



OTTERBEIN COLLEGE

COURSE  
CATALOG

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# Academic Calendar

	1997-98	1998-99
AUTUMN QUARTER		
Classes Begin	Sept. 15	Sept. 14
Examination Period	Nov. 24-26	Nov. 23-25
WINTER QUARTER		
Classes Begin	Jan. 5	Jan. 4
Examination Period	March 16-18	March 15-17
SPRING QUARTER		
Classes Begin	March 30	March 29
Examination Period	June 8-10	June 7-9
COMMENCEMENT	June 14	June 13

## SUMMER SESSION

The Summer Session calendar is published in the Schedule of Classes which is available at the Office of Continuing Studies and the Office of the Registrar on or near February 1 each year.

## Nondiscrimination Policy

Otterbein College does not discriminate on the basis of gender, sexual orientation, race, creed, color, national origin, or handicap in admission of students, educational policies, scholarships and loans, housing, athletics, employment, and other activities. Inquiries regarding compliance with federal nondiscrimination regulations may be directed to the Chairperson of the Affirmative Action Committee; the Vice President for Academic Affairs; or the Vice President for Business Affairs.

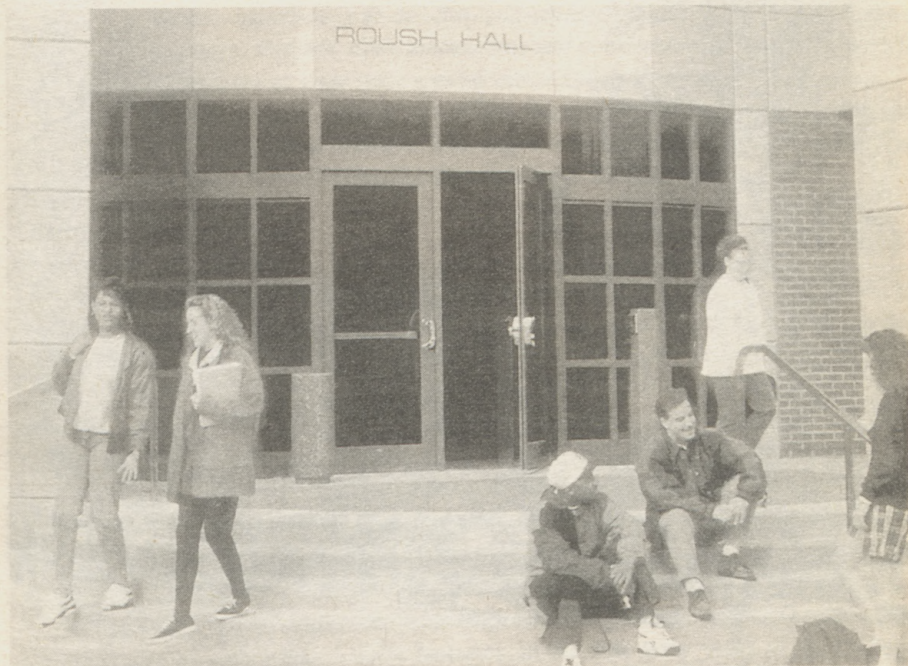
## Accreditation

Otterbein College is approved by the American Chemical Society, the North Central Association of Colleges and Secondary Schools, the American Association of University Women, the Association of American Colleges, the National Association of Schools of Music, the Ohio College Association, the Ohio Department of Education, the National Council for Accreditation of Teacher Education, and the National League for Nursing.

The provisions of this Catalog are not to be regarded as an irrevocable contract between the student and Otterbein College. This Catalog has attempted to present information regarding admission requirements and the general rules and regulations of the College in as accurate and up-to-date fashion as possible. This does not, however, preclude the possibility of changes taking place during the academic year. If such changes occur, they will be publicized through normal channels and will be included in the next edition of the Catalog.



**Westerville, Ohio 43081 (800) 488-8144**  
**Otterbein College Bulletin, Vol. LXXXVII**



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# The College

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## **Otterbein College Institutional Mission**

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The mission of Otterbein College is to educate the whole person in a context that fosters the development of humane values. Otterbein College is a private, church-related, four-year coeducational college that sponsors traditional and continuing education programs of liberal arts and professional education at Baccalaureate and Master's levels. Our commitment is to the liberal arts as the broad base of all learning.

## **Our Philosophy**

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Otterbein College seeks to sponsor a program of liberal arts education in the Christian tradition. Characteristic of this educational venture are the efforts to help you become increasingly aware of yourself and responsible within the larger society. The College seeks to encourage serious dialogue so that a variety of lively human beings, demonstrating informed, well-disciplined intellectual abilities along with humane values, will develop to serve within the community.

The fulfillment of these purposes requires you to read well, write well, think clearly, identify ideas, know how to discuss, to listen, to seek data and to have powers of synthesis and creativity. Otterbein seeks to provide you with focal points around which self-education may continue after graduation and with attitudes appreciative of



those values reflected in the purposes of the College. In striving for such attitudes, you must see your own specialties in a larger perspective and be prepared with a complement of intellectual skills to join creatively in thoughtful dialogue.

The patterns of academic requirements and nonacademic life are designed to help you share in the goals of the College. For example, Integrative Studies offers you a concrete academic opportunity to develop self-awareness and social consciousness through the readings, lectures, class discussions and conversations on the campus. In such fashion you learn to view your special interests from a broader perspective.

The college major you choose also offers the opportunity to develop informed, well-disciplined intellectual abilities. The major will help provide a focus for your college experiences and will form the foundation for career development.

## Our History

Otterbein College was founded (as the Otterbein University of Ohio) in 1847 by the Church of the United Brethren in Christ, which through two mergers has become the United Methodist Church. Otterbein was chartered by the State of Ohio in 1849, and granted its first degrees in 1857. It is currently approved by the University Senate of the United Methodist Church. From eight students in 1897, we have grown to a current enrollment of about 2,500.

The College has historically seen its mission centered in a program of liberal arts education in the Christian tradition. While Otterbein has evolved into a comprehensive college, combining traditional liberal arts disciplines and professional programs, the liberal arts remain a foundation for our educational programs.

The evolution to a comprehensive college has been a natural one for Otterbein. As noted in one of the College's early histories, in the first sixty years of the College, "students prepared mainly for teaching, the ministry and professional careers." Historically, we have viewed the liberal arts and preprofessional education as complementary.

Similarly, while Otterbein has always emphasized undergraduate education, the recent decisions to offer graduate degrees are also consistent with our history and mission. The College offered Ph.D. degrees from 1883 until 1895 and M.A. degrees until 1912, and when graduate programs in Education and Nursing were added in 1989 and 1993, one important rationale was that these programs would provide important benefits to the undergraduate curriculum.

In addition to its Church-related heritage and its commitment to liberal arts and professional education, three other features of Otterbein's history deserve special attention.

First, from its founding, and as a reflection of Church practices and policies, Otterbein was intentionally and uncommonly inclusive with respect to women and people of color. Otterbein was among the first coeducational colleges in America, and probably the first college in the United States to be founded as coeducational and to admit women to the same programs of study as male students. Its first two graduates were females. From its opening, Otterbein employed female faculty members, and it was probably the first college to do so. Otterbein was also one of the first three colleges in the United States to be open to students of color, and College historians have argued that it deserves to be considered the first to be founded with that philosophy.

Second, Otterbein has been unique in the development of a governance system that includes many campus constituencies in college decision-making. During the 1850's



and 1860's, a number of faculty served as members of the Executive Committee. Since 1946, faculty and students have served in an advisory role on most trustee committees. In September, 1970, the College implemented a new governance system that is an extension of this inclusive heritage and that received much national attention. The new system provided for a single College Senate, composed of faculty, students, administrators, alumni, and trustees; it also added three elected student trustees and three elected faculty trustees as full voting members of the Board.

Third, in more recent history, Otterbein created in 1968 an innovative general education initiative, the Integrative Studies Program. Originally known as the "Common Courses" in the early history of the institution, the Integrative Studies Program was also established, in keeping with the College's spirit of inclusiveness and community, to provide sufficiently broad study of world culture to enable students to understand the continuum of ideas, movements, and patterns which has produced the civilization of the twentieth century. Like our governance system, this program has also received national recognition by the Association of American Colleges (now, the Association of American Colleges and Universities). Recent revisions of the program underscore the themes of coherence, breadth of understanding, and intellectual community.

## About Westerville

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Otterbein College is located in Westerville, Ohio, a suburb of Columbus, the state capital.

The town of Westerville was only nine years old when Otterbein College was founded in 1847. The fertile lands had been settled earlier by people from New England, New York, and Virginia, and the township surrounding Westerville was named in honor of Blendon, Connecticut. The settlers cleared the land, built their homes, churches, and schools, and then their college. As the township continued to grow, Westerville grew too, but for many decades it was known as the "quiet, peaceful village."

Westerville still retains the advantages of a small town while offering the amenities that go with a modern community. At Otterbein you are only a short walk from the shops and restaurants of downtown Westerville. The town's many parks provide opportunities for recreation or just relaxation. And nearby you will find lakes where you can sail, water ski and sometimes ice skate.

Our proximity to Columbus, which is one of the fastest-growing cities in the nation, means that big-city attractions are only minutes away.

At Otterbein you will feel neither crowded nor isolated.



# Degrees, Majors, Minors and Special Programs

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To complement the broadening aspects of the liberal arts and elective components of the baccalaureate degree, students must also pursue a primary concentration in depth, called a **major**. The major is designed to provide an understanding of the theories, perspectives, and practices related to a particular body of knowledge. Otterbein offers disciplinary and interdisciplinary majors. A disciplinary major requires students to take coursework from one field of study and may require some supporting courses drawn from other fields of study. An interdisciplinary major requires students to take a balanced selection of courses from at least two fields of study. The requirements for the majors programs differ from department to department, and some include required grade point averages as well as specific course requirements. Selecting a major also means selecting the particular degree you receive upon graduation (see list of Degrees and Majors offered at Otterbein).

Some students select a major directly identified with an occupation. Others choose one of the College's liberal arts majors that traditionally lead to employment in diverse areas. For other students the choice of major is directed at preparation for graduate school.

Many students entering college are undecided about a major. During their early quarters of enrollment at Otterbein, these students typically schedule core courses and experiment by enrolling in courses in majors in which they have a general interest. Faculty advisors are available to help students begin the process of selecting a major and begin thinking about a career.

Further information about majors requirements can be found in the Courses of Instruction section under the department housing the major.

## Degrees and Majors offered at Otterbein

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### BACHELOR OF ARTS (B.A.) MAJORS

Accounting	History
Accounting, Public	Individualized - see pg. 7
Art	International Studies
Broadcasting	Journalism
Business Administration	Life Science
Chemistry	Mathematics
Computer Science	Music
Economics	Organizational Communication
English	Philosophy
Equine Administration	Physical Education
Equine Health Technology	Physics
Equine Facility Management	Political Science
Equine Science Preveterinary and	Psychology
Pregraduate Studies	Public Relations
French	Religion
Health Education	Sociology



Spanish  
Speech Communication  
Sports Medicine

Sport and Wellness Management  
Theatre

### **BACHELOR OF SCIENCE (B.S.) MAJORS**

Accounting  
Accounting, Public  
Business Administration  
Chemistry  
Computer Science  
Economics  
Equine Administration  
Equine Facility Management

Equine Science Preveterinary and  
Pregraduate Studies  
Individualized - See pg. 7  
Life Science  
Mathematics  
Physics  
Psychology  
Sports Medicine

### **BACHELOR OF FINE ARTS (B.F.A.) MAJORS**

Acting  
Design/Technology  
Musical Theatre  
Musical Theatre with Dance Concentration

### **BACHELOR OF MUSIC EDUCATION (B.M.E.) MAJORS**

Music Education

### **BACHELOR OF SCIENCE IN EDUCATION (B.S.E.) MAJORS**

Elementary Education

(Students planning to teach at the secondary level seek the B.A. or B.S. degree.)

### **BACHELOR OF SCIENCE IN NURSING (B.S.N.) MAJORS**

Nursing

*Additional information regarding Bachelors degrees and majors is located in the sections entitled College Requirements and Courses of Instruction.*

### **MASTER OF ARTS IN EDUCATION (M.A.E.) MAJORS**

Curriculum and Instruction

Reading

### **MASTER OF ARTS IN TEACHING (M.A.T.) MAJORS**

Elementary Teaching

Secondary Teaching

### **MASTER OF SCIENCE IN NURSING (M.S.N.) MAJORS**

Adult Health Care

Nursing Service Administration

*Additional information regarding the Master's degrees and majors is described in separate publications available upon request from the Education and Nursing Departments respectively.*



## Minors

Students may elect to complete a minor as well as a major when they are interested in pursuing coursework in a second field. A minor consists of 20 or more quarter hours of coursework in one field of study or in an interdisciplinary group of courses. A maximum of 10 quarter hours of independent study may be counted toward the minor. The minor requires a cumulative grade point average of at least 2.0.

Specific requirements for the interdisciplinary minors Black Studies, Environmental Studies and Women's Studies are listed alphabetically in the Courses of Instruction section. Specific requirements for all other minors are listed under their home departments in the Courses of Instruction section.

The following minors are offered:

Accounting	History
Art	Journalism
Black Studies	Life Science
Broadcasting	Mathematics
Business Administration	Music
Chemistry	Philosophy
Coaching	Physical Education
Computer Science	Physics
Dance	Political Science
Economics	Public Relations
Earth Science	Psychology
English	Religion
Environmental Studies	Sociology
Equine Science	Spanish
French	Speech Communication
German	Sport Management
Health Education	Wellness Management
	Women's Studies

## Individualized Major (B.A. or B.S.)

To provide flexibility in college requirements for a student who has set a goal which does not fit within the present requirements of the department major-elective system, the opportunity to propose an individualized major is offered under the Bachelor of Arts or Bachelor of Science Degree. The student must have at least 75 quarter hours of work remaining toward the 180-quarter-hour degree requirement at the time of entry into the program. The program, which must receive the approval of the Curriculum Committee, requires:

- a clear statement of the objective to be reached by the program
- a course-by-course, quarter-by-quarter schedule leading to the degree
- a maximum of 75 quarter hours for the approved program, to be determined by the Curriculum Committee in consultation with the advisor. A copy of the approved program must be signed by the Curriculum Committee Chairperson and kept on file in the Registrar's Office
- written recommendations from the faculty advisor and a knowledgeable



faculty member from another department, indicating their approval of the plan and their assurance that the liberal arts emphasis of the College is maintained.

e. the names of two specialists from outside the Otterbein community who would be in a position to pass judgment on the program.

## Special Educational Opportunities

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**Internships**—Academic credit is granted in many departments for on-the-job experience which requires the application of knowledge in an agency, institution or business as a student intern. The potential for internships is available in every department. These opportunities, and others yet in the planning stage, acquaint students with career options, provide valuable work experience and help insure better job opportunities. Interested students should contact the chairperson of the appropriate department, the Associate Dean for Academic Affairs, or the Career Center.

**The Appalachian Semester**—Administered by Union College in Kentucky, the Appalachian Semester is an intensive, interdisciplinary academic adventure that challenges students to explore firsthand the myths and realities of the Southern Highlands. Sophomores, juniors, and seniors, especially those majoring in Sociology, English, History and Political Science, Religion and Philosophy and International Studies, should consider this program for autumn quarter. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.

**Dijon, France Program**—Students who have completed two terms of college-level French (French 100 and 110 or equivalent) may take advantage of an opportunity to increase their fluency and gain new cultural perspectives by studying in Dijon, France, under a program sponsored by Otterbein College. Students live in an international dormitory and take classes at the Centre International d'Etudes Francaises at the University of Bourgogne. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.

**ECC Exchange Programs**—The East Central Colleges (ECC) consortium, to which Otterbein College belongs, offers seven exchange programs in the following locations: Universidad, Interamericana—Puerto Rico, USA

Universite du Quebec—Canada

University of Prince Edward Island—Canada

University of Saskatchewan—Canada

Kansai Gaidai University—Japan

University of Passau—Germany

Universidad de Blas Pascal—Argentina

Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.

**Colmar, France Program for Education Majors**—The Foreign Language Department, in cooperation with the elementary schools of Colmar, France, offers a 10-week internship for students preparing to teach French in the elementary schools. Any student pursuing a degree in education with at least junior standing and at least two years of college French is eligible. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.



***The Philadelphia Center***—Sophomores, juniors and seniors in any major are eligible to apply to the Philadelphia Center, sponsored by the Great Lakes Colleges Association. The program provides opportunities for professional and intellectual development for students in a culturally diverse environment. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.

***R.O.T.C. Programs***—For a description of the academic program, refer to R.O.T.C. in the Courses of Instruction section of this catalog. R.O.T.C. scholarships are described in the Financial Assistance section of this catalog.

***Study Program at Roehampton***—Otterbein College and Roehampton Institute, a federation of four colleges in Wimbledon, London, England, conduct an exchange program in the autumn quarter. Otterbein sophomores, juniors and seniors in any major are eligible to apply. Participants enjoy a wide selection of courses at Roehampton and the rich cultural environment of London. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator. Application deadline: May 1.

***Forestry***—Students can earn a master's degree in forestry or environmental management by spending three years at Otterbein and two years at Duke University's School of Forestry. Interested students should contact Dr. Michael Hoggarth in the Department of Life & Earth Science.

***The Washington Semester Plan***—Otterbein College is a member of the Washington Semester Plan, in which students live in Washington, D.C., for one semester, preferably during their junior year. Washington Semester courses at the American University emphasize national legislation, urban affairs or international relations, and bring students into contact with government officials, lobbyists and journalists. Interested students should contact Mr. Charles Vedder, Off-Campus Study Coordinator.

***HECC Cross-Registration***—HECC Cross-Registration - Established to develop programs that benefit its member institutions and the community-at-large, the Higher Education Council of Columbus (HECC) is an association of the following ten Franklin County colleges and universities:

<i>Capital University</i>	<i>The Columbus College of Art and Design</i>
<i>Columbus State Community College</i>	<i>De Vry Institute of Technology</i>
<i>Franklin University</i>	<i>Mt. Carmel College of Nursing</i>
<i>Ohio Dominican College</i>	<i>The Ohio State University</i>
<i>Otterbein College</i>	<i>Pontifical College Josephinum</i>

The primary objective of cross-registration is curriculum enrichment: a student is able to be exposed to an area of study that is never taught on his/her home campus without having to go through the more involved steps of admission to another institution as a transient student. *There is no tuition charge, but the host institution may charge other enrollment-related fees such as laboratory or parking fees.*



The grade and hours will be treated in the same way as if the course had been taken at Otterbein (posted on Otterbein's transcript, grade figured into Otterbein G.P.A., etc.). No record of the grade and hours will be maintained by the host institution.

Participation requirements are:

1. The course to be taken must have no equivalent at Otterbein. Thus it cannot be substituted for requirements in the core curriculum, the major, the minor, etc.
2. The student must be in good academic standing and enrolled full-time at Otterbein (12 or more hours of Otterbein coursework; this excludes the hours of the cross-registered course).
3. The student must be able to demonstrate that any prerequisite course knowledge has already been met.

Registration requirements are:

1. The student must first make an appointment with Otterbein's registrar to obtain registration approval. Once approval is received, the student must then register at the host institution.
2. Only 1 course may be taken per term up to a maximum of 3 per lifetime.
3. The program is not available in summer.

**Cooperative Engineering Program-** Otterbein College cooperates with Washington University in St. Louis (Dual Degree Program) and Case Western Reserve University (Binary Degree Program) leading to a B.A. degree from Otterbein College and a B.S. degree in Engineering from either Washington University in St. Louis or Case Western Reserve University. Participants in this program commonly follow a "3-2" or "4-2" schedule often entering Washington or Case Western Reserve after their junior year at Otterbein. Students choosing this enrollment pattern for Dual Degree study attend Otterbein for nine quarters/three years and then Washington or Case Western Reserve for four semesters/two years.

Both Washington University in St. Louis and Case Western Reserve University offer degrees in biomedical, chemical, civil, electrical, and mechanical engineering, computer science and engineering, and systems science and engineering. Washington University also offers a degree in engineering and public policy and interdisciplinary programs in environmental resources and process control systems. Case Western Reserve offers degrees in aerospace, fluid and thermal, and industrial engineering, materials science and polymer science. In addition, astronomy and biochemistry degrees are available through the binary degree program at Case Western Reserve.

The Cooperative Engineering Program is an attractive alternative to traditional engineering curricula which are typically highly structured and require longer than four years to complete. Program graduates are "liberally educated engineers" who have strong diagnostic problem solving and communications skills with a broad background in humanities and social sciences as well as a high-quality technical education. They are well prepared to gain recognition and management assignments because of the distinctive range of their skills. Interested students should contact Dr. Louis G. Arnold in the Department of Physics and Astronomy.



# College Requirements

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To graduate from Otterbein College, all students must complete the core of liberal arts requirements described below. In addition, all students must have a major and complete the requirements for that major program. While some majors' requirements are extensive, most leave room for electives, courses students choose out of interest and a desire to explore new disciplinary areas. Students often use part of this elective opportunity to complete a minor, and some students complete a second major. All students must take a minimum of 180 credit hours to graduate.

## The Liberal Arts Core

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All students at Otterbein College take a core of courses in the liberal arts. The largest piece in this core is the Integrative Studies (INST) program, which focuses on the theme of human nature. This program was originally called the Common Courses to emphasize that all of us need a shared base of knowledge so that we can join in the discussions of ideas and issues important to educated persons. Through the Integrative Studies program students take courses in the social sciences; the arts; the natural sciences; religion and philosophy; and literature and composition. Through the variety of disciplines integrated in the program, the college ensures that Otterbein graduates have a breadth of knowledge and experiences in different approaches to a common theme.

Otterbein College also requires experience and knowledge in mathematics and in foreign languages. The requirements in these areas work together with the Integrative Studies program to ensure breadth in learning. Students are exposed to the importance of mathematics in building analytic and logical power, in understanding the physical world, and in coping with the quantitative and technical information which increasingly governs society. The study of a foreign language prepares students to participate more fully as citizens of an increasingly interconnected and interdependent world community and develops an awareness, understanding and appreciation of cultures other than their own. College academic foundation skills include writing, and the three-course writing sequence in the Integrative Studies program (INST 100/105/110, and 270, and 300) is designed to ensure regular practice and development of formal writing skills in presentation and support of ideas. In addition, Otterbein has made the commitment to support the physical as well as the mental skills of its students, and requires three one-credit hour courses in Health and Physical Education.

During the senior year, all Otterbein students must meet a requirement called the Senior Year Experience (SYE). The requirement is designed to allow students to synthesize the learning done in their majors' courses with the learning they have done in their liberal arts core courses. The SYE can be met through a variety of choices; all provide closure for the four years of a liberal arts education and ensure the opportunity for personal and college self-assessment.

## The Integrative Studies Program

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The Integrative Studies Program builds self-knowledge as well as knowledge of the diversity of cultures, traditions, and points of view in the world. At each level in the program, the frame within which individuals see themselves widens and becomes



both more complex and more inclusive. As a result, students going through the Integrative Studies Program gain a broad, general knowledge of the world they live in.

The program of courses in Integrative Studies consists of ten requirements (50 credit hours), which must be taken throughout the four years of undergraduate education, with some designed specifically for freshmen, some for sophomores, and some for juniors and seniors. At the freshman level, courses emphasize the individual and the context of society and history. Sophomores and juniors are asked to consider in depth the significance of their values, philosophy, and beliefs. At the junior and senior level, students then put their knowledge of themselves, their own traditions, and their own beliefs into the context of the arts and the sciences. Finally, students are expected to consider their knowledge and beliefs within the wider context of the non-Western world and its variety of cultural forms and values. All the courses are linked by a common goal: to understand human nature and our place in the universe.

### **The Integrative Studies Goals**

In keeping with the mission of the college, the Integrative Studies Program aims to:

1. teach students to communicate clearly, think critically, analyze creatively, and view issues from several different points of view;
2. give students the breadth of knowledge and the understanding of a variety of disciplines that will allow them to be lifelong learners;
3. teach students to make connections across disciplines, helping them meet the complexity of contemporary life with interdisciplinary knowledge;
4. focus students on understanding human beings, their natures, their histories, and their place in the cosmos;
5. make students aware of moral and spiritual issues, including knowledge of their own beliefs and tolerance for those of others.

### **The Integrative Studies Course Requirements:**

Full descriptions of the Integrative Studies courses can be found later in the catalog in the Courses of Instruction section.

#### **Freshman & Sophomore Requirements**

##### Freshman Writing Courses

One of the following:

INST 100 Freshman Seminar

INST 105 Growing Up in America

INST 110 The Individual and Society

##### Social Sciences

Required:

INST 150 Issues in the Western Experience

#### **Junior & Senior Requirements**

##### Junior Writing

Required:

INST 300 The Dilemma of Existence

##### Fine Arts

One of the following:

INST 310 The Art, the Artist, the Relationship

INST 320 Music and Human Nature

INST 330 Theatre and Human Nature



## **Freshman & Sophomore Requirements** (continued)

*One of the following:*

*INST 130 Psychology and Human Nature*

*INST 160 World Geography & Human Society*

*INST 180 Encountering Cultural Systems*

### Religion/Philosophy

*One of the following:*

*INST 250 The Philosophy of Human Nature*

*INST 260 Human Nature in the*

*Christian Tradition*

### Sophomore Writing

*Required:*

*INST 270 The Dialogue of Men and Women*

## **Junior and Senior Requirements** (continued)

### Sciences

*Two of the following:*

*INST 340 Chemistry Affects Our Lives*

*INST 350 Biological Science: Being in Nature*

*INST 360 Energy, Science and Society*

*INST 400 Earth Science and Humankind*

*INST 410 Our Place in the Universe*

### Non-Western Cultures

*One of the following:*

*INST 380 Human Nature in Non-Western*

*Religions & Philosophies*

*INST 381 Music in Non-Western Cultures*

*INST 382 African Cultures and Colonialism*

## **The Mathematics Requirement:**

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**For B.A. students:** One from Math 115, Math 116, Math 120 or Math 150.

**For B.S. students:** Math 120 (or Math 115 and 116), 170, and 180.

**For B.M.E. students:** Math 150

**For B.S.E. students:** Math 150 and 270

**For B.S.N. students:** Math 115 and 230

There is no high school exemption for mathematics. However, it is possible to place out of part of the B.S. or all of the B.A. mathematics requirement based upon the score received on the College's placement examination. It is also possible that the examination will indicate a student's math skills need additional strengthening. This is achieved by taking one or two pre-college level courses which do not count toward graduation (LAC 080; Math 090). In addition, some majors require more than one college level mathematics course.

Full descriptions for the mathematics courses can be found later in the catalog in the Courses of Instruction section.

## **The Foreign Language Requirement:**

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**For B.A. students:** French 100 and 110, or Spanish 100 and 110, or German 100 and 110, or Japanese 100 and 110.\*

**For B.S. students:** French 100, 110, and 120, or Spanish 100, 110, and 120, or German 100, 110, and 120, or Japanese 100, 110, and 120.\*\*

Transfer credits for college level foreign languages other than those offered at Otterbein may fulfill this requirement as long as the necessary number of credits has been completed prior to Otterbein enrollment.



International students whose native language is not English are exempt from the foreign language requirement, but may be required to take EFL 100 (Advanced English).

No foreign language is required for the Bachelor of Fine Arts (B.F.A.) degree, the Bachelor of Music Education (B.M.E.) degree, the Bachelor of Science in Education (B.S.E.) degree or the Bachelor of Science in Nursing (B.S.N.) degree.

\*Students whose grades in high school have averaged B or better the entire third year of any foreign language are exempt from this requirement. The Foreign Language department also administers a proficiency test to incoming freshmen, and students will be placed into the course appropriate to their skills level or, in some cases, may be able to demonstrate proficiency in 110 and be exempted from the foreign language requirement.

\*\*Students whose grades in high school have averaged B or better the entire fourth year of any foreign language are exempt from this requirement. The Foreign Language department also administers a proficiency test to incoming freshmen, and students will be placed into the course appropriate to their skills level or, in some cases, may be able to demonstrate proficiency in 120 and be exempted from the foreign language requirement.

Full descriptions of courses meeting this requirement can be found later in the catalog in the Courses of Instruction section.

### **The Physical Education Requirement:**

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Candidates for all Bachelor's degrees must complete three, one credit-hour physical education courses (HPED 100s). Students who will be 23 years of age by the time they graduate, and students enrolled in the Continuing Studies program, are exempt from this requirement.

A maximum of 6 quarter hours of HPED100 credit may be counted toward graduation. For each hour in excess of this limit, 1 hour will be added to the 180 total hours required for graduation.

Full descriptions of courses meeting this requirement can be found later in the catalog in the Courses of Instruction section.

### **The Senior Year Experience Requirement:**

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All students seeking an undergraduate degree must complete the Senior Year Experience (SYE). The SYE courses are designed to expose students to significant contemporary issues; to give them the tools for understanding and making ethical choices when faced with these issues; to teach students the skills of synthesis and integration of materials across disciplinary boundaries; and to allow students to bring together the learning they have done through both majors and Integrative Studies courses. Students must have completed 135 credit hours and seven of ten Integrative Studies courses before taking their SYE requirement.

Courses and off-campus experiences meeting this requirement are listed in registration materials available in the Registrar's office. This requirement may be met by a variety of options. Students should check with their advisor and with the Registrar's office before selecting their SYE choice.



All SYE options are expected to meet the following criteria:

1. analyze complex contemporary issues, issues for which the liberal arts graduate is expected, by society, to provide leadership;
2. develop, refine, and practice the skills of synthesis, ensuring that students draw from multiple disciplinary bases and move beyond relativist assessments of diverse perspectives to responsible synthesizing of these perspectives;
3. use interdisciplinary course structure and materials, emphasizing that the liberal arts graduate needs to be able to recognize the strengths and the limits of different disciplines;
4. structure active self-reflection, including conscious attention to ethics and personal values;
5. provide models and structures for students to integrate learning, bringing to bear knowledge gained in core courses and knowledge derived from major and elective courses; and
6. bring students into social and intellectual interaction with the wider community beyond Otterbein's campus.

All students entering Autumn Quarter 1995 and beyond who will graduate later than June 1998 must complete this requirement. It also applies to students reentering Autumn Quarter 1995 and beyond after an absence of 3 consecutive quarters or more (excluding Summer Session) who will be graduating later than June 1998.

## **Additional Requirements:**

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### **Hours to Graduate**

Candidates for all Bachelor's degrees must complete at least 180 quarter hours. Students who have taken Math 090 must complete at least 185 quarter hours, and those who have taken LAC 080 and Math 090 must complete at least 190 quarter hours.

Some academic program choices require that a student must take more than the minimum 180/185/190 hours.

### **Residence Requirement**

To meet the residence requirement for a Bachelor's degree, a student must complete at least 60 quarter hours of classroom instruction at Otterbein College. At least 30 of the final 45 hours must be completed at Otterbein or in an Otterbein-approved program such as the Dijon, France program. Transient coursework taken at another institution, regardless of whether it was cleared through the Office of the Registrar, may not be included in the 30 hours.

At least 15 quarter hours in the student's major field must be completed at Otterbein College for all degrees. Bachelor's degree candidates must complete these hours at the 300 or 400 course level. In addition, at least two Integrative Studies courses must be completed in residence. One of these must be at the 300/400 level.

### **Interruption in Attendance/Catalog in Force**

The degree requirements of the College in effect at the time of the student's first enrollment are those which must be met for completion of a degree program.



Subsequent changes in degree requirements may be substituted with the approval of the department chairperson or Academic Council, whichever is appropriate.

Students who interrupt their enrollment at Otterbein College or in an Otterbein College approved program for a period of one academic year or more, not counting summer session, must meet the requirements for graduation as published in the catalog in effect at the time of re-enrollment.

In some instances, changes in departmental requirements must be applied to students who have already enrolled. In such instances, the new requirements will apply in a manner that will not require a student to carry more than a full-time load otherwise not required in any quarter and will not prolong the time required to complete the degree requirements. Department chairpersons have the authority to waive or provide substitute course work for departmental requirements.

### **Applying For a Degree**

Degrees are granted at the end of each quarter. Students planning to graduate must request an Application for Degree at the Office of the Registrar two quarters prior to the quarter in which the degree is to be completed. It is the student's responsibility to be aware of this requirement, to initiate the request and to sign/return the application on time.

### **Adding to a Degree Already Awarded**

Once an Otterbein Bachelor's degree has already been awarded, students are not permitted to alter or enhance the transcript record at a later date by adding another major, a minor, repeating courses to improve the G.P.A., etc. Students may, however, earn a second Otterbein Bachelor's degree as described elsewhere in this section of the catalog.

### **Earning a second Bachelor's degree**

To earn a second Bachelor's degree after the first has already been conferred, a student must complete:

1. a minimum of 45 quarter hours in residence at Otterbein; CLEP, PEP, credit by other means of examination, proficiency tests, etc. may not be used to fulfill this requirement
2. 15 quarter hours in the major at the 300/400 level
3. two Integrative Studies courses one of which must be at the 300/400 level; this is applicable only to students who did not earn the first degree at Otterbein; those who did are exempt from this requirement
4. all other degree requirements as published in the catalog in effect at the time of enrollment (foreign language, mathematics, Senior Year Experience, etc.)

If fewer than 45 quarter hours are needed to complete the major and other degree requirements, the remaining hours needed to reach 45 may consist of elective credit.



## **Summary of Degree Requirements:**

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### **BACHELOR OF ARTS (B.A.) DEGREE REQUIREMENTS**

A candidate for the B.A. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- the Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 2 levels of a foreign language (French, German, Japanese or Spanish 100 and 110; also note the additional information provided in the College Requirements section)
- at least one mathematics course (Math 115, 116, 120 or 150; also note the additional information provided in the College Requirements section)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience

In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall
- complete no more than 65 hours (excluding 490 courses) in any one course prefix or subject area (ACCT, ART, etc.) without adding hours to the total required for graduation
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study
- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed

### **BACHELOR OF SCIENCE (B.S.) DEGREE REQUIREMENTS**

A candidate for the B.S. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- the Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 3 levels of a foreign language (French, German, Japanese or Spanish 100, 110 and 120; also note the additional information provided in the College Requirements section)
- 3 mathematics courses (Math 120 [or Math 115 and 116], 170 and 180; also note the additional information provided in the College Requirements section)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience

In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall
- complete no more than 65 (excluding 490 courses) hours in any one course prefix or subject area (ACCT, ART, etc.) without adding hours to the total required for graduation
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study



- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed

### **BACHELOR OF FINE ARTS (B.F.A.) DEGREE REQUIREMENTS**

A candidate for the B.F.A. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- the Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience

In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall
- complete no more than 100 hours of Theatre courses without adding hours to the total required for graduation
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study
- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed

### **BACHELOR OF MUSIC EDUCATION (B.M.E.) DEGREE REQUIREMENTS**

A candidate for the B.M.E. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience

In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall (to be certified to teach, must have 2.5 overall)
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study
- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed

### **BACHELOR OF SCIENCE IN EDUCATION (B.S.E.) DEGREE REQUIREMENTS**

A candidate for the B.S.E. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- the Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience



In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall (to be certified to teach, must have 2.5 overall)
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study
- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed

## **BACHELOR OF SCIENCE IN NURSING (B.S.N.) DEGREE REQUIREMENTS**

A candidate for B.S.N. degree must complete the following:

- all requirements in the major (described in the Courses of Instruction section)
- the Integrative Studies program (described in the College Requirements and Courses of Instruction sections)
- 3 HPED 100 physical education activity courses (described in the College Requirements section)
- the Senior Year Experience

In addition, a candidate must:

- have a cumulative grade point average of at least 2.0 in the major as well as overall
- earn a final grade of C or higher in all Nursing courses; Chemistry 110 and 220; and Life Science 108, 109, 206 and 312
- not complete more than 10 hours of independent study (390 course number) at the major level or 15 hours in all fields of study
- request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed



# Academic Honors and Recognition

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## Dean's List

To be included on the Dean's List, a student must complete at least 12 quarter hours in that term with a grade point average of at least 3.6. There is also an Annual Dean's List which is published at the end of the Spring term grading period. Inclusion on the Annual Dean's List requires a student to be on the Dean's List for the Autumn, Winter, and Spring terms of the academic year just completed, or to complete at least 45 quarter hours in the academic year with a grade point average of at least 3.6.

## Honors Program

The Honors Program at Otterbein College is designed to provide intellectual stimulation and challenge for students with high academic ability. Students selected to participate in the program will have the privilege of attending courses each year that are designated for honors students only. The remainder of their curriculum will consist of courses selected from those available to all students. In this way the College hopes to promote a wide spectrum of experience while providing intellectual stimulation for gifted students.

While the primary benefit of participation in The Honors Program is the ability to enroll in advanced courses with other honors students and the preparation that these courses provide for intensive senior-level independent study, students in the program are also eligible for special housing as upperclassmen and the Honors Program sponsors special programming and activities for honors students. For example, in the Spring of 1994, The Honors Program sponsored a trip to the Stratford Shakespeare Festival; in Autumn, 1994, students in the program traveled to Chicago for a tour devoted to Museums and Galleries and a study of architecture.

Enrollment in the program is by invitation. All incoming students who have been designated Presidential Scholars or who are ranked in the top ten percent of their high school class and have a composite ACT score of 25 or greater (or SAT scores of 1010 or greater) are invited. In addition, enrolled students who have completed 24 quarter hours at Otterbein with a 3.5 GPA or higher may join the program if they enroll in the honors section of either INST 100/105/110 or INST 270.

The program consists of four courses. In the freshman year, students must select one course from among honors sections of INST 100 (Freshman Seminar), INST 105 (Growing Up In America) and INST 110 (Composition and Literature). In the sophomore year, an honors section of INST 270 (Composition and Literature) must be selected. In the junior year, students will enroll in divisionally-based research seminars designed to introduce them more completely to the nature of research and evidence in their academic disciplines. Finally, in the senior year, students will participate in independent study in their academic disciplines.

Participation in The Honors Program will be recognized in two ways. Honors courses will be noted on College transcripts so that potential employers or graduate school admission committees will recognize that level of work completed. Those



completing The Honors Program who also have a cumulative grade point average of 3.6 or above will graduate with College Honors, a fact that will be noted on the diploma.

## **The Distinction Program**

The Distinction Program has a long and useful tradition at Otterbein College. The program involves the design and participation in an independent project within the student's major field of study. The project is carried out in consultation with an advisory committee consisting of a primary project advisor, another member of the faculty chosen by the student in consultation with the advisor, and one member of the faculty appointed by the Distinction Committee.

An independent program of study offers the student an opportunity for personal growth within a chosen field of expertise that far exceeds that available in the classroom. A student in the program will perform independent scholarly activity as defined by the discipline. Students work closely with an advisor, an advisory committee, and prepare a written thesis. This is a collaborative effort that mimics the pursuit of an advanced degree and demonstrates the shared responsibility for learning that is so much a part of a liberal arts tradition.

To be eligible for the Distinction Program, a student must have completed 90 hours of study with a grade point average of 3.0 or above. All potential candidates are notified by the Chair of the Distinction Committee during winter quarter of the junior year. To enter the program the student chooses a faculty member to act as advisor for work in distinction, prepares a proposal, and attaches the proposal to a petition for work in distinction. The distinction project is completed during the senior year.

Persons who complete the program to the satisfaction of their advisory committee will graduate With Distinction. These students will receive up to five hours of Independent Study with the grade of A and the words With Distinction will be included on the diploma and commencement program.

## **Graduation With Honors**

Undergraduates may receive honors recognition at graduation based upon grade point average, participation in The Honors Program and/or participation in The Distinction Program.

For Latin honors, which will be noted on the diploma and transcript, a student must have achieved the following final grade point average:

3.60 for Cum Laude

3.80 for Magna Cum Laude

3.95 for Summa Cum Laude

For departmental honors, which will be noted in the June commencement program, a student must have achieved a 3.70 grade point average through Winter Quarter for all courses in the major.

For Honors Program completion and graduation with college honors, a student must have completed the requirements of the honors program and have achieved a 3.60 grade point average through Winter Quarter. "With Honors" will be noted on the diploma and transcript.

To graduate With Distinction, a student must satisfactorily complete an approved program of independent study and research, submit a thesis and pass oral and written examinations on the field studied. "With Distinction" will be noted on the diploma and transcript.



# **Academic Support Services**

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## **Academic Advising**

Prior to enrolling at Otterbein, students are assigned academic advisors. The advising process is an ongoing series of consultations between the student and the advisor. Advising involves both the development and communication of accurate information regarding degree programs, courses, resources, academic policies/procedures and career opportunities intended to help students in achieving their educational goals. Both the advisee and the advisor share the responsibility of being active participants in the advising process. However, the student is responsible for making decisions regarding personal and educational goals and satisfying all graduation requirements.

## **Learning Assistance Center**

The Learning Assistance Center provides a variety of academic support services. The Writing Center provides drop-in consultation on writing projects in any subject area at any level. The Center, staffed by students and professionals, is open to all students who want to develop and refine their writing skills. Content area peer tutoring on an individual basis is available in many academic subjects. Noncredit individualized assistance from the professional staff is offered in areas such as time management, exam preparation, effective reading techniques, note-taking, and math study skills. The Learning Assistance Center also facilitates special academic accommodations for students with disabilities.

## **Career Development Center**

The Career Development Center offers free workshops, individual advising, vocational testing and extensive career library resources to help students plan for and explore future careers.

**Additional support services may also be available through individual academic departments. Contact the specific department for assistance.**



# Admission

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Otterbein College seeks to admit students who are best qualified to benefit from the educational offerings of the College and to contribute to the campus community. Each applicant's credentials are reviewed individually; the major concern of the College is in assessing the student's preparation for success in our environment. Admission decisions are based on academic performance, standardized test results, and the potential for future growth and success. Special talents and participation in extracurricular and community activities will also be considered. Letters of recommendation and personal essays, although not required, may contribute to a candidate's evaluation.

Preference is given to applicants who have successfully completed a college preparatory curriculum consisting of four units of English, 3-4 units of mathematics, 3-4 units of science, 3-4 units of social studies, 2-3 units of foreign language, and 1-2 units in the performing arts. The College is aware of the diversity of programs and the variety of opportunities available in high school, and therefore admission consideration may also be given to students who show strong academic promise but may not have fulfilled the traditionally required curriculum. Students are admitted without regard to sex, race, sexual orientation, creed, color, national origin or handicap.

## Campus Visits

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The Office of Admission strongly encourages students to get a better understanding of student life at Otterbein by spending a day on campus. It is possible to visit classes, meet with our faculty and admission counselors, take a tour of Otterbein's facilities, share a meal in our dining hall, and talk informally with our students. It is advisable to make an appointment at least one week in advance of your visit so that individual conferences and tours can be arranged.

The Admission Office is open Monday through Friday from 8:30 a.m. to 5 p.m. Saturday hours are from 10 a.m. to 1 p.m. while school is in session.



To schedule a campus visit or receive answers to your questions about Otterbein, contact the Office of Admission, Otterbein College, Westerville, Ohio 43081. Our telephone number is 1-(800) 488-8144 or (614) 823-1500, or by E-mail at [UOtterB@Otterbein.edu](mailto:UOtterB@Otterbein.edu), or by facsimile at 1-(614) 823-1200. You may also inquire or apply when visiting our Website: [www.otterbein.edu](http://www.otterbein.edu).

## Application Process

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### A. First-time Freshmen

Application forms may be obtained by contacting the Admission Office, Otterbein College, Westerville, Ohio 43081, phone 1-(800) 488-8144 or (614) 823-1500, or by E-mail at [UOtterB@Otterbein.edu](mailto:UOtterB@Otterbein.edu), or by facsimile at 1-(614) 823-1200. You may also inquire or apply when visiting our Website: [www.otterbein.edu](http://www.otterbein.edu).

Freshman applications may be filed anytime after the student has completed the junior year of high school. We strongly encourage students intending to enroll in the fall term to apply by February 1 of the senior year to be fully considered for acceptance, scholarships, financial aid and housing. Applications received by April 20 will be given full consideration. Those received at a later date will be considered on a space-available basis. Otterbein begins to review applications in October and follows a rolling admission process whereby completed application files are normally acted upon within two weeks of their receipt. It is necessary to provide the Office of Admission with the following credentials:

1. A completed application form and \$20 application fee.
2. An official copy of your current high school transcript, showing grade point average, class rank and 9th grade proficiency test results (Ohio residents only).
3. An official record of your ACT or SAT scores. We will accept test scores as reported on an official transcript.

### B. Transfer Students

An applicant for transfer from an accredited institution must present evidence of academic performance at least equal to that which is required of Otterbein students. Transfer students must present from any prior colleges attended an official transcript of all academic work attempted: courses completed or those in progress. A completed application and an official copy of the student's final high school transcript must also be submitted.

### C. Special Admission Procedures for First-time Freshmen and Transfer Students

To better assess the potential for an applicant's success, several of our programs require auditions or other information in addition to the credentials listed above.

**Music.** Applicants intending to pursue a major in music must audition for admission to the Department of Music. Information regarding audition dates and arrangements may be obtained by writing to the Dept. of Music, Otterbein College, Westerville, Ohio 43081, or by calling (614) 823-1508.

**Nursing.** Applicants intending to pursue a major in nursing must submit a separate Nursing Application Form prior to entering nursing courses. Freshman students



attending Otterbein College are guaranteed progression if they meet admission requirements. The highest qualified transfer students are selected for admission on a space available basis. Contact the Department of Nursing, Otterbein College, Westerville, Ohio 43081; (614) 823-1614, for further information.

**Theatre.** Students interested in theatre or musical theatre as a major are required to audition (acting, musical theatre, theatre education) or submit a portfolio (design/technology) for admission to those degree programs. Interview information and arrangements may be obtained by writing to the Department of Theatre and Dance, Otterbein College, Westerville, Ohio 43081, or by calling (614) 823-1657.

**Learning Disabilities.** Students diagnosed as having a learning disability are asked to submit a Psychological Educational Evaluation so that the Admission Committee can more accurately determine if the College can adequately accommodate the needs of the student. Otterbein does not offer a structured Learning Disabilities program, but we do offer support to learning disabled students through the resources of our Learning Assistance Center. Further information about Otterbein's offerings and facilities may be obtained by contacting the Learning Assistance Center, Towers Hall, Otterbein College, Westerville, Ohio 43081, or by calling (614) 823-1413.

#### **D. Former Students**

Any former Otterbein student who has either withdrawn on his/her own from the College or has been asked by the College to withdraw must apply for readmission through the Admission Office. Former students must complete a current application for admission and forward any and all transcripts of grades from courses taken at any other institution since withdrawal from Otterbein. Any student who was asked to withdraw from Otterbein must, in addition, write to the appropriate office (Academic Council, Judicial Council) presenting his/her case for readmission. If readmitted, the student must meet the graduation requirements in effect at the time of reentrance.

#### **E. Transient (Visiting) Students**

A transient student may enroll at Otterbein on a part-time or full-time basis for a maximum of 3 quarters. Neither permission to enroll nor a transcript are required from the home institution. Visiting students are strongly encouraged to consult with the home institution adviser to confirm that any prerequisite knowledge has been met and to assure transferability of the coursework to be taken. Application/registration may be made directly with the Office of the Registrar (614) 823-1350.

#### **F. Early Admit Students**

A high school student who has yet to receive a high school diploma who wants to be a full-time student at Otterbein College may be admitted as an Early Admit Student. The student must complete the regular admission process, as well as provide the high school principal's recommendation and parental agreement. Early Admit Students will receive college credit but may also be fulfilling high school requirements.

#### **G. Pre-freshman Program**

High school students who have completed two years of high school (or who have junior standing) may register for one course each term at the college level under the following conditions:



A student will be admitted as a pre-freshman by the Office of Admission upon the submission of an Otterbein application, accompanied by a statement from the high school principal (or his/her designated representative) indicating the student's capability of doing college-level work, a letter of recommendation from the high school teacher in the departmental area of the course in which the student intends to enroll, and a statement of permission signed by the parents of the student. The application must be accompanied by a transcript of all high school work. High school students must have an overall 3.0 GPA and a 3.0 GPA for courses taken in the academic area in which they intend to enroll.

## **H. Graduates of Bachelor Degree Programs**

Students who have already earned a bachelor's degree may enroll in Otterbein's undergraduate program by submitting an application, and a copy of all their official college transcripts including proof of graduation. Application should be made through the Office of Continuing Studies.

## **I. International Students**

Recognizing the increasing need for understanding and good will among people of all nations, Otterbein College encourages international students to apply for admission. International students seeking admission to a **four-year degree program** should write to **International Student Admission, Otterbein College, Westerville, Ohio 43081, USA**, for an international student application. E-mail us at [UOtterB@Otterbein.edu](mailto:UOtterB@Otterbein.edu), or send us a facsimile at 1(614) 823-1200. They should submit the application with the following credentials:

1. **Transcript.** All international students must request an official copy of their academic credentials (transcript or record of grades) from the high school attended. Copies of transcripts are also required from each institution attended since graduation from high school. The transcripts should give a complete list of courses taken, the number of weeks and the number of hours per week in lecture and laboratory for each subject, and the grades received. If possible, each copy should be accompanied by an interpretation in English of the grading system. In cases in which examination results or grades can not be released to the student, he/she should request that the proper school officials send the information directly to the International Student Admission Office. Applicants should include copies of any diplomas or certificates received or the scores from any national examination taken.

2. **TOEFL.** Students whose native language is not English must send an official report of a score of at least 500 on the Test of English as a Foreign Language (TOEFL) or the equivalent.

3. **Proof of Financial Support.** Applicants are asked to send a bank statement and/or a sponsor's letter indicating that sufficient funds are on deposit or can be made available and will be used for the student's education.

4. **Application Fee.** Applicants must send a nonrefundable application fee of \$25 in the form of a certified check or bank draft payable to Otterbein College.

Students transferring from another institution of higher education in the United States should write to International Student Admission, Otterbein College, Westerville, OH



43081, and ask for an International Student Advisor's Report form, which a current advisor must complete and return to Otterbein.

The application form should be completed and returned with the other credentials required at least two months before the beginning of the term for which the student seeks admission.

International students seeking admission to the **English Language Program** should write to **International Student Admission, English Language Program, Otterbein College, Westerville, Ohio 43081, USA**; or E-mail us at UOtterB@Otterbein.edu, or send us a facsimile at 1-(614) 823-1200. They should submit an English Language Program application, proof of financial support (item 3 above), and an application fee of \$25 (item 4 above). They need not submit a transcript or a TOEFL score report.

International students who need to study English as a second language before pursuing their academic career and who seek **conditional admission** should write to **International Student Admission, English Language Program, Otterbein College, Westerville, Ohio 43081, USA**; E-mail us at UOtterB@Otterbein.edu; or send a facsimile at 1-(614) 823-1200. They should submit an international student application, a transcript (item 1 above), proof of financial support (item 3 above), and an application fee of \$25 (item 4 above). They need not submit a TOEFL score report.

## **Tuition Deposit**

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A \$100 nonrefundable tuition deposit is required of all full-time students. For students entering in the fall term the deposit is due no later than May 1 of the year preceding fall enrollment, or if the student is accepted for admission after May 1, the deposit is due one month after the date of acceptance. New students enrolling in Winter, Spring or Summer terms will have deposit deadlines stipulated in their letters of acceptance. By meeting the tuition deposit deadline, a student guarantees himself/herself space in our academic program. Students requiring housing should refer to page 40 for information about reserving housing space.

## **Medical/Health Record**

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Students choosing to enroll at Otterbein will be required to submit a medical examination form that must be completed by a personal physician and returned to our Health Center prior to starting classes.

## **Orientation**

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Orientation offers incoming students and their families the opportunity to visit with faculty, administrators, and current students. New students will also meet many members of their own incoming class. Tour of the campus, discussion with academic advisers about course scheduling, and a taste of residence hall and dining hall life are scheduled to help new students become more comfortable on the Otterbein campus. More information can be obtained by contacting the Campus Center Office, Otterbein College, Westerville, Ohio 43081 or by calling (614) 823-1140.



# Financial Assistance

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## Otterbein's Financial Aid Policy

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Your college education is one of the most important economic decisions you will ever make. Otterbein believes that if admitted to the College we should help you meet the costs of your education if you require financial assistance. Our financial aid policy is based upon the following principles:

1. We will attempt to meet the financial need of each full-time dependent student offered admission to the College. Financial aid in the form of scholarships, grants, work-study programs and loans can provide the difference between the cost of undergraduate education and what you are able to pay from your family resources.
2. Academic scholarships earned by the student are awarded for four years of study, provided the student meets the criteria of the award.
3. Merit-based scholarships may reduce self-help for students who also receive need-based assistance.
4. Need-based Financial Aid Awards will have loan and work components.

More than 80 percent of our full-time students receive some form of need-based financial assistance. We believe that our financial aid policy helps make an Otterbein education affordable to students from all economic levels.

## Eligibility and Application Procedures

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### 1. Merit-Based Assistance

Otterbein offers a number of scholarships, based on academic ability, talent, and leadership potential. (Below is a list of those scholarships and awards.) With the exception of Department Scholarships and several endowed scholarships, all scholarships are offered to students at the time of initial entry to the College. Merit-based awards are offered without regard to financial need. Institutional merit-based awards will not exceed tuition. Priority is given to students who apply by March 1.

**President's Scholar Awards: \$8,000**—All first-time freshmen identified as Otterbein Scholars (see below) who have demonstrated outstanding scholarship and leadership will be invited to compete for one of 30 greater than half-tuition scholarships through a special application and essay evaluation. The application deadline for President's Scholar Awards is March 1. The application review process begins November 1; priority is given to early applicants. All President's Scholar Awards will supersede Otterbein Scholar Awards. Recipients must maintain a yearly college grade point average of 3.0 or better to retain the award.

**Otterbein Scholar Awards: \$5,000**—These are awarded to first-time freshmen who are in the upper 10 percent of their high school classes or who have a 3.5 or better grade point average on a 4.0 scale and an ACT composite score of 24 or higher, or a total of 1100 or higher on the SAT. Recipients must maintain a yearly college grade point average of 3.0 or better to retain the award.



**Otterbein Scholar Awards: \$3,000**—These are offered to first-time freshmen who are in the upper 20 percent of their high school classes or who have a 3.4 or better grade point average on a 4.0 scale and have an ACT composite of 22 or higher, or a total of 1050 or higher on the SAT. Recipients must maintain a yearly college grade point average of 3.0 or better to retain the award.

**Endowed Leadership Scholarships and Alumni Awards**—Endowed scholarships are provided through the generosity of alumni and friends who have a desire to help students attain an Otterbein education. There are more than 150 endowed scholarships ranging in value from \$800 to \$1,500 per year. Endowed scholarships are awarded on the basis of academic ability, extracurricular activities and a written essay. Recipients must be enrolled as full-time students and maintain satisfactory progress toward a degree to retain the award. Applications are available from the Office of Admission.

**Ammons-Thomas Awards**—The Ammons-Thomas Award is named for Bishops Edsel A. Ammons and James S. Thomas of the Ohio United Methodist West and East Conferences. Ranging in value from \$500 to \$5,000 per year, these awards are offered to qualified students of color after acceptance to the College and an evaluation of a written essay. A limited number of Distinguished Ammons-Thomas Awards of up to one-half tuition are also available to outstanding students. Recipients must maintain satisfactory academic progress toward their degrees. Applications are available from the Office of Admission.

**National Merit Finalist Awards**—National Merit Awards of \$2,000 are offered to students who have been recognized through the National Merit Scholarship Selection Process.

**Battelle Scholarships**—The Battelle Scholarship is awarded to incoming first-time freshmen who show unusual leadership potential and intellectual promise. The scholarship is worth at least one-half the cost of tuition. The award is renewed annually providing the recipient maintains a 3.0 grade point average. To be eligible to apply for the Battelle Scholar Award, a student must live in or have graduated from a high school in either Delaware, Fairfield, Franklin, Licking, Madison, Pickaway or Union counties of Ohio. Application materials may be obtained from the Office of Admission upon request and must be completed and returned to that office by March 1.

**Community Service Awards**—Community Service Awards of \$1,500 are awarded to incoming freshmen who have demonstrated commitment to community service and scholarship during high school, and agree to coordinate a community service program while at Otterbein.

**Department Scholarship Awards**—Otterbein's academic departments award scholarships to upperclass students who qualify on the basis of criteria established by each department. For application information, students should contact individual department chairpersons.



**Legacy Awards**—Legacy Awards of \$1,000 are given to each accepted whose parent(s) or grandparent(s) attended Otterbein for at least two consecutive quarters.

**Premier Departmental Awards**—Premier Departmental Awards of \$1,000 are awarded by various academic departments to talented students who intend to be majors in the department.

**Dean's Awards**—Dean's Awards of \$1,000 are offered to students who demonstrate leadership and involvement in high school and community services while maintaining a good academic record.

**Talent Awards**—Talent awards are given to incoming students who demonstrate outstanding ability and potential in visual art, music, communication and theatre. Talent awards are renewable for a maximum of four years subject to satisfactory performance as assessed by the department.

**Music**—Students who plan to seek a major in music or music education are eligible to be considered for music talent awards. An audition is required. Information about auditions and dates may be obtained by writing to: Chairperson, Department of Music, Otterbein College, Westerville, Ohio 43081 or call (614) 823-1508.

**Musical Theatre**—Talent grants are available to students planning to pursue the interdisciplinary degree in musical theatre. Awards are based on ability, potential, and previous experience. An audition is required. For information about audition dates, write to the Department of Theatre and Dance, Otterbein College, Westerville, OH 43081, or call (614) 823-1657.

**Communication**—Awards are available to students planning a major in communication, broadcasting, business/organizational communication, speech education, organizational communication or public relations. Awards are based upon high school record, test scores, communication-related activities and completion of an essay. To be eligible for consideration, a student must be accepted to Otterbein. For information, please write: Chairperson, Department of Communication, Otterbein College, Westerville, Ohio 43081, or call (614) 823-1752.

**Theatre**—Talent grants are available to students planning to seek a major in the Department of Theatre and Dance. Awards are based on ability, potential, and previous experience. An audition or portfolio review is required. For information about interview dates, write to the Department of Theatre and Dance, Otterbein College, Westerville, Ohio 43081, or call (614) 823-1657.

**Art**—Awards are made to students planning a major in visual arts. Selections are based on the evaluation of a portfolio submitted by the student and an interview. For information, please write to: Chairperson, Department of Art, Otterbein College, Westerville, Ohio 43081, or call (614) 823-1508.

**United Methodist Scholarships**—There are United Methodist Denominational and Conference Scholarships for United Methodist students available each year. Forty to



sixty of these scholarships are awarded to Otterbein students each year. Applications may be obtained from the Admission Office or the Office of Church Relations, Otterbein College, Westerville, Ohio 43081, or call (614) 823-1206.

**Bridge Scholarships**—Given to students transferring from community colleges with an earned Associate of Arts (A.A.) degree. Students with an A.A. and a 3.5 or better grade point average on a 4.0 scale receive \$3,000 per year. Students with an A.A. and a 3.0 to 3.49 grade point average on a 4.0 scale receive \$2,000 per year. Students with an A.A. and a 2.5 to 2.99 grade point average on a 4.0 scale receive \$1,000 per year. Scholarships are renewable annually.

**R.O.T.C. Scholarships**—R.O.T.C. scholarships offered by the Army and Air Force are available to Otterbein students. Four-year R.O.T.C. students are eligible to apply for the R.O.T.C. College Scholarship Program which provides the “off-campus” comprehensive fee plus a book allowance and subsistence allowance. Application is normally made in the fall of the senior year in high school and must be completed by January 15. Selection is based on academic performance, ACT/SAT scores, scores attained on the Officer Qualifying Test and evaluation by a selection committee.

In addition to the four-year scholarships, three-year and two-year scholarships for qualified men and women are available in several areas. These scholarships provide the same benefits as the four-year scholarships.

Through cooperative agreements, students attend Air Force R.O.T.C. classes at nearby Ohio State University and Army R.O.T.C. classes at nearby Capital University.

Scholarship applications and additional information may be obtained by contacting Ohio State at 614-292-5441 or Capital at 614-236-7101. Also see R.O.T.C. in the Courses of Instruction section of this catalog.

## **2. Need Based Assistance**

To be considered for need-based financial aid, each student must file a Free Application for Federal Student Aid (FAFSA). Students accepted through the Office of Continuing Studies must also complete the Otterbein College Aid Form (OCAF). There is a financial aid priority deadline date of April 1. The FAFSA may be obtained from your high school guidance counselor or the Otterbein Financial Aid Office. Transfer students are required to submit a Financial Aid Transcript from each institution attended since high school.

Financial aid may consist of single or combined offers of non-repayable scholarships and grants, loans and part-time campus employment. By filing the OCAF and FAFSA, you will be considered for all need-based financial aid offered by the College.

Federal Grants and Stafford Student Loans are awarded to eligible students during any period of enrollment, including summer. College funds are not available for students attending in the summer or less than full-time. Financial aid is awarded with the expectation that it will be renewed annually on the basis of funds available, academic progress toward a degree, and continued financial need. FAFSA applications must be updated and submitted each year in order to renew aid. The suggested timeline for applying for financial aid is between January 1 and April 1 of the year preceding enrollment.

Below is a description of the types of financial aid offered or administered by Otterbein College. For further information about financial aid write to: Office of



Financial Aid, Otterbein College, Westerville, Ohio 43081, or call (614) 823-1502 or E-mail at UOtterB@Otterbein.edu.

### **Grants (First undergraduate degree only—degree seeking)**

**Otterbein Grants**—Otterbein Grants are College funds awarded to students on the basis of demonstrated financial need to full-time undergraduate students. Completion of the OCAF and FAFSA is required.

**Sibling Grants**—When two or more dependent sibling students are enrolled concurrently at Otterbein College, each student will receive a grant of \$500 for each year of concurrent enrollment.

**Otterbein United Methodist Ministerial Grants**—Dependent sons and daughters of United Methodist clergypersons, under full connection as an elder, are assured total grants from all sources valued at one-half tuition. The definition of dependency is that which is used when applying for federal student aid. Children of retired or deceased clergypersons may also be eligible. Please contact the Financial Aid Office for specific information.

**State Grant Programs**—Ohio residents may receive Ohio Instructional Grants (OIG) of up to \$3,750 per year. Application is made by completing the state information request on the FAFSA. Students who are residents of Connecticut, Delaware, Pennsylvania, Rhode Island and Vermont may receive state grants which may be used to help meet educational costs at Otterbein College. Students from these states should contact their high school guidance counselors for further information.

**Ohio Choice Grant**—Residents of the state of Ohio who attend Otterbein on a full-time basis and have not attended an institution of higher education before July 1, 1984, are eligible to receive Ohio Choice Grants which have ranged from \$750-900 per year.

**Federal Pell**—This is a federal program through which a student may receive for the 1996-97 academic year up to a maximum yearly grant of \$2,470. Application is made by completing the FAFSA.

**Federal Supplemental Education Opportunity Grants**—A limited number of students who demonstrate a high degree of financial need are awarded federally-funded Federal Supplemental Educational Opportunity Grants (FSEOG).

### **Loans**

**Federal Perkins Loan**—The Federal Perkins Loan Program is funded by both the College and the federal government. Low-interest, long-term loans are awarded on the basis of exceptional financial need. Interest is not charged while the student is enrolled at least half-time (six credit hours). Repayment begins nine months after graduation or termination of at least half-time enrollment. The loan is repaid in installments with a minimum payment of \$30 per month (\$360) per year. The maximum repayment period is 10 years, though smaller loans (under \$3,600) will be repaid sooner. The current interest rate is five percent.



**Federal Stafford Loan**—Subsidized and/or Unsubsidized Federal Stafford Loans are available to all students enrolled in at least a half-time basis (six credit hours). These loans are financed through participating lending institutions such as banks, credit unions and savings and loan associations, and are insured by the government. The interest rate for new borrowers is variable and is set once a year.

Under the subsidized loan program, the federal government pays the interest for eligible need-based students while they are enrolled in at least a half-time basis. Students who do not have demonstrated need or full interest subsidized aid eligibility may borrow from the Unsubsidized Federal Stafford Loan Program. The student is charged loan origination and guarantee fees for each loan that is made. A maximum of \$2,625 may be borrowed annually for the first year of undergraduate enrollment and \$3,500 the second year then a maximum of \$5,500 a year for the last two to three years of school. The total borrowed for dependent undergraduate study cannot exceed \$23,000.

**Federal PLUS Loans**—PLUS (Parent Loans for Undergraduate Students) loans are available to parents of dependent undergraduate students regardless of demonstrated need restrictions. These loans are financed through participating lending institutions such as banks, credit unions and saving and loan associations.

An amount up to the difference of the cost of education minus financial aid may be borrowed each year. The interest rate is variable, adjusted each year.

Repayment of PLUS generally must begin 60 days following the final disbursement. The lender will provide additional repayment details.

First time borrowers should complete the Federal Loan Request Form and select a preferred lender from our list.

## **Additional Loan Programs**

**United Methodist Student Loan**—Offerings received from the annual United Methodist Student Day provide loan funds for United Methodist students. The annual maximum loan is \$1,000 with interest at six percent charged each year from the date the loan is granted until repaid in full. A student may borrow once per calendar year. No more than \$6,000 may be borrowed during the student's entire educational program. Loan checks are made payable to the student and are issued only after the student is in classroom attendance at the college.

Interest accrues from the date the loan check is issued and continues until the loan is paid in full. Monthly repayment of the loan plus interest begins six months after graduation or withdrawal and may be extended over eight years. A deferment may be arranged if the borrower returns to school in an accredited program.

To be eligible for a loan, an applicant must have been received into full membership in the Church for at least one year prior to application, be a citizen of the United States or have permanent resident status and have a "C" grade average or better. Loans are available to undergraduate and graduate students.

Applications may be obtained from the Financial Aid Office.

**Teacher Education Loan Program**—The Teacher Education Loan Program may provide a maximum loan of \$5,000 per year, \$15,000 cumulatively, for the cost of



tuition and direct fees. The student must agree to teach in a subject shortage area in Ohio after graduation or be considered a minority student. Twenty percent of the loan will be forgiven per year of teaching service. The percentage is increased to 25 percent per year if the teaching service is completed in a specified geographic shortage area.

The previous shortage areas have included: Foreign Languages (K-12), Industrial Arts Technology (K-12), Mathematics (7-12), and Physical Sciences (7-12). The subject areas are reviewed annually and may change. Applicants will be evaluated on ACT/SAT scores, grade point average, a statement of purpose (an essay written by the student describing why he/she wants to become a teacher), and four recommendations of education professors, administrators or teachers. Additional requirements stipulate the student:

1. Be a U.S. citizen or eligible non-citizen.
2. Be enrolled on at least a half-time basis at the time the loan is disbursed.
3. Be in good academic standing with a cumulative grade point average of 2.5 on a 4.0 scale.
4. Maintain satisfactory progress.
5. Admitted to the Education Department at a State Department of Education approved teacher college at the time the loan is disbursed.
6. Agree to teach in Ohio after graduation.

Applications will be available in the Ohio Department of Education or the Financial Aid Office. Any questions about the program may be directed to The Ohio Student Aid Commission, P.O. Box 16610, Columbus, Ohio 43266.

**Henry Strong Loan**—The Henry Strong Educational Foundation provides a limited number of loans to students with financial need. Eligibility for the loan is determined by the Financial Aid Appeals Committee and bears an interest rate of five percent.

The Henry Strong Loan may be granted to students under the age of 30. The amount of the loan is dependent upon need, the students personal resources, and available funds from other sources. The Foundation expects a student who has to borrow to use every means possible—scholarships, summertime employment, school jobs, etc.—to keep the amount a student must borrow to a minimum.

**Pifer Loan**—Pifer Loans are college-based, short-term loans made to students in emergency situations. Based on fund availability, the loan is approved after the student's request is reviewed by the Financial Aid Appeals Committee.

The Pifer Loan interest rate is eight percent and the minimum repayment amount is \$50. Repayment begins on July 1 of the academic year in which the loan is granted.

**Ohio Supplemental Loan**—Ohio Supplemental Loans are available to students that are approved by the lending agency through the loan application process.

## Employment

**College Work-Study**—This program is funded jointly by the College and the federal government and provides part-time employment to students who demonstrate financial need. Selection of the recipients and determination of the amount each student may earn during the academic year is made by the Financial Aid Office. Students may work up to 20 hours per week during the autumn, winter and spring terms and up to 40 hours



per week during vacation periods. Students are paid once a month by check for actual hours worked.

Job openings are posted in the Student Affairs Office. Students should apply for jobs soon after the beginning of classes. Employment is available in such departments and offices as the bookstore, dining hall, library, maintenance department, physical education center, residence halls, faculty and administrative offices, and community service sites.

**Non-Federal Work-Study**—Non-Federal Work-Study Program is funded entirely by the College and provides part-time employment primarily to students who do not demonstrate financial need. A limited number of jobs is available during both the academic year and the summer on a first-come, first-served basis. Students employed under this program must be enrolled as full-time in the undergraduate program (12 or more credit hours per term) and may not have previously received bachelor's degrees.

Employment is available in most departments and offices.

### **Additional Financial Aid Sources**

**Ohio Academic Scholarship**—Ohio Academic Scholarships, each valued at \$2,000, are awarded by the Ohio Board of Regents to high school seniors who qualify on the basis of competitive academic credentials. The scholarship is renewed annually providing the recipient maintains satisfactory academic progress. Specific information may be obtained by contacting your high school guidance counselor.

**Ohio National Guard Scholarship**—Ohio National Guard Scholarships are available to eligible students who enlist in the Ohio Air or Army National Guard for a period of six years. The scholarship is renewed annually providing the recipient maintains satisfactory academic progress. Information may be obtained by contacting the Ohio National Guard, Adjutant General's Department, 2825 West Granville Road, Columbus, OH 43234-2712.

**Vocational Rehabilitation Benefits**—Benefits are available to eligible students who have disabilities that are considered a handicap to employment. Specific information may be obtained by contacting the local State Bureau of Vocational Rehabilitation Office.

**Ohio War Orphans Scholarships**—Ohio War Orphans Scholarships are available to eligible children of disabled or deceased war veterans and children of persons declared prisoners of war or missing in action in Southeast Asia. The scholarship is renewed annually providing the recipient maintains satisfactory academic progress. Specific information may be obtained by contacting the Ohio Student Aid Commission, State Grants and Scholarships, 309 S. Fourth St., P.O. Box 182452, Columbus, OH 43218-2452.

**Veterans Benefits**—Benefits are available to eligible veterans of the Armed Forces and eligible spouses, widows, widowers and children of veterans who died or are permanently and totally disabled as a result of service in the Armed Forces. Contact your veteran's administration center for additional details.



**Employee Benefits**—Many corporations and small companies offer financial aid benefits to employees or their children. Often these sources are overlooked by students and their families. For more information contact the personnel office or supervisor of your employer.

**Otterbein I Know I Can Grant**—Students who attend high schools in the Columbus Public School System may be eligible to receive a grant. Contact the I Know I Can, Columbus Public Schools, Columbus, OH 43215— (614) 469-7044.



# Payment of Tuition and Fees

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## Payment of Fees

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Fees and charges are payable at the Business Office prior to the start of each term.

Term	Due
Autumn	August 15
Winter	December 15
Spring	March 15
Summer	June 15

At the time a student formally registers for classes by signing and submitting the appropriate registration forms to the Registrar's Office, the student agrees to assume financial responsibility for any charges and/or fees as posted to his/her student account and agrees to abide by the official college policies regarding withdrawal from the College. The student also agrees to assume the responsibility for understanding the College's official policy concerning schedule changes, which may result in additional charges or the loss of eligibility for certain types of financial aid. It is considered the student's responsibility to understand how these changes can affect his/her financial situation with regard to financial aid eligibility.

All accounts not paid in full by the first day of each term are subject to a late payment fee of \$25 in addition to monthly interest at a rate of 1.5 percent per month. Loan funds or any other sources of financial aid not received by the first day of each term are subject to late charges and interest. Therefore, all loans should be applied for prior to July 1 to help ensure timely receipt.

All accounts must be paid in full in order for students to enroll in succeeding terms or to receive copies of certificates, diplomas and transcripts. Otterbein reserves the right to recover all costs involved with the collection and/or litigation of delinquent accounts.

If an account must be sent to collection or litigation due to nonpayment of the outstanding balance, the College reserves the right to demand payment in full of subsequent terms of enrollment, prior to the beginning of each term to ensure enrollment. The College reserves the right to cancel the registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

The college reserves the right to demand payment in the forms of a certified check, money order, cash, or credit cards in the event that one or more checks have been returned unpaid for any reason.

## Fee Payment Plans

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Meeting the expense of a college education is one of the larger investments made by most families. We at Otterbein understand the unique financial needs that often stand in the way of paying these expenses without dipping into life savings or going into debt with high-interest-rate loans. For this reason, students may elect one of the two types of plans for payment of comprehensive fee charges.



1. Pay for each term according to the schedule of fee charges and due dates as illustrated in the above payment of fees table.
2. Enroll in the payment plan, sponsored by Otterbein College which spreads the cost of the entire academic year over 12, 11 or 10 monthly payments. This plan—without interest charges—will permit you to program college costs into your family's monthly budget. Payments are scheduled to insure the money is on deposit with the College when it is needed at the beginning of each term. An information brochure, which includes an application form, will be mailed to you once you have been accepted for admission.

## Schedule of Fees

### Academic Year 1997-98

*(Fees are adjusted annually to reflect current costs.)*

#### Full-Time Students

	<i>Total per Quarter</i>	<i>On-Campus</i>
Tuition .....		\$4,999
Room* (Base Rate) .....		\$700
Board .....		\$884

#### *Total for the Year*

Tuition .....	\$14,997
Room* .....	\$2,100
Board .....	\$2,652

#### *Equine Science Program Fee*

EQSC 110, 120, 130, 210, 220, 230, 311, 320, 350, 450 .....	\$425/course
EQSC 250, 312, 330 .....	\$225/course

*Summer Session (1997) ..... \$185/cr. hr.*

\*Room and board fees are held constant provided a student resides in the residence halls for four consecutive academic years.

#### Part-time Students

Undergraduate .....	\$185/cr. hr.
Graduate .....	\$190/cr. hr.

### Special Fees

Applied Music (non-organ, per quarter term per half-hour lesson) .....	\$230
Applied Music (organ, per quarter term per half-hour lesson) .....	\$190
Credit by examination (per credit hour) .....	\$25
Late registration .....	\$50/\$75/\$100
Overload per credit hour .....	\$185
Professional term .....	\$235
Transcript .....	\$5
Returned check charge .....	\$25
Account escheatment fee .....	\$30

The schedule of fees listed above is not intended to be all inclusive. Please contact the Business Office for information on other fees.

Otterbein reserves the right to change these rates within the period covered by this catalog.



## **Refund Schedule for Tuition, Room, and Board Charges**

A refund schedule has been established for those students who withdraw from the College. Application fees, laboratory fees, tuition deposit, applied music fees, and other similar charges are not refundable. The basic refund schedule for autumn, winter and spring quarters is:

<i>Withdrawal prior to the first day of the quarter (by 5 p.m. on the Friday before classes start)</i>	<i>100% of fees due or paid less nonrefundable enrollment deposit</i>
<i>Withdrawal received in writing or in person by 8 p.m. on the Monday following the first week of the quarter</i>	<i>100% of fees due or paid less \$100 withdrawal fee*</i>
<i>Withdrawal received in writing or in person by 8 p.m. on the Monday following the second week of the quarter</i>	<i>70% of fees due or paid</i>
<i>Withdrawal received in writing or in person by 8 p.m. on the Monday following the third week of the quarter</i>	<i>60% of fees due or paid</i>
<i>Withdrawal received in writing or in person by 8 p.m. on the Monday following the fourth week of the quarter</i>	<i>40% of fees due or paid</i>
<i>Withdrawal received in writing or in person by 8 p.m. on the Monday following the fifth week of the quarter</i>	<i>20% of fees due or paid</i>
<i>Withdrawal received in writing or in person on the Monday following the sixth week of the quarter</i>	<i>10% of fees due or paid</i>
<i>Withdrawal after the sixth week of class</i>	<i>No refund</i>

\* There is no withdrawal fee when a student withdraws from one or more courses, but is still enrolled for at least one course in the same quarter. When a student withdraws from all courses in which they were enrolled, the withdrawal fee is:

\$50 if previously enrolled for five or less hours and now carrying zero hours in the same quarter.

\$100 if previously enrolled for six or more hours and now carrying zero hours in the same quarter.

*All financial aid recipients who receive a refund as a result of withdrawal may be subject to a Title IV refund calculation. The allocation of funds must follow those outlined by federal regulations.*

The official refund schedule for Summer Session, interterm classes and workshops will be published in the appropriate schedule of classes.

**Adjustments to full-time charges are made only during the add/drop period if a student adjusts his/her schedule. No adjustments to full-time charges are made after the add/drop period unless a student withdraws from the College entirely.**



# Student Development

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## Residence Life

Otterbein offers a unique selection of housing patterns. As a freshman, you will be housed in a traditional arrangement with two or more students in one room. You will be housed with other incoming freshmen to allow you to interact with your peers. This allows you to socialize with other individuals experiencing similar issues of college life. As an upperclassman, you choose your roommate and the residence hall you would like to live in for the year. As a junior or senior, you are eligible to live in the student apartments or theme housing as well as the traditional halls. Students living in traditional residence halls will pay the same price for housing and meals throughout their stay. During your *freshman* and *sophomore* years, you are required to live in a residence hall unless you are 22, married, an eligible commuter, or you can get permission to live off campus by the Assistant Dean of Students/Director of Residence Life. Juniors and seniors who are active members of sororities and fraternities may also live in the sorority or fraternity house to which they belong.

The mission of the Otterbein College Residence Life Program is to develop a community setting where you can live and learn not only intellectually but socially, emotionally, and physically. We strive to offer well-maintained facilities with amenities unique to each residence hall. A professional staff of hall directors and resident assistants is employed by Otterbein College to assist you as a resident student. This assistance may come in the form of helping with the adjustment to college life, the adjustment to living with a large number of students, the development of self and group responsibility, and the challenging collegiate academic work.

As within any community environment, it is necessary that guidelines and regulations be established to protect the rights and privileges of all individuals. These regulations are developed by the college community and published in the **Campus Life Handbook** which is distributed to all students at the beginning of fall classes. Copies of this publication can also be obtained by writing to the Office of Student Affairs.

For many, the Residence Life Program presents a new and different way of life and an opportunity for meaningful involvement with many new people from various backgrounds. The group-living/community setting of the residence hall needs to be viewed as a practical laboratory for observing and experiencing human relations. We strongly support the value of diversity and work to create a community where each individual feels valued and accepted. The residence hall experience will provide you with a chance to make decisions on your own, to accept responsibility for those decisions, and to learn from both the positive and negative experiences. Often the degree of learning in the residence halls is dependent on the degree of your involvement.

## Residence Life Association

Student input is critical to the programs developed within the residence halls. The Residence Life Association and Hall Unification Board provide a vehicle so residents can help create, develop and carry through ideas for programs. These programs are designed to provide social and educational opportunities outside the classroom.



Programs range from workshops, multicultural programs, newsletters, intramurals, and volunteer projects in the community. Another important function of the group is the Hall Improvement Project (HIP). HIP allows the board and the residents to purchase items to improve hall living. Past purchases include sweepers, computer upgrades, study tables, and other hall furnishings. There is an opportunity for every resident to become involved with programming.

### **Peer Educator Program**

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Peer Educators are a group of students who work together to educate the campus community about social issues affecting college students. The issues include: communication in relationships, sexual assault, sexually transmitted diseases, alcohol, and sexual orientation. The Peer Educators' hallmark performance is "Sex at Seven" and is presented at orientation. They also present to campus organizations, residence halls and off campus.

### **Governance and Regulations**

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#### **Otterbein College Governance Program**

Activities of the College Governance program are so diverse that you should be able to find an activity which will interest you. At the same time you will become acquainted with problems facing citizens in a self-governing society.

College governance gives students voting rights, along with faculty and administration, on all campus policy and decision-making bodies. In the College Senate, which is the major policy-making body, students sit in equal numbers with faculty and administrators. Students also sit on most councils and committees on campus. All students in good standing are eligible for election to the Senate. Students can also participate in a Student Forum.

The Otterbein College Board of Trustees has legal authority over all actions of the Senate. Three voting student seats and three voting faculty seats are on the 37-member board.

#### **Alcohol**

The use of alcoholic beverages is not permitted on campus, in campus buildings, or in fraternity and sorority houses. In addition, the State of Ohio Liquor Control law prohibits the purchase, possession, or consumption of alcoholic beverages or beer by person under the age of 21 years. Furthermore, the City of Westerville, in which Otterbein is located, is legally dry under local option.

#### **Automobiles**

The choice is yours if you want to bring an automobile to campus. Since parking spaces on campus are limited, possession of cars by students is not encouraged. You will have to purchase a permit for your car from Campus Security and have your car insured as required by the laws of Ohio or your home state.



## **Student Services**

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### **Activities**

Involvement in activities at any college is an important part of a student's life. Through participation in extracurricular activities, you can extend your classroom experiences to the College, the community, and the world. Involvement in activities provides opportunities for leadership experiences which prospective employers look for in addition to strong academic backgrounds.

Otterbein's Office of Student Activities sponsors three main programs that can help you become involved on campus. Leadership experience and skills can be gained from participation in various workshops from the LEADERTREK series for freshmen, sophomores, juniors and seniors. The Campus Programming Board (CPB) plans a plethora of activities for students including a coffeehouse series, film series, special events like comedians, hypnotist, lecturers and novelty acts, as well as traditional events (Homecoming, Parent's Day, Winter Carnival, Sib's Weekend, Unity Day). In addition to the activities already mentioned, commuter students may opt to take part in the Commuter Association, which promotes issues affecting commuters.

Otterbein also sponsors over 90 student organizations and activities. The list is virtually endless and the options plentiful; however, if we do not have what you are looking for, the Office of Student Activities can help you start a club in which you might be interested.

### **Community Service**

The mission of Otterbein College Community Service is to develop partnerships with the local community that engages Otterbein students, faculty and staff in high quality community service learning experiences and meet the identified needs of these communities.

Community Service Learning emphasizes a greater multicultural understanding, promotes social justice through community development, increases student learning and fosters a lifelong commitment to service.

These goals are met by sponsored programs in the topical areas of: Aids; Senior Citizens; Literacy; Environment; Hunger and Homelessness; Mentoring; Special Needs of Children, Youth and Adults; and Advocacy. There are weekly programs, onetime opportunities and service-learning options to meet course requirements or options of community service.

Investing yourself in activities on campus will only add to your education and your enjoyment of Otterbein!

### **Career Development**

The career paths open to Otterbein students are numerous. Otterbein graduates can be found in all levels of business, industry, government, social service, education, nonprofit organizations and the professions. The broad-based skills that develop through a liberal arts education in addition to the technical skills specific to your major will increase your potential for success throughout your career and provide you with the flexibility necessary in a constantly changing job market.

The key to obtaining a rewarding position when you graduate is to begin early to identify and evaluate your career and life goals. The Career Development Center and your faculty advisor are two major sources of help in defining these goals. Through



counseling, on-campus programs and an extensive career library, the Career Center can provide information about a wide variety of occupations, as well as help you explore employment opportunities and present yourself effectively as a job candidate.

### **Part-Time Employment**

Opportunities for part-time employment, both on and off campus, are posted in the Student Affairs Office. Students eligible for federal work-study positions may review and apply for available positions. Positions with area employers, some of which may be career-related, are also listed and are updated daily.

### **Counseling-Academic**

You will have a faculty member as your individual advisor. This advisor will help you with the decisions concerning courses and class scheduling. The Academic Dean's staff is available for counseling on academic questions.

### **Counseling-Personal**

The Student Affairs staff, including the College Chaplain, is available to help with social and personal problems. Staff members strive to ensure students have a place to turn for quality mental health services. Services are provided by licensed clinical psychologists both on and off campus and can be arranged through the Student Affairs Office. A limited number of visits are paid by the college.

### **Student Health Center**

The Otterbein Student Health Center is open to provide health care for students from 9 a.m. to 5 p.m., Monday through Friday, with a registered nurse on duty. A doctor is available two hours daily, Monday through Friday. Physician hours will be posted in residence halls and the Campus Center. Students are not directly charged for seeing the nurse or for physicians' services, but are charged for X-rays, laboratory services, and for some medications and supplies.

### **Diversity**

The Office of Ethnic Diversity is directed by the Assistant Dean of Students/Coordinator of Ethnic Diversity. The Office of Ethnic Diversity was established to effectively serve the needs of people of color and to increase the diversity of the campus community. The office strives to demonstrate that cultural and racial differences are valuable dimensions of the Otterbein campus which enhance the living/learning environment and enrich the Otterbein Community. In an effort to assist faculty, staff, and students of color in finding a sense of community belonging, the Office of Ethnic Diversity works with other campus offices, programs, and organizations to sponsor speakers, workshops, and multicultural activities throughout the year.

## **Sports**

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### **Intercollegiate Athletics**

Otterbein College is a member of the Ohio Athletic Conference (OAC). Founded in 1902, the OAC is the third oldest organization of its kind in the nation.

The Cardinal intercollegiate teams are an integral part of Otterbein. Men compete in nine varsity sports: football, soccer, cross-country, basketball, indoor and outdoor



track, baseball, tennis and golf. Women compete in eight varsity sports: basketball, cross-country, indoor and outdoor track, volleyball, softball, soccer and tennis.

Otterbein men compete in volleyball at the club level. In addition, there is a very successful intercollegiate coed equestrian team.

### **Recreational Sports**

Most students participate in recreational sports; the majority through the organized intramural program and others schedule on their own.

Otterbein's intramural program includes women's programs in basketball, softball and volleyball. Men's programs include: flag football, basketball, volleyball, and softball. Coed activities include: aerobics, golf, walleyball, basketball, handball, racquetball, badminton and softball.

The Rike Physical Education/Recreation Center houses basketball, volleyball, handball and racquetball courts, weight room, a tartan track, seven badminton courts and three tennis courts. Outdoor facilities include four lighted tennis courts, beach volleyball court, softball diamond, soccer field, practice fields, outdoor track and cross-country course.

Hoover and Alum Creek Reservoirs are nearby. Both provide picnic areas and a place for sailing and boating. Alum Creek Reservoir provides a large beach and swimming area plus water skiing. The City of Westerville has many parks, one adjacent to the campus includes a shelter house, softball diamond, outdoor basketball courts and beach volleyball court. Nearby Alum Creek is a sheltered site for canoeing. The Jaycee Swimming Pool is open for student memberships at a reduced price.

Physical Education service classes offer a wide selection of activities and include many of the above mentioned sports plus horseback riding and scuba. You'll be encouraged to find something you'll enjoy and continue later in life from this selection while you're at Otterbein.

## **Social Activities**

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### **Sororities and Fraternities**

The Greek Community at Otterbein College plays an integral role in the institution's total educational program. Recognizing that membership in a fraternity or sorority can be a positive and educational experience, the college expects Greek organizations to share in the responsibility for making significant, positive contributions to the educational and personal development of present and future student generations.

Otterbein College has had a long and rich relationship with its collegiate fraternities and sororities. As an important component of the co-curricular programs for undergraduate students, Greek chapters have supported the central mission of the college by providing an enriched out-of-class living/learning experience. Fraternal organizations (the words "fraternal" or "fraternity" refer to both men's and women's Greek letter organizations) have existed on the Otterbein campus since 1908, and are characterized by a tradition of involvement and leadership in campus life.

The College has been supportive of the ideals and goals of individual chapters and, collectively, a Greek community. The organizational ideals and goals promote personal development and a strong sense of identity with the institution as well as postgraduate association. The ideals and goals include scholarship, leadership,



community service, individual and group initiative, self-governance, and an array of interpersonal and social skill development. Thus, the central purpose of Greek Life is to encourage the individual growth of its members, emphasizing character development. Greek Life also strives to stimulate leadership development and service to others, emphasizing the importance of human relationships and responsible citizenship.

The educational benefits experienced within the Greek community are further enhanced by various adjunct organizations such as the Delta Xi chapter of the Order of Omega (a Greek leadership honorary), GAMMA (Greek Advocating the Mature Management of Alcohol), and the Adopt-A-School program. Through these organizations and chapter operations, there are over 100 leadership opportunities available to members of the Greek community.

#### **Interfraternity Council Member Fraternities**

Alpha Tau Omega  
Eta Phi Mu  
Lambda Gamma Epsilon  
Pi Beta Sigma  
Pi Kappa Phi  
Sigma Delta Phi  
Zeta Phi

#### **Panhellenic Council Member Sororities**

Epsilon Kappa Tau  
Kappa Phi Omega  
Sigma Alpha Tau  
Tau Epsilon Mu  
Tau Delta  
Theta Nu

### **Religious Life**

Religious activities are an important and integral part of campus programming. Students are encouraged to choose from a variety of activities, programs and groups which will enable them to grow in their faith journey. A variety of small groups offer discussion, devotion, fellowship, Bible study, worship, music, retreats, service and volunteer opportunities. All groups and activities are provided by the Chaplain's Office and Religious Life Council. The Chaplain is also available for pastoral care and counseling. Students are encouraged to grow in their relationships with God and other human beings as they strive to clarify values and search for meaning in their lives. All campus religious activities are interdenominational in character.

### **Performance Activities**

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#### **Bands**

The Cardinal Marching Band of 100 members includes the O-Squad drill team, twirlers, flag corps, and color guard. The band performs at home football games, civic occasions and festivals.

The Concert Band of approximately 85 members makes an annual tour in addition to performing on campus.

The Wind Ensemble is composed of members selected from the Concert Band.

The Jazz Ensemble is a select group of 18 musicians.

The Pep Band plays at home basketball games.



## **Dance**

Dance Company presents workshops and the annual Dance Concert, with choreography by faculty, students, and guest artists. Membership is by audition.

## **Orchestra**

The Westerville Civic Symphony is a College-community orchestra of students, amateurs and semiprofessionals. The ensemble performs classical, pop and school concerts during the academic year. Opportunities also exist for orchestral playing with the annual opera and musical.

## **Vocal Music Ensembles**

The Concert Choir is a select group of mixed voices. It is one of the principal touring ensembles in the Department of Music.

Women's Chamber Singers and the Otterbein Chorale perform several times each academic year, both on and off campus. Membership is by audition.

## **Other Ensembles**

The Early Music Ensemble presents several concerts each year of vocal and instrumental literature from the Middle Ages, Renaissance and Baroque periods.

The Percussion Ensemble performs two programs of contemporary percussion music on campus during the year.

## **Musical Theatre**

Opus Zero is Otterbein's musical theatre ensemble; Opus One specializes in vocal jazz. Both groups' membership is by audition.

Opera Theatre presents one major and two smaller productions annually.

The spring musical is a cooperative undertaking of the Department of Music and Otterbein College Theatre.

## **Theatre**

Otterbein College Theatre presents six productions during the academic year and three during Otterbein Summer Theatre to an annual audience of more than 30,000 people. Plays include Broadway comedies, classics, children's shows, musicals, contemporary pieces, and commissioned original scripts. Selected seniors also direct student workshops. Guest professional directors, designers and actors participate every year. Non-majors may participate in theatre activities by volunteering through Cap & Dagger, the student organization, or by enrolling in Theatre 101.

## **Communication Activities**

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### **Publications**

College publications are under the review of the Publications Board, a subcommittee of the Campus Affairs Committee. The College newspaper, *The Tan and Cardinal*, is published by a student staff each week during the academic year except during the summer term. *Quiz and Quill* is a publication of the Quiz and Quill Club and contains the best creative writing of current students. The college yearbook, *The Sibyl*, is published annually by a student staff. *The Tan and Cardinal* is sponsored by the



Journalism program in the Department of Communication. The Department of English sponsors the *Quiz and Quill* and *The Sibyl*.

### **Public Relations**

Otterbein sponsors a chapter of the Public Relations Student Society of America (PRSSA), a national, pre-professional organization for students interested in public relations. The Otterbein College Chapter sponsors a variety of speakers and workshops and a student-managed public relations agency. In addition, members of PRSSA are eligible for scholarships sponsored by the Public Relations Society of America, receive reduced rates at professional luncheons and workshops and may attend national and district conferences of PRSSA.

### **Radio**

WOBN-FM, the student-run radio station, is under the direction of the Department of Communication. WOBN also offers co-curricular opportunities for students majoring in business administration, journalism, visual arts and other related disciplines. The station broadcasts 17 hours a day during the academic year, featuring a contemporary music format, Otterbein College sporting events and Westerville area news and public affairs.

### **Television**

WOCC TV-3 provides programming for Westerville and Otterbein College via cable channel 3. Programming includes public affairs, entertainment, education and sports. By participation, the student has the opportunity for a hands-on learning experience. This includes camera, graphics, audio operation, production and direction, as well as management. The day-to-day operation of an on-air cable television station provides a practical addition to classroom instruction.

### **Forensics**

Otterbein is a member of the Ohio Forensics Association, American Forensics Association, National Forensics Association, Novice Debate Association, Cross-Examination Debate Association and Pi Kappa Delta, a national forensics honorary. Students compete in debate tournaments and individual events (public speaking, oral interpretation and extemporaneous speaking) tournaments which provide travel opportunities to both local and out-of-state contests.

### **Cultural Activities**

Throughout the year, there will be many opportunities to attend outstanding lectures, concerts and exhibits delivered and performed on campus by both on-campus and off-campus scholars and artists. In addition, a wide variety of cultural activities is available in the city of Columbus.



# Registration

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Otterbein College is on a quarter calendar which means that there are three quarters during the school year (September-June) plus a summer session. Each course carries credit in "quarter hours" which is related to the number of class meetings per week.

The academic calendar is adjusted each year so that the autumn quarter ends the day before Thanksgiving. A break from Thanksgiving Day until after New Year's Day is utilized by students for holiday employment, ensemble or team tours, extended personal travel, or reading and research. Faculty members are involved in research, study, and workshops and seminars dealing with intellectual topics and instructional improvement. Each quarter of the school year consists of ten weeks and two to three days of final examinations. Summer session meets less than 10 weeks. The actual dates are announced by the preceding February of each year. Students are expected to be present for the entire quarter and final examinations.

The requirement for all degrees are based on credit hours. A one-quarter-hour course normally meets one hour per week. Students are expected to spend three hours per week (including class hours) in study for each quarter hour of credit attempted. Throughout this catalog the terms "quarter hours," "credit hours" and "hours" may be used interchangeable where applicable.

## Class Standing

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Class Standing is based on total credit hours earned.

CREDIT HOURS EARNED	STANDING
0 through 44	Freshman
45 through 89	Sophomore
90 through 134	Junior
135 and up	Senior

An "A," "B," "C," "P" or "D" grade contributes toward credits earned.

Any course with a final grade of "F" will be recorded on the student's permanent record but will not count as credit earned or toward degree requirements.

## Grade Symbols

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The following grades are included in the calculation of the grade point average (GPA):

A	=	4.0	Excellent
A-	=	3.7	Low Excellent
B+	=	3.3	High Above Average
B	=	3.0	Above Average
B-	=	2.7	Low Above Average
C+	=	2.3	High Average
C	=	2.0	Average
C-	=	1.7	Low Average
D+	=	1.3	High Below Average
D	=	1.0	Below Average
F	=	0.0	Failing



The following grades are not included in the calculation of the grade point average:

F	=	failing from pass/fail graded course
IP	=	coursework is incomplete; temporary condition
NR	=	grade not reported by instructor; temporary condition
P	=	passing from pass/fail graded course
R	=	repeated course
S	=	satisfactory from satisfactory/unsatisfactory graded course
T	=	transfer credit from another institution
U	=	unsatisfactory from satisfactory/unsatisfactory graded course
W	=	withdrawal with permission

### **In-Progress (IP) Grades**

"IP" is the temporary symbol given when course requirements have not been met due to circumstances beyond the student's control. An incomplete grade should only be considered when the majority of the work required for the course has already been finished. The pressures of a normal academic load or the desire to do extra work in the course are not sufficient reasons for granting an incomplete.

The amount of additional time permitted might be no more than a few days or weeks since it should be proportional to the student's illness or absence, etc. while remaining fair to others who were enrolled in the course. The IP must be completed no later than the following applicable deadline or sooner if prescribed by the instructor: for Autumn IP's, the last day of the Winter classes; for Winter IP's, the last day of Spring classes; and for Spring and Summer IP's, the last day of Autumn classes.

Due to extraordinary circumstances, an IP completion deadline may be considered for extension. To receive consideration, the student (not the instructor) must submit a written request/rationale to the Vice President for Academic Affairs no later than the 5th Friday of the term the IP is due for completion.

It is the student's responsibility to contact the instructor to arrange for completion of the work, and it is the instructor's responsibility to submit the final grade. When no grade is received, the default grade previously provided by the instructor will be assigned.

### **Grade Discrepancies (Grade Changes)**

Grades submitted to the Registrar's Office are considered final unless (1) evidence of an error can be presented, or (2) the student is convinced his or her academic performance was evaluated on other than an academic basis or in a prejudiced or capricious manner. Grades may not be changed by arranging to complete additional work or by meeting criteria not in accord with those applied to all other students enrolled in the course.

To appeal a grade, the student must consult with the instructor (or the department chairperson when the instructor is away from campus) no later than the following applicable deadline: for Autumn and Winter grades, the end of Week 3 of the following quarter; for Spring and Summer grades, the end of Week 3 of Autumn Quarter.



Resolution and submission of the revised grade to the Registrar's Office must occur by the end of the 10th week of those respective quarters. Signatures of both the instructor and the instructor's department chairperson are required to change a grade.

When a grading issue cannot be resolved, the student may present evidence in writing to the Vice President for Academic Affairs indicating an error, the prejudicial basis, or the capricious manner used in evaluating his or her performance. In all cases, this step must be taken no later than 5 business days beyond the applicable 10th week deadline indicated in the previous paragraph.

## **Academic Standing**

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### **Good Standing**

A student who maintains the minimum cumulative grade point average on a 4.0 scale as required on the chart below is in good academic standing.

### **Retention, Probation, Suspension, Dismissal**

All students shall be reviewed for retention or other appropriate academic action at the end of each quarter. This review is based upon the number of earned hours or quality hours (whichever is greater) the student has accumulated as required on the chart that follows:

<b>Earned Hours/Quality Hours Minimum (whichever is greater)</b>	<b>Cumulative GPA</b>
1-20	1.00
21-30	1.40
31-50	1.70
51-65	1.85
66-270	2.00

**Probation**—Academic Probation occurs when a student's cumulative grade point average is below the minimum levels established on the chart above. Students placed on Academic Probation are required to meet the academic requirements of their probation and be in good standing within two quarters.

**Suspension**—Suspension occurs when a student earns less than a 2.0 term grade point average while on Academic Probation. A student will also be suspended when failing to gain good standing in the prescribed period. The first time a student is suspended, the student may apply for readmission after remaining out of school for at least one quarter. A student suspended for the second time must remain out of school for at least one year before applying for readmission. Credits earned at another school while a student is under academic suspension cannot be applied toward graduation at Otterbein. All readmission applications must be submitted to the Office of Admission and acted upon by Academic Council. Other information or steps may be required prior to consideration for readmission as determined by Academic Council. Readmission is not guaranteed.

### **Dismissal**

Dismissal occurs when a student is suspended for the third time. Dismissal is permanent.



**Please Notice:** In addition, the College reserves the right to refuse registration to a student who is failing to make satisfactory progress toward his/her college degree.

Courses in which "W's" and "IP's" are received count in the total attempted. A student must meet all graduation requirements by the time the 270th hour has been attempted.

Each student will receive a grade report at the end of each quarter, and a permanent transcript of all course work attempted and grades earned is maintained in the Office of the Registrar.

## **Registration: Timetable and Priority**

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New students register for classes just prior to the term in which they enroll. Currently enrolled students typically register for the entire forthcoming academic year (Autumn, Winter and Spring Terms) during Returning Student Registration Week in the preceding May.

Priority to register for upper level classes is given in the preceding May to students with disabilities and seniors first, then juniors and then sophomores. To participate, a student must (1) be enrolled for the current Spring Quarter, (2) have paid all current academic year bills, (3) have paid the advance tuition deposit for the next academic year and (4) have no official transcripts still due the College. There is no priority registration after May. Students, including those with senior status, who register from that point on may encounter some closed courses and will likely wish to use the wait list system. A written detailed description of the wait list process is available at the Registrar's Office.

## **Course Load**

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Part-time course load is defined as 1-11 hours per quarter. Full-time is 12-18 hours during Autumn, Winter and Spring Quarters and 12-15 hours during Summer Session.

For Autumn, Winter and Spring Quarters, an academic overload is 19-20 hours. An overload is permitted when the student was enrolled full-time and achieved a cumulative grade point average of 3.0 the preceding quarter. New students may not take an overload during their first quarter. No student may register for more than 20 hours in a quarter without the approval of the Associate Dean for Academic Affairs.

For Summer Session, overloads are not permitted due to the accelerated pace required for fewer weeks of study. No student may register for more than 15 hours without the approval of the Associate Dean for Academic Affairs.

Additional tuition is charged for overloads.

## **Late Registration**

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The first 3 days of each quarter are designated as late registration days. Only those students who have completed the admission process by the last business day before classes begin will be permitted to register late.

Late fee penalties will be assessed as follows:

1st day of quarter – \$50

2nd day of quarter –\$75

3rd day of quarter –\$100

Late fees must be paid immediately and may not be charged to the student's account. The penalty fee may later be appealed in writing to Academic Council if the



student feels there is a valid reason for requesting such a refund. The appeal must be submitted in the same term for which the fee was assessed.

### **Change of Schedule (adding/dropping classes)**

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For Autumn, Winter and Spring Quarters, the deadline for adding a class that begins in the same quarter is the 3rd day of the 1st week of the quarter.

There are 3 different deadline options for dropping an Autumn, Winter or Spring Quarter class that begins in the same quarter. The outcome is noted in parenthesis beside each option.

- #1 –end of 1st week of quarter (tuition will not be charged and course will not be recorded on student's transcript)
- #2 –end of 5th week or 25th day of quarter (tuition will be charged, but course will not be recorded on student's transcript)
- #3 –end of 7th week or 35th day of quarter (tuition will be charged and student's transcript will be marked with a "W")

After the 7th week or 35th day, a class may not be dropped.

Deadlines for Summer Session are comparable to those for the regular academic year, but are adjusted slightly due to the shortened weeks in the term. The specific dates are published in the Summer Session Schedule of Classes available upon request from the Office of the Registrar.

To change a schedule, the student must:

- 1. obtain a change of schedule form in person from the Office of the Registrar
- 2. when required by the Registrar, obtain advisor and/or instructor signatures
- 3. sign and return the form by the deadline, if any, indicated on the form

This is the only valid method for changing a schedule. Changes may not be made by telephone, facsimile transmission, notifying the course instructor, etc.

### **Withdrawal From One or More but Not All Classes**

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Students who wish to withdraw from one or more classes that began in the same quarter but retain a partial schedule must follow the procedure entitled Change Of Schedule described elsewhere in this section.

### **Withdrawal From All Classes**

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Students who wish to withdraw from all classes that began in the same quarter must officially withdraw from the College by completing a withdrawal form at the Office of the Registrar. The withdrawal deadline is the end of the 7th week, or 35th day, of the quarter. A grade of "W" will be entered on the student's transcript for each course.

When a student withdraws, all registrations for future quarters are cancelled.

If a student never attends any classes or stops attending without officially withdrawing, the registration will not terminate. Grades will be assigned under the grading criteria used to evaluate all students in each course. Nonattendance and/or nonpayment of fees does not constitute official withdrawal.

### **Course Numbering**

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The numbers appearing before course titles indicate the level at which the courses are to be scheduled. Exceptions to this pattern are indicated in the descriptive material following course titles.



1. Courses numbered 100-190 are to be scheduled during the freshman year.
2. Courses numbered 200-299 are to be scheduled during the sophomore year.
3. Courses numbered 300-399 are to be scheduled during the junior year.
4. Courses numbered 400-499 are to be scheduled during the senior year.

## **Prerequisites**

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1. Prerequisites (prereq) or corequisites (coreq) are requirements for a course which are judged necessary for the successful completion of a course. Students who don't successfully fulfill the prerequisites for the course would normally be at an educational disadvantage compared to those who have fulfilled the prerequisites.
2. Waiver of the prerequisites for a course is generally discouraged but may be done occasionally on a case-by-case basis. This waiver may be granted only by the instructor of the course after that instructor's assessment of the specific student's history and experiences. Prior to granting the waiver, the instructor must be reasonably assured that the student has had courses, background experiences, or abilities which would generally be equivalent to, or serve to negate the necessity of, the prerequisites. The instructor must also be reasonably assured that the student will not be at an educational disadvantage compared to students who have completed the prerequisites.
3. Waiver of a prerequisite by the instructor does not, expressly or by implication, constitute a representation or assurance of the successful completion of the course. The student remains fully responsible for his/her performance in the course.
4. It is the student's responsibility to assure that a prerequisite has been met.

## **Auditing Courses**

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If space permits, most courses are available for audit. Audit expectations are determined by the instructor and thus may vary from course to course. Expectations may be identified prior to registration by requesting a course syllabus from the instructor.

Part-time students must follow the same registration policies that apply to credit courses and will be charged the published audit fee. On the student's permanent record, a "S" or "U" (satisfactory/unsatisfactory) will appear in the grade column and a zero will appear in the credit hours column.

Full-time students may audit a course with permission of the instructor. Registration is not required, there is no cost and the course will not appear on the student's permanent record. Students who wish to have audit coursework appear on the permanent record must register and pay the audit fee.

## **Transfer of Credit**

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Otterbein accepts credits from two and four-year institutions that are fully accredited by the appropriate regional accrediting agencies. While there is no limit to the number of credits transferred from four-year institutions, a maximum of 90 quarter hours may be transferred from all two-year institutions combined.



Of the courses transferred to Otterbein from all institutions combined, a maximum of 10 quarter hours will be accepted from college correspondence courses and the same maximum will be accepted from college courses graded on a pass/fail basis.

Only those courses with grades of C or better will be considered for transfer. The actual grades are not transferred and thus will not be included in the Otterbein grade point average.

Prior to the beginning of the quarter in which the student enrolls, current official college transcripts from *all* institutions previously attended must be submitted to Otterbein for evaluation. Violation of this requirement will place the student in jeopardy of dismissal. A final official transfer evaluation will be made within one term of the date you have registered for classes *and* all official transcripts are received by the Registrar.

Evaluations are not made until all official transcripts have been received. At the latest, the official evaluation occurs by the end of the first quarter of attendance.

All contents of the student's admission file become the legal property of the College and are not returnable or transferrable.

## **Repeating Courses**

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A course may be repeated by registering for it again. Providing written permission is obtained from the Registrar, a course may be repeated at another institution. However, the credit hours must be the same in order to replace the grade in its entirety. Only the most recent grade will be counted as credit earned toward graduation requirements and in the cumulative grade point average. Each repetition of a course is included in the total of those attempted. Once an Otterbein bachelor's degree has already been awarded, students are not permitted to alter or enhance the transcript record by repeating courses.

## **Summer Session**

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For students who wish to accelerate their studies, Otterbein offers a Summer Session. Courses vary in length, but most are held over an eight-week period beginning in mid-June and ending in mid-August.

Summer Session course offerings are announced around February 15 at which time registrations will be accepted. Prior to registration, students not currently enrolled at Otterbein must be admitted as regular, special, transfer or transient students.

For a list of course offerings, registration form or application for admission, contact the Office of Continuing Studies. Residence hall housing arrangements may be made by contacting the Office of Student Affairs. Meals may be purchased on a daily basis in the Campus Center.

## **Advanced Placement Program**

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You may apply to the College for credit for courses taken in high school for which you completed the Advanced Placement Examination (APE) administered by the Educational Testing Service, Princeton, N.J.

A student earning scores of 4 or 5 on an Advanced Placement Examination will receive credit equivalent to that carried by the introductory course in the field in which the APE was taken and will also receive advanced placement. The level of placement will be determined by the department.



A student receiving a 3 will receive advanced placement only. A student receiving 2 or below will not receive advanced placement. You must have the Educational Testing Service report your APE results directly to the Otterbein College Registrar.

## **Credit For Prior Learning/Credit By Examination**

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Students may use their intellectual interests, academic backgrounds and experience to gain college credit through such means as:

- professional training credits as recommended by the American Council on Education in the National Guide to Educational Credit for Training Programs (Otterbein will consider transferring up to 25 quarter hours)
- technical credits (Otterbein will consider transferring up to 12 quarter hours)
- Advanced Placement Examination (APE)
- College Level Examination Program (CLEP)
- Proficiency Examination Program (PEP)
- Mosby RN Assesstest
- on-campus credit by examination

A maximum of 60 quarter hours (as determined by the Registrar) may be gained through the various options indicated above, and none of these hours may be used to meet the residency requirement described elsewhere in this catalog.

When an examination does not exist through CLEP or PEP, an Otterbein academic department may decide to develop its own method of verifying a student's knowledge of a course. If an examination is the method selected, a course syllabus and several sample questions will be made available to the student by the instructor providing the grade. A fee of \$25 per credit hour (fee is subject to change annually; \$25 is 1997/98 fee) must be paid in advance for on-campus credit by examination or portfolio. An additional fee may be charged for a laboratory examination. Grading is made on a pass/fail basis. Failed attempts are not recorded on the student's transcript, but examinations may not be retaken. To receive credit, the student must take the actual course.

For additional information including registration forms, contact the Office of Continuing Studies.

## **Academic Appeals**

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Through the Academic Council which is a standing committee of the College Senate, an avenue for appealing academic policies is provided all students. Details regarding the appeal process are available from the Office of Academic Affairs.

## **Commencement**

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The College holds two commencement ceremonies. An informal graduation is held in January for Summer and Autumn graduates. All graduates (Summer, Autumn, Winter and Spring) are invited to the formal commencement which is held in June. In recent years, guest seating at the informal January ceremony has been unlimited, and guest seating at the formal June ceremony has been limited to 7 tickets per graduate.



To participate in either ceremony, a student must:

1. complete all academic degree requirements, and
2. request and submit a fully signed Application for Degree, and
3. submit any additional required paperwork as specified in the Application for Degree, and
4. meet all outstanding financial obligations.

## **Transcripts**

Copies of unofficial and official transcripts may be obtained for a nominal fee from the Registrar's Office. All financial obligations must be paid in full to receive an official transcript.



# Continuing Studies

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Otterbein's Continuing Studies Program is designed to meet the needs of adult students. Approximately 1,000 adults attend Otterbein during the day, evening and/or weekend. Our emphasis on teaching, a small class atmosphere, flexible scheduling and convenient location can help you reach your personal and professional goals.

The Continuing Studies Office is designed to assist you. For students who have to balance commitments to family, career and community, our accessible services help make continuing your education a reality. We offer:

- simplified admission and registration
- academic advising
- a strong transfer program
- evening and weekend office hours
- credit for prior learning through national and on-campus testing
- accelerated degree programs
- fee payment plans
- assistance with financial aid

If you're new to college we offer noncredit workshops and credit classes to ease the transition. If you're transferring from another college we offer a strong transfer program. You may choose to begin by taking one class or enroll as a full-time student. Whether you're planning to work toward a degree, a certificate or are simply interested in furthering your education, we're here to help you begin.

Please call 614/823-1356 for more information about enrolling at Otterbein. We will be happy to send you specific descriptions of our ten evening programs, four Weekend College programs, two accelerated degree programs or more than 35 daytime majors.

## Degrees and Programs of Study

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### Degrees

Bachelor of Arts, Bachelor of Science, Bachelor of Music Education, Bachelor of Fine Arts in Theatre, Bachelor of Science in Education, Bachelor of Science in



Nursing, Master of Arts in Education, Master of Arts in Teaching and Master of Science in Nursing. Otterbein also offers a Post-Masters Adult Nurse Practitioner Program.

### **Majors Available Through Evening Classes**

Accounting

Accounting, Public

Business Administration (Management, Marketing, Finance, or General Business Administration)

Chemistry

Computer Science

English-Literature Concentration

Liberal Studies in Business Administration (PACE)

Liberal Studies in Organizational Communication (PACE)

Nursing: BSN for those who are already RNs (most courses available in the evening.)

Organizational Communication

Psychology

Public Relations

### **Majors Available Through Day Classes**

Each quarter 34 majors and over 400 courses are available during the day. (For a complete listing of programs of study, see pg. 5.)

Daytime schedules may be obtained by calling the Continuing Studies Office (614) 823-1356.

### **Majors Available Through Weekend College**

Business Administration (Management, Marketing, International Business, or General Business Administration)

Organizational Communication

Psychology

### **Weekend College**

Weekend College at Otterbein offers you classes which meet for four hours usually every other weekend (six weekends during the ten-week quarter) or meet every Saturday for ten weekends. Because weekend classes meet less frequently than day and evening classes, academic quality is maintained through independent study assigned during the interval between classes.

Through Weekend College, you can complete the general core requirements for any of Otterbein's majors. In addition, selected majors listed above may be completed in their entirety through Weekend College.

Weekend College appeals to students who can't attend classes during the week and to those who live a distance from campus. It appeals to students who enjoy the flexibility of combining day or evening classes with weekend classes. It appeals to adult students who have developed a knack for independent study.

On the scheduled weekends, classes meet during all sessions listed under a single class category below:

Class I: 5:30 p.m. - 7:30 p.m., Friday plus 10:30 a.m.-12:30 p.m., Saturday

Class II: 5:30 p.m. - 9:40 p.m., Friday



- Class III: 8:30 a.m. - 12:40 p.m., Saturday  
Class IV: 1:00 p.m. - 5:10 p.m., Saturday  
Class V: 1:00 p.m. - 4:10 p.m. every Saturday

In addition to meeting standard Continuing Studies admission requirements, new students interested in enrolling in Weekend College should schedule an interview with a Continuing Studies advisor.

## **Pace Program**

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Professional Accelerated Continuing Education (*PACE*) is an accelerated degree program offering majors in either Business Administration or Organizational Communication.

If you have completed 90 quarter hours (60 semester hours) with selected prerequisites you can attend one three hour evening course per week and a Weekend College course each term and earn your degree in 23 months.

*PACE* features:

- Complete a degree in 23 months over 5 terms per year.
- Schedule one three hour evening course and one Weekend College course each term over five terms per year.
- Write a personal development plan and follow it as you move through the courses.

In order to apply to the *PACE* Program you must complete a *PACE* application, submit a writing sample and college transcripts.

## **General Information**

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### **Undergraduate Admission**

Through simplified procedures, you can complete admission to Otterbein College and register for classes at the Continuing Studies Office. There is no admission fee. During admission, you may choose to schedule an appointment with a Continuing Studies advisor or a faculty member. You should meet with an advisor if you plan to enroll in Weekend College. To be fully admitted and to register beyond one quarter, students must submit all official transcripts.

### **Eligibility**

If you are 23 years of age or older, you may seek admission into the program as a part-time or full-time student. If you are less than 23 years of age, you may seek admission through the Continuing Studies Office as a part-time student only if you have completed a two- or three-year college program, or if you have not been enrolled as a full-time student in high school or college for at least one year. The College's programs are also open to individuals who hold a bachelor's degree.

To become a Continuing Studies student, you must meet the College's general admission standards. Adult students are not required to take ACT and SAT entrance examinations, but if your past academic performance was marginally successful, you may be accepted as a special standing student.



## Admission Procedure

Based on your educational goals, select the appropriate admission procedure:

**1. Students seeking a degree and Weekend College students.**

Complete the application; submit official transcripts of all previous college work and arrange for an interview with a Continuing Studies advisor. If you have earned fewer than 15 hours of college credit, you must also submit an official copy of your high school transcript. By submitting an unofficial transcript, degree-seeking students are permitted to register part-time for one quarter as a provisional admit. Students planning to register full-time are required to submit all official transcripts before being admitted.

**2. Students not pursuing a degree but seeking courses for college credit.**

Complete the application; provide proof of high school graduation (high school transcript, copy of a diploma, copy of a college transcript or other proof); and if you choose, schedule an interview with a Continuing Studies advisor.

**3. Graduates of Bachelor Degree programs who seek additional undergraduate work.**

Complete the application; provide a copy of all official college transcripts; and schedule an interview with a Continuing Studies advisor.

**4. Transient (visiting) students seeking to attend on a part-time or full-time basis for a maximum of 3 quarters.**

Complete a transient student application which is available upon request from the Registrar's Office or the Continuing Studies Office.

**5. Students wishing to audit a course or take a noncredit course.**

Complete the application; provide proof of high school graduation (high school transcript, copy of diploma, copy of college transcript, or other proof); and if you choose, schedule an interview with a Continuing Studies advisor.

Direct your requests for information and materials to Director of Admission, Continuing Studies Office, 23 Towers Hall, Otterbein College, Westerville, Ohio 43081 (614) 823-1356. This office serves as the admission office for all Continuing Studies students.

## Advising

As a new Continuing Studies student, you will be advised by a counselor who will explain Otterbein's program, policies and procedures and help you schedule classes. Once you are admitted and have declared a major, you will be assigned a faculty advisor. If you remain a non-degree student or if you decide to postpone choosing a major, you may continue to discuss scheduling new courses with Continuing Studies advisors. Keep in mind that while you are not required to meet with an advisor every time you schedule a class, meeting with an advisor regularly will help you avoid conflicts with academic policies and mistakes in planning.

## Registration For Continuing Studies Students

Registration is simple and on-going. After your first quarter of enrollment, you will receive a registration form and schedule in the mail several weeks before the beginning of each quarter. Complete the form and return it to the Registrar's Office by



mail or in person. The form permits you to schedule classes up to three quarters in advance, and you may register for classes at any time between the publication of a schedule and each quarter's registration deadline. When the next academic year's schedules are published in May, you can register for Autumn, Winter and Spring quarters, assuring you convenience and your choice of classes for the coming year.

At the time of registration, you are required to pay a \$50 nonrefundable deposit. This deposit is deducted from your tuition. If you register for more than one quarter at a time, the deposit applies only to tuition for the first quarter. The remainder of your tuition is due by the first day of class or, if you choose, according to one of the payment plans described in the next section.

You must follow registration deadlines:

1. You may register by mail up to one (1) week before classes begin.
2. You may register in person at the Registrar's Office up to the close of the business day designated as the last day to register for a given quarter.
3. Weekend College registration must be received by mail **OR** delivered in person by 5 p.m. on Friday one week before the beginning of Weekend College classes.

## **Payment Plans**

In recognition of the fact that many adult students must carefully plan their finances to manage a household budget, Continuing Studies offers two convenient payment plans. Both plans are an alternative to paying fees in full by the first day of each term. Forms for these two payment plans are available in both the Registrar's Office and the Continuing Studies Office. If you choose to use one of these plans, please make arrangements before the beginning of the quarter. MasterCard, Visa, and Discover are accepted.

### **1. *Three-Part Payment Plan***

You may divide your tuition into three payments. At least one third of your tuition will be due by the first day of class. The remaining balance will be payable in two payments due one month apart. There is a \$15 quarterly handling charge for this payment option.

### **2. *Deferred Payment Plan***

If you qualify for your company's tuition reimbursement program, this plan will allow you to defer most of your tuition until the end of the quarter. There is a \$25 quarterly service charge for this payment option.

## **Financial Aid**

To help you meet the costs of a college education, you may wish to apply for financial aid. Assistance paying for college expenses may be available to you through loans, grants, and/or work-study opportunities. Because the availability of certain forms of financial aid is limited, prospective students are encouraged to make application as early as possible by completing the Free Application for Federal Student Aid (FAFSA) and the College's Institutional Aid Form. Both forms may be picked up in either the Continuing Studies Office or the College's Financial Aid Office. If you have any questions regarding the application process or the availability and awarding of financial aid, do not hesitate to contact the Continuing Studies Office. Also see the Financial Assistance Section of this catalog.



## **Transfer Student Scholarships**

Students graduating from a two-year college are eligible for merit scholarships according to the following cumulative g.p.a. guidelines: \$3,500 if the g.p.a. is 3.500 or better, \$2,500 if the g.p.a. is 3.000 to 3.499. Students must be fully admitted, apply for financial aid and enroll full-time at Otterbein. Scholarships are for the academic year (Autumn, Winter and Spring Quarters), and may be awarded for up to two years of full-time study.

## **Final Examinations**

A final examination schedule for daytime classes is printed on the class schedule. Finals for evening classes are given at the scheduled class time which falls during the designated days for finals. Weekend College class finals will be given during the last class session of the term.

## **Continuing Studies Dean's List**

Students who excel academically during a particular school year are recognized annually on the Continuing Studies Dean's List which is announced in June. Guidelines for the Dean's List are:

1. Students must complete a minimum of 15 quarter hours of work during the regular school year (Autumn, Winter, Spring Quarters)
2. Students must have A's or B's for all hours attempted.
3. Students must have a minimum Grade Point Average of 3.6.

## **Policies**

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### **Full-time versus Part-time Status**

You may attend Otterbein as a part-time student or as a full-time student. Part-time students may take up to 11 hours of academic credit per quarter. Full-time students may take 12-18 hours of academic credit per quarter. To enroll in more than 18 hours of credit in a quarter, you must receive permission from the Academic Dean.

As a part-time student, you will pay a reduced tuition rate per quarter hour. Your total part-time tuition is figured by multiplying the number of quarter hours you are taking times the current part-time tuition rate. This reduced rate is made possible because a number of peripheral services are not available without charge to part-time students. These services include use of the Rike Physical Education Center, free tickets to theatre, athletic and artist series events, use of the Health Service, and participation in student activities, intramurals and athletics. However, many academic services are available. Part-time students may purchase an activity card which may be used for admission to many athletic events and theatre productions. Tuition for full-time students is figured from a base rate per quarter. All full-time students have access to the College's peripheral services, and full-time students may be eligible for additional financial aid which is not always available to part-time students. For more information, contact the Continuing Studies Office (614) 823-1356.

Part-time tuition rates are published in the Continuing Studies Program brochure, available in the Continuing Studies Office.



## Residence Requirements

Refer to pg. 15 in the section entitled College Requirements.

## Earning a Second Bachelor's Degree

Refer to pg. 16 in the section entitled College Requirements.

## Transfer of Credit

Refer to pg. 53 in the section entitled Registration.

## Credit for Prior Learning/By Examination

Refer to pg. 55 in the section entitled Registration.

## Auditing Courses

Refer to pg. 53 in the section entitled Registration.

## Interruption in Attendance

Refer to pg. 15 in the section entitled College Requirements.

## Adding/Dropping Classes

Refer to pg. 52 in the section entitled Registration.

## Withdrawal

Refer to pg. 52 in the section entitled Registration.

## Refund Schedule

Refer to pg. 39 in the section entitled Payment of Tuition and Fees.



# Courses of Instruction

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## INTEGRATIVE STUDIES

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*B. Daugherty (chairperson), and members of other departments.*

The Integrative Studies Program builds self-knowledge as well as knowledge of the diversity of cultures, traditions, and points of view in the world. At each level in the program, the frame within which individuals see themselves widens and becomes both more complex and more inclusive. As a result, students going through the Integrative Studies Program gain a broad, general knowledge of the world in which they live. The Program, because of its multidisciplinary nature, may enrich students' graduate study or careers. It also provides Otterbein graduates with the basis for lifelong learning, which in turn may help them adjust to change and complexity, learn new fields, and shift careers. Most important, however, the Integrative Studies Program prepares graduates to become informed citizens in a democracy and to live their lives in family, community, country, and world.

To encourage the achievement of these outcomes, the Integrative Studies Program aims to:

1. teach students to communicate clearly, think critically, analyze creatively, and view issues from several different points of view;
2. give students the breadth of knowledge and the understanding of a variety of disciplines that will allow them to be lifelong learners;
3. teach students to make connections across disciplines, helping them meet the complexity of contemporary life with interdisciplinary knowledge;
4. focus students on understanding human beings, their natures, their histories, and their place in the cosmos;
5. make students aware of moral and spiritual issues, including knowledge of their own beliefs and tolerance for those of others.

To reach the above goals, students take a core of 50 quarter hours, met through 10 requirements, from the list of Integrative Studies courses below. At some points in the program, all students take the same required course; at other points, students choose from among several options. Courses in the program explore the theme of human nature from a variety of disciplinary perspectives, ask students to think critically and to use oral and written communication skills, and encourage students to integrate classroom learning with learning from experience, discussion, performances, lectures, films, and/or service work. The requirements are designed to be taken in a sequence; freshmen take three courses at the 100 level, sophomores take two courses at the 200 level, and juniors generally take three courses and seniors two courses at the 300 and 400 level. Each requirement builds on the one before it, and as students move through the sequence of ten courses, they are encouraged to make connections between and among their Integrative Studies courses, to connect their Integrative Studies courses to their majors courses, and to see the interconnectedness of all knowledge.

Thus, students and advisers must plan schedules carefully, working to coordinate the developmental sequences of both Integrative Studies and the major. Some flexibility is added through the Integrative Studies Substitution Policy. The substitution of alternate courses for specific Integrative Studies requirements is permitted under certain conditions. A list of these conditions and of approved alternate courses is included in the schedule of classes each quarter.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.



## ***Integrative Studies Courses (INST)***

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### **FRESHMAN REQUIREMENTS**

#### **Writing -- Choose one; 5 hrs**

Each option meets the freshman writing requirement and aims to develop skills needed in an academic community: to see an issue from more than one viewpoint, to support conclusions with evidence from texts, and to write expository prose. Composition includes personal responses and thesis papers. *Honors students must register for an Honors Section of INST 100, 105, or 110.*

#### **INST 100 FRESHMAN SEMINAR**

**5 hrs**

Each seminar uses the approach of one or more disciplines to explore a different topic related to the theme of human nature. Topics in the past have included Reading TV, Twentieth Century Sounds, Death and Dying, and History, Art, and Propaganda.

#### **INST 105 GROWING UP IN AMERICA**

**5 hrs**

This course examines major movements in the United States from the Great Depression to the present to understand how the historical and social developments of the twentieth century have shaped the lives of our grandparents, parents, and selves. Readings are drawn from history, literature, sociology, and other disciplines. Films, lectures, music, and art supplement the readings.

#### **INST 110 COMPOSITION AND LITERATURE: THE INDIVIDUAL AND SOCIETY**

**5 hrs**

A course that uses literature to examine social issues, especially the individual's relationship with the communities to which one may belong. Readings include poetry, fiction, essays, and drama.

#### **Social Sciences -- Required; 5 hrs**

#### **INST 150 ISSUES IN THE WESTERN EXPERIENCE**

**5 hrs**

A study of how the past shapes the issues confronting individuals and societies today. Explores ideas and institutions of past and present Western societies in the context of cultural traditions and values, political systems, economic conditions, and social structures. Students learn to explore the interactions between past, present, and future as they examine major themes such as justice and freedom, faith and reason, war and nationalism.

#### **Social Sciences -- Choose one; 5 hrs**

The social sciences requirement explores the methods and theories of psychology, sociology, anthropology, and political science to study human beings. Each option teaches students how to ask (and sometimes answer) important questions about human nature, encourages students to value the diversity of human beings and societies in the world, uses an historical approach, and emphasizes how the social sciences apply to individuals and society.

#### **INST 130 PSYCHOLOGY AND HUMAN NATURE**

**5 hrs**

A study of the human being from a range of psychological perspectives. Acquaints students with the philosophies, theories, methods, and major findings of psychology and encourages students to explore the relationships between psychology and other disciplines. Small-group discussions allow for elaboration of classroom material. *Required for teacher certification and Nursing majors.*

#### **INST 160 WORLD GEOGRAPHY AND HUMAN SOCIETY**

**5 hrs**

A study of the relationship between *where* people live and the *way* they live. Topics, drawn from historical, economic, cultural, medical, and political geography, include the geography of



economic development, world population patterns, changing natural environments, and the geography of politics. Students learn to use maps as tools for comprehending the world.

### **INST 180 ENCOUNTERING CULTURAL SYSTEMS**

**5 hrs**

A study of human beings within cultures and the tools for studying cultures other than our own, both Western and non-Western. Provides students with a perspective from which to understand both their own and other cultures and a basis for examining crucial human concerns. Brings together political science and economics in the context of sociology and cultural anthropology.

## ***SOPHOMORE REQUIREMENTS***

### **Religion/Philosophy -- Choose one; 5 hrs**

This requirement focuses on human nature from the perspectives of the Christian faith and of several western philosophical traditions. Each option aims to acquaint students with the Hellenistic, Hebrew, and Christian heritages of western culture, to encourage students to be historically informed, to promote self-understanding in relation to one's own tradition and culture, and to sharpen skills in reading for comprehension, critical thinking, and oral and written communication.

### **INST 250 PHILOSOPHY AND HUMAN NATURE**

**5 hrs**

An examination of the philosophical problems arising from the attempt to understand human nature, such as: free will and the possibility of determinism; the nature of the self and survival after death; the nature of justice; the nature and foundations of morality; the nature of the good life; and the implications of the existence of (and of various conceptions of) God. Course requirements include a writing component.

### **INST 260 HUMAN NATURE IN THE CHRISTIAN TRADITION**

**5 hrs**

An examination of the human condition from the perspectives of the Christian tradition, including the Hellenistic and Hebraic backgrounds of the Pauline-Augustinian doctrinal mainstream and interpretations growing from that theological mainstream. Uses the perspective of biblical theology to study themes such as creation and human origin, image of God, sin, the problem of evil and suffering, freedom of the will, salvation, community, sexuality, death and immortality. Course requirements include a writing component.

### **Writing -- Required; 5 hrs**

### **INST 270 COMPOSITION AND LITERATURE:**

#### **THE DIALOGUE OF MEN AND WOMEN**

**5 hrs**

The intermediate course in the writing sequence; stylistically and thematically complex readings present views of relationships, love and romance, marriage and partnerships in literary and other texts from classical times to the present, including works from a variety of cultures. Composition builds on the expository skills developed in freshman courses and emphasizes analysis and comparison/contrast. *Prereq: credit for INST 100 or 105 or 110. Honors students must register for an Honors section.*

## ***JUNIOR AND SENIOR REQUIREMENTS***

### **Writing -- Required; 5 hrs**

### **INST 300 COMPOSITION AND LITERATURE:**

#### **THE DILEMMA OF EXISTENCE**

**5 hrs**

The culminating course in the writing sequence; longer and more advanced readings respond to the great concerns of human existence: good and evil, justice and injustice, community and alienation, life and death. Traditional authors such as Sophocles and Shakespeare are central to



the course but contemporary and non-Western writers are also included. Composition builds on skills developed in the freshman and sophomore courses and emphasizes synthesis. *Prereq: credit for INST 270 and 90 quarter hours.*

### **Fine Arts -- Choose one; 5 hrs**

This requirement aims to present students with the nonverbal means which human beings have used to express their needs, desires, perceptions, and values. Each option explores the nature of a particular art form, its historical role in society, its connections to the other arts, and its insights about human nature. Special attention is also paid to the nature of artistic creativity.

#### **INST 310 THE ART, THE ARTIST, THE RELATIONSHIP**

**5 hrs**

An examination of how the processes and products of the visual arts embody human nature. Students view significant visual art objects, the role of the artist in contemporary society, and artistic production through the perspectives of philosophy, psychology, and sociology.

#### **INST 320 MUSIC AND HUMAN NATURE**

**5 hrs**

An introduction to the Western European concert music tradition from the listener's viewpoint, emphasizing music's relation to the human being and society. Students learn the vocabulary for discussing the basic elements of music, practice listening skills, and use an historical approach to become familiar with principal stylistic eras. Course requires attendance at music events outside the classroom. *Music majors must register for INST 310, 330 or an INST 320 approved substitute.*

#### **INST 330 THEATRE AND HUMAN NATURE**

**5 hrs**

An introduction to the process of creating theatre. Students study dramatic literature, history, criticism, and the process of production to learn how to make critical judgments about current plays, films, and television shows. Course requires attendance at theatre events outside the classroom. *Theatre and musical theatre majors must register for INST 310 or 320.*

### **Sciences -- Choose two; 10 hrs**

This requirement focuses on developing an understanding of human nature from a scientific perspective and on promoting scientific literacy. Scientific literacy consists of: a familiarity with the scientific method; an understanding of science as a way of knowing the world; an appreciation of the breadth of scientific inquiry; an awareness of how science affects contemporary life; the exploration of connections between the sciences and other disciplines; and the ability to think critically and quantitatively. Each option seeks to discourage anti-science attitudes, to decrease science anxiety, and to promote stewardship of the Earth.

#### **INST 340 CHEMISTRY AFFECTS OUR LIVES**

**5 hrs**

Studies of the benefits and risks of chemical processes. Focuses on the society/science interface from perspectives of the economy, physical health, ethics, and culture. Discussion groups allow for elaboration of classroom material.

#### **INST 350 BIOLOGICAL SCIENCE: BEING IN NATURE**

**5 hrs**

A presentation and discussion of some economic, health, ethical and cultural concerns from the viewpoint of life science. Uses the study of the biological human, the place of humans in the ecosystem, and the effect of changing environments (e.g. rural to urban) on human beings to explore the theme of being in nature. Students must complete several laboratory and field experiments.

#### **INST 360 ENERGY, SCIENCE AND SOCIETY**

**5 hrs**

A study of the role of energy in our lives. Discussion of the physics of energy precedes a look at its uses, consequences for humanity, and the impact on resulting energy and environmental policies. Course requirements include a writing component.



**INST 400 EARTH SCIENCE AND HUMANKIND****5 hrs**

A study of the impact of earth science upon human life, and of human life upon the physical Earth, including volcanoes, earthquakes, water and energy resources, pollution, deforestation, and global change such as global warming. Students use essays, debates, and discussion groups to practice written and oral communication skills.

**INST 410 OUR PLACE IN THE UNIVERSE****5 hrs**

A study of the evolving human understanding of the universe and our place in it through the study of astronomy. Places the explorations of modern astronomy in the historical context. Students participate in several observational and experimental activities.

**Non-Western Cultures -- Choose one; 5 hrs**

This requirement focuses on human nature from a variety of non-western perspectives and a variety of disciplines. Each option aims to broaden students' awareness of, and appreciation for, the many ways human beings understand themselves and the purpose of life, to encourage students to make connections across disciplines, and to continue to shape their own beliefs and values in light of other cultural points of view.

**INST 380 HUMAN NATURE IN NON-WESTERN  
RELIGIONS AND PHILOSOPHIES****5 hrs**

An examination of human nature from the viewpoint of several non-Western religions and philosophies. Designed as a complementary sequel to INST 250 or INST 260, the course deals with basic questions about the purpose and meaning of life and the nature of the Ultimate or God. Topics include views of reality, definitions of human nature, the nature of right and wrong, the causes of evil and suffering, paths of salvation, and the interdependence of religion and culture. Course requirements include a writing component.

**INST 381 MUSIC IN NON-WESTERN CULTURES****5 hrs**

A view of human nature through the lens of the world's music. Connections between music and society in cultures chosen from the following—Native America, Africa, Black America, Eastern Europe, the Indian Subcontinent, Japan, Indonesia, and South America—will be studied outside the context of the Western European concert music tradition. Students develop a vocabulary for describing each culture's music and a set of approaches for studying music in a sociocultural context. Course requirements include a written project and attendance at music events outside the classroom.

**INST 382 AFRICAN CULTURES AND COLONIALISM****5 hrs**

A study of African cultures, with emphasis on selected geographic areas and ethnic groups. Focuses on cultural encounters, their effects, and the relationship of culture to human nature by examining precolonial African civilization, the world view of colonizers, the impact of Western colonialism on Africa, and the African recovery of independence. Exploration of several perspectives is encouraged through the use of several disciplines (chosen from among history, literature, religion, political science, sociology, economics, and the arts) and visits by guest speakers. Course requirements include a written component and a final project that requires synthesis.

**Internship -- Optional****INST 490 INTERNSHIP****5 hrs**

Internship associated with the Integrative Studies festival, designed by the intern and the festival chairperson through a learning contract process. Registration covers the full academic year. *Junior or senior student only; registration must be approved by the chairperson of the Integrative Studies Department.*



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# ACCOUNTING

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See description of Accounting major under the Department of Business, Accounting and Economics.

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# AMERICAN SIGN LANGUAGE

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## *American Sign Language Courses (ASL)*

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### **ASL 100-110-120 American Sign Language I, II, III**

**15 hrs**

These courses introduce students to this American visual/gestural language. Students will learn basic vocabulary, grammar, and sentence structure of American Sign Language, be exposed to the history, culture and literature of the Deaf community, and understand the terminology and technology associated with deafness. *This series may not be used to meet the BA or BS degree foreign language requirement.*

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# ART

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*Hill (chairperson), Cochran, Marsh, Nees, J. Stichweh, D. Stichweh.*

## ***Mission and program***

Courses and programs in the Department of Art are designed to help students become visually literate—sensitive to aesthetic visual form and equipped with a vocabulary which enables them to think about and evaluate art. An understanding of the historical and theoretical framework of the visual arts is an essential component of our curriculum. We seek to introduce students to an understanding of the artistic process and encourage them to commit themselves to the creation of meaningful works of art. In addition to these intrinsic goals, Art education at Otterbein provides a foundation for a vocation in the arts. The faculty pointedly approach their course material from the perspective of the relationships that exist between art and other academic disciplines and between art and life itself.

A student majoring in Art is expected to embrace the following department goals: the development of an increasing sensitivity to aesthetic form; the development of an understanding of the artistic history of Western culture; and an immersion in, and deepening understanding of, an artistic process that leads toward the creation of significant art works.

The department coordinates an annual program of public exhibitions and lectures which seeks to introduce the Otterbein community to the diversity of the contemporary art world. The department also provides stewardship for the College's collection of non-Western art from Africa, Japan, New Guinea, Mexico, as well as 19th- and 20th-century paintings, drawings, prints, photographs, and sculpture.

A **major in Art** consists of at least 45 hours of ART coursework including core courses Art 110, 115, 200, 220, 230 and 240. Typically, majors take as many as 65 quarter hours and are strongly encouraged to do so. At least 15 quarter hours of ART must be taken at the 300/400 level. Upon completing the core, students must undertake an area of concentration consisting of at least 3 courses in one medium chosen in consultation with an adviser.

A **minor in Art** consists of 25 hours, including Art 110, and one course from Art 220, 230, 240, 250, or 260.

Requirements for students seeking **K-12 certification in Art** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.



## ***Program Outcome***

A successfully completed major in **Art** may qualify the student to apply for graduate study in studio art, art history, art education, or other arts-related professional programs. The B.A. degree with a major in art may qualify the student to work professionally in a variety of applied arts fields such as graphic design, photography, or gallery management; self-employment as an artist provides an additional option. Students who complete an education major and specified art courses may apply for secondary or K-12 teaching certification.

## ***Art Courses (ART)***

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### **ART 100 VISUAL THINKING**

**5 hrs**

Exploration of the role of visual information in our daily lives. Lectures, exercises and studio work to develop creative, innovative thinking as it applies to many fields.

### **ART 110 DESIGN 2D**

**5 hrs**

Study of fundamental elements and principles of 2-dimensional art and their application to problems of visual organization. Lecture and studio projects.

### **ART 115 DESIGN 3D**

**5 hrs**

Study of elements and principles of art as applied to 3-dimensional work. Lecture and studio projects. *Prereq: ART 110 or permission of instructor.*

### **ART 150 BEGINNING PHOTOGRAPHY**

**5 hrs**

An introduction to the historical significance, basic materials and process, and aesthetic appreciation of black and white photography. Classroom and darkroom instruction. Students are encouraged to have their own 35mm camera. Cameras may be borrowed from the Instructional Media Center for a small fee.

### **ART 160 INTERMEDIATE PHOTOGRAPHY**

**5 hrs**

An investigation of the process of creating expressive photographic images with an emphasis on composition, technical quality, and evaluation of photographic prints. *Prereq: ART 150 or permission of instructor.*

### **ART 170 ADVANCED PHOTOGRAPHY**

**3 hrs**

Semi-independent work in selected areas of photographic exploration. Individual and group critiques with an emphasis on the expressive qualities of the photographic medium. *Prereq: ART 150 and 160, or permission of the instructor.*

### **ART 200 DRAWING I**

**4 hrs**

An introduction to drawing, in which both spontaneity and control are developed. Emphasis on seeing and shaping visual relationships. *Prereq: ART 110 or permission of instructor.*

### **ART 210 DRAWING II**

**4 hrs**

Intermediate work in drawing, with an emphasis on the human figure and composition. Exploration of various drawing media. *Prereq: ART 110 and 200, or permission of instructor.*

### **ART 220 ART HISTORY (ANCIENT)**

**5 hrs**

Survey of painting, sculpture and architecture from Paleolithic times to 1000 A.D. Emphasis upon the Western tradition.

### **ART 230 ART HISTORY (MEDIEVAL AND RENAISSANCE)**

**5 hrs**

Survey of painting, sculpture and architecture from 1000 A.D. to 1850. Emphasis upon the Western tradition.

### **ART 240 ART HISTORY (MODERN)**

**5 hrs**

Survey of Modern Art, European and American.



**ART 250 SURVEY OF NON-WESTERN ART****3 hrs (alt.yrs. 98-99)**

Study of selected non-Western cultures, with an emphasis on the role of art and its relationship to other aspects of life.

**ART 260 WOMEN ARTISTS IN HISTORY****5 hrs (alt.yrs. 97-98)**

A chronological survey of the contributions which women painters and sculptors have made to the history of Western art from ancient times to present. An examination of the problems confronting women artists throughout history.

**ART 290 ART IN ELEMENTARY EDUCATION****5 hrs**

Studio and theoretical work to provide insight into the relationship of art to various aspects of elementary education. Required for K-12 certification in art. *Prereq: INST 130.*

**ART 310 ADVANCED DRAWING****4 hrs**

Advanced work in drawing; in-depth exploration of medium and subject of student's choice. Plan to be determined in consultation with instructor. Repeatable to a total of 8 credits. *Prereq: ART 210 or permission of instructor.*

**ART 325 ILLUSTRATION****4 hrs**

Introduction to concepts of illustration, including concept generation, development of personal style and approach, and methods of linking text and image. Exploration of a variety of media. *Prereq: ART 200 or permission of instructor.*

**ART 330 PAINTING****5 hrs**

Emphasis on structure, visual organization and the interaction between the artist and the work in progress. Study of historical and contemporary examples as they relate to students' paintings. *Prereq: ART 200 or permission of instructor.* Repeatable to a total of 15 credits.

**ART 350 VISUAL COMMUNICATION I****4 hrs**

Study of typography, layout and production. Use of the design process (from thumbnails to mechanicals) to solve graphic design problems for a variety of formats. Introduction to the history of visual communication. *Prereq: ART 110, 115 and 200, or permission of instructor.*

**ART 355 VISUAL COMMUNICATION II****4 hrs**

Continued work in typography, layout and production. Investigation of such design areas as corporate identity, packaging and other comprehensive projects. Portfolio preparation. *Prereq: ART 350 or permission of instructor.*

**ART 360 PRINTMAKING****3 hrs (alt.yrs. 97-98)**

Introduction to printmaking and studio work exploring various printmaking processes. *Prereq: ART 110 and 200, or permission of instructor.*

**ART 370 CERAMICS****5 hrs**

Introduction to handbuilding and wheel throwing processes, glazing and decorating, and firing procedures including raku. Emphasis on visual organization and expressive qualities of the ceramic form. *Prereq: ART 115 or permission of instructor.* Repeatable to a total of 10 credits.

**ART 380 COMPUTER ART****5 hrs**

An introduction to the Macintosh computer as a tool in image making. Exploration of Photoshop and other digital image manipulation and drawing programs. *Prereq: ART 110 and 200, or permission of instructor.* Repeatable to a total of 15 credits.

**ART 390 INDEPENDENT STUDY****1-5 hrs**

Independent study in art history or studio art. A proposal describing the specific project must be submitted and approved by the instructor prior to registration. May be repeated for credit, pursuing a different topic.



## ART 440 ADVANCED STUDIO PROJECTS

5 hrs

Advanced work in one studio area, following completion of upperlevel courses offered in the chosen area, e.g. painting, drawing, ceramics. Exploration of media not covered in program courses is also possible. Projects to be developed in consultation with instructor; *approval of instructor must be obtained prior to registration. Repeatable to a total of 15 credits.*

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## BLACK STUDIES

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*Green (coordinator)*

The **Black Studies minor** is coordinated by the Sociology Department and provides an interdisciplinary approach to all undergraduate students interested in the Black experience. It offers critical perspectives on cultural, socioeconomic, and political realities of people of African descent in the United States and the Caribbean, and within Africa itself.

By developing a strong connection between academic work and community activities, the Black Studies program fosters intellectual and career development. Students will gain a detailed appreciation and understanding of diversity in contemporary society. Black Studies is part of a multicultural curriculum. This minor offers courses from a variety of fields as shown below.

The minor consists of 30 quarter hours of coursework chosen from among the following areas of study:

### **English, History and Sociology (take all three)**

ENGL 230	African-American Literature
HIST 260	African-American History
SOCL 160	Sociology of the Black Experience

### **Art, Economics, Education, Music and Sociology (choose remaining hours to equal 30)**

ART 250	Survey of Non-Western Art
ECON 440	Economic Development and Growth
EDUC 360	Multicultural Education
MUSC 275	Popular Music Styles
SOCL 210	Social Problems
SOCL 250	Sociology of the Family
SOCL 300	Racial and Ethnic Relations
SOCL 380	Urban Society

Descriptions of the Black Studies courses are listed under their respective home departments in this section of the catalog. Course prefixes (ENGL, HIST, etc.) and the home departments to which they are assigned are identified in the index at the back of the catalog.

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## BUSINESS, ACCOUNTING AND ECONOMICS

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*Abdallah (chairperson), Arch, Aristotelous, Dennis, Eskew, Heffelfinger, Huber, Jones, Lewis, Mafi, Prindle, Wallenbrock.*

### **Mission and Programs**

The Business, Accounting and Economics Department, with twelve full-time faculty members and several adjunct faculty, seeks to provide a thorough understanding of business and economics concepts that will encourage in our students intelligent and effective participation in today's global business environment.



The department offers majors and minors in Accounting, Business Administration and Economics. Within the Business Administration major, students may select a concentration in Finance, International Business, Management, or Marketing.

### ***Program Outcome***

Students majoring in **Accounting** may have a four year major or a five year major. Students are encouraged to contact their accounting advisor for clarification of career goals. The accounting major may qualify the student to work professionally in both individual and corporate consulting, government positions, corporate positions, public accounting and to apply for graduate study.

A **Business Administration** degree may qualify the student to work professionally in both individual and corporate, consulting, government consulting, government positions, corporate management positions, sales, marketing, finance, advertising, human resource management, and to apply for graduate work.

An **Economics** degree may qualify the student to work professionally in positions in government, the business community, nonprofit firms, domestic and international consulting, and to apply for graduate study.

## **ACCOUNTING**

A student may choose one of two majors in accounting.

A **four year major in accounting** consists of 90 quarter hours. Four year majors must take Accounting 200, 210, 330, 370, 380, 385; Business Administration 300, 340, 350, 480; and Economics 210 to complete the curriculum core; Mathematics 230; Communication 280; English 335; and Mathematics 260 (Mathematics 260 applies to Bachelor of Arts degree candidates only). The remaining 15 hours must be taken from the Accounting course listing. Under this major, students may take a prequalifier exam to sit for the CPA Exam. If students do not pass this qualifier exam, they must complete a fifth year of college at Otterbein, at another institution, or as part of a Master's Program. Students who do not plan to take the CPA Exam may graduate with a four year major.

A **five year major in public accounting** consists of 110 quarter hours. Five year majors must take Accounting 200, 210, 310, 330, 350, 370, 380, 385, 410, 420, 430; Business Administration 300, 310, 340, 350, 480; Economics 210, 220; Math 230, 260; Communications 280; English 335. Under this major, students who have fulfilled the above requirements may immediately sit for the CPA exam.

Those preparing for internal accounting or auditing careers should take most of the accounting courses offered, particularly Accounting 350, 420, and 430. Those preparing for tax careers should take Accounting 310 and 410.

Those preparing for a managerial accounting career should take Accounting 310, 350, and elective Business Administration 330. Accounting students planning graduate study in accounting or business administration should include Finance (Business Administration 420), Marketing (Business Administration 310), Economics (Economics 210), Calculus (Mathematics 170), and Operations Management (Business Administration 330).

A student majoring in accounting and business administration must satisfy all requirements for both majors.

A **minor in accounting** consists of 25 quarter hours of ACCT courses.

Internships are recommended; students planning to pursue an internship are recommended to take Business Administration 380 (Transition to the Work Force).

The accounting major may qualify the student to work professionally in CPA firms in tax or auditing, general accounting, government positions, corporate positions, and to apply for graduate study.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.



## ***Accounting Courses (ACCT)***

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### **ACCT 200 FINANCIAL ACCOUNTING**

**5 hrs**

The first course designed for students to become knowledgeable about the principles of recording, classifying and presenting financial data. *Prereq: MATH 115 and proficiency in computer usage.*

### **ACCT 210 MANAGERIAL ACCOUNTING**

**5 hrs**

The second introductory course emphasizing the use of accounting for making decisions in the managerial environment. *Prereq: ACCT 200.*

### **ACCT 310 TAXES**

**5 hrs**

A study of individual tax law including the topics of gross income, deductions and losses, property transactions, tax status and determination, depreciation and basic tax research. The class has an optional service learning component. *Prereq: ACCT 210.*

### **ACCT 330 ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS**

**5 hrs**

Study of the procedures, practices, and concepts of accounting information systems with management and control implications. Emphasis on the part played by management information systems and their relationship with accounting information systems. *Prereq: ACCT 210.*

### **ACCT 350 COST ACCOUNTING**

**5 hrs**

An exposure to cost accounting concepts, the measurement and accumulation of costs and cost-based decision making. *Prereq: ACCT 210.*

### **ACCT 370 INTERMEDIATE ACCOUNTING I**

**5 hrs**

Application of accounting techniques and theory to recording and reporting of financial data. Emphasis is on the accounting cycle, current assets, plant assets, the conceptual framework, and financial statements. *Prereq: ACCT 210.*

### **ACCT 380 INTERMEDIATE ACCOUNTING II**

**5 hrs**

Continuation of Accounting 370 with emphasis on intangible assets, investments, current liabilities, long-term liabilities, stockholder equity, earnings per share and income determination. *Prereq: ACCT 370.*

### **ACCT 385 INTERMEDIATE ACCOUNTING III**

**5 hrs**

Continuation of Accounting 370 and 380. Emphasis on current accounting controversies, pension and lease accounting, accounting for deferred taxes, reporting and disclosure issues. *Prereq: ACCT 380.*

### **ACCT 410 ADVANCED TAXES**

**5 hrs**

A study of advanced tax topics relating to corporations, partnerships, and nonprofit entities. Tax planning and research are emphasized. A service learning component is required. *Prereq: ACCT 310.*

### **ACCT 420 AUDITING**

**5 hrs**

A study of the independent auditing function, professional ethics, legal liability, generally accepted auditing principles, and audit reporting. *Prereq: ACCT 385.*

### **ACCT 430 ADVANCED AND GOVERNMENTAL ACCOUNTING**

**5 hrs**

A study of the process of consolidation of financial statements for companies that have been involved in merger and acquisition activity. Additionally, partnership accounting, foreign translation, and governmental accounting will be covered *Prereq: ACCT 385.*

### **ACCT 490 INTERNSHIP**

**1-15 hrs**

Experience with an organization that offers an exposure to accounting practices. Students may design their own internship experience within departmental guidelines. Open to juniors and



seniors with better than average academic performance. Credit cannot count toward satisfying the minimum number of courses required for the major or minor.

### **ACCT 499 SEMINAR-ACCOUNTING TOPICS**

**1-5 hrs**

Study of topics related to accounting practice or theory.

## **BUSINESS ADMINISTRATION**

The **major in business administration** consists of 12 or 13 required courses and either four business administration elective courses or a concentration described below. The required courses are: Accounting 200, 210; Business Administration 300, 310, 340, 370 and one of the following: 440, 450, 470, or 480; Economics 210, 220 to complete the curriculum core; Mathematics 230; Communication 100 or 280; English 335; and Mathematics 260. (Mathematics 260 applies to Bachelor of Arts degree candidates only.)

The department offers four concentrations which provide some degree of specialization. The concentration is not required, but emphasizes an important functional area of business administration. Students choosing to complete a concentration are required to complete four of the electives shown in the respective areas below.

1. *Finance Concentration:* Business Administration 420, 450, 460, Economics 380 and Accounting 310. Note: If a student selects Business Administration 450 as part of the core curriculum, that course cannot be counted towards the concentration. A minor in Accounting is highly recommended.

2. *International Business Concentration:* Business Administration 370, 375, 385, 470, Economics 320 and 440. Note: If a student selects Business Administration 470 as part of the core requirement, that course cannot be counted towards the concentration. Three terms of a foreign language are recommended, i.e., an additional course beyond the current 110 level to meet the College foreign language requirement for the Bachelor of Arts degree.

3. *Management Concentration:* Business Administration 320, 330, 385, 415, 499 and Economics 360.

4. *Marketing Concentration:* Business Administration 365, 375, 410, 430 and 440. Note: If a student selects Business Administration 440 as part of the core requirement, that course cannot be counted towards the concentration. A minor in psychology or public relations is recommended.

Those students preparing for an MBA program of study should consider completing Mathematics 170 and 180.

A double major in business administration and accounting or economics must satisfy all requirements for both majors.

A **minor in business administration** consists of 30 credit hours of business courses. One economics course and two accounting courses may be counted toward the minor. A general administrative minor that may complement other majors would consist of the recommended courses of Accounting 200, 210; Economics 210; and Business Administration 300, 310, and 340.

Students planning to pursue an internship are recommended to take Business Administration 380 (Transition to the Work Force).

A business administration degree may qualify the student to work professionally in both individual and corporate consulting, government consulting, government positions, corporate management positions, sales, marketing, finance, advertising, human resource management and to apply for graduate study.

**Real Estate courses** are offered in the evening that lead to the Graduate Realtor Institute Certification.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.



## ***Business Administration Courses (BADM)***

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### **BADM 230 PRINCIPLES AND PRACTICES OF REAL ESTATE**

**2 hrs**

An introduction to the profession of real estate as practiced in Ohio. Includes historical overview and a study of real estate values, markets, legal aspects, financing, tax factors and brokerage. *This is one of four required courses for real estate certification in Ohio.*

### **BADM 240 REAL ESTATE LAW**

**2 hrs**

A survey of real estate law effective in Ohio. Includes a survey of law dealing with licensing, titles, deeds, federal and state taxation, mortgages, contracts, zoning and civil rights. *This is one of four required courses for real estate certification in Ohio.*

### **BADM 250 REAL ESTATE APPRAISAL**

**2 hrs**

Methods of appraising residential property. Required for licensing and GRI certification. *This is one of four required courses for real estate certification in Ohio.*

### **BADM 260 REAL ESTATE FINANCE**

**2 hrs**

Methods of financing residential and commercial property. Required for licensing and GRI certification. *This is one of four required courses for real estate certification in Ohio.*

### **BADM 300 PRINCIPLES OF MANAGEMENT**

**5 hrs**

Exploration of management principles based upon managerial experience and behavioral science concepts. *Prereq: ECON 210.*

### **BADM 310 PRINCIPLES OF MARKETING**

**5 hrs**

Presents fundamental management strategies in the marketing of consumer and industrial products and services: target market selection and product, pricing, distribution and promotion strategies. *Prereq: ECON 210.*

### **BADM 320 PERSONNEL AND HUMAN RESOURCES MANAGEMENT**

**5 hrs**

Study of contemporary topics and procedures of personnel administration. *Prereq: BADM 300.*

### **BADM 330 OPERATIONS MANAGEMENT**

**5 hrs**

A study of production and service systems. Topics include forecasting, quality control, inventory decisions, production planning and scheduling, capacity planning, job design and work measurement. *Prereq: BADM 300 and MATH 230.*

### **BADM 340 BUSINESS FINANCE**

**5 hrs**

Students will gain an appreciation of the role of financial markets and institutions in our economy as well as an introduction to the responsibilities, concerns and methods of analysis employed by corporate financial managers. *Prereq: ACCT 210, ECON 210 and MATH 230.*

### **BADM 350 BUSINESS LAW**

**5 hrs**

A study of the legal aspects of business. Emphasis will be placed on the uniform commercial code dealing with obligations and contracts, agency, sales and negotiable instruments.

### **BADM 365 SALES MANAGEMENT**

**5 hrs**

This is an elective course for those interested in sales force management. This course will focus on the activities and problems of the sales manager. Subjects include organizing the sales force, recruiting, training, compensation and motivating the sales force, forecasting and territory design. *Prereq: BADM 310.*

### **BADM 370 INTERNATIONAL BUSINESS AND ECONOMICS**

**5 hrs**

A study of international economic relations, the theoretical basis of trade and financial policy, and the operation of enterprise in the international environment. *Prereq: ECON 210 and 220.*



**BADM 375 INTERNATIONAL MARKETING****5 hrs**

The course focuses on the basic concepts of international marketing and marketing management, as well as the global environments the marketer must consider. Specific topics include: export and import operations, marketing mix, the type of entry and the use of intermedia. *Prereq: BADM 310 or 370.*

**BADM 380 TRANSITION TO THE WORK FORCE****2 hrs**

Designed as a preparation for the transition to the business workplace. The course will provide students with a solid background in future career development. The following topics will be covered: resume and cover letter writing, interviewing, career planning, researching careers and employers, on-line job searches, portfolio development, preparation for graduate school, and other related topics. Emphasis will be on training for successful internship and career placement. The course will rely on speakers from the business community to achieve its objectives. *Prereq: Junior or senior level standing or permission of instructor.*

**BADM 385 INTERNATIONAL COMPARATIVE MANAGEMENT****5 hrs**

This course will emphasize cross-cultural management analysis by contrasting the different managerial approaches and styles that are used throughout the world. Human resource management and labor-management concerns are examined so that the international business firm may determine how best to maximize its effectiveness. *Prereq: BADM 370.*

**BADM 410 RETAILING MANAGEMENT****5 hrs**

A study of retailing practices and the role of the retailing organization in the channel of distribution. Particular emphasis on the management aspects of retailing: pricing, inventory control, personnel policies, and merchandising strategy. *Prereq: BADM 310.*

**BADM 415 TRAINING AND DEVELOPMENT****5 hrs**

Analysis of training and development topics and training design. Instruction will emphasize learning principles, the relationship between training and other human resource functions, needs assessment, orientation, training methods, team training, the evaluation of training, the utility of training, and development practices. Questions of how ethics, diversity, and discrimination influence this human resource function will also be stressed. *Prereq: BADM 320.*

**BADM 420 CORPORATE FINANCE****5 hrs**

A study of advanced topics in financial management including working capital management, planning and control, effects of investment and financial policy on stockholder wealth, capital budgeting, cost of capital, dividend policy, debt policy, leasing policy, mergers and acquisitions, international finance. *Prereq: BADM 340.*

**BADM 430 ADVERTISING AND PROMOTION****5 hrs**

The role of advertising, publicity and public relations, personal selling, sales promotion and direct marketing in the comprehensive marketing program of an organization. Each topic will focus on the methods and underlying behavioral theories. *Prereq: BADM 310.*

**BADM 440 MARKETING ANALYSIS AND PLANNING****5 hrs**

Case studies of marketing strategies for profit and nonprofit organizations. *Prereq: BADM 310 and MATH 230.*

**BADM 450 FINANCIAL PLANNING THEORY****5 hrs**

An advanced course in finance that deals with the application of financial theory to business decision-making. Financial models are applied to case studies. *Prereq: BADM 340 and 420.*

**BADM 460 INVESTMENTS ANALYSIS****5 hrs**

Provides a conceptual and analytic framework for portfolio management from the viewpoint of the investor. *Prereq: BADM 340.*



**BADM 470 INTERNATIONAL BUSINESS POLICY AND STRATEGY** 5 hrs  
This course will cover the formulation and implementation of multinational business strategy. Major concepts include: environmental scanning, planning location strategies, entry and ownership strategies, technology transfer, intracompany lineage and research. *Prereq: BADM 370.*

**BADM 480 BUSINESS POLICY** 5 hrs  
Analysis of major policy decisions in the context of the entire business entity. Instruction will emphasize the interrelationships of the organizations's major functions—marketing, operations and finance. The course will stress the integration of knowledge and analytical skills acquired from other business courses. Questions of social responsibility, ethics, and personal attitudes will be raised and discussed in the context of actual cases. *Prereq: All the core curriculum requirements.*

**BADM 490 INTERNSHIP** 1-15 hrs  
Experience with an organization that offers an exposure to business practices. Students may design their own internship experience within departmental guidelines. Open to juniors and seniors with better than average academic performance. Credit cannot count toward satisfying the minimum number of courses required for the concentration, major or minor.

**BADM 499 SEMINAR IN BUSINESS PRACTICE** 2-5 hrs  
Special topics that offer in-depth study of some aspects of business. Small business management, organizational behavior, sales, total quality management, industry analysis, or others based on student-instructor interest. *Senior standing required.*

## **ECONOMICS**

A **major in economics** consists of Economics 210, 220, 310, 320; Accounting 200; and Business Administration 300, 310 to complete the curriculum core; Mathematics 230; Communication 280; English 335; and Mathematics 260. (Mathematics 260 applies to Bachelor of Arts degree candidates only.) Twenty quarter hours of elective economics courses are required to complete the major. Students planning to pursue graduate study in economics should, as a minimum, complete eight economics courses and Mathematics 170, 180.

A **minor in economics** consists of Economics 210, 220, 310, 320 and at least 5 quarter hours of additional economics courses. A business administration or accounting major who pursues a minor in economics cannot count a specific economics course for both the major and minor program.

Students planning to pursue an internship are recommended to take Business Administration 380 (Transition to the Work Force).

An economics degree may qualify the student to work professionally in positions in government, the business community, nonprofit firms, domestic and international consulting, and to apply for graduate study.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Economics Courses (ECON)***

**ECON 210 PRINCIPLES OF ECONOMICS-MICRO** 5 hrs  
An introduction to the economic decision making processes of household, business and governmental organizations, with emphasis on price determination, income distribution and the productivity of economic factors. *Prereq: MATH 115.*

**ECON 220 PRINCIPLES OF ECONOMICS-MACRO** 5 hrs  
An introduction to the economic decisions at the societal-national level. Emphasis on income determination, employment, fiscal and monetary policies. *Prereq: MATH 115.*



**ECON 310 INTERMEDIATE MICROECONOMIC ANALYSIS****5 hrs**

A detailed analysis of consumers and individual firms in different market situations with major emphasis on price information, product function, resource allocation and distribution theory. *Prereq: ECON 210 and 220.*

**ECON 320 INTERMEDIATE MACROECONOMIC ANALYSIS****5 hrs**

An exploration of Keynesian, Post-Keynesian and Monetarist interpretation of national economic problems. *Prereq: ECON 210 and 220.*

**ECON 350 COMPARATIVE ECONOMIC SYSTEMS****5 hrs**

Examination of political-economic-social systems such as Capitalism, Socialism, Communism. Emphasis on the nature of institutions and processes that develop under each system to support human welfare. *Prereq: ECON 210 and 220.*

**ECON 360 LABOR ECONOMICS AND INDUSTRIAL RELATIONS****5 hrs**

Examination of economic decisions concerning the allocation of labor resources in the firm and the functioning of labor markets. Issues of collective bargaining and government programs to stimulate employment are discussed. *Prereq: ECON 210 and 220 or permission of instructor.*

**ECON 370 INTERNATIONAL BUSINESS AND ECONOMICS****5 hrs**

A study of international economic relations, the theoretical basis of trade and financial policy, and the operation of enterprise in the international environment. *Prereq: ECON 210 and 220 or permission of instructor.*

**ECON 380 MONEY AND BANKING****5 hrs**

A study of the organization, operation and economic significance of U.S. monetary and banking systems with special reference to current conditions and problems. *Prereq: ECON 210 and 220.*

**ECON 420 CURRENT ECONOMIC ISSUES****5 hrs**

An analytical examination of current economic issues with a focus toward microeconomics and industry evaluation. Government policy focus is included. Students will look at both sides of economic policy issues. *Prereq: ECON 210 and 220 or permission of instructor.*

**ECON 440 ECONOMIC DEVELOPMENT AND GROWTH****5 hrs**

A study of the forces and institutions affecting the Third World countries, including an examination of the leading economic development theories. *Prereq: ECON 210 and 220 or permission of instructor.*

**ECON 490 INTERNSHIP****1-15 hrs**

Experience with an organization that offers an exposure to economic concepts and practices. Students may design their own internship experience within departmental guidelines. Open to juniors and seniors with better than average academic performance. Credit cannot count toward satisfying the minimum number of courses required for the major or minor.

**ECON 499 SEMINAR****2-5 hrs**

Special Topics/Independent Study projects in economics.

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## **BUSINESS/ORGANIZATIONAL COMMUNICATION**

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See description of Business/Organizational Communication major under Department of Communication.



# CHEMISTRY

Jenkins (chairperson), Johnston, Place, Yang.

## Mission and Programs

The Chemistry Department consists of four full-time faculty and two part-time faculty members. The department seeks to provide a program that prepares students for professional work in chemistry in accordance with the American Chemical Society (ACS) guidelines. The department also provides support courses to Physics, Life Sciences, and Nursing majors and seeks to make chemistry accessible to liberal arts students and to raise the level of scientific literacy, in part by participation in the Integrative Studies program.

The department offers a major with three different concentrations: an "ACS-Certified" concentration, appropriate for those pursuing graduate school and/or a career in chemistry, a Health Sciences concentration, and a Basic concentration, as well as a minor. The department also administers internships in some chemical research locations. We offer the only evening Chemistry major in the central Ohio area.

The program in Chemistry meets the undergraduate professional standards of and is approved by the American Chemical Society.

A **major in Chemistry** can be met by completing any of the following three concentrations plus Mathematics 170, 180 and Physics 140, 150, 160. English 335 — Technical and Report Writing is recommended.

**American Chemical Society Certified Chemistry Concentration** (appropriate for careers in Chemistry or graduate school preparation): Minimum requirement: 62 quarter hours including Chemistry 140/141, 150/151, 160/161, 240/241, 250/251, 260/261, 270, 280, 340/341, 350/351, 380, 400 and the nine remaining quarter hours elected from 390 or 400 level courses in Chemistry. Internship credit does not count toward the minimum requirement. No more than four quarter hours of research (390) can count toward a major. Mathematics 190 is also required.

**Health Sciences Chemistry Concentration** (appropriate for careers in medicine, dentistry, optometry, veterinary medicine, etc.): Minimum requirement: 47 quarter hours including Chemistry 140/141, 150/151, 160/161, 240/241, 250/251, 260/261, 280, 340/341 (or 350/351), 400, 450, 460 and 4 remaining quarter hours elected from 270 or 300/400 level courses in Chemistry.

**Basic Chemistry Concentration:** Minimum requirement: 48 quarter hours including Chemistry 140/141, 150/151, 160/161, 240/241, 250/251, 260/261, 270, 280, 340/341 (or 350/351), 400 and the six remaining quarter hours elected from 300/400 level courses in Chemistry.

A **minor in Chemistry** (29 quarter hours) is fulfilled by Chemistry 140/141, 150/151, 160/161, 240/241, 250/251, 260/261 and 280.

Requirements for students seeking **secondary teacher certification in Chemistry** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## Program Outcome

Completion of the appropriate concentration described above prepares students for **post-graduate study** in the various subfields of chemistry (analytical, bio-, inorganic, organic, physical and polymer chemistry) and chemical engineering, **health-related professional programs** (medicine, dentistry, optometry, etc.), **employment** as chemists in a wide variety of industrial and government research laboratories, and high school-level **teaching**. The program's technical content and problem-solving approach to learning may serve to prepare some students for careers in **other fields** such as law (intellectual property), business (marketing, sales), and information science.



## **Chemistry Courses (CHEM)**

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### **CHEM 110 SURVEY OF GENERAL CHEMISTRY**

**5 hrs**

*Lecture and laboratory*

A study of atoms, energy, bonding, reactions, equations, and calculations. *Prereq: One year of high school algebra and chemistry or permission of the instructor.*

### **CHEM 220 SURVEY OF BIO-ORGANIC CHEMISTRY**

**6 hrs**

*Lecture and recitation*

An overview of major reactions of organic functional groups, followed by an examination of these reactions in the context of biochemistry. The structure and metabolism of carbohydrates, proteins, lipids, and nucleic acids are explored. *Prereq: CHEM 110.*

*Note:* Chemistry 110 and 220 do not count toward a Chemistry major or minor.

### **CHEM 140 GENERAL CHEMISTRY I**

**3 hrs**

The first course in a three quarter series to introduce basic concepts of chemistry to students majoring in science. Emphasis on problem solving and developing scientific thought processes. Course content includes atomic properties, reaction calculations, stoichiometry, gas laws, and reaction types such as acid-base and redox. *Prereq: One year of high school chemistry or CHEM 110. Coreq: MATH 115 or 120.*

### **CHEM 141 GENERAL CHEMISTRY I LABORATORY**

**1 hr**

The laboratory is designed to reinforce concepts from lecture and develop experimental skills. Experiments include measurements of physical and chemical properties of matter. *Coreq: CHEM 140.*

### **CHEM 150 GENERAL CHEMISTRY II**

**3 hrs**

Continuation of Chemistry 140. Course content includes the structure of atoms and molecules, intra- and intermolecular forces, energy relationships, solutions and gaseous equilibria. *Prereq: CHEM 140. Coreq: MATH 116 or 120.*

### **CHEM 151 GENERAL CHEMISTRY II LABORATORY**

**1 hr**

Continuation of Chemistry 141. Qualitative, quantitative, and computer-based experiments are performed which support the concepts covered in lecture. *Prereq: CHEM 141.*

### **CHEM 160 GENERAL CHEMISTRY III**

**3 hrs**

Continuation of Chemistry 150. Inorganic and analytical topics include acid-base equilibria, solubility and complex ion formation, electron transfer reactions, and an introduction to main-group and transition element chemistry. *Prereq: CHEM 150.*

### **CHEM 161 GENERAL CHEMISTRY III LABORATORY**

**1 hr**

Continuation of Chemistry 151, with emphasis on inorganic synthesis, equilibrium studies, and qualitative analysis. *Prereq: CHEM 151.*

### **CHEM 240 ORGANIC CHEMISTRY I**

**3 hrs**

Structure, reactivity, and synthesis of carbon-containing compounds. The problem-solving approach emphasizes the correlation of reaction mechanism with modern structural theory. Topics include the nature of bonding, stereochemistry, alkanes, alkenes, and alkynes. *Prereq: CHEM 160.*

### **CHEM 241 ORGANIC CHEMISTRY I LABORATORY**

**1 hr**

Experimental techniques are introduced in the laboratory through isolation of natural products, preparation of representative functional compounds, and multistep synthesis of complex molecules. *Prereq: CHEM 161; Coreq: CHEM 240.*



**CHEM 250 ORGANIC CHEMISTRY II****3 hrs**

Continuation of Chemistry 240, including a discussion of spectroscopy, aromaticity, alkyl halides, alcohols, ethers, aldehydes and ketones. *Prereq: CHEM 240.*

**CHEM 251 ORGANIC CHEMISTRY II LABORATORY****1 hr**

Continuation of Chemistry 241. *Prereq: CHEM 241.*

**CHEM 260 ORGANIC CHEMISTRY III****3 hrs**

Continuation of Chemistry 250, including a discussion of carboxylic acids and their derivatives, carbonyl condensation reactions, amines, and polymers. *Prereq: CHEM 250.*

**CHEM 261 ORGANIC CHEMISTRY III LABORATORY****1 hr**

Continuation of Chemistry 251, emphasizing classical and modern qualitative analysis. *Prereq: CHEM 251.*

**CHEM 270 INORGANIC CHEMISTRY****5 hrs**

*Lecture and laboratory*

Survey of the properties and reactivity of main group and transition metal elements. Topics include atomic structure and bonding theory, introduction to molecular orbital theory, acid-base theories, inorganic nomenclature, coordination chemistry, periodic properties of the elements, and basic organometallic chemistry. Includes laboratory. *Prereq: CHEM 160 and 161.*

**CHEM 280 ANALYTICAL CHEMISTRY****5 hrs**

*Lecture and laboratory*

A cornerstone course for developing skills in scientific measurement, analysis, and report writing, designed to train students in quantitative skills using statistical data analysis and computer programs, with an emphasis on spreadsheet computations. Basic skills in volumetric and potentiometric titrations, spectrophotometric analyses, and modern gas chromatographic separation techniques are taught. Three lectures, one 1-hr computer lab, and one 4-hr lab per week. *Prereq: CHEM 160 and 161.*

**CHEM 340 PHYSICAL CHEMISTRY I****5 hrs**

Theory and applications of molecular motion, kinetics, quantum theory, bonding, and spectroscopy. *Prereq: MATH 180 and PHYS 160. Coreq: CHEM 280 or permission of instructor.*

**CHEM 341 PHYSICAL CHEMISTRY I LABORATORY****1 hr**

Theory and applications of kinetics and bonding principles using spectroscopic instrumentation. *Coreq: CHEM 340.*

**CHEM 350 PHYSICAL CHEMISTRY II****4 hrs**

Continuation of Chemistry 360. Theory and application of thermodynamics and statistical mechanics. *Prereq: MATH 180 and PHYS 160, or permission of instructor.*

**CHEM 351 PHYSICAL CHEMISTRY II LABORATORY****2 hrs**

Theory and applications of gas phase and thermodynamic quantitative measurements. *Coreq: CHEM 350.*

**CHEM 380 INSTRUMENTAL ANALYSIS****5 hrs**

*Lecture and laboratory*

A study of the theory and applications of modern chemical instrumentation. Includes UV-VIS, FT-IR, FT-NMR, atomic absorption spectroscopy, gas and liquid chromatography, electroanalytical techniques and computer interfacing. Ability to use computer spreadsheet programs and knowledge of basic statistical analysis are assumed. Emphasis is placed on real life sample analyses and on ability to design appropriate experiments. *Prereq: CHEM 280 and 340.*

**CHEM 390 INDEPENDENT STUDY****1-4 hrs**

A student undertakes a research problem with the consent of a staff member and, if repeated, may receive up to 4 hrs of credit. *Prereq: CHEM 261 or 341.*



**CHEM 400 SEMINAR****2 hrs**

An introduction to on-line searching of the chemical literature, followed by oral presentations, a term paper on a specific topic, and periodic guest lectures. Taken each term in the senior year. *Prereq: CHEM 340.*

**CHEM 410 POLYMER CHEMISTRY****3 hrs**

An introduction to polymer science including monomer and polymer syntheses, polymerization kinetics, molecular weight distribution, and physical properties including thermal, viscoelastic properties, solubilities, and miscibilities. Polymer molecular modeling will be introduced to predict physical properties of polymers built in the modeling program as an alternative to a laboratory module. *Prereq: CHEM 260 and 340 or 350, or permission of the instructor.*

**CHEM 440 ADVANCED ORGANIC CHEMISTRY****3 hrs**

Advanced reaction mechanisms, kinetics, structure-reactivity relationships, orbital symmetry considerations, and newer synthetic methods are presented. *Prereq: CHEM 260 and 340.*

**CHEM 450 BIOCHEMISTRY I****3 hrs**

A discussion of the general physical and chemical properties of amino acids, proteins (including enzymes), carbohydrates, and nucleic acids, with an emphasis on structure-reactivity correlations and reaction mechanisms. *Prereq: CHEM 260.*

**CHEM 460 BIOCHEMISTRY II****3 hrs**

Continuation of Chemistry 450, including an analysis of intermediary metabolism and other important biological reactions from an organic chemistry multifunctional group perspective. *Prereq: CHEM 450.*

**CHEM 470 ADVANCED INORGANIC CHEMISTRY****3 hrs**

In depth treatment of advanced topics in inorganic chemistry, including quantum theory, group-theory, advanced bonding theory, electronic spectra, magnetism, organotransition metal chemistry, bioinorganic chemistry, catalysis, and an introduction to band-theory in solids. *Prereq: CHEM 270 and 340.*

**CHEM 480 SPECIAL TOPICS****2-4 hrs**

Topics not included in the regular curriculum. *Prereq: depends on the specific topic.*

**CHEM 490 INTERNSHIP****1-15 hrs**

Employment experience off-campus. Approved, arranged and administered by the department. Not applicable as credit for the major.

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## COMMUNICATION

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Reynolds (chairperson), Bellinger, Buckles, Ludlum, Mason, Millsap, Sabbath, Shively, Weispfenning

### **Mission and Programs**

The Department of Communication consists of nine full-time faculty members and defines its mission as: (1) to support the general education of all students; (2) to support pre-professional and pre-graduate education for majors; (3) to provide service to other departments via course and activity offerings; and (4) to serve as advocates and representatives of the communication discipline on campus and as representatives of the College to the discipline.

The department sponsors majors in broadcasting, speech communication, organizational communication, journalism and public relations, and minors in broadcasting, speech communication, journalism and public relations; the public relations major is offered in the evening and the organizational communication major is offered in both evening and weekend programs. The department also provides required courses for several majors and sponsors co-curricular activities.



## **Communication Related Activities**

**Communication**—Awards are available to students planning a major in communication, broadcasting, organizational communication, journalism or public relations. Awards are based upon high school record, test scores, communication-related activities and completion of an essay. To be eligible for consideration, a student must be accepted to Otterbein. For information, please write: Chairperson, Department of Communication, Otterbein College, Westerville, Ohio 43081. (614-823-1753)

**Newspaper**—The College newspaper, *The Tan and Cardinal*, is published by a student staff each week during the academic year except during the summer term.

**Public Relations**—Otterbein sponsors a chapter of the Public Relations Student Society of America (PRSSA), a national, pre-professional organization for students interested in public relations. The Otterbein College Chapter sponsors a variety of speakers and workshops and a student-managed public relations agency. In addition, members of PRSSA are eligible for scholarships sponsored by the Public Relations Society of America, receive reduced rates at professional luncheons and workshops and may attend national and district conferences of PRSSA.

**Radio**—WOBN-FM, the student-run radio station, is under the direction of the Department of Communication. WOBN also offers co-curricular opportunities for students majoring in business administration, journalism, visual arts and other related disciplines. The station broadcasts 17 hours a day during the academic year, featuring a contemporary music format, Otterbein College sporting events and Westerville area news and public affairs.

**Television**—WOCC-TV 3 provides programming for Westerville and Otterbein College via cable channel 3. Programming includes public affairs, entertainment, education and sports. By participation, the student has the opportunity for a hands-on learning experience. This includes camera, graphics, audio operation, production and direction, as well as management. The day-to-day operation of an on-air cable television station provides a practical addition to classroom instruction.

**Forensics**—Otterbein is a member of the Ohio Forensics Association, American Forensic Association, National Forensic Association, and Pi Kappa Delta, a national forensics honorary. Students compete in debate tournaments and individual events (public speaking, oral interpretation and extemporaneous speaking) tournaments which provide travel opportunities to both local and out-of-state contests.

**Organizational Communication**—Otterbein sponsors a Student Division of ASTD (American Society for Training and Development), a national organization whose Central Ohio Chapter is located in Columbus. ASTD student members meet bi-weekly on campus and receive reduced rates on national and local memberships and at the monthly Central Ohio Chapter meetings. Student Division members develop their own programming, including guest speakers, on-site visits, and fund raising events to enhance their knowledge and experience in the areas of organizational training and human resource development, with specific emphasis on the practical application of oral and written communication in organizational cultures.

## **Majors and Requirements**

A **speech communication major** consists of 45 quarter hours: Communication 100, 200, 305, 330, 360, 499, and at least three of the following: Communication 120 or 180; Communication 335, 380, 391, 491; Mass Communication 230.

A **broadcasting major** consists of a total of 57 quarter hours, distributed between required and elective courses. Required courses are: Communication 100, 200, 305, and 499; Mass Communication 110, 115, 140.10, 140.20, 230, 450; and Journalism 160. Electives include: Mass Communication 130, 320, 340, 365, 391, 410 and 491, or one of the following: Communication 335 or 380, Business Administration 300 or 310, Journalism 260 or Art 150.

An **organizational communication major** consists of 55 quarter hours, distributed between required and elective courses. Required courses are: Communication 100, 180, 200, 285, 305, 380, 499; Economics 210 and Business Administration 300. Electives include 10 hours from the following: Business Administration 310, 320, 415; Math 230; Psychology 240; Sociology 290; Communication 250, 335, 362, 480; Journalism 160 or English 335.

A **public relations major** consists of 77 quarter hours, distributed between required and elective courses. Required courses are: Communication 100, 200, 215, 305, 310, 335, 370, 400,



499; Journalism 160, 260, 265; 3 hours in Journalism 240 *or* Communication 370; Economics 210; Business Administration 310. Electives include 10 hours from the following: Communication 380, 415; Journalism 360, 365; Business Administration 430; Art 110, 150.

A **journalism major** consists of 69 quarter hours. Required courses are Communication 100, 200, 305, 499; Journalism 160, 165, 240 (1-5 hours), 260, 265, 340 (at least 1 hour), 360, 365, 490 (5-15 hours); and Mass Communication 230, 410. Electives include at least 5 hours from among Art 110, 150, 380; Communication 215, 250, 310; and Mass Communication 340.

A **minor in speech communication** consists of Communication 100 and 200, and 15 additional hours in Communication courses, at least 10 of which must be at the 300 level or above.

A **minor in broadcasting** consists of 25 hours selected from courses in the broadcasting major. Required are: Mass Communication 110, 140.10, 140.20, and 115, and at least three of the following: Mass Communication 130, 140, 230, 320, 340, 365, 410, or 450. The student should consult with a broadcast adviser in constructing the minor.

A **minor in public relations** consists of Communication 215, 310, 400; Journalism 160, 260; Communication 100 or 280.

A **minor in journalism** consists of Journalism 160, 165, 260, 360; Mass Communication 230, 410; and at least 2 hours from Journalism 240 and/or 340.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Program Outcomes***

**Broadcasting:** This program of study qualifies students to seek careers in electronic media/radio-television broadcasting, and/or non-broadcast video or to apply for graduate study in mass communication, electronic media/radio-television broadcasting.

**Journalism:** This program of study qualifies students to seek careers in the field of journalism, or to pursue graduate study in Journalism/Mass Communication.

**Organizational Communication:** This program of study prepares students for graduate study in Organizational and other communication-related disciplines. This program may also qualify students to seek a variety of communication careers in a wide variety of for-profit and not-for-profit businesses.

**Public Relations:** This program of study qualifies students to seek careers in the public relations field for both for-profit and not-for-profit organizations, enter other related communication professions, or pursue graduate study in communication or related disciplines.

**Speech Communication:** This Liberal Arts program of study prepares the student to pursue graduate study in communication-related disciplines. This program may also prepare students to seek a variety of professional careers including broadcasting, social and human services, and government/politics.

## ***Communication Courses (COMM)***

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### **COMM 100 FUNDAMENTALS OF PUBLIC SPEAKING**

**5 hrs**

Study and practice of the process of oral communication, its nature, background and performance. Realistic practice-speaking situations deal with subject matter of concern in our modern world. *Required of all students in the teacher education program. A special section for communication majors is offered in the spring.*

### **COMM 120 SMALL GROUP COMMUNICATION**

**5 hrs**

The nature of the small group, problem-solving process. The student is given opportunities to practice participating in and leading discussion activities chosen from real-life situations.

### **COMM 140 COMMUNICATION ACTIVITIES SEMINAR**

**1 hr**

Individual and group instruction and participation in supervised creative activities. May be repeated for credit; not to exceed six credit hours.



## **COMM 140.30 DEBATE**

## **COMM 140.40 INDIVIDUAL EVENTS**

### **COMM 170 ORAL INTERPRETATION**

**3 hrs (alt. yrs.)**

Study in the theory and technique of the oral presentation of literature, including interpretation of text. Students will analyze and present selections from the three literary genres (prose, poetry and drama).

### **COMM 180 INTERPERSONAL COMMUNICATION**

**5 hrs**

An introductory course which focuses on communication in informal and formal face-to-face settings (e.g., conversation, counseling, interviewing). Topics include self-concept and self-disclosure, perception of others, verbal and nonverbal messages, communication in relationships, and strategies for conflict resolution.

### **COMM 200 INTRODUCTION TO HUMAN COMMUNICATION**

**5 hrs**

An introduction to the theory-building process and important theories and perspectives of human communication. *Prereq: COMM 100 or 280, sophomore standing.*

### **COMM 215 PRINCIPLES OF PUBLIC RELATIONS**

**3 hrs**

An introduction to the field of public relations, including the nature and responsibilities of public relations, and an overview of the public relations process in organizations and society. *Open to sophomores, juniors and seniors only.*

### **COMM 250 PRINCIPLES OF INTERVIEWING**

**5 hrs**

Study and practice of the interview process, discovery and understanding of principles for more effective interviewing and guided practice in application of such principles. Experiences in interview preparation, process and evaluation are combined with observation, analysis and critiques of self and others. *Prereq: COMM 100 or 180 or 280 or 285.*

### **COMM 280 BUSINESS AND PROFESSIONAL SPEECH**

**5 hrs**

An introduction to oral communication skills with applications to careers in business and professional organizations. Specific skills developed would include: interviewing (both employment and other forms), group discussion and problem-solving methods, listening and presentational speech (with special focus on technical and sales presentations). Content will include: general communication and organizational theory; principles of perception; language and nonverbal communication; and principles/techniques of information transmission and persuasion. *Not open to students who have credit for COMM 100.*

### **COMM 285 COMMUNICATION SKILLS FOR ORGANIZATIONS**

**5 hrs**

A skills development course and general introduction to the organizational communication field of study. Organizational system levels including interpersonal, group and organizational are examined from a human communication perspective. Developing competency in communication practices and techniques at each level is the main emphasis of this course. *Prereq: COMM 100 and COMM 180.*

### **COMM 305 INTERPRETING COMMUNICATION RESEARCH**

**5 hrs**

Introduction to strategies for discovering and interpreting communication research, including experimental, field study, case study, ethnographic and critical methods. *Prereq: COMM 200, junior standing.*

### **COMM 310 PUBLIC RELATIONS TECHNIQUES**

**5 hrs**

An application of basic public relations techniques, tools and theories. Emphasis on planning, executing and evaluating public relations messages. *Prereq: COMM 215 and JOUR 260 or permission of the instructor.*

### **COMM 330 ADVANCED PUBLIC SPEAKING**

**5 hrs (alt. yrs.)**

An advanced course in public speaking skills, with emphasis on content, organization, delivery and style. Includes extensive practice in a variety of speech settings and purposes. *Prereq: COMM 100 or permission of the instructor.*



**COMM 335 PERSUASION****5 hrs**

A study of rhetorical and psychological theories of persuasion, with special attention to motivation and audience factors. Includes application to the development, presentation, analysis and testing of written and oral persuasive messages and persuasive campaigns. *Prereq: Junior standing.*

**COMM 360 ARGUMENTATION AND ADVOCACY****5 hrs**

Study and practice of theories of argument, including the nature of argument, logical proof, organization of argument, standards for evidence and refutation tactics. Application includes formal classroom debates on contemporary issues.

**COMM 361 SEMINAR: THE EMERGING LEADER****5 hrs**

Assesses personality types and thinking styles. Traces influences on one's leadership style and emphasizes the leader's responsibility to share values. Covers models demonstrating leadership problems and covers effective leadership actions and behavior. Guest presentations. *Prereq: 1) application and 2) 45 credit hours and 3 years of full-time work experience with some supervisory experience or permission.*

**COMM 362 SEMINAR: LEADERSHIP CONCEPTS****5 hrs**

Leadership topics covered would include: traits, historical and emerging perspectives, power and influence, culture and metaphor, innovation and creativity, conflict resolution, and decision making. *Prereq: COMM 361 or 380.*

**COMM 363 SEMINAR: PRACTICING LEADERSHIP****3 hrs**

Involves presentations by noted corporate, human services and government leaders. Takes a case study approach involving how practicing leaders operate in their organizations. Applies existing theory covered in the first two courses and attempts to generate new theory. *Prereq: COMM 362 or permission of the instructor.*

**COMM 370 COMMUNICATION PRACTICUM****1 hr**

Experience gained by guided intern work in College departments, such as Communication, College Relations, Student Personnel, Admission and Campus Programming. *Instructor's permission needed for off-campus experience. Repeatable to a maximum of 5 credits.*

**COMM 380 ORGANIZATIONAL COMMUNICATION****5 hrs**

The study of communication patterns and practices which impact organizational life. A case study approach allows students to analyze and critique organizational conditions from various communication perspectives and consider strategies for improvement. *Prereq: COMM 200; and 100, 280 or 285. BADM 300 is recommended.*

**COMM 390 INDEPENDENT STUDY****1-4 hrs**

Individual research problems for qualified students. May be repeated for credit; not to exceed eight hours. Subjects covered may include general speech, broadcasting, public relations and advertising, audiovisual and special communication topics. *Prereq: Sophomore standing and permission of the instructor.*

**COMM 400 PUBLIC RELATIONS CASE STUDIES****5 hrs**

A study of case problems in public relations, with special emphasis on designing and implementing public relations campaigns. The course will study past problems and strategies and also provide the student with the opportunity to analyze and critique effective/ineffective public relations programs. *Prereq: COMM 215 and JOUR 260.*

**COMM 415 PUBLIC RELATIONS RESEARCH,  
PLANNING & STRATEGIES****5 hrs (alt. yrs.)**

The study of public relations research, plan and proposal development, and strategy implementation. Students will become involved in actual research, goal setting and specific strategy development in identifying and planning to meet the public relations needs of an organization. *Prereq: COMM 215 and COMM 310.*



## **COMM 480 CONSULTING IN**

### **ORGANIZATIONAL COMMUNICATION**

**5 hrs (alt. yrs.)**

A course which serves the function of synthesizing the students' knowledge of organizational communication. Opportunities for putting theory into practice are provided through organizational assessments in real world settings. Emphasis is put on the practical application of diagnosis, analysis, recommendations and intervention strategies most closely related to the structure and function of organizational communication. *Prereq: COMM 380 and COMM 305.*

## **COMM 490 COMMUNICATION INTERNSHIP**

**1-15 hrs**

Special internships may be arranged with broadcasting stations and with other institutions, such as banks, social service agencies, advertising agencies, corporations, public relations firms, hospitals, sound studios, etc. *Prereq: Permission of the department.*

## **COMM 499 COMMUNICATION AND SOCIETY (SENIOR CAPSTONE)**

**5 hrs**

A seminar course focusing on the interaction between communication and human societies. *Prereq: COMM 305 and senior standing.*

## **Mass Communication Courses (MCOM)**

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### **MCOM 110 RADIO PRODUCTION**

**5 hrs**

Study and practice in operation of radio station equipment: production of broadcast materials using voice, music and sound effects. Includes a discussion of principles of editing, directing and production criticism. Prepares students for on-air assignments with WOBN.

### **MCOM 115 FUNDAMENTALS OF TELEVISION PRODUCTION**

**5 hrs**

Introductory course in television production theory and techniques. Emphasis on the study of the elements and processes involved in various types of television productions. Performance in roles of the television production team.

### **MCOM 130 RADIO/TELEVISION PERFORMANCE**

**5 hrs**

Study and practice in audio and video performance. Special attention given to news, commercials, and interviewing. Includes work in voice, nonverbal communication, scripting, hand signals and interpretation of copy. *MCOM 110 or 115 recommended.*

### **MCOM 140 MASS COMMUNICATION ACTIVITIES SEMINAR**

**1 hr**

Individual and group instruction and participation in supervised creative activities. May be repeated for credit; not to exceed six credit hours.

#### **MCOM 140.10 RADIO (WOBN FM)**

#### **MCOM 140.20 TELEVISION (WOCC-TV 3)**

### **MCOM 230 MASS MEDIA**

**5 hrs**

A descriptive course dealing with the present nature, influence and impact of various mass media, including newspapers, magazines, radio and television. Special emphasis is placed on the uses, functions and effects of the media, media audiences and research, effects of media messages and future directions of media technology.

### **MCOM 240 BROADCAST MANAGEMENT PRACTICUM**

**1 hr**

Practical experience in media management by serving as administrators for the campus radio and TV stations in areas of programming music, news sports, public service, engineering and public relations. *Prereq: Permission of the department.*

#### **MCOM 240.10 RADIO (WOBN FM) STAFF HEADS**

#### **MCOM 240.20 TELEVISION (WOCC-TV 3) STAFF HEADS**

### **MCOM 320 ADVANCED TELEVISION PRODUCTION**

**5 hrs**

Advanced study of theory and practice in television production. Emphases include: aesthetics, single-camera production theory and techniques, post-production (e.g., editing, computer graphics and sound effects), and advanced studio production techniques. *Prereq: MCOM 115.*



**MCOM 340 BROADCAST NEWS****5 hrs**

The study of news gathering, writing and reporting for broadcast production. News programming and news room practices are examined. Students will gain practical experience with WOBN and WOCC News. *Prereq: JOUR 160.*

**MCOM 365 BROADCAST/CABLE PROGRAMMING****5 hrs**

Study and practice of major principles for radio and television programming, and cable programming strategies. Advanced focus influencing standard and non-mainstream programming operations and media market analysis at the local, national, and international levels. *Prereq: MCOM 230, and MCOM 110 or 115.*

**MCOM 410 MEDIA ETHICS AND REGULATION****3 hrs**

A seminar course which explores issues in media ethics, regulation and law, including the scope of the 1st Amendment; conflicts between free-press and free-trial, obscenity, copyright, etc.; the nature of the regulatory process and social effects of the media. *Prereq: MCOM 230.*

**MCOM 450 CASE STUDIES IN BROADCASTING****5 hrs**

An analytical examination of contemporary issues and problems confronting broadcasters. An emphasis on case studies illustrating the interrelationships in a media operation, and the forces influencing broadcast/cable decision-making. *Required of all broadcast majors. Prereq: MCOM 110, 115, 230 and either 140.10 or 140.20.*

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**Journalism Courses (JOUR)**

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**JOUR 140 NEWSPAPER PRACTICUM (TAN & CARDINAL)****0 credits**

Supervised reporting and writing for the weekly student newspaper. Students attend weekly staff meetings and write stories based on covering campus beats.

**JOUR 160 MEDIA WRITING****5 hrs**

Techniques of journalistic and mass communication writing designed to develop the basic writing skills for the print and broadcast media, including the applications of these skills to public relations writing. *Prereq: typing skills.*

**JOUR 165 ON-LINE SOURCES AND DESIGN****5 hrs**

Techniques for the efficient use and evaluation of essential electronic information sources; includes methods of dissemination of on-line information and principles for creating on-line presentations.

**JOUR 240 NEWSPAPER PRACTICUM****1 hr**

Supervised reporting and writing for the weekly student newspaper. Students attend weekly staff meetings and write stories based on covering campus beats. *Students may take a maximum of five hours and these hours should be taken in consecutive terms. Prereq: JOUR 160 and 260.*

**JOUR 260 NEWS WRITING AND REPORTING****5 hrs**

The principles of newswriting for the print media. *Prereq: JOUR 160.*

**JOUR 265 DESKTOP PUBLISHING****5 hrs**

An introduction to typography and layout in printed journalistic communications, including use of the computer desktop publishing program Pagemaker® Desktop techniques will be used to produce practical publications, including brochures and newsletters. *Prereq: JOUR 160, 165, 240 and 260, or permission of instructor.*

**JOUR 340 PUBLICATION EDITING PRACTICUM****1 hr**

Supervised editorial work for the weekly student newspaper as copy editors, headline writers, layout editors and planners of weekly news coverage. *Students may take up to a maximum of five hours and these hours should be taken in consecutive terms. Prereq: JOUR 260 and 365, or permission of instructor.*



### **JOUR 360 COMPUTER-ASSISTED REPORTING**

**5 hrs**

Study and practice of research methods and writing technique for in-depth reporting on topical issues including public affairs and specialized reporting areas. *Prereq: JOUR 160 and 260.*

### **JOUR 365 ADVANCED PUBLICATION DESIGN**

**5 hrs**

Application of design principles and desktop publishing techniques in the production of a variety of printed communications including newspaper and magazine pages. Includes an introduction to the desktop publishing program QuarkXPress. *Prereq: JOUR 165 and 265.*

### **JOUR 490 INTERNSHIP**

**5-15 hrs**

Practical applications of mass communication theory and skills through a supervised professional writing, editing, or design internship, preferably with a professional newspaper, magazine, or other printed communication. *Prereq: Senior standing or permission of supervising instructor.*

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## **COMPUTER BASED TRAINING**

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Computer based training courses (CBT) which offer students an opportunity to stay abreast of the latest software technology are offered every quarter. Students work at their own pace via PC's located in campus computer laboratories. A laboratory mentor is available for assistance at various times of the week. Courses may be audited or taken for credit. Up to 12 CBT credits may be applied toward a degree program. These will be considered general electives and cannot be used to satisfy requirements in any major. A list of current course offerings may be obtained from the Continuing Studies Office.

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## **COMPUTER SCIENCE**

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See description of Computer Science major under the Department of Mathematics and Computer Sciences.

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## **ECONOMICS**

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See description of Economics major under the Department of Business, Accounting and Economics.

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## **EDUCATION**

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*Fayne (chairperson), Albaugh, Deringer, Knight, McDaniel, Moore, Pettegrew, Robinson, Ryan, E. Smith, M. Smith, Swaim.*

### **Mission and Programs**

The Education Department serves as the professional education unit of Otterbein College. The unit is committed to providing coherent teacher education programs which foster critical reflection within a context of collaborative learning and to building a community of lifelong learners who can respect diverse perspectives, make sound decisions based on complex data, and be responsive to the changing needs of children in our society.

A **major in elementary or kindergarten-primary education** consists of Education 160, 200 or 220, 210, 310 (and 320 for Kindergarten-Primary) 330, 350, 360, 450 and 470. Integrative Studies 130 (or Psychology 100), 160; Communications 100; Physical Education 210; Health Education 250; History 110 or 120; Math 150 and 270; two from Music 270, Art 290, and Education 315; English 295; and two courses in science. Students must complete an academic concentration of at least 30 quarter hours in English/Language Arts, General Science, Mathematics, Mathematics/Technology, Reading/Language Arts, or Social Studies.

Once proposed teacher education and licensure standards are adopted, the unit will offer programs leading to early childhood and middle childhood licensure (pending Ohio Department



of Education approval) in lieu of the elementary and kindergarten-primary certifications. Current *Teacher Education Programs* books will provide specific courses of study.

A student seeking **secondary teaching certification** is required to take Education 160, 200, 210, 360, 370, 380, 410 and 450. (See Education 450 course description for exceptions.) Subject-specific methods seminars and/or courses as well as junior level content-specific field experiences are required. Communications 100, Integrative Studies 130 (or Psychology 100), one course in mathematics and one course in science are also required. See *Teacher Education Programs* book for courses of study in each secondary teaching area. Teaching certificates are offered in Chemistry, Communications Comprehensive, Computer Science, Economics, English, Drama/Theatre, General Science (combined with another science area), Health, History, Life Science, Mathematics, Physics, Physical Education, Political Science (Government), Psychology/Sociology, Social Studies Comprehensive, Speech Communication, and Visual Arts.

Once proposed teacher education and licensure standards are adopted, the unit will offer the adolescent to young adult licensure programs in Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, Life Sciences, and Physical Sciences (pending Ohio Department of Education approval). Current *Teacher Education Programs* books will provide specific courses of study for each licensure area.

Students may pursue **special certification to teach in grades kindergarten through 12** in the following areas: Art, Computer Science, Drama/Theatre, French, Health, Music, Physical Education, Reading and Spanish. Students should consult the *Teacher Education Programs* book for courses of study.

Once proposed teacher education and licensure standards are adopted, the unit will offer multi-age licensure programs (pending Ohio Department of Education approval) in Art, Drama/Theatre, Foreign Language, Health, Music, Physical Education, and Visual Arts. Current *Teacher Education Programs* books will provide specific courses of study for each licensure area.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

Admission to the teacher education program is required and is generally sought during the sophomore year when a student is enrolled in Education 200 or 220. Admission criteria are outlined in the *Teacher Education Programs* book.

## ***Program Outcome***

The programs offered lead to standard four year provisional elementary, secondary, and special (K-12) teaching certificates in Ohio; once proposed teacher education and licensure standards are adopted by the State Board of Education, programs will lead to two year provisional early childhood, middle childhood, adolescence to young adult, and multi-age licenses. Programs are designed to meet performance standards in the ten areas established by the State Board (subject matter, student learning, diversity of learners, planning instruction, instructional strategies, learning environment, communication, assessment, professional development, and student support), to prepare beginning teachers to demonstrate success in each of the ten areas, and to provide a strong, undergraduate foundation for later graduate work.

## ***Education Courses (EDUC)***

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### ***EDUC 160 STUDY OF THE SCHOOL***

**4 hrs**

A study of the school in society, the role of teaching personnel, an analysis of attitudes, values, knowledge, and skills needed for successful teaching and a self-analysis of one's own strengths. A minimum of 70 clock hours of field experience in elementary or secondary schools is included. Five clinical hours are also included. *Teacher candidates must achieve a grade of "C" or better.*

### ***EDUC 170 PHONICS AND THE STRUCTURE OF LANGUAGE***

**5 hrs**

This course is designed to introduce students to the teaching of phonics and grammar in the context of reading, writing, and spelling. Students will learn basic terminology, will apply this



terminology to instruction, and will develop an understanding of and appreciation for the structure and function of language elements. *Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 200 EDUCATIONAL PSYCHOLOGY**

**5 hrs**

A study of child and adolescent growth and development. A survey of learning principles applied to elementary and secondary school aged children. A minimum of 20 clock hours of individual tutoring and 10 clinical hours is included. *Prereq: INST 130 and EDUC 160. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 210 INTRODUCTION TO EDUCATIONAL TECHNOLOGY**

**2 hrs**

Introduction to the historical, theoretical, and pedagogical rationales underlying the use of media and technology in the teaching/learning process. Includes technical skills and equipment involving materials production, video production, instructional computing, multimedia, and telecommunications. Twenty-five clock hours of clinical experience are included. *Prereq: EDUC 160 or permission of instructor. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 220 PSYCHOLOGY APPLIED TO PRIMARY EDUCATION**

**5 hrs**

A study of child growth, child development and the principles of learning applied to early childhood and primary education. A minimum of 20 clock hours of field experience with children and 10 clinical hours is included. *Prereq: INST 130 and EDUC 160. Required for K-3 certification. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 310 INSTRUCTIONAL SKILLS AND CURRICULUM PLANNING**

**9 hrs**

A study of elementary and middle school curriculum planning, teaching methods, and integration of technology in language arts, mathematics, science and social studies. A minimum of 100 clock hours of field experience in elementary or middle schools is included. Students must have half days available for field assignment. Twenty-five clinical hours are also included. *Prereq: EDUC 200 and admission to program. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 315 INTEGRATING THE ARTS ACROSS THE ELEMENTARY CURRICULUM**

**5 hrs**

This course will focus on strategies for integrating the visual and performing arts across the curriculum. Students will have an opportunity to examine, critique, and design thematic units which allow artistic expression on the part of elementary youngsters. The intent of the course is to help classroom teachers to see how the arts can supplement and enhance science, mathematics, social studies, and language arts instruction. *Prereq: EDUC 160. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 320 EARLY CHILDHOOD CURRICULUM**

**9 hrs**

Curriculum planning, organization, teaching and social adjustment for preschool, kindergarten and primary levels. A minimum of 100 clock hours of field experience in early childhood settings is included. Students must have half days available for field assignment. Twenty-five clinical hours are also included. *Prereq: EDUC 220 and admission to program. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 330 READING SKILLS AND METHODS**

**5 hrs**

Skills of reading and methods of reading instruction for early and middle childhood with laboratory experience in the use of reading materials, instructional techniques and assessment procedures. Fifteen clinical hours are included. *Prereq: EDUC 200 or 220. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 340 RESPONSIVE SCHOOLS FOR EARLY ADOLESCENTS**

**3 hrs**

An introduction to middle school teaching for both elementary and secondary education students. Topics will include: philosophy and purpose of the middle school; characteristics and needs of early adolescents; organizational elements, teaching strategies, and curriculum design



appropriate to the middle school, including team teaching and integrated curriculum. Twenty-five clinical/field hours in middle schools are included. *Prereq: Admission to the program. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 341 CURRICULUM FOR THE MIDDLE GRADES**

**3 hrs**

This course explores the organizational structures that support student-centered curriculum, including interdisciplinary teaming, core curriculum, exploratory curriculum and scheduling options. Students will assess how well curriculum addresses divergent needs of early adolescents to develop basic skills as well as critical thinking skills, problem-solving, and creativity. Twenty-five field/clinical hours are required. *Prereq: EDUC 340. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 342 INSTRUCTION FOR THE MIDDLE GRADES**

**3 hrs**

This course examines multiple approaches to grouping, instruction, and assessment that will promote academic learning while being responsive to the individual growth and development of early adolescents. Twenty-five field/clinical hours are required. *Prereq: EDUC 340. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 350 LITERATURE-BASED READING INSTRUCTION: CHILDREN'S LITERATURE**

**3 hrs**

A course in which students will have the opportunity to read a wide variety of literature for children and explore selection criteria, instructional methods, and topics of concern in the field. *Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 360 MULTICULTURAL EDUCATION**

**2 hrs**

Curriculum planning and teaching strategies for culturally diverse student needs. Racism, sexism, diverse learning styles and linguistic variation will be examined. Five clinical hours are included. *Prereq: EDUC 200 or 220. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 363 LITERATURE BASED READING INSTRUCTION: ADOLESCENT LITERATURE**

**3 hrs**

A course in which students will have an opportunity to read a wide variety of literature for adolescents and to explore selection criteria, instructional methods, and topics of concern in the field. *Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 365 MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS**

**2 hrs**

This course is an exploration of issues related to cultural diversity with the primary tool being literature written for children and young adults. Students will explore their own cultural backgrounds and attitudes. Topics will include: culture definitions, the concept of multicultural education, definitions of multicultural literature, literature for specific ethnic groups and using literature as a tool to increase cultural awareness. Five clinical hours are included. *This course may be used as a substitute for EDUC 360. Prereq: EDUC 350 or 363 or permission of instructor. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 370 SECONDARY TEACHING METHODS**

**4 hrs**

A study of secondary school curriculum planning, teaching methods, materials in content areas, and ways of handling classroom problems. Includes a minimum of 25 clinical hours experience in the subject for which certification is sought. Students must have half days free for field assignments. *Prereq: EDUC 200 and admission to program. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 371-378 SECONDARY FIELD EXPERIENCE**

**4-5 hrs**

Includes a minimum of 100 clock hours of field experience in the subject for which certification is sought. Students must have half days free for field assignments. In specified teaching areas, subject-specific seminars are also required (see below.) *Coreq: EDUC 370. Teacher candidates must achieve a grade of "C" or better.*



- EDUC 371** SCIENCE FIELD EXPERIENCE; **EDUC 371.1** Methods Seminar  
**EDUC 372** MATH/COMPUTER SCIENCE FIELD EXPERIENCE; **EDUC 372.1** Methods Seminar  
**EDUC 373.01** SPEECH FIELD EXPERIENCE; **EDUC 373.1** Methods Seminar  
**EDUC 373.02** THEATRE FIELD EXPERIENCE; **EDUC 373.2** Methods Seminar  
**EDUC 374** SOCIAL STUDIES FIELD EXPERIENCE; **EDUC 374.1** Methods Seminar  
**EDUC 375** LANGUAGE ARTS FIELD EXPERIENCE; **EDUC 375.1** Methods Seminar  
**EDUC 376** VISUAL ARTS FIELD EXPERIENCE; **EDUC 376.1** Methods Seminar  
**EDUC 377** HEALTH/PHYSICAL EDUCATION FIELD EXPERIENCE  
**EDUC 378** FOREIGN LANGUAGE FIELD EXPERIENCE

**EDUC 380 READING IN CONTENT AREAS**

**2 hrs**

Methods of teaching reading in the subject field for secondary school teachers. Includes work in developmental and remedial reading techniques and diagnosis of reading problems. Fifteen clinical hours are included. *Prereq: EDUC 200. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 390 INDEPENDENT STUDY**

**1 to 5 hrs**

Individual or group research discussion or practicum in education. May be repeated. *Permission of the department required. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 400 INDIVIDUAL CLINICAL OR FIELD EXPERIENCE**

**1 to 4 hrs**

A clinical or field experience involving work with children of school age planned to meet state certification requirements. All work for credit must be approved by a member of the faculty in advance, supervised and evaluated. One quarter hour of credit is equal to 25 clock hours of clinical/field experience. *Teacher candidates must achieve a grade of "C" or better.*

**EDUC 410 STUDENT TEACHING SECONDARY LEVEL**

**15 hrs**

Teaching experience in middle schools or high schools under the supervision of cooperating school teachers and a College supervisor. No prepared course work may be taken with student teaching unless it is part of a continuing teaching internship. *Prereq: EDUC 370 or Music Methods sequence. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 440 READING DIAGNOSIS AND CORRECTION**

**5 hrs**

A study of techniques and instruments of reading assessment and planning individualized corrective programs in reading. Twenty-five hours of field or clinical and simulated teaching experiences required. *Prereq: EDUC 330. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 450 EXCEPTIONAL CHILDREN**

**3 hrs**

A study of the needs of gifted children and children with language, orthopedic, physical, mental and emotional handicaps. Techniques including exceptional children in regular classrooms will be explored. Includes 25 clock hours of clinical or field experience required. *Prereq: EDUC 200 or 220 Note: Not required of students with credit in PHED 360, Adapted Physical Education or B.S. in Music Education students. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 455 EARLY CHILDHOOD SPECIAL EDUCATION**

**5 hrs**

This course provides an in-depth study of legislation, rules, and regulations applicable to early childhood special needs populations; the nature and needs of mild, moderate, and severely disabled young children; service delivery options for young children with special needs; and intervention strategies designed to serve special needs populations and their families. *Prereq: EDUC 450. Teacher candidates must achieve a grade of "C" or better.*

**EDUC 460 READING RESEARCH**

**3 hrs**

A study of research findings and current literature on the psychology and teaching of reading. *Prereq: EDUC 330 or 380 and 440. Teacher candidates must achieve a grade of "C" or better.*



### **EDUC 465 TEAMING: COLLABORATION AND CONSULTATION IN EARLY CHILDHOOD EDUCATION**

**4 hrs**

This course is designed to help students learn to function on educational teams by exposing them to collaboration and consultation models in the literature and in the field. Students will learn how to establish and maintain positive, collaborative relationship with families, colleagues, and professionals from the larger community. Emphasis is placed on communication skills, knowledge of community resources, and family systems theory. A field placement in a school or agency dealing with preschool youngsters is required. Students should have two half-days or one full day per week available for the field placement. *Prereq: EDUC 220. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 470 STUDENT TEACHING, ELEMENTARY LEVEL**

**15 hrs**

Teaching experience in an elementary school under the supervision of a cooperating teacher and a College supervisor. No prepared course work may be taken with student teaching unless it is part of a continuing teaching internship. *Prereq: EDUC 310 and 330. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 471 STUDENT TEACHING, MIDDLE LEVEL**

**15 hrs**

Teaching experience in grades 4-9 under the supervision of cooperating school teachers and a College supervisor. No academic course work should be taken with student teaching. *Prereq: EDUC 310, 340, 341, and 342. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 480 READING PRACTICUM**

**5 hrs**

A clinical/field and tutoring experience related to remedial and developmental reading instruction. Minimum of 100 clock hours experience and weekly seminars. *Prereq: EDUC 330 and Pre or CoReq: EDUC 440. Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 490 TEACHING INTERNSHIP**

**5 to 15 hrs**

Teaching experience in elementary or secondary schools under contract to the school and supervised by a cooperating school teacher and a College supervisor. Applicants must be approved by the College and by the cooperating school system. *Teacher candidates must achieve a grade of "C" or better.*

### **EDUC 575 PRESENT AND FUTURE TECHNOLOGIES FOR THE CLASSROOM**

**3 hrs**

This course gives an overview of applications of computers and other electronic-based instructional technologies to instructional settings; provides hands-on experience with various educational hardware and software for management, diagnosis, and instruction; introduces theories of learning via technology. *This is a graduate level class available to undergraduates. Prereq: EDUC 210 or equivalent.*

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## **ENGLISH**

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*Chaney (chairperson), Bailey, Bowman, Daugherty, Eisenstein, Frick, Gorman, Kengla, Johnson, Narain, Prindle, Rittenhouse, Smith, Woodson.*

### **Mission and Programs**

The English Department includes fourteen regular faculty and a number of adjuncts who are intellectually engaged in teaching, research, writing, publication and grant-seeking. The department's mission is to provide students with a broad knowledge base, to help them build key skills for graduate school and professional work, and to give students a strong sense of multiculturalism and social awareness.

A **major in English** consists of 46 quarter hours which a student may pursue with a concentration in either literature or writing.



1. *Literature* requires English 155, 190, 310, 350, 380, 400, 401. It also requires **one** from English 230, 231, 232, 233; **one** from English 250 or 320; **one** from English 255 or 330. (Students must take **one** American literature survey, either 250 or 255.) Integrative Studies 110, 270, and 300 do not count toward the major.

Suggested electives for literature concentration: English 160, 295, 335; Journalism 160, 265.

2. *Writing* requires English 155, 160, 401, 460. It also requires **two** from English 260, 261, 262, 263; **two** from English 230, 231, 232, 233, 250, 255, 295; **one** from English 360, 361, 362, 363; **one** from English 310, 320, 330, 350, 380. Integrative Studies 110, 270, and 300 do not count toward the major.

Suggested electives for writing concentration: English 294, 335; Journalism 160, 240, and 260.

Students planning to pursue **graduate study in English** should complete English 250, 255, 310, 320, and 330.

Requirements for students seeking **secondary teacher certification in English** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

A **minor in English** consists of a minimum of 25 quarter hours of credit in English courses with the provision that at least 10 quarter hours be at the 300/400 level. English 294, 390, 400 and Journalism 240 may be a part of the minor only with the permission of the chairperson. Integrative Studies 110, 270, and 300 may not count toward the minor.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Program Outcome***

English Department courses aim to provide students with a broad knowledge base in literary and humanistic studies, to help them build key skills for graduate school and professional work, and to give them a strong sense of multiculturalism and social awareness.

Students may pursue a major in English in either of two concentrations: literature and writing. The literature concentration may lead to careers that require skills in reading, synthesis, and evaluative thinking. The writing concentration may lead to careers that require skills in imparting information, editing, and imaginative self-expression. The English major is highly compatible with such professions as teaching, law, ministry, library science, publishing, advertising, and free-lance writing.

## ***English Courses (ENGL)***

### **ENGL 155 WORDS AND FORMS: AN INTRODUCTION TO THE LITERARY IMAGINATION**

**5 hrs**

Entry-level course for both the literature and writing major. Emphasis on understanding the way language is used in literary works, with particular attention to metaphor, image, and form. Students will examine the transformation of life experience into literature, will learn to build contexts for literary works, and will write short creative pieces as well as literary commentaries.

### **ENGL 160 INTRODUCTION TO CREATIVITY AND WRITING**

**5 hrs**

An introductory writing course for majors and non-majors; introduces students to ideas about creativity in writing, with connections to other art forms, and to each of the four writing specialties in the English major (poetry, fiction, nonfiction, and drama), with writing exercises and practice in these genres. *Prereq: ENGL 155.*

### **ENGL 190 LITERATURE: READING, INTERPRETATION, CRITICISM**

**5 hrs**

Foundation for the literature major and introduction to literary study as a discipline. A variety of works from different genres (poetry, short fiction, drama) will be studied in depth. Students



will write literary essays and reviews, as well as learn to read literary criticism. *Prereq: ENGL 155 or permission of instructor.*

**ENGL 230 AFRICAN-AMERICAN LITERATURE**

**5 hrs**

An exploration of the tradition of African-American literature from slave narratives to the present. The course includes intensive study of at least one major author in this tradition. Offered in alternate years. *Designed for non-majors as well as majors.*

**ENGL 231 WOMEN WRITERS**

**5 hrs (alt. yrs.)**

An exploration of the tradition of English and American women writers, with primary concentration on 19th and 20th century writers. The course includes the intensive study of at least one major writer in this tradition. *Designed for non-majors as well as majors.*

**ENGL 232 LITERATURE FROM DIVERSE CULTURES**

**5 hrs**

Explorations of the significance and contributions of diverse literary traditions, such as American ethnic literatures (Native American, Jewish, Asian, and Hispanic), gay and lesbian literature, contemporary non-Western literatures (Latin American, African, or Caribbean). *The specific course topic will vary from year to year.* Contact department chairperson for more information. Offered in alternate years. *Designed for non-majors as well as majors.*

**ENGL 233 MYTH, FOLKLORE, AND LITERATURE**

**5 hrs**

An exploration of the forms and significances of myth, fairy tales, traditional oral tales, and heroic legends, and of major literary works, such as *The Odyssey*, which grow out of the oral tradition. Connections may be made to contemporary artists who consciously use traditional and mythic materials. Offered in alternate years. *Designed for non-majors as well as majors.*

**ENGL 250 AMERICAN LITERATURE THROUGH 1865**

**5 hrs**

Readings in American literature from the Colonial era through the age of Romanticism. Genres include histories, journals, essays, Native American legends, captivity narratives, slave narratives, short fiction, the novel, and lyric poetry. *Prereq: ENGL 155.*

**ENGL 255 AMERICAN LITERATURE FROM 1865 TO PRESENT**

**5 hrs**

Major writers in American literature from the Age of Realism to the present with attention to the revision of the canon. Genres include essays, short fiction, drama, poetry, and the novel. *Prereq: ENGL 155.*

**ENGL 260 POETRY WRITING**

**5 hrs**

Instruction in poetic techniques through exercises that explore specific problems; exercises will lead to the writing of poems; discussion and critique of both published and student writing by instructor and peers. *Prereq: ENGL 160 or permission of department chairperson.*

**ENGL 261 FICTION WRITING**

**5 hrs**

Instruction in fiction writing techniques through exercises that explore specific problems; exercises will lead to the writing of short stories; discussion and critique of both published and student writing by instructor and peers. *Prereq: ENGL 160 or permission of department chairperson.*

**ENGL 262 NONFICTION WRITING**

**5 hrs**

Instruction and practice in nonfiction writing, with special emphasis on the writing of essays and articles; also instruction in research techniques; experimentation with a variety of prose techniques, discussion and critique of both published and student writing by instructor and peers. *Prereq: ENGL 160 or permission of department chairperson.*

**ENGL 263 PLAYWRITING**

**5 hrs**

Instruction and practice in the writing of drama, including planning scenarios, presenting scenes in class workshops and drafting a play, with emphasis on critiquing of student's work by instructor and peers. *Prereq: ENGL 160 or permission of department chairperson.*



**ENGL 294 LITERARY MAGAZINE PRACTICUM****1 hr**

Supervised work, including choosing and editing copy and designing layouts, for the student literary magazine. Students attend weekly staff meetings and edit and publish the quarterly magazine. *Enrollment is by permission of instructor only. May be repeated for credit (to a total of 6 hrs). Does not fulfill the publications practicum for journalism and public relations majors.*

**ENGL 295 LINGUISTICS****5 hrs**

An introduction to the study of language, including attention to morphology, syntax, semantics, phonetics, language in society, the history of English, Black English and other dialect forms, and psycholinguistics (including the child's acquisition of language).

**ENGL 310 ENGLISH LITERATURE THROUGH 1660****5 hrs**

A survey of English literature beginning with Anglo-Saxon writers and concluding with Milton. Emphasizes literary and cultural history and developing literary styles. *Prereq: ENGL 155.*

**ENGL 320 ENGLISH LITERATURE FROM 1660 THROUGH 1900****5 hrs**

A survey of British literature from the Restoration through the Romantic and Victorian Eras. Emphasizes developments in Neoclassical verse and satire, in Romantic and Victorian verse, in literary prose, and the novel. *Prereq: ENGL 155.*

**ENGL 330 MODERN ENGLISH LITERATURE****5 hrs**

A survey of English literature of the twentieth century with emphasis on modernism and postmodernism and attention to the diverse literatures in the English language. Genres include essays, short fiction, drama, poetry, and the novel. *Prereq: ENGL 155.*

**ENGL 335 TECHNICAL AND REPORT WRITING****5 hrs**

The study and application of technical writing with an emphasis on the writing of reports.

**ENGL 350 SHAKESPEARE****5 hrs**

Intensive study of Shakespeare's plays, including attention to his development as dramatist, the Elizabethan context for his works, and the nature of Elizabethan theatrical performance. Representative works from the histories, comedies, tragedies, and late romances will be chosen, with the exact selection varying from year to year.

**ENGL 360 ADVANCED POETRY WRITING SEMINAR****5 hrs**

Further practice in the writing of poetry; weekly small-group discussion sessions and individual meetings with the instructor; discussions will focus on student writing and on the work of published writers; will be offered in the same term as English 260; limited enrollment. *Prereq: ENGL 260.*

**ENGL 361 ADVANCED FICTION WRITING SEMINAR****5 hrs**

Further practice in the writing of fiction; weekly small-group discussion sessions and individual meetings with the instructor; discussions will focus on student writing and on the work of published writers; will be offered in the same term as English 261; limited enrollment. *Prereq: ENGL 261.*

**ENGL 362 ADVANCED NONFICTION SEMINAR****5 hrs**

Further practice in the writing of nonfiction; weekly small-group discussion sessions and individual meetings with the instructor; discussions will focus on student writing and on the work of published writers; will be offered in the same term as English 262; limited enrollment. *Prereq: ENGL 262.*

**ENGL 363 ADVANCED PLAYWRITING SEMINAR****5 hrs**

Further practice in the writing of drama; weekly small-group discussion sessions and individual meetings with the instructor; discussions will focus on student writing and on the work of published writers; will be offered in the same term as English 263; limited enrollment. *Prereq: ENGL 263.*



**ENGL 380 THE NOVEL AND NARRATIVE THEORY****5 hrs**

Readings in a selection of 18th, 19th, and 20th century novels and in literary theory and criticism. Emphasizes development of the genre and of theories about narrative. *Prereq: ENGL 155 and at least one from 250, 255, 310, 320, 330, or permission of the instructor.*

**ENGL 390 INDEPENDENT STUDY****1 to 5 hrs**

Independent study in literature or in writing. Open to seniors. *Permission of instructor and of department chairperson required.*

**ENGL 400 SENIOR SEMINAR****5 hrs**

The topic, which changes annually, focuses on an era or a genre or an author; American and English literature will alternate in the selection of seminar topics. Seminar work includes reading literature and criticism, preparing oral reports, and writing a literary research paper. *Prereq: ENGL 310; 250 or 320; and 255 or 330; or permission of the instructor.*

**ENGL 401 SENIOR PORTFOLIO PROJECT****1 hr**

The Senior Portfolio Project requires both literature and writing majors to create, edit, and select a sampling of their best work over a four-year period. Majors select at least five samples of work derived from specific courses and interests within their majors, and are also encouraged to select work which is created in fields other than their majors. Students must include a cover sheet with the completed portfolio which demonstrates their own insights into the submitted work and their evaluation of themselves as thinkers, writers, and editors.

**ENGL 460 SENIOR WRITING PROJECT****5 hrs**

Five hours total (two courses spread over two quarters, 2 hours and 3 hours)—an individualized tutorial focused upon the student's creation of a substantial body of writing in the chosen writing specialty. Emphasis in the first quarter will be on the creation of a prospectus and on drafting; in the second quarter, on the completion of the writing and on revising and critiquing with the faculty committee. The final project will include a written commentary by the student on his or her work. A grade will be given each quarter. *Senior standing. Registration with permission of department chairperson.*

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## ENVIRONMENTAL STUDIES

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*Lescinsky and Members of Various Departments*

The **Environmental Studies** minor, an interdisciplinary field of study, emphasizes a broad understanding of contemporary environmental problems. The goal of the program is to encourage the development of the knowledge base and problem solving skills necessary for success in careers directed at solving contemporary environmental problems. The minor enables students preparing for careers in environmental law, journalism, science, and other environmental areas to integrate an environmental focus into their programs of study.

The environmental studies minor consists of 5 courses in the following areas of study:

**Environmental Studies (take both)**

ENST 101 Introduction to Environmental Studies

ENST 301 Advanced Environmental Studies

**Humanities (choose one)**

PHIL 440 Ethical Issues in Medicine, Biology and Environmental Science

P SC 325 Public Administration

**Natural Sciences (choose one)**

CHEM 110 Survey of General Chemistry

E SC 205 Environmental Geology

L SC 204 Environmental Biology

**Social Sciences (choose one)**

ECON 420 Current Economic Issues

SOCL 210 Social Problems



New courses in Nature & Literature, Ecopsychology, and Environmental Politics will be offered during the 1997-1999 academic years. Contact the coordinator for details.

Descriptions of courses other than environmental studies are listed under their respective home departments in this section of the catalog. Course prefixes (PHIL, P SC, etc.) and the home departments to which they are assigned are identified in the index at the back of the catalog.

## ***Environmental Studies (ENST)***

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### **ENST 101 INTRODUCTION TO ENVIRONMENTAL STUDIES**

**5 hrs**

*Lecture and laboratory*

An introduction to the nature, origins, and potential solutions of environmental problems. The course draws upon principles of ecology and economics, as well as the physical sciences and the humanities. Hands on experiences, including an analysis of campus ecology and field trips exploring both pristine and damaged regions of our environment are emphasized.

### **ENST 301 ADVANCED ENVIRONMENTAL STUDIES**

**5 hrs**

The capstone experience for students completing the environmental studies minor. The course consists of an individualized research and/or service project conceived and executed with the guidance of faculty representing at least three different disciplines and a weekly seminar in which students, faculty, and invited speakers discuss issues in environmental studies. *Prereq:* Completion of 20 hours in environmental studies or permission of the coordinator.

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## **EQUINE SCIENCE**

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*Taylor, L. (chairperson), Calderone, Cryan, Grover, Taylor, M.*

### ***Mission and Programs***

The Department of Equine Science provides a comprehensive educational experience for students pursuing careers as professionals in the equine industry. The theory and analysis of academic studies are balanced by practical experience. Throughout, ethics and personal responsibility are strongly emphasized.

Instruction centers on intensive classroom effort, its practical application, and the opportunity for personal involvement in the various facets of the equine industry. Development of students as members of and contributing participants in the larger human community are oriented by commitments to:

- practical application of academic values
- student exposure to a variety of components of the equine industry, including the competitive environment
- ongoing program development designed to share the unique capabilities of our facilities, our horses, and our students with the general community in response to its health and social needs
- undergraduate research opportunities

The **Equine Administration** interdisciplinary major draws on courses from equine science, accounting, business administration, economics, communications, English, and computer science. It is designed for the student whose primary interest is in equine-related businesses that do not necessarily involve a majority of horse contact. Careers include equine insurance adjusters, bloodstock agents, editors and writers, administrators of racing and breeding organizations, racetrack and breeding farm administrators, and those involved in the marketing of horses or horse-related products.

The following courses make up this major: EQSC 110, 111, 120, 121, 130, 131, 141, 320, 330, 341, 350, 450, 490; ACCT 200 (Financial Accounting); ACCT 210 (Managerial Accounting); BADM 300 (Principles of Management); BADM 310 (Principles of Marketing); BADM 320 (Personnel and Human Resources Management); ECON 210 (Principles of Economics - Micro); COMM 280 (Business and Professional Speech); ENGL 335 (Technical and Report Writing); C SC 100 (Applications Software).



**Equine Facility Management** is recommended for those students interested in pursuing a career managing an equine facility. This career focus requires a significant amount of practical training, combined with some business background. Required courses consist of Equine Science 110, 111, 120, 121, 130, 131, 141, 210, 220, 230, 241, 280, 290, 320, 330, 341, 450; CHEM 110 (Survey of General Chemistry); L SC 108 and 109 (Anatomy and Physiology I and II); COMM 180 Interpersonal Communication; HLED 280 First Aid. It is strongly recommended that a minor in business administration be included in the program of the equine facility management major. At least one internship experience is strongly encouraged.

**Equine Science Preveterinary Medicine** and **Equine Science Pregraduate Studies** majors are designed to prepare students for entry into science-related graduate school programs and colleges of veterinary medicine. The required courses are EQSC 110, 111, 120, 121, 130, 131, 141, 210, 220, 230, 280, 290, 241, 311, 312, 341 and 450. Required support courses are L SC 101, 102, 103 (Introductory Biology I, II, and III); CHEM 140, 141, 150, 151, 160, 161 (General Chemistry I, II, III and labs). Internship experiences are strongly recommended.

The following support courses are suggested for the Preveterinary student. CHEM 240, 241, 250, 251, 260, 261 (Organic Chemistry I, II, III, and labs); CHEM 450, 460 (Biochemistry I and II); L SC 206 (Human Microbiology); L SC 201 (Genetics) or L SC 306 (Human Genetics). MATH 170 and 180 (Calculus I and II); PHYS 140 and 150 (Principles of Physics I and II).

Students will work closely with their advisors to fulfill the specific prerequisites of individual science-related graduate programs, including veterinary medicine.

**Equine Health Technology**, for the student who plans to become a Registered Veterinary Technician with an emphasis on horses, is derived from an articulation agreement between Columbus State Community College's Veterinary Technology Program, and Otterbein's Department of Equine Science. At the end of four years with the successful completion of requirements from both institutions the student will receive the Associate of Applied Science Degree from Columbus State Community College, the Baccalaureate degree from Otterbein College and registration as a Veterinary Technician by the Ohio Veterinary Medical Licensing Board. As students are expected to graduate from Otterbein College and Columbus State Community College simultaneously, all general education requirements for the Associate of Applied Science Degree in Veterinary Technology will be fulfilled through the Equine Health Technology degree from Otterbein College. Columbus State Community College's Veterinary Technology Program is accredited by the American Veterinary Medical Association. Students have the opportunity of doing some of their clinical experience at The Ohio State University Veterinary Teaching Hospital.

The following Otterbein College equine science courses make up this major: Equine Science 110, 111, 120, 121, 130, 131, 141, 210, 220, 230, 241, 280, 290, 311, 341, and 450. Chemistry 110, Life Science 108 and 109 are also required. Columbus State courses include: MATH 100 Calculations and Dosages, VET 122 Veterinary Parasitology, VET 124 Principles of Veterinary Radiology, VET 126 Principles of Veterinary Anesthesia, VET 133 Clinical Application I, VET 135 Veterinary Hematology, VET 136 Animal Health and Disease I, VET 138 Veterinary Surgical Techniques, VET 254 Clinical Seminar I, VET 262 Veterinary Pharmacology, VET 263 Clinical Application II, VET 266 Animal Health and Disease II, VET 267 Veterinary Urinalysis and Clinical Chemistry, VET 269 Veterinary Microbiology, VET 274 Clinical Seminar II, VET 291 Clinical Experience I, and VET 293 Clinical Experience II.

A **minor in Equine Science** is for the student whose interest lies in the area of riding instruction. Prior background with horses is an asset, but not required. The total number of required quarter hours for the minor is 25, which are to be derived from the following courses: Five HPED or Equine Science Riding classes, Equine Science 110, 111, 120, 121, 130, 131, 250, 260; and Health Education 280. These courses provide information about nutrition, equipment use and care, preventive medicine and farrier care of the school horse, business procedures and responsibilities, arena maintenance, human first aid and other related topics. Those successfully completing the requirements of the minor will receive a certificate.

Due to the background and training of our faculty, **undergraduate research opportunities** exist particularly in the areas of equine nutrition, exercise physiology and equine molecular genetics.

Equine Science students attend scheduled **Practicum** classes every quarter of the freshman and sophomore years to increase proficiency in a variety of subjects, including jump construction, loading and trailering horses, tractor maintenance, wound care, age determination, and body condition scoring.



A **Service Learning** project is required during the junior or senior year. Students have the opportunity of working with physically or/ mentally challenged riders, 4-H groups, inner city children, or groups requiring knowledge of safe horse handling.

Pairs of students work together on the **Otterbein College Foalwatch Team**. These students foal over 100 mares during the winter and spring quarters at a nearby Standardbred breeding farm. This farm is also the site used for halter breaking foals, and stallion handling.

All students in the Department of Equine Science participate in and/or assist with certain designated equine activities with which Otterbein College is associated, such as specified horse shows, clinics, and guest lectures.

It is strongly recommended that all Equine Science majors take Health Education 280, First Aid and Computer Science 100, Applications Software.

Equine Science program fees are assessed for the following courses: Equine Science 110, 120, 130, 210, 220, 230, 250, 311, 312, 320, 330, 350, 450. If a student registers for EQSC 280 or 290 while concurrently taking one of the classes listed immediately above, no lab fee will be assessed for EQSC 280 or 290.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### ***Program Outcome***

**Equine Administration:** This course of study prepares a student for an equine business-related job that may have minimal horse contact. The student may be qualified to work as an equine insurance adjuster or investigator, a bloodstock or research agent, a racing or breeding administrator, an equine-related marketing agent, or an editor or writer for an equine publication.

**Equine Facility Management:** This course of study prepares a student for a career in managing an equine facility or farm that involves a majority of horse contact hours. The student may be qualified to work as a manager or supervisor for a riding, training, or breeding facility. The student is strongly recommended to minor in Business Administration.

**Equine Health Technology:** This course of study prepares the student for the opportunity to become a Registered Veterinary Technician with an emphasis on the horse. The student may be qualified to work as a professional technician at a veterinary clinic or hospital, or at a breeding/foaling facility.

**Equine Science Pre veterinary Medicine and Equine Science Pregraduate Studies:** These courses of study prepare a student for application to a Veterinary School or an Animal or Equine Science Graduate School program. The student may be qualified to pursue the DVM or MS degree with an emphasis on the horse.

### ***Equine Science Courses (EQSC)***

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#### ***EQSC 110 HORSEMASTERSHIP I LECTURE***

**3 hrs**

Coursework covers the various types of equipment used in riding, showing and training. The quality, care, function and purpose of the equipment is emphasized. The history of horsemanship and evolution of the horse are covered as well.

#### ***EQSC 111 HORSEMASTERSHIP I CLINIC***

**1 hr**

Clinical experience includes safety, grooming, appropriate stable and showing attire, tack, accessories, and their maintenance, and effective horse handling in a variety of situations. Basic stable management and facility maintenance are also addressed. *Coreq: EQSC 110, or permission.*

#### ***EQSC 120 HORSEMASTERSHIP II LECTURE***

**3 hrs**

Coursework covers introductory equine nutrition, recreational uses of the horse, structural correctness as related to soundness, breeds, colors, conformation and judging, and gaits and mechanics of movement. *Prereq: EQSC 110, or permission.*



**EQSC 121 HORSEMASTERSHIP II CLINIC****1 hr**

Clinical experience corresponds to the Horsemastership II lecture. Emphasis is placed on recreational use, conformation and associated unsoundness, gaits, and mechanics of movement. *Prereq: EQSC 111; Coreq: EQSC 120.*

**EQSC 130 HORSEMASTERSHIP III LECTURE****3 hrs**

Coursework includes normal and abnormal behaviors, including vices, and advanced restraint techniques, and methods of training and conditioning for various breeds and uses. An introduction to cardiovascular, respiratory and musculoskeletal responses to exercise and training, and exercise testing and performance evaluation of the equine athlete are covered as well. *Prereq: EQSC 111, 120 and 121, or permission.*

**EQSC 131 HORSEMASTERSHIP III CLINIC****1 hr.**

Clinical experience corresponds to the Horsemastership III lecture. Emphasis is placed on behavior evaluation and management, handling and training the young horse, including the advance and retreat method of round-pen training, evaluation of conditioning programs, including the use of heart rate monitors, and performance testing on the treadmill. *Prereq: EQSC 111, 120 and 121, or permission. Coreq: EQSC 130.*

**EQSC 141 PRACTICUM I****0 credit fall and winter, 1 hr spring**

Students taking EQSC 110, 120, and 130 are simultaneously involved in 2 to 3 special practicum sessions/quarter. Each session is devoted to a special topic, for which specific skills must be mastered. *Coreq: EQSC 110, 120 and 130.*

**EQSC 210 SYSTEMS COURSE I****5 hrs**

*Lecture and laboratory.*

A systems approach to the cardiovascular, hemilymphatic and respiratory systems and to equine ophthalmology. Anatomy, physiology, associated diseases, prevention and care are stressed. *Prereq: Equine Health Technology and Equine Facility Management majors: CHEM 110, LSC 108 and 109, or permission; Equine Preveterinary/Pregraduate majors: LSC 101, 102, and 103, or permission.*

**EQSC 220 SYSTEMS COURSE II****5 hrs**

*Lecture and laboratory.*

A systems approach to the gastrointestinal, musculoskeletal and nervous systems, emphasizing the diseases and unsoundnesses associated with each. *Prereq: Equine Health Technology and Equine Facility Management majors: CHEM 110, LSC 108 and 109, or permission; Equine Preveterinary/Pregraduate majors: LSC 101, 102, and 103, or permission.*

**EQSC 230 SYSTEMS COURSE III****5 hrs**

*Lecture and laboratory.*

A systems approach to reproductive endocrinology, the reproductive and urinary systems, and to pediatrics. Included are the care of the broodmare and breeding stallion, techniques of natural and artificial insemination, recent developments in the use of frozen semen, and embryo transfer. A field trip to Lexington during ROLEX Three-Day Event includes visiting a leading breeding facility and an equine veterinary hospital. *Prereq: Equine Health Technology and Equine Facility Management majors: CHEM 110, LSC 108 and 109, or permission; Equine Preveterinary/Pregraduate majors: LSC 101, 102, and 103, or permission.*

**EQSC 241 PRACTICUM II****0 credit fall and winter, 1 hr spring**

Students taking EQSC 210, 220, and 230 are simultaneously involved in two to four special practicum sessions. Each session is devoted to a special topic, for which specific skills must be mastered. *Coreq: EQSC 210, 220, and 230.*



**EQSC 250 TEACHING METHODS****3 hrs***Lecture and laboratory.*

This course is designed for the student who intends to teach riding and provides an in-depth study of the pupil, school horse, teaching techniques, business procedures, ethics and responsibilities, preventive medicine and farrier care. Students will observe and assist in the instruction of a riding class. *Prereq: EQSC 130 or permission.*

**EQSC 260 TEACHING PRACTICUM I****2 hrs**

Students continue to observe the instructor in a scheduled equitation class. Students will take full responsibility and prepare lessons for supervised instruction of a small group of students for 8 weeks. *Prereq: EQSC 250*

**EQSC 270 TEACHING PRACTICUM II****2 hrs**

The same format will be followed as for Teaching Practicum I except that students will teach riders who are at a more advanced level. *Prereq: EQSC 260*

**EQSC 280 FARRIER SCIENCE I****2 hrs**

Lecture, demonstration and laboratory experience on the anatomy and physiology of the foot and lower leg of the horse: bone structure, tendons, ligaments, innervation and circulation. Emphasis is on the internal anatomy of the foot. *Prereq: L SC 103, 106, or 108, or permission.*

**EQSC 290 FARRIER SCIENCE II****2 hrs**

Lecture, demonstration and laboratory experience related to the correction of conformation and motion through corrective trimming. The student obtains both theoretical and practical experience for a comprehensive study of lameness and methods of correcting pathological conditions that arise from poor conformation. *Prereq: EQSC 280 or permission.*

**EQSC 311 EQUINE NUTRITION****5 hrs***Lecture and laboratory.*

An in-depth study of equine nutrition, including absorption, metabolism and feed sources of the following nutrient categories: water, energy, protein, minerals and vitamins. Included are ration balancing, determining nutritive needs, the use of supplements, problems associated with feeds and feeding, and toxic plants. *Prereq: EQSC 220; CHEM 110, or L SC 101, or permission.*

**EQSC 312 EQUINE GENETICS****3 hrs***Lecture and laboratory.*

Genetics coursework covers basic principles of genetics using the equine as a model: blood factors, color genetics, diseases and lethals, relationships (parents, siblings, and half-siblings), inbreeding and principles of selection; molecular genetics as it relates to the equine genome. *Prereq: EQSC 230; CHEM 110, or L SC 102, or permission.*

**EQSC 320 BUSINESS MANAGEMENT AND PROMOTION  
OF AN EQUINE FACILITY****5 hrs (alt. yrs.)***Lecture and laboratory.*

A study of advertising and business management practices including business planning, record keeping, accounting, taxes, and insurance liability as they affect an equine facility. The use of equine facility management software programs is included. *Prereq: EQSC 110, 120 and 130, or permission.*

**EQSC 330 EQUINE FACILITY DESIGN AND  
AGRICULTURAL MANAGEMENT****3 hrs***Lecture and laboratory.*

A study of equine facility design and pasture management. Students are exposed to land selection and preparation, a wide variety of building styles and materials, fencing, footings, and



introductory principles of construction methodology. *Prereq: EQSC 110, 120 and 130, or permission.*

### **EQSC 341 SERVICE LEARNING**

**1 hr**

Students in Service Learning provide a program or a service to a group such as physically or mentally challenged riders, 4-H groups, inner city children, or groups requiring knowledge of safe horse handling. Students will prepare a statement of goals, objectives, methods, and the material to be covered. Students will also maintain journals describing their experiences, and assessing their particular projects. *Coreq: EQSC 311, 312, 320, 330, 350, or 450.*

### **EQSC 350 LEGAL ASPECTS OF THE EQUINE INDUSTRY**

**5 hrs (alt. yrs.)**

Students are familiarized with legal terminology and concepts, and learn to recognize situations that require legal counsel. Principles and applications of tort law are addressed, as they deal with trespass, nuisance, negligence, and liability issues. Additional topics include contracts, waivers, leases, auctions, and sales as they pertain to agriculture. Other significant issues are animal welfare and standards of humane care. Environmental legal issues are also addressed, particularly those relating to pesticides, chemical applications, and waste removal. *Prereq: Sophomore level standing, or permission.*

### **EQSC 390 INDEPENDENT STUDY**

**2-5 hrs**

Students may pursue a minor research project or continue with more advanced work in equine science department offerings. *Prereq: EQSC 130, or permission.*

### **EQSC 450 EQUINE MEDICAL MANAGEMENT**

*Lecture and laboratory*

**4 hrs**

Topics include diseases for which horses are routinely vaccinated, parasitology, designing preventive medicine programs, advanced first aid, maintaining health and farrier records, and applied pharmacology. Seniors are expected to use information from previous equine science courses to deal with controversial medical issues within the equine industry. *Prereq: senior level standing and permission.*

### **EQSC 490 INTERNSHIP**

**3-15 hrs**

Students are encouraged to engage in internship experiences throughout their academic careers. Official application and internship contract development should start no later than the beginning of the quarter prior to registration for the internship. If a final internship is required, it must be undertaken when all other equine science courses have been completed. *Prereq: Permission*

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## **FOREIGN LANGUAGE**

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*Martin (chairperson), Carr, Demel, Galarce*

### **Mission and Programs**

The Foreign Languages Department is composed of four full-time members (two in French and two in Spanish) and five part-time faculty (two in Spanish, one in German, one in Japanese, and one in English as a foreign language). The department offers majors in both French and Spanish. Minors are offered in French and Spanish and a minor in German is possible with study abroad.

The primary mission of the Department of Foreign Languages is to teach communication skills in a language or languages other than the first language and to develop in students an awareness, understanding, and appreciation of cultural systems other than their own. Secondly, the department prepares students for career opportunities in a world increasingly in need of citizens competent in other languages and assists them in adapting to the multi-ethnic environments and value orientations of others within our own pluralistic society. By recognizing universal features of language and culture, the Department of Foreign Languages strives to foster a sense of humanity; by recognizing linguistic and cultural differences, it strives to cultivate



tolerance. This training in skills, knowledge, cultural awareness, and values is consonant with the liberal arts mission of Otterbein College.

A **major in French** consists of 45 quarter hours chosen from the 200-300 level including French 210, 220, 230, 240, 271/272, 280, 310, 320, 330, 340, 380 and 390. Substitutions for any of these courses may be made through study abroad. See the description of the department's study abroad programs in the section entitled Degrees, Majors, Minors and Special Educational Opportunities.

A **minor in French** consists of 25 quarter hours chosen from courses at the 200 level or above.

A **major in Spanish** consists of 45 quarter hours chosen from the 200-300 level including Spanish 210, 220, 230, 240, 271/272, 280, 310, 320, 330, 340, 380 and 390. Substitutions for any of these courses may be made through study abroad. See the description of the department's study abroad programs in the section entitled Degrees, Majors, Minors and Special Educational Opportunities.

A **minor in Spanish** consists of 25 quarter hours chosen from courses at the 200 level or above.

A **minor in German** may be completed by study in Germany.

Requirements for students seeking **K-12 teacher certification in Foreign Language** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Students are urged to consider combining a major or minor in a foreign language with a second field such as business, political science, sociology or international relations. Education majors should consider seeking teaching certification in two languages.

Note: Beginning courses in Italian, Russian and Chinese are offered upon sufficient demand.

Courses offered under **English as a Foreign Language** program are open only to students whose first language is not English and whose English proficiency is inadequate for pursuing regular academic work. Students are placed in the appropriate courses on the basis of an entrance examination in English. Students may leave the English program and register for courses in their major field of interest upon attaining a TOEFL score of 500 and/or receiving the recommendation of their instructor. No more than 15 quarter hours may be applied toward a degree.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Program Outcome***

**French:** This program of study may qualify students to teach French in a private school, or to apply for graduate study in French or a related field. Students are encouraged to combine a major in French with coursework in another area, such as, for example, international business, in which fluency in a second language is an asset.

**French Education:** This course of study leads to teacher certification and prepares students for teaching French in the public school, K-12. This program may also qualify the student to apply for graduate study in French and/or foreign language education, or to enter other related professions. Otterbein is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

**Spanish:** This program of study may qualify students to teach Spanish in a private school, or to apply for graduate study in Spanish or a related field. Students are encouraged to combine a major in Spanish with coursework in another area, such as, for example, international business, in which fluency in a second language is an asset.

**Spanish Education:** This course of study leads to teacher certification and prepares students for teaching Spanish in the public school, K-12. This program may also qualify the student to apply for graduate study in Spanish and/or foreign language education, or to enter other related professions. Otterbein is accredited by the National Council for the Accreditation of Teacher Education (NCATE).



## **Critical Language Courses**

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390.10 Italian (elementary) 5-15 hrs

390.20 Japanese (elementary) 5-15 hrs

390.30 Russian (elementary) 5-15 hrs

Individual study under the U.S. Critical Language Program. Use of laboratory tapes and native informant. Outside examiner. Permission of department chairperson required.

## **French Courses (FREN)**

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**FREN 100-110-120 ELEMENTARY FRENCH I, II, III** 15 hrs

An audiovisual presentation of beginning French using videotapes. Laboratory tapes and a reading and writing text complement the videotapes to develop the skills of listening, speaking, reading, writing and cultural awareness.

**FREN 140 INTERMEDIATE FRENCH** 5 hrs

A course designed to reinforce and develop further the skills acquired in Elementary French with increasing emphasis on reading, composition and cultural awareness.

**FREN 210 CONVERSATION/COMPOSITION** 5 hrs

Review of basic grammar, development of conversation and composition skills. *Prereq: FREN 140.*

**FREN 220 ASPECTS OF THE FRENCH LANGUAGE** 3 hrs

Introduction to finer points of syntax and style through the study of authentic texts. *Prereq: FREN 210.*

**FREN 230 CONTEMPORARY FRANCE** 5 hrs (alt. yrs.)

Introduction to contemporary France and French culture, including attitudes and values, family and social structure. *Prereq: FREN 210.*

**FREN 240 THE FRENCH HERITAGE** 5 hrs

A study of French civilization and culture from earliest times to the present. Lectures, readings, reports. *Prereq: FREN 210.*

**FREN 271/272 COMMERCIAL FRENCH** 3 hrs each level (alt. yrs.)

A course designed to teach the essential vocabulary and style specific to French business and to introduce students to the basic workings of the French economy. *Prereq: FREN 210.*

**FREN 280 INTRODUCTION TO FRENCH LITERATURE** 5 hrs

An introduction to literary readings representative of various genres. *Prereq: FREN 210.*

**FREN 310 CONVERSATION/COMPOSITION** 5 hrs

Designed to develop conversational fluency as well as to provide practice in more formal oral and written composition. *Prereq: FREN 210.*

**FREN 320 ASPECTS OF THE FRENCH LANGUAGE** 3 hrs

Grammar review, advanced reading and composition.  
*Prereq: FREN 210.*

**FREN 330 CONTEMPORARY FRANCE** 3 or 5 hrs (alt. yrs.)

Advanced study of contemporary France and French culture, including attitudes and values, family and social structure. *Prereq: FREN 210.*

**FREN 340 THE FRENCH HERITAGE** 3 or 5 hrs (alt. yrs.)

Advanced study of French civilization and culture. Topics range from earliest times to the present. *Prereq: FREN 210.*



**FREN 370 FOREIGN LANGUAGE TEACHING METHODS****5 hrs**

This course is designed to provide future foreign language teachers with practical teaching techniques. Readings, practice teaching for peer critique and presentation in a public school classroom.

**FREN 380 TOPIC IN FRENCH LITERATURE****3 or 5 hrs**

Study of a period, movement, or genre. *Prereq: Three courses in the major.*

**FREN 390 INDEPENDENT STUDY****1-5 hrs**

Individual studies designed to enable individual students to pursue specific interests. *Permission of the department chairperson is required.*

**FREN 490 INTERNSHIP****1-15 hrs**

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**German Courses (GERM)**

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**GERM 100-110-120 ELEMENTARY GERMAN I, II, III****15 hrs**

The aim of this course is to give the student training in reading and oral work, knowledge of grammatical forms, and an awareness of cultural differences. Laboratory practice.

**GERM 390 INDEPENDENT STUDY****1-5 hrs**

Individual studies designed to enable individual students to pursue specific interests. *Permission of the department chairperson is required.*

**GERM 490 INTERNSHIP****1-15 hrs**

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**Japanese Courses (JAPN)**

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**JAPN 100-110-120 ELEMENTARY JAPANESE I, II, III****15 hrs**

The aim of this course is to give the student training in reading and oral work, knowledge of grammatical forms, and an awareness of cultural differences. Laboratory practice.

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**Spanish Courses (SPAN)**

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**SPAN 100-110-120 ELEMENTARY SPANISH I, II, III****15 hrs**

An audiovisual presentation of beginning Spanish using videotapes. Laboratory tapes and a reading and writing text complement the videotapes to develop the skills of listening, speaking, reading, writing and cultural awareness.

**SPAN 140 INTERMEDIATE SPANISH****5 hrs**

A course designed to reinforce and develop further the skills acquired in Elementary Spanish with increasing emphasis on reading, composition and cultural awareness.

**SPAN 210 CONVERSATION/COMPOSITION****5 hrs**

Development of conversation and composition skills with review of basic grammar. *Prereq: SPAN 140.*

**SPAN 220 ASPECTS OF THE SPANISH LANGUAGE****3 hrs**

Introduction to the finer points of syntax and style through the study of authentic texts. *Prereq: SPAN 140.*

**SPAN 230 LATIN AMERICAN CULTURE AND CIVILIZATION****5 hrs (alt. yrs.)**

Introduction to Latin American culture and civilization. Emphasis on contemporary institutions and problems as determined by cultural patterns and attitudes. *Prereq: SPAN 210.*



**SPAN 240 THE SPANISH HERITAGE****5 hrs (alt. yrs.)**

An introduction to the study of Spanish civilization, culture and political thought from the origins to the present. *Prereq: SPAN 210.*

**SPAN 271/272 COMMERCIAL SPANISH****3 hrs each level (alt. yrs.)**

A course designed to teach the essential vocabulary and style specific to Spanish and Latin American business and to introduce students to the basic workings of the Spanish and Latin American economy. *Prereq: SPAN 210 or 220.*

**SPAN 280 INTRODUCTION TO SPANISH LITERATURE****5 hrs**

An introduction to literary readings representative of various genres. *Prereq: SPAN 210.*

**SPAN 310 CONVERSATION/COMPOSITION****5 hrs**

Designed to develop conversational fluency as well as to provide practice in more formal oral and written composition. *Prereq: SPAN 210.*

**SPAN 320 ASPECTS OF THE SPANISH LANGUAGE****3 hrs**

Advanced reading and composition with grammar review. *Prereq: SPAN 210.*

**SPAN 330 LATIN AMERICAN CULTURE  
AND CIVILIZATION****3 or 5 hrs (alt. yrs.)**

Advanced study of Latin American culture and civilization. *Prereq: SPAN 210.*

**SPAN 340 THE SPANISH HERITAGE****3 or 5 hrs (alt. yrs.)**

Advanced study of Spanish civilization and culture. Topics range from earliest times to the present. *Prereq: SPAN 210.*

**SPAN 370 FOREIGN LANGUAGE TEACHING METHODS****5 hrs**

This course is designed to provide future foreign language teachers with practical teaching techniques. Readings, practice teaching for peer critique and presentation in a public school classroom.

**SPAN 380 TOPIC IN LATIN AMERICAN OR SPANISH LITERATURE****3 or 5 hrs**

Study of a period, movement, or genre. *Prereq: Three courses in the major.*

**SPAN 390 INDEPENDENT STUDY****1-5 hrs**

Individual studies designed to enable individual students to pursue specific interests. *Permission of the department chairperson is required.*

**SPAN 490 INTERNSHIP****1-15 hrs*****English as a Foreign Language (EFL/FSO)***

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Courses offered under English as a Foreign Language are open only to students whose first language is not English and whose proficiency indicates the need for language instruction as part of their course of studies. In general, students whose TOEFL scores fall between 500-550 should expect to enroll in these courses. (Exemption is by test only.) All new international students will take the required orientation course during their first term at the college, whether or not they are exempted from EFL courses.

**FSO 100 FOREIGN STUDENT ORIENTATION****1 hr**

Introduction to American culture, to the American academy in general, and to Otterbein in particular. Two class meetings per week.

**EFL 100 ENGLISH AS A FOREIGN LANGUAGE****5 hrs**

An advanced course in English composition and reading for students who are currently undertaking a college curriculum in a language not their own.



## **EFL 190 ENGLISH AS A FOREIGN LANGUAGE-SPECIAL TOPICS**

**2 hrs**

For students with special language deficiencies. Repeatable twice for credit. Three class meetings per week.

### ***English Language Program (ESL)***

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The English Language Program is an intensive English as a second language (ESL) program designed to improve the English language proficiency of persons whose first language is not English. It consists of three levels: Beginning, Intermediate, and Advanced. **All courses will be noncredit bearing.** In addition to taking classes, English Language Program students will participate in regular sessions with Conversation Partners (see description below).

Upon the written recommendation of the Coordinator, in consultation with the other instructors, English Language Program students on the Advanced level may take one non-ESL class in addition to their ESL classes as a bridge to a full academic schedule.

In order to provide the ESL students with opportunities to improve their communication skills, their ability to relate to U.S. peers, and their understanding of U.S. culture, the English Language Program will arrange for them to meet for three hours a week with Conversation Partners, Otterbein College students whose first language is English, on a one-on-one basis in a nonthreatening environment for loosely structured conversation and dialog.

#### **ESL 100 BEGINNING GRAMMAR**

**5 contact hrs**

Introduction to American English with emphasis on simple and compound sentence structures.

#### **ESL 101 BEGINNING COMPOSITION**

**5 contact hrs**

Instruction and practice in basic writing processes: prewriting, outlining, drafting, and editing. Course focuses on paragraph structure and short essays and includes journal writing, grammar reinforcement, and vocabulary development.

#### **ESL 102 BEGINNING READING**

**5 contact hrs**

Instruction and practice of reading strategies: previewing, questioning, and vocabulary development. Development of text comprehension includes skills such as guessing vocabulary, distinguishing fact from opinion, and understanding inferred meaning. Students will develop knowledge of the culture as it relates to these skills.

#### **ESL 103 BEGINNING SPEAKING AND LISTENING/PRONUNCIATION**

**2 contact hrs**

Instruction in communicative competence for everyday living and academic life: conversation, role playing, oral presentation, and listening skills. Authentic pronunciation of American English will be emphasized. Students will reinforce in the laboratory what they learn in the classroom. ESL 103 will alternate with 3 hours per week of sessions with Conversation Partners.

#### **ESL 200 INTERMEDIATE GRAMMAR**

**5 contact hrs**

Further development of American English with introduction of complex sentences and structures.

#### **ESL 201 INTERMEDIATE COMPOSITION**

**5 contact hrs**

Instruction in writing skills and processes, such as prewriting, outlining, drafting, and editing, and instruction and practice of various types of development, such as narrative, comparison contrast, and classification. Course focus is on essay writing and includes journal writing, grammar reinforcement, and vocabulary development.

#### **ESL 202 INTERMEDIATE READING**

**5 contact hrs**

Continued instruction and practice of reading strategies: previewing, questioning, and vocabulary development. Development of text comprehension includes skills such as guessing vocabulary meaning, prediction, distinguishing fact from opinion, inference, and summary.



**ESL 203 INTERMEDIATE SPEAKING  
AND LISTENING/PRONUNCIATION**

**2 contact hrs**

Instruction in communicative competence needed for academic life: conversation, discussion, role playing, oral presentation, and listening skills. Authentic pronunciation of American English will be emphasized. Students will reinforce in the laboratory what they learn in the classroom. ESL 203 will alternate with 3 hours per week of sessions with Conversation Partners.

**ESL 300 ADVANCED GRAMMAR AND COMPOSITION**

**5 contact hrs**

Instruction in writing for academic purposes. Includes prewriting, drafting, revising, vocabulary development, and grammar reinforcement. The course focuses on the essay and short paper and accompanying research.

**ESL 302 ADVANCED READING**

**5 contact hrs**

Further development of strategies to prepare students for college-level reading. Course concentrates on edited and unedited texts, expansion of vocabulary and idioms, and development of library skills.

**ESL 303 ADVANCED SPEAKING  
AND LISTENING/PRONUNCIATION**

**2 contact hrs**

Instruction in listening and speaking skills needed for academic coursework, such as notetaking from lectures, oral presentation and discussion, and asking questions. Strategies for improving such skills are developed through a content-based approach, using guest speakers, current events, and other material appropriate to academic study. Pronunciation of American English is continually emphasized. Students will reinforce in the laboratory what they learn in the classroom. ESL 303 will alternate with 3 hours per week of sessions with Conversation Partners.

**ESL 305 TOEFL PREPARATION**

**2 contact hrs**

Will alternate with ESL 306 in the same time slot. Instruction in test-taking strategies for all sections of the TOEFL with an emphasis on reading comprehension and sentence structure portions of the test.

**ESL 306 SPECIAL TOPICS**

**3 contact hrs**

Will alternate with ESL 305 in the same time slot. Instruction in English for special purposes, such as Business English, to meet the particular needs of the students in the program at any given time.

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## **FRENCH**

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See description of French major under the Department of Foreign Languages.

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## **HEALTH AND PHYSICAL EDUCATION**

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*Day (chairperson), Buell, D'Arcy, Fishbaugh, Hood, McLaughlin, Peters, Reynolds, Richardson, Rocks, Tyler, Walter, Welsh, Wilson.*

### ***Mission and Programs***

The department of Health and Physical Education consists of fourteen full-time faculty, seven part-time faculty and part-time positions in coaching and intramurals. The department's mission is to provide a curriculum that offers opportunities to develop a physically educated, responsive individual who understands and applies healthful living to personal development.

The department offers courses leading to majors in Health Education, Physical Education, Sport and Wellness Management and Sports Medicine. Minors are available in coaching, health education, physical education, sport management, and wellness management. The department also provides classes servicing elementary education majors and dance majors and courses that service the college's general education requirement.



A **major in health education** is interdisciplinary and consists of Health Education 220, 270, 330, 350, 400; Life Science 105, 106, 107, 206; Sociology 250; and Psychology 220.

A **major in physical education** consists of Physical Education 120, 210, 300, 310, 320, 340, 350, 380 and 440 plus Health Education 270. Required support courses are Life Science 105, 106 and 107.

A **major in sport and wellness management** consists of core courses Health Education 220, 270, 280; Physical Education 120, 240, 340, 390 (2-5 hrs), 392, 410, 440, 490 (10-15 hrs); a concentration in either Sport Management or Wellness Management and support courses Life Science 105, 106, 107. The Sport Management concentration requires Physical Education 300, 310 or 320, 380 and 400. The Wellness Management concentration requires Health Education 310, 330, 350 and 400.

A **major in sports medicine** consists of Physical Education 340, 380, 440; Health Education 160, 220, 260, 265, 270; Life Science 105, 106 and 107 and two Psychology courses. The B.A. also requires Health Education 390, Life Science 206, Chemistry 110 and 220 and Math 230. The B.S. also requires Chemistry 140, 150, 160, Physics 140, 150, 160.

A **minor in coaching** consists of Physical Education 120 or 300, 3 sections of 290, 320, 340 and Health Education 150, 160 and 280.

A **minor in health education** consists of Health Education 220, 270, 310, 320, and 350.

A **minor in physical education** consists of Physical Education 120 or 300, 310, 320, 340, and Health Education 270.

A **minor in sport management** consists of Health Education 220, Physical Education 120, 240, 310 or 320, 380, 390 (2-5 hrs), 392 and 400.

A **minor in wellness management** consists of Health Education 270, 330, 350, 400; Physical Education 120, 240, 390 (2-5 hrs) and 392.

An **individualized major** in other related physical education/health education fields is possible and must be worked out with the Department and approved by the Curriculum Committee.

Requirements for students seeking **K-12 or secondary teacher certification in Health Education and Physical Education** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## **Program Outcome**

The course of study in **Health Education** may lead to certification for teaching health in the public schools. Students not interested in teaching certification may be considering careers in related health education work and should review the program in the wellness management major.

The course of study in **Physical Education** may lead to the special certification for teaching physical education in the public schools, K-12 or 7-12. Students not interested in certification may consider related fields and careers and should review the program in the sport management major.

The **BA Sports Medicine** program prepares students to work in a clinical, high school, or industrial setting with the bachelor's degree as the highest degree achieved. The addition of microbiology, chemistry, statistics, and independent research also helps prepare the student for graduate school programs in exercise physiology, athletic training, physician's assistant, or other allied professions. Students are encouraged to consider postgraduate work, especially if collegiate and professional settings are aspired.

The **BS Sports Medicine** program is designed to qualify the student for the NATA exam as well as allow the student to see postgraduate education in science-demanding fields, such as medicine or physical therapy. This program contains significant chemistry and physics to help meet the prerequisites of such graduate programs.

The **BA in Education with Sports Medicine** is designed to prepare the students for secondary teaching certification in an area selected by the student as well as meet the



prerequisites to qualify the student to take the NATA exam. Although any area of teaching certification may be possible, those in health education, physical education, or the biological sciences are the most easily combined with the sports medicine curriculum. Students selecting this program will most likely teach and perform athletic training duties in secondary schools.

The academic coursework in the **Sport and Wellness Management** major allows for skill and knowledge development so individuals will be prepared for possible employment with professional sports teams, colleges and universities, corporations, public and private fitness or health clubs, government agencies, social agencies, community recreation centers, and commercial sport establishments. Individuals wishing to pursue an advanced degree in sport and/or wellness management will have received a strong academic and practical skill foundation that will enable them to continue their education.

## ***Physical Education Courses ( HPED & PHED)***

### **HPED 100 PHYSICAL EDUCATION**

**1 hr (3 qtr hrs req. for graduation)  
(maximum of 6 qtr hrs permitted)**

Designed to meet the College requirement in health and physical education. Two hours per week are spent in individual, team or rhythmic activities which are selected during the freshman or sophomore year. Activities include: aerobics, archery, badminton, ballet, basketball, billiards, bowling, camping, canoeing, cycling, fencing, fitness for life, folk dance, golf, handball, jazzerobics, jogging, life guard training, lifesaving, modern dance, modern jazz, movement awareness, racquetball, racket sports, riding, scuba, self-defense for women, sexual maturity, soccer, softball, square dance, swimming, tai chi chuan, tap dance, team handball, tennis, track and field, volleyball, volleyball/walleyball, water safety instructor, and weight training and yoga relaxation. *Students participating in intercollegiate athletics may not enroll in the same HPED 100 courses as their varsity sports (example: a volleyball player may not enroll in HPED 100-Volleyball).*

### **PHED 120 INTRODUCTION TO PHYSICAL EDUCATION, SPORT AND WELLNESS MANAGEMENT**

**4 hrs**

An overview of historical, philosophical, behavioral and scientific principles and facts as applied to physical education, sport, and wellness.

### **PHED 210 ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM**

**3 hrs**

A study of the elementary school child with emphasis on creative expression of individual, group and rhythmic activities in relation to the development of children. *Prereq: INST 130 and EDUC 160.*

### **PHED 220 ELEMENTARY PHYSICAL EDUCATION FIELD EXPERIENCE**

**2 hrs**

Laboratory experience in elementary physical education for physical education majors in teacher education. *Take concurrently with PHED 210.*

### **PHED 240 LEGAL ASPECTS OF SPORT, HEALTH, AND PHYSICAL ACTIVITY**

**3 hrs**

A study of the fundamental principles that directly affect sport, physical activities and wellness programs; and the individuals who are involved in creating and delivering such programs. Case studies based on lower court decisions are identified.

### **PHED 290 TECHNIQUES AND STRATEGIES OF COACHING**

**2-8 hrs**

A study of the philosophies, ethics, methods, strategies and mechanics of coaching. *Physical education majors (men) are encouraged to complete three of the six sports:*

#### **PHED 290.10 BASEBALL**

**2 hrs**

#### **PHED 290.20 BASKETBALL**

**2 hrs**

#### **PHED 290.30 FOOTBALL**

**2 hrs**

#### **PHED 290.40 POWER VOLLEYBALL**

**2 hrs**

#### **PHED 290.50 SOCCER**

**2 hrs**

#### **PHED 290.60 TRACK AND FIELD**

**2 hrs**



**PHED 300 PRINCIPLES OF PHYSICAL EDUCATION AND SPORT 4 hrs (alt. yrs.)**

A study of the origin and nature of physical education and sport as a developmental experience.

*Prereq: PHED 120. Open to juniors and seniors.*

**PHED 310 TECHNIQUES OF TEAM SPORTS**

**5 hrs (alt. yrs.)**

A study of the principles and techniques of team sports including organization for teaching.

*Open to sophomores and juniors.*

**PHED 320 TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS**

**5 hrs**

A study of the principles and techniques of individual and dual sports including organization for teaching. *Open to sophomores and juniors.*

**PHED 340 KINESIOLOGY**

**5 hrs**

A study of the science of human motion including anatomical fundamentals, mechanics and applied principles of basic motor skills. *Prereq: L SC 105, 106 and 107, or permission of instructor.*

**PHED 350 THEORY AND PRACTICE  
OF RHYTHMIC ACTIVITY**

**5 hrs (alt. yrs.)**

An advanced study of basic rhythmic activities including creative dance and other dance forms.

*Prereq: HPED 100-Modern Dance or HPED 100-Movement Awareness. Open to juniors and seniors.*

**PHED 360 ADAPTED PHYSICAL EDUCATION**

**3 hrs**

A study of the physical education program as adapted and organized for the atypical child, including therapeutics, mainstreaming and recreation for the disabled and handicapped. *Open to juniors and seniors.*

**PHED 370 ADAPTED PHYSICAL EDUCATION FIELD EXPERIENCE**

**2 hrs**

Laboratory experience in adapted physical education for health and physical education majors in teacher education. *Take concurrently with PHED 360.*

**PHED 380 ORGANIZATION AND MANAGEMENT  
OF PHYSICAL EDUCATION AND SPORT**

**5 hrs**

The nature and mechanisms of organization and management of physical education, athletics, and recreational programs; sport business; and sport medicine. *Prereq: PHED 120.*

**PHED 390 INDEPENDENT STUDY**

**2-5 hrs**

Research project in physical education, sport or wellness for qualified students. *Sophomore standing and permission of the instructor. May be repeated for credit.*

**PHED 392 MANAGEMENT OF SPORT, FITNESS,  
AND LEISURE PROGRAMS**

**4 hrs**

A study of the philosophies and management techniques required in the administration of both private and public sport, fitness and leisure programs. *Prereq: PHED 120.*

**PHED 400 SEMINAR IN PHYSICAL EDUCATION AND SPORT**

**2 hrs**

A study of issues and trends in the areas of physical education and sport. *Prereq: permission of the instructor. Open to seniors only.*

**PHED 410 RESEARCH AND MEASUREMENT  
IN PHYSICAL EDUCATION, SPORT AND WELLNESS**

**4 hrs**

Research, statistics, testing, and data analysis in physical education, sport, and wellness. Students are encouraged to research an area of interest. *Open to juniors and seniors.*

**PHED 430 MOTOR LEARNING**

**3 hrs**

Study of the principles of motor learning, the factors which affect skill acquisition and the teaching-learning process. *Prereq: PHED 340.*



**PHED 440 EXERCISE PHYSIOLOGY****5 hrs**

A study of the effect of exercise on the physiology of metabolism, circulation, respiration and muscle function. Athletic performance will be examined with factors such as environment, body composition, nutrition, ergogenic aids and training. *Prereq: L SC 105, 106, 107 or permission of instructor.*

**PHED 450 PHYSICAL EDUCATION CLINICAL****2-5 hrs**

Guided intern work in athletic training, administration of intramurals, interscholastic athletics and recreation. *Open only to qualified junior and senior majors. Permission of the instructor required. May be repeated once.*

**PHED 490 INTERNSHIP****1-15 hrs**

Qualified students may elect 1-15 hours of Physical Education 490 upon submission of written proposal. Work may be contained within a single term or spread out over three consecutive terms. Internships are available in recreation, sports merchandising, sports management, wellness management, corporate fitness, camp management and must be supervised by a department faculty member. Evidence of work done on each project must be supported with a written paper and evaluation from the cooperative agency. *Students must apply one term in advance of the internship.*

**Health Education Courses (HLED)**

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**HLED 150 CARE AND PREVENTION OF ATHLETIC INJURY****3 hrs (alt. yrs.)**

This course introduces the prevention, recognition, disposition and treatment of athletic injuries as approached by coach/teacher professional. Basic conditioning, identification of injury, predisposition factors, basic evaluation and treatment of injuries and taping/bracing principles will be presented. *This course is designed for the non-Sports Medicine major.*

**HLED 160 BASIC ATHLETIC TRAINING****5 hrs**

A study of the athletic training profession and duties of the certified athletic trainer. NATA history and structure, basic injury evaluation, treatment, conditioning and CPR/First Aid are major aspects of focus. *Open to Sports Medicine majors only.*

**HLED 220 NUTRITION AND FITNESS****5 hrs**

Nutrition needs of individuals in various stages of the life cycle with emphasis on related chemical and biological processes. *Prereq: L SC 105. Recommend chemistry background.*

**HLED 250 THE ELEMENTARY SCHOOL HEALTH PROGRAM****3 hrs**

A study of the elementary school child with implications for the school health program. Health problems, curriculum, teaching methods and materials are included. *Prereq: INST 130 and EDUC 160.*

**HLED 260 ADVANCED ATHLETIC TRAINING I****4 hrs**

Common mechanisms and pathologies of common injuries and conditions to the upper extremity. Evaluation of common injuries to the upper extremities will be an integral part of course content. *Prereq: HLED160, L SC 105, 106 and 107. Coreq: 100 internship hours.*

**HLED 265 ADVANCED ATHLETIC TRAINING II****4 hrs**

Common mechanisms and pathologies of common injuries and conditions to the lower extremity. Evaluation of common injuries to the lower extremities will be an integral part of course content. *Prereq: HLED 260. Coreq: 100 internship hours.*

**HLED 270 FOUNDATIONS OF HEALTH****5 hrs**

A study of the various diseases, conditions and factors, as related to the individual and the community which affect health.



**HLED 280 FIRST AID****3 hrs**

A study of emergency care of the injured or ill including accident prevention, principles and techniques of first aid and common medical emergencies. Students may obtain American Red Cross Certification. *Required for state certification for physical education majors.*

**HLED 310 ALCOHOL, TOBACCO AND DRUGS****3 hrs**

The sociological, psychological and physiological aspects of drugs, alcohol and tobacco with emphasis on teaching approaches to sensitive issues.

**HLED 320 HUMAN SEXUALITY****3 hrs**

A study of human sexuality as an aspect of human personality and its relationship to social, emotional, and physical development with emphasis on teaching approaches to sensitive issues.

**HLED 330 THE ORGANIZATION AND ADMINISTRATION OF HEALTH PROGRAMS****5 hrs (alt. yrs.)**

A study of the organization of various health programs with emphasis on school, community, and worksite health promotion. *Prereq: HLED 270.*

**HLED 350 HEALTH EDUCATION METHODS****5 hrs (alt. yrs.)**

A study of secondary health education programs. Health problems, curriculum, teaching methods, and materials are included. *Prereq: HLED 270.*

**HLED 390 INDEPENDENT STUDY****2-5 hrs**

Research project in health education for qualified students. *Junior standing and permission of the instructor. May be repeated for credit.*

**HLED 400 SEMINAR IN HEALTH EDUCATION AND WELLNESS****2 hrs**

A study of issues and trends in health education and wellness field settings, practices, and organizations. *Prereq: Permission of the instructor. Open to seniors.*

**HLED 460 CLINICAL MODALITIES****3 hrs**

A study of the physiological basis for application of modalities in the treatment of (common) athletic injuries. Principles of electricity, magnetic fields, heat transfer, cryotherapy and hydrotherapy. *Prereq: HLED 265 and PHED 340, or permission of the instructor.*

**HLED 470 PRINCIPLES OF REHABILITATION****5 hrs**

A study of the components of rehabilitation protocols and exercise prescriptions. An overview of common surgical procedures and clinical applications of rehabilitation equipment. *Prereq: HLED 460, L SC 105, 106, 107 and PHED 340, or permission of the instructor.*

**HLED 490 INTERNSHIP****1-15 hrs**

Qualified students may elect 1-15 hours of Health Education 490 upon submission of written proposal. Work may be contained within a single term or spread out over three consecutive terms and must be approved by a department faculty member. Evidence of work on each project must be supported with a written paper and evaluation from the cooperative agency. *Students must apply one term in advance of the internship.*

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## **HISTORY AND POLITICAL SCIENCE**

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*Cooper (chairperson), Glover, Halbert, MacLean, Rose, Yntema.*

### **Mission and Programs**

The Department of History and Political Science, with six full-time faculty, defines its mission as supporting both its majors and the Integrative Studies Program in order to teach critical thinking and writing skills, to help students develop an appreciation of our diverse world, and to prepare students for careers and professions.



The department offers majors and minors in History and Political Science, and houses the interdisciplinary major in International Studies and the Pre-Law Program. Faculty from the department also teach INST 150, the required Western History course, INST 160 Geography, and occasionally sections of other Integrative Studies courses. The department also contributes to the Education Department and Honors program.

## HISTORY

A **major in history** consists of 50 quarter hours in history, including HIST 110, 120, 200, 210, 220, and 280. Students are also required to take fifteen credits at the 300 or 400 level, with at least five of the fifteen chosen from electives in European history (HIST 300, 310, 340, and 385), and at least five selected from electives in American history (HIST 350, 360, 370, 375, or 380). It is highly recommended that majors also take ten quarter hours at the 200 level or above from a choice of disciplines related to history, including political science/international relations, economics, sociology, philosophy, religion, and psychology. Students should consult their advisers to determine the best selection of electives in history and related disciplines. Majors are encouraged to take History 280, History Seminar, in their Freshman or Sophomore year. Students interested in pursuing graduate studies are advised to attain reading proficiency in at least one foreign language and are encouraged to enroll in the college Honors program.

A **minor in history** consists of 25 quarter hours from the offerings in history.

Requirements for students seeking **secondary teacher certification in History** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

For a description of the **Black Studies minor**, refer to page 72 in this section of the catalog.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### *Program Outcome*

Fulfillment of the requirements in **History** qualifies students to pursue graduate work in history. Students entering Ph.D. programs prepare for careers in college-level teaching and research. Students also may follow up a B.A. in history with a master's degree in library science or master's program in public history, which will qualify them for positions in museum studies, archival work, or historic preservation. When the B.A. in History is undertaken in conjunction with the "History" or "Comprehensive Social Studies" program in the Department of Education at Otterbein, graduates are qualified to teach history and/or social studies in the secondary schools. Because the discipline of history spans both the humanities and social sciences, students acquire a broad foundation of knowledge, which, when combined with the analytical and communication skills gained in pursuing a degree in history, are applicable to many career fields. As a result, students may pursue employment in such areas as law, journalism, government service, administration, and business.

### *History Courses (HIST)*

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#### **HIST 110 THE AMERICAN EXPERIENCE FROM THE COLONIAL ERA TO THE CIVIL WAR AND RECONSTRUCTION**

**5 hrs**

Beginning with the meeting of Native American and European cultures, this course explores the parallel developments of American democracy and republicanism, the creation of an integrated economy, the origin of the institution of slavery, and the process of emancipation. It looks at the rise of social and religious reform movements, and it traces the course of westward expansion, the descent into sectional conflict and civil war, and the restoration of the union.



**HIST 120 THE AMERICAN EXPERIENCE FROM THE  
GILDED AGE TO THE PRESENT**

**5 hrs**

Beginning with the industrial revolution of the last half of the 19th century, this course traces the impact of urbanization, immigration, two world wars, depression, and the Cold War on America's institutions, its people, and its ideas of freedom, opportunity, democracy, and diversity.

**HIST 200 RELIGION, REVOLUTION, AND THE STATE:  
EUROPE 1500-1815**

**5 hrs**

An exploration of the Reformation, European overseas expansion, the origins of the centralized state and capitalist economy, the Scientific Revolution and Enlightenment, the political and social revolutions of the seventeenth and eighteenth centuries, and the causes of the Industrial Revolution.

**HIST 210 NATIONALISM AND INTERNATIONALISM:  
EUROPE 1815-1919**

**5 hrs**

A study of European diplomacy after the French Revolution, the rise of conservative, liberal, and socialist movements, the spread of nationalism and industrialization, the new imperialism, the origins of contemporary warfare and breakdown of the European state system in the First World War, and the causes of the Russian Revolution.

**HIST 220 CONFLICT AND CRISIS: EUROPE 1919-present**

**5 hrs**

Traces the European political and social crisis between the wars, the formation of the Soviet state, the rise of the fascist threat to Europe, the emergence of antifascist resistance, the causes and nature of the Second World War, the evolution of the Cold War, and the problem of European unity.

**HIST 250 ECONOMIC HISTORY**

**5 hrs**

This course traces the development of the modern industrial system and examines the related social and political changes in Westernized and developing countries.

**HIST 260 AFRICAN-AMERICAN HISTORY**

**5 hrs**

A study of the political and social history of the African-American community, from its roots in Africa, through the period of slavery, to the struggle for civil rights in the present day. A sophomore and junior level course. No prerequisites.

**HIST 270 OHIO HISTORY**

**5 hrs**

A survey of the economic, cultural, political and social history of Ohio.

**HIST 280 HISTORY SEMINAR**

**5 hrs**

A seminar required for majors in history, designed to acquaint students with basic procedures, materials and research tools used by historians.

**HIST 290 AMERICAN WOMEN: A HISTORY**

**5 hrs**

A study of the history of women in America from the colonial period to the present, with attention to social, cultural, political, and economic history.

**HIST 300 BRITISH HISTORY**

**5 hrs (alt. yrs.)**

A survey of British history to the present day. The course is especially recommended to pre-law students and to majors in English.

**HIST 310 MEDIEVAL AND RENAISSANCE HISTORY**

**5 hrs**

A study of early European history from 500 to 1500 with special emphasis on the contribution of this period to later developments.



**HIST 340 RUSSIA AND THE SOVIET UNION  
FROM 1917 TO THE PRESENT**

**5 hrs**

Political, economic, social, cultural, and diplomatic history of Russia in the 20th century, with special emphasis on the roles of Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev, and Yeltsin.

**HIST 350 SOCIAL PROTEST IN 20TH CENTURY AMERICA 5 hrs (every third yr.)**

Focusing on several widely different grassroots social protest movements of the twentieth century, including among others the Ku Klux Klan and the National Organization of Women, this course investigates the origins and development and causes for the success and/or failure of each movement and the historic and evolutionary changes in the status of American labor and ethnic groups, African-Americans and Native Americans, and women.

**HIST 360 REPUBLICANS v. DEMOCRATS : A HISTORY 5 hrs (every third yr.)**

This course will investigate the impact that two world wars, the 1920s consumer revolution, the depression, the McCarthy Era and the Cold War, the 1960s social revolution, and the post Cold War era had in creating the Republican and Democratic parties as we know them today. Special attention will be paid to the historic roots of the present-day divisions within each party and the influence of third parties.

**HIST 370 AMERICAN DIPLOMACY FROM THE SPANISH-AMERICAN  
WAR TO THE POST COLD WAR WORLD**

**5 hrs (every third yr.)**

The interplay of foreign and domestic political and socioeconomic factors on the evolution of American foreign policy from 1898 to the present. Particular attention will be paid to the background, personalities, and values of Theodore Roosevelt, Woodrow Wilson, Franklin Roosevelt, Richard Nixon, Henry Kissinger, and Ronald Reagan in the shaping of American policy.

**HIST 375 EARLY AMERICAN HISTORY**

**5 hrs (alt. yrs.)**

This course explores the social and cultural history of North America from the pre-Columbian era through the eighteenth century. Topics include the intermingling of African, Native American, and European cultures, the formation of the British colonies, the emergence of a distinct American society and ideology, the Revolutionary War and the construction of a new nation, and the development of eighteenth-century society and culture.

**HIST 380 CIVIL WAR AND RECONSTRUCTION**

**5 hrs (alt. yrs.)**

This course explores antebellum America, the expansion of slavery in the South, the deepening social and ideological divisions between the North and the South, the Civil War, and the reintegration of the union. Special attention will be paid to the cultural values that divided the nation, the experiences of African-Americans, and the meaning of this seminal event in America's past.

**HIST 385 MODERN EUROPEAN INTELLECTUAL HISTORY**

**5 hrs (alt. yrs.)**

This course covers selected ideas, ideologies, and intellectual movements from the early modern period to contemporary times. On each occasion the course is offered, it will concentrate on a particular set of themes and specific time period within modern European history. Possible topics for seminars include the transformation of the concepts of progress and reason, the development of historical consciousness and social theory, and the contemporary exploration of language and the psyche.

**HIST 390 INDEPENDENT STUDY**

**3-5 hrs**

Independent study. *Prereq: Permission of instructor.*

**HIST 490 INTERNSHIP**

**1-15 hrs**

Internships are available to majors upon submission of a written proposal. They are arranged individually, usually with local organizations or agencies, such as the Ohio Historical Association. The number of credit hours varies with the program agreed upon. Proposals must be submitted no later than three weeks before the end of the term preceding the term in which the internship begins. Approval from the department must be granted before registering for the internship.



## POLITICAL SCIENCE

A **major in political science** consists of 50 quarter hours in political science including P SC 100, 115, 215, 222, 225, and 230. Majors will also be required to take three 300 level courses and one 400 level course in political science, as well as MATH 230.

A **minor in political science** consists of 30 quarter hours including P SC 100 and 115, 10 hours of 200 level courses, and at least 10 hours of 300-400 level courses in political science.

Requirements for students seeking **secondary teacher certification in Political Science** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### **Program Outcome**

Fulfillment of the requirements in **Political Science** qualifies students to pursue professional employment in government service and public administration at the federal, state, and local levels. Graduates also are qualified for employment in non-governmental organizations that serve social and/or legal services. Students are prepared for graduate work in political science, international relations and the foreign service, and public administration. Graduates also may pursue law school. When undertaken in conjunction with the "Comprehensive Social Studies" program in the Department of Education, graduates are qualified to teach civics-politics and/or social studies in the secondary schools. The liberal arts foundation of a political science degree offers skills that can be valuable in many career fields, including law, journalism, business administration, and research.

## **Political Science Courses (P SC)**

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### **P SC 100 AMERICAN NATIONAL GOVERNMENT**

**5 hrs**

A survey of the institutions, processes, and politics of the government of the United States. Particular emphasis is placed on the historical development of federalism, the Congress, the Presidency, the Judiciary, the national bureaucracy, political parties, and interest groups.

### **P SC 115 POLITICAL PHILOSOPHY**

**5 hrs**

An examination of the normative tradition in Western political inquiry. Emphasis on the post-Socratic concepts of the social contract and natural law, as well as modern debates on liberalism and conservatism, and capitalism and communism. Theoretical foundations of feminism and critical theory are also studied.

### **P SC 215 AMERICAN LEGISLATIVE PROCESS**

**5 hrs**

Examines the legislative and representative process with attention to the committee system, seniority, party leadership, and relations with other branches of government. Primary focus is on the U.S. Congress and its norms, rules, and procedures. *Prereq: P SC 100*

### **P SC 222 THE PRESIDENCY**

**5 hrs**

The evolution of presidential power and theories of presidential behavior. The function of the Electoral College and the primary system in presidential elections are examined. The role of the Executive Office and the bureaucracy is explored. *Prereq: P SC 100.*

### **P SC 225 JUDICIAL PROCESS**

**5 hrs (alt. yrs.)**

Analyzes the role of federal and state courts as political institutions, with special attention to the roles of judges and lawyers in the judicial process. Civil and criminal courts are studied, as well as judicial norms and procedures. *Prereq: P SC 100 or permission of the instructor.*



**P SC 230 METHODS OF INQUIRY****5 hrs (alt. yrs.)**

A seminar required for majors in political science, designed to acquaint students with basic procedures, material and research tools used by political scientists. *Recommended: MATH 230.*

**P SC 310 STATE AND LOCAL GOVERNMENT****5 hrs (alt. yrs.)**

State and local government structures, operations, and intergovernmental processes in the United States. The state and local governments of Ohio are used as a basis for providing comparative analysis among states and local governments. *Prereq: P SC 100 or permission of instructor.*

**P SC 325 PUBLIC ADMINISTRATION****5 hrs (every third yr.)**

Examines the policymaking process in which federal administrative agencies are involved. Organization theories, budgeting, personnel administration, decision-making theories are discussed. *Prereq: P SC 100 or permission of instructor. ECON 210 is recommended.*

**P SC 335 THE ELECTORAL PROCESS****5 hrs (every third yr.)**

A study of the structure, functions, and operations of interest groups, political parties, public opinion, elections, and the media in American national politics. *Prereq: P SC 100, or permission of instructor.*

**P SC 350 SELECTED TOPICS IN POLITICAL SCIENCE****3-5 hrs**

An in-depth examination of a timely or specialized subject in American politics, international relations, or comparative government. *Prereq: permission of instructor.*

**P SC 355 AMERICAN FOREIGN POLICY****5 hrs (every third yr.)**

The course will focus on the problems involved in the formulation and execution of United States foreign policy, emphasizing the post-World War II period. *Prereq: P SC 100, or permission of instructor.*

**P SC 365 INTERNATIONAL POLITICS****5 hrs**

World political systems and theories of interaction in the global community; international issues and problems. *Prereq: P SC 100 or permission of instructor.*

**P SC 380 COMPARATIVE GOVERNMENT****5 hrs (alt. yrs.)**

An introduction to the comparative method of analysis as applied to nation-states and regional governments of the world. Emphasis may be on western or non-western nation-states. *Prereq: P SC 100 or permission of instructor.*

**P SC 390 INDEPENDENT STUDY****3-5 hrs**

Independent study. *Open only to majors in political science. Prereq: permission of instructor.*

**P SC 410 INTERNATIONAL LAW AND INSTITUTIONS****5 hrs (every third yr.)**

Studies the evolution of international law as it has been generated from international conferences, regional organizations, intergovernmental organizations, the League of Nations, the United Nations and its International Court of Justice. Special attention is given to the legal status of states and dependencies, rules of international diplomacy, refugees, women, and the peaceful settlement of disputes. *Prereq: P SC 365, or permission of instructor.*

**P SC 420 CONSTITUTIONAL LAW AND CIVIL LIBERTIES****5 hrs (every third yr.)**

Analyzes the principles of the American constitution and Supreme court decision-making. A case method approach is used to examine concepts such as judicial review, separation of powers, equal protection of the law, race and sex discrimination, voting rights, the right to privacy, freedom of speech and religion, due process, and the rights of the accused. Principles of legal reasoning are discussed. The course is especially recommended for students preparing for law school or legal careers. *Prereq: junior standing.*



**P SC 440 AMERICAN POLITICAL THEORY****5 hrs (every third yr.)**

A chronological study of the mainstream and radical currents of American political thought from colonial times to the present. *Prereq: P SC 100 or P SC 115, or permission of instructor.*

**P SC 482 MIDDLE EAST POLITICS****5 hrs (every third yr.)**

A study of contemporary domestic and foreign politics in the Middle East, including the Arab-Israeli conflict, the politics of oil, the impact of religion, the clash of national sentiments, and the role of global and regional powers in the affairs of these countries. *Prereq: P SC 365 or permission of instructor.*

**P SC 485 EAST ASIAN POLITICS****5 hrs (every third yr.)**

A specialized historical examination of the military, political, social, and economic relations among nation-states of East Asia. *Prereq: P SC 365 or permission of instructor.*

**P SC 488 AFRICAN POLITICS****5 hrs (every third yr.)**

Explores the post-colonial politics of sub-Saharan African states, with special reference to issues of nation-building, ethno-politics, challenges of development, regional cooperation, and Pan-African unity.

**P SC 490 INTERNSHIP****1-15 hrs**

Open to majors in political science. Credit is available for work with governmental agencies, political candidates, lobbies, and other private institutions interested in the public sector. *Prereq: P SC 100.*

**P SC 492 MODEL UNITED NATIONS****3 hrs**

Studies the structure and processes of the United Nations through participation in Model U.N. programs. Students will represent delegates to a simulated U.N. forum, preparing background information on countries, issues, position papers, and resolutions. Parliamentary procedure also will be studied. *Prereq: P SC 365 or permission of instructor.*

## INTERNATIONAL STUDIES

A **major in International Studies** is interdisciplinary and consists of 60 quarter hours of specific courses in foreign language, European history and other history, international politics, political science, economics, international business, sociology, and the humanities. Students are reminded that prerequisites may be required for some electives.

Students are encouraged to complete INST 160 and/or INST 180, as well as to engage in study abroad. Otterbein College administers a study-abroad program with Roehampton University in England, and other opportunities are available through the International Programs office of the College. Students participating in Study Abroad may earn up to 15 credit hours at Otterbein College. Students interested in pursuing graduate studies in international studies are encouraged to complete ECON 210 Microeconomics.

The International Studies program is administered by the Department of History and Political Science. Students interested in pursuing the major should plan their course of study with the director of the program.

### Program Outcome

Fulfillment of the requirements in **International Studies** qualifies students to pursue graduate work in political science, international relations, and programs to train foreign service officers. Graduates also are qualified for employment in non-government organizations that serve international publics. The competency in foreign language required by the International Studies major enhances employment opportunities for students in many career fields, including international business, journalism, and education.

**Credits**

5 from

**Course Selections****Foreign Language**

LANG 210 or higher (prerequisites may be required)



- 5 from **European History**  
 HIST 200 Europe 1500-1815  
 HIST 210 Europe 1815-1919  
 HIST 220 Europe 1919-present
- 10 from **History**  
 HIST 250 Economic History  
 HIST 300 British History  
 HIST 340 Russia and the Soviet Union from 1917 to the Present
- 5 from **International Politics**  
 P SC 365 International Politics
- 10 from **Political Science**  
 P SC 355 American Foreign Policy  
 P SC 380 Comparative Government  
 P SC 410 International Law and Institutions  
 P SC 482 Middle East Politics  
 P SC 485 East Asian Politics  
 P SC 488 African Politics  
 P SC 492 Model United Nations
- 5 from **Economics**  
 ECON 220 Macro Economics
- 10 from **International Business** (Prerequisites may apply)  
 ECON 350 Comparative Economic Systems  
 ECON 440 Economic Development and Growth  
 BADM 370 International Business and Economics  
 BADM 375 International Marketing  
 BADM 385 International Comparative Management  
 BADM 470 International Business Policy and Strategy
- 5 from **Sociology** (Prerequisites may apply)  
 SOCL 270 Sociology of Gender  
 SOCL 300 Racial and Cultural Relations  
 SOCL 340 Inequality and Poverty  
 SOCL 350 Collective Behavior and Social Movements
- 5 from **Humanities** (Prerequisites may apply)  
 ART 250 Non-Western Art  
 ART 260 Women Artists in History  
 ENGL 232 Literature from Diverse Cultures  
 FREN 240 The French Heritage  
 RELG 270 Women and Religion  
 RELG 290 Native American Religion  
 RELG 340 Buddhism and Zen  
 RELG 350 Muslim Faith and the Nation of Islam  
 RELG 360 Gender and Sex in the World's Mythology  
 SPAN 230 Latin American Culture and Civilization  
 SPAN 240 The Spanish Heritage

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## INTERNATIONAL STUDIES

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See description of International Studies major under Department of History and Political Science.

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## JOURNALISM

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See description of Journalism major under Department of English.



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# LEARNING ASSISTANCE CENTER

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Kasulis (director), Biancamano, Verducci

## LAC 080 BASIC CONCEPTS IN MATHEMATICS

5 hrs

Pre-algebra and beginning algebra topics: arithmetic of real numbers (including fractions, decimals, etc.) and polynomials (including graphing). *Students required to take this course must complete it with a "C" or better within four quarters of enrollment or face suspension/dismissal. LAC 080 and the next required level of pre-college algebra, MATH 090, do not count towards graduation in any degree program. Thus, students who have taken these two courses must complete at least 190 hours to graduate.*

## LAC 100 COLLEGE READING AND STUDY SKILLS

5 hrs

Designed to help students develop and enrich their communication skills. Emphasis on critical reading strategies and the application of study skills. *Prereq. By placement only*

*Additional information regarding the Learning Assistance Center may be found in the Academic Support Services section of this catalog.*

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# LIFE AND EARTH SCIENCES

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Herschler (chairperson), Christian, Gahbauer, Hoggarth, Lawrance, Lehman, Lescinsky

## Mission and Programs

The Department of Life and Earth Sciences has as its mission: (1) to prepare students for careers in biology related and geology related fields; (2) to prepare students for graduate and professional education; (3) to support the Integrative Studies Department; (4) to provide support courses for other departments; and (5) to develop students' abilities to acquire knowledge, to make critical judgments, to form a commitment to intellectual inquiry, to express themselves clearly, to participate thoughtfully in discussion and decision making, and to develop their powers of synthesis.

The department offers programs of study leading to a major in life sciences. The five programs of study are: **ecology and environmental sciences, molecular biology/biotechnology, pre-professional health sciences, general biology, and secondary teaching certification.** The Department of Life and Earth Sciences also offers programs leading toward minors in Earth Sciences, and Life Sciences. It is also the home department for the interdisciplinary Environmental Studies minor.

The **life science major** requires 47 quarter hours of life science courses consisting of Life Science 101, 102, 103, 201, 202, and 401, and four electives chosen from 300 level courses listed below with the programs of study descriptions. The major also requires Chemistry 140, 141, 150, 151, 160, 161 and Philosophy 440.

The **life science minor** consists of any 25 quarter hours of life science courses which would count toward a major.

**Earth Science** examines all aspects of the planet earth including rocks and minerals, natural resources, landforms, oceanography, and the history of the planet and its life forms. The Earth Science program has three functions, 1) to provide supporting information to the Ecology and Environmental Science Concentration, 2) to provide required courses in Physical Geology and Oceanography for the General Science Certification, and 3) as a minor that would benefit anyone in the college. The minor helps prepare students for graduate programs in ecology, environmental sciences, and environmental studies.

The **earth science minor** consists of 25 quarter hours of earth science (E SC) courses.

For a description of the **environmental studies minor**, refer to page 99 in this section of the catalog.

The **Ecology and Environmental Sciences** program of study emphasizes the development of the ability to recognize, examine, and understand environmental problems within an



ecological context. Areas of study include: biodiversity, biological management, preservation of air, water and land quality, identification and inventory of endangered species and habitats, aquatic ecology, and preservation of wetlands and other natural habitats. The program prepares students for graduate research in ecology and environmental positions with government agencies or private firms.

The program emphasizes laboratory and field studies. Otterbein College students are encouraged to do a culminating research project or an internship in an appropriate laboratory or agency (e.g. the Ohio Department of Natural Resources, the Ohio Environmental Protection Agency the Columbus Metropolitan Parks Systems). Students are encouraged to attend biological field programs such as those available at Stone Laboratories on Lake Erie, Highlands Biological Station in North Carolina, and Sea Semester at Woods Hole Biological Station on Cape Cod, Massachusetts.

The Ecology & Environmental Science elective courses are Life Science 302, 303, 304, 307, 308, 313 & 315. Ecology and Environmental Science students are encouraged to take Earth Science 201, 202, 205, 301, and 302. In addition, the following supporting courses are suggested: Chemistry 220 or Chemistry 240, 241, 250, 251, 260, & 261; Computer Science 100; Life Science 204, 207, 208, 209, 212, 213, 214, 390, & 490; and Math 230 & 231.

The **Molecular Biology/Biotechnology** program of study prepares students in molecular biology, cell biology and recombinant DNA technologies for graduate programs, research and technical positions. Areas of study include the molecular structure of DNA and genomes including the human genome; the cellular organization of life, cell specialization, and cancer; and the manipulation of life through genetic engineering. Applications of molecular biology in biomedicine, agriculture, industry, forensics and the environment are also studied. The program emphasizes laboratory experiences. A culminating research project at Otterbein or an internship in an appropriate laboratory (e.g. Battelle, Ross Laboratories, NIH, Oak Ridge) is strongly encouraged.

The Molecular Biology/Biotechnology elective courses are Life Science 301, 304, 305, 306, 308, & 314. In addition, the following supporting courses are suggested: Chemistry 240, 241, 250, 251, 260, 261, 450, & 460; Computer Science 100; Life Science 208, 209, 211, 215, 390, & 490; Math 170, 180, 230, & 231; and Physics 140, 150, & 160. Check with your advisor regarding admission requirements for specific graduate programs.

The **Pre-professional Health Sciences** program of study prepares students for programs in medicine, osteopathy, chiropractic, dentistry, veterinary medicine, optometry, physical therapy, podiatry, medical technology, physicians' assistants and other health fields or graduate programs in the health sciences. Laboratory experiences are emphasized. In addition, a culminating research project or internship with appropriate professionals is strongly recommended.

The Pre-professional Health Sciences elective courses are Life Science 301, 304, 305, 306, 309, 311, & 314. In addition, the following supporting courses are suggested: Chemistry 240, 241, 250, 251, 260, 261, 450, & 460; Computer Science 100; Life Science 208, 209, 211, 215, 390, & 490; Math 170, 180, 230, & 231; and Physics 140, 150, & 160. Check with premed advisor for admission requirements of specific professional programs.

The **General Biology** program of study fulfills the college requirement of a Life Sciences major, and is appropriate for students who wish an individualized concentration of advanced Life Science courses. This program of study prepares students for biological careers that emphasize a breadth of knowledge in the field or for graduate programs in General Biology.

The General Biology elective courses are: Life Science 301, 302, 303, 304, 305, 306, 307, 308, 309, 311, 313, 314, & 315. In addition, the following supporting courses are suggested: Chemistry 220; or Chemistry 240, 241, 250, 251, 260, & 261; Earth Science 101, 201, 202, 205, 301 and 302; and Life Science 204, 207, 208, 209, 211, 212, 213, 214, & 215.

Requirements for students seeking **secondary teacher certification in Biology** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better. This program of study prepares students for teaching biology in the public schools and also prepares them for postgraduate education in professional or graduate schools.

Students desiring to combine life sciences with preparation in the business world are encouraged to elect as part of the major, Life Science 209 and Life Science 490. A business major is also recommended.



All students planning to enroll in Life Science 390 or 490 or Earth Science 390 or 490 must contact the department to obtain permission at least one term prior to enrollment.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### **Program Outcome**

The **Ecology and Environmental Sciences** program prepares students for graduate research in ecology and environmental positions with government agencies and private firms.

The **General Biology** program of study prepares students for biological careers that emphasize a breadth of knowledge in the field or for graduate programs in General Biology.

The **Molecular Biology/Biotechnology** program of study prepares students in molecular biology, cell biology, and recombinant DNA technologies for graduate programs, research, and technical positions.

The **Pre-professional Health Sciences** program of study prepares students for programs in medicine, osteopathy, chiropractic, dentistry, veterinary medicine, optometry, physical therapy, podiatry, medical technology, physicians' assistants, and other health fields or graduate programs in the health sciences.

The **Teacher Education** program of study prepares students for teaching biology in the public schools and also prepares them for postgraduate education in professional or graduate schools.

The **Earth Science** minor helps prepare students for graduate programs in ecology, environmental sciences, and environmental studies.

### **Life Science Courses (L SC)**

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#### **L SC 101 INTRODUCTORY BIOLOGY I (MOLECULES, GENES, AND CELLS)**

*Lecture and laboratory*

**5 hrs**

The first course in the introductory sequence emphasizing a study of life at the molecular level. This course includes a basic foundation in biochemistry, molecular genetics, and cell biology. The development of the central dogma and our current understanding of the molecular basis of gene structure, regulation, and evolution as well as the many impacts of rDNA on biology and society are considered. Laboratory exercises include basic techniques in biochemistry, genetic engineering, microbiology, and cell biology. *Prereq: NONE*

#### **L SC 102 INTRODUCTORY BIOLOGY II (PLANTS, GENETICS, AND EVOLUTION)**

*Lecture and laboratory*

**5 hrs**

The second course in the sequence incorporating a study of evolution, genetics, the microbial world and the anatomy and physiology of vascular plants. Laboratory exercises will include work with computers in genetics, bacteriological and physiological techniques along with microscopic and anatomical examination of specimens. *Prereq: L SC 101 or permission.*

#### **L SC 103 INTRODUCTORY BIOLOGY III (ANIMALS AND ECOLOGY)**

*Lecture and laboratory*

**5 hrs**

The third course in the introductory sequence. This course will focus on the evolution of animal structure and function as well as the examination of animal diversity. Animals and their environments will be examined. Laboratory exercises will include a hands on examination of organisms that illustrate the principles discussed in lecture as well as field experiences in animal ecology. *Prereq: L SC 101 and 102, or permission of instructor.*

#### **L SC 105 INTRACELLULAR BIOLOGY**

*Lecture and laboratory*

**5 hrs**

The first in a three-course sequence (Life Science 105, 106 and 107) required of physical education and sports medicine majors. Designed to give students a basic understanding of life at the cellular and subcellular level. *Prereq: NONE*



**L SC 106 ANATOMY AND PHYSIOLOGY 1****5 hrs***Lecture and laboratory*

An introductory lecture and laboratory course in human anatomy and physiology. Microscopic and gross anatomy, plus the functioning and development of the skeletal, muscular, respiratory and cardiovascular systems are covered. Required of health and physical education and sports medicine majors. *Prereq: L SC 105 or permission of instructor.*

**L SC 107 ANATOMY AND PHYSIOLOGY 2****5 hrs***Lecture and laboratory*

A continuation of Life Science 106 with emphasis on the major coordinating and integrating system. Topics include: digestive system, urogenital system and acid base balance, nervous system and endocrine system. Required of health and physical education and sports medicine majors. *Prereq: L SC 106 or permission of instructor.*

**L SC 108 ANATOMY AND PHYSIOLOGY I****5 hrs***Lecture and laboratory*

An introductory lecture and laboratory course in human anatomy and physiology. Includes an introduction to life at the cellular level. Microscopic and gross anatomy and the functioning and development of the skeletal, muscular, respiratory and cardiovascular systems are covered. *Prereq: CHEM 110 or permission of instructor.*

**L SC 109 ANATOMY AND PHYSIOLOGY II****5 hrs***Lecture and laboratory*

A continuation of Life Science 108 with emphasis placed on major coordinating and integrating systems. Topics include: digestive system and intermediary metabolism, urogenital system and acid base balance, nervous system, endocrine system, embryonic development and genetics. *Prereq: L SC 108 or permission of instructor.*

**L SC 201 GENETICS****5 hrs***Lecture and laboratory*

Intensive investigation of principles of transmission and physiological genetics, including statistical evaluation of data. Three hours/week of assigned laboratory time in addition to lecture. *Prereq: L SC 101, 102 and 103, or permission of instructor.*

**L SC 202 CELL BIOLOGY****5 hrs***Lecture and laboratory*

A study of the cell, its membrane and organelles and the universality of the chemical processes that bring about their structure and function. Laboratory includes use of various separation devices such as centrifuges and electrophoresis equipment and measurement devices including spectrophotometers, densitometers, and pH meters. Statistical analysis of quantitative results to determine probability of chance differences between experimentals and controls is emphasized. *Prereq: L SC 201 or permission of instructor.*

**L SC 204 ENVIRONMENTAL BIOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

This course gives the student an understanding of the complex issues associated with environmental assessment, mitigation, and quality. The laboratory/field experience is centered on the determination of the quality/integrity of nearby aquatic and terrestrial habitats. Field trips providing hands on experience and laboratory sections designed to develop the skills needed to make these determinations are emphasized. *Prereq: ENST 101 or permission of instructor.*

**L SC 206 HUMAN MICROBIOLOGY****5 hrs***Lecture and laboratory*

Study of the infectious diseases and immunology of man. Includes study of asepsis and related techniques. Identification of two unknowns in mixed culture required. *Prereq: CHEM 110 and/ or L SC 105, or permission of instructor.*



**L SC 207 NATURE PHOTOGRAPHY****2 hrs***Lecture and laboratory*

A course in photography designed primarily for the life science students utilizing the 35 mm format. Includes processing, enlarging and specialized equipment used by nature photographers. Includes lectures and laboratory meetings. Initial objective is to teach procedures and dark room techniques used in black and white photography. *Prereq: NONE*

**L SC 208 SCIENTIFIC TERMINOLOGY****2 hrs**

A course designed to introduce students to the components of scientific terms, e.g. combining forms, prefixes, suffixes, and their meanings. *Prereq: NONE*

**L SC 209 ECONOMIC BIOLOGY****3 hrs (alt. yrs.)**

A study of the economically important facets of biology as related to the food, drug, horticulture, plant pathology and business industries. *Prereq: L SC 101, 102, and 103 or permission of instructor.*

**L SC 211 EMBRYOLOGY****3 hrs (alt. yrs.)***Lecture and laboratory*

A course designed to give students knowledge of the anatomy of the development process of vertebrate embryos. Recommended for preprofessional medical and paramedical students. *Prereq: L SC 101, 102, and 103 or permission of instructor.*

**L SC 212 ORNITHOLOGY****2 hrs**

The study and identification of common bird species of the area. Lectures, laboratories and weekend field trips are required. *Prereq: NONE*

**L SC 213 WILDFLOWERS OF OHIO****2 hrs**

This course focuses on the identification of Ohio's wildflowers. It also covers botanical terminology, wildflower ecology and economic utility, and places and habitats in which to find these plants. The course stresses a relationship approach. *Prereq: NONE*

**L SC 214 DENDROLOGY****2 hrs**

A study of Ohio's trees, native and alien. The course covers identification, botanical processes, ecology, morphology, taxonomy, species location and economic utility. An ecological approach is utilized. *Prereq: NONE*

**L SC 215 HISTOLOGY****3 hrs (alt. yrs.)***Lecture and Laboratory*

A course designed to give students a conceptual understanding of tissues, using light microscope level. *Prereq: L SC 101, 102 and 103, or permission of instructor.*

**L SC 301 MOLECULAR GENETICS****5 hrs (alt. yrs.)***Lecture and laboratory*

A study of the results of merging classical genetics with biochemistry. Topics include concepts of molecular structure of the gene and the genome, RNA synthesis and gene control in prokaryotes and eukaryotes, DNA repair and recombination and the manipulation of the genome in genetic engineering for medicine, agriculture and other commercial endeavors. Laboratory emphasizes advanced techniques of DNA analysis including gene cloning & DNA sequencing. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 302 FIELD BIOLOGY****5 hrs***Lecture and laboratory*

A study of the land forms, plant life, and animals of central Ohio. Lecture, laboratory, field experience and independent study will be used to identify and examine the interactions between these elements. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*



**L SC 303 PLANT MORPHOLOGY****5 hrs (alt. yrs.)***Lecture, laboratory, field and independent study*

Identification of native, Ohio plants; emphasis on taxonomic principles, use of keys and manuals, field recognition and families of plants. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 304 MICROBIOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

Lecture stresses microbial genetics, growth and metabolism, roles microorganisms play in the environment, the immunology and infectious diseases of man. Laboratory stresses techniques and methodology of identification, culturing, inhibition and destruction of microbes. *Prereq: L SC 101, 102, 103, 201, and 202. For majors or permission of instructor.*

**L SC 305 IMMUNOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

A study focusing on the cellular and molecular bases of the immune response which also examines immunology from developmental, systemic, and clinical perspectives. An overview of classical experiments of immunology is combined with examination of current areas of immunological research (through readings from the primary literature). A research project analyzing the immune response also is required. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 306 HUMAN GENETICS****5 hrs (alt. yrs.)***Lecture and laboratory*

Utilization of basic genetics to investigate human genetic disorders; both chromosomal and molecular considerations are covered. In the laboratory an individual's karyotype is constructed and evaluated. The concepts involved in genetic counseling are also discussed. *Prereq: L SC 101, 102, 103, 201, and 202, or permission of instructor.*

**L SC 307 INVERTEBRATE ZOOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

A study of the major invertebrate phyla emphasizing taxonomy, identifying characteristics and ecology. The laboratory will be used to collect, identify, catalog, and properly preserve representative specimens of the phyla examined. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 308 PLANT PHYSIOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

An advanced study of the physiology of plants. *Prereq: L SC 101, 102, 103, 201, and 202, or permission of instructor.*

**L SC 309 VERTEBRATE MORPHOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

The purpose of this course is to examine vertebrate structure and to develop an understanding of the ways in which these structures function within a living animal. Structural elements will be examined in the laboratory while lecture is devoted to an understanding of the function, and the ontogenetic and phylogenetic development of the structures examined. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 311 PHYSIOLOGY OF INTEGRATED SYSTEMS****5 hrs (alt. yrs.)***Lecture and laboratory*

An intensive study of physiological systems of more complex organisms, with emphasis on the nervous and endocrine systems. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

**L SC 312 PATHOPHYSIOLOGY****5 hrs**

A one-term course comprising basic pathological processes and study of the clinical effects of pathology on the major body systems, with the aim of developing a working understanding of



the structures and behavior of the human organism in health and disease. *Prereq: L SC 108, 109, 206, and CHEM 220, or permission of instructor.*

### **L SC 313 ECOLOGY**

**5 hrs (alt. yrs.)**

*Lecture and laboratory*

A study of the interrelationships between organisms and their physical environments. Topics include the flow of energy and matter within an ecosystem, community structure and function, and the characteristics of freshwater, terrestrial and marine environment. Field techniques and instrumentation are stressed. *Prereq: L SC 302, or permission of instructor.*

### **L SC 314 DEVELOPMENTAL BIOLOGY**

**5 hrs (alt. yrs.)**

*Lecture and laboratory*

An integrated approach to the aspects of development encompassing a related survey and applications of such morphogenetic phenomena as growth, differentiation, regeneration, metamorphosis, and aging in living organisms. Major factors operative in the control of development will be treated quantitatively as well as qualitatively via mathematical, genetic, and physiological analysis. *Prereq: L SC 101, 102, 103, 201, and 202. For majors or permission of instructor.*

### **L SC 315 ECOLOGICAL MANAGEMENT/LAND USE PLANNING**

**5 hrs (alt. yrs.)**

*Lecture and laboratory*

A study of the skills needed, the techniques utilized, and the problems encountered as you develop a comprehensive land/resource management plan for a large natural area. Students will develop a complete master plan for a central Ohio park reservation including budget and staffing, public use facilities, wildlife management, and interpretive programming. *Prereq: L SC 101, 102, 103, 201 and 202, or permission of instructor.*

### **L SC 390 INDEPENDENT STUDY**

**1-7 hrs**

Students may pursue a minor research project with more advanced work in departmental offerings. At least two terms should be allowed for completion. *Prereq: L SC 101, 102, 103, and permission of instructor.*

### **L SC 401 SENIOR SEMINAR - required all 3 qtrs**

**0 credit autumn qtr.**

**1 hr ea. winter & spring**

A series of seminars including faculty and student research, guest speakers, career opportunities and related topics of interest in the life and earth sciences. *Prereq: Life Science major with senior status, or permission.*

### **L SC 490 INTERNSHIP**

**1-7 hrs**

Cooperative internships in health and environmental science. The student is advised to apply to The Department of Life and Earth Sciences for prerequisites and guidelines at the initiation of the program and in no case should application be made later than one term prior to registration for an internship. *Prereq: Permission of instructor.*

## ***Earth Science Courses (E SC)***

### **E SC 101 OCEANOGRAPHY**

**4 hrs**

Designed to provide an appreciation and understanding of the physical, geological, chemical and biological aspects of the world's ocean. The interdisciplinary nature of the marine environment, its response to external stimuli and its potential resources will be emphasized. *Prereq: NONE*

### **E SC 201 PHYSICAL GEOLOGY**

**5 hrs (alt. yrs.)**

*Lecture and laboratory*

Minerals and rocks and the processes that produce them; the earth's landscapes and the agents that make and modify them; the earth's internal architecture and economic utilization of earth's minerals. *Prereq: NONE*



**E SC 202 HISTORICAL GEOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

The history of development of the earth and its features from its origin to the present, and the accompanying evolutionary change in life and in man as revealed by the fossil record. *Prereq: NONE*

**E SC 205 ENVIRONMENTAL GEOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

An introduction to the interaction between humanity and the physical environment. Covers a broad range of topics including hazardous earth processes, as earthquakes, volcanoes and flooding; and energy, mineral and land use. *Prereq: NONE*

**E SC 301 FIELD GEOLOGY****5 hrs (alt. yrs.)***Lecture and laboratory*

An introduction to the basic principles of rock formation, the classification and physical origin of rock structure, and crustal tectonic processes. Field work and labs are dedicated to developing skills in field and map recognition of geologic structures. *Prereq: E SC 201 or 202 or 205 or permission of instructor.*

**E SC 302 GEOLOGY OF THE UNITED STATES****5 hrs (alt. yrs.)***Lecture and laboratory*

Description and interpretation of the natural regions of our country in terms of geological origins, processes, and resources. Presented with respect to the geologic history of the National Parks. *Prereq: E SC 201 or 202 or 205 or permission of instructor.*

**E SC 390 INDEPENDENT STUDY****1-7 hrs**

Students may pursue a minor research project with more advanced work in departmental offerings. At least two terms should be allowed for completion. *Prereq: Permission of instructor.*

**E SC 490 INTERNSHIP****2-7 hrs**

Cooperative internships in the earth sciences. The student is advised to apply to The Department of Life and Earth Sciences for prerequisites and guidelines at the initiation of the program and in no case should application be made later than one term prior to registration for an internship. *Prereq: Permission of instructor.*





# MATHEMATICAL SCIENCES

Deever (chairperson; Patton Professor of Computer Science) Buck, Enyart, Heym, Hinton, Huang, James, Stucki, Tong, Tremaine, Wiley, Willke, Yantis.

## Mission and Programs

The Department of Mathematical Sciences consists of 12 full-time faculty members. The department views its primary mission as teaching, including providing "college-level exposure in mathematics to all Otterbein students (except those in the specialized majors and music programs)," providing remedial offerings in mathematics, supporting of majors in other departments, and preparing of majors for advanced study, high school teaching in mathematics and computer science, and careers in mathematics, including actuaries, statisticians, analysts, and management scientists. The department also recognizes a mission in scholarship and research, which is seen as primarily supportive of teaching.

The department offers majors and minors in mathematics and computer science. In addition, it provides courses that serve as core requirements for the B.A., B.S., B.M.E., B.S.N., and B.S. in Ed. and remedial coursework designed for those students who do not qualify for the college-level requirements.

The **mathematics major for the BA degree** consists of 45 quarter hours of MATH courses including MATH 170, 180, 190, 200, 220 and 290. The remaining courses may be selected from among MATH 231 and MATH electives numbered 300 and above. At least 15 quarter hours of MATH coursework must be at the 300/400 level.

The **mathematics major for the BS degree** consists of 60 quarter hours of MATH courses including MATH 170, 180, 190, 200, 220 and 290. The remaining courses may be selected from among MATH 231 and MATH electives numbered 300 and above. At least 15 quarter hours of MATH coursework must be at the 300/400 level.

The **mathematics minor** consists of any 25 quarter hours of mathematics courses selected from Math 260 or any course which would count toward a mathematics major.

The **computer science major** consists of Computer Science 150, 160, 170, 210, 220, 230, 240, 300, 301, and 6 hours from Mathematics 325 or Computer Science courses numbered above 320; Mathematics 155, 165 170, 180, and 220; English 335; Communication 280.

The **computer science minor** consists of Computer Science 150, 160, 170, and 10 further hours from Computer Science courses numbered above C SC 200.

Requirements for students seeking **secondary teacher certification in mathematics** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

Note: A graphing calculator is required for many Mathematics courses. Check with the department for a recommendation if you are planning to purchase one.

## SUGGESTED TRACKS IN MATHEMATICS

Note: All tracks begin with the foundation courses: MATH 170, 180, 190, 200, 220, 290 and must include sufficient additional courses from 231 and the 300 level or above to meet the 45 hour (BA) or 60 hour (BS) requirement.

### General Mathematics Track: (Preparation for graduate school)

310, 320, 330, 350, 360, 365, 380, 381, 420 as appropriate.

### Applied Mathematics Track: (Preparation for employment in industry)

230\*, 231, 260\*, 310, 311, 320, 325, 350, 370, 371, 420 as appropriate.



**Actuarial Science Track: (Preparation for employment in insurance)**

230\*, 231, 260\*, 310, 311, 320, 325, 370, 371, 420 as appropriate.

**Operations Research Track: (Preparation for employment in industry or graduate work in OR)**

230\*, 231, 260\*, 310, 311, 320, 350, 370, 371

**Secondary Education Track: (Preparation for high school teaching; see Teacher Education Programs handbook for details.)**

150\*, 155\*, 230\*, 340, at least one of 231, 370, and selections from other advanced courses.

\* Courses marked with asterisk do not count toward the 45 or 60 hours required for the major. All mathematics majors are encouraged to take as many Computer Science Courses as possible.

### **Program Outcome**

The department provides programs which may prepare students for graduate school in mathematics, computer science, or related disciplines; programs which may prepare students for employment as actuaries, statisticians, analysts, management scientists, and other mathematically related occupations; and programs which may prepare students for the teaching of high school mathematics. The Department provides to all Otterbein students opportunities for improving problem-solving skills through college level exposure in mathematics. It provides coursework which supports students from many other disciplines and provides remedial coursework which may prepare a student for college level work.

### **Mathematics Courses (MATH)**

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A student who has a C- or better or transfer credit for a mathematics or computer science course may not subsequently take any of its explicit or implied prerequisite courses for credit without permission of the department chairperson. Permission will be given only for sound curricular reasons.

#### **MATH 090 PREREQUISITE TO COLLEGE MATHEMATICS**

**5 hrs**

Intermediate algebra topics: sets, linear equations and inequalities in one and two variables, solving systems of linear equations, quadratic equations in one and two variables, graphing first and second degree equations, rational exponents, rational expressions, geometric figures, distance in the plane, circles, formulas, applications, connections among topics, and writing in mathematics. Note: a graphing calculator is required in this course. *Prereq:* A "C-" or better in LAC 080 or qualification through the department's placement examination. Students required to take this course must complete it with a "C" or better within six quarters of enrollment or face suspension/dismissal. Math 090 does not count towards graduation in any degree program. Thus, students who have taken this course must complete at least 185 hours to graduate.

#### **MATH 115 COLLEGE ALGEBRA**

**5 hrs**

Polynomial and rational functions and graphs, systems of equations and inequalities. *Prereq:* A "C-" or better in MATH 090 or qualification through the department's placement exam.

#### **MATH 116 TRIGONOMETRY AND COLLEGE ALGEBRA II**

**5 hrs**

Continuation of College Algebra. Exponential, logarithmic, and trigonometric functions, identities, graphs, and applications. *Prereq:* A "C-" or better in MATH 115 or qualification through the department's placement exam.

#### **MATH 120 ELEMENTARY FUNCTIONS**

**5 hrs**

More advanced students take this course instead of MATH 115 and 116 as preparation for calculus (Mathematics 170). Topics covered include properties of functions: exponential, logarithmic, trigonometric, rational and polynomial functions. *Prereq:* A "B-" or better in MATH 090 or qualification through the department's placement exam.



**MATH 150 TOPICS IN CONTEMPORARY MATHEMATICS****5 hrs**

A survey of mathematical topics. The course will include topics selected from computer science, statistics, business math, number systems, algebra, logic, geometry and other topics. *Prereq:* A "C-" or better in MATH 090 or qualification through the department's placement exam.

**MATH 155 MATHEMATICS FOR THE COMPUTER AGE****3 hrs**

Intuitive set theory, elementary propositional and predicate logic, proof techniques (including induction and contradiction,) Boolean algebra, elementary graph theory, elementary number theory, and elementary theory of floating point numbers. *Prereq:* A "C-" or better in MATH 115 or 120 or qualification through the department's placement exam.

**MATH 160 MATHEMATICS OF DECISION MAKING****5 hrs**

A study of mathematical tools for decision making, especially as applied to business management. Includes basic probability and statistics, modeling, linear programming, network analysis, time series. *Credit not allowed for both MATH 160 and MATH 260. Prereq:* A "C-" or better in MATH 090 or qualification through the department's placement exam.

**MATH 165 INTRODUCTION TO COMBINATORICS****3 hrs**

Pigeonhole principle, permutations and combinations, the binomial coefficients, the inclusion-exclusion principle, recurrence relations, and generating functions. *Prereq:* A "C-" or better in MATH 115 or 120 or qualification through the department's placement exam.

**MATH 170 CALCULUS I****5 hrs**

Limits, the derivative, differentiation of algebraic and trigonometric functions, applications of the derivative. *Prereq:* A "C-" or better in MATH 115 and 116 or 120 or qualification through the department's placement exam.

**MATH 180 CALCULUS II****5 hrs**

A continuation of Calculus I. The definite integral and its applications, calculus of the exponential/logarithmic functions, integration of the trigonometric functions. *Prereq:* A "C-" or better in MATH 170.

**MATH 190 CALCULUS III****5 hrs**

A continuation of Calculus II. Techniques of integration, improper integrals, conic sections, hyperbolic functions, polar coordinates, sequences and series, introduction to partial differentiation. *Prereq:* A "C-" or better in MATH 180.

**MATH 200 CALCULUS IV****5 hrs**

A continuation of Calculus III. Vectors and solid analytic geometry, the calculus of vector-valued functions, partial differentiation and multiple integration. *Prereq:* A "C-" or better in MATH 190.

**MATH 220 LINEAR ALGEBRA I****5 hrs**

Vectors, vector spaces, matrices and determinants, linear transformations with applications. *Prereq:* A "C-" or better in MATH 180.

**MATH 230 ELEMENTARY STATISTICS I****5 hrs**

A study of the principles of probability, descriptive statistics, statistical inference and tests. *Prereq:* MATH 115 or 120.

**MATH 231 STATISTICS II****5 hrs**

A continuation of Math 230. Emphasis on data analysis in the context of simple and multiple linear regression and correlation models. Statistical computer packages are used for both exploratory and formal analysis. *Prereq:* A "C-" or better in MATH 230.

**MATH 260 DECISION MAKING FOR BUSINESS****5 hrs**

Similar to MATH 160 but with a statistics prerequisite and covering additional decision making topics. A study of operations research techniques for use in decision making. Includes linear



programming, network analysis, and other applications. *Credit not allowed for both MATH 160 and MATH 260. Prereq: MATH 230.*

**MATH 270 MATHEMATICS FOR ELEMENTARY EDUCATION** 5 hrs  
Selected topics from arithmetic, algebra and geometry for the needs of the teachers of elementary mathematics. For elementary education majors only. *Prereq: MATH 150.*

**MATH 290 TRANSITION TO ADVANCED MATHEMATICS** 3 hrs  
Logic, foundations of mathematics, mathematical proofs, introductions to branches of mathematics. *Prereq: A "C-" or better in each of MATH 180 and 220.*

**MATH 310 MATHEMATICAL STATISTICS I** 5 hrs (alt. yrs.)  
Calculus-based probability, samples, discrete and continuous distributions, multivariate distributions. *Prereq: MATH 230 and 290.*

**MATH 311 MATHEMATICAL STATISTICS II** 3 hrs (alt. yrs.)  
A continuation of MATH 310. Sampling distributions, approximations, estimation, hypothesis testing, nonparametric statistics. *Prereq: MATH 310.*

**MATH 320 LINEAR ALGEBRA II** 3 hrs (alt. yrs.)  
A continuation of Math 220. Finite and infinite dimensional vector spaces, linear operators with applications. *Prereq: MATH 220 and 290.*

**MATH 325 NUMERICAL ANALYSIS** 3 hrs (alt. yrs.)  
Numerical methods in the solution of mathematical problems including approximation and error estimation. *Prereq: MATH 290 and Computer Science 170.*

**MATH 330 COMPLEX VARIABLES** 5 hrs  
Complex numbers, analytic functions, integrals, residues and conformal mapping. *Prereq: MATH 290.*

**MATH 340 ADVANCED GEOMETRY** 5 hrs (alt. yrs.)  
A general study of the structure of Euclidean and non-Euclidean geometries and their relationship to each other. *Prereq: MATH 290.*

**MATH 350 ORDINARY DIFFERENTIAL EQUATIONS** 5 hrs (alt. yrs.)  
Fundamental theory, first order differential equations, linear equations, series solutions, Laplace transforms, boundary value problems, nonlinear equations and stability. *Prereq: MATH 200 and 220.*

**MATH 360 REAL ANALYSIS** 3 hrs (alt. yrs.)  
Limits, continuity, sequences, series, differentiation, Riemann integration. *Prereq: MATH 290.*

**MATH 365 TOPOLOGY** 3 hrs (alt. yrs.)  
Metric spaces, limits and continuity in metric spaces, general topological spaces, connectedness, completeness, compactness. *Prereq: MATH 290.*

**MATH 370 OPERATIONS RESEARCH I** 3 hrs (alt. yrs.)  
Linear programming, including the simplex algorithm, duality, and sensitivity analysis. Non-linear programming, including topics selected from: classical optimization, integer programming, transportation/transshipment/assignment problems, quadratic programming. *Prereq: MATH 290.*

**MATH 371 OPERATIONS RESEARCH II** 3 hrs (alt. yrs.)  
A continuation of Math 370. Topics selected from those listed above and: networks, goal programming, probabilistic mathematical models such as queuing theory, inventory theory, Markov chains, game theory, and simulation. *Prereq: MATH 370.*



**MATH 380 ABSTRACT ALGEBRA I****3 hrs (alt. yrs.)**Introduction to groups, rings, fields, number theory. *Prereq: MATH 290.***MATH 381 ABSTRACT ALGEBRA II****3 hrs (alt. yrs.)**Advanced topics in abstract algebra including permutation groups, homomorphism theory, finite field theory, applications. *Prereq: MATH 380.***MATH 420 ADVANCED STUDIES****1-5 hrs**

Topics not covered in the regular departmental offerings. Taken by permission of the instructor.

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**Computer Science Courses (C SC)**

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A student who has a C- or better or transfer credit for a mathematics or computer science course may not subsequently take any of its explicit or implied prerequisite courses for credit without permission of the department chairperson. Permission will be given only for sound curricular reasons.

**C SC 100 APPLICATIONS SOFTWARE****3 hrs**An introduction to microcomputers and computer software. Hands-on, in-depth experience in applications packages, including spreadsheets, word processing, and data managers. Includes introduction to algorithm development and programming. *Prereq: A "C-" or better in MATH 090 or qualification through the department's placement exam.***C SC 150 PROBLEM-SOLVING, ALGORITHMS, AND COMPUTERS****5 hrs***Lecture and Laboratory*Problem-solving, algorithms, and programming (i.e., the automation of algorithms). The problem-solving principles of top-down design, iterative refinement, and procedural abstraction are introduced. The concept of levels of abstraction is presented through discussions of data representation (machine level representation through data types) and data manipulation (digital logic, assembly level machine organization, programming languages, formal grammars, and automata). Logic tools for aiding the program design process. Software life-cycle models. With laboratory. *Prereq: MATH 155 (may be taken concurrently) and C SC 100.***C SC 155 COMPUTER LANGUAGE****2 hrs**Instruction in a specific computer programming language. Offered on demand. (Decimal numbers used to distinguish specific language: C SC 155.1 for Pascal; C SC 155.2 for COBOL; C SC 155.3 for C; C SC 155.4 for C++; C SC 155.5 for FORTRAN, and others as needed.) *Prereq: C SC 150 or permission of instructor.***C SC 160 ABSTRACTION, DATA STRUCTURES, AND LARGE SOFTWARE SYSTEMS****5 hrs***Lecture and Laboratory*Data structures and system software. Abstract data types are introduced along with stacks, queues, trees, and graphs. Complexity is introduced through sorting and searching algorithms. System software is introduced (editors, compilers, linkers, interpreters, user-interfaces). System software illustrates the use of data structures and sorting and searching algorithms (e.g., run-time storage management). With laboratory. *Prereq: C SC 150. Coreq: MATH 165.***C SC 170 LEVELS OF ARCHITECTURE, LANGUAGES, AND APPLICATIONS****5 hrs***Lecture and Laboratory*Levels of abstraction in computer architecture and programming languages. Programming paradigms are introduced and compared (imperative, declarative, object-oriented, functional, database languages). Example problems taken from database management and artificial intelligence serve to introduce these two topics. Computer architecture is discussed at the digital logic and digital systems levels. The topics of virtual machines, sequence control, data control, and type checking can be introduced and compared across programming paradigms. With laboratory. *Prereq: C SC 160.*



## **C SC 210 ALGORITHMS, CONCURRENCY, AND THE LIMITS OF COMPUTATION**

**5 hrs**

### *Lecture and Laboratory*

Algorithm complexity and computability and concurrent processing. Introduction to time and space analysis of algorithms, big "O" notation, and time-space trade-offs. Examples taken from problem-solving strategies including greedy, divide-and-conquer, and backtracking, serve to introduce these strategies. The concepts of computable functions and undecidability are discussed. Concurrency issues are introduced by examples taken from system software. With laboratory. *Prereq: C SC 170.*

## **C SC 220 LANGUAGE FORMALISMS AND SOFTWARE METHODOLOGY**

**5 hrs**

### *Lecture and Laboratory*

Formal languages and software methodology. Models of programming language syntax and semantics are introduced including Chomsky's language hierarchy, finite automata, and axiomatic semantics. Examples of finite automata taken from communications and networks (state transition diagrams) serve to introduce these two topics. An in-depth treatment of tools and environments for software development and maintenance. Software reliability issues and standards. The development of large software systems by teams. Software reuse and testing in large systems. With laboratory. *Prereq: C SC 170.*

## **C SC 230 DATA REPRESENTATION, ORGANIZATION, AND MANAGEMENT**

**5 hrs**

### *Lecture and Laboratory*

Information representation and management from the hardware level to the conceptual level. Memory organization and input/output issues are presented (from the hardware level through the perceived user-interface). The topics of knowledge representation and file systems are discussed. With laboratory. *Prereq: C SC 170.*

## **C SC 240 INTERMEDIATE COMPUTER ARCHITECTURE**

**5 hrs**

### *Lecture and Laboratory*

The study of computer architectures. Computer design at all levels of abstraction is presented to an intermediate depth. Assembly language, microprogramming, interrupt handling are introduced. Examples taken from real-time systems and device management serve to introduce these two topics. Alternative computer architectures are compared—CISC, RISC, parallel architectures... With laboratory. *Prereq: C SC 230.*

## **C SC 300 PROGRAMMING PRACTICUM I**

**2 hrs**

Problem-solving using computers. Reinforcement of the computer science curriculum's topics through hands on experience. Focuses on group problem-solving skills. *Prereq: C SC 220, COMM 280 and ENGL 335.*

## **C SC 301 PROGRAMMING PRACTICUM II**

**2 hrs**

A continuation of C SC 300. *Prereq: C SC 300*

## **C SC 321 ARTIFICIAL INTELLIGENCE**

**3 hrs (alt. yrs.)**

Knowledge representation, automated reasoning, and machine learning. Predicate logic, production rules, version spaces, and slot-and-filler structures are introduced as knowledge representation schemes. Automated reasoning using deduction, forward and backward chaining, and analogy are presented. Machine learning topics include induction, explanation-based learning, neural net algorithms, and genetic algorithms. Additional subjects involve problem spaces, heuristic search, game playing, expert systems, plannings and natural language processing. *Prereq: C SC 220.*

## **C SC 322 DATABASE PRINCIPLES**

**3 hrs (alt. yrs.)**

Principles of database systems including both the static database design and the transactions that populate the database with data. The Entity-Relationship approach to database conceptual design is emphasized. The classical data models (relational, network, hierarchical) are discussed



and the students learn to convert their conceptual database design into the relational data model. The transaction concept and the reliability criteria that are based upon the transaction, concurrency control, and failure recovery are discussed. The functions of a database management system, including data manipulation languages are covered. *Prereq: C SC 230.*

### **C SC 323 PARALLEL AND DISTRIBUTED PROCESSING**

**3 hrs (alt. yrs.)**

Parallel and distributed processing both use multiple processors executing asynchronously, but they have different goals. Parallel processing looks to finish a particular job in less time, while distributed processing looks to maximize the throughput of the whole system. This course examines the similarities and differences in the two approaches. For parallel processing, algorithm granularity and its match with the process-to-process communication costs is examined. For distributed processing, we emphasize synchronization protocols. *Prereq: C SC 210.*

### **C SC 324 DISCRETE SYSTEM MODELING**

**3 hrs (alt. yrs.)**

The modeling of discrete systems through two approaches, simulation and analytic methods. Because performance measures are statistical, the Poisson distribution and confidence intervals are also discussed. Simulation is done both with conventional event-driven programming and transaction-oriented programming (GPSS). The analytic techniques covered include Markov modeling and queuing network models. *Prereq: C SC 230 and MATH 220.*

### **C SC 325 PROGRAMMING PARADIGMS**

**3 hrs (alt. yrs.)**

Alternative programming paradigms. The functional, logic, and object-oriented paradigms are presented and compared. The languages Scheme (LISP), Prolog, and Smalltalk are discussed. For each paradigm, topics include programming environments, well-suited problems, and language implementation issues. *Prereq: C SC 170.*

### **C SC 385 ADVANCED TOPICS IN COMPUTER SCIENCE**

**3 hrs (alt. yrs.)**

The presentation of an advanced computer science topic. Possible topics include compiler design, networks and distributed computing, and computer graphics. *Prereq: vary with topic; permission of the instructor.*

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## **MUSIC**

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*Achter (chairperson), Barkhymer, Chivington, Haberkorn, Johnson, Kunkel, Tirey, Ueda*

### **Mission and Programs**

The Department of Music consists of eight full-time faculty members and approximately twenty-five part-time faculty. The department's primary goals are "to prepare music majors for professional careers in music and to provide all interested students with experiences that will deepen their aesthetic perception."

The department offers a B.A. major in Music, with concentrations in Applied Music, Theory and Composition, Music and Business, and Music Literature; a B.M.E in Music; a B.F.A. in Musical Theatre (jointly with the Department of Theatre and Dance); and a music minor.

The Department of Music is a Full Member of the National Association of Schools of Music (NASM).

A **major in music** may receive one of three degrees: Bachelor of Music Education, Bachelor of Arts in Music, or Bachelor of Fine Arts in Musical Theater. Acceptance to the department for all, including beginning, transfer, or continuing studies students is by audition, and continuation is determined by jury exams and the results of the sophomore conference to be held normally at the end of the fifth quarter of study, but in no case later than the first quarter of the junior year.

The sophomore conference is an interview with the full-time faculty and the student's adjunct music instructor, if applicable. The student will present a brief performance in the principal performing medium. Following will be a discussion of the dossier containing the student's self-evaluation, academic transcript, music department activities record, and studio teacher's evaluation. The results of the sophomore conference may be 1) continuation, 2) continuation on



probation with specified deficiencies to be remedied and demonstrated at a reexamination, 3) continuation but with a change of degree program or curricular emphasis or 4) non-continuation in the music program.

Candidates for all three degrees must play or sing creditably in regular recitals of the department; B.M.E. and B.A. students must participate in one or more of the campus major musical ensembles during each quarter they are enrolled at the college.

Students must register for Piano (MUSC 473) or Piano (MUSC 130) until the Piano Proficiency Exam is passed.

A **minor in music** consists of 25-30 quarter hours well-balanced among applied music, theory, history, and ensembles, and approved in advance by the department chairperson.

All B.M.E. and B.A. music majors must complete the following core of music courses:

#### *Music Core Courses*

Theory: 160/161, 170/171, 200/201, 210/211, 220/221 (Must take 110/111 if not proficient)	20 hrs
History: 230, 240, 250	12 hrs
Conducting: 260	2 hrs
Voice: 120 or 472	3 hrs
Piano: 130 or 473 (Must register until proficient)	3 hrs
	40 hrs

### **Bachelor of Music Education Degree**

This course of study leads to the Music Special Certificate and prepares students for teaching instrumental and vocal music in the public schools, K-12. Otterbein is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In addition to departmental ensemble requirements, instrumental majors should be in a vocal ensemble for at least one year. Vocal majors should have at least one year of band or orchestra. B.M.E. students will complete the music core courses and the following:

#### *Required Music Courses*

Conducting: 262, 264	4 hrs
Applied Music in one performance concentration: 460's (12 terms)	24 hrs
Instrumental Methods: 290, 295, 300, 305	8 hrs
Music education methods: 370, 375, 380	12 hrs

#### *Professional Education Courses*

Consult the Department of Education booklet, *Teacher Education Programs*, for required courses in professional education.

### **Bachelor of Arts Degree**

Five programs are available that lead to a B.A. in Music degree. All students working toward this degree must complete the music core courses and complete the requirements for one of the emphases below.

#### **1) Applied Music.**

Conducting: 262, 264	4 hrs
Applied Music in one performance concentration: 460's (12 terms)	24 hrs

*Majors with an applied music emphasis must creditably perform a full senior recital.*

#### **2) History/Literature.** (Music Journalism, Music Librarianship)

Conducting 262, 264	4 hrs
Applied Music: in one performance concentration: 470's (12 terms)	12 hrs
Two or more additional courses in history/literature	10 hrs

#### **3) Theory/Composition.**

Conducting 262, 264	4 hrs
Applied Music: in one performance concentration: 470's (12 terms)	12 hrs
Two or more additional courses in theory/composition	10 hrs

#### **4) Music/Business.**

This program consists of a major in music and a minor in business. Internships are arranged with the adviser, locally or further afield. Possibilities include music retail and manufacturing establishments; recording companies; arts production, management, and funding agencies; museums; theme parks; and many others.



- a. Ensembles (must participate each term) 6 hrs
- b. Applied Music: in one performance concentration: 470's (12 terms) 12 hrs
- c. Arts Management: THR 280 3hrs
- d. Internship: 490 4 - 15 hrs
- e. A minor in Business Administration. 30 hrs
  - Select 30 hours from among the following courses. To satisfy the BA mathematics requirement, take MATH 115 since it is a prerequisite to ACCT 200 and ECON 210.
  - ACCT 200 Financial Accounting
  - ECON 210 Principles of Economics-Micro
  - BADM 300 Principles of Management
  - BADM 310 Principles of Marketing
  - BADM 320 Personnel and Human Resources Management
  - BADM 410 Retailing Management
  - BADM 430 Advertising and Promotion
- f. Additional conducting courses are strongly advised.

5) *Individualized Degree.* See pg. 7 for college requirements and procedure.  
 Students with special needs and interests develop an approved program designed for their unique situations. Must meet NASM standards.

## Bachelor of Fine Arts in Musical Theatre

This program is designed to prepare students for careers as actor-singer-dancers in the professional musical theatre. It is interdisciplinary and is administered jointly by the Department of Music and the Department of Theatre and Dance. Selection and admission is made on the basis of a joint interview and audition. All B.F.A. students are evaluated by the faculty at the end of their freshman and sophomore years. Approval of the faculty is required for continuation in the B.F.A. in Musical Theatre program. Students must complete 127 hours of Theatre, Music and Dance classes, as follows:

*Studies in musical theatre, including voice and acting (59 hrs):* Theatre 150, 151, 201, 261, 262, 263, 301, 401, 430, 440; Music 420, 421; 6 hours of ensembles, selected from Music 451, 452, 454, 455; and 15 hours of applied voice, Music 462 and/or 472.

*Studies in dance and movement (18 hrs):* Dance 110, 210, and 14 hours of technique classes selected from Dance 130, 140, 150, 160, 280, 380. Students must take at least one class in ballet, modern, jazz, and tap.

*Supportive courses in music and theatre (50 hrs): Required:* Music 100/101, 110/111, 130 or 473, 440; and Theatre 100, 101, 160, 215, 320.

*History and theory courses selected from the following (8-10 hrs):* Theatre 251, 252, 253; Dance 120, 220; Music 160/161, 170/171, 240.

*Electives selected from the following (14-16 hrs):* Theatre 161, 225, 280, 285, 300, 310, 370, 380, 445, 490; Dance 280, 320, 380, 420, 480; Music 200/201, 210/211, 220/221, 230, 250, 275, 276, 280, 400, 405, 490

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## Program Outcome

The **Bachelor of Music Education** course of study leads to the Music Special Certificate and prepares students for teaching instrumental and vocal music in the public schools, grades K-12. The program also may qualify the student to apply for graduate study in music or music education.



## **Bachelor of Arts Programs:**

The **Applied Music** program of study may qualify students to teach applied music on their respective instruments, or to apply for graduate study in performance, or in a related music track.

The **History/Literature** program of study may qualify students for careers as music journalists (critics) or music librarians, or to apply for graduate study in musicology or in a related music track.

The **Theory/Composition** program of study may qualify students for professional fields such as arranging and orchestration, or to apply for graduate study in theory, composition, or in a related music track.

The **Music/Business Interdisciplinary** program consists of a major in music and a minor in business. Internships are arranged with the adviser, locally or further afield. Possibilities include music retail and manufacturing establishments; recording companies; arts production, management and funding agencies; museums; theme parks; and many others. The program may qualify the student to work professionally in the same field in which he/she completed the internship (or in another related field), or to pursue graduate work in music and business, or in another arts degree track.

## **Music Courses (MUSC)**

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### **MUSC 100 FUNDAMENTALS OF MUSIC**

**2 hrs**

A practical introduction to vocabulary and notation, assuming little or no prior knowledge of music. *Open to theater and non-music majors.*

### **MUSC 101 EAR TRAINING AND SIGHT SINGING**

**1 hrs**

To be taken in conjunction with Music 100. Laboratory and classroom instruction.

### **MUSC 110 BASIC MUSICIANSHIP**

**2 hrs**

The vocabulary and notation of music: scales, key signatures, intervals, triads, melodic and rhythmic perception. *Open to non-music majors with permission of chairperson.*

### **MUSC 111 EAR TRAINING AND SIGHT SINGING**

**1 hrs**

To be taken in conjunction with Music 110. Laboratory and classroom instruction.

### **MUSC 120 VOICE CLASS**

**1 hrs (three terms)**

Students may be excused from this course by proficiency exam. Beginning course in vocal techniques and song literature; required of all students unable to satisfy audition for private instruction. Course must be repeated for total of three credits. Credit will not count unless sequence of three courses is completed in a single school year—exceptions will be made only for students who show sufficient progress and are placed in Music 472 after one or two terms. *Must be taken for credit.*

### **MUSC 130 PIANO CLASS**

**1 hrs (three terms)**

Students may be excused from this course by proficiency exam. Beginning course in piano techniques and literature; required of all majors unable to satisfy audition for private instruction. Course must be repeated for total of three credits. Credit will not count unless sequence of three courses is completed in a single school year—exceptions will be made only for students who show sufficient progress and are placed in Music 473. Must be repeated until student passes Piano Proficiency Exam, available from Head of Keyboard Area. *Must be taken for credit.*

### **MUSC 140 GUITAR CLASS**

**1 hrs (three terms)**

Beginning course in guitar techniques and literature; required of all students unable to satisfy audition for private instruction. Course must be repeated for total of three credits. Credit will not count unless sequence of three courses is completed in a single school year—exceptions will be made only for students who show sufficient progress and are placed in Music 474 after one or two terms. *Must be taken for credit.*



- MUSC 160 THEORY I: DIATONIC HARMONY** 3 hrs  
Includes triads and seventh chords in four-part writing, nonharmonics and analysis of melodic phrases. *Prereq: Placement exam or MUSC 110.*
- MUSC 161 EAR TRAINING AND SIGHT SINGING** 1 hr  
To be taken in conjunction with Music 160. Laboratory and classroom instruction.
- MUSC 170 THEORY II: CHROMATIC HARMONY** 3 hrs  
Includes modulation, analysis of chorales and binary form. *Prereq: Placement exam or MUSC 180.*
- MUSC 171 EAR TRAINING AND SIGHT SINGING** 1 hr  
To be taken in conjunction with Music 170. Laboratory and classroom instruction.
- MUSC 200 THEORY III: 18TH CENTURY STYLES** 3 hrs  
Includes 18th-century counterpoint, fugue, and the Classical forms. *Prereq: MUSC 170.*
- MUSC 201 EAR TRAINING AND SIGHT SINGING** 1 hr  
To be taken in conjunction with Music 200. Laboratory and classroom instruction.
- MUSC 210 THEORY IV: 19TH CENTURY STYLES** 3 hrs  
Includes small instrumental and vocal forms. *Prereq: MUSC 200.*
- MUSC 211 EAR TRAINING AND SIGHT SINGING** 1 hr  
To be taken in conjunction with Music 210. Laboratory and classroom instruction.
- MUSC 220 THEORY V: 20TH CENTURY STYLES** 3 hrs  
Includes Impressionism, atonality, serialism and other contemporary concepts. *Prereq: MUSC 210.*
- MUSC 221 EAR TRAINING AND SIGHT SINGING** 1 hr  
To be taken in conjunction with Music 220. Laboratory and classroom instruction.
- MUSC 230 MUSIC HISTORY I** 4 hrs  
A survey of the history of music from antiquity through the Renaissance. *Prereq: MUSC 220 or permission of instructor.*
- MUSC 240 MUSIC HISTORY II** 4 hrs  
A survey of the history of music during the Baroque and Classic eras. *Prereq: MUSC 230 or permission of instructor.*
- MUSC 250 MUSIC HISTORY III** 4 hrs  
A survey of the history of music during the 19th and 20th centuries. *Prereq: MUSC 240 or permission of instructor.*
- MUSC 260 BASIC CONDUCTING** 2 hrs  
Baton techniques, score reading and rehearsal procedures for both choral and instrumental music. *Prereq: MUSC 170*
- MUSC 262 INTERMEDIATE CONDUCTING** 2 hrs  
A continuation of conducting techniques with emphases in the areas of choral and instrumental rehearsal procedures. More advance work in choral arranging and orchestration will be included. *Prereq: MUSC 260.*
- MUSC 264 ADVANCED CONDUCTING AND ORCHESTRATION** 2 hrs  
Advanced conducting techniques and score preparation. Choral and instrumental repertoires will be surveyed. Final conducting projects in the student's specific areas of expertise are required. *Prereq: MUSC 262*



**MUSC 270 MUSIC FOR THE CLASSROOM TEACHER** 4 hrs

Includes music reading, practical keyboard, guitar playing, recorder playing, and conducting, with laboratory experiences in the use of music, methods, and materials representing diverse cultures in the elementary classroom. *Not open to music majors.*

**MUSC 275 POPULAR MUSIC STYLES** 2 hrs

A history of ragtime, jazz and rock evolution. Consideration will be given to the influence of American social trends and technological innovations. *Prereq: INST 100, 105, or 110.*

**MUSC 276 JAZZ STYLES AND IMPROVISATION** 1 or 2 hrs

A course designed to give students a basic performance knowledge of jazz styles and improvisation. Through aural training and the study of modes, blues scales and jazz patterns, students will learn to improvise on their major instrument. *Should be taken as a 3-quarter sequence beginning in Autumn Quarter. Prereq: MUSC 170 or permission of instructor.*

**MUSC 280 BEGINNING COMPOSITION** 2 hrs

Principles and techniques of composition in small forms for various media. *Prereq: MUSC 220 or permission of instructor.*

**MUSC 285 ELECTRONIC MUSIC STUDIO** 2 hrs

An introduction to musical acoustics, tunings and temperaments, classic tape studio and MIDI. Necessary for access to the College's Electronic Music Studio. *Prereq: Two terms of theory or permission of the instructor.*

**MUSC 290/295 STRING AND PERCUSSION METHODS** 4 hrs (three terms)

History, techniques, tone production, teaching methods and care of the various string and percussion instruments. Required of music education majors.

**MUSC 300/305 WOODWIND AND BRASS METHODS** 4 hrs (three terms)

History, techniques, tone production, teaching methods and care of the various woodwind and brass instruments. Required of music education majors.

**MUSC 310 PIANO PEDAGOGY** 2 hrs

Survey of methods and materials for elementary and intermediate piano students. An elective course for piano majors. Includes survey of literature for advanced pianists. Offered upon sufficient demand. *Prereq: Permission of the instructor.*

**MUSC 320 ACCOMPANYING** 2 hrs

Techniques of transposition and score reading. Includes a survey of chamber and song literature. Students will be assigned practical accompanying projects. May be repeated for credit. *Prereq: Permission of the instructor.*

**MUSC 335 AMERICAN MUSIC** 5 hrs (alt. yrs.)

A survey of American music from the pilgrims to the present; how evolving American society determined an evolving American music. Includes study of both popular and artistic traditions.

**MUSC 338 WOMEN IN MUSIC** 5 hrs (alt. yrs.)

Examines women's contributions to music and music-making from historical, sociological and cultural viewpoints. Music from principal stylistic eras, mainly from the Western European tradition, will be covered.

**MUSC 370 MUSIC METHODS AND MATERIALS  
FOR THE ELEMENTARY SCHOOL** 4 hrs

Materials and methods for the elementary music classroom; practical keyboard, guitar, and recorder skills; laboratory experiences in the use of music, methods, and materials representing the diverse cultures present in today's schools. 50 clock-hours of school participation required.



**MUSC 375 MUSIC METHODS AND MATERIALS  
FOR THE MIDDLE SCHOOL**

**4 hrs**

Materials and methods for teaching middle school music. Methods for organization, maintenance and selecting literature for choirs, band and orchestras representing diverse cultures, historic periods and styles. Practical keyboard and guitar skills. Teaching the nonperformance music class. 50 clock-hours of school participation required.

**MUSC 380 MUSIC METHODS AND MATERIALS  
FOR THE SECONDARY SCHOOL**

**4 hrs**

Materials and methods for teaching high school music. Methods for organization, maintenance and literature for choirs, band and orchestras representing diverse cultures, historical periods and styles. Practical keyboard skills. Teaching the nonperformance music class. 50 clock-hours of school participation required.

**MUSC 390 INDEPENDENT STUDY**

**2 to 4 hrs**

Topic(s) to be selected by student(s) with approval of the chairperson. May be repeated for credit.

**MUSC 400 DICTION FOR SINGERS**

**2 hrs**

Basic diction in French, German and Italian. Includes study of the International Phonetics Alphabet and its application to solovocal literature in the three languages. *Prereq: MUSC 462 or 472.*

**MUSC 405 VOCAL PEDAGOGY AND LITERATURE**

**2 hrs**

An exploration of the vocal mechanism. Vocal literature and editions will be surveyed. The course is designed to provide the basic skills necessary to teach voice in the private studio. *Prereq: MUSC 462 or 472 and permission of the instructor.*

**MUSC 420 MUSICAL THEATRE WORKSHOP**

**2 hrs**

Techniques of performance relevant to musical theatre. Preparation of scenes from representative musicals. *Prereq: Junior standing or permission of either the chairperson of the Department of Music or of the Department of Theatre and Dance.*

**MUSC 421 MUSICAL THEATRE PRACTICUM**

**2 hrs**

Preparation and public performance of a solo cabaret project. Required of senior musical theatre majors.

**MUSC 440 AMERICAN MUSICAL THEATRE**

**2 hrs**

A survey of musical theatre in America from the 18th century to the present.

**MUSC 446 MARCHING BAND METHODS**

**2 or 4 hrs**

The fundamental techniques of marching bands; charting and arranging in both traditional and contemporary styles. Includes a practicum experience in producing a band show. *Prereq: Junior standing.*

**MUSC 447 ADVANCED THEORY**

**2 hrs**

For advanced students intending to pursue graduate work. Those approved by the chairperson will assist in the teaching of lower-level theory courses and survey the literature and methods of teaching music theory. May be repeated for credit. *Offered on demand.*

**MUSC 448 ADVANCED COMPOSITION**

**2 hrs**

Individual study; composition in larger forms. May be repeated for credit. *Prereq: MUSC 280 or permission of instructor. Offered on demand.*

**MUSC 450 SMALL ENSEMBLE**

**0 credit Autumn, 1 hr each Winter & Spring**

Three hours rehearsal per week. Brass quintet, flute ensemble, piano duo, piano trio, saxophone quartet, string quartet, trombone choir, tuba ensemble, woodwind quintet and others. Sequence of three courses must be completed for a total of two hours credit. Credit will not count unless the sequence of three courses is completed.



**MUSC 451 OPERA THEATRE****1 hr**

Rehearsal hours vary. Course must be repeated for a total of three hours credit. Credit will not count unless a sequence of three courses is completed in a single school year. Open by audition.

**MUSC 452 OPUS ZERO/OPUS ONE****1 hr**

Three hours rehearsal per week. Course must be repeated for a total of three hours credit. Credit will not count unless a sequence of three courses is completed in a single school year. Open by audition. Members must also be registered simultaneously for MUSC 454 or 455.

**MUSC 453 BANDS****1 hr**

Four hours rehearsal per week. Courses may be repeated for up to three hours credit per year. Credit will not count unless a sequence of three courses is completed in a single school year.

**MUSC 453.10 CARDINAL MARCHING BAND****1 hr Autumn****MUSC 453.20 CONCERT BAND****1 hr each Winter and Spring**

**MUSC 453.22 WIND ENSEMBLE** 1 hr each Autumn, Winter and Spring Open by audition. Members must also be registered simultaneously for MUSC 453.20 Concert Band.

**MUSC 453.30 PEP BAND****1 hr Winter****MUSC 454 OTTERBEIN CHORALE/  
WOMEN'S CHAMBER SINGERS****1 hr**

Four hours rehearsal per week. Sequence of three courses must be completed for a total of two hours credit. Credit will not count unless the sequence of three courses is completed. Open by audition.

**MUSC 455 CONCERT CHOIR****1 hr**

Four hours rehearsal per week. Course must be repeated for a total of three hours credit. Credit will not count unless a sequence of three courses is completed in a single school year. Open by audition.

**MUSC 456 WESTERVILLE CIVIC SYMPHONY****1 hr**

Four hours rehearsal per week. Course must be repeated for a total of three hours credit. Credit will not count unless a sequence of three courses is completed in a single school year. Open by audition.

**MUSC 457 JAZZ ENSEMBLE****0 credit Autumn, 1 hr each Winter & Spring**

Three hours rehearsal per week. Sequence of three courses must be completed for a total of two hours credit. Credit will not count unless the sequence of three courses is completed in a single school year. Open by audition.

**MUSC 458 PERCUSSION ENSEMBLE** **0 credit Autumn, 1 hr each Winter & Spring**

Three hours rehearsal per week. Sequence of three courses must be completed for a total of two hours credit. Credit will not count unless the sequence of three courses is completed in a single school year. Open by audition.

**MUSC 459 EARLY MUSIC ENSEMBLE** **0 credit Autumn, 1 hr each Winter & Spring**

Two hours rehearsal per week. Sequence of three courses must be completed for a total of two hours credit. Credit will not count unless the sequence of three courses is completed in a single school year. Open by audition. Members must also be registered simultaneously for MUSC 454 or 455.

Courses numbered 460-468 carry two hours credit per term and must be repeated for a total of six hours credit. Credit will not count toward graduation unless the sequence of three courses is completed in a single school year. An audition may be required. Each course involves a full period lesson per week.

**MUSC 460 APPLIED WOODWINDS****MUSC 461 APPLIED BRASS****MUSC 462 APPLIED VOICE**



**MUSC 463 APPLIED PIANO**  
**MUSC 464 APPLIED GUITAR**  
**MUSC 465 APPLIED STRINGS**  
**MUSC 466 APPLIED PERCUSSION**  
**MUSC 467 APPLIED ORGAN**

Courses numbered **MUSC 470-478** carry one hour credit per term and must be repeated for a total of three hours credit. Credit will not count toward graduation unless the sequence of three courses is completed in a single school year. An audition may be required. Each course involves a half period lesson per week.

**MUSC 470 APPLIED WOODWINDS**  
**MUSC 471 APPLIED BRASS**  
**MUSC 472 APPLIED VOICE**  
**MUSC 473 APPLIED PIANO**  
**MUSC 474 APPLIED GUITAR**  
**MUSC 475 APPLIED STRINGS**  
**MUSC 476 APPLIED PERCUSSION**  
**MUSC 477 APPLIED ORGAN**

**MUSC 490 INTERNSHIP**

**1-15 hrs**

Available in music and business, musical theatre and other areas. *Prereq: Permission of the chairperson.*

*All Ensemble Courses (MUSC 450s) may also be elected for no credit.*

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## **NURSING**

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*Strayer (chairperson), Burnam, Carlson, Cornett, Engle, Hunt, Jedlicka, Julian, McCarthy, McKelvey, Mikolaj, Pryor-McCann, Schaffner, Stanek, Vogt*

### ***Mission and Programs\****

The Department of Nursing consists of fifteen full-time faculty and fifteen part-time faculty. The department offers both Bachelor of Science in Nursing (B.S.N.) and Master of Science in Nursing (M.S.N.) programs. The purpose of the B.S.N. program is "to prepare a professional practitioner who applies the nursing process within a framework of caring to maximize the health potential of clients." The Master of Science in Nursing is designed "to provide the baccalaureate nurse an opportunity to synthesize knowledge and develop skills to use as a basis for advanced nursing practice, teaching, management and research."

Three tracks are available that lead to a Bachelor of Science in nursing degree (B.S.N.). One track is the four-year curriculum that enables graduates to sit for the national licensing examination in nursing. The second track, designed specifically for registered nurses, consists of a two-year upper division curriculum. The third track, designed specifically for licensed practical nurses, enables graduates to sit for the national licensing examination in nursing. The Master of Science Program in Nursing (M.S.N.) offers two majors: Nursing Service Administration and Adult Health Care. Additional information regarding the M.S.N. program is described in a separate publication available upon request from the Nursing Department.

### **Track I: Four-Year Curriculum**

The four-year curriculum consists of Nursing 230, 240, 260, 270, 280, 340, 360, 370, 440, 450, 460, 470, 480 and either 400 or 499; Chemistry 110, 220; Life Science 108, 109, 206, 312; Sociology 120; Psychology 210; Math 230; a Computer Science elective; a free elective; five lower division Integrative Studies courses (INST 130- Psychology is required); five upper division Integrative Studies courses and three hours of physical education (physical education if waived for continuing studies students.)

*\*NLNAC-located at 350 Hudson St., New York, NY 10014-is an informational resource for the nursing program (e.g. tuition, fees and length of programs). The telephone number is 212-989-9393.*



A minimum grade of "C" is required in all nursing courses as well as in Life Science 108, 109, 206 and 312; Chemistry 110 and 220. If a grade lower than "C" is earned, these courses must be repeated in order to enroll in subsequent nursing courses. A cumulative grade point average of at least 2.0 is required to receive the Bachelor of Science in Nursing degree.

A student receiving two (2) grades of "C-" or lower in the original attempt in all nursing courses, Life Science 108, 109, 206 and 312; Chemistry 110 and 220 or any combination of these courses, will no longer be able to continue in the B.S.N. program. A student may attempt only one nursing course twice in the B.S.N. program. An attempt is defined as being enrolled in a course beyond the twenty-fifth class day. See page 52 for withdrawal procedure.

## **Track II: R.N. Students**

The Bachelor of Science in Nursing track for registered nurses consists of Nursing 300, 351, 440, 450, 460, 470, 480 and either 400 or 499; Life Science 312; a free elective; and five upper division Integrative Studies courses. Students who will be under age 23 at graduation must also complete three different HPED 100 physical education courses. Lower division course prerequisites for entry into the B.S.N. program are Chemistry 110, 220; Life Science 108, 109, 206; Sociology 120; Psychology 210; Math 230; a Computer Science elective; lower division Nursing courses; and five lower division Integrative Studies courses. Credit for these lower division prerequisites may be established by taking courses at Otterbein, by transfer, or by validation examination.

A minimum grade of "C" is required in all nursing courses, as well as in Life Science 108, 109, 206 and 312; Chemistry 110 and 220. If a grade lower than "C" is earned, these courses must be repeated in order to enroll in subsequent nursing courses. A cumulative grade point average of at least 2.0 is required to receive the Bachelor of Science in Nursing degree.

A student receiving two (2) grades of "C-" or lower in the original attempt in all nursing courses, Life Science 108, 109, 206 and 312; Chemistry 110 and 220 or any combination of these courses, will no longer be able to continue in the B.S.N. program. A student may attempt only one nursing course twice in the B.S.N. program. An attempt is defined as being enrolled in a course beyond the twenty-fifth class day. See page 52 for withdrawal procedure.

## **Track III: LPN Students**

The Bachelor of Science in Nursing track for licensed practical nurses consists of Nursing 230, 240, 260, 270, 280 or 290 (if departmental examination credit is received for Nursing 280), 340, 360, 370, 440, 450, 460, 470, 480, and either 400 or 499; Chemistry 110, 220; Life Science 108, 109, 206, 312, Sociology 120; Psychology 210; Math 230; a Computer Science elective; a free elective; five lower division Integrative Studies courses (Integrative Studies 130-Psychology is required); and five upper division Integrative Studies courses. Students who will be under age 23 at graduation must also complete three different HPED 100 physical education courses.

A minimum grade of "C" is required in all nursing courses as well as in Life Science 108, 109, 206 and 312; Chemistry 110 and 220. If a grade lower than "C" is earned, these courses must be repeated in order to enroll in subsequent nursing courses. A cumulative grade point average of at least 2.0 is required to receive the Bachelor of Science in Nursing degree.

A student receiving two (2) grades of "C-" or lower in the original attempt in all nursing courses, Life Science 108, 109, 206 and 312; Chemistry 110 and 220 or any combination of these courses, will no longer be able to continue in the B.S.N. program. A student may attempt only one nursing course twice in the B.S.N. program. An attempt is defined as being enrolled in a course beyond the twenty-fifth class day. See page 52 for withdrawal procedure.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## **Program Outcome**

Graduates of the Bachelor of Science in Nursing program are prepared as generalists and can care for individuals of all ages, infants through the elderly, and groups such as families and communities. Graduates are employable in a variety of health care agencies including, but not limited to, acute care, extended care, primary care, home care, mental health, and community



health settings. The completion of the BSN program qualifies an individual to pursue graduate education.

## ***Nursing Courses (NURS)***

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### **NURS 230 BASIC PHARMACOLOGY**

**4 hrs**

Discussion of chemical/physiological effects of major therapeutic pharmacologic agents. Examines factors that affect the absorption and metabolism of drugs in clients from all age groups. *Prereq: CHEM 110; L SC 108, 109 or permission of instructor.*

### **NURS 240 NUTRITION THROUGH THE LIFE SPAN**

**4 hrs**

Study of the chemistry, digestion, absorption and metabolism of carbohydrates, fats and protein. Discusses role of vitamins/ minerals within the body. Examines nutritional needs through the life span and the role of nutrition in health maintenance and promotion. *Prereq: CHEM 110, L SC 108, 109.*

### **NURS 260 FOUNDATIONS FOR HEALTH PROMOTION/MAINTENANCE**

**7 hrs**

#### ***Lecture and Clinical***

An introduction to the theoretical foundations of nursing and concepts of health promotion/maintenance, caring, communication and the nursing process. Development of basic health assessment, interviewing and caring skills. *Prereq: CHEM 110; L SC 108, 109; INST 100 or 105 or 110; INST 130, and admission to Nursing Program.*

### **NURS 270 HEALTH PROMOTION/RESTORATION OF THE ADULT**

**7 hrs**

#### ***Lecture and Clinical***

An introduction to the concepts of health promotion/restoration for adults. Exploration of other concepts such as culture, spirituality, ethical decision making, and leadership. Application of the nursing process with adult clients experiencing selective health alterations of the protective, nutrition/elimination, sensory, gas transport/exchange, and rest/comfort processes of the body. *Prereq: Nursing 260. Concurrent or prereq: Nursing, 230.*

### **NURS 280 HEALTH PROMOTION/RESTORATION OF INDIVIDUALS IN THE CHILDBEARING FAMILY**

**7 hrs**

#### ***Lecture and Clinical***

Examination of the health and changing roles of the individual members of the childbearing family. Application of the nursing process with families in all phases of childbearing, including healthy families and families at risk. *Prereq: NURS 270, 230; Concurrent or prereq: PSYC 210; NURS 240.*

### **NURS 290 TRANSITION TOPICS IN NURSING**

**1 hr**

Application of the nursing process with families at risk in all phases of childbearing. (For LPNs who have received credit for nursing 280 through validation exam)

### **NURS 300 THEORETICAL FOUNDATIONS IN NURSING**

**3 hrs**

#### ***Lecture and Clinical***

A transitional course for RNs introducing the philosophy and conceptual framework of the curriculum. The concepts included are: the concept of human caring, theoretical foundations of nursing, the role of the professional nurse, small group process in a peer group setting, teaching/learning process, the application of the nursing process, and research. (For RN students only.) *Prereq.: Admission to Nursing Program; L SC 108, 109; CHEM 110; INST 100, 105 or 110; INST 130.*

### **NURS 340 HEALTH MAINTENANCE/RESTORATION OF THE ADULT AND FAMILY**

**8 hrs**

#### ***Lecture and Clinical***

Application of the concepts of health promotion, maintenance and restoration to the adult client. Expands on the concepts introduced in earlier clinical courses and provides the opportunity to



apply these concepts in a variety of acute care settings with a culturally diverse population. Students will use the nursing process of assessment, planning, implementation and evaluation with adults within the family. *Prereq: 200 level nursing courses; L SC. 206, CHEM 220.*

**NURS 351 HEALTH ASSESSMENT/PROMOTION OF THE INDIVIDUAL 5 hrs**

Development of assessment skills to determine the health of the individual. Examination of lifestyles and culture that influence the health of individuals and application of developmental theories across the lifespan. Examination of the role of the nurse in promoting the health of the individual. *Concurrent or prereq: NURS 300.*

**NURS 360 PROMOTION/MAINTENANCE/RESTORATION  
OF THE INDIVIDUAL'S MENTAL HEALTH**

**8 hrs**

*Lecture and Clinical*

A study of the concepts of mental health to promote, maintain, and restore the mental health of individuals within families/groups. Application of the nursing process, therapeutic communication, caring, nursing research, and leadership/managements to individuals experiencing psychological alterations. *Prereq: 200 level nursing courses.*

**NURS 370 HEALTH PROMOTION/MAINTENANCE/RESTORATION  
OF THE CHILD IN THE FAMILY**

**8 hrs**

*Lecture and Clinical*

A study of health determinants of the child and the family. Discussion of genetic, environmental, developmental and physiological influences affecting the health of children and childrearing families. Emphasis is on the role of the nurse in promotion, maintenance and restoration of health of the childrearing family. *Prereq: 200 level nursing courses; L SC 206; CHEM 220.*

**NURS 400 INDEPENDENT STUDY**

**2 hrs**

The student must negotiate with a faculty member to establish a learning contract prior to registration for this course. The course content is determined by the faculty member and student collaboratively. The course is designed for the student who wishes to study a specific nursing problem intensively. *Prereq: Upper division status.*

**NURS 440 ISSUES AND TRENDS IN NURSING AND HEALTH**

**3 hrs**

A study of social, economic, political and educational forces influencing nursing and health care in the United States. Consideration of nursing as a caring profession from a historical perspective. Examination of professional, legal, and ethical responsibilities of the nurse and career opportunities available within the profession. *Prereq: 300 level nursing courses or permission of instructor.*

**NURS 450 NURSING RESEARCH**

**3 hrs**

An introduction to research in nursing. Includes analyzing research in nursing and health related fields. Examination of research methodologies and techniques used in nursing research. Critical analysis of the literature related to a nursing practice problem. *Prereq: 300 level nursing courses; MATH 230 or permission of instructor.*

**NURS 460 COMMUNITY HEALTH CARE DELIVERY**

**8 hrs**

*Lecture and Clinical*

A study of concepts of community health nursing with a focus on health promotion and disease prevention. Development of assessment skills to determine the health of the community. Application of caring, nursing process, research and teaching/learning to minimize the health risks of individuals and families in the community. Cultural influences, chronic health problems, epidemiology, communicable diseases, and environmental issues are studied as they relate to community and family health beliefs and practices. *Prereq: 300 level nursing courses.*



## **NURS 470 HEALTH MAINTENANCE/RESTORATION OF INDIVIDUALS WITH MULTISYSTEM DYSFUNCTION**

**8 hrs**

### *Lecture and Clinical*

Application of caring and the nursing process to clients with multisystem dysfunction in an acute care setting. Analysis of ethical/moral issues associated with advanced technology that affects human dignity. Identification of the interrelationships of physiologic and psychosocial dimensions in clients with complex multisystem dysfunction. *Prereq: 300 level nursing courses; LSC 312.*

## **NURS 480 NURSING LEADERSHIP IN HEALTH CARE DELIVERY SYSTEMS**

**8 hrs**

### *Lecture and Clinical*

Development of management/leadership abilities for nursing practice. Examination of organizational, leadership, management and change theories with application in health care delivery systems. Analysis of social, political, legal and economic variables affecting health care. *Prereq: NURS 460, 470.*

## **499 SPECIAL TOPICS IN HEALTH CARE**

**1-3 hrs**

Explores an important topical issue related to health care. Focuses on identifying the key components of the issue by examining scientific literature and by reflecting on current health care practice. *Must be 2 hrs to fulfill nursing elective. Prereq: Upper division status.*

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# **PHYSICS AND ASTRONOMY**

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*Arnold (chairperson), Castiglione, Pettersen*

## **Mission and Programs**

The Department of Physics and Astronomy consists of three full-time faculty members. Its mission is "to provide quality instruction in each of its three program areas in a manner consistent with the mission of the College." The three program areas are the Physics major program, introductory Physics courses for science majors, and Integrative Studies courses in physical science and astronomy.

**A major in physics for the B.A. degree** requires 45 hours of physics courses consisting of a core group of required physics courses totaling 34 hours, a core group of required mathematics courses totaling 20 hours, and 11 hours of physics electives chosen from courses numbered 300 and above. The core group consists of *PHYS* 140, 150, 160, 300, 305, 310, 315, 320, 420, and 430; and *MATH* 170, 180, 190, and 200. Mathematics courses, in addition to those required above, are recommended. Courses in chemistry and computer science are also recommended.

**A major of physics for the B.S. degree** requires 50 hours of physics courses consisting of the core group of required courses totaling 34 hours as described above, and 16 hours of physics electives chosen from courses numbered 300 and above. A **mathematics minor** is also required for this B.S. degree. Courses in computer science and chemistry are recommended.

**An astronomy concentration** for the B.A. degree in physics consists of the physics core listed above, Integrative Studies 410, 6 hours of special topics credit in astronomy and 5 hours of physics electives chosen from courses numbered 300 and above.

Students planning to pursue graduate study in physics or astronomy should include Physics 440, 450, and 460.

Students seeking a **secondary teaching certification** must include Physics 350 as one of the electives.

Engineering students should complete Physics 300 or 305, and 350; Mathematics 200, 220, and 350; and Chemistry 140/141, 150/151, 160/161. Computer science courses are also recommended.

**A minor in physics** consists of Physics 140, 150, 160, and 12 hours in physics courses numbered 300 and above.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.



## **Program Outcome**

The Physics major at Otterbein College prepares students interested in the natural sciences for a wide variety of careers, from academic or industrial research and development, to medicine, law or business, by providing training in problem solving and analytical thinking. Introductory physics is also taken by students majoring in Chemistry and Life Science who wish to understand the fundamental principles that underlie the more complex phenomena studied in their own disciplines.

## **Physics and Astronomy Courses (PHYS)**

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### **PHYS 140 PRINCIPLES OF PHYSICS I**

**5 hrs**

*Lecture and laboratory*

An introduction to mechanics as a foundation for the rest of the discipline of physics. With laboratory. *Coreq: MATH 170.*

### **PHYS 150 PRINCIPLES OF PHYSICS II**

**5 hrs**

*Lecture and laboratory*

A continuation of Physics 140: thermodynamics, wave phenomena and electrostatics. With laboratory. *Prereq: A "C-" or better in PHYS 140 or permission of the instructor. Coreq: MATH 180.*

### **PHYS 160 PRINCIPLES OF PHYSICS III**

**5 hrs**

*Lecture and laboratory*

A continuation of Physics 150: magnetism, optics, atomic and nuclear physics. With laboratory. *Prereq: A "C-" or better in PHYS 150 or permission of the instructor. Recommended Coreq: MATH 190.*

### **PHYS 210 INTRODUCTION OF PHYSICAL SCIENCE**

**5 hrs**

A descriptive introduction to the physical sciences with emphasis on concepts and scientific thought processes developed through a combination of discussion and laboratory experiences. *Prereq: Sophomore standing and a "C-" or better in MATH 090 if that course is required by placement exam.*

### **PHYS 300 DYNAMICS I**

**3 hrs**

Foundation of Newtonian Dynamics: motion of particles in linear and nonlinear systems, angular momentum and the central force problem. With computer modeling. *Prereq: PHYS 160. Coreq: MATH 200.*

### **PHYS 305 DYNAMICS II**

**3 hrs**

A continuation of Physics 300: rigid body motion, continuum and wave mechanics, mechanical stability. With computer modeling. *Prereq: PHYS 300.*

### **PHYS 310 ELECTROMAGNETICS I**

**3 hrs**

An intermediate treatment of electrostatic fields and potentials. *Prereq: PHYS 160 and MATH 200.*

### **PHYS 315 ELECTROMAGNETICS II**

**3 hrs**

A continuation of Physics 310: magnetic fields, electromagnetic waves, electrodynamics. *Prereq: PHYS 310.*

### **PHYS 320 EXPERIMENTAL PHYSICS I**

**2 hrs**

Selected experiments from all areas of physics with emphasis on independent work in the design of experiments, computer data acquisition and analysis, and report writing. *Prereq: PHYS 160.*

### **PHYS 330 OPTICS**

**3 hrs**

The study of the nature of light based upon the wave and quantum characteristics of electromagnetic radiation. *Prereq: PHYS 160.*



**PHYS 340 THERMAL PHYSICS** 3 hrs  
The study of statistical mechanics, thermodynamics, and kinetic theory. *Prereq: PHYS 160.*

**PHYS 350 ELECTRICAL CIRCUITS** 4 hrs  
*Lecture and laboratory*  
Introduction to electronic circuits, passive and active circuit elements, and devices such as operational amplifiers and transducers. With laboratory. *Prereq: PHYS 160, or permission of instructor.*

**PHYS 390 INDEPENDENT STUDY** 2-6 hrs  
Independent study of any physics or physics-related topics, including astronomy, industrial applications, or science education. Limited to no more than six hours cumulative credit. *Prereq: PHYS 160, 5 hours of core physics courses required for the major, and approval of a study plan by the department.*

**PHYS 420 EXPERIMENTAL PHYSICS II** 2 hrs  
A continuation of Physics 320 with more sophisticated experiments and analysis leading to independent student inquiry and research. *Prereq: PHYS 320.*

**PHYS 430 ATOMIC PHYSICS** 3 hrs  
The study of quantum physics, atomic structure and molecular structure. *Prereq: PHYS 160.*

**PHYS 440 SUBATOMIC PHYSICS II** 3 hrs  
The study of special relativity, nuclear structure and reactions, elementary particles and fundamental processes. *Prereq: PHYS 430.*

**PHYS 450 CONDENSED MATTER PHYSICS** 3 hrs  
The study of solids, liquids, and macroscopic quantum states of matter (superconductivity and superfluidity). *Prereq: 340 and 430.*

**PHYS 460 QUANTUM MECHANICS** 3 hrs  
An intermediate treatment of the Schrödinger equation, matrix mechanics, operator algebra, eigenfunctions and eigenvalues. *Prereq: PHYS 430 and MATH 350.*

**PHYS 480 RESEARCH** 3 hrs  
An opportunity for independent research in experimental and theoretical area of physics of interest to the department. Limited to no more than 9 hour cumulative credit. *Prereq: 30 hours of physics courses, and approval of a research plan by the department.*

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## PRE-LAW

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*Halbert (adviser)*

The American Bar Association does not prescribe a specific set of courses that will prepare students for admission into law school. Admission to law school depends heavily on the Law School Admission Test (LSAT) score as well as the grade point average attained in college. Otterbein College has designed an interdisciplinary pre-law concentration that can be valuable to students interested in pursuing legal careers.

The interdisciplinary **Pre-Law concentration** is coordinated by the Department of History and Political Science. It is recommended that students interested in this concentration of study consult the Pre-Law adviser in this department as early as possible.

Students in pre-law are required to complete Judicial Process (P SC 225) and Constitutional Law and Civil Liberties (P SC 420), and one course in each of the remaining four areas of study. Students are reminded that prerequisites may be necessary for some courses.

The concentration in pre-law is designed to prepare students for the analytical and communication skills that are demanded in law schools and legal careers. While the American Bar



Association does not prescribe a specific set of coursework that is necessary for admission into law school, the pre-law concentration exposes students to a wide range of skills that can prove valuable to a career in law and legal services. The concentration prepares students to understand the legal system and promotes advocacy skills that can have broader application in graduate studies, business management, and social service careers.

### **The Legal System (take both)**

P SC 225

P SC 420

Judicial Process  
Constitutional Law and Civil Liberties

### **Advocacy Skills (choose one)**

COMM 330

COMM 360

Advanced Public Speaking  
Argumentation and Advocacy

### **Skills Related to Legal Practice (choose one)**

COMM 100

COMM 180

COMM 335

ENGL 335

PSYC 225

PHIL 120

ACCT 200

Fundamentals of Public Speaking  
Interpersonal Communication  
Persuasion  
Technical and Report Writing  
Social Psychology  
Effective Thinking  
Financial Accounting

### **Law and Culture (choose one)**

HIST 260

HIST 290

HIST 350

P SC 310

SOCL 210

SOCL 300

SOCL 310

African-American History  
American Women: A History  
Social Protest in 20th Century America  
State and Local Government  
Social Problems  
Racial and Ethnic Relations  
Criminology

### **Issues in the Application of Law (choose one)**

BADM 240

BADM 350

MCOM 410

P SC 410

ENST 101

NURS 440

PHIL 130

PHIL 440

(XXX) 390

Real Estate Law  
Business Law  
Media Ethics and Regulations  
International Law  
Introduction to Environmental Studies  
Issues and Trends in Nursing and Health  
Ethics  
Ethical Issues in Medicine, Biology, and Environmental Science  
Independent Study (*requires approval by pre-law adviser*)

## **PSYCHOLOGY**

*Kraft (chairperson), Bennett Murphy, Cox, Hatter, Rose, Thomas.*

### **Mission and Programs**

The Department of Psychology consists of six full-time faculty members and several part-time faculty. The department's principal curricular goal is to provide a balanced education in the discipline of psychology, presenting a thorough grounding in the study of human thought, emotion and behavior and emphasizing applications of psychology to students and to society. The psychology program provides numerous opportunities for students to participate directly in research, in areas such as pediatric psychology, perceptual and cognitive processes, stress management, cultural influences, psychotherapeutic principles, assessment, social psychology, media psychology, memory, and aging. Students may also choose from a variety of independent studies and internships.



The department sponsors both a major and a minor in psychology and offers one of the freshman year social science options in Integrative Studies.

A **major in psychology** consists of 45 quarter hours of PSYC courses including the following required courses: PSYC 100; either 210 or 230; and 260. MATH 230 is also required. The remaining courses may be selected from among PSYC 210, 220, 225, 230, 240, 250, 305, 310, 330, 350, 360, 370, 380, 410, 420 and 421. At least 15 quarter hours of PSYC coursework must be at the 300/400 level. Concentrations are available in Industrial/Organizational and School Psychology. The Industrial/Organizational concentration consists of Psychology 100, 220, 225, 230, 240, 260, 350, 360, Economics 210, Mathematics 230, and one additional course selected from the following: Psychology 380 or 410. The School Psychology concentration consists of Psychology 100, 210, 220, 230, 240, 260, 310, 330, 350, 360, 380, and Mathematics 230 and 231.

A **minor in psychology** consists of 25 quarter hours of PSYC courses including the requirement of PSYC 100. The remaining courses may be selected from among PSYC 210, 220, 225, 230, 240, 250, 260, 305, 310, 330, 350, 360, 370, 380, 420 and 421.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### ***Program Outcome***

In general, the psychology program prepares its graduates for the next stage in their intellectual and professional development. The program provides preparation for graduate school, other advanced professional education, and employment in psychology or related fields.

## ***Psychology Courses (PSYC)***

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### **PSYC 100 GENERAL PSYCHOLOGY**

**5 hrs**

#### *Lecture and Laboratory*

A survey of the field of psychology, examining the biological, cognitive, and social bases of human thought, emotion, and action. Topics include research methods, neuropsychology, perception, learning and memory, language, consciousness, theories of personality, social interactions, cultural influences, abnormal behavior, and psychotherapy. An emphasis will be placed on the scientific study of psychological phenomena and the application of research findings to people's lives. *Laboratory participation is required.*

### **PSYC 210 DEVELOPMENTAL PSYCHOLOGY**

**5 hrs**

A study of how humans develop physically, emotionally and cognitively. Prenatal development, birth, infancy, childhood and adolescence are the periods covered. Some topics included are attachment, language, sex-roles, and social and personality development. *Prereq: PSYC 100 or sophomore standing or permission of instructor.*

### **PSYC 220 PSYCHOLOGY OF PERSONALITY**

**5 hrs**

The major personality theories (developed by Freud, Jung, Adler, Horney, Kelly, Rogers, etc.) are examined with regard to the structure, dynamics and development of personality using research and clinical evidence. *Prereq: PSYC 100 or permission of instructor.*

### **PSYC 225 SOCIAL PSYCHOLOGY**

**5 hrs**

This course focuses on factors that affect human interactions. Major topics covered are attitude formation and assessment, persuasion, interpersonal attraction, sexuality, aggression, prejudice, and conformity. *Prereq: PSYC 100 or permission of instructor.*

### **PSYC 230 PSYCHOLOGY OF LEARNING**

**5 hrs**

Using examples drawn from both human and animal research, this course examines the changes in thought and behavior that result from experience, including conditioning phenomena, basic memory processes, motivation, and more complex functions such as language acquisition, reading, and problem solving. *Prereq: PSYC 100 or permission of instructor.*



**PSYC 240 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY****5 hrs**

An introduction to psychology applied to industrial and organizational settings. Some of the topics covered are personnel assessment, work motivation, employee attitude assessment, stress in the workplace, and performance appraisal. *Prereq: PSYC 100 or permission of instructor.*

**PSYC 250 PHYSIOLOGICAL PSYCHOLOGY****5 hrs**

An introduction to the physiological basis of psychological experience. The course covers 1) neuroanatomy and neurophysiology, with selected topics in brain chemistry and psychopharmacology, 2) neuroregulatory systems, motivation, and emotion, and 3) foundations of learning and memory. *Prereq: PSYC 100 or permission of instructor.*

**PSYC 260 EXPERIMENTAL PSYCHOLOGY****5 hrs**

*Lecture and Laboratory*

Basic introduction to issues and problems in experimental design and inference in psychological research. An applied component is participation in laboratory experience and research. *Prereq: PSYC 210 or 230, MATH 230 and minimum of sophomore standing.*

**PSYC 305 PSYCHOLOGY OF PERCEPTION****5 hrs.**

An introduction to the sensory and perceptual bases of psychological experience. The course will include: 1) physiological underpinnings of the visual, auditory, and chemical senses, 2) psychological factors influencing the perception of depth, form, and movement, and 3) current theories and research in color, form, and illusions. *Prereq: PSYC 260 or permission of instructor.*

**PSYC 310 COGNITIVE PSYCHOLOGY****5 hrs**

Using a research-based approach, this course examines how information is stored, processed, accessed and utilized. Some of the topics covered are attention, memory, knowledge representation, language, decision-making, and creativity. *Prereq: PSYC 260 or permission of instructor.*

**PSYC 330 ABNORMAL PSYCHOLOGY****5 hrs**

The investigation of disordered behaviors, deficiencies in behavior capacities and disordered personalities. The conceptual framework is based on an integration of relevant biological, psychological and sociological data. *Prereq: PSYC 210 and 220, or permission of instructor.*

**PSYC 350 PSYCHOLOGICAL ASSESSMENT:****BASIC CONCEPTS AND TESTS OF ABILITY****5 hrs**

Theoretical basis for the testing field in general; principles and technical skills necessary for developing, administering and scoring of tests and measurements; supervised testing experiences with tests used frequently by professionals to assess general and specific abilities. *Prereq: PSYC 100, PSYC 220 and MATH 230, or permission of instructor.*

**PSYC 360 PSYCHOLOGICAL ASSESSMENT: PERSONALITY****5 hrs**

Basic concepts of assessment as they relate to the study of personality and behavior. Detailed exploration and supervised experience with the major personality assessment instruments. *Prereq: PSYC 350 or equivalent experience.*

**PSYC 370 HISTORY AND SYSTEMS IN PSYCHOLOGY****5 hrs**

This course will focus on the history of psychology along with the major themes and movements that have emerged and influenced the development of psychology. Some of the major themes to be covered are structuralism, functionalism, experimental positivism, behaviorism, psychoanalysis, humanism, Gestalt and cognitive psychology. *Prereq: PSYC 100 and 260, or permission of instructor.*

**PSYC 380 HUMAN STRESS: ITS NATURE AND CONTROL****5 hrs**

This course will explore the major stressors of modern society and the psychophysiological nature of the stress response. The course will examine the relationship between stress and illness, identify the personal characteristics that predispose one to stress, examine the major stress



symptoms, and provide experience with stress reduction techniques. *Prereq: PSYC 250 or permission of instructor.*

**PSYC 390 INDEPENDENT STUDY**

**1-5 hrs**

Course designed to provide opportunity to engage in independent study in areas not otherwise available. *Prereq: Four psychology courses and faculty member willing to supervise.*

**PSYC 410 ADVANCED RESEARCH**

**5 hrs**

A focused experience in one research area of psychology. Intended for the prospective psychology graduate student, this course will provide experience in all aspects of research, including expertise in the relevant literature, research design, data analysis, and writing for publication. *Prereq: PSYC 260 and permission of instructor.*

**PSYC 420 PSYCHOTHERAPY I**

**5 hrs**

The study of major theories of counseling and psychotherapy; experience in specific procedures and techniques including practice interviews, observations, role-playing, and encounter group experiences. The personal growth of the student is emphasized. *Prereq: PSYC 210, 220, and 330, or permission of instructor.*

**PSYC 421 PSYCHOTHERAPY II**

**5 hrs**

A continuation of Psychology 420. *Prereq: PSYC 420.*

**PSYC 440 DEPARTMENTAL SEMINAR**

**1-5 hrs**

Small group discussion of advanced or specialized topics, with a special focus on psychology as a profession. *Prereq: Permission of instructor.*

**PSYC 490 INTERNSHIP**

**5-15 hrs**

Supervised experience in a cooperating agency or institution. Particular internships are designed with regard to the skills of the student and depend on the willingness of a faculty member to work with and supervise qualified and highly motivated students toward such placements. *Prereq: Junior or senior status and appropriate course prerequisites.*

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## **PUBLIC RELATIONS**

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See description of Public Relations major under the Department of Communication.

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## **RELIGION AND PHILOSOPHY**

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*Laughlin (chairperson), Jackson, Staude, Zimmerman.*

### ***Mission and Programs***

The Department of Religion and Philosophy is composed of four full-time faculty and three part-time faculty members. The department's mission is "to uphold the college's historic and continuing commitment to liberal arts education by (1) introducing students to the academic study of religion and philosophy; (2) acquainting students with the fundamental texts, basic tenets, historical development, cultural contexts, and diversity of beliefs and practices of the key figures and movements of Western and non-Western religious and philosophical traditions; (3) helping students learn about, and become more appreciative of and tolerant toward, the rich diversity of religious and philosophical perspectives in the world; (4) enabling students to understand religious and philosophical viewpoints as bases upon which to make sound value judgments relating to personal, social and global matters; and (5) assisting students majoring or minoring in religion and philosophy toward a deeper and more consistent experience of the four purposes expressed above."

The department offers majors and minors in both Religion and Philosophy. Faculty also teach multiple sections of the sophomore INST courses in religion and philosophy and an upper-division INST course in Non-Western religions.



## RELIGION

A **major in religion** consists of 35 quarter hours of religion courses including RELG 100, 140, 150, 340 and 400. Philosophy 260 is also required. The remaining courses may be selected from among all other RELG offerings. At least 15 quarter hours of RELG coursework must be at the 300/400 level.

A **minor in religion** consists of 25 quarter hours of coursework in religion including RELG 100.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### *Program Outcome*

The program in **Religion** prepares students to apply for professional ministerial study at the seminary level or graduate study in religion and/or theology, as well as in a variety of humanities disciplines.

The program in **Philosophy** prepares students to apply to graduate study in Philosophy, as well as a variety of professional areas, including law and political science.

### *Religion Courses (RELG)*

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#### **RELG 100 INTRODUCTION TO RELIGION**

5 hrs

A critical study of the nature, history, beliefs, concepts and practices of religion. Particular attention is given to religious experience and language, prehistoric and contemporary tribal religions, and personal faith development.

#### **RELG 140 INTRODUCTION TO JUDAISM AND THE HEBREW BIBLE**

5 hrs

An introductory study of ancient and modern Judaism. Attention is given to the key texts and basic theological concepts of the Hebrew Bible/Old Testament.

#### **RELG 150 INTRODUCTION TO THE NEW TESTAMENT**

5 hrs

An introductory study of the major theological insights of the New Testament. The focus will be on the streams of apostolic tradition that influenced the writers of these works, the communities in which they lived, and the issues that were addressed.

#### **RELG 210 HISTORY OF CHRISTIANITY**

5 hrs

A survey of the rise, growth and expansion of Christianity from its primitive period through the Reformation. The course examines important institutional events and issues, as well as key ideas of important theological figures in each era.

#### **RELG 220 RELIGION IN AMERICA**

5 hrs

The history of religion in America from pre-Columbian native (Amerind) to contemporary manifestations, with a focus on the development of the various Christian denominations.

#### **RELG 230 THE LIFE AND TEACHINGS OF JESUS**

5 hrs

A study of the communities of faith that describe the earthly life of Jesus. This course seeks to identify the raw materials that the gospel writers use in their stories and to investigate both the social context and the political history that are reflected in each gospel.

#### **RELG 240 RELIGION IN POPULAR LITERATURE AND FILM**

3 hrs\*

An examination of the relationship between religion and contemporary culture as reflected in modern art, music, dance, literature, science, drugs, drama, cinema, television, cults and the occult.

#### **RELG 270 WOMEN AND RELIGION**

5 hrs

This course explores the roles that women have played and continue to play in the religions of the world. Major texts will be examined in an attempt to recover the lost voices of the great religious traditions: Jewish, Christian, Moslem, Hindu, Buddhist, pagan, and prehistoric.



### **RELG 290 NATIVE AMERICAN RELIGIONS**

5 hrs

A survey of the religious concepts, spiritual practices, worship patterns, and mythologies of native American peoples. The primary focus will be on the religions of North American Indians, but attention will also be given to Inuit and Mesoamerican religions.

### **RELG 300 CONTEMPORARY RELIGIOUS THOUGHT**

5 hrs

A study of contemporary religious thinkers whose writings are influencing present-day religious thought. Content may vary from year to year. Some background in biblical studies and philosophy is recommended.

### **RELG 310 PAUL AND HIS LETTERS**

5 hrs

Paul, as a man and a theologian, dominates the New Testament and was a major force in the development of Christian thought as we know it. This course will emphasize how to understand each letter in its original context and situation, and will examine the process by which these letters made their way into the Bible.

### **RELG 340 BUDDHISM AND ZEN**

5 hrs

An introductory study of one of the major non-Christian religious and philosophical traditions of the East, Buddhism, with special attention to its meditative Japanese sect, Zen. Attention is given to origins, tenets, cultural contexts and popular expressions of both religions, as well as to historical and formal connections to other non-Western religions.

### **RELG 350 THE MUSLIM FAITH AND THE NATION OF ISLAM**

5 hrs

This course examines the religion of Islam, the fastest growing religion in the world, and now the second largest in the United States. Islam's key scriptures, beliefs, practices and history will be examined, with special attention to the role that this faith has played in Africa as well as among 20th century African-Americans.

### **RELG 360 GENDER AND SEX IN THE WORLD'S MYTHOLOGY**

5 hrs

Mythology introduces us to new ways of looking at social structures, so that we can examine constants and variables in the organization of human society. This course examines with a consciousness of gender and with an acute awareness of multiple cultures the international myths, goddesses, gods, heroes and heroines that make up our mythological heritage.

### **RELG 390 INDEPENDENT STUDY**

1-5 hrs\*

Independent study. Open to majors in religion and philosophy; by initiative of student and agreement of instructor.

### **RELG 400 SEMINAR IN RELIGION**

5 hrs\*

A course designed chiefly for majors, though others may register for it. The course is intended to guide students in discussion and independent research in areas of religious thought. Permission of the instructor is required.

### **RELG 490 INTERNSHIP**

1-5 hrs

A supervised program in a local church or other institutional setting designed to supply the student with experiences and information useful in formulating vocational directions and goals. Departmental permission required.

*\*Indicates courses offered upon sufficient demand*

## **PHILOSOPHY**

A **major in philosophy** consists of 40 quarter hours of philosophy courses including PHIL 270, 300, 310, 320 and 400. The remaining courses may be selected from among all other PHIL offerings with this exception: no more than 2 courses may be taken at the 100 level.

A **minor in philosophy** consists of 25 quarter hours of coursework in philosophy including PHIL 300, 310 and 320.



Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Philosophy Courses (PHIL)***

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### **PHIL 100 INTRODUCTION TO PHILOSOPHY**

5 hrs

Examination and development of one's own world view with emphasis on such shared concerns as the existence of God, the search for meaning, the possibilities of freedom, and the nature of morality.

### **PHIL 120 EFFECTIVE THINKING**

5 hrs

Designed to develop the student's ability to reason clearly, to distinguish between good and bad arguments, and to use intelligence and logic in situations often clouded by emotion.

### **PHIL 130 ETHICS**

5 hrs

An introduction to the thought of influential moral philosophers, an examination of contemporary moral issues, and a critical evaluation of contemporary moral thinking.

### **PHIL 200/300 GREEK PHILOSOPHY**

5 hrs

An examination of the emergence of philosophy from the poetic tradition (Homer & Hesiod) and the development of ideas, theories, and arguments from the 6th century BCE to the 4th century CE, about the nature of reality, the nature, sources, and possibility of knowledge, the nature and sources of morality, the nature and identity of the human self, the nature of the relation between the individual and the State, the nature of justice, and the relation between human nature (and its place in reality) and the Good (or fulfilled) Life. (Philosophy Majors and Minors must take PHIL 300.)

### **PHIL 210/310 EARLY MODERN PHILOSOPHY**

5 hrs

An examination and interpretation of the emergence and development of modern philosophy, in the 17th and 18th centuries, as the quest for certainty concerning moral, political, and religious truths in the context of the rise of the physical sciences (especially physics and astronomy), which seem to offer no hope of arriving at any such truths, let alone certainty about them. Ideas whose development will be traced: modern Cosmography, the nature of causality, the distinction between Primary and Second Qualities, the nature of space and time, the nature of explanation, the nature of scientific method, the nature and explanation of motion, God's relation to the physical world, the relation between mental and the physical, the place of humans in the world of science, how knowledge of the physical world is possible, whether knowledge of anything other than the physical world is possible, and the nature, sources, and reality of values. (Philosophy Majors and Minors must take PHIL 310.)

### **PHIL 220/320 LATE MODERN PHILOSOPHY**

5 hrs

An examination of European philosophy, from the development of German Idealism in the late 18th and early 19th centuries to the emergence of multiple "Post-Modern" philosophies in the late 20th century. The "stages" of philosophical theories to be described are: German Idealism, Negative Reactions to German Idealism, Phenomenology, Existentialism, Critical Theory, Hermeneutics, Structuralism, and Deconstruction. (Philosophy Majors and Minors must take PHIL 320.)

### **PHIL 260 PHILOSOPHY OF RELIGION**

5 hrs

An examination of the traditional (theistic) conception of God, from the perspective of possible responses to four strategies that have been used to reject this idea. Focus is upon the following issues: the meaningfulness of religious language, the analysis of the idea of God and whether it is coherent, reasons for thinking God does exist, reasons for thinking God does not exist, the nature and limits of faith, and the significance of religious experiences.



**PHIL 270 SYMBOLIC LOGIC****5 hrs\***

An introduction to symbolic logic that includes propositional logic and first order predicate calculus with multiple quantifiers and the identity function. Emphasis will be on constructing derivations, with some focus on translating arguments from ordinary English into symbolic notation. (Philosophy Majors and Minors must take PHIL 270.)

**PHIL 290 SOCIAL AND POLITICAL PHILOSOPHY****5 hrs**

An examination of some of the central issues, problems, and theories in Social Philosophy and Political Philosophy. For Political Philosophy, the following issues will be discussed: the purpose of the State, the proper relation between the individual and the State, the nature of political justice, the nature of political equality, the purpose of punishment. For Social Philosophy, the following issues will be discussed: the relation between the State and society, the relation between the individual and society, the nature of social justice, and whether it differs from political justice, the nature of social equality and whether it differs from political equality.

**PHIL 390 INDEPENDENT STUDY****1-5 hrs**

Independent study. Opportunity for work in topics of special interest; by initiative of student and agreement of instructor. Intended to guide students in discussion and independent research in areas of philosophical thought.

**PHIL 400 SEMINAR IN PHILOSOPHY****5 hrs\***

A course designed chiefly for majors (though others may register for it) to focus on a single philosophical issue or a single philosophical text in seminar format. Permission of instructor is required.

**PHIL 440 ETHICAL ISSUES IN MEDICINE, BIOLOGY,  
AND ENVIRONMENTAL SCIENCE****5 hrs**

An examination of a variety of ethical issues that have emerged as a result of technological advances in the 20th century. These issues will be divided into four (somewhat arbitrary and overlapping) categories: Medical Ethics (issues concerning life support technology, the termination of life, human experimentation, informed consent, and rationing of expensive medical treatment); Bio-Ethics (issues concerning Recombinant DNA research and Reproductive Technologies); Ethics and Animals (issues concerning animal experimentation, animal rights, treatment of pets, and vegetarianism); Environmental Ethics (issues concerning pollution, world population, food scarcity, endangered species, wilderness areas, and obligations to future generations. (Philosophy 440 is required for the Environmental studies minor and is recommended for pre-med and nursing students.)

*\*Indicates courses offered upon sufficient demand*

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**R.O.T.C.**

Qualified Otterbein students interested in obtaining an officer's commission in the United States Air Force or Army may enroll in ROTC classes through cooperative agreements with nearby institutions The Ohio State University and Capital University. Air Force classes are held at Ohio State and Army classes are held at Capital. Training consists of a combination of classroom and outdoor instruction. Freshman and sophomore students may enroll in the four-year program consisting of the two-year general military course and the two-year professional office course. There is no military obligation for students in the first two years of the program.

ROTC credits from Capital and Ohio State are automatically included in the Otterbein transcript record and will be applied toward the total number of hours required for an undergraduate degree. These credits are considered general electives and may not be substituted for any specific Otterbein courses including those in the core curriculum, major, minor, etc.

For additional information, contact The Ohio State University Air Force ROTC at 614-292-5441 or Capital University Army ROTC at 614-236-7114. Once enrolled, students must annually come to the Otterbein Registrar's Office and add the appropriate courses shown below to their schedules. For ROTC scholarships, refer to the financial aid section of this catalog.



## ***Air Force Aerospace Studies Courses (AIRS)***

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**AIRS 101 THE USAF-OFFICERSHIP, MISSION, AND ORGANIZATION** 1 hr  
An introduction to officership, followership, customs and courtesies, and the uniform; examination of flight dynamics and the Air Force base organization.

**AIRS 102 THE USAF-PROFESSIONS, COMMANDS, AND DOCTRINE** 1 hr  
The Air Force as a profession; study of Air Combat Command, Air Mobility Command, and the weapon systems employed; discussion of geopolitics. *Prereq: AIRS 101*

**AIRS 103 USAF-OFFICERSHIP, JOINT OPERATIONS, AND COMMUNICATIONS** 1 hr  
Examination of Air Force officership; survey of other U.S. military branches; development of verbal and written communication skills within the context of the Air Force. *Prereq: AIRS 102*

**AIRS 201 DEVELOPMENT OF U.S. AIR POWER** 1 hr  
Survey study of U.S. air power from its inception through World War II, including issues of leadership, technological advances, and air power theory. *Prereq: AIRS 103.*

**AIRS 202 AIR POWER FROM 1940's to 1970's** 1 hr  
The role of U.S. air power from 1947 through the initial Cold War years and the Vietnam War. *Prereq: AIRS 201.*

**AIRS 203 AIR POWER FROM 1970's TO PRESENT** 1 hr  
The role of air power during the post-Vietnam era with emphasis on regional conflict and growing technological sophistication. *Prereq: AIRS 202.*

**AIRS 301 MANAGEMENT SKILLS AND COMMUNICATION TECHNIQUES** 3 hrs  
Development of verbal and written communication skills within the Air Force; introduction to basic management techniques with emphasis on Quality Air Force (QAF) applications. *Prereq: Completion of General Military Courses or AFROTC Six-Week Summer Camp; or permission of instructor.*

**AIRS 302 MANAGEMENT BEHAVIOR AND LEADERSHIP CONCEPTS** 3 hrs  
Study of management techniques with emphasis on motivation; introduction to basic leadership models and their application in an Air Force environment. *Prereq: AIRS 301 or permission of instructor.*

**AIRS 303 LEADERSHIP AND STAFF FUNCTIONS** 3 hrs  
Study of military leadership, importance of followership, and organizational ethics; introduction of officer career development including administrative and staff functions required of junior Air Force officers. *Prereq: AIRS 302 or permission of instructor.*

**AIRS 401 NATIONAL SECURITY POLICY AND MILITARY PROFESSIONALISM** 3 hrs  
An examination of the needs for national security and an analysis of the evolution of the American defense strategy and policy; actors and processes; the military as an instrument of national power. *Prereq: AIRS 303 or permission of instructor.*

**AIRS 402 DEFENSE POLICY AND DECISION MAKING** 3 hrs  
Investigation into the strategy and management of conflict, the formulation and implementation of U.S. defense policy, and a study of U.S. interest in regions around the world. *Prereq: AIRS 401 or permission of instructor.*



**AIRS 403 STRATEGIC ISSUES AND PREPARATION FOR ACTIVE DUTY** 3 hrs  
Investigation of current and future strategic issues; arms current control; introduction to the military justice system; preparation for active duty as an Air Force officer. *Prereq: AIRS 402 or permission of instructor.*

## ***Army Military Science Courses (MILS)***

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**MILS 111 INTRODUCTION TO THE MILITARY ESTABLISHMENT** 3 hrs  
This course is a comprehensive study of the organization, mission and role of the U.S. Army. The course further focuses upon the military skills requisite for the future commissioned officer.

**MILS 112 MILITARY TRAINING** 3 hrs  
This course builds upon the Introduction to the Military Establishment. It moves from the doctrinal aspects of the military art to the hands-on soldier skills that the future officer must master prior to the Advanced Course of the Army ROTC program.

**MILS 211 NATIONAL SECURITY POLICY** 4.5 hrs  
This course is a survey of U.S. military history from the end of World War I to the present. It defines national security, outlines the current U.S. national security structure, and emphasizes the impact of World War II on the development of U.S. national security policies and the establishment of today's world order. Other topics include an overview of military leadership and the principles of leadership.

**MILS 212 AMERICAN MILITARY HISTORY** 4.5 hrs  
This course is a survey of U.S. military history from Colonial America until the end of World War I. It introduces the development of tactics and strategy in American military history through the use of selected campaigns and battles from the period.

**MILS 311 MILITARY LEADERSHIP/CAMP PREPARATION** 4.5 hrs  
This course is a comprehensive study of the principles of leadership, military tactics, drill and ceremonies, land navigation and physical fitness.

**MILS 312 MILITARY TACTICS AND SPECIAL OPERATIONS** 4.5 hrs  
This course is the second of two courses designed to prepare you for the challenges of Advanced Camp. It provides comprehensive instruction in small unit tactics to include terrain analysis, camouflage, operations orders, movement techniques, patrolling and preparation for combat. The course requires a rigorous physical training program.

**MILS 411 MILITARY OPERATIONS, MANAGEMENT AND LOGISTICS** 4.5 hrs  
The study of Army organizations and operations to include managerial aspects of command and staff. Emphasis is on the conduct of effective training, communication skills, resource management and the transition from cadet to officer.

**MILS 412 ADMINISTRATION, MILITARY JUSTICE AND PROFESSIONAL ETHICS** 4.5 hrs  
Study of personnel administrative management and military justice. Additional emphasis on the development of professional ethics for the military officer, with emphasis on the transition from cadet to officer.

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## **SOCIOLOGY**

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*Sebo (chairperson), Bauer, Green.*

### ***Mission and Programs***

The Department of Sociology currently consists of three full-time faculty, and part-time faculty. The department aims to enable students to become increasingly aware of themselves,



mutually respectful in relationships, and responsible members of the larger community. The program actively promotes a sociologically informed understanding of self, of society and the many perspectives found in it and is committed to assuring that graduates are well prepared and able to pursue the professional, occupational, personal and community goals they choose. The department is also committed to increasing diversity on campus.

The department sponsors a major and a minor in Sociology, coordinates the interdisciplinary minors Black Studies and Women's Studies, and is involved in the Environmental Studies interdisciplinary minor and the interdisciplinary major International Studies. The department also provides a course in the Graduate Program in Nursing and courses for the Teacher Education program, and faculty teach in the Integrative Studies program.

The Sociology Department serves its majors, minors and a very large portion of all Otterbein College students. Through the required and the elective courses listed below, students can expect to learn about major **societal institutions**, such as the family, the criminal justice system, complex organizations and cities. Students can also look forward to acquiring sensitivity to significant social patterns of **diverse** cultures in the U.S. and internationally. Courses on social problems, important social movements and courses focusing on gender, race, class and ethnicity are also available to enhance the students' **critical thinking skills**.

Majors can expect to enrich their liberal arts training by acquiring skills and a knowledge base that prepares them to compete effectively for **graduate studies** in sociology and related fields, for **employment** in human services in the private and public sectors, and for responsible **family and community roles**.

Students are encouraged to explore sociological areas they are interested in through **independent studies** and **internship assignments**. These **individualized programs** enable students to develop and test postgraduate plans while working with Otterbein sociology faculty, and to engage in research projects in depth and in work that involves increasing responsibility.

A **major in sociology** consists of 45 quarter hours of SOCL courses including SOCL 120, 320 and 330. MATH 230 is also required. The remaining hours may be selected from among all other SOCL courses. At least 15 quarter hours of SOCL coursework must be at the 300/400 level.

The department offers the following optional **concentrations** each of which requires completion of 3 elective courses:

Criminology: SOCL 210, 250, 290, 300, 310, 340, 350

Family Sociology: SOCL 210, 230, 250, 300, 340

Urban Sociology: SOCL 110, 210, 290, 300, 310.

A **minor in Sociology** consists of 25 quarter hours of SOCL courses including Sociology 120.

For a description of the **Black Studies minor**, refer to pg. 72 in this section of the catalog.

For a description of the **Women's Studies minor**, refer to pg. 174 in this section of the catalog.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

## ***Program Outcome***

**Sociology** majors can expect to be well prepared in this cornerstone liberal arts discipline to meet the challenges of choosing and pursuing graduate level study and a variety of employment opportunities. The sociology major consists of a selection of courses which prepares students for a critical understanding of social institutions, societal conditions, and opportunity structures. Graduates will develop an understanding of community and family, organization and individual responsibility; in these areas, the graduates of the program will be able to make positive contributions.

**Sociology** minors will enrich their liberal arts studies by experiencing the sociological perspective. Students who pursue any one of several academic majors can enhance their theoretical and practical preparation by understanding the society in which they live and work.

**Black Studies** is an interdisciplinary minor housed in the Sociology Department. It includes courses in Art, Economics, Education, English, History, Music, and Sociology. Students in the Black Studies program acquire knowledge and understanding about the societies and cultures of the African diaspora, with a focus on the African-American experience and the societies of



the Caribbean. Participating in this minor leads to knowledge and appreciation of the cultural heritage and contributions of peoples of African descent. The program leads to intergroup interaction skills and a critical understanding about issues facing contemporary diverse societies.

**Women's Studies** is an interdisciplinary minor housed in the Sociology Department which offers courses in Art History, Communication, Education, English, Health Education, History, Music, Nursing, Psychology, Religion, and Sociology. Participating in this minor may qualify students for graduate work in Women's Studies. This program contributes to the qualification of students for positions in human service agencies which focus on issues and experiences affecting women and families. A stronger self-image may also be an outcome of taking courses in Women's Studies.

## ***Sociology Courses (SOCL)***

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### **SOCL 110 SOCIOLOGY OF POPULAR CULTURE**

**5 hrs**

A sociological examination of a wide variety of popular art forms with a major emphasis on the mass media (T.V., radio, advertising, newspapers, magazines, movies, and music). The course addresses the relationship between cultural norms and values, and the major themes evident in popular culture products. Subcultural and international variations in popular stereotypes will be analyzed.

### **SOCL 120 INTRODUCTORY SOCIOLOGY**

**5 hrs**

An introduction to major social institutions such as family, education, politics, religion, economy and work, health and medicine. A study of basic types of inequality such as by class, race, gender, age and sexual orientation. A review of basic interaction types in groups and organizations. Also featured are sociological theories, research methods and critical analysis of United States society.

### **SOCL 160 SOCIOLOGY OF THE BLACK EXPERIENCE**

**5 hrs**

A sociological study of the social, cultural and political interactions of African Americans and the African American community with other segments of America's diverse, multi-cultural and pluralistic society and of the African diaspora.

### **SOCL 190 WAYS WOMEN PERCEIVE AND ARE PERCEIVED**

**5 hrs**

Roles and history of women examined and discussed through a series of interdisciplinary lectures, readings, field trips, guest speakers, and films. The sociological and psychological study of ways in which women are perceived and perceive their lives and life choices will allow students to examine their own societal and cultural expectations. Readings will include novels, historical accounts and studies in psychological and sociological research and theory.

### **SOCL 210 SOCIAL PROBLEMS**

**5 hrs**

Sociological approaches to the study of selected social problems in American society and the global community. Includes critical analysis of the political economy, institutional and individual sources of inequality and deviance. Topics range across such issues as environmental degradation, racism, sexism, poverty, health care crises, immigration and drugs. Observation and research in the field are encouraged. *Prereq: SOCL 120*

### **SOCL 230 FEMINIST PERSPECTIVES IN SOCIAL PSYCHOLOGY**

**5 hrs**

Focus of the understanding of social life regarding the meaning of sexuality. The course will explore socially constructed realities of sexuality, culture of romance and love and motherhood, concepts of beauty and emotion. Impact of sexism, racism and classism on behavior and personality in select cultures. Seminar format. *Prereq: Sophomore standing or permission of the instructor.*



**SOCL 250 SOCIOLOGY OF THE FAMILY****5 hrs**

Study of the family institution with emphasis on the diversity of historical and contemporary family forms, the links between household and the economy, and changing family composition patterns. *Prior completion of SOCL 120 is recommended.*

**SOCL 270 SOCIOLOGY OF GENDER****5 hrs**

A study of the social and cultural norms governing relations between men and women. Forms of sexism in a variety of cultural and social groups. Unequal consequences of genderized social expectations. The course will explore changing roles of men and women in politics, religion, occupations, and family life. *Prereq: SOCL 120.*

**SOCL 290 SOCIAL LIFE OF ORGANIZATIONS****5 hrs**

Study of complex organizations with a focus on the impact of hierarchy, technological change and giant bureaucracies. Study of organizational balance and power issues. Study of organizational relationships between formal organizations and their political, social, legal and economic environments. Problems of corporate and white collar crime, labor and management relations, individuals in organizations. Field trips. *Prereq: Sophomore standing or permission of instructor.*

**SOCL 300 RACIAL AND ETHNIC RELATIONS****5 hrs**

A study of racial and ethnic relations in the United States society. Unique histories of numerous cultural groups. Theories and cultural dynamics of prejudice and intergroup relations. Patterns of discrimination in law, education, employment, housing and the media. *Prereq: SOCL 120 and junior standing or permission of the instructor. Prior completion of SOCL 210 is recommended.*

**SOCL 310 CRIMINOLOGY****5 hrs**

Types of criminal behavior, explanations of crime and societal response to crime. The criminal justice system, prevention and treatment of juvenile delinquency. Explorations of penal systems. May include observation in a women's prison and in juvenile delinquency facilities. *Prereq: SOCL 120. Prior completion of SOCL 210 is recommended.*

**SOCL 320 SOCIAL THEORY****5 hrs**

A study of 19th and 20th century sociological theories and their philosophical roots. Critical review of several major perspectives. Opportunity for students to perform comparative analysis and application of selected concepts including feminist and minority theoretical approaches. *Prereq: SOCL 120. Open to juniors and seniors. Prior completion of PHIL 210 and/or 220 is recommended.*

**SOCL 330 RESEARCH METHODS FOR  
THE SOCIAL SCIENCES****5 hrs**

A study of basic quantitative and qualitative methods used in contemporary research in academic, business and government settings. The course covers research design, methods of data collection, sampling techniques, probability theory, data analysis, ethical issues in research, and writing the research report. Opportunity to carry on individuals field work and to work in a research team, or small group. *Prereq: SOCL 120 and MATH 230.*

**SOCL 340 INEQUALITY AND POVERTY****5 hrs**

Critical examination of contemporary issues of poverty and inequality in the U.S., including understanding of causes and consequences of social class, ethnic, racial, religious and gender stratification. Theoretical implication of research on poverty and inequality, and strategies to deal with homelessness, unemployment, world hunger and plight of refugees will be explored in a seminar format. Observations and research in the field are encouraged. *Prereq: Junior standing or permission of the instructor.*

**SOCL 350 COLLECTIVE BEHAVIOR AND SOCIAL  
MOVEMENTS-RECENT TRENDS****5 hrs**

Analysis and discussion of social behaviors ranging from the usual and the unscheduled to the revolutionary. Global comparison of patterns in 1) social movements such as by racial and ethnic



minorities, farm workers, women, students, consumers; and 2) volatile forms of behavior such as terrorism, collective violence, response to natural disasters, strikes, fads, sit-ins, crowd formation, and mass behavior. *Prereq: Junior standing or permission of instructor.*

### **SOCL 380 URBAN SOCIOLOGY**

**5 hrs**

A study of the development of cities and the nature of social life in contemporary urban society. A focus on problems and solutions characteristic of diverse metropolitan communities in the U.S. and around the world. The course includes field trips and the opportunity to do field research. *Prereq: SOCL 120. Prior completion of SOCL 210 is recommended.*

### **SOCL 390 INDEPENDENT STUDY**

**2-6 hrs**

This course is designed to enable students to engage in individual study and research in a subject area already familiar through previous course work. During the first week of the course, and in consultation with the instructor, students prepare a prospectus on previous related academic work, or special area of interest, specific research topic, and an outline for proposed research report. The course may be repeated on a different topic in a subsequent term. *Prereq: SOCL 120 and 210, permission of the instructor, and a Sociology course in the area of the student's independent study.*

### **SOCL 440 DEPARTMENTAL SEMINAR**

**2-5 hrs**

Each week a significant area of sociology is discussed along with relevant recent research and theory. Occupational opportunities may be discussed, and guest speakers representing the scheduled areas of specialization may be invited. This course is to be taught on an occasional basis, depending on student and faculty interest. *Prereq: Permission of instructor.*

### **SOCL 490 INTERNSHIP**

**1-15 hrs**

This course is intended for senior majors in sociology and related fields. It provides opportunities for practical and/or theoretical work in areas of sociology, supervised by a department faculty member, and where appropriate, by a member of an off-campus organization. Requirements are completion of SOCL 320 and 330, above average academic record, fairly clear vocational goals, and permission from a sociology faculty member in response to a written proposal submitted at least one term in advance. Students are encouraged to take part in designing an individualized internship experience around preferred areas of concentration they chose for themselves. Internships may be extended for two terms.

### **SOCL 500 ORGANIZATIONAL BEHAVIOR AND ANALYSIS**

**4 hrs**

Examines competing theories and approaches used by sociologists to study organizations. Focuses on dimensions of organizations, such as structure, culture, and small groups; internal micro-level issues of leadership, power, and authority; dynamic aspect of organizations, including change, decision making, and conflict management; and external issues that are important to the successful management of organizations, including ethical and political environments. This is a graduate level class available to undergraduates. *Prereq: Permission of department chairperson.*

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## **SPANISH**

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See description of Spanish major under Department of Foreign Languages.



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# THEATRE AND DANCE

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*Stefano (chairperson), Bell, Johnson, Kane, Kirk, Robbins, Romer, Vaughan, White.*

## ***Mission and Programs***

The Department of Theatre and Dance consists of nine full-time faculty members, eleven part-time faculty, and a support staff of four. The primary mission of the department is the training of artists for the professional theatre.

The department offers Bachelor of Fine Arts degrees in Acting, Design/Technology, and (with the Department of Music) Musical Theatre and Musical Theatre with a Concentration in Dance; a Bachelor of Arts degree in Theatre; and a minor in Dance. In addition, the department offers one of the Integrative Studies Arts courses.

The department mounts nine productions a year (six in the academic year and three in the summer), plus an annual Dance Concert.

Selection and admission of all Theatre and Musical Theatre majors is made on the basis of departmental interview, audition and portfolio review. All Theatre and Musical Theatre majors are required to enroll in Theatre Participation (101, 201, 301, 401) every term they are in residence, and must achieve a grade of B or better each term. Students receiving a grade lower than B in Participation will be placed on departmental probation; probation will be removed if the student achieves a B in the following term. Students are allowed a maximum of two terms of probation during their academic career. Students not achieving a B in Participation at the end of their second term on probation will not be eligible to continue in any Theatre or Musical Theatre degree program.

In addition, all BFA students are expected to maintain a 3.0 grade point average each term in their required major classes. Students falling below that standard will be placed on departmental probation; probation will be removed if the student achieves a 3.0 grade point average in the following term. Students are allowed a maximum of two terms of probation during their academic career. Students not achieving a 3.0 average at the end of their second term on probation will not be eligible to continue in the B.F.A. degree program.

Non-majors may participate in theatre activities by enrolling in Theatre 101. Non-majors also may enroll in Theatre 251, 252, 253, 280, 300, 310; and they may enroll in Theatre 160, 215, 225, and 335 with the permission of the instructor. All other Theatre courses are restricted to Theatre and Musical Theatre majors only. Additional courses as indicated below are restricted to B.F.A. majors. Waiver of restrictions must be approved by the department chairperson.

## ***Bachelor of Fine Arts in Acting***

This program is a structured sequence of training for students preparing for careers as actors in the professional theatre. Students must successfully complete a minimum of 90 quarter hours in Theatre. Each hour after the 100th will require the addition of one hour to the 180 total required for graduation. Students are admitted on the basis of departmental interview and audition. All B.F.A. students are evaluated by the faculty annually, and must meet expectations in Participation and in their other required major classes as stated above. Approval of the faculty is required for continuation in the B.F.A. in Acting program.

Required courses for the B.F.A. in Acting are: Theatre 100, 101, 150, 151, 160, 201, 215, 251, 252, 253, 261, 262, 263, 301, 320, 370, 401, 430, 440, 445, 490 and Theatre electives to total 90 hours. Twelve hours of Dance are also required: Dance 110, 130, 140, 150, 160, 210. Six hours of applied voice classes or lessons, chosen from Music 120, 462 or 472, are also required.

## ***Bachelor of Fine Arts in Design/Technology***

This program is a structured sequence of training for students preparing for careers as designers or technicians in the professional theatre. Students must successfully complete a minimum of 90 quarter hours in Theatre. Each hour after the 100th will require the addition of one hour to the 180 total required for graduation. Students are admitted on the basis of departmental interview and portfolio review. All B.F.A. students are evaluated by the faculty annually, and must meet expectations in Participation and in their other required major classes as stated above. Approval of the faculty is required for continuation in the B.F.A. in Design/Technology program.



Required courses for the B.F.A. in Design/Technology are: Theatre 100, 101, 111, 112, 113, 150, 151, 160, 201, 225, 251, 252, 253, 301, 320, 325, 350, 401, and 490, two courses chosen from Theatre 330, 340, or 345, plus Theatre electives to total 90 hours. Visual Arts 110, 150, 240, and 325 are also required.

### ***Bachelor of Fine Arts in Musical Theatre***

This program is designed to prepare students for careers as actor-singer-dancers in the professional musical theatre. It is interdisciplinary and is administered jointly by the Department of Music and the Department of Theatre and Dance. Selection and admission is made on the basis of a joint interview and audition. All B.F.A. students are evaluated by the faculty annually, and must meet expectations in Participation and in their other required major classes as stated above. Approval of the faculty is required for continuation in the B.F.A. in Musical Theatre program. Students must complete 127 hours of Theatre, Music and Dance classes, as follows:

*Studies in musical theatre, including voice and acting (59 hrs):* Theatre 150, 151, 201, 261, 262, 263, 301, 401, 430, 440; Music 420, 421; 6 hours of ensembles, selected from Music 451, 452, 454, 455; and 15 hours of applied voice, Music 462 and/or 472.

*Studies in dance and movement (18 hrs):* Dance 110, 210, and 14 hours of technique classes selected from Dance 130, 140, 150, 160, 280, 380. Students must take at least one class in ballet, modern, jazz, and tap.

*Supportive courses in music and theatre (50 hrs):*

*Required:* Music 100/101, 110/111, 130 or 473, 440; and Theatre 100, 101, 160, 215, 320. *History and theory courses selected from the following (8-10 hrs):* Theatre 251, 252, 253; Dance 120, 220; Music 180/181, 190/191, 240.

*Electives selected from the following (14-16 hrs):* Theatre 161, 225, 280, 285, 300, 310, 370, 380, 445, 490; Dance 280, 320, 380, 420, 480; Music 200/201, 210/211, 220/221, 230, 250, 275, 276, 280, 400, 405, 490.

### ***Bachelor of Fine Arts in Musical Theatre with a Concentration in Dance***

This program is designed to prepare students for careers as dancer-singer-actors in the professional musical theatre. It offers significantly more Dance training than the BFA in Musical Theatre degree. The program is interdisciplinary and is administered jointly by the Department of Music and the Department of Theatre and Dance. All B.F.A. students are evaluated by the faculty annually. BFA students are expected to maintain a 3.0 grade point average in their major classes. Students falling below 3.0 will be placed on departmental probation, and will be expected to achieve a 3.0 average in the following term. Students are allowed a maximum of two terms of probation during their academic career. If they do not achieve a 3.0 during the second term on probation, they will not be eligible to continue in the B.F.A. degree program. Approval of the faculty is required for continuation in the B.F.A. in Musical Theatre/Dance program.

*Studies in musical theatre, including voice and acting (50 hrs):* Theatre 150, 151, 201, 261, 262, 263, 301, 401, 430, 440; Music 420, 421; 3 hours of ensembles, selected from Music 451, 452, 454, 455; and 9 hours of applied voice, Music 462 and/or 472.

*Studies in dance and movement (45 hrs):* Dance 110, 160, 260, 320, 360; 21 hours of 280 and/or 380; 3 hours selected from 120, 220 or 420; and 10 hours of 480.

*Supportive courses in music and theatre (32 hrs):* Music 100/101, 110/111, 130 or 473, 440; Theatre 100, 101, 160, 251; and 8 hours of Theatre, Music or Dance electives.

### ***Bachelor of Arts in Theatre***

This program is designed for those students whose career goals require the study of more than one discipline, or who want a program with more flexibility than the B.F.A. This includes students who wish to pursue careers in stage management, high school or college teaching, playwriting, directing, children's theatre, or arts administration. B.A. students are encouraged to design their own degree plan, above and beyond the minimum requirements for the degree.



and to take extensive course work in other areas. Depending on the nature of that plan, students receiving the B.A. degree should be able to enter graduate programs in Theatre leading to M.A., M.F.A. or Ph.D. degrees. They may also be qualified to enter careers or graduate programs in other fields which require the social and intellectual skills developed through the study of Theatre.

Students must successfully complete a minimum of 45 hours in Theatre. Selection and admission of B.A. Theatre majors is made on the basis of departmental interview and audition or portfolio review. Required courses are: Theatre 100, 101, 150, 151, 160, 201, 215, 251, 252, 253, 301, 320, 401 and one hour of Theatre electives.

### ***Minor in Dance***

The minor in Dance is specifically designed for trained dancers who wish to major in other fields of study but who want to continue to dance during their college careers. The program assumes that students arrive with at least intermediate level technique in ballet, modern, and jazz. Students without intermediate proficiency in one of these techniques may achieve it by enrolling in the appropriate beginning level class, but (except for tap) no beginning level class can be counted towards the Minor. Participation in Dance Company and the annual dance concert is assumed. Students must complete 27 hours of Dance classes, as follows:

*Theory (10 hours):* Dance 120, 220, 320 and 420.

*Technique (12 hours):* Dance 160, 260 or 360; and 10 hours chosen from 280 or 380.

*Performance (5 hours):* Dance 480.

Requirements for students seeking **K-12 teacher certification in theatre** appear in the *Teacher Education Programs* handbook available upon request from the Education Department. Requirements for the major and teacher certification may differ, but both must be met to become certified, and the major must be completed to receive a Bachelor's degree. To be recommended for teacher certification, a student must have a cumulative grade point average of 2.5 or better.

Information about experimental courses, when offered, will be available at the Office of the Registrar late in the Spring Quarter preceding the academic year in which the courses are scheduled. Such courses are numbered 191, 291, 391 or 491.

### ***Program Outcome***

Students should be aware that Theatre is a difficult and highly competitive field, and no training program can guarantee employment upon graduation. Nevertheless, the degree programs in Theatre should help students learn the skills needed to find work in the professional theatre, or to enter graduate school for further training. Finally, however, success in this field depends almost entirely on the determination of the individual.

## ***Theatre Courses (THR)***

### ***THR 100 INTRODUCTION TO THEATRE***

**3 hrs**

A basic introduction to all aspects of theatre, including script analysis, dramatic theory, basic aesthetics, acting, directing, design and technical theatre. The course also examines departmental policies and operations. *Open to majors only.*

### ***THR 101 THEATRE PARTICIPATION I***

**1 hr (three terms)**

Basic instruction in supervised production processes of scenery, lighting, costumes and properties for theatre productions. *Freshman Theatre majors must complete all three terms satisfactorily for any credit to count. Open to non-majors who may, with departmental permission, enroll and receive credit for one term at a time; non-majors may repeat the course for credit not to exceed 10 credits.*

### ***THR 111 THEATRE TECHNOLOGY I***

**4 hrs**

First in a three-course introduction to all aspects of theatre technology, including stagecraft, costume construction, properties, lighting, sound, and drafting. Normally, the first term will concentrate on stagecraft and lighting technology. *Open to majors only.*



**THR 112 THEATRE TECHNOLOGY II****4 hrs**

A continuation of the theatre technology sequence. Normally, the second term will concentrate on costume construction and sound technology. *Open to majors only.*

**THR 113 THEATRE TECHNOLOGY III****4 hrs**

A continuation of the theatre technology sequence. Normally, the third term will concentrate on drafting and advanced skills in previously studied areas. *Open to majors only.*

**THR 150 INTRODUCTION TO ACTING****3 hrs**

A basic introduction to the fundamentals of acting with emphasis upon the development of imagination, self-awareness, sensory exercises, improvisation and the ability to execute simple stage tasks. *Open to majors only.*

**THR 151 INTRODUCTION TO SCENE STUDY****3 hrs**

A continuation of the introduction to acting, with emphasis upon script analysis and the application of fundamental acting skills to the creation of scenes from contemporary drama. *Prereq: THR 150.*

**THR 160 STAGE MAKE-UP****2 hrs**

Instruction and practical experience in the art of make-up for the stage. *Open to non-majors with permission of instructor.*

**THR 161 ADVANCED MAKE-UP****2 hrs (alt. yrs.)**

The study of advanced techniques, including fantasy make-up, special effects, and mask-making. *Prereq: THR 160 and BFA standing.*

**THR 201 THEATRE PARTICIPATION II****1 hr (three terms)**

Individual and group instruction and participation in supervised creative activities. All three terms must be completed satisfactorily for any credit to count. *For sophomore Theatre majors.*

**THR 215 INTRODUCTION TO THEATRICAL DESIGN****2 hrs**

An introduction to all forms of theatrical design, including scenery, costume, lighting, and sound. The course examines basic elements of design, script analysis, evolution of concept, problem-solving, and the collaborative process. *Open to non-majors with permission of instructor.*

**THR 225 COSTUME HISTORY****4 hrs**

Study of the evolution of fashion and theatrical costumes, from ancient Egypt to the present. *Open to non-majors with permission of instructor.*

**THR 251 THEATRE HISTORY I****5 hrs**

A study of the historical evolution of dramatic forms, the physical theatre, staging and theatre personalities from the classical theatre of Greece to 1800. *Open to non-majors.*

**THR 252 THEATRE HISTORY II****5 hrs**

A study of the historical evolution of theatre from 1800 to 1945. The course emphasizes the development of realistic and musical theatre forms. *Open to non-majors.*

**THR 253 THEATRE HISTORY III****5 hrs**

A study of the historical evolution of theatre from 1895 to the present. The course emphasizes antirealistic forms. *Open to non-majors.*

**THR 261 ACTING AND VOICE I****4 hrs**

Class and laboratory study of the basic principles and techniques of acting, with particular emphasis on development of the actor's instrument. Extensive practice in body reinforcement, voice production and articulation. Monologues and scenes will be presented. *Prereq: THR 151.*

**THR 262 ACTING AND VOICE II****4 hrs**

Continued work on voice production and diction and its application to character development. Monologues and scenes will be presented. *Prereq: THR 261.*



**THR 263 ACTING AND VOICE III****4 hrs**

Extensive practice in advanced character development and the use of dialects, applied to dramatic and musical forms. Monologues and scenes will be presented. *Prereq: THR 262.*

**THR 280 ARTS MANAGEMENT****3 hrs (alt. yrs.)**

Theory and practical experience in philosophy, objectives and techniques of arts management for theatre, music, visual arts and dance. *Open to non-majors.*

**THR 285 STAGE MANAGEMENT****3 hrs**

Theory and practical experience in stage management for the theatre. The stage manager's role in auditions, rehearsals, and in performance will be examined in detail. *Open to majors only.*

**THR 300 CREATIVE DRAMATICS****4 hrs (alt. yrs.)**

A basic introduction to the processes of improvisation and creative dramatics, with particular focus on children and creativity. *Open to non-majors.*

**THR 301 THEATRE PARTICIPATION III****1 hr (three terms)**

Individual and group instruction and participation in supervised creative activities. All three terms must be completed satisfactorily for any credit to count. *For junior Theatre majors.*

**THR 310 CHILDREN'S THEATRE****3 hrs (alt. yrs.)**

A basic introduction to the processes of children's theatre, including script selection, analysis, elements of production, acting, directing, and design for children's theatre. *Open to non-majors.*

**THR 320 DIRECTING****5 hrs**

A lecture-laboratory course covering the principles and techniques of the director's art. Fundamentals of staging, blocking, movement, business, tempo, script selection and analysis, casting, and rehearsal planning. Class members direct short scenes. *Prereq: THR 151.*

**THR 325 SCENIC RENDERING AND PAINTING****4 hrs**

Study and execution of perspective rendering for scenic designs, and painting of two-dimensional and three-dimensional scenery using various artist's mediums and materials. *Prereq: THR 113, ART 110 and BFA standing.*

**THR 330 SCENE DESIGN****4 hrs**

Lecture-laboratory process of scenic design. Analysis and research to develop artistic approach to scenic communication. Designs are executed in various styles, theatrical spaces and historical periods. *Prereq: THR 325 and BFA standing.*

**THR 335 COSTUME RENDERING****4 hrs**

Study and execution of perspective drawing and painting techniques for costume design using various artist's mediums and materials. *Prereq: THR 113, ART 110. Open to non-majors by permission of instructor.*

**THR 340 COSTUME DESIGN****4 hrs**

Instruction and laboratory application of the fundamentals of design, color theory, and character analysis as they relate to the art of costume design. *Prereq: THR 335 and BFA standing.*

**THR 345 SOUND DESIGN****4 hrs**

Lecture-laboratory process of sound design for the theatre from aesthetic analysis to completed sound track. *Prereq: THR 112 and BFA standing.*

**THR 350 LIGHT DESIGN****4 hrs**

Lecture-laboratory process of lighting design from aesthetic analysis to completed plot and hanging schedule. *Prereq: THR 113 and BFA standing.*

**THR 355 COMPUTER-AIDED DESIGN****3 hrs**

Lecture-laboratory in the use of computers for theatrical design, with special emphasis on three-dimensional modeling of scenery. *Prereq: THR 113 and BFA standing.*



**THR 370 ACTING FOR TV-FILM****3 hrs**

A class and laboratory study designed to expose the student to practical techniques of television and film acting. Extensive lab work is done in the video studio. *Prereq: THR 263 and BFA standing.*

**THR 380 ADVANCED DIRECTING****3 hrs**

Practical experience while directing Workshop Theatre productions. *Prereq: THR 320 and permission of instructor.*

**THR 390 INDEPENDENT STUDY****1-3 hrs**

Supervised individual and group projects for qualified students who have completed foundation courses. May be repeated for credit; not to exceed 10 quarter hours. *Junior standing or permission of instructor required.*

**THR 390.10 ADVANCED DESIGN****THR 390.20 ADVANCED PERFORMANCE****THR 390.30 ADVANCED TECHNICAL THEATRE****THR 390.40 SPECIAL TOPICS****THR 401 THEATRE PARTICIPATION IV****1 hr (two terms)**

Individual and group instruction and participation in supervised creative activities. Two terms must be completed satisfactorily for any credit to count. *For senior Theatre majors.*

**THR 430 ACTING STUDIO I****4 hrs**

Advanced practical characterization and performance work plus intensive work on auditioning techniques. Auditions are presented to professional producers. *Prereq: THR 263 and admission to junior level BFA Acting or Musical Theatre standing.*

**THR 440 ACTING STUDIO II****4 hrs**

Intensive practical characterization and performance work in plays by Shakespeare. *Prereq: THR 430.*

**THR 445 ACTING STUDIO III****4 hrs**

Intensive practical characterization and performance work in classical, commedia 'dell arte, and contemporary avant-garde styles. *Prereq: THR 440.*

**THR 480 SUMMER THEATRE****1-5 hrs**

An intense laboratory experience in acting or technical theatre for advanced students with the Otterbein Summer Theatre. *Entrance by audition only.*

**THR 490 INTERNSHIP****12-15 hrs**

Required for all senior B.F.A. Acting and Design/Technology majors, subject to departmental approval. *Open to senior B.F.A. Musical Theatre majors and senior B.A. Theatre majors who apply and meet departmental requirements.* Students must have a 3.0 cumulative grade point average in their required major classes to apply. Off-campus internship programs provide opportunity for practical work in professional theatre. Students may not enroll in any other class while on internship. Specific requirements are on file in the departmental office.

**Dance Courses (DANC)**

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*Except as indicated, Dance classes are open to non-majors.*

**DANC 100 MOVEMENT AWARENESS****2 hrs**

This is an integrative dance course with techniques drawn from dance, Tai Chi Chuan, Alexander Technique, and other east/west forms. Emphasis is placed on postural reorganization, improved coordination, stress release, injury prevention, and mind-body integration.



- DANC 110 MOVEMENT IN THEATRE** 2 hrs  
Introduction to the fundamentals of movement for the actor using all physical elements which are important to the creation of a character. *Theatre and Musical Theatre majors only.*
- DANC 120 HISTORY AND PHILOSOPHY OF DANCE I** 2 hrs  
An overview of the history and philosophy of dance through the 19th century. In addition to lectures, differing period forms and choreography will be demonstrated in lab sessions.
- DANC 130 BALLET I** 2 hrs  
Fundamentals of classical ballet technique with emphasis on analysis and proper execution.
- DANC 140 JAZZ I** 2 hrs  
Basic movement techniques in concert jazz dance.
- DANC 150 MODERN I** 2 hrs  
Basic movement techniques and improvisational experience in modern dance.
- DANC 160 TAP I** 2 hrs  
Introduction to the fundamentals of tap dance.
- DANC 200 DANCE PRACTICUM** 2 hrs  
Individualized work (generally a scheduled, structured class) in areas of dance techniques and composition. *May be repeated for a maximum of eight credits.*
- DANC 210 PERIOD MOVEMENT AND STAGE COMBAT** 2 hrs  
Practice in period movement and fundamentals of stage combat technique. *Theatre and Musical Theatre majors only.*
- DANC 220 HISTORY AND PHILOSOPHY OF DANCE II** 2 hrs  
Overview of the history of 20th century dance. In addition to lectures, contemporary styles and choreography will be demonstrated in lab sessions. *Prereq: DANC 120.*
- DANC 260 TAP II** 2 hrs  
Continuation of Tap I at an advanced beginning level. *May be repeated for a maximum of four credits. Prereq: DANC 160 and permission of the instructor.*
- DANC 280 INTERMEDIATE DANCE** 2 hrs  
Ballet, modern, and jazz technique at an intermediate level. *May be repeated for a maximum of 12 credits. Prereq: DANC 130, 140, and 150 or by audition.*
- DANC 320 CHOREOGRAPHY I** 3 hrs  
Composition elements and construction of motifs and dance studies based on music, elemental properties, and non-literal thematic materials. Emphasis is on form and structural concepts.
- DANC 360 TAP III** 2 hrs  
Tap at an intermediate/advanced level. *May be repeated for a maximum of four credits. Prereq: DANC 260 and permission of the instructor.*
- DANC 380 ADVANCED DANCE** 3 hrs  
Ballet, modern, and jazz technique at an advanced level. *May be repeated for a maximum of 36 credits. Admission by audition only.*
- DANC 390 INDEPENDENT STUDY** 1-8 hrs  
Supervised small class instruction and projects for qualified students who have completed foundation courses. Individual research projects also included.



**DANC 400 DANCE PRACTICUM****2 hrs**

Individualized work in areas of technique and composition. *May be repeated for a maximum of eight credits.*

**DANC 410 ASSISTING IN DANCE****2 hrs**

Assisting faculty instructors with warm-ups, technical development of a class, musicals, choreography, movement sequencing, and class directorship under faculty supervision. *May be repeated for a maximum of six credits.*

**DANC 420 CHOREOGRAPHY II****3 hrs**

Selection of dance theme, construction of dances and small group studies. Aesthetic considerations, form and elements of performance emphasized. *Prereq: DANC 320.*

**DANC 480 DANCE PERFORMANCE/COMPANY****0-2 hrs**

An advanced company class in the jazz/modern idiom. Outside rehearsal time to be announced. Experiences related to formal concert performance and choreography. *May be repeated for a total of 16 hours credit. Admission by audition only.*

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## WOMEN'S STUDIES

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*Bauer (coordinator)*

The **Women's Studies** interdisciplinary **minor** is coordinated by the Sociology department and is designed for both female and male students who are interested in diversifying their undergraduate studies to include an appreciation of women's culture. Courses (W/S shown after the course title) elected for this minor examine the role of gender as a concept and as it is applied in societal, racial, and cultural contexts. Examining new scholarship by and about women helps strengthen self-images and critical thinking skills for participating students.

The minor consists of 25 quarter hours of coursework chosen from among the following

courses:

ART	260	Women Artists in History
COMM	180	Interpersonal Communication
EDUC	360	Multicultural Education
ENGL	231	Women Writers
ENGL	232	Literature From Diverse Cultures
HIST	290	American Women: A History
HLED	320	Human Sexuality
MUSC	338	Women in Music
PSYC	220	Psychology of Personality
RELG	270	Women and Religion
RELG	360	Gender And Sex in the World's Mythology
SOCL	190	Ways Women Perceive and Are Perceived
SOCL	230	Feminist Perspectives in Social Psychology
SOCL	270	Sociology of Gender
SOCL	340	Inequality and Poverty
SOCL	440	Sociology Departmental Seminar
XXXX	390	Independent Study (may be arranged with any of the participating academic departments; also requires approval of Women's Studies minor coordinator)

Descriptions of the Women's Studies courses are listed under their respective home departments in this section of the catalog. Course prefixes (ART, COMM, etc.) and the home departments to which they are assigned are identified in the index at the back of the catalog.



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North Canton, Ohio  
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Westerville, Ohio  
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(Retired), Columbus, Ohio  
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Terry L. Goodman '70, Realtor, Sarasota, Florida  
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Church, North Canton, Ohio  
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# Faculty and Administration

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## President of the College

---

C. Brent DeVore, 1984-  
B.S.J., Ohio University, 1962  
M.A., Kent State University, 1971  
Ph.D., Kent State University, 1978

Barbara J. Rutherford, 1989-  
*Assistant to the President*  
B.A., Bowling Green State University, 1970

## Vice Presidents of the College

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Patricia A. Frick, 1993-  
*Vice President for Academic Affairs  
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*Vice President for Business Affairs  
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Robert M. Gatti, 1978-  
*Vice President for Student Affairs  
and Dean of Students*

Richard H. Dorman, 1996-  
*Vice President for Institutional  
Advancement*

## Department Chairpersons

---

*Integrative Studies*  
Beth R. Daugherty

*Art*  
Nicholas Hill

*Business, Accounting and Economics*  
Kamel A.M. Abdallah

*Chemistry*  
Jerry A. Jenkins

*Communication*  
Christina L. Reynolds

*Education*  
Harriet R. Fayne

*English*  
Norman R. Chaney

*Equine Science*  
Lynn E. Taylor

*Foreign Languages*  
James L. Martin

*Health & Physical Education*  
TBA

*History & Political Science*  
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*Life & Earth Sciences*  
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David L. Deeever

*Music*  
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*Nursing*  
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*Psychology*  
Robert N. Kraft

*Religion & Philosophy*  
Paul A. Laughlin

*Sociology*  
Eva A. Sebo

*Theatre & Dance*  
John Stefano

## Faculty

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Kamel A.M. Abdallah, 1990-  
*Associate Professor of Business, Accounting  
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B.A., The American University of Beirut,  
Lebanon, 1985  
M.A., The American University,  
Washington, DC, 1987  
M.A., The Ohio State University, 1990  
Ph.D., The Ohio State University, 1992

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*Professor of Music*  
B.M., University of Michigan, 1961  
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B.A., Mt. Vernon Nazarene College, 1979  
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and Economics/Director of M.B.A.  
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B.A., Wheaton College, 1974  
M.A., The Ohio State University, 1980  
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B.S., Iowa State University, 1986  
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B.S., Lawrence Institute of Technology, 1975  
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B.F.A., The Ohio State University, 1956  
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B.M., University of Illinois, 1970  
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Professional Studies, Juilliard, 1976  
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B.A., Western Washington University, 1989  
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B.Phil., Miami University, 1978  
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B.A., The College of Wooster, 1988  
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B.F.A., University of Illinois, 1985  
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*Assistant Professor of Education*  
B.A., University of Evansville, 1969  
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Robert N. Kraft, 1988-  
*Professor of Psychology*  
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B.S., Pennsylvania State University, 1982  
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1984  
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B.A., University of Cincinnati, 1968  
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M.Phil., M.S., Yale University, 1984  
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B.A., St. Joseph's College, 1964  
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B.A., Capital University, 1972  
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M.A., University of Maryland, 1977  
Ph.D., University of Maryland, 1986



- Shirine L. Mafi, 1986-  
*Assistant Professor of Business, Accounting  
and Economics*  
B.B.A., Marshall University, 1977  
M.B.A., Marshall University, 1978
- James L. Martin, 1991-  
*Associate Professor of Foreign Languages*  
B.A., University of California, 1970  
M.A., University of California, 1972  
Ph.D., University of California, 1981
- Debra L. Mason, 1993-  
*Assistant Professor of Communication*  
B.A., Capital University, 1979  
M.A., Trinity Lutheran Seminary, 1981  
M.S., Northwestern University, 1984  
Ph.D., Ohio University, 1995
- Patricia F. McCarthy, 1989-  
*Assistant Professor of Nursing*  
B.S.N., Boston College, 1973  
M.S.N., University of Pennsylvania, 1977  
Ph.D., The Ohio State University, 1995
- Grace A. McDaniel, 1996-  
*Instructor of Education*  
B.S., Capital University, 1983  
M.A., The Ohio State University, 1987
- Mary W. McKelvey, 1984-  
*Assistant Professor of Nursing*  
B.S.N., Tuskegee Institute, 1971  
M.S., The Ohio State University, 1974  
Ph.D., The Ohio State University, 1996
- Eda L. Mikolaj, 1990-  
*Associate Professor of Nursing*  
B.S.N., St. John College, 1957  
M.S., The Ohio State University, 1962  
Ph.D., The Ohio State University, 1983
- Susan P. Millsap, 1987-  
*Assistant Professor of Communication*  
B.A., West Chester State University, 1980  
M.A., University of Tennessee, 1982  
Ph.D., The Ohio State University, 1995
- Mona Narain, 1993-  
*Assistant Professor of English*  
B.A., Panjab University, 1985  
M.A., University of Bombay, 1988  
Ph.D., State University of New York  
at Stony Brook, 1994
- Barbara S. Pettegrew, pt. 1983, ft. 1986-  
*Associate Professor of Education*  
B.S.Ed., Baldwin-Wallace College, 1961  
M.A., The Ohio State University, 1976  
Ph.D., The Ohio State University, 1981
- Michael S. Pettersen, 1993  
*Assistant Professor of Physics*  
A.B., Harvard University, 1980  
Ph.D., California Institute of Technology,  
1988
- Robert D. Place, 1967-  
*Professor of Chemistry*  
B.A., Albion College, 1963  
Ph.D., University of California, Berkeley,  
1967
- Alison H. Prindle, 1971-  
*Professor of English*  
B.A., Radcliffe College, 1964  
Ph.D., Cornell University, 1977
- Allen M. Prindle, pt. 1987, ft. 1989-  
*Associate Professor of Business,  
Accounting and Economics*  
B.S., University of Wisconsin, 1970  
M.S., Purdue University, 1972  
Ph.D., Pennsylvania State University, 1977
- Joan M. Pryor-McCann, 1991-  
*Associate Professor of Nursing*  
B.S.N., University of Pittsburgh, 1976  
M.N., University of Pittsburgh, 1978  
M.A., The Ohio State University, 1985  
Ph.D., The Ohio State University, 1995
- Christina L. Reynolds, 1990-  
*Associate Professor of Communication*  
B.S.C., Ohio University, 1979  
M.A., University of New Mexico, 1981  
Ph.D., University of Minnesota, 1986
- Richard E. Reynolds, 1972-  
*Associate Professor of Health/Physical  
Education/Men's Head Basketball  
Coach/Men's Athletic Director*  
B.S.Ed., Otterbein College, 1965  
Ed.M., Xavier University, 1971
- Wayne R. Rittenhouse, 1982-  
*Associate Professor of English*  
B.A., Wilmington College, 1975  
M.A., New York University, 1980  
Ph.D., The Ohio State University, 1988



Cathryn A. Robbins, 1986-  
*Associate Professor of Theatre/Dance*  
B.A., San Jose State University, 1972  
M.F.A., Humboldt State University, 1980

Karen S. Robinson, 1988-  
*Professor of Education*  
B.A., University of Montevallo, 1969  
M.A., University of Alabama, 1971  
Ph.D., Vanderbilt University, 1975

Dennis M. Romer, 1988-  
*Associate Professor of Theatre/Dance,*  
*Artistic Director*  
B.A., Otterbein College, 1971  
M.F.A., Wayne State University, 1974

Cynthia A. Rose, 1992-  
*Assistant Professor of Psychology*  
B.A., Youngstown State University, 1982  
M.A., University of Cincinnati, 1985  
Ph.D., University of Cincinnati, 1990

Louis H. Rose, 1991-  
*Associate Professor of History/Political*  
*Science*  
B.A., Clark University, 1976  
M.A., Princeton, 1980  
Ph.D., Princeton, 1986

Patricia M. Ryan, 1988-  
*Associate Professor of Education*  
A.B., Ohio Dominican College, 1967  
M.A., The Ohio State University, 1980  
Ph.D., The Ohio State University, 1986

Karyl E. Sabbath, 1989-  
*Associate Professor of Communication*  
B.A., Bowling Green State University, 1979  
M.A., Northern Arizona University, 1982  
Ph.D., Ohio University, 1988

Barbara H. Schaffner, 1985-  
*Associate Professor of Nursing*  
B.S.N., University of Cincinnati, 1977  
M.S.N., Indiana University, 1981  
Ph.D., The Ohio State University, 1992

Eva A. Sebo, 1975-80, 1986-  
*Associate Professor of Sociology*  
B.S., Columbia University, 1963  
M.A., Columbia University, 1964  
Ed.D., Columbia University, 1977

Denise L. Shively, 1993  
*Assistant Professor of Communication*  
B.A., The Ohio State University, 1973  
M.A., Central Michigan University, 1983

Elizabeth A. Smith, 1994  
*Assistant Professor of Education*  
B.A., Ohio Wesleyan University, 1978  
M.A., The Ohio State University, 1987  
Ph.D., The Ohio State University, 1993

Jeremy H. Smith, 1988-  
*Associate Professor of English*  
B.A., Indiana University, 1976  
M.A., Indiana University, 1979  
Ph.D., Indiana University, 1985

Micheline A. Smith, 1993  
*Assistant Professor of Education*  
B.S., The Ohio State University, 1954  
M.A., The Ohio State University, 1984  
Ph.D., The Ohio State University, 1990

Suzanne P. Stanek, 1984-  
*Assistant Professor of Nursing*  
B.S.N., Arizona State University, 1973  
M.S., The Ohio State University, 1979

Mitchell Staude, 1982-  
*Associate Professor of Religion/Philosophy*  
B.A., University of Maryland, 1970  
M.A., University of Maryland, 1973  
Ph.D., University of Maryland, 1979

John Stefano, 1992-  
*Professor of Theatre/Dance*  
B.A., Pomona College, 1969  
M.F.A., University of California, 1971  
Ph.D., University of California, 1981

Joanne Miller Stichweh, 1979-  
*Associate Professor of Art*  
B.A., Otterbein College, 1967  
M.F.A., The Ohio State University, 1969

Judy Strayer, 1978-  
*Professor of Nursing*  
B.S., The Ohio State University, 1960  
B.S., The Ohio State University, 1967  
M.S., The Ohio State University, 1970  
Ph.D.Ed., The Ohio State University, 1979

David J. Stucki, 1996-  
*Visiting Instructor of Computer Science*  
B.S., Wheaton College, 1987  
M.S., The Ohio State University, 1989

John H. Swaim, 1996-  
*Visiting Professor of Education*  
B.S.E., Emporia State University, 1967  
M.S.E., Emporia State University, 1968  
Ed.D., University of North Colorado, 1976



- Lynn E. Taylor, 1995-  
*Assistant Professor of Equine Science*  
 B.S., University of Connecticut, 1988  
 M.S., Virginia Polytechnic Institute  
 and State University, 1991  
 Ph.D. Virginia Polytechnic Institute  
 and State University, 1995
- Gary R. Tirey, 1968-  
*Associate Professor of Music*  
 B.M.E., Capital University, 1964  
 M.M.E., VanderCook College of Music,  
 1969
- Zengxiang Tong, 1991-  
*Associate Professor of Mathematics*  
 B.S., Nanking University, 1966  
 M.S., Sichuan University, 1982  
 Ph.D., University of Delaware, 1991
- Roger J. Tremaine, 1964-  
*Assistant Professor of Mathematics*  
 B.S.Ed., Kent State University, 1961  
 M.A., Arizona State University, 1964
- Aya Ueda, 1995-  
*Visiting Instructor of Music*  
 B.M., University of Pacific, 1985  
 M.M., University of Pacific, 1987  
 M.M., Yale University, 1992  
 D.M., Indiana University, 1995
- William E. Vaughan, 1982-  
*Associate Professor of Theatre/Dance*  
 B.S.Ed., Otterbein College, 1971  
 M.A., University of Connecticut, 1974
- Marjorie A. Vogt, 1990-  
*Assistant Professor of Nursing*  
 B.S.N., Carlow College, 1977  
 M.S., The Ohio State University, 1990  
 Ph.D., The Ohio State University
- Terry D. Wallenbrock, 1983-  
*Assistant Professor of Business,  
 Accounting and Economics*  
 B.S., Indiana State University, 1965  
 M.S., Indiana State University, 1967  
 M.B.A., University of Michigan, 1982
- Teri Walter, 1985-  
*Assistant Professor of Health, Physical  
 Education/Head Softball Coach*  
 B.S., Miami University, 1983  
 M.A., Miami University, 1985  
 Ph.D., University of Toledo, 1994
- John T. Weispfenning, 1995-  
*Assistant Professor of Communication*  
 B.S., Moorhead State University, 1982  
 M.S., N. Dakota State University, 1985  
 Ph.D., Purdue University, 1992
- Dana White, 1993  
*Assistant Professor of Theatre/Dance*  
 B.A., Bowling Green State University, 1986  
 M.F.A., University of Michigan, 1990
- Nancy P. Woodson, 1986-  
*Professor of English*  
 B.A., University of Michigan, 1957  
 M.Ed., North Adams State College, 1962  
 Ph.D., The Ohio State University, 1985
- Chihae Yang, 1993-  
*Assistant Professor of Chemistry*  
 B.S., Seoul National University, 1977  
 M.S., The Ohio State University, 1980  
 Ph.D., The Ohio State University, 1984
- Richard J. Yntema, 1992-  
*Assistant Professor of History/Political  
 Science*  
 B.A., Calvin College, 1979  
 M.A., University of Chicago, 1980  
 Ph.D., University of Chicago, 1992
- Charles E. Zimmerman, 1991-  
*Associate Professor of Religion/Philosophy*  
 B.A., Emory University, 1968  
 M.Div., Emory University, 1971  
 Ph.D., Emory University, 1984

## Faculty and Administrators Emeriti

- Paul H. Ackert, 1954-1978  
*Professor of Religion and Philosophy*  
 B.A., Albright College, 1941  
 B.S., United Theological Seminary, 1944  
 M.Ed., University of Pittsburgh, 1950  
 Ph.D., University of Pittsburgh, 1957
- Chester L. Addington, 1961-1988  
*Professor of Education*  
 B.S., Ball State Teachers College, 1952  
 M.A., Ball State Teachers College, 1954  
 Ed.D., Indiana University, 1961
- Evelyn E. Bale, 1942-49, 1961-73, 1976-77  
*Administrative Assistant in Development*  
 A.B., Otterbein College, 1930



Philip E. Barnhart, 1959-1994  
*Professor of Physics/Astronomy*  
B.A., Manchester College, 1952  
M.A., Indiana University, 1955  
Ph.D., The Ohio State University, 1974

Gerald C. Brown, 1988-1994  
*Associate Professor of Business Administration/Economics*  
B.S., University of Illinois, 1950  
M.S., University of Illinois, 1955  
Ph.D., The Ohio State University, 1967

Donald C. Bulthaupt, 1963-1993  
*Professor of Physics*  
B.S., Indiana Central College, 1952  
M.S., Michigan State University, 1962  
Ph.D., The Ohio State University, 1972

Helen M. Clymer, 1953-1978  
*Principal of the Laboratory School*  
B.A., Otterbein College, 1938  
M.A., The Ohio State University, 1966

Keith D. Crane, 1947-1972  
*Associate Professor of Chemistry*  
B.S., Michigan State University, 1930  
M.S., Michigan State University, 1936

Marilyn E. Day, 1953-1997  
*Professor of Physical Education*  
*Women's Athletic Director*  
B.A., Otterbein College, 1953  
M.S., University of Colorado, 1957  
Ph.D., The Ohio State University, 1968

Rodger F. Deibel, 1965-1989  
*Professor of Education*  
B.S. Ed., Muskingum College, 1950  
M.A., Western Reserve University, 1953  
Ph.D., The Ohio State University, 1971

Charles W. Dodrill, 1958-1991  
*Professor of Theatre*  
B.A., Glenville State College, 1954  
M.A., University of Kansas, 1956  
Ph.D., The Ohio State University, 1965

Lillian S. Frank, 1943-1972  
*Associate Professor of Art*  
B.A., Oberlin College, 1929  
M.A., Oberlin College, 1942

James A. Grissinger, 1950-1987  
*Professor of Speech*  
B.A., The Ohio State University, 1947  
M.A., The Ohio State University, 1949  
Ph.D., The Ohio State University, 1957

Earl C. Hassenpflug, 1955-1991  
*Associate Professor of Art*  
B.A., The Ohio State University, 1949  
M.A., The Ohio State University, 1963

Albert V. Horn, 1952-1990  
*Treasurer*  
B.A., Otterbein College, 1949

Joyce E. Karsko, 1965-1991  
*Professor of Psychology*  
B.A., Western Michigan University, 1959  
M.A., The Ohio State University, 1960  
Ph.D., The Ohio State University, 1979

Michael Kish, 1958-1986  
*Director of Admission*  
B.S.Ed., Bowling Green State University, 1943  
M.S., Indiana University, 1950

Young W. Koo, 1963-1992  
*Professor of Economics/Business Administration*  
B.B.A., University of Georgia, 1958  
M.S., University of Alabama, 1960  
Ph.D., The Ohio State University, 1963

John H. Laubach, 1958-1992  
*Professor of Political Science*  
B.A., Pennsylvania State University, 1953  
Ph.D., Harvard University, 1958

Arnold D. Leonard, 1964-1989  
*Associate Professor of Earth Science*  
B.S., Penn State University, 1948  
M.S., Penn State University, 1953  
Ph.D., West Virginia University, 1969

Paulette R. Loop, 1964-1987  
*Assistant Professor of Foreign Languages*  
B.A., Otterbein College, 1960  
M.A., The Ohio State University, 1967

Albert E. Lovejoy, 1957-1988  
*Professor of Sociology*  
B.A., University of North Carolina, 1947  
M.A., University of North Carolina, 1949  
Ph.D., University of North Carolina, 1957

Woodrow R. Macke, 1965-1988  
*Vice President for Business Affairs and Business Manager*  
B.A.Sci., University of Toronto, 1947



- Allan J. Martin, 1966-1996  
*Assistant Professor of English*  
B.A., Alma College, 1960  
M.A., Michigan State University, 1962  
Ph.D., Case Western University, 1969
- Alberta E. Messmer, 1955-1988  
*Assistant Professor, Director of Library*  
B.A., Otterbein College, 1940  
B.S.L.S., Western Reserve University, 1941
- Roger H. Neff, 1961-  
*Professor of Foreign Languages*  
B.A., The Ohio State University, 1956  
M.A., The Ohio State University, 1960  
Ph.D., The Ohio State University, 1973
- P. Rexford Ogle, 1964-1993  
*Professor of Chemistry*  
B.S., Capital University, 1950  
M.S., The Ohio State University, 1952  
Ph.D., Michigan State University, 1955
- George J. Phinney, 1962-1992  
*Professor of Life Science*  
B.S., The Ohio State University, 1953  
M.S., The Ohio State University, 1956  
Ph.D., The Ohio State University, 1967
- James B. Recob, 1959-1992  
*Professor of Religion/Philosophy*  
B.A., Otterbein College, 1950  
M.Div., United Theological Seminary, 1953  
Th.D., Boston University, 1971
- Roy F. Reeves, 1981-1991  
*Professor of Mathematical Sciences*  
*John W. Patton Professor of*  
*Computer Science*  
B.S., University of Colorado, 1947  
Ph.D., Iowa State University, 1951
- Eleanor M. Roman, 1973-1993  
*Associate Professor of Human Ecology*  
B.S., Seton Hill College, 1952  
M.S., Pennsylvania State University, 1954
- Marilyn B. Saveson, 1983-1993  
*Professor of English*  
Ph.B., University of Chicago, 1946  
M.A., University of Chicago, 1949  
Ph.D., University of Cambridge, England, 1956
- Jean K. Spero, 1978-1991  
*Assistant Professor of Human Ecology*  
B.S., The Ohio State University, 1971  
M.S., The Ohio State University, 1974
- Mildred L. Stauffer, 1964-1987  
*Professor of Education*  
B.E., San Jose State College, 1955  
M.A., San Jose State College, 1957  
Ph.D., The Ohio State University, 1973
- Thomas R. Tegenkamp, 1962-1995  
*Associate Professor of Life Science*  
B.S., The Ohio State University, 1952  
M.S., The Ohio State University, 1954  
Ph.D., The Ohio State University, 1961
- Fred J. Thayer, 1960-1993  
*Professor of Theatre*  
B.S.Ed., Bowling Green State University, 1951  
M.A., Bowling Green State University, 1957
- Phyllis Tillett, 1969-1990  
*Assistant to the President*
- Chester R. Turner, 1966-1984  
*Director of Church Relations*  
B.A., Otterbein College, 1943  
B.D., United Seminary, 1949  
M.Div., United Theological Seminary, 1949
- JoAnn L. Tyler, 1962-1997  
*Professor of Health, Physical Education*  
B.S., Mississippi State College for Women, 1956  
M.A., The Ohio State University, 1962  
Ph.D., The Ohio State University, 1972
- Sylvia P. Vance, 1961-1991  
*Professor of French*  
B.A., Otterbein College, 1947  
M.A., The Ohio State University, 1948  
Ph.D., The Ohio State University, 1980
- Joanne F. VanSant, 1948-1993  
*Vice President for Student Personnel and*  
*Dean of Students Emerita*  
B.A., Denison University, 1946  
M.A., The Ohio State University, 1953
- Mary Cay Wells, 1979-1992  
*Professor of Education*  
B.A., Otterbein College, 1947  
M.A., Bowling Green State University, 1949  
Ph.D., The Ohio State University, 1979
- Thomas A. Willke, 1987-1997  
*Professor of Mathematics*  
A.B., Xavier University, 1954  
M.S., The Ohio State University, 1956  
Ph.D., The Ohio State University, 1960



Eleanor J. Willis, 1955-1991  
*Professor of Life Science*  
B.S., Ohio University, 1949  
M.S., Ohio University, 1950  
Ph.D., University of Illinois, 1954

Richard P. Yantis, 1976-1997  
*Professor of Mathematics*  
B.S., U.S. Naval Academy, 1954  
M.A., University of North Carolina, 1962  
Ph.D., The Ohio State University, 1966

Elmer W. Yoest, 1956-1992  
*Professor of Physical Education*  
B.S.Ed., Otterbein College, 1953  
M.A., The Ohio State University, 1962  
Ph.D., The Ohio State University, 1973

Franklin M. Young, 1963-1971  
*Assistant Professor of Education*  
B.S., Otterbein College, 1926  
M.A., The Ohio State University, 1931

## Adjunct Faculty

Jon Devlin, B.A., 1988-  
*Department of Theatre/Dance*

Wendy H. Johnston, 1995  
*Adjunct Assistant Professor of Life/Earth Science*  
B.S., Duke University, 1986  
Ph.D., Northwestern University, 1992

James E. Stahl, B.S., 1974-  
*Columbus and Franklin County  
Metropolitan Parks  
Department of Life Science*

Leon I. Twarog, Ph.D., 1987-  
*Department of Foreign Language*

Peter S. Wilson, 1992-  
*Director of Westerville Civic Symphony  
Department of Music*

## Academic Staff

Timothy Allwein, 1995-  
*Assistant Technical Director, Theatre/Dance*  
B.F.A., The Ohio State University

Randall J. Bellinger, 1991-  
*Director of Television Production*  
B.S., Ferris State University, 1987  
M.A., Central Michigan University, 1989

Judy Christian, 1985-  
*Laboratory Supervisor, Department of  
Life /Earth Science*  
B.S., B.A., Otterbein College, 1961  
M.S., University of Wisconsin, 1963

Lucy H. Cryan, 1994-  
*Equestrian Team Coach and Riding  
Instructor*  
B.A. Otterbein College, 1986

Brian G. Falck, 1997  
*Audience Services Director, Department of  
Theatre/Dance*  
B.S., Elizabethtown College, 1995  
M.S., Drexel University, 1996

Marcia L. Hain, 1989-  
*Costume Shop Supervisor*  
B.S., The Ohio State University, 1977

A. Wallace Hood, 1995-  
*Head Football Coach*  
B.A. Ohio Wesleyan University, 1957  
M.Ed., Kent State University, 1966

Stella Kane  
*Dance Coordinator*

David A. McLaughlin, 1989-  
*Assistant Football and Head Golf Coach*  
B.A., Mt. Union College, 1983  
M.A., Michigan State University, 1987

James Peters, 1995-  
*Assistant Athletic Trainer/  
Clinical Instructor of Health, Physical  
Education*  
B.S., The University of Michigan  
M.Ed., Clemson University

Connie S. Richardson, 1991-  
*Women's Head Basketball Coach, Assistant  
to Women's Athletic Director*  
B.A., Heidelberg College, 1986  
M.S., The Ohio State University, 1989

Joan E. Rocks, 1992-  
*Assistant Athletic Trainer, Clinical Instructor  
of Health, Physical Education*  
B.A., Marietta College, 1986  
M.S., Canisius College, 1987

Michael S. Seemueller, 1976-  
*Assistant Director of Television Production*  
A.E.E.T., Ohio Institute of Technology, 1975



Douglas W. Welsh, 1991-  
*Cross Country Supervisor/Head Track  
Coach/Physical Education*  
B.A., Muskingum College, 1968  
M.A., Ball State University, 1991

Patricia S. Wilson, 1992-  
*Head Volleyball Coach*  
B.A., Muskingum College, 1984  
M.S., Ohio University, 1988

### **Office of Academic Affairs**

Patricia A. Frick, 1993-  
*Vice President for Academic Affairs and  
Academic Dean/Professor of English*  
B.A., University of Rochester, 1973  
M.A., University of Toronto, 1974  
Ph.D., University of Toronto, 1979

Daniel C. Thompson, 1978-  
*Associate Dean for Academic Affairs/  
Director of Institutional Research*  
B.A., Otterbein College, 1978  
M.B.A., Capital University, 1992

### **Office of Academic Computing**

Don Grate, 1986-  
*Network Support Specialist*  
B.S., Otterbein, 1986

John F. Schar, 1990-  
*Director of Academic Computing*  
B.S., The Ohio State University, 1970  
M.S., The Ohio State University, 1983

Aaron J. Thompson, 1994-  
*Technology Support Specialist*  
B.A., Otterbein College, 1994

Terri Tracy, 1994-  
*Computer Facilities Coordinator*

### **Office of Continuing Studies**

John L. Kengla, 1986-  
*Director of Continuing Studies/  
Assistant Professor of English*  
B.S.Ed., Indiana University of  
Pennsylvania, 1967  
M.A., Indiana University of Pennsylvania,  
1972

Ann R. Rottersman, 1992-  
*Assistant Director of Continuing Studies*  
B.A., University of Kentucky, 1980  
M.A., The Ohio State University, 1988

### **Office of Grants and Special Projects**

Nancy Nikiforow  
*Director of Grants and Special Projects*  
B.A., Cleveland State University, 1979

### **Instructional Media Center**

Willie Franklin, 1983-  
*Audio-Visual Technician*  
Diploma, Ohio Institute of Technology,  
1983  
A.D., DeVry Institute, 1991

David Stichweh, 1979-  
*Director of Instructional Media Center*  
B.A., Otterbein College, 1967  
M.Div., United Theological Seminary, 1970

### **Learning Assistance Center**

Ann I. Biancamano, 1995-  
*Math Specialist*  
B.A., Leeds University, U.K., 1968  
M.A., The Ohio State University, 1993

Ellen E. Kasulis, 1991-  
*Director of Learning Assistance Center*  
B.A., Albertus Magnus College, 1970  
M.L.S., Southern Connecticut State  
University, 1974

Barbara J. Verducci, 1991-  
*Reading/Writing Specialist*  
B.S., Ohio University, 1971  
M.A., The Ohio State University, 1995

### **Library**

Mary Ellen Armentrout, 1987-  
*Interlibrary Loan/Library Instruction  
Librarian, Assistant Professor*  
B.A., Otterbein College, 1966  
M.S.L.S., Indiana University, 1982

Nancy Buterbaugh, 1996-  
*Automation Librarian, Instructor*  
B.A., University of Virginia, 1992  
M.L.S., Kent State University, 1996

Doris Ebbert, 1987-  
*Collection Development Librarian,  
Assistant Professor*  
B.S.Ed., Ohio Northern University, 1969  
M.L.S., University of Michigan, 1987

Jessica Mize, 1994-  
*Circulation Supervisor*  
B.A., Marietta College, 1993



Kerri O'Connell, 1996-  
*Archivist*  
B.A., University of Dayton, 1991  
M.A., University of Toledo, 1995

Patricia E. Rothermich, 1983-  
*Reference/Electronic Access*  
*Librarian, Assistant Professor*  
B.A., Ohio Dominican College, 1964  
M.L.S., Kent State University, 1988

Elizabeth A. Salt, 1983-  
*Catalog Librarian, Associate Professor*  
B.A., Western College, 1974  
M.A., The Ohio State University, 1975  
M.L.S., Indiana University, 1979

Lois F. Szudy, 1990-  
*Director of Library, Assistant Professor*  
B.A., Miami University, 1975  
M.L.S., Indiana University, 1976

### **Registrar**

Betty Bailey, 1953-  
*Assistant to the Registrar*  
B.S.Ed., Otterbein College, 1953

Sharon Buxton, 1980-  
*Assistant to the Registrar*  
B.A., Ohio University, 1971

Donald W. Foster, 1973-81; 1992-  
*Registrar*  
B.A., Otterbein College, 1973

Cheryl Gloege, 1991-  
*Transfer Evaluation Assistant/  
Transcript Manager*  
B.S., Ohio University, 1974

Janet F. Wieland, 1972-  
*Coordinator of Transfer Evaluation*  
B.A., Otterbein College, 1986

### **Office of Student Affairs**

Margarette M. Barkhymer, 1986-  
*Director of Career Development Services*  
B.A., Otterbein College, 1980  
M.A. (2), Bowling Green State University,  
1994

Monty Bradley, 1982-  
*Chaplain, Director of Religious Activities*  
B.A., Malone College, 1975  
M.A., Kent State University, 1977  
M.Div., Methodist Theological School of  
Ohio, 1980

Kristen Collier, 1995-  
*Hall Director/Coordinator of Community  
Service*  
B.A., Wittenberg University, 1992  
M.Ed., James Madison University, 1995

Ruth G. Crane, 1996-  
*Coordinator of Student Activities/Residence  
Hall Director*  
B.A., Lafayette College, 1993  
M.Ed., Kent State University, 1996

Robert M. Gatti, 1978-  
*Vice President and Dean for Student Affairs*  
B.A., University of South Carolina, 1976  
M.A., Indiana University, 1978

Larry Hunter, 1992-  
*Director of Security*  
B.S., Park College, 1988

Joyce Jadwin, 1989-  
*Assistant Dean of Students/Director of  
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M.A., The Ohio State University, 1991

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B.A., Ohio Wesleyan University, 1985  
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B.A., Wilmington College, 1993  
M.S., Miami University, 1996

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B.A., Otterbein College, 1981  
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B.A., Otterbein College, in progress

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B.S.E., Northern Illinois University, 1975  
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B.A., Otterbein College, 1996

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B.S., The Ohio State University, 1987  
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B.A., Otterbein College, 1993

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*Vice President for Admission/Financial Aid*  
B.A., Ohio Northern University, 1978  
M.S., University of Dayton, 1980

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B.A., The Ohio State University, 1979  
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B.A., Wittenberg University, 1994

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B.S., The Ohio State University, 1969  
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*Director of Financial Aid*  
B.A., Marietta College, 1976

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B.S., Miami University, 1976

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*Controller*  
A.B., Goucher College, 1968  
C.P.A., 1979



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*Programmer/Analyst*  
B.A., Otterbein College, 1988

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*Programmer/Analyst*  
B.A., Otterbein College, 1966

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*Director of Data Processing*  
B.S., Otterbein College, 1952  
M.S., The Ohio State University, 1959

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*Superintendent of Utilities*  
B.A., Otterbein College, 1974

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B.A., Nazarene Bible College, 1980

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*Director of Physical Plant*  
B.S., Brigham Young University, 1983

## **Office of Institutional**

### **Advancement**

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B.Mus., Susquehanna University, 1975  
M.Ed., Pennsylvania State University, 1980  
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*Special Consultant for  
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B.A., Denison University, 1946  
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## **Office of Development**

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*Director of Church Relations and  
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B.A., Otterbein College, 1961  
M.Div., United Theological Seminary,  
1966

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*Director of Advancement Services*  
B.A., Ohio Dominican College, 1973

E. Gregory Johnson, 1990-  
*Director of Alumni Relations*  
B.S., Campbellsville College, 1971

Jack Pietila, 1983-  
*Executive Director of Development*  
B.S.Ed., Otterbein College, 1962  
M.S., University of North Dakota, 1967

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*Annual Funds Coordinator*  
B.A., University of Evansville, 1988

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*Assistant Director of Publications/News  
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B.S., Bowling Green State University, 1987

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*Executive Director of College Relations*  
B.A., Pennsylvania State University, 1960  
M.A., The Ohio State University, 1981

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*Director of Publications*  
A.D., Lorain Co. Community College, 1973  
A.D., Columbus State Community College,  
1978

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*Assistant Director of College Relations/  
Sports Information Director/  
Photographer*  
B.A., The Ohio State University, 1978



**Course Prefix****Home Department**

ACCT	Business, Accounting and Economics
ART	Art
ASL	Foreign Languages
BADM	Business, Accounting and Economics
C SC	Mathematical Sciences
CBT	Computer Based Training
CHEM	Chemistry
COMM	Communication
DANC	Theatre and Dance
ECON	Business, Accounting and Economics
EDUC	Education
ENST	Environmental Studies
EFL	Foreign Languages
ENGL	English
EQSC	Equine Science
E SC	Life and Earth Sciences
ESL	Foreign Languages
FREN	Foreign Languages
FSO	Foreign Languages
GERM	Foreign Languages
HIST	History and Political Science
HLED	Health and Physical Education
HPED	Health and Physical Education
INST	Integrative Studies
JAPN	Foreign Languages
JOUR	Communication
LAC	Learning Assistance Center
L SC	Life and Earth Sciences
MATH	Mathematical Sciences
MCOM	Communication
MUSC	Music
NURS	Nursing
P SC	History and Political Science
PHED	Health and Physical Education
PHIL	Religion and Philosophy
PHYS	Physics and Astronomy
PSYC	Psychology
RELG	Religion and Philosophy
SOCL	Sociology
SPAN	Foreign Languages
THR	Theatre and Dance



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