, share their successes and failures, and to develop a deeper understanding of their field experience. The course will meet 4-6 times during the semester in the evenings. 1 hour.

EDU 410-420E. Student Teaching/Elementary School. These courses are the culminating field experiences for elementary preservice teachers. All students will have the opportunity to observe and to teach in an elementary school setting. All professional education courses and courses in the major must be completed prior to enrollment in student teaching. 14 hrs.

EDU 410-420S. Student Teaching/Secondary School. These courses are the culminating field experiences for secondary preservice teachers. The student will have the opportunity to observe and to teach in a secondary school setting. All professional education courses and courses in the major must be completed prior to enrollment in student teaching. 14 hrs.

English

The study of English and American literature and language affords outstanding opportunities for both personal satisfaction and pre-professional education suitable to a wide variety of careers. English study embodies an ideal of education, and it is particularly useful in helping students to clarify and express their own thoughts as well as to enlarge their abilities to comprehend complex issues. Further, graduates with an English major may be found in law, journalism, advertising, public relations, publishing, communication, library science, free-lance writing, government, business and education.

In addition to the departmental major, Ottawa University also offers an English education major and participates in some interdepartmental majors in which literature and language courses are components.

Required Major Courses: 36-40 hours which include: ENG 203, 204, 219, 220, 310, 325, 350 or 355, 401.

Recommended Courses: FRE 101, 102, or the equivalent in foreign language study; PHI 217; two courses from the following: HIS 110, 253, 254; PHI 301, 302. Additional course work in other humanities courses (art, music, drama) is also encouraged.

Teacher Certification Emphasis (check Teacher Education Handbook for current requirements):

Required Certification Courses — Middle Level: ENG 102 or 201, 230 or 204, 237 or 310, 318 or 355, 325; EDU 213, 214, 312; SDR 110, 205; HUS 250.

Required Certification Courses — Secondary Level: ENG 102 or 201, 203, 204, 219, 220, 310, 317, 318 or 355, 325, 350, 401, 403; SDR 110; EDU 213.

Recommended Courses: Additional study in psychology, history, drama, philosophy, foreign languages, and participation in theatre, creative writing, and journalism.

Courses Offered:

ENG 102. Contemporary Literature. 1945 to Present. This course is introductory and attempts to develop students' analytical and communications skills. Poetry, fiction, and drama may be used to introduce students to the reading of literary texts and to illustrate issues and conditions found in modern America. It will be relevant to American Studies, psychology, contemporary religion, and sociology. 3 hrs.

ENG 105. Basic Journalism. (Directed study). This course provides opportunity for analysis of news stories and features and for writing practice. Students may concentrate on one type of writing. 3 hrs.
ENG 201. World Literature. This course will consist of critical readings of timeless and timely works of imaginative literature in translation. Crucial to literature majors and also to liberal arts studies in general. Principle aim is to bring students into contact with their western traditions. Substantial time spent on Greek mythology as well as such authors as Cervantes, Flaubert, Dostoevsky, Tolstoy, Hamsun, Ibsen, Chekhov, Camus, and Marquez. The course will stress the skills of perceptive, inferential reading; and will make frequent use of the interpretive essay which will incorporate insightful response, library research, and group problem solving. Prerequisite: ENG 102 or instructor permission. 3 hrs.

ENG 203. American Literature I. Literature from 1620-1860. This survey course relates literature to cultural and historical developments. Materials read would be relevant to history and political science orientations as well as to religion and American Studies. Prerequisite: ENG 102 or 201, or permission of the instructor. 3 hrs.

ENG 204. American Literature II. Literature from 1860-present. This course continues the survey begun in ENG 203. Both classes are intended to increase students' analytical and communication skills while providing a survey of major literary art in America. Prerequisites: ENG 102 or 201 or instructor permission. 3 hrs.

ENG 219. Major British Writers I. A survey of major British authors from the beginnings through the 18th century. The course helps students examine individual works and their relationship to their historical-cultural context. Prerequisites: ENG 102 or 108, or permission of the instructor. 3 hrs.

ENG 220. Major British Writers II. A survey of major British writers from the 19th century to the modern period. As with ENG 219, this course approaches the works of the various authors in their respective cultural-historical contexts. Prerequisites: ENG 102 or permission of the instructor. 3 hrs.

ENG 227. Creative Writing. (Directed study) This course develops 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. 3 hrs.

ENG 237. Intermediate Writing. Students will work through the steps of the writing process to go from sight to insight and produce college-level essays which articulate and defend a point of view. They will perceive, identify, analyze, discover, write, re-write, and edit. Critical thinking, library research, peer conferencing, and the art of argument will be integral to the course. Prerequisite: GED 125 and 145 or 1 year of Freshman Composition. 3 hrs.

ENG 310. Advanced Expository Writing. This course is required for English and English Education majors. Its purpose is to refine students' expository writing skills through analysis of models through continuous writing practice. 3 hrs.

ENG 317. Minority Literature. This course offers work by Black, Hispanic, Native American, female, and others by minority authors specifically to address issues of culture, value, and self-development that are of concern to all persons from the point of view of the minority author. Some of the literature will be about young adults, but all of it will be representative of the critical issues that minorities face in this culture and others. Prerequisite: a 200-level English course or permission of the instructor. 3 hrs. (Alternate Years)

ENG 318. Shakespeare Seminar. This course examines major dramas to discover questions and themes central to individual plays and to the work as a whole. Some attention is given to the historical and cultural context of the plays, but the class is primarily concerned to assist students in reading and understanding the texts. Prerequisite: a 200-level English course or permission of the instructor. 3 hrs.

ENG 325. The English Language. This course is required for English and English education majors. It treats the history and development of the English language with special attention to grammar, syntax, and phonetics. Various linguistic approaches are applied to the task of understanding the evolution and system of the language. It is not a course designed to treat special problems in speaking or writing English, and only students with appropriate majors or special interest should register. 4 hrs.

ENG 350. Seminar in American Literature. This junior level course will require intensive reading and analysis of major American literature plus independent work on the part of each student. In contrast to the survey approach of the 200 level courses, this seminar will, depending on the instructor, emphasize genre period or author. For instance, the 19th century novel or major poetry would be appropriate content for the course. Students will be asked to read extensively in the content area and to prepare presentations on individual topics. Two important purposes of the course will be to help the student gain a sense of the depth and range of an author or genre and to understand more fully the kinds of critical approaches necessary to thorough investigation of literature. The course alternates with ENG 355. Prerequisites: a 200-level English course or instructor permission. 3 hrs.

ENG 355. Seminar in British Literature. This course is a companion to ENG 350. It concentrates in British literature, but its purposes and organization are similar to those of ENG 350. Prerequisites: a 200-level English course or instructor permission. 3 hrs.

ENG 401. Literary Criticism. This course will investigate the best that is known and thought in the history of critical theory in relation to literary art. Students will work with main trends in the history of critical thought from Plato to Derrida to discover the place of literary criticism and to apply various critical theories. Library research and writing will be integral to the course. Prerequisite: a 300 level English course. 3 hrs.

ENG 403. Theory of Poetry. This course will enable advanced students to reflect on the poetic mode as it is represented by some of our most important modern writers. Will include considerable work in the craft of poetry, i.e., in analyzing and accounting for the particular structures of poems read. Course content will vary but students will read collections of poems by such authors as W.B. Yeats, Robert Frost, and Sylvia Plath. Students will write frequent essays in response to course material and library assignments. Prerequisite: a 300 level English course. 3 hrs.

Foreign Language

Ottawa University does not currently offer a major in foreign languages. Students, however, may take rather extensive course offerings in French, and may avail themselves of the opportunity to receive limited instruction in other languages by means of independent study. Foreign language study forms a part of the requirements of some other majors, is excellent preparation for graduate study, and is a significant and appropriate feature of a liberal arts education.

Courses Offered:

FRE 101. Elementary French I. 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 or a student simply wanting an introduction and appreciation of the language and culture. Work in language laboratory required. 4 hrs.

FRE 102. Elementary French II. Direct continuation of French 101. Continuation of basic grammar, refinement of pronunciation, further vocabulary building. Systematic practice in comprehension, use of normal conversational patterns, and more emphasis on reading. Work in language laboratory required. 4 hrs.

FRE 201. Intermediate French I. Systematic review of grammar and completion of
 required Certification Courses — K-12: MUS 102, 131, 132, 133, 134, 152, 202, 245, 252, 302, 321, 322, 347, 352, 402, 452, participation in applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency.

Music Therapy Certification Emphasis
Teacher certification courses (see above) plus an additional year at the University of Kansas.

Courses Offered:

MUS 101. Introduction to Creative Listening. Designed to further understanding and enjoyment of music. Course emphasizes the aural approach and seeks to analyze the sounds that are applicable to all styles of music. 3 hrs.

MUS 101. Music Theory I. This course will study major/minor keys, scales, triads, seventh chords, diatonic chords, and principles of voice leading. Keyboard harmony, sight-singing, and dictation skills will be emphasized both in class and in coordination with an individualized Guido Ear Training Computer Program. 3 hrs.

MUS 103. Jazz in America. Designed to further understanding of the unique contribution jazz has made to the entire American music scene and beyond, e.g. Dixieland, Blues, Swing, etc. 3 hrs.

MUS 131. Brass Techniques. A methods course to help music education students understand techniques of solving teaching problems with brass instruments. 1 hr.

MUS 132. Woodwind Techniques. A methods course to help music education students understand techniques of solving teaching problems with woodwind instruments. 1 hr.

MUS 133. String Techniques. A methods course to help music education students understand techniques of solving teaching problems with string instruments. 1 hr.

MUS 134. Percussion Techniques. A methods course to help music education students understand techniques of solving teaching problems with percussion instruments. The latter part of the course will deal with information and solutions applied to instrument repair. 1 hr.

MUS 152. Music Theory II. Continuation of MUS 102 including the study of major/minor principles of voice leading, harmonic progressions in root position and inversions, cadences, phrases, periods, and non-chord tones. Keyboard harmony, sight-singing, and dictations skills will be emphasized both in class and in coordination with an individualized Guido Ear Training Computer Program. Prerequisites: MUS 102 or equivalent. 3 hrs.

MUS 222. Music Theory III. Continuation of MUS 152 including study of major/minor chord function, non-chord tones, diatonic seventh chords, secondary chords, culminating with the German chorale. Keyboard harmony, sight-singing, and harmonic dictation will be emphasized both in class and in coordination with an individualized Guido Ear Training Computer Program. Prerequisites: MUS 102, 152, or equivalent. 3 hrs.

MUS 223. Music Theory IV. Continuation of MUS 222 including study of major/minor chord functions, chromatism, secondary chords, modulations, and binary and ternary forms. Composition, keyboard harmony, sight-singing, and harmonic dictation will be emphasized both in class and in coordination with an individualized Guido Ear Training Computer Program. Prerequisites: MUS 102, 152, 222, or equivalents. 3 hrs.

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. Prerequisite: MUS 152 or equivalent. 3 hrs.
MUS 238. *Hymnology.* 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. Prerequisite: MUS 152 or permission of the instructor. 3 hrs.

MUS 245. *Teaching Elementary School Music.* Examination of materials and methods of teaching music in elementary grades. Emphasis on music, movement, rhythm, and creative improvisation. 3 hrs.

MUS 252. *Form and Analysis.* Focus is music analysis by eye and ear. Designed to teach techniques of analysis for broader understanding of traditional repertoire and most commonly-used musical form. Continued emphasis on music listening and writing. Prerequisite: MUS 202. 3 hrs.

MUS 302. *History of Music Before 1900.* The historical analysis of musical compositions through the ages with particular attention to styles, the musical forms used, and the composers' contributions to their life and times. Prerequisite: MUS 152, 202. 3 hrs.

MUS 321. *Instrumental Conducting Methods and Literature.* A music education course dealing with score reading and instrumentation, as well as conducting techniques and problems. A variety of music literature will be used, representing eras since the Baroque. Orchestral, band, and jazz materials will be included. 3 hrs.

MUS 322. *Coral Conducting Methods and Literature.* Fundamentals of choral conducting. Techniques of score reading and interpretation needed for conducting public school and church choirs. 3 hrs.

MUS 347. *Vocal and Instrumental Materials and Methods at the Middle and Secondary Level.* The general music class, instrumental ensembles, vocal ensembles, and the general administration of the music program. Prerequisite: MUS 152. 3 hrs.

MUS 352. *Arranging and Orchestration.* This course seeks to give opportunity for developing analytical and compositional skills. Elements of counterpoint, orchestration, and arranging. Prerequisite: MUS 152, 302. 3 hrs.

MUS 402. *20th Century Music.* Study of performance and notational techniques of contemporary literature. Emphasis on Cage, Crumb, Stockhausen, etc. Styles, schools of thought, and genres of 20th century included. Prerequisite: MUS 352. 3 hrs.

MUS 452. *Research and Performance.* Independent projects including the senior recital. 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. Prerequisite: MUS 402. 3 hrs.

**APPLIED MUSIC (LESSONS)**

1 hr credit given on the basis of a jury examination at the end of each semester enrollment.

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**

1 hour credit is available for participation in each semester enrollment.

MUS 171, 271, 371, 471 Choir
MUS 173, 273, 373, 473 Handbell Choir
MUS 176, 276, 376, 476 Symphonette
MUS 177, 277, 377, 477 Jazz Ensemble
MUS 192, 292, 392, 492 Chorale
MUS 196, 296, 396, 496 Wind Ensemble

**Philosophy**

The Philosophy program at Ottawa University consists of a balanced and basic curriculum in philosophy. The program is designed to expose students to the central areas of philosophical reflection and represents an opportunity for students to become acquainted with the rich intellectual heritage of western culture at its best. In addition, philosophy courses provide strong and rigorous training in the skills of critical thinking, problem solving, and analysis - skills that are of both personal and professional benefit to the student.

Students may study philosophy in anticipation of graduate work in the area, or as preparation for other professional study (e.g., theological study or law school). More generally, philosophy's concern for clarity, analytic skills, and a critical engagement with ideas make it an appropriate component of almost any area of concentration.

Although it is possible to major in philosophy at Ottawa University, this is not encouraged because of the small size of the department and the limited number of courses offerings available. However, philosophy courses are frequently required as support for other major programs, and individual majors are often designed to include significant attention to philosophical issues and areas.

**Required Major Courses:** PHIL 210, 217, 301, 302, 303, and independent studies of a major philosopher, a major school of philosophy and a philosophical issue.

**Required Supporting Courses:** FRE 101, 102, or equivalent foreign language study; REL 237.

**Recommended Courses:** ART 106, ENG 102, HIS 253, 254, MAT 101, SOC 401, SCT 202.

**Courses Offered:**

PHIL 110. *Basic Issues in Philosophy.* Introduction to the nature and purpose of philosophical reflection. Emphasis will be on questions concerning metaphysics, epistemology, religion, ethics, and social/political philosophy. Students will be encouraged to develop their own ideas in dialogue with selected readings and other class members. 3 hrs.

PHIL 210. *Ethics and Society.* Analysis of the place and function of ethical principles in personal and social contexts. Emphasis will be on understanding moral problems and the means for their solution. Particular attention will be given to ethical problems in the area of contemporary society. Prerequisite: PHIL 110 or consent of instructor. 3 hrs. (Alternate Years)

PHIL 217. *Introduction to Logic.* Examination of the nature and structure of reason as it bears upon communication, inquiry, and argument. Emphasis will be on normative and critical functions of reason, basic rules of clear thinking and speaking, and the evaluation of arguments. 3 hrs.

PHIL 301. *History of Philosophy I: Ancient and Medieval* (Directed Study). An examination and evaluation of the thought of representative philosophers from the pre-Socratic era through the early modern period, including such thinkers as Plato, Aristotle, Augustine, and Aquinas. Attention will focus on the ways that these thinkers dealt with selected philosophical problems. An effort will be made to understand these thinkers in the context of their historical period. Prerequisite: One other course in philosophy or the permission of the instructor. 3 hrs.

PHIL 302. *History of Philosophy II: Modern and Contemporary* (Directed Study). An examination and evaluation of the thoughts of representative philosophers from the early modern period to the contemporary era, including such thinkers as Hume, Kant, Hegel, Heidegger, Whitehead, and Wittgenstein. Attention will focus on the ways that these thinkers dealt with selected philosophical problems. An effort will be made to understand these thinkers in the context of their historical period. Prerequisite: One other course in philosophy or the permission of the instructor. 3 hrs.

PHIL 303. *Seminar in Philosophy.* Course content will vary from year to year. Concentration upon important issues, themes, or thinkers not included in depth in other course offerings. Prerequisite: consent of instructor. 3 hrs.
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 deepen and clarify the understanding of their faith. Formal religious study is provided for the Biblical, historical, and comparative dimensions of faith. Some students may study religion to prepare for church vocations but other students take courses and programs in religion because of their value for individual development and the growth of human and personal understanding. In addition to the departmental major, religion courses may also be combined advantageously with the study of philosophy and other areas of the liberal arts. These programs can be developed through the use of the option of the individualized major.


Recommended Courses: REL 113.

Courses Offered:


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. 3hrs.


REL 237. Dimensions of Faith. An introduction to some of the major themes of Christian theology including an investigation of the personal, social, and rational dimensions of religious faith. 3 hrs. (Alternate Years)

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 hrs. (Alternate Years)

REL 338. World Religions. Religions of mankind set in historical perspective. Basic teachings. 3 hrs. (Alternate Years)

REL 347. 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. Prerequisite: REL 112, or approval of the instructor. 3 hrs.

REL 348. 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. Prerequisite: REL 112, or approval of the instructor. 3 hrs.

Speech, Communication, and Theatre

Historically, an appreciation of speech, communication, and the arts as a part of our lives and a vision of the need for oral and theatrical expression has been at the heart of higher education.

The speech, communication, and theatre program at Ottawa University is designed to meet the needs of both the liberal arts education and the majors within the department. The department provides the opportunity to improve oral communication skills through classroom and extra-curricular learning experiences. It gives a basic knowledge of the theatre, the work and joy that are part of its creation, and the importance of the arts in our lives as it allows us to better understand ourselves, others, and the world we share. The program also focuses on the impact, development, and participation in media. It gives the student the opportunity to improve his/her understanding of the operations and management in the field of electronic media. Finally, the speech communication emphasis offers a study of the phenomena of human communication phenomena. For the major in speech, communication, and theatre, the department provides an academic program and co-curricular activities which may prepare the student for further studies in graduate or professional schools and for careers in professions theatre and broadcasting.

Performance Emphasis


Required Supporting Courses: PSY 120; HUS 250; MUS 162, ENG 318.

Broadcasting Communication Emphasis

Required Major Courses: SCT 110, 110, 211, 212, 222, 232, 310; SCT 108 or 205; and at least four semesters of SCT 113.

Required Supporting Courses: At least 12 semester hours selected from the following, depending on the student's academic and career interests and goals: BUS 300, 318, 405; ENG 227; HIS 201, 250; PSC 133, 322; PSY 120; SCT 111, 410.

Speech Communication Emphasis

Required Major Courses: SCT 100, 108, 110, 111, 202, 205, 315, 316, 335, 400, 406, 410. (One of each workshop course, SCT 113 and 114, must be taken each semester).

Teacher Certification Emphasis (Check Teacher Education Handbook for current requirements)

Certification Requirements — Speech Communication: SCT 100, 108, 110, 111, 141, 146, 200, 202, 205, 211, 212, 335 (one of each workshop course, SCT 113 and 114, must be taken each semester).

Certification Requirements — Theatre: SCT 108, 110, 141, 146, 200, 205, 315, 316, 335, 400, 406, 410. (One of each workshop course, SCT 113, and 114, must be taken each semester).
Courses Offered:

SCT 100. Survey of Mass Communication. A study of the historical, political, social, and legal evolution of our media environment. It will emphasize the need, the appreciation, and evaluation of newspapers, magazines, advertising, film, radio, and television. 3 hrs.

SCT 108. Voice and Diction. Study of the speech organs and their functions, building awareness of the individual speaking voice. Study of the International Phonetic Alphabet with the goal of achieving Standard American speech. Training and development of articulation, projection, rhythm and melody. 3 hrs. (Alternate Years)

SCT 109, 209, 309, 409. Intercollegiate Forensics. This course is designed to give students active training in speech communications, and will include traveling on the competitive speech and debate teams. May be taken up to eight semesters. Prerequisite: Instructor permission. 1 hr.

SCT 110. Speech Preparation and Delivery. The course is designed to give students instruction and practice in speaking before a group. Practical study of processes of development of a speech and its delivery with oral practice in various forms of public address. Development of criteria for judging and evaluating effective speaking. 3 hrs.

SCT 111. Small Group Communication. This course provides a comprehensive, yet basic, introduction to the study of group behavior. Theoretical topics include leadership, conflict management, communication process, and listening. Several practical exercises are included to help students understand and use the material. 3 hrs.

SCT 113, 213, 313, 413. Radio Workshop. This course is designed to give students the opportunity to work with the campus radio station. Students will have an air shift and learn radio operations. May be taken up to eight semesters. Prerequisite: Instructor permission. 1 hr.

SCT 114, 214, 314, 414. Theatre Workshop. This course is designed for students actively participating in the theatre productions of the University. The student must be involved in acting or backstage work that results in a public performance by the University theatre. Course work arrangements will be made individually with the theatre director. 1 hr.

SCT 141. Stagecraft. Theory of and practice of technical phases of play production, including stagecraft, lighting, costuming, makeup, design, and theatre management. Understanding of coordination and management of all phases of production. Includes practical work on productions. 3 hrs. (Alternate Years)

SCT 146. Theatre Appreciation. The purpose of the course is to give students a basic knowledge of the theatre, its origins and development, and of the work and joy that are involved in the creative work of the theatre. Introduces some of the world's great dramas with emphasis on modern plays. Looks at all the jobs of the theatre worker, from playwright, director and actor, to designer, technician and critic. 3 hrs.

SCT 200 and 400. Acting I and II. Theory and practice of acting. An exploration of "inner" and "outer" techniques that may be used to create a role. Follows the development of the script to the creation in performance of a fully realized characterization. Includes classroom and lab work. May be repeated for second credit. Will work with beginners but will go further in the study of styles of acting. 3 hrs. (Alternate Years)

SCT 202. Argumentation and Debate. The study of the principles of argumentation and practice in debate techniques with special emphasis on reasoning and research, case construction, refutation and rebuttal. Use of the competitive debate question to give practical experience in various forms of debate. Prerequisite: SCT 110 or PHIL 117. 3 hrs. (Alternate Years)

SCT 205. Oral Interpretation. Oral interpretation of prose, poetry and dramatic literature from selection through analysis to performance. Development of understanding of literature, or imagination and personal responsiveness both individually and in groups. 3 hrs. (Alternate Years)

SCT 211. Broadcast News Writing and Reporting. Survey of the techniques for effectively gathering, writing, and reporting news for the electronic media. Includes writing and delivery styles, sources, inter-view techniques, spot news, features, investigative reporting and legal and ethical considerations. Students participate in writing and producing a weekly news magazine program for the campus radio station. 3 hrs.

SCT 212. Radio Station Operations. Survey of commercial and non-commercial radio operations with emphasis on organization, management's role in sales, programming and news, introduction to federal law and regulation, basic equipment and transmission types. Survey of the job market, resumes, cover letters, interview strategies. 3 hrs.

SCT 222. Broadcast Performance. Study of the theory and techniques of effective broadcast announcing including basic on-air news and commercial delivery. Introduction to control room equipment. Survey of the job market, resumes, cover letters and audition tapes. 3 hrs.

SCT 300. Broadcast Writing. Theory and practice of the mechanics and style of writing for the electronic media. Emphasis on methods and strategies of writing commercials, public service announcements, professional material and all other scripted broadcast material except news. 3 hrs.

SCT 312. Radio Practicum. In-depth experience at a broadcast or broadcast related facility, or on a directed study basis as appropriate to the student, or as a member of the student management staff of the campus radio station. The practicum will afford experience or study in either a specific area of broadcasting, or a comprehensive survey of an aspect or function of mass media. Prerequisites: SCT 100, 212. 3 - 6 hrs.

SCT 314. Radio Production. Introduction to the theory, techniques and equipment in radio production and control and production room operation. 3 hrs.

SCT 315. History of Theatre I. Study of the origins and development of the theatre from the Greeks to the seventeenth century. Examination and analysis of understandings of the dramatic arts and their role in society. 3 hrs.
The Division of the Natural Sciences

- Biology
- Chemistry
- Mathematics
- Physical Education
- Physics

Biology

The major program in biology focuses upon the study of living organisms and their interaction. The curriculum seeks to make the student aware, through lecture and laboratory experiences, of the structure, function, and development of life as manifested on the cellular, organismic, and population levels. This major, with related science courses, provides one with the skills needed for success in science. In addition to ample laboratory space, a natural reserve study area and a greenhouse are also facilities open to biology students.

Students whose career goals include such areas as teaching, basic research, medical research, or the area of conservation, or wildlife will find that an undergraduate major in biology is an ideal preparation. Biology majors should note that a number of preprofessional programs, as well as programs in certification, will include many of the courses noted below. Thus, vocational opportunities and possibilities should be explored thoroughly as a student proceeds through the curriculum.
Required Major Courses: A minimum of 32 hours in Biology which must include BIO 100, 200, 230, 302, 311, 450.

Required Supporting Courses: Courses in other sciences will be required depending upon the academic and career goals of the student.

Teacher Certification Emphasis (Check Teacher Education Handbook for current requirements)

Required Certification Courses — Middle Level Science: BIO 100, 200, 203, 214, 311, 312, 425; CHE 100; CIS 101; PED 104; PHY 109; EDU 304.

Required Certification Courses — Secondary Level: BIO 100, 200, 203, 302, 311, 312, 425, 450; CHE 120; CIS 101, 110 or 120; MAT 103, 110; PHY 109.

Recommended Courses — Secondary Level: BIO 401, 403.

Required Major Courses: A minimum of 32 hours in biology which must include BIO 100, 200, 203, 312, 302, 311, 450.

Required Supporting Courses: CHE 120, CIS 101, MAT 106, PHY 109.

Graduate School Emphasis

Required Major Courses: A minimum of 32 hours in biology which must include: BIO 100, 200, 203, 302, 311, 450.

Required Related Courses: CHE 120, 121, 230, 231; CIS 101; MAT 210; PHY 220/221 or 247/248.

Courses Offered:

BIO 100. Principles of Biology. An introductory course concerned with the major biological processes occurring in animals and plants and the basic concepts underlying the field of biology. Three 1-hour lectures/two 1-hour labs per week. 5 hrs.

BIO 200. Organismic Biology. An integrated study of the structure and function of plants and animals with special attention paid to the phylogenetic origins and relationships of taxonomic groups. Prerequisite: BIO 100. Three 1-hour lectures/two 2-hour labs per week. 5 hrs.

BIO 203. Human Anatomy and Physiology. Function and anatomy of each system of the human body including immunology is discussed. Laboratory designed to verify and supplement the lecture material. Three 1-hour lectures/two 2-hour labs per week. Prerequisite: BIO 100 or its equivalent. 5 hrs.

BIO 214. Introduction to Nutrition. A study of the fundamental principles of nutrition. The nutritional requirements of the human are discussed for the major segments of the lifespan. Interrelationship of various nutrients is also discussed. Prerequisite: BIO 100 or CHE 100 or equivalent. 3 hrs. (Alternate Years)

BIO 302. Microbiology. An introduction to microbiology with an emphasis on the bacteria. Topics include prokaryote cell structure, metabolism, and growth; medically-significant bacteria, including epidemiology, pathogenicity, and control; and ecological/industrial roles of bacteria. Laboratory emphasizes skills in collection, culture, and identification of bacteria using common staining methods and culture media. Three 1-hour lectures/two 2-hour labs per week. Prerequisite: BIO 100. 5 hrs.

BIO 311. Field Ecology. An introduction to the relationships between organisms and their environment, including the role of natural selection, population and community ecology, and ecosystem-level processes. Laboratory emphasized both simulation and experimentation in the testing of ecological hypotheses, and the use of microcomputers as a tool in data collection, analysis, and presentation. Field trips to the O.U. Natural History Reservation and other local sites required. Three 1-hour lectures/4 hours of lab per week. Prerequisite: BIO 200. 5 hrs.

BIO 312. Genetics and Society. A non-laboratory course covering both classical and modern genetics and discussion of selected readings on contemporary genetic issues. Prerequisite: BIO 100. 3 hrs. (Alternate Years)

BIO 320. Immunology. A general introduction to the study of immunology with emphasis on the medical aspects. It will highlight adaptive and innate immunity, cells and processes of the immune system, antigen/antibody relationships, complement types of immunity, autoimmunity, transplant rejection, regulation of the immune response, and serology. Prerequisite: BIO 302. 3 hrs.

BIO 401. Biochemistry. An introduction to the structure of biomolecules. Protein, carbohydrates, lipid structure, and metabolism are studied. Enzyme kinetics, photosynthesis and protein synthesis are also emphasized. Prerequisite: BIO 100, CHE 230. 3 hrs.

BIO 403. Vertebrate Structure and Development. An integrated course in vertebrate embryology and comparative anatomy. Presentation includes lectures on and discussions of gametogenesis, fertilization, germ layer development, organogenesis, fetal/maternal relationships, and the adult anatomy with emphasis on phylogenetic relationships among the vertebrate groups. Two 1-hour lectures/two 2-hour labs per week. Prerequisite: BIO 200. 4 hrs.

BIO 425. Animal Behavior. An introduction to the biological basis of animal behavior with emphasis on the adaptive significance of behavioral phenomena. Specific topics include the genetic basis of behavior, perceptual and effectual systems, ethology, neurophysiology, learning, animal communication, sexual behavior, and the social systems. Prerequisite: BIO 200. 3 hrs.

BIO 450. Senior Integrative Seminar. An integrative study and review of the major concepts and principles of biology. Required of all majors. Prerequisite: Senior standing and permission of the department. 1 hr.

MEDICAL TECHNOLOGY CLINICAL COURSES (Offered through Clinical Program, not campus courses)

BIO 406. Clinical Microbiology. The theory and laboratory study of pathogenic bacteria, viruses, reckettiae, fungi and parasites. Includes specimen handling, methods of isolation, cultivation, diagnostic procedures, ascertainment, environmental monitoring, medical significance, and quality control. 6-8 semester hours.

BIO 407. Clinical Chemistry. Identification and quantitation of specific chemical substances in blood and body fluids by various analytical techniques: clinical correlations with diagnosis and treatment of disease; principles of instrumentation; toxicology; and quality control. 6-10 semester hours.

BIO 408. Clinical Hematology. Theory of blood cell formation; morphology of cellular constituents; disease states; hemostasis; coagulation testing. Techniques and instrumentation used to determine major hematological and clotting parameters will be included, along with quality control procedures. 4-7 semester hours.

BIO 409. Clinical Immunohematology. A study of the common blood group systems; principles and procedures for antigen/antibody detection: cross-matching; blood collection and preservation; processing the evaluation of transfusion reaction and quality control procedures. 3-4 semester hours.

BIO 411. Clinical Immunology. Characteristics of antigen/antibody function in health and disease states. Includes chemical and microscopic examination of urine, other excreta, and body fluids in relation to disease processes, along with quality control procedures. 1-3 semester hours.

BIO 412. Topics in Medical Technology. Subject matter may include the following: hospital orientation, laboratory management, radioisotope techniques, quality control procedures, laboratory safety, special projects, special techniques, and seminars on various subjects deemed necessary by hospital personnel. 1-4 semester hours.
Chemistry

Through cooperation with other departments in the college, OU provides a wide range of career opportunities for students interested in chemistry. For instance, students can combine chemistry and biology electives and proceed on to varied careers in health care and environmental science. Persons interested in continuing on into research or graduate school in chemistry will need to begin their studies early and include as many science and related fields as possible as they pursue their goals. Other students can tailor a program to meet their own individual interests through the use of elective courses.

Teacher Certification Emphasis (check Teacher Education Handbook for current requirements)


Required Supporting Courses: PHY 220, 221 or 247, 248; MAT 110; CIS 101, 110; BIO 100, 200.

Industrial Emphasis

Required Major Courses: At least 30 hours in chemistry which must include CHE 120, 121, 230, 231, 330, 400, 422, 423, 430, and 6 hours of independent study in industrial chemistry.

Recommended Supporting Courses: MAT 210; CIS 101.

Recommended Courses: BIO 100, 200; CIS 110, 210; MAT 211, 231; PHY 220, 221 or 247, 248.

Graduate School Emphasis

Required Major Courses: At least 30 hours of chemistry which must include CHE 120, 121, 230, 231, 330, 400, 422, 423, 430. (If a biological emphasis, substitute BIO 401 for CHE 430.)

Required Supporting Courses: MAT 210, 211; PHY 220, 221 or 247, 248; CIS 101, 110.

Recommended Courses: CIS 210; MAT 231.

Courses Offered:


CHE 120. General Chemistry I. Beginning course for science-related majors. Fundamental laws, electronic structure and bonding. Mole concept and stoichiometry. Periodicity. States of matter. Acid-base chemistry. Thermodynamics. Laboratory: Use of analytical balance, physical and chemical changes, making inferences from observations, development of reasoning from data, titrations, illustration of basic laws, gases, colligative properties, basic laboratory skills, separation techniques, use of pH meter. Prerequisite: high school chemistry and algebra or permission of the instructor. 4 hrs.

CHE 121. General Chemistry II. Continuation of CHE 120. Kinetics, equilibria, electrochemistry, nuclear chemistry, selected non-metals. Laboratory: Development of techniques, equilibrium, electrochemistry, use of Spectronic 20, descript-ative chemistry, nuclear chemistry. Prerequisite: CHE 120. 4 hrs.


CHE 230L. Organic Chemistry Laboratory. Laboratory course required for students who are enrolled in CHE 230. One 3-hour laboratory per week. Laboratory: Techniques of organic chemistry-extraction, thin layer chromatography, reflux, melting points, distillation as they apply to isolation and synthesis on organic compounds. Use of vapor phase chromatography, and ultraviolet and infrared spectrophotometry. Co-requisite: CHE 230. 3 hrs.


CHE 231L. Organic Chemistry Laboratory. Laboratory course required for students who are enrolled in CHE 231. One 3-hour laboratory per week. Infrared analysis, classical synthesis, kinetics, natural products isolation, repetition of techniques from CHE 230L. Organic qualitative analysis. Co-requisite: CHE 231. 1 hr.


CHE 400. Senior Integrative Seminar. Enables students to integrate knowledge and skills in major chemistry courses. Introduces student to professional aspects of his or her future vocation. Required of all chemistry majors. Prerequisite: Senior standing or permission from department. 1 hr.

CHE 422. Physical Chemistry I. Discussion of gas, crystalline and liquid states, solutions, thermodynamics, electrochemistry and equilibria. No laboratory included. Prerequisite: MAT 231, PHY 248, CHE 330. 3 hrs.

CHE 423. Physical Chemistry II. A continuation of Physical Chemistry I. Includes topics in atomic structure, molecular structure, spectroscopy, quantum theory, photochemistry. No laboratory included. Prerequisites: CHE 422. 3 hrs.


Mathematics

A well-balanced mathematical background can be extremely beneficial in many areas. Recent graduates of Ottawa University hold positions such as: high school principal, high school coach and mathematics teacher, bank loan officer, actuarial intern for a life insurance company, and university professor.

Although the logical nature of mathematics is of utmost importance, the basic assumption is that students are studying mathematics at the undergradu-
Graduate School Emphasis

Required Major Courses: MAT 200, 210, 211, 220, 230, 231, 260, 320, 350, 360; and two of the following: MAT 330, 432, 434.

Required Supporting Courses: A mathematical computer programming language.

Teacher Certification Emphasis (check Teacher Certification Handbook for current requirements)

Required Certification Courses — Middle Level: MAT 106, 110, 200, 210, 220, 230, 260; SBS 230; EDU 303; a mathematical computer programming language.

Required Certification Courses — Secondary Level General Mathematics: MAT 106, 110, 200, 210, 211, 220, 230, 260, 320; EDU 335; a mathematical computer programming language.

Required Certification Courses — Secondary Level Mathematics: MAT 200, 210, 211, 220, 230, 231, 260, 320, 350, 360, 450; EDU 335; a mathematical computer programming language.

Courses Offered:

MAT 101. General Mathematics. A course for non-science majors that fills the 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, probability and computer algorithms. 3 hrs.

MAT 104. Intermediate College Algebra. This course is a continuation of MAT 102. Emphasis is on algebraic skill development. Linear equations, quadratic equations, rational exponents, radicals, and systems of equations are some of the topics studied. Prerequisite: A previous course in algebra. 3 hrs.

MAT 106. College Algebra. This course is designed to use algebra as a tool. A short review of basic algebra will be included: inequalities, functions and graphs, roots of polynomial equations, and the exponential and logarithmic functions. Major emphasis will be on systems of equations and matrices, complex numbers, and topics in discrete mathematics such as mathematical induction, sequences, series, and binomial theorem. Prerequisite: two years of high school algebra, or MAT 104, or instructor permission. 3 hrs.

MAT 110. Elementary Functions. Algebra of functions with emphasis on functions as ordered pairs and mappings, with particular attention to the properties of each type of function. Includes sequences, series, and the binomial theorem. Elementary background in sets and logic is needed. Prerequisite: MAT 106 or equivalent. 3 hrs.

MAT 200. Discrete Mathematics. Emphasis is on combinatorial problem-solving and graph theory. This course seeks to present the modern point of view that not all applications arise in the analysis context. This course will be concerned with problem-solving in the discrete case. Some of the topics will include: graphs with models and applications, basic properties of graphs and digraphs, trees, combinatorial problems, elementary counting principles, and permutations and combinations. Prerequisite: MAT 106 or equivalent. 3 hrs.

MAT 210. Calculus I. Basic notions of a derivative and an integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and theorem application. Prerequisite: MAT 110 or equivalent. 4 hrs.

MAT 211. Calculus II. Integration techniques and applications of derivatives and integrals to a wide variety of geometric, physical, and behavioral problems. Prerequisite: MAT 210 or equivalent. 4 hrs.

MAT 220. Linear Algebra. This course is an introduction to the algebra and geometry of vectors, matrices, and linear transformations. It is designed for students of business and economics and other using simultaneous equations and matrices. This course is a prerequisite for the first course in Abstract Algebra. MAT 320. 3 hrs.

MAT 230. Probability and Statistics. This course is designed to acquaint the student with the concept of probability and to apply that knowledge to statistical problems. Various probability models are studied in relation to the real world. Prerequisite: MAT 106 or equivalent. 3 hrs.

MAT 231. Multivariable 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 210 and recommended MAT 220. 4 hrs.

MAT 260. College Geometry. This course reviews and further explores the axiomatic foundations of high school Euclidean geometry. The development of Euclidean geometry from early Greek civilization to the present is explored with particular attention to the development of non-Euclidean geometries. Topics will be chosen in such a way as to highlight the relevance of geometry to everyday life. Prerequisite: high school geometry. 3 hrs.

MAT 330. Differential Equations. Various techniques for finding solutions of elementary differential equations in one variable: general characteristics of solutions of first and second-order equations; boundary value problems; series solution techniques; Bessel's and Legendre's Equations; and systems of linear equations. Also the historical development of the subject and applications to problems in the sciences will be studied. Prerequisite: MAT 231. 3 hrs. (Alternate Years)

MAT 332. Abstract Algebra I. Study in groups, rings and fields, vector spaces, and linear transformation culminating in elements of Galois theory. Prerequisite: MAT 220. 3 hrs.


MAT 360. Non-Euclidean Geometry. Non-Euclidean geometry is designed to help the student discover how Euclidean plane geometry is related to mathematics in general. Emphasis is placed on geometry as a logical system based on postulates and undefined terms. The fifth postulate of Euclid receives appropriate attention from a historical perspective and from the study of attempts to prove the fifth postulate follows the modern Non-Euclidean geometries. Prerequisite: An introductory course in high school plane geometry along with a strong desire to understand the logical nature of geometry. Prerequisite: MAT 260. 3 hrs.

MAT 432. Abstract Algebra II. Continuation of Abstract Algebra I. Emphasis is more on field theory and applications. Prerequisite: MAT 332. 3 hrs.

MAT 434. Numerical Methods. An introduction to numerical techniques and algorithms fundamental to scientific computer work, including discussion of error, roots of equations, interpolation, systems of equations, numerical integration, and methods of solution of ordinary differential equations. Prerequisites: MAT 210, 211, and 220. 3 hrs.

MAT 450. Topics in Mathematics. This course is designed for mathematics majors. The content will depend on the needs of the students. Possible content could be number theory, mathematical modeling, or complex analysis. Material from such courses as Abstract Algebra II or Differential Equations could also be treated within this course. Prerequisites: permission of the instructor. 3 hrs.
Physical Education

The recent renewed interest in America in the need for physical fitness, preventive health care, the value of a sound body to meet the stress of a busy life, and the development of a healthy mental attitude has only enhanced the role of the physical education major. 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 disabled persons. Ottawa University's physical education program provides a departmental major with a variety of different emphases. The teacher certification emphasis is designed to prepare students for teaching in traditional educational settings. The health/fitness emphasis is designed to prepare students for implementing physical fitness or for graduate study in fitness or exercise physiology. The recreation emphasis is designed to prepare students for teaching and leadership roles in private or public recreational programs. Each student majoring in physical education must complete one of these emphases as listed below.

Teacher Certification Emphasis (check Teacher Education Handbook for current requirements)

Required Courses for Major: PED 107, 111, 207, 237, 247, 300, 302, 308, 335, 345, 417; PAC 100A, 100N, 100O, 100I, J, K, or M, one additional PAC.

Required Supporting Courses: BIO 100, 203.

Health/Fitness Emphasis

Required Major Courses: PED 104, 107, 111, 207, 302, 325, 335, 345, and 8 additional hours of PED elective courses; PAC 100A, 100N.

Required Supporting Courses: BIO 100, 203, 214, 302; CHE 100 or 120; EDU 325: ENG 237 or 310; HUS 250; PSY 120; SOC 100.

Recommended Courses: ADC 121 or 122; BUS 305; CIS 101; PAC 100I, J, K, or M; PED 318.

Recreation Emphasis

Required Major Courses: PED 104, 107, 111, 207, 302, 325N, 335, 345, and 8 additional hours of PED elective courses; PAC 100A, 100W.

Required Supporting Courses: BIO 100, 203, 214, 302; CHE 100 or 120; EDU 325: ENG 237 or 310; HUS 250; PSY 120; SOC 100.

Recommended Courses: ACC 121, 221; BUS 305; CIS 101; PAC 100I, J, K, or M; PED 318.

Courses Offered:

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 hrs.

PED 107. 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 hrs.


PED 205. Athletic Training I. An introduction to the prevention, care, and rehabilitation of athletic injuries. Students will learn evaluation skills of injuries common to sports as well as preventative taping and wrapping of different anatomical joints. 3 hrs.

PED 227. Methods of Coaching Football. Theory of coaching, officiating, and administering intramural, recreational and interscholastic football programs. Some field work required. 2 hrs.

PED 228. Methods of Coaching Volleyball. Theory of coaching, officiating, and administering intramural, recreational and interscholastic volleyball programs. Some field work required. 2 hrs.


PED 238. Methods of Coaching Track. Theory of coaching, officiating, and administering intramural, recreational and interscholastic track programs. Some field work required. 2 hrs.

PED 239. Methods of Coaching Soccer. Theory of coaching, officiating, and administering intramural, recreational and interscholastic soccer programs. Extensive field work required. 2 hrs.


PED 248. Methods of Coaching Basketball. Theory of coaching and administering intramural, recreational and interscholastic basketball programs. Some field work required. 2 hrs.

PED 300. Elementary and Secondary Rhythm and Dance. An introduction to the principles and practices of various kinds of rhythmic activities. Special attention will be given to methods of teaching rhythm and dance. Prerequisites: PED 308 or permission of the instructor. 2 hrs.

PED 302. Psychology and Sociology of Sport. This course is an attempt to reflect upon the centrality of sports in modern society; it is also designed to be an essential component in the professional preparation for careers in physical education, recreation, and related areas. The student will study issues dealing with the psychological effects of sport and the roles of sport in modern society. Topics covered will include: aggression and the athlete, aggression and the spectator, drugs-alcohol-gambling in sports, fear of failure and fear of success, youth sports, team cohesion, and the psychology of injury rehabilitation. Prerequisites: PSY 120 or SOC 100. 3 hrs.

PED 305. Athletic Training II. Detailed study of athletic injuries including physiology of injuries, theories of rehabilitation, and the use of various modalities in treating an athlete. Includes discussion of current issues in sports. Prerequisites: PED 205. 3 hrs.

PED 308. Elementary Health, Physical Education and Recreation. Knowledge of the physical development of the child and an awareness of resources for the child's health, activity, and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual. Prerequisite: PSY 120. 3 hrs.

PED 318. 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 hrs.

PED 325. Kinesiology. The study of the science of human motion. All performances involve the movement of the body and its parts. They involve the manipulation of implements such as bats, balls, rackets, poles, and clubs. The use we make of these implements and how we handle them influence performance. Therefore, Kinesiology must deal with the factors affecting the use of implements, such as force, friction, elasticity, projection, and angles. Kinesiology helps us to analyze and improve performance.
Physic. Prerequisite: BIO 100 and 203 or permission of the instructor. 3 hrs.

PED 335. Adaptive Physical Education. The adaptive program refers to that phase of physical education that meets the needs of the individual whose physical inadequacy or functional defect can be improved through physical activity. The ultimate purpose is to develop and understand a physical education program for gifted, retarded, handicapped and disadvantaged individuals. 2 hrs.

PED 345. Exercise Physiology. The study of the physical responses of the human body to the stress induced by physical activity. The course is designed to prepare students interested in the physical training of both athletic and non-athletic population groups. Prerequisites: BIO 100 and 203 or permission of the instructor. 3 hrs.

PED 410 Recreational Internship. The purpose of this course is to place the student in a recreational setting dealing with program, management, and leadership roles - beyond the formal course study. Prerequisite: approval by department chairperson. 3 hrs.


The Division of Social and Behavioral Sciences

- Accounting
- Business Administration
- Computer Information Systems
- Economics
- History
- Human Services
- Political Science
- Psychology
- Sociology

Accounting

Accounting is a specialized professional field that in its full scope goes beyond the usual bounds of a liberal arts curriculum. Accounting is a communication process involving the recording, classifying, reporting, and analyzing financial data. 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, law, organizational administration, and computer information systems.

The accounting major includes introductory and intermediate course work in both financial and managerial accounting. It is supplemented by course work in federal income taxes, finance, and auditing as well as introductory courses in economics, computer systems, and management theory. An internship giving the student practical experience in the field of accounting is highly recommended as a capstone for the accounting major.

Successful accounting graduates have a number of career options open to them. Almost any organization a person might select will have need of persons with an understanding of accounting systems, though some systems may be more specialized than others. Three important vocational areas of accounting are private industry, governmental work, and public practice as a Certified Public Accountant.

Required Major Courses: ACC 121, 221, 262, 331, 441; BUS 310; plus two of the following: ACC 301, 332; BUS 328.

Required Supporting Courses: BUS 305, 318; CIS 101, 201; ECO 201, 202, and one intermediate level economics course (ECO 301, 303, or 403); MAT 106; PSY 120 or 221; PSC 133; SBS 230; SCT 110.

Recommended Courses: Any programming language; ECO 315, 408; ENG 237 or 310; HIS 201; HUS 250; MAT 210; PHL 217; SOC 100.
Courses Offered:

ACC 121. Financial Accounting. Introduction to accounting theory and procedures. Recording, classifying, reporting, and analyzing financial data. The professional accountant as a problem solver, decision maker, systems analyst, and planner. 3 hrs.

ACC 221. Managerial Accounting. Evaluation of financial performance for managerial planning and forecasting. Cost-volume profit analysis, break-even analysis, capital budgeting, and responsibility reporting. Prerequisite: ACC 121. 3 hrs.

ACC 262. Federal Income Tax. Basic U.S. federal tax law as it relates to an individual's income. Procedures, reports, and requirements of federal income tax law for individuals and the types of income and deductions they generally have. An introduction to partnership and corporation income tax law and procedures. 3 hrs.

ACC 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. Prerequisite: ACC 221, SBS 230. 3 hrs.

ACC 331. 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. Prerequisite: ACC 121. 4 hrs.


ACC 441. Auditing. Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes assessing the internal control system, applying statistical sampling, and evaluating employee competence. Professional judgment. Generally accepted auditing standards. Code of Professional Ethics. Prerequisites: ACC 221, 262, 331; BUS 305, 310; SBS 230. 3 hrs.

BUS 305. Management Fundamentals. Process for managing organizations including planning, organizing, leading, and evaluating. Examination of the administrative role in organizations and concepts relevant to its function. Historical development of administrative thought. Prerequisite: PSY 120. 3 hrs.

BUS 310. Business Law. Introduction to the American legal system. Selected areas of substantive law such as contracts, commercial paper, sales, agency, property. Prerequisite: ACC 121 and ECO 201. 3 hrs.

BUS 318. Marketing. Analysis of consumer behavior and configuration of target market. Management of organization activities designed to satisfy target market - planning, pricing, promotion and distribution of the product or service. Prerequisite: ECO 202 and BUS 305. 3 hrs.

BUS 325. Human Resources Administration. Processes in the management of the personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal, and compensation. Prerequisite: PSY 120. 3 hrs.

BUS 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: ACC 121 and ACC 221. 4 hrs.

BUS 403. Advertising Strategies. The study of advertising will be undertaken from a managerial viewpoint. Major areas of study will include administration, advertising research, agency relationships, media selection, budget regulation, and campaign planning. Prerequisites: BUS 318 and ECO 120 or 201. 3 hrs.

BUS 405. Public Relations. A survey of public relations, including goal setting, attitude and opinion research, planning, implementation, evaluation and change. Communication theory as an integral part of the public relations process. Prerequisites: BUS 305, BUS 318 and permission of the instructor. 3 hrs.

BUS 425. Business Strategies and Policies. This course is designed to give the student practice in integrating the numerous theories courses in all phases of business management. Students will explore the roles and responsibilities of the top manager in any business enterprise. Prerequisites: ACC 121, BUS 305 and 318. 4 hrs.

Business Administration

The major in Business Administration is designed to provide basic concepts, principles, and information in the broad field of management studies. It provides an opportunity to develop skills of analysis and problem solving.

Students will find support here for a variety of management-related careers ranging from direct supervision of others to staff functions of planning and control. The major is designed to be useful to private and public organizations, to profit and non-profit organizations. Through special projects in major courses and through internships, students may focus on a particular type of organization.

Required Major Courses: 26 hours from the following courses: BUS 305, 310, 318, 325, 328, 425; plus two of the following: BUS 403, 405; ECO 315, 408.

Required Supporting Courses: ACC 121, 221; CIS 201; ECO 201, 202, and either 301, 303, or 403; MAT 106, PSC 133; PSY 120, 221; SBS 230.

Recommended Courses: Any programming language; ACC 262; ECO 217; ENG 237; HUS 250; PHL 217; SGT 110; SOC 100.

Computer Information Systems

The Ottawa University major in Computer Information Systems focuses on developing "state of the art" skills in data processing and information management. In today's information age, the computer has moved into everyone's life. As a result, there is a demand for persons who relate well to both the computer and the people who use it. Today's information manager needs to understand automated systems for processing data as well as manual systems. The CIS major combines courses in fundamental programming and computer data systems with traditional accounting, math, and management fundamentals to provide students with this knowledge and understanding.

Required Major Courses: 30 hours of CIS courses which must include: CIS 201, 220, 311, 331, 343, 401, 460. Students may choose either CIS 210 or 238 but not both.

Required Supporting Courses: MAT 106; SBS 230; ACC 121, 221; ECO 201; BUS 305.

Recommended Courses: SDR 110; PHL 217; MAT 210, 211, 220; ACC 301, 441; PSC 133; HUS 110; SOC 100; ENG 237; PSY 221.
Courses Offered:

**CIS 101. Introduction to Computing.** Introduction to microcomputers and application packages such as word processing, databases and spreadsheets. The course is application oriented and will involve the use of software packages on the computer. Students will develop computer solutions to real business problems. 3 hrs. (Alternate Years)

**CIS 110. BASIC.** Introduction to microcomputers and the programming language BASIC. The student develops, solves, and documents several computer programming problems typically found where the BASIC language is used. Topics covered include string processing, different methods of organizing and processing files, complex array processing, sorting, subroutines, and structured programming concepts. 3 hrs.

**CIS 201. Database Management.** Concepts and basic structure of database systems. General overview and applications of commercial database packages. Report generation and integration with spreadsheets and word processors. The student is expected to complete a major project. This course is an extension of CIS 101 and will be useful to the general student body. Prerequisite: either CIS 101 or equivalent. Knowledge of a programming language. 3 hrs. (Alternate Years)

**CIS 210. FORTRAN.** Introduction to the FORTRAN 80 programming language. Emphasis will be structured programming concepts. Topics include input/output techniques, subroutines, functions, file organization and other appropriate topics. Prerequisites: knowledge of BASIC or other programming language. 3 hrs. (Alternate Years)

**CIS 220. PASCAL.** Introduction to structured programming techniques using the programming language PASCAL. This course is required for most upper level courses in Computer Information Systems. Topics covered include input/output techniques, procedures, functions, arrays, records, and file handling techniques. Prerequisites: knowledge of BASIC or other programming language. 3 hrs.

**CIS 238. COBOL.** Introduction to the programming language COBOL. Students will learn to solve business-oriented problems using structured programming concepts.

Topics covered will include Input/Output techniques, sequential and VSAM file structures, and general rules of the COBOL language. Students will develop appropriate computer programs and will analyze the results from the viewpoint of the computer manager. Prerequisites: knowledge of BASIC or other programming language. 3 hrs. (Alternate Years)

**CIS 311. Introduction to Hardware Organization.** Basic circuitry design, microprocessor logic and design state of the art applications (8088, 68000 and other appropriate microprocessor chips), communication applications of microprocessors. Prerequisites: MAT 106, CIS 110 or equivalent. 3 hrs. (Alternate Years)

**CIS 331. Data Structures.** Study of arrays, stacks, queues, lists, trees, and graphs as well as their implementation. Prerequisite: CIS 220. 3 hrs.

**CIS 341. Assembly Language.** Introduction to machine and assembly language programming. Emphasis is concentrated on the IBM Macro-assembler and the 68000 op codes. Prerequisites: knowledge of BASIC, CIS 220, 341. 3 hrs. (Alternate Years)

**CIS 343. System Analysis.** Introduction to the techniques and tools to learn the logical steps and requirements of a data processing system. The course begins with the analysis of the needs of a user and culminates with the recommendation of a computer solution to the problem. Prerequisites: knowledge of BASIC, CIS 220. 3 hrs.

**CIS 350. Fundamentals of Interactive Computer Graphics.** Graphics hardware and software, data structures, mathematical manipulation of graphical objects, user interfaces, and fundamental implementation algorithms. Prerequisites: MAT 106, CIS 220 or knowledge of BASIC. 3 hrs.

**CIS 401. Advanced Database Management.** Concepts and structures necessary to design and implement a database management system, including file and data organization, data models, and the study of a specific management system. Prerequisites: CIS 201, 220. 3 hrs. (Alternate Years)

**CIS 421. Programming Languages.** Study of the concepts involved in the use of higher programming languages, including recursion, list and string processing, and multiprocessing. Introduction to a number of languages, such as Lattice-C, LISP, ADA, MODULA, ALGOL, etc. Prerequisites: CIS 220, 331. 3 hrs. (Alternate Years)

**CIS 437. Special Topics.** Selected topics in Computer Information Systems. Prerequisite: permission of instructor. 3 hrs. (Alternate Years)

**CIS 460. Operating Systems.** Survey of concepts involved in operating system management including Batch vs. Multiprogramming, memory management, process and data modules, file organization, scheduling and I/O. Prerequisites: CIS 220, 341, 343. 3 hrs. (Alternate Years)

**Economics**

The economics major focuses on the economic approach to discerning and evaluating the problems of individuals, groups, nations and the world. Inflation, unemployment, stagnation, the impact of technological change, waste, economic bads, and the concentration of market power are some of the complex and interrelated issues dealt with in this major.

Economists find a variety of occupational opportunities in business, government, education, investment management, banking, and in economic and financial consulting. Economists research, analyze, forecast and instruct. Many ply their trade in the pragmatic world where getting a job done is the measure of success. Although an advanced degree is generally necessary to qualify for top jobs as an economist, there are frequently openings as an assistant economist or economic analyst for those with a B.A. degree in economics. Teaching positions at the college level are available only to those holding graduate degrees in the field.

**Required Major Courses:** ECO 201, 202, 216, 301, 303, 313, 403, 408; SBS 230.

**Required Supporting Courses:** SOC 100; PSY 120; PSC 133; ACC 121; CIS 201; MAT 110; PHL 217.

**Recommended Courses:** MAT 210, 211, 230; PSY 221; PHL 110, 210; BIO 100; PHY 109; HIS 201, 254; PCS 224 or 232; SOC 117; ENG 237 or 301.
ECO 216. Investments. Comparison of the return vs. 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. 3 hrs.


ECO 303. 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 201. 3 hrs. (Alternate Years)

ECO 313. Economics and the World Community. A survey of the world as an economic system, with some emphasis on the role and influence of the U.S. The history, the politics, and the economics of international trade and finance: the distribution of the world's resources and income; the costs and benefits of economic growth; the gradual decline of natural economic sovereignty as the world community becomes more fully integrated. Prerequisite: ECO 201 or 202. 3 hrs.


ECO 403. National Income Analysis. Integration of the product market, factor market, and money market in a national income analysis model to evaluate trade-offs between full employment, a stable price level, balance of payments, equilibrium, economic growth, egalitarianism, and economic freedom. Prerequisites: ECO 201, 202, and 303. 4 hrs. (Alternate Years)

ECO 408. International Business. The principal topics of international economics (the balance of payments, exchange rates, free trade, managed trade, protectionism, economic development) are examined from the perspective of the business major; the outcome will be much keener appreciation of the world economic environment as it impinges on choices and decisions made by managers of all firms, large and small. 3 hrs.

History

History is the study of past human activity in all its variety. It is the interpretation of accomplishments and failures. History enables the student to understand public events, affairs, and trends of the time. It is the basis of a liberal education since it embraces all facets of human activity from religious and philosophical aspirations to political, social, and economic transactions. History deals with vital contemporary problems, including the interrelationship between society and its environment, issues of war and peace, 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 teachers, lawyers, stockbrokers, and doctors, and entered other endeavors which require a broad and disciplined mind. At Ottawa University there is a major in both American History and World History.

American History Emphasis

Required Major Courses: HIS 110, 218, 253, 254, 316, 342, 343; PSC 133.

Required Supporting Courses: CIS 101; SCT 110; ENG 237 or 310; HIS 201; SBS 230; and at least one course in Economics, Sociology, and Psychology.

World History Emphasis

Required Major Courses: HIS 110, 201, 253, 254, 314, 350 or 351, 360.

Required Supporting Courses: CIS 101; ENG 201, 237 or 310; PSC 224 or 232; REL 111 or 338, and at least one course in Economics, Sociology, and Psychology.

Teacher Certification Emphasis (check Teacher Education Handbook for current requirements)

Required Certification Courses — Middle Level Social Studies: HIS 110, 201, 210, 253 or 254; PSC 133, 224; ECO 201 or 202; SOC 260; EDU 305.

Required Certification Courses — Secondary Level American History: HIS 110, 201, 210, 218, 253, 254, 316, 342 and 343; PSC 133.

Required Certification Courses — Secondary Level World History: HIS 201, 253, 254, 314, 316, 350 or 351, 360; PSC 224 or 232.

Required Certification Courses — Secondary Level Combination Programs in Social Studies: see Teacher Education Handbook.

Courses Offered:

HIS 110. The American Experience. Introduction to the study of American history and its cultural, intellectual, political, economic, religious, racial, and diplomatic topics. Emphasis is placed upon development of the country from discovery through Reconstruction. 4 hrs.

HIS 201. World Geography. An introduction to the study of geography. Learning of the earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power. Study of developing environmental problems in the world and attempts to address those problems. 3 hrs.

HIS 210. Kansas History. A study of the settlement and development of Kansas from the time of Coronado's travels to the present. 2 hrs. (Alternate Years)

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 hrs. (Alternate Years)

HIS 253. World Civilization I. The beginnings and development of human culture and institutions, western and non-western. A basic introduction to historical study. 3 hrs.

HIS 254. World Civilization II. The development of civilization, western and non-western, in the modern era. An analysis of the political, economic and cultural revolutions that have created contemporary culture and its tensions. 3 hrs.

HIS 314. Russian History. A study of Russia with emphasis upon the Tsarist and Communist periods. Prerequisite: HIS 253 or HIS 254. 4 hrs.

HIS 316. Twentieth Century America. A study of the political, social, intellectual, and other aspects of American civilization in this century. Special emphasis is placed on the nation since 1945. Prerequisite: one course in American history. 4 hrs.

HIS 342/PSC 342. HIS 343/PSC 343. Topics in American History and Politics. A selection of readings and topics on American history and government. 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 or political science. 4 hrs.

HIS 350/351 Topics in World History. A selection of readings and topics in world history. 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 or political science. 4 hrs.
Human Services

The Human Services major is designed for those who plan to devote their professional lives to serving people. The core of the program consists of a cluster of skill development courses which will equip students with skills that are essential to the helping professions; skills such as interviewing, data gathering, observing, guidance and counseling, listening, referring, and consulting. The Human Services core courses serve as a foundation upon which students build further course work in a particular area of career focus.

Students in Human Services are preparing for careers in organizations such as: welfare agencies, church ministries, community development programs, youth houses, nursing homes, senior centers, retirement centers, poverty assistance programs, governmental agencies, law enforcement agencies, courts, and probation offices.

The Human Services major consists of a required "Human Services Care" and courses required for one of several career foci. In addition, a number of courses that are closely related to these major courses are recommended but not required for Human Services majors.

Required Major Courses: HUS 200, 250, 300, 405, 410/420, plus the appropriate Required Focus Area Courses.

Required Supporting Courses: HUS 118, PSY 120, 323, 303, SOC 100, PHIL 210.

Recommended Courses: PSY 110, 301, 405; SOC 117, 203; HUS 212; SBS 230; PSC 133; ECO 201

Practice and Administration Focus

Required Focus Courses: BUS 305; PSY 221, 301.

Corrections Focus

Required Focus Courses: SOC 200, 407.

Gerontology Focus

Required Focus Courses: HUS 201, 301; BIO 214, and an independent study in death and dying.

Courses Offered:

HUS 118. Social Welfare as a Social Institution. An examination of social welfare as a fundamental social reality, not as a collection of programs and services. Welfare is seen in terms of social issues rather than as a professionally directed effort to deal with social problems. 3 hrs.

HUS 200. Values & Explorations in 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 students to evaluate their strengths and weaknesses as a potential human service professional. Prerequisite: SOC 100 or PSY 120. 3 hrs.

HUS 201. Adult Development & Aging. This course views adult development as an integrative, dynamic, and continuous process that contains predictable developmental phases. The periods of the life-cycle examined within this course include those years between young adulthood and death. An overall emphasis throughout the study of the material is our continuous preparation for meaningful adjustments to the numerous anticipated crises encountered in our adult years. Prerequisite: SOC 100 and PSY 120. 3 hrs. (Alternate Years)

HUS 212. The Family. This course explores the historical and theoretical perspectives of the family. Dynamics of family relationships, communication styles and interactions will be addressed as well as issues relating to: societal stress on the family; structural and subcultural family lifestyles and the future of the family within society. Prerequisites: either PSY 110 or 120 and SOC 100. 3 hrs. (Alternate Years)

HUS 250. Interpersonal Communication. The course is offered with the understanding that relating to others is a basic key to a satisfying life. The goal of the course is to help students to improve their ability to communicate with important people in their life. Thus, the emphasis is on application, and the focus will be practical rather than theoretical. The methods and techniques that are used in forming interpersonal relationships, as well as those that facilitate the intervention process are explored. Prerequisites: HUS 200 or Human Services majors, and either PSY 110 or 120, or SOC 100. 3 hrs.

HUS 300. Human Services & the Community. 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. Prerequisite: HUS 118 and SOC 100. 3 hrs. (Alternate Years)

HUS 301. Issues in Gerontology. The purpose of this course is to examine the causes and consequences of aging. The biological, psychological, behavioral, and sociological aspects of aging are examined theoretically and practically (1/3 of the course is field experiences). Prerequisite: SOC 100, PSY 120. 3 hrs. (Alternate Years)

HUS 405. Skills and Techniques in Human Services. This course will identify a set of basic skills that might be used in the different settings in which helpers work. Although the course will describe a wide array of human service intervention strategies, there will be particular focus on how to interview and/or counsel clients. The course will try to make students aware of both the technology and the art of human service practice. Prerequisite: HUS 200, 250, and PSY 323. 3 hrs.

Political Science

Political Science courses provide valuable preparation for a variety of careers. These careers include government service at the national, state, and local levels. Many attorneys have chosen political science as their undergraduate major. People active in various movements for social change have taken advantage of the knowledge provided by the study of political science to support their cause more actively and effectively. Many undergraduates who study political science enter business careers where a knowledge of politics has become increasingly necessary as relationships between government and business become more complex. In every vocation, knowledge of political science has become crucial as the role of government expands in our society.
Required Major Courses: PSC 133, 224, 232, 322, 342, 343; HIS 110, 253 or 254, 316.

Required Supporting Courses: CIS 101; SBS 230; SCT 110; ENG 237 or 310; and at least one course from Economics, Sociology, and Psychology.

Teacher Certification Emphasis: (check Teacher Education Handbook for current requirements)

Required Certification Courses — Middle Level Social Studies: HIS 110, 201, 210, 253 or 254; PSC 133, 224; ECO 201 or 202; SOC 260; EDU 305.

Required Certification Courses — Secondary Level Political Science: PSC 133, 224, 232, 322, 342 and 343; HIS 110, 210, 253 or 254.

Required Certification Courses — Secondary Level Combination Programs in Social Studies: see Teacher Education Handbook.

Courses Offered:

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. 4 hrs.

PSC 224. World Political Communities. The study and comparison of foreign nation-states. Emphasis is placed on the questions of what is important to know about foreign nation-states and how it can be known. Prerequisite: PSC 133 or permission of instructor. 4 hrs. (Alternate Years)

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. Prerequisite: PSC 133 or permission of instructor. 4 hrs. (Alternate Years)

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, function, techniques, and trends of the U.S. political party system. Prerequisite: One course in political science or permission of instructor. 4 hrs. (Alternate Years)

PSC 342/HIS 342. PSC 343/HIS 343. Topics in American History and Politics. A selection of readings and topics on American history and government. 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 or political science. 4 hrs.

Psychology

Psychology is the scientific study of behavior. The discipline utilizes a variety of approaches including the nature of scientific investigation and its methodology; experimentation and data analysis; psychological theory and measurement. Areas of study include life span development; theories of personality; abnormal behaviors; social psychology; personal growth; and counseling theories. Psychology is a useful discipline and strengthens many other fields of study, particularly those that involve working with people.

Required Major Courses: PSY 110, 120, 221, 222, 301, 303, 323, 334, 405; SBS 230.

Recommended Courses: PSY 308, plus a practicum in psychology (PSY 410/420); HUS 201, 212, 250; PHIL 110, 210, 217; CIS 101; MAT 104 or 106; SCT 110; BIO 100, 203; SOC 100, 117.

Teacher Certification Emphasis: (check Teacher Education Handbook for current requirements)

Required Certification Courses — Secondary Level: PSY 110, 120, 303, 323, 334.

Courses Offered:

PSY 110. Personal Growth. This course focuses primarily on the psychosocial processes of growth. The approach utilized is both theoretical and experiential, and is designed to promote both individual and interpersonal competence. Students will have an opportunity to participate in small group experiences and to explore their personal life styles, strategies of coping, defense mechanisms, communication skills, and other related issues. 3 hrs.

PSY 120. Principles of Psychology. This is an introductory course designed to provide students with an understanding of human behavior. The emphasis in this course will be on the basic concepts and terminology of psychology. Topics include the biological basis of behavior, sensation, perception, the history of psychology, growth and development, motivation, learning, emotion, personality, abnormal behavior, and psychotherapy. 3 hrs.

PSY 221. Social Psychology. This class will consist of a review of psychological literature pertaining to social influences on human behavior. This survey will include attitude formation and change, influence and persuasion, social attraction, frustration and aggression, conformity and group pressures, cultural impact, leadership styles, power and status, role development, and environmental influences. Prerequisite: PSY 120. 3 hrs.

PSY 222. Behavioral Research. This course consists of a review of the basic methods of data analysis, research methods, and experimental design. The study of behavioral research will acquaint students with the general methodological problems entailed in psychological research. Students will design and conduct experiments, gather and analyze data, and report their results. This course will be beneficial for all students who desire a basic understanding of research methods and design. Prerequisite: PSY 120. 3 hrs.

PSY 301. Theories of Personality. This survey course will cover psychoanalytic, behavioristic, and humanistic theories of personality. Theorists will include Sigmund Freud, Carl Jung, Erik Erikson, B.F. Skinner, Abraham Maslow, Alfred Adler, Carl Rogers, Karen Horney, Erich Fromm, and other personality theorists. This course will be helpful to students in their understanding of human behavior and personality. Prerequisite: PSY 120. 4 hrs.

PSY 303. Abnormal Behavior. This course will consist of a study of the biological, psychological, and sociocultural influences contributing to abnormal behavior patterns. Topics will include the historical perspective, theories of causation and development, transient stress disorders, schizophrenia, personality disorders, psychophysiological disorders, sexual dysfunctions, disorders of childhood, suicide, substance abuse, and organic brain disorders. Some attention will be given to clinical assessment and psychotherapies. Prerequisite: PSY 120 and PSY 301. 4 hrs.

PSY 308. History and Systems of Psychology. This is a course of study to review the historical antecedents of contemporary psychology. This survey of contributions will include Ancient Greek and Latin Psychology, Medieval Scholastic Psychology, Renaissance Enlightenment, British Empiricism, Associationism, Sensationalism, and Behaviorism, German Experimental and Physiological Psychology, American Structuralism and Functionalism, Clinical Psychology, Gestalt Psychology and Phenomenological-Existential Psychology. This course will contribute to a basic understanding of psychology, the discipline's development, and the contributions of various historical and contemporary perspectives.
standing of significant concepts and contributions to the study of psychology. Prerequisite: PSY 120. 3 hrs.

PSY 323. Developmental Psychology. This course is designed to provide an introduction and overview of the life-span developmental process. The biological, psychological, and sociological aspects of human growth and development are explored. A consideration of the work of Piaget, Kohlberg, Erikson, and other significant contributors to the understanding of human growth and development will be included. Prerequisite: PSY 120. 4 hrs.

PSY 334. Tests and Measurements. This course will provide an understanding of the function of testing and measurement in behavioral sciences. Students will study the importance of validity, reliability, and standardizations, as well as the construction, selection, administration, and application of tests. Assessment instruments will include aptitude, ability, and intelligence measures, personality and vocational interest inventories, and projective devices Prerequisite: PSY 120. 3 hrs.

PSY 405. Counseling Theories and Dynamics. This course will examine a number of approaches to counseling and psychotherapy. Included will be psychoanalysis, behavioral learning approaches, client-centered therapy, Gestalt therapy, transactional analysis, rational-emotive therapy, and reality therapy. Emphasis will be on both theory and practical applications. Group therapy, ethical and legal issues, and other selected topics will also be discussed. This course will be helpful to students planning to enter the helping professions. Prerequisites: PSY 120 and 301 or 303. 4 hrs.

Sociology

Sociology is the systematic study of human social life. It deals with the processes of social interaction and the matters of social relations with human groups and societies. It is preparatory for careers in social research and analysis, teaching, community organization, and in professional training in city planning, law, and other areas. In an age oriented to individual responses, actions, and concerns, sociology explores the behavior and outcome of groups and institutions in their impact of the political, economic, and social environment. The study of sociology also has major interest for students seeking to combine that study with other disciplines under the individualized major option. Sociology provides a broadening of the understanding of society and is a useful discipline to combine with other areas of study.

Required Major Courses: SOC 100, 117, 200, 203, 260, 300, 308, 400, 401, 407.

Required Supporting Courses: PSY 120, 221; PSC 133; SBS 230.

Recommended Courses: CIS 101; ECO 201.

Courses Offered:

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. 3 hrs.

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. 3 hrs.


Major concerns of cities: finance, government, stratification, education, minorities, housing, etc. Future of the city. 3 hrs.

SOC 203. Race and Ethnicity. This course will be an examination of intergroup and intragroup relations in the U.S. and other cultures. The emphasis will be placed on the sources of prejudice and discrimination, and the social dynamics of conflict and order. 3 hrs.

SOC 260. Cultural Anthropology. Introduction to Anthropology, including its history, through the scientific study of the diverse cultural systems in different regions of the world and the influence of environmental factors on their values. Survey of a wide range of world cultures and their variation with regard to systems of social, political and economic organization, belief system and world view, material culture and the arts, and patterns of adaptation. Also the examination of the assumptions, concepts, and methods anthropologists have employed in the study of culture. 3 hrs.

SOC 300. The Sociology of Work. 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; intragorganizational coordination, conflict and change; position of large formal organizations in the larger social structure. Prerequisite: SOC 100. 3 hrs.

SOC 308. Social Stratification. The nature and origin of social classes; descriptive examination of the sources of wealth and of property; the social consequences of inequality for individuals and communities; the relation between poverty and discrimination; and the influence of such institutions as education and social welfare on structured social inequality; 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. 3 hrs.

SOC 400. Methods of Social Research. Attention to the theory and methods of research in the social and behavioral sciences. The nature of exploration, testing hypotheses, theories of measurement, and current trends are considered. 3 hrs.

SOC 401. 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). 3 hrs.

SOC 407. The Sociology of Deviance. This course explores the origin and significance of deviance in social life. The distinction between being different and being deviant is carried out through the semester. Emphasis is also given to the increasing significance of psychotherapy in our response to the deviant. The course provides a substantial treatment of criminology with consideration of the social characteristics of offenders, victims, crime rates, and various justification of punishment. The course should be of interest to students in many majors who are concerned with theoretical, practical, and ethical questions concerning good and evil. Not open to freshmen. 3 hrs.
Other Academic Programs

- University Courses
- Individualized Major
- Pre-Professional Programs
- Special Study Opportunities
- Graduate Courses of Study
- Ottawa University's Non-Residential Centers
- English Language Institute

University Courses

The following courses are listed separately because of their relevance to several courses of study. Neither of them belongs to any particular department or program.
Individualized Major

Throughout the decade of the 1970s, Ottawa University's academic program was one which required all students enrolled to develop a unique statement of their own vocational and avocational interests and expectations and to construct an educational program from scratch with the aid of an advisory committee. Through that process each student, therefore, developed his or her own major and no traditional academic major program was published or expected to be followed by those students. As a result of that experience, the faculty advisors who worked with students in developing their unique programs have obtained a significant amount of experience in assisting students who wish to explore and consider options that depart from traditional programs.

Students whose interests involve several disciplines and who would like to develop a course of study that combines a number of academic areas around a common theme will find the individualized major ideally suited for their needs. The students will need to find a faculty member willing to work with them to develop the statement of the program and its content and submit the program for review to the Academic Council. For that reason, no courses are listed as part of the individualized major. Each student's program is uniquely designed for the particular student.

Pre-Professional Programs
Pre-Ministerial Program

Study for the ministry does not presuppose any particular undergraduate course of study. In addition to a sense of vocation for the ministry, most seminaries are more concerned with whether an applicant has acquired a broad background of knowledge and the skills of communication and critical thinking than with his/her undergraduate major. As a result, students may attend seminary having pursued virtually any area of concentration. It is clear, however, that some majors may be more helpful to seminary studies than others, and pre-ministerial students are urged to choose a course of study that will enhance their effectiveness both in seminary and in the ministry. Thus pre-ministerial students often major in psychology, sociology, English, human services, philosophy, or religion (though some seminaries discourage applicants from an undergraduate major in religion since so much of that study will be duplicated in their seminary training).

In keeping with the need for a broad background of knowledge, pre-ministerial students are urged to be sure that they have an adequate introduction to the major areas of liberal arts study and, in particular, to the disciplines dealing with the study of society, government, economics, ethics, philosophy, literature, human behavior, and the arts.

In addition, pre-ministerial students are encouraged to acquire particular kinds of managerial and interpersonal skills that will be of use in their ministry and, therefore, should consider the following courses as especially relevant to their pre-ministerial program, regardless of their particular major:

ACC 121 Financial Accounting
CIS 101 Introduction to Computing
ENG 237 Intermediate Writing
ENG 310 Advanced Expository Writing
HUS 250 Interpersonal Communication
PSY 221 Social Psychology
PHL 217 Introduction to Logic
SCT 110 Speech Preparation and Delivery
SCT 205 Oral Interpretation

Pre-Law Program

Admittance to professional school of law is available to students with a variety of major fields of concentration. Law schools are not interested in a specific program of study which could be called a pre-law major, but rather are interested in a number of specific skills most of which are concentrated in the use of language and in the communication arts.

Students seeking admittance to law schools are advised to select a major appropriate to their own interests but to be sure to include as many courses as possible to assist them in the preparation for their use of the English language in its written and oral forms.

In addition, students are encouraged to consider that the practice of law involves the handling and administration of other peoples' money and estates and will also involve dealing with all types of individuals. Thus, students are well advised to seek those courses which prepare them to understand human growth and development, general psychological principles, and sufficient accounting or related business courses to familiarize them with the administrative details of the handling of financial affairs. Therefore, in addition to the student's specific major field, the following courses should be considered as recommended for pre-law majors:

ENG 237 Intermediate Writing
ENG 310 Advanced Expository Writing
SCT 202 Argumentation and Debate
SCT 110 Speech Preparation and Delivery
ACC 121 Introductory Financial Accounting
ACC 221 Managerial Accounting
ECO 201 Introduction to Macroeconomics
CIS 101 Introduction to Computing
PHL 217 Introduction to Logic
PSY 120 Principles of Psychology
PSY 221 Social Psychology
SOC 100 Social Behavior
Pre-Medical Program and Pre-Dentistry Program

Medical schools and dental schools are looking for college graduates who are able to cope with many facets of an individual's life. They know that physicians must help patients with personal, social, and spiritual problems as well as attending to their physical well-being. Ottawa University's pre-medical and pre-dental program is designed to build the foundation which will help the student be prepared for medical school as well as for the variety of problems that physicians must handle in serving the needs of patients. A major field may be selected in a variety of different disciplines as long as the specific courses indicated below are included in the undergraduate program in order to satisfy some of the expectation for admittance to the professional study of medicine or dentistry.

To assist students in the process, the University provides a Health Professions Committee that can be of considerable assistance in both advising and counseling students on the appropriate course selection and procedures for pursuing entrance to professional school at the end. The program is demanding and requires commitment on the part of the student. However, students who complete the program are usually accepted in professional schools and are adequately prepared and have established the self-confidence necessary for success in medicine and dentistry. The specific courses that should be included in the curricula of all pre-medical and pre-dental students at Ottawa University include:

- BIO 100 Principles of Biology
- BIO 203 Human Physiology and Anatomy
- BIO 212 Genetics and Society
- BIO 401 Biochemistry
- BIO 403 Vertebrate Structure and Development
- CHE 120, 121 General Chemistry I and II
- CHE 230, 231 Organic Chemistry I and II
- CHE 330 Chemical Analysis
- MAT 110 Elementary Functions
- MAT 210 Calculus I
- PHY 220, 221 College Physics

In addition to these basic courses, students should consider courses in other areas such as psychology, religion, sociology, literature, and history to prepare for the personal contact required in health professions.

Allied Health Programs
(pre-pharmacy, pre-nursing, pre-physical therapy)

Ottawa University's Division of Natural Sciences offers basic science preparation in several of the allied health professions. These include Physical Therapy, Nursing, and Pharmacy.

Professional schools in each of the above areas require the basic science courses and elective liberal arts requirements to be fulfilled at an accredited college.

Students preparing in the allied health careers are in demand, and they provide the trained graduate the opportunity to serve society in a challenging and meaningful way.

Students in these programs will take courses such as:
- BIO 100 Principles of Biology
- BIO 203 Human Physiology and Anatomy
- BIO 214 Nutrition
- BIO 302 Microbiology
- CHE 120, 121 General Chemistry I and II
- CHE 230, 321 Organic Chemistry I and II
- MAT 106 College Algebra
- MAT 110 Elementary Functions
- MAT 210 Calculus
- PHY 220, 221 College Physics
- PSY 120 Principles of Psychology
- PSY 325 Developmental Psychology

Medical Technology

Ottawa University offers two programs leading to a career in Medical Technology. One program involves a three-year study at Ottawa University followed by study in a hospital for the clinical year (3 + 1 program). This results in a Bachelor's Degree in Medical Technology given by Ottawa University. The other program is a four-year program plus one year of clinical work which leads to a Bachelor of Arts Degree and after the clinical year, a Medical Technology Certificate.

Bachelors Degree in Medical Technology (3 + 1 Program)

This curriculum is a four-year program leading to a Bachelor of Science Degree in Medical Technology. Minimum academic prerequisites for admission are established by the National Accrediting Agency for Clinical Laboratory Sciences and are taken on the campus during the first three years. These include: 16 hours of chemistry (including organic and/or biochemistry), 16 hours of biological science (including microbiology and immunology), and one course in college level mathematics. Ottawa University requires General Education and breadth courses in addition to the above, which fulfill requirements for a bachelor's degree in medical technology. The fourth year (senior year) is provided by a structured educational program in an affiliated clinical laboratory. The clinical program is accredited by the Committee on Allied Health Accreditation (CAHEA) of the American Medical Association through NAACLS. On satisfactory completion of the clinical program, a minimum of 30 hours are granted and the student is awarded a B.S. degree in Medical Technology by the University.

Acceptance into the affiliate program is competitive. Admission into the program of Ottawa University does not guarantee acceptance of the student by a clinical program.

Bachelor of Arts — Clinical Year Program (4 + 1 Program)

This curriculum is a four-year on campus program plus a year in the clinical setting. Academic standards and prerequisites are identical to the (3 + 1 program). The differences are (1) The student completes all the work for the B.A. at the residential campus. (2) Any clinical facility will consider the student for admission in the clinical year.

FOREIGN STUDENTS are cautioned that most of the clinical programs are not
authorized to accept non-immigrant foreign students.

APPLICATION to the clinical program is usually made in the fall of the junior year (3 + 1 program) or the senior year (4 + 1 program). Applications are processed through the Program Director/Education Coordinator of the clinical program. The application deadline is January 1. The winter program deadline is September 1, at Providence-St. Margaret Health Center.

PROCESS OF SELECTION is done by each clinical program. Criteria includes state of health, academic performance and personal characteristics. Minimum grade point average ranges from 2.0 to 2.5 for both overall GPA and the GPA for science courses.

ENROLLMENT is limited to the size of the class of Providence-St. Margaret Health Center.

SUMMER CLASS SELECTION is done by computer matching and takes place the third week in February.

RESIDENCY REQUIREMENTS for the senior year are waived for medical technology students during the clinical year through the authority of the Hospital-College affiliation agreement.

COSTS vary with each clinical program. The student is responsible for his/her living expenses. Textbooks and other incidental expenses approximate $200 - $300 for the year.

CERTIFICATION: Upon graduation, students are eligible to take a national certification examination. Passing the examination is not a condition for receiving the B.S. degree in Medical Technology. Examination fee is approximately $50.

FINANCIAL AID varies with each clinical program. Financial aid through Ottawa University is not available for students in their year of clinical education. The student should apply for financial aid from Ottawa for the Ottawa portion of the program and apply to the clinical program director for financial aid for that portion of the program.

Pre-Veterinary Medicine

Pre-veterinary studies are offered by the Natural Science Division. The pre-professional courses appropriate to this focus are comparative to those listed for other programs preparatory for study in the medical field as listed above in this catalog.

Pre-Engineering Studies

Many of the problems facing our society need technological solutions which will come only with a strong work force of engineers and scientists. But simply to be technically trained will not be sufficient to do the job. Engineers working in the decades of the eighties and nineties and beyond must be sensitive to the environmental, societal, and human implications of both problems and solutions. It is essential that engineers be liberally educated to meet the demands of a changing world, a fact recognized by more and more engineering schools as they broaden their undergraduate programs to include more of the traditional liberal arts courses.

At Ottawa University, the primary objective is to provide just such a liberal arts education. The pre-engineering curriculum is designed to do this at the same time that it provides a grounding in science and mathematics courses to prepare the student for the upper level engineering courses which he/she will encounter after transferring to an engineering college to complete his/her studies. The pre-engineering program operates as follows:

The student meets with the Pre-Engineering Advisor at Ottawa University and develops a contract for a three year program. In most cases all the requirements for a degree from Ottawa can be met in the three year period except for the required major in Mathematics and 124 credit hour rule for graduation. The contract specifies that after appropriate courses in applied mathematics are completed at the engineering school chosen by the student, the major in mathematics will be considered fulfilled. The same type of specifications made concerning the 124 hour requirement. When official transcripts are received by Ottawa University showing that these additional courses and hours have been completed, a B.A. degree from Ottawa University is granted.

This program is the same regardless of the engineering school chosen and the area of interest: Civil, Mechanical, Electrical, etc. In the advising process, it would be beneficial for the student to be guided by a catalog from the school to which they wish to transfer. It is important that you contact the Pre-Engineering Advisor as soon as possible so that an individualized plan can be developed.

For a list of mathematics courses you would take at Ottawa University, see the required major courses for Mathematics. In addition, courses included are:

- CHE 120 General Chemistry I
- CHE 121 General Chemistry II
- CHE 230 Organic Chemistry I
- CHE 231 Organic Chemistry II
- CIS 210 FORTRAN Computer Programming
- PHY 247 University Physics
- PHY 248 University Physics

The student should be sure to get a solid mathematics background in high school work, including geometry; two years of algebra and trigonometry or pre-calculus.

In addition to the technical courses, the student will take courses in such areas as English composition, psychology, religion, sociology, and economics so as to meet graduation requirements at both OU and the engineering school; but more importantly, to be a liberally educated person.

Special Study Opportunities

A selected number of courses are designed by instructors so that they may be taken by arrangement during a regular enrollment period: fall, spring, or summer. Not all such courses will be available at any given time depending upon the schedule and responsibilities of the faculty member teaching the course. Information about these courses should be obtained from the academic
advisor or the academic dean. The following descriptions identify the kinds of special opportunities which are available.

A student who has already demonstrated academic ability in a particular field and who seeks to go beyond the formal courses available at Ottawa University may do so under certain conditions.

A student may request an Independent Study provided:

1. The student has reached junior standing.
2. The student has a cumulative GPA of 3.0 or higher.
3. The student has the consent of the instructor who will supervise the independent study.
4. The supervisor has worked with the student in a prior course or the student has been recommended to the supervisor by another faculty member.
5. The supervisor is a member of the department in which the independent study is to be done.
6. The Chairperson of the appropriate department and the Academic Dean approve the request.

The purposes, methods of learning, and evaluation processes for the independent study will need to be explained on a form which can be obtained from the Registrar.

The following independent study work has been undertaken in recent years and illustrates the range and variety available for the prepared student:

- Plant Pathology
- Chemical Equilibrium
- Personnel Administration
- History through Literature
- Music Therapy
- The Institution of the Presidency
- The Philosophy of Death
- Technology and the Future
- The Zen Tradition
- Coaching Women's Sports
- Community Recreation
- Fluid Mechanics
- Industrial Psychology
- Drugs: Effects and Treatment
- Behavior Modification
- Paul's Concept of the Church
- Modern Roman Catholic Thought

Directed Study

Ottawa University acknowledges the fact that due to certain factors (size of student body, size of faculty, number of course offerings, contract changes, certification requirements, and the like) scheduling conflicts occasionally arise. To facilitate student progress toward their educational goals, selected courses in the catalog have been designed by instructors to be available for enrollment without the usual frequent classroom meeting schedule. The courses are pre-designed rather than open to a variety of topics as would be the case in Independent Study enrollments. Nevertheless, only students with considerable motivation and self-direction would attempt these courses.

To make Directed Studies a viable option for students and faculty, the following must be satisfied:

1. The student must have a cumulative GPA of 2.2 or higher to request a Directed Study from a faculty member.
2. All Directed Study courses must start at the beginning of a semester or term, that is, before the last day to add a class.
3. The Directed Study must have the approval of the faculty member involved as well as the student's advisor and the Academic Dean.
4. Directed Studies are treated like other regularly scheduled classes and should be completed by the end of the term in which they are taken.

Internships, 410, 420.

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 banking, business, education, health, human services, and pre-law.

Internships can be a very valuable part of a student's educational program. Academic credit is available for internships, but 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.

As a general guideline for determining the credit value of a given internship, 40 hours of work over 16 weeks (i.e., an average of 2.5 hours per week) along with the appropriate written and reflective requirements may be given 1 hour of academic credit. Thus an internship that is given 8 hours of academic credit will require the student work on the job for 20 hours/week for a full 16-week semester.

Internship courses are designated by the number 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 program advisor.

Teaching Participation, 245, 345, 445.

Participating in teaching is another area in which the student has a sphere of responsibility and also can see learning and teaching as two aspects of one process. Such course work is available in each department and may be a part of student progress toward a degree. Advanced standing in the discipline and approval of the instructor and the dean of the college is required.

Ottawa University's Non-Residential Centers

During the 1970's many more adult students entered college. It became obvious their access to higher education was limited by job responsibilities, family with young children to care for, and difficulties in getting to campus-based programs because of either time or distance.
In 1974 Ottawa University established its first non-residential center to serve the educational needs of these adults. The program is consistent with the educational philosophy and programs of the residential campus. Study in the non-residential programs maintain the same high standards and work completed in any unit of the University is acceptable in any other part. All credit granted for study in a non-residential center is applicable to an Ottawa University degree, consistent with the student's own educational goals and program selections. The non-residential programs incorporate the University's insistence upon quality in design and offerings, individual educational planning, development of learning contracts, service of trained academic advisors, an interdisciplinary approach, and skill development for continuous self-education.

The significant difference between the non-residential centers and the residential campus lies in their 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 and summer. Learning in the non-residential centers is therefore possible at many different sites or classrooms anywhere in the metropolitan area served, or wherever enough students can gather to make the teaching/learning situation practical. Through the non-residential centers, Ottawa University offers upper divisional courses or post-baccalaureate courses for personal and professional growth primarily in Kansas, Arizona, and California. Students in the non-residential centers may enter the educational program at any time and may accelerate or slow down the process to fit their own needs. Some courses are offered in a few weeks, while other classes meet once a week over a longer span of time. Credit is awarded in standard semester hours based on commonly accepted and traditional techniques of determining such credit. Learning and evaluation at the non-residential centers can fairly be described as traditional education with non-traditional schedules and entry points.

In addition to providing the individualized educational programs, the non-residential centers 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 non-residential center of Ottawa University was in the Kansas City metropolitan area where the first classes began in 1974. Kansas City is the closest metropolitan area to the residential campus; it is 45 minutes away by interstate highway. A second center was opened in Phoenix, Arizona in 1977, responding to the interests expressed by local American Baptists who welcomed an American Baptist-related institution in their area where private, church-related educational institutions are rare. An additional instructional site was opened in Tempe, Arizona in 1989. The non-residential programs have enrolled well over 12,000 part-time students and more than 2300 persons have completed their college degrees. A few of these graduates have begun their education on the residential campus years earlier, but most of the graduates had no prior contact with Ottawa University except through the non-residential centers. At least one third of these adult graduates have gone on to further education in graduate and professional schools.

Further information about non-residential center programs may be obtained in separate publications available from either location.

Contact:
Office of Admissions
Ottawa University Kansas City
10865 Grandview, Building 20
Overland Park, KS 66210
(913) 451-1431

Office of Admissions
Ottawa University Phoenix
2340 West Mission Lane
Phoenix, AZ 85021
(602) 371-1188

Graduate Program
Master of Arts (M.A.)

Ottawa University offers a Master of Arts Degree in Human Resources through its two non-residential centers. This 36-credit-hour degree program is designed for working adults in the Kansas City and Phoenix areas who need to increase their human resource skills. The program is designed to provide professional growth for those in the various fields associated with human potential as well as to prepare those who wish to enter the profession. Provision is made to encourage interdisciplinary work based on the needs and goals of the student, and to equip students with the ability to learn how to learn.

In particular, the Ottawa University Master of Arts (M.A.) Degree in Human Resources seeks to provide graduate students with the skills and knowledge necessary to:

1. assist organizations to better utilize human resources;
2. deal with new knowledge and purposes of a constantly evolving discipline;
3. become leaders in their fields.

The program seeks to promote professional excellence and academic attainment, and to encourage students to examine their value systems.

In addition to the Graduate Courses offered through the Master's Degree program, the Ottawa University non-residential centers also offer a limited number of Graduate Courses for educators. Courses taken in this manner may or may not be applicable to the Master of Arts Degree in Human Resources.

For further information regarding the Graduate Program, contact:
Director of Graduate Studies
Ottawa University Kansas City
10865 Grandview, Bldg 20
Overland Park, KS 66210
(913) 451-1431

Director of Graduate Studies
Ottawa University Phoenix
2340 W. Mission Lane
Phoenix, AZ 85021
(602) 371-1188

International Program

In 1987 Ottawa University opened its first degree completion program in the Far East with approval by North Central Association of Colleges and Schools. Adult students who are residents of Taiwan, Hong Kong, Malaysia and Singapore are required to bring the equivalent of three years of college level study (94
semester hours) in order to qualify for admission to the program. Two degree completion programs leading to the Bachelor of Arts are available — Business Administration and Education.

The major portion of the degree program is taught at these locations by Ottawa University faculty. An intensive seminar format is used, combined with directed assignments completed by students during the periods between seminars. The program also requires each student to study for a period of time on the residential campus in Ottawa, Kansas.

For further information regarding the International Program, contact:

International Program
Ottawa University
1001 S. Cedar
Ottawa, KS 66067-3399
(913) 242-5200

**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 by American students. In addition, arranged special activities and personal encounters help the student to grasp something of the cultural setting so important to truly understand a second language.
Faculty

Division Chairpersons:
Division of the Arts and Humanities: Charles C. Anderson
Division of the Natural Sciences: George L. Chaney
Division of Social and Behavioral Sciences: Bill G. Ballinger

Department Chairpersons:
Art ................................................. Frank Lemp
Biology ........................................... J. Edward Morrissey
Chemistry ....................................... Tom B. Lewis
Computer Information Systems ........... David R. Kraemer
Accounting, Economics, .................. Donald W. Owen
and Business Administration
Education ....................................... Martha Gage
English ......................................... Lora K. Reiter
Foreign Languages ......................... Murle Mordy
History and Political Science .......... Ronald A. Averyt
Mathematics and Physics ................ George L. Chaney
Music .......................................... Joyce A. Stuermer
Physical Education ......................... Rosalie R. Hedlund
Psychology .................................... Bill Ballinger
Religion and Philosophy .................. Charles C. Anderson
Sociology and Human Services .......... Kelly F. Steanson
Speech, Communication, and Theatre .. Larry D. Peters
Emeriti

Maude N. Adams (1957-1970)

W. David Bemmel (1940-1979)
Professor Emeritus of Physics and Mathematics, B.A., Colorado College, 1934; M.A., Syracuse University, 1936; Ph.D., University of Colorado, 1941; M.H.L., Ottawa University, 1970.

Bill B. Boucek (1954-1989)
Associate Professor Emeritus of Physical Education, B.A., Ottawa University, 1948; M.S., Kansas State Teachers College, 1958; M.H.L., Ottawa University, 1970.

Virginia Jennings (1944-1970)
Assistant Professor Emeritus of Education, B.A. Ottawa University, 1931; M.H.L., Ottawa University, 1970.

Edgar D. Kerr (1928-1971)
Professor Emeritus of Music, B. Mus., Chicago Philharmonic Conservatory, 1928; M. Mus., Conservatory of Music, Kansas City, 1941; D. Mus., Ottawa University, 1967.

Ruth Kerr (1944-1971)
Assistant Professor Emeritus of Organ and Public School Music, B.A., Ottawa University, 1930; M.H.L., Ottawa University, 1970.

Evelyn Kinney (1946-1981)
Professor Emeritus of Physical Education, B.S., University of Kansas, 1941; M.S., University of Colorado, 1952; M.H.L., Ottawa University, 1970.

Emory J. McKenzie (1948-1985)
Professor Emeritus of English, B.A., Ottawa University, 1945; M.A., Duke University, 1947; Ph.D., University of Nebraska, 1962; M.H.L., Ottawa University 1970.

H. William Myers (1954-1985)
Professor Emeritus of Sociology, B.A., William Jewel College, 1944; B.D. Yale Divinity School, 1948; S.T.M., ibid., 1949; Ph.D., Yale University, 1959; M.H.L., Ottawa University, 1970.

J. Marion Roth (1966-1988)
Assistant Professor Emeritus of Education and Librarian Emeritus, B.A., Ottawa University, 1951; M.E., University of Kansas, 1952; M.L.S., Kansas State Teachers College, 1972.

Elmer A. Roth (1954-1984)
Associate Professor Emeritus of Biology, B.A., Ottawa University, 1953; M.A., University of Kansas, 1954; M.H.L., Ottawa University, 1970.

Active

Glenn Adamson (1989)
Assistant Professor of Mathematics, B.A., Whitman College, 1974; M.S. Eastern Washington University, 1976.

Charles C. Anderson (1961)

Richard L. Andrews (1986)
Assistant Professor of Accounting, B.A., University of Texas at El Paso, 1971; M.B.A., University of Kansas, 1985; C&GSOL, Ft. Leavenworth, Ks., 1989.

Wayne D. Angell (1956)
Professor of Economics, B.A., Ottawa University, 1952; M.A., University of Kansas, 1953; Ph.D., ibid., 1957; M.H.L., Ottawa University, 1971.

Kenneth Arnold (1980)

Ronald A. Avery (1961)
Professor of History and Political Science, B.A., Texas Technological University, 1956; M.A., ibid., 1958; Ph.D., University of Kansas, 1970; M.H.L., Ottawa University 1972.

Billy G. Ballinger (1965)
Associate Professor of Psychology, B.A., Southwestern College, 1959; M.S., Mankato State College, 1961; M.H.L., Ottawa University, 1972.

James C. Billick (1968)
Professor of Political Science, Dean of Graduate Studies, Dean of Ottawa University at Kansas City, B.A., Ohio State University, 1963; M.A., University of Pittsburgh, 1965; Ph.D., ibid., 1969; M.H.L., Ottawa University, 1972.

Assistant Professor of Religion, University Chaplain, and Director of Church Relations, B.A., Ottawa University, 1951; M.Div., Andover Newton Theological School, 1955.

Donald W. Boulware (1989)
Instructor in Physical Education, Athletic Director, Head Track Coach, and Assistant Football Coach, B.S.E., Northeast Missouri State University, 1977.

William A. Breetspraak (1977)

Clifford E. Burke (1963)
Assistant Professor of Psychology and Religion, Dean of Students, B.A., Ottawa University, 1955; B.D., Berkeley Baptist Divinity School, 1958; M.S., University of Kansas, 1967.
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew R. Carrier</td>
<td>1990</td>
<td>Instructor in Physical Education and Head Men's Basketball Coach, B.A., Bethany College</td>
</tr>
<tr>
<td>George L. Chaney</td>
<td>1968</td>
<td>Professor of Mathematics, B.S., University of Kansas, 1953; M.S., Kansas State College</td>
</tr>
<tr>
<td>June W. Clark</td>
<td>1990</td>
<td>Instructor in Human Services, B.A., Marymount College, 1981; M.S.W., Arizona State University</td>
</tr>
<tr>
<td>David W. Dallas</td>
<td>1989</td>
<td>Instructor in Physical Education and Head Football Coach, B.S.E., Missouri Western State College</td>
</tr>
<tr>
<td>Stanley L. DeFries</td>
<td>1968</td>
<td>Professor of Music, University of Advancement Associate, B.M., Ottawa University, 1950; M.Mus., Indiana University, 1959; Ph.D., ibid., 1966; M.H.L., Ottawa University, 1972.</td>
</tr>
<tr>
<td>Marsha L. Denniston</td>
<td>1983</td>
<td>Business Manager and Assistant Professor of Accounting, B.A., Ottawa University, 1973; M.B.A., University of Kansas, 1976.</td>
</tr>
<tr>
<td>Martha Senter Gage</td>
<td>1980</td>
<td>Associate Professor of Education, B.A., Ottawa University, 1964; M.S., University of Kansas, 1978; Ph.D., ibid., 1989; M.H.L., Ottawa University, 1989.</td>
</tr>
<tr>
<td>Lawrence J. Gray</td>
<td>1984</td>
<td>Assistant Professor of Biology, B.S., Wichita State University, 1975; M.S., Colorado State University, 1977; Ph.D., Arizona State University, 1980.</td>
</tr>
<tr>
<td>Anne C. Hargrove</td>
<td>1989</td>
<td>Associate Professor of English, B.A., Indiana University, 1965; Ph.D., Harvard University, 1972.</td>
</tr>
<tr>
<td>Byron W. Jensen</td>
<td>1990</td>
<td>Assistant Professor of Music, B.M.E., University of Northern Colorado, 1979; M.M., Kansas State University, 1987; Ph.D., ibid., 1990.</td>
</tr>
<tr>
<td>Barry B. King</td>
<td>1990</td>
<td>Assistant Professor of Communications, B.S., West Texas State University, 1969; M.A., ibid., 1990.</td>
</tr>
<tr>
<td>Frank J. Lemp</td>
<td>1980</td>
<td>Assistant Professor of Art, B.A., Ottawa University, 1972; M.A., Kansas University, 1980; M.H.L., Ottawa University, 1987.</td>
</tr>
<tr>
<td>Dorothy A. McCrossen</td>
<td>1988</td>
<td>Assistant Professor of Education, B.A., Ottawa University, 1953; M.A., University of Kansas, 1977.</td>
</tr>
<tr>
<td>Jack D. Maxwell</td>
<td>1983</td>
<td>Instructor in Computer Information Systems and Director of Administrative Computing, B.S., Purdue University, 1968; M.S., Washington State University, 1969; M.S., Purdue University, 1972; Ph.D., ibid., 1974.</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Callistus W. Milan</td>
<td>1980</td>
<td>Associate Professor of Education</td>
</tr>
<tr>
<td>Karen Mitchell</td>
<td>1976</td>
<td>Associate Professor of Political Science</td>
</tr>
<tr>
<td>Ian M. Moraes</td>
<td>1990</td>
<td>Instructor in Computer Information Systems</td>
</tr>
<tr>
<td>L. Murle Mordy</td>
<td>1973</td>
<td>Associate Professor of French, Director of English Language Institute, and Foreign Student Advisor</td>
</tr>
<tr>
<td>J. Edward Morrissey</td>
<td>1968</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td>Packard L. Okie</td>
<td>1984</td>
<td>Assistant Professor of History</td>
</tr>
<tr>
<td>Donald W. Owen</td>
<td>1988</td>
<td>Assistant Professor of Economics</td>
</tr>
<tr>
<td>Annabelle Pence</td>
<td>1971</td>
<td>Registrar and Assistant Professor of Social and Behavioral Sciences</td>
</tr>
<tr>
<td>Lora K. Reiter</td>
<td>1969</td>
<td>Professor of English</td>
</tr>
<tr>
<td>Janice S. Roberts</td>
<td>1967</td>
<td>Assistant Professor of Education</td>
</tr>
<tr>
<td>Frederick Romero</td>
<td>1988</td>
<td>Assistant Professor of Psychology</td>
</tr>
<tr>
<td>Mark H. Rossman</td>
<td>1986</td>
<td>Professor of Education</td>
</tr>
<tr>
<td>Maxine E. Rossman</td>
<td>1979</td>
<td>Professor of Education and Psychology</td>
</tr>
<tr>
<td>Tonia L. Salvini</td>
<td>1991</td>
<td>Instructor in Human Services</td>
</tr>
<tr>
<td>Michael A. Sancho</td>
<td>1968</td>
<td>Professor of Chemistry</td>
</tr>
<tr>
<td>Peter G. Sandstrom</td>
<td>1968</td>
<td>Professor of Philosophy and Dean of the College</td>
</tr>
<tr>
<td>Sherwin L Snyder</td>
<td>1960</td>
<td>Professor of Economics and Organization Administration</td>
</tr>
<tr>
<td>Kelly G. Spurgeon</td>
<td>1990</td>
<td>Instructor in Psychology and University Counselor</td>
</tr>
<tr>
<td>Joyce A. Stuermer</td>
<td>1971</td>
<td>Assistant Professor of Music</td>
</tr>
</tbody>
</table>
Jane A. Westrum (1985)

Wilbur D. Wheaton (1983)

Jerry L. Wyckoff (1988)
Assistant Professor of Human Development, B.A., University of Kansas, 1961; M.A., ibid., 1975; Ph.D., ibid., 1978.

Fredric B. Zook (1967)

Board of Trustees

Officers
James O'Dell, Chair
Marvin Wilson, Vice Chair
Wilbur D. Wheaton, President

Elected Membership
Eldon Addy, Wichita, KS
Carol Allen, Ottawa, KS
Roy W. Browning, Jr., Topeka, KS
W. Joseph Coppoc, St. Petersburg, FL
John Dodgen, Humboldt, IA
Kevin Eichner, St. Louis, MO
Ina May Fakhoury, Kansas City, MO
Salomon Flores, Shorewood, WI
Roger Fredrikson, Sioux Falls, SD
Robert Froning, Bixby, OK
Leland Gangwish, Gibbon, NE
Randi Gauger, Topeka, KS
Morris Hildreth, Coffeyville, KS
Andrew Honeycutt, Grambling, LA
Shirley Inskeep, Sterling, CO
Lawrence Kramer, Ottawa, KS
Charlene Lister, Ottawa, KS
Dorothy Matthew, Wichita, KS
Anne Mills, Southbury, CT
Armon Mills, Scottsdale, AZ
Nita Myers, Center, CO
O. Dean Nelson, Boulder, CO
James O'Dell, Brighton, CO
Justus O'Reilly, El Dorado, KS

Wayne Paulsen, North Platt, NE
Marvin Roush, Takoma Park, MD
Earl Schlick, Tempe, AZ
Ramon Schmidt, Salina, KS
Ross L. Talbott, New Castle, CO
Richard Thomas, Santa Barbara, CA
Fred W. Thompson, Topeka, KS
Evelyn Wall, Shawnee Mission, KS
Gary Wall, Parsons, KS
E. Morgan Williams, Burke Center, VA
Marvin Wilson, Topeka, KS

Alumni Representative
Ben Moor, Emporia, KS

Life Trustees
Robert A. Anderson, Ottawa, KS
Ransom Bennett, Ottawa, KS
Galen Fields, McPherson, KS
E. E. Haley, Ottawa, KS
Robert S. Hill, Ottawa KS
L. W. Hostetter, Ottawa, KS
William F. Keucher, Newark, OH
Charlotte Martin, Fayetteville, AR
Robert R. Schendel, Sun City, AZ

Honorary Trustees
Charles Dawes, Miami, OK
Clarence Coleman, Wichita, KS
The Administration

Office of the President
Wilbur D. Wheaton President
Harold D. Germer Executive Vice President

Office of Academic Affairs
Peter G. Sandstrom Dean of the College
James C. Billick Provost of the Kansas City Center
Fredric B. Zook Provost of the Phoenix Center
Annabelle Pence Registrar and Director of Institutional Research
J. Edward Morrissey Director of Summer Session
Jane A. Westrum Director of Library Services
Jack D. Maxwell Director of Information Systems

Office of University Relations
James R. Smith Vice President for University Relations
Jan Atchley Director of Alumni Relations
Stanley L. DeFries Director of Planned Giving
B. J. Bouck Assoc. Director of Development
Kent Weiser Assoc. Director of Development
Marty Smith Director of Public Relations
Kathleen A. Elliott Director of Publications
John D. Blythe Chaplain and Director of Church Relations

Office of Student Affairs
Clifford E. Burke Dean of Students
Kelly G. Spurgeon University Counselor
Donald W. Boulware Director of Athletics

Office of Financial Affairs
Marsha Denniston Business Manager
Phil Hudson Director of Physical Plant

Office of Admissions
Tim Adams Director of Admissions

Office of Financial Aid
Ron Yingling Financial Aid Administrator

Information Directory

Academic Matters
Peter G. Sandstrom
Dean of the College ........................................... Ext. 5500

Admissions
Tim Adams
Director of Admissions ............................................ Ext. 5555

Adult Students, Non-Residential Degrees
James C. Billick
Kansas City Center ...................................................... (913) 451-1431
Fredric B. Zook
Phoenix Center ......................................................... (602) 371-1188

Alumni, Gifts, Estate Planning, Public Relations, Church Relations
James R. Smith
Vice President for University Relations ......................... Ext. 5510

Concerts, Lectures and Arts Programs
Peter G. Sandstrom
Dean of the College .................................................. Ext. 5500

Expenses, Student Loans
Marsha M. Denniston
Business Manager ................................................... Ext. 5530

Financial Aid, Scholarships, Student Employment
Ronald Yingling
Director, Financial Aid .............................................. Ext. 5570

Foreign Students
Murie Mordy
Director, English Language Institute .......................... Ext. 5473

Placement and Career Planning
Cherrie Finch
Director of Career Planning and Placement ................... Ext. 5540

Religious Programs
John Blythe
Chaplain .................................................................. Ext. 5474

Student Affairs, Housing, Health Service
Clifford E. Burke
Dean of Students ....................................................... Ext. 5560

Transcripts, Grade Reports
Annabelle Pence
Registrar ................................................................ Ext. 5580

Other Information
Wilbur D. Wheaton
President ................................................................. Ext. 5500
# Academic Calendar Dates *

<table>
<thead>
<tr>
<th>1991-92</th>
<th>1992-93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation (Sat., Sun.)</td>
<td>Aug. 24, 25</td>
</tr>
<tr>
<td>Fall Registration (Mon., Tues.)</td>
<td>Aug. 26, 27</td>
</tr>
<tr>
<td>First Day of Fall Classes (Wed.)</td>
<td>Aug. 28</td>
</tr>
<tr>
<td>Thanksgiving Holiday (Thurs., Fri.)</td>
<td>Nov. 28, 29</td>
</tr>
<tr>
<td>Fall Semester Ends, Last Day of Classes (Fri.)</td>
<td>Dec. 13</td>
</tr>
<tr>
<td>Fall Final Examinations (Mon.-Wed.)</td>
<td>Dec. 16 - 18</td>
</tr>
<tr>
<td>Christmas Holiday</td>
<td>Dec. 19 - Jan. 12</td>
</tr>
<tr>
<td>Spring Registration (Mon., Tues.)</td>
<td>Jan. 13, 14</td>
</tr>
<tr>
<td>First Day Spring Classes (Wed.)</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Spring Vacation</td>
<td>March 7 - 15</td>
</tr>
<tr>
<td>Easter Holiday (Fri. thru Mon.)</td>
<td>April 17 - 20</td>
</tr>
<tr>
<td>Last Day of Spring Classes (Fri.)</td>
<td>May 8</td>
</tr>
<tr>
<td>Spring Final Examinations (Mon.-Wed.)</td>
<td>May 11 - 13</td>
</tr>
<tr>
<td>Commencement (Sun.)</td>
<td>May 17</td>
</tr>
</tbody>
</table>

* These dates are tentative and subject to some adjustment.

---

## Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement Center</td>
<td>34</td>
</tr>
<tr>
<td>Academic Calendar Dates</td>
<td>126</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>43</td>
</tr>
<tr>
<td>Academic Probation, Suspension, and Reinstatement</td>
<td>47</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>56</td>
</tr>
<tr>
<td>Academics</td>
<td>41</td>
</tr>
<tr>
<td>Accounting</td>
<td>87</td>
</tr>
<tr>
<td>Administration (The)</td>
<td>124</td>
</tr>
<tr>
<td>Admissions</td>
<td>17</td>
</tr>
<tr>
<td>Admissions Procedure</td>
<td>18</td>
</tr>
<tr>
<td>Advanced Placement &amp; CLEP</td>
<td>19</td>
</tr>
<tr>
<td>Advising Process (The)</td>
<td>13</td>
</tr>
<tr>
<td>Allied Health</td>
<td>104</td>
</tr>
<tr>
<td>Alumni Scholarship</td>
<td>22</td>
</tr>
<tr>
<td>Application Procedure</td>
<td>24</td>
</tr>
<tr>
<td>Art</td>
<td>58</td>
</tr>
<tr>
<td>Attendance and Enrolment</td>
<td>47</td>
</tr>
<tr>
<td>Bachelor of Arts - Clinical Year Program</td>
<td>105</td>
</tr>
<tr>
<td>Bachelor of Arts Degree, Residential Campus</td>
<td>105</td>
</tr>
<tr>
<td>Bachelors Degree in Medical Technology</td>
<td>105</td>
</tr>
<tr>
<td>Biology</td>
<td>77</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>123</td>
</tr>
<tr>
<td>Business Administration</td>
<td>88</td>
</tr>
<tr>
<td>Campus Map</td>
<td>129</td>
</tr>
<tr>
<td>Campus Visitation</td>
<td>20</td>
</tr>
<tr>
<td>Career Services</td>
<td>34</td>
</tr>
<tr>
<td>Changing Courses and Withdrawal</td>
<td>46</td>
</tr>
<tr>
<td>Chemistry</td>
<td>80</td>
</tr>
<tr>
<td>Church, Civic, and Business Scholarships</td>
<td>24</td>
</tr>
<tr>
<td>Commercial Loan Programs</td>
<td>23</td>
</tr>
<tr>
<td>Commitment to Christian Values (The)</td>
<td>10</td>
</tr>
<tr>
<td>Commitment to Community (The)</td>
<td>11</td>
</tr>
<tr>
<td>Commitment to Students (The)</td>
<td>11</td>
</tr>
<tr>
<td>Commitment to Unity and Integration of Knowledge (The)</td>
<td>11</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>89</td>
</tr>
<tr>
<td>Contract Assurance Program</td>
<td>49</td>
</tr>
<tr>
<td>Counseling Service</td>
<td>34</td>
</tr>
<tr>
<td>Courses of Study</td>
<td>57</td>
</tr>
<tr>
<td>Department Chairpersons</td>
<td>115</td>
</tr>
<tr>
<td>Directed Study</td>
<td>108</td>
</tr>
<tr>
<td>Distribution Requirement (The)</td>
<td>52</td>
</tr>
<tr>
<td>Division Chairpersons</td>
<td>115</td>
</tr>
<tr>
<td>Division of the Arts and Humanities (The)</td>
<td>58</td>
</tr>
<tr>
<td>Division of the Natural Sciences (The)</td>
<td>77</td>
</tr>
<tr>
<td>Division of Social and Behavioral Sciences (The)</td>
<td>87</td>
</tr>
<tr>
<td>Economics</td>
<td>91</td>
</tr>
<tr>
<td>Education</td>
<td>60</td>
</tr>
<tr>
<td>Electives Provide Opportunities for Exploration</td>
<td>14</td>
</tr>
<tr>
<td>Employment</td>
<td>24</td>
</tr>
<tr>
<td>Endowed and Special Gift Scholarships</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>65</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>112</td>
</tr>
<tr>
<td>Evaluation as a Part of the Learning Process</td>
<td>14</td>
</tr>
<tr>
<td>Expenses</td>
<td>26</td>
</tr>
<tr>
<td>Faculty</td>
<td>115</td>
</tr>
<tr>
<td>Faculty Active</td>
<td>117</td>
</tr>
<tr>
<td>Faculty Emeriti</td>
<td>116</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>20</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>67</td>
</tr>
<tr>
<td>Franklin County Scholarships</td>
<td>22</td>
</tr>
<tr>
<td>Freshman Seminar (The)</td>
<td>52</td>
</tr>
<tr>
<td>General Education</td>
<td>51</td>
</tr>
<tr>
<td>General Education Course Work</td>
<td>51</td>
</tr>
<tr>
<td>General Education Program</td>
<td>12</td>
</tr>
<tr>
<td>Grading &amp; Grade Points</td>
<td>48</td>
</tr>
<tr>
<td>Graduate Program</td>
<td>111</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>43</td>
</tr>
<tr>
<td>Grant Programs</td>
<td>22</td>
</tr>
<tr>
<td>Guidelines for Payment of Tuition, Fees, and Other Charges to OU</td>
<td>27</td>
</tr>
<tr>
<td>Health Services</td>
<td>34</td>
</tr>
<tr>
<td>Historical Sketch of OU</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>92</td>
</tr>
<tr>
<td>Housing</td>
<td>34</td>
</tr>
<tr>
<td>Human Services</td>
<td>94</td>
</tr>
<tr>
<td>Individual Growth Through Personal Responsibility</td>
<td>13</td>
</tr>
<tr>
<td>Individualized Major</td>
<td>102</td>
</tr>
<tr>
<td>Information Directory</td>
<td>125</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>39</td>
</tr>
<tr>
<td>International Program</td>
<td>111</td>
</tr>
<tr>
<td>Internships</td>
<td>109</td>
</tr>
<tr>
<td>Intramural Program</td>
<td>39</td>
</tr>
<tr>
<td>Kansas Tuition Grant</td>
<td>22</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>28</td>
</tr>
<tr>
<td>Loan Programs</td>
<td>23</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>111</td>
</tr>
<tr>
<td>Mathematics</td>
<td>81</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>105</td>
</tr>
<tr>
<td>Military Benefits</td>
<td>24</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>68</td>
</tr>
</tbody>
</table>