OTTAWA UNIVERSITY AT A GLANCE

Ottawa University is an accredited, coeducational liberal arts college affiliated with the American Baptist Convention. The University was founded in 1865. It is located on a 60 acre campus in Ottawa, Kansas, a town of 12,000 population. The town of Ottawa is situated on Interstate Highway 35 about 45 minutes by auto from Kansas City.

The University offers the Bachelor of Arts degree with opportunities to specialize in a wide range of academic and vocational areas including art, biology, business, chemistry, communications, drama, economics, elementary education, English, history, home economics, foreign languages, mathematics, medical technology, music, philosophy, physical education, physics, political science, pre-law, pre-medicine, pre-nursing, pre-ministerial, psychology, religion, secondary education, sociology, social work, speech, and a significant number of interdisciplinary studies such as biochemistry, urban affairs, Black studies, and mass media.

Ottawa students numbered 714 in 1972 and represented all racial, ethnic, and geographic backgrounds. Over 95 percent of the students live on campus in six University residence halls.

There are 51 full-time faculty members for a student-faculty ratio of 14 to 1. Over half of the faculty holds the earned doctorate in their assigned teaching fields.

Ottawa offers students many activities and social organizations. University teams compete intercollegiately in football, soccer, basketball, track, cross-country, tennis, and golf. A number of choirs and musical ensembles offer opportunities for musical expression. The University Program Series each year brings a variety of educational and cultural events to campus. The campus is located near lakes and parks that provide for many types of outdoor recreation including sailing, horseback riding, bike tours, and hiking.
THE OTTAWA CALENDAR

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

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The Ottawa calendar is referred to often as the 2-2-1-2-2 calendar in obvious reference to the number and sequence of courses offered.
ACADEMIC CALENDAR
1974-1975

Session I, 1974
September 1 Sunday  New Students Arrive
September 2, 3, 4 Monday- Wednesday Pre-enrollment for Freshmen
September 3 Tuesday Arrival of Returning Students
September 4 Wednesday Registration for Returning Students
September 5 Thursday Classes Begin — Session I
October 23 Wednesday Classes End — Session I
October 24-27 Thursday- Sunday Vacation

Session II, 1974
October 28-29 Monday- Tuesday Advising and Evaluation
October 30 Wednesday Classes Begin — Session II
November 27- Thanksgiving Break
December 1 Sunday Classes End — Session II
December 20 Friday Christmas Vacation
December 21 Saturday-
January 5 Sunday

Winter Term, 1975
January 6 Monday Advising and Evaluation
January 7 Tuesday Classes Begin — Winter Term
January 31 Friday Classes End — Winter Term

Session III, 1975
February 3 Monday Advising and Evaluation
February 4 Tuesday Classes Begin — Session III
March 21 Friday Classes End — Session III
March 22-30 Saturday-
Sunday Spring Vacation

Session IV, 1975
March 31- Monday- Tuesday Advising and Evaluation
April 1 Tuesday Classes Begin — Session IV
April 2 Wednesday Pre-Enrollment
April 30- Wednesday-
May 1 Thursday
May 22 Thursday Classes End — Session IV
May 25 Sunday 110th Anniversary Commencement
Board of Trustees

Officers
Morris D. Hildreth, Chairman
Robert A. Anderson, Vice-Chairman
Robert M. Clogston, Secretary-Treasurer

Committees

EXECUTIVE
Robert A. Anderson, Chairman
E. E. Haley, Secretary
Ransom Bennett, Jr.
Robert M. Clogston
Robert S. Hill
L. W. Hostetter
David C. Owen
Robert R. Schendel
Morris D. Hildreth, Ex Officio
Peter H. Armacost, Ex Officio

BUSINESS AFFAIRS
Ransom Bennett, Jr., Chairman
William J. Coppc
John N. Dodgen
Justus O’Reilly
John L. Standberg

INVESTMENTS
E. E. Haley, Chairman
Bryant P. Barnes
Ray Q. Brewster
Robert M. Clogston

ACADEMIC AFFAIRS
Robert R. Schendel Chairman
Harold L. Hodgkinson
Mrs. G. L. Huggerth
James K. Logan
T. R. Palmquist
Samuel D. Proctor

STUDENT AFFAIRS
David C. Owen Chairman
A. A. Brown
Galen W. Fields
William F. Keucher
Mrs. Fred P. Martin
Clifford M. Spottsville

RESOURCES
L. W. Hostetter, Chairman
Frank Carlson
Mrs. C. R. W. Frost
Max W. Morgan
Frank D. Oberg
C. Omer West

COMMITTEE ON TRUSTEES
Robert S. Hill, Chairman
John J. Adams
Robert A. Anderson
G. R. Gross
September 1, 1969 — August 31, 1973
Ransom Bennett, Jr., Ottawa
Ray Q. Brewster, Lawrence
A. A. Brown, Littleton, Colorado
Robert M. Clogston, Ottawa
Galen W. Fields, Scott City
G. R. Gross, Olathe
E. E. Haley, Ottawa
William F. Keucher, Detroit, Michigan
David C. Owen, Overland Park

EX OFFICIO MEMBER
Peter H. Armacost

SPECIAL MEMBERS
J. W. Hamilton, Topeka
   Alumni Association 1973-74
Joseph R. Henning II, Norman, Oklahoma
   Alumni Association, 1974-75

TRUSTEES EMERITI
Henry Froning, Lyons
Mrs. Luke Mowbray, Pratt

HONORARY TRUSTEE
Frank Carlson, Concordia

September 1, 1970 — August 31, 1974
Robert A. Anderson, Ottawa
John N. Dodgen, Humboldt, Iowa
Mrs. C. R. W. Frost, Winchester, Ill.
L. W. Hostetter, Wellsville
Max W. Morgan, St. Louis, Mo.
Justus O’Reilly, Tulsa, Oklahoma
Clifford M. Spottsville, Kansas City, Mo.

September 1, 1971 — August 31, 1975
John J. Adams, Washington, D. C.
Bryant P. Barnes, Kansas City, Mo.
William J. Coppoc, Poughkeepsie, New York
Morris D. Hildreth, Coffeyville
Harold L. Hodgkinson, Berkeley, California
Mrs. Fred P. Martin, Topeka
Frank D. Oberg, Clay Center
Samuel D. Proctor, New Brunswick, New Jersey
Robert R. Schendel, Topeka

September 1, 1972 — August 31, 1976
Robert Cobb, Lawrence
William K. Cober, Topeka
Robert S. Hill, Ottawa
Mrs. G. L. Huggerth, Concordia
James K. Logan, Olathe
T. R. Palmquist, Turner
John L. Strandberg, Kansas City, Mo.
C. Omer West, Kansas City, Ks.
ADMINISTRATION 1973-1974

Peter H. Armacost, B.A., Ph.D. (1967) ......................... President
Thomas H. Maher, B.S., M.A., Ph.D. (1972) .................... Director of Educational Research and Planning
Fred M. Gibson, B.A., M.E., M.Div. (1968) ..................... Chaplain
Justo A. Diaz, B.S., Ph.D. (1962) .................... Acting Dean of the College
Keith C. Shumway, B.S., B.D., M.A. (1961) .............. Director of General Education
Annabelle Pence, B.A., M.S.E. (1971) ..................... Registrar
Bill B. Boucek, B.A., M.S. (1954) .......... Associate Dean of Students
Ruth Ann Hummel, B.A., M.A. (1973) ........ Associate Dean of Students
William S. Frear, B.A., M.S. (1955) .......... Director of Athletics
Ronald C. Yingling, B.A., M.S. (1965) .......... Director of Financial Aid
Wesley B. Williams, B.S., M.S. (1973) .......... Director of Career Planning and Placement
Clifford E. Burke, B.A., B.D., M.S. (1963) .......... Director of University Union
Billy G. Ballinger, B.A., M.S. (1965) ....... Director of Counseling
Sandra Staneart, R.N. (1967) .......... University Nurse
Walter L. Pankratz, B.A. (1962) ......................... Business Manager
Lawrence Blakeley, B.S. (1973) ..................... Controller
Estil Y. Johnson (1944) ..................... Accountant
E. E. Haley, B.A. (1964) ...................... Treasurer
Robert Hull (1964) ....... Superintendent of Buildings and Grounds
L. Allen Troutman, B.S. (1959) ....... Manager of University Store
Jack Patty, B.A., M.A. (1964) ...................... Vice President for University Advancement
Amos C. Small, B.A. (1973) ................ Director of Special Projects
Esther R. Bemmels, B.A. (1968) ........ Staff Associate and Alumni Secretary
Kevin C. Eichner, B.A. (1973) ........ Director of Admissions
Gunther Bahrenburg, B.A. (1973) ........ University Representative
Shelley Frederick, B.A. (1973) ........ University Representative
Stephen Gerlach, B.A. (1971) ........ University Representative
Richard T. Scroggins, B.A. (1973) ........ University Representative
Leliah M. Farr (1972) ............ Office Supervisor
Samuel K. Detwiler, B.A. (1973) ........ Admissions Systems Coordinator

Faculty 1973-74

Emeriti

Maude N. Adams (1957-1970)

Lulu M. Brown (1909-1954)
Associate Professor Emeritus of English, B.A., Ottawa University, 1907; M.A., University of Kansas, 1914; D. Ped., Ottawa University, 1945.

Roy W. Browning (1945-1953; 1957-1971)

E. G. Dick (1946-1969)
Assistant Professor Emeritus of Physics and Mathematics, B.S., Ottawa University, 1923.

Andrew B. Martin (1935-1967)
President Emeritus, B.A., Colgate, 1925; M.A., Marquette University, 1929; Ph.D., ibid., 1938.

Amanda Rosenquist (1954-1965)
Associate Professor Emeritus of Home Economics, B.S., Kansas State College, 1920; M.A., Teachers College, Columbia University, 1928.

Active

Thomas McStay Adams (1972)
Assistant Professor of History and French, B.A., Harvard, 1963; M.A., University of Wisconsin, 1966; Ph.D., ibid., 1972.

Charles C. Anderson (1961)
Associate Professor of Religion, B.A., Bethel College, 1954; B.D., Bethel Theological Seminary, 1957; Ph.D., University of Chicago, 1963; M.H.L., Ottawa University, 1972.

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

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

Peter H. Armacost (1967)
President and Professor of Psychology, B.A., Denison University, 1957; Ph.D., University of Minnesota, 1963.

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

John A. Bacon (1949)
Professor of Biology, B.A., University of Kansas, 1941; Ph.D., ibid., 1950; M.H.L., Ottawa University, 1970.
Billy G. Ballinger (1965)
Associate Professor of Psychology,
B.A., Southwestern College, 1959;
M.S., Mankato State College, 1961;
M.H.L., Ottawa University, 1972.

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

Stephen Biddle (1972)
Instructor of Speech and Drama,
B.A., Baker University, 1965; M.A.,
University of Kansas, 1967; Ph.D.,
ibid., 1972.

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

Carl D. Bobbish (1956)
Professor of Music, B.Mus., Oberlin
College, 1953; M.Mus., ibid., 1955;
M.H.L., Ottawa University, 1971.

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

Robert W. Buchanan (1971)
Director of Cooperative Education and
Assistant Professor of History, B.A.,
Arkansas Polytechnic, 1964; M.A.,
University of Arkansas, 1965; M.Phil.,
University of Kansas, 1971; Ph.D.,
ibid., 1972.

Clifford E. Burke (1963)
Assistant Professor of Psychology,
B.A., Ottawa University, 1955; B.D.,
Berkeley Baptist Divinity School,
1958; M.S., University of Kansas,
1967.

George L. Chaney (1968)
Professor of Mathematics, B.S.,
University of Kansas, 1953; M.S.,
Kansas State College of Pittsburgh,
1959; Ph.D., University of Kansas,
1967; M.H.L., Ottawa University,
1972.

Gary W. Collins (1971)
Assistant Professor of Physical
Education, B.A., Graceland College,
1963; M.Ed., University of Missouri,
1965; Ph.D., University of Utah, 1973.

Stanley L. DeFries (1968)
Professor of Music, B.M., Ottawa
University, 1950; M.Mus., Indiana
University, 1959; Ph.D., ibid., 1966;
M.H.L., Ottawa University, 1972.

Justo A. Diaz (1962)
Professor of Physics and
Mathematics, B.S., Ottawa University,
1957; Ph.D., University of California,
Berkeley, 1962; M.H.L., Ottawa
University, 1972.

Peter R. Flusser (1960)
Associate Professor of Mathematics,
B.A., Ottawa University, 1958; M.A.,
University of Kansas, 1960; Ed.D.,
Oklahoma State University, 1971;
M.H.L., Ottawa University, 1971.

Michael L. Fowler (1968)
Instructor in Psychology, B.A., North
Central College, 1960; M.A., Indiana
University, 1967.

William S. Frear (1955)
Director of Athletics and Assistant
Professor of Physical Education, B.A.,
Ottawa University, 1950; M.S.,
Kansas State Teachers College, 1962;
M.H.L., Ottawa University, 1971.

Harold D. Germer (1969)
Assistant Professor of Religion, B.A.,
Denison University, 1957; B.D.,
Andover Newton Theological School,
1961; M.H.L., Ottawa University,
1971.

Fred M. Gibson (1968)
University Chaplain, Assistant
Professor of Religion, B.A., Mercer
University, 1952; M.R.E.,
Southwestern Baptist Seminary, 1955;
M.Div., Rochester Center for
Theological Studies, 1972.

O. L. Gladman (1970)
Associate Professor of Education,
B.A., University of Wichita, 1956;
M.A., ibid., 1959; Ed.D., University of
Oklahoma, 1963; M.H.L., Ottawa
University, 1973.

Neil S. Harris (1969)
Assistant Professor of English, B.A.,
Kalamazoo College, 1963; M.A.,
University of Michigan, 1964; M.H.L.,
Ottawa University, 1971.

James C. Hennager (1972)
Instructor of Sociology, B.A.,
Morningside College, 1969; M.B.A.,
M.A., University of Kansas, 1972.

Ruth Ann Hummel (1973)
Instructor of Psychology, B.A.,
Indiana University of Pennsylvania,
1968; M.A., Ohio State University,
1970.

Joseph M. Hutchinson (1970)
Associate Professor of Art, B.F.A.,
University of Denver, 1959; M.A.,
University of Denver, 1966; M.H.L.,
Ottawa University, 1973.

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

William R. Kloster (1960)
Associate Professor of Music, B.A.,
Iowa State Teachers College, 1951;
M.Mus., University of Houston, 1959;
M.H.L., Ottawa University, 1971.

Mercile Lee (1970)
Associate Professor of Psychology,
B.A., Virginia Union University, 1952;
M.A., Hartford Seminary Foundation,
1954; Ed.D., ibid., 1969; M.H.L.,
Ottawa University, 1971.

John C. Lehner (1972)
Assistant Professor of Business
Administration, B.B.A., Wichita
University, 1966; M.S., ibid., 1970.

Tom B. Lewis (1965)
Associate Professor of Chemistry,
A.B., William Jewell College, 1960;
M.S., University of Kansas, 1964;
Ph.D., ibid., 1967.

Thomas H. Maher (1972)
Director of Educational Research and
Planning and Assistant Professor of
Education, B.S., Virginia Polytechnic
Institute; M.A., University of
Michigan; Ph.D., ibid., 1971.

Jack H. McCracken (1973)
Instructor of Education, B.A.,
University of Texas, 1969.

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

Martin J. Meade (1970)
Dean of Students and Associate
Professor of Psychology, B.A., St.
Joseph's College, 1953; M.A.,
Fordham University, 1955; Ph.D.,
ibid., 1963.

Leonard L. Meyers (1963)
Associate Professor of Philosophy,
B.A., Sioux Falls College, 1958; M.A.,
Berkeley Baptist Divinity School,
1960; Ph.D., State University of Iowa,
1966; M.H.L., Ottawa University,
1972.
G. Ben Moor (1972)
Head Football Coach and Assistant Professor of Physical Education, B.A., Ottawa University, 1958; M.S., Kansas State Teachers College, 1973.

Veronica Morgan (1973)

J. Edward Morrissey (1968)
Associate Professor of Biology, B.A., St. Ambrose College, 1956; M.S., Northwestern University, 1958; Ph.D., University of Missouri, 1968; M.H.L., Ottawa University, 1972.

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

Donald E. Nease (1964)
Assistant Professor of German, B.S., University of Kansas, 1958; M.S., ibid., 1964; Ph.D., ibid., 1968; M.H.L., Ottawa University, 1972.

Jack E. Patty (1964)
Vice-President for University Advancement and Assistant Professor of English, B.A., Ottawa University, 1953; M.A., Duke University, 1955.

Horton E. Presley (1956)
Associate Professor of English, B.A., Southern Illinois University, 1948; M.A., University of Illinois, 1952; Ph.D., University of Kansas, 1966; M.H.L., Ottawa University, 1971.

Lora Reiter (1969)
Assistant Professor of English, B.A., University of Kansas; 1961; M.A., St. Louis University, 1965; M.H.L., Ottawa University, 1972.

Barbara B. Richards (1966)
Instructor in Anthropology, B.A., University of Kansas, 1959.

J. Marion Rith (1966)
Assistant Professor of Education, B.A., Ottawa University, 1951; M.E., University of Kansas, 1952; M.L.S., Kansas State Teachers College, 1972.

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

Michael A. Sancho (1968)
Associate Professor of Chemistry, B.S., Massachusetts Institute of Technology, 1961; Ph.D., University of Kansas, 1967; M.H.L., Ottawa University, 1972.

Peter G. Sandstrom (1968)
Director of the Office of Educational Facilitation and Assistant Professor of Philosophy, B.A., Amherst College, 1960; B.D., Yale Divinity School, 1963; M.A., Yale University, 1966; Ph.D., ibid., 1970; M.H.L., Ottawa University, 1971.

Keith C. Shumway (1961)
Director of General Education and Associate Professor of History, B.S., Duke University, 1947; B.D., University of Chicago, 1956; M.A., ibid., 1960; M.H.L., Ottawa University, 1972.

Janice Sidebottom (1967)
Assistant Librarian, B.A., Ottawa University, 1964; M.L.S., Kansas State Teachers College of Emporia, 1970.

Sherwin L. Snyder (1960)
Professor of Economics and Business Administration, B.S., Kent State University, 1955; M.A., Ohio State University, 1958; C.F.A., ibid., 1961; B.D.A., Indiana University, 1969; M.H.L., Ottawa University, 1971.

Lewis V. Spencer (1957)
Professor of Physics, B.A., Franklin College, 1945; M.S., Northwestern University, 1946; Ph.D., ibid., 1948.

Adrian Stoner (1964)
Professor of Modern Languages, D.Sc., University of Bucharest, 1949; M.H.L., Ottawa University, 1972.

Joyce Ann Stueker (1971)
Assistant Professor of Music, B.A., Ottawa University, 1952; M.A., University of Kansas City, 1963.

Michael S. Tweedt (1961)
Associate Professor of Speech and Debate, B.S., Iowa State University, 1959; M.A., University of Nebraska, 1960; Ph.D., University of Kansas, 1969; M.H.L., Ottawa University, 1972.

David Wesner (1973)
Assistant Professor of Philosophy, B.A., Indiana University, 1959; M.A., University of Chicago, 1964; Ph.D., University of Leeds, 1972.

Helen C. Winter (1967)
Assistant Professor of Home Economics, B.S., Kansas State University, 1965.

Pal T. Wright (1970)
Assistant Professor of Art, B.S., John Brown University, 1961; M.A., Ball State University, 1962; M.F.A., Indiana University, 1969.

Fredric B. Zook (1967)

Supplementary Faculty

Laurel Diaz (1972)
Instructor in Physical Education, B.A., Ottawa University, 1966.

Janet Eichner (1973)

Alice Joy Lewis (1967)
Instructor in Music, B.M., University of Kansas, 1964; B.M., ibid., 1965.

Murle Mordy (1973)
Instructor in French, B.A., Kansas State University, 1963; M.A., ibid., 1965; M.Ph., University of Kansas, 1969.

Constance J. Zook (1968)

* Leave of absence
Chairmen of Divisions

Education and Psychology
Fine Arts
Health, Physical Education and Recreation
Language and Literature
Natural Sciences and Mathematics
Social Science
Religion and Philosophy

To be announced
Stanley L. DeFries
Evelyn Kinney
Horton E. Presley
W. David Bemmels
Ronald A. Averyt
Leonard L. Meyers

Chairmen of Departments

Art
Biology
Chemistry
Economics and Organization Administration
Education
English
Foreign Languages
History and Political Science
Home Economics
Music
Philosophy
Physical Education for Men
Physical Education for Women
Physics and Mathematics
Psychology
Sociology and Social Work
Speech and Drama
Religion

Joseph M. Hutchinson
John A. Bacon
Tom B. Lewis
Wayne D. Angell
O. L. Gladman
Neil S. Harris
Adrian Stoner
Ronald A. Averyt
Helen C. Winter
Stanley L. DeFries
Leonard L. Meyers
Gary W. Collins
Evelyn Kinney
W. David Bemmels
Martin J. Meade
H. William Myers
Michael S. Twedt
Charles C. Anderson
The Ottawa Plan

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

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

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

A Program of Education for Individual Development

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

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

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

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

The Advising Process

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

Faculty members at Ottawa have invested many hours of in-service training to become effective advisor-teachers. In these training activities, the faculty studies such topics as educational planning skills, career trends and requirements, and interviewing skills. Faculty advising guidebooks filled with information needed by students and advisors are constantly up-dated to provide students with accurate and comprehensive guidance.

Each student has a primary advisor who serves as a continuing source of counsel. The advisor may be changed at the election of the student or the faculty member, but in most cases one advisor guides a student through to graduation. The relationship between the student and the advisor becomes one in which learning takes place as the student clarifies his goals, develops the skills of educational planning, and seeks to evaluate his progress toward his goals.

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

General Education Program

The liberal arts tradition at Ottawa University has expressed itself historically through a strong program of general education. General education provides learning experiences which serve as the foundation for more specialized studies. Since all students participate in general education, a dimension of intellectual unity is added to the campus community.
There are eight basic core seminars in the general education program. The content of these seminars examines the persistent questions facing mankind from the perspectives of the past, the present, and the future. Among the questions considered are man’s understanding of himself, man’s relation to the world, and man’s collective problems in society. The seminars offer many learning experiences and settings. In each core seminar there are varieties of learning modes such as small group discussions, media presentations, field trips, large group presentations, and individually programmed instruction.

Three of the core seminars occur in the freshman year followed by three additional seminars in the second year. The final two core seminars are scheduled in the senior year of study. The senior core seminars are regarded as culminating learning experiences that require the advanced student to utilize the skills of inquiry, problemsolving, and expression developed during his previous college years.

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

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

Cultural and educational activities offered through the University Program Series provide opportunities each session for students to enrich formal learning experiences with lectures, concerts, drama, films, religious presentations, and discussions with outstanding individuals. Students are required to attend seven events of their own selection each session of seven weeks.

Cross-cultural living and study opportunities are provided as an important facet of the general education program. Each student is encouraged to take part in a cross-cultural learning experience that is designed to complement his total educational plan. The experience may be completed in this country or in a foreign country. It may be taken for college credit with specific study requirements or without credit. The basic purpose of the cross-cultural experience is to introduce the student to a culture other than his own with the objective of broadening his understanding of himself, or the world in which he lives, and of people of other cultures. Students participate in this program individually through programs such as the Experiment in International Living, as a member of a student group from Ottawa, or in a group sponsored by another accredited college or university.

**Depth Study Opportunities for Career Preparation**

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

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

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

Current information concerning career opportunities and job trends is provided to the student through his primary advisor, through the primary advisory committee, and through the University’s Office of Career Planning and Placement. Special career planning information is available also in a special section of the University library.

The flexibility of the depth study approach allows students to include practical, non-classroom experiences in their programs. For example, internships in banks, corporations, governmental agencies, schools, and hospitals have provided students with valuable career-oriented knowledge and skills. Special independent study activities conducted off-campus provide another important alternative to the more formal course work. The Ottawa calendar, described on page 5, is especially suited to the inclusion of brief, concentrated learning experiences in a variety of actual field settings.
Electives Provide Opportunities for Exploration

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

Evaluation as a Part of the Learning Process

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

Individual Growth through Personal Responsibility

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

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

These and other examples of student opportunities to exercise responsibility typify Ottawa’s concern for the free development of the individual within the boundaries of the welfare of the total community.
Ottawa University: An Attempt at Definition

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

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

The Commitment of the Faculty to Students

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

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

Each student has an opportunity to plan his or her total program and agree upon the actual requirements for graduation according to background, interests, abilities and goals. The Ottawa experience is not limited to the “intellectual elite,” but is intended instead to develop the potential of each qualified student to the utmost. To this end, each student has a variety of opportunities and the total impact of the Ottawa program is gauged by the quantity and quality of growth in each student during college.

The Commitment of the University to Christian Values

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

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

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

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

A Commitment to Human Relationships in Community

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

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

The majority of the students at Ottawa University reside on campus. This provides opportunities for an enriched learning experience through formal and informal programs in the residence halls and the University Union which are designed to complement the curriculum in contributing to the total development of students.

There is convincing evidence that a major portion of student social and value development occurs outside the classroom. Thus, Ottawa University believes that students, faculty and administration must work cooperatively to see that student life programs fulfill the needs and enrich the lives of students while contributing directly to the achievement of aims and objectives. There is an emphasis upon cooperation with faculty and administrators in order that all segments of the university community work together to create a climate of learning and a total program which will contribute to institutional goals.

The Commitment of the University to Creative Change

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

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

A Commitment to the Unity and Integration of Knowledge

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

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

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

Unique, New Contract Assurance Program Guarantees Relevance of Ottawa Degree

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

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

All graduates of Ottawa University in 1973 and thereafter will receive a “contract assurance bond” at the time of graduation which entitles them to enroll for up to ten regular credit courses at reduced rates, or in many cases at no charge, during the ten-year period following the first anniversary of their graduation. Graduates of Ottawa prior to 1973 also are eligible to participate in the program beginning in the summer of 1974.

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

- Tuition free if Bachelor of Arts degree earned at Ottawa University with at least 30 course units of credit (or less if under accelerated graduation program) completed at Ottawa;
- Tuition reduction of 75% if Bachelor of Arts degree earned at Ottawa University with 19-29 course units of credit completed at Ottawa;
- Tuition reduction of 50% if Bachelor of Arts degree earned at Ottawa University prior to 1973 or if Bachelor of Arts degree earned at Ottawa University with 8-16 course units of credit being completed at Ottawa.

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

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

Since nearly all Ottawa students live in residence halls on the University campus, a natural community is formed in which students study, work and socialize. This community provides both the atmosphere and the opportunity to foster the educational and personal growth of the individual student in areas not covered by formal course work.

Student Activities

The University offers a rich and varied program of extracurricular and co-curricular activities. The program includes lectures, discussions, concerts, dances, art exhibitions, motion pictures, dramatic productions, musical recitals and similar activities.

The formal group activities provide students with the opportunity to use skills which they already possess and to develop new skills in relation to their educational goals. For example, a student interested in communications may choose to take an active part in the operation of KTJO, an FM radio station which is owned and operated by Ottawa University. A student with similar interests may elect to write for the Campus, the University newspaper or for the Ottawa, the yearbook of the University.

Interest groups range from the Art Club and the Black Student Union to the Home Economics Club and the Psychology Club. Students interested in music may choose to participate in a variety of activities ranging from the Jazz Ensemble to the Concert Choir.

Student Government

Intelligent participation in community self-government is expected and encouraged of each student at Ottawa as an integral part of the educational experience. The student government of the University is composed of the Student Senate, the legislative branch, and the Student Body President, who serves as the chief executive. Senators from the living units on, and of, campus are elected in the fall. The Student Body President, the Senate Chairman, and the At-Large Senators are elected in the spring.

In addition to representing the views of students in the decision-making processes of the University, the student government also administers the student activity budget and grants recognition to the various student activities at Ottawa.

Social Clubs

Ottawa has no social fraternities or sororities. However, most students join the “Greek Letter” social clubs for men or for women. The social clubs provide the basic unit for both self-government and group social activities. In addition, the clubs provide an opportunity to develop leadership qualities and skills in learning how to relate to the needs of other people.

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

WOMEN'S CLUBS
Alpha Omega
Gamma Gamma Gamma
Kappa Tau Delta
Phi Kappa Chi
Pi Theta Chi
Sigma Iota Psi
Zeta Pi Omega
Chi Theta Lambda (Married Students)

MEN'S CLUBS
Alpha Phi Beta
Beta Gamma Chi
Delta Chi Omega
Delta Phi Delta
Sigma Delta Pi
Sigma Tau Delta
Tau Beta Gamma

Religious Life

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

The University Religious Involvement Committee functions as the coordinating organization for voluntary religious activities. This committee of students, faculty and staff seeks to encourage, support and initiate voluntary religious activities in the areas of worship, study, fellowship and action. Small groups meet for study and worship. A Church Vocations Club helps to inform students about professional ministries within the church. University Mission Teams visit churches, camps and high schools to provide and develop continuing professional and lay leadership for the church. Action groups put their religious motivation into practice through social service projects.

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

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

![Student volunteer services program includes tutoring services in local schools](image)

**Volunteer Service Programs**

Through the Program of Volunteer Services, Ottawa students participate in a wide range of community service projects including such activities as tutoring children in the public schools, assisting in day-care centers, sponsoring recycling projects for waste products, conducting community surveys, helping in nursing homes, and working in community improvement projects. Participation in these projects provides students with real outlets to express their concern for others and for the community. Students may participate in projects selectively as their studies permit. Student volunteers coordinate the program under the general direction of the Office of the Dean of Students.

Under the auspices of a grant from the American Baptist Board of Education and Publication, the University has designed a course which may be taken for regular University credit. The course combines service activities with a series of specific training experiences. The purpose of the course is to add the dimensions of knowledge and skill to volunteer activities which can be carried over into the student's community service beyond graduation. Complete information pertaining to the requirements for the course may be obtained from the Dean of Students.

**Athletic Programs**

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

**Intercollegiate Athletics**

Intercollegiate sports at Ottawa are an integral part of the program of the Division of Health, Physical Education and Recreation. The aims of this phase of the divisional program are to provide an opportunity for all students to participate as a player or spectator in the various major and minor sports sponsored by the University.

Football, basketball, baseball, cross country, track, tennis and golf teams represent the University in the Heart of America Athletic Conference. Soccer is played as a non-conference, intercollegiate sport. The University also fields an intercollegiate track program for women students.

**Intramural Athletics**

Interest in intramural competition has developed to the point that Ottawa now sponsors one of the most complete intramural athletic programs in the Midwest. Competition among the social clubs gives all students the opportunity to take part in such sports as touch football, basketball, track, softball, soccer, swimming, wrestling, volleyball, badminton, tennis and handball. Each year, awards are given to outstanding individual competitors and to the club which wins the University championship.

![Ottawa students enjoy the advantages of a small, but diverse study body](image)
"O" Club

Students who have won the varsity letter as a result of athletic competition may become members of the "O" Club. It is the purpose of this organization to promote loyalty to the University and to foster a high standard of sportsmanship.

Women's Athletic Association

An extensive sports program for women is planned and coordinated by the Women’s Athletic Association. The Association provides opportunities for involvement in individual and team sports including track, basketball, bicycling, bowling, hiking, soccer, softball, swimming, tennis and volleyball. Various other activities, such as billiards and modern dance, are offered as requested by interested students.

The Tankateers is a swimming club organized for students interested in synchronized swimming. The club presents an annual water show, usually in the Spring.

National Scholastic Societies

The following national scholastic societies have chapters at Ottawa University:

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

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

KAPPA PI, national honorary art fraternity, installed the Delta Rho Chapter at Ottawa University in May, 1965. Sophomores and upperclass students who have completed a minimum of twelve hours of art courses with high scholastic achievement are eligible for election to the fraternity. The chapter sponsors exhibits, lectures and other art activities on the campus.

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

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

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

New Student Orientation

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

The academic phase includes various tests administered to aid individuals in their scholastic planning. During registration, the student meets with his primary advisor to help arrange his academic program.

The student life phase deals with college policies, counseling, health services, religious programs, financial counseling and student participation in their governance.

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

Counseling and Testing

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

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

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

Placement

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

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

Health

Ottawa maintains careful supervision of the health of its students. A portion of the Student Activity Fee pays for the following health services:
1. A medical interview upon entrance, with recommendations for treatment if needed.
2. Influenza inoculations.
3. Dispensary service, i.e., any medical counsel or treatment which can be given by the Nurse at the University Health Office or by the University Physician at his office. This service does not include house calls, prescription medications or outpatient laboratory tests. The student is, of course, always free to select his own physician and to assume responsibility for the payment of that physician's fees.

In addition to these benefits Ottawa University students participate in a student health insurance plan which provides benefits for serious illness or accidental injury resulting in hospitalizations, hospital treatment, surgery, X-Ray examinations (accident or in hospital) and other medical care. Coverage is extended session by session with each new enrollment. The cost is included in regular University charges (Special Fees). Coverage can be extended to include the summer vacation period by advance payment of the premium. Special benefits are stated in the policy.

Housing

Ottawa University is a residential college. All students, except married students and commuting students living with their families in the Ottawa area, are expected to live in college residence halls and eat their meals in the college dining hall. Students may be granted permission to live off-campus when on-campus space is unavailable.

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

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

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

Room Reservations

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

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

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

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

A copy of the Student Handbook is available from the Dean of Students' Office and specific details about policies and procedures related to student life appear in that publication.
Ottawa University is concerned that no student be penalized in the process of transferring. The following policy affects transfer students:

1. All courses taken at accredited institutions of higher education will be accepted at face value. Course work will transfer as if it had been taken at Ottawa. Credit will be given for all passing grades.

2. Course work at a college in the process of receiving accreditation will be accepted on the advice of the major college or university in that particular state.

3. Work completed at an unaccredited college which is not seeking accreditation will be accepted on the recommendation of the Ottawa department chairman after completion of one year of satisfactory (2.0) work at Ottawa University.

4. Graduates of accredited junior or community colleges with Associate of Arts or Associate of Science degrees may enter Ottawa with junior standing, both academically and socially.

5. With an assigned faculty advisor, the transfer student will select a primary advisory committee made up of faculty, students and community members. This committee will assist in the designing of a contract to complete the Bachelor of Arts degree.

Ottawa University maintains continuous communication with two-year community colleges in the states of Kansas and Missouri. The University is anxious to assist students graduating from two-year programs in making smooth and effective transitions to its Bachelor of Arts program without loss of credit hours or time. In most cases, students transferring from two-year institutions perform successfully in the Ottawa program and are able to make the transition to senior college with few difficulties.

The Ottawa campus provides convenient access to academic facilities from all residence areas.
Program for Occasional Students

Residents of Franklin County, Kansas, who are 21 years of age or older and have never been enrolled in a degree program at Ottawa University or who have completed a degree are eligible for admission to the Program for Occasional Students.

Under the Program for Occasional Students, eligible students are permitted to enroll in three courses in a given calendar year for credit or non-credit. Admission to courses under this program is made on a space available basis with priority given to full-time degree students. Credits earned under the program may be counted toward a degree at Ottawa University after formal admission to the degree program provided the total number taken as an occasional student does not exceed half of a student’s total courses for the degree. Credits also may be transferred to other colleges.

Tuition for courses under the Program for Occasional Students is charged at a reduced rate of $75 per course. Additional information and application forms may be obtained from the Office of Admissions.

Special Students

Persons desiring to receive instruction in any particular department of the college without being candidates for a degree may be admitted as special or unclassified students, provided they satisfy the regular entrance requirements and prove themselves qualified to pursue with advantage the studies of the department concerned.

Advanced Placement

Ottawa University participates in the Advanced Placement Program of the College Entrance Examinations Board. The University will grant either advanced standing or credit, or both, based upon an adequate level of performance in these examinations. Students may obtain more information about this program from their high school counselors.

Campus Visitation

Even though a personal interview is not required, it is recommended that a candidate for admission visit the Ottawa University campus. Members of the admissions staff will be available throughout the year. Office hours are from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. on weekdays, and 8:00 a.m. to 12:00 noon on Saturday. Arrangements should be made by contacting the Office of Admissions at least a week in advance of a proposed visit.
Scholarships and Financial Aid

Many students will find it necessary to receive financial assistance in order to attend Ottawa University. Realizing this fact and desiring to see every qualified student attend, Ottawa offers each applicant a total financial planning service.

All students accepted for admission are eligible to receive aid if they demonstrate financial need. Since funds are limited, priority is given on the basis of grades, test scores, recommendations, and special talents. Most students receive an “aid package” consisting of aid from a combination of sources such as scholarships, grants, loans, and campus employment. In many cases, the financial aid package offered to a student may reduce his out-of-pocket tuition payment to less than he would pay at a state college or university. It is a rare case where Ottawa University is unable to help a student develop financial plans adequate to enable him to attend.

Decisions regarding financial assistance can be made immediately upon admission to the University and receipt of the necessary financial aid credentials, including an application for financial aid, and the results of either the Parents’ Confidential Statement (PCS) of the College Scholarship Service or the Family Financial Statement (FFS) of the American College Testing Service. Any Kansas student applying for Financial Aid from Ottawa University must complete and file an application for a Kansas Tuition Grant to be eligible for aid from Ottawa University. Application and information concerning the Kansas Tuition Grant program may be obtained from the high school guidance counselor or from the Office of Financial Aid, Ottawa University.

Many of the sources of financial aid administered by Ottawa University are controlled by governmental agencies external to the University. Examples of programs of this type are Basic Educational Opportunity Grants (BEOG), Supplementary Educational Opportunity Grants (SEOG), Kansas Tuition Grants (KTG), National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). These programs are likely to change during the effective period of this catalog. Therefore please write or contact the Office of Financial Aid, Ottawa University, Ottawa, Kansas 66067 for the most current information concerning these programs.

Prepayment Dividend Program

To plan effectively, the University must know which new students will enroll each session. Therefore, following their admission to Ottawa, students are required to make a $75 prepayment on University charges. Of this amount, $50 is credited toward tuition charges for the first session in which the student is enrolled and $25 is placed on deposit.

The $75 prepayment may be made at any time prior to enrollment. However, an additional $50 may be earned by the applicant who makes the prepayment within 30 days of notification of admission. If the student is applying for financial assistance, the dividend of $50 may be earned by making the prepayment and returning the signed aid agreement within 30 days after notification of financial aid. In either case, the dividend is credited toward University fees.

Every student will find the Prepayment Dividend Program an excellent means to assure housing accommodations and at the same time receive significant cash advantages on the expenses of the first year of college.

The prepayment is non-refundable.

At Ottawa advising students in educational planning is a basic task of each faculty member.
Scholarships and Awards

Scholarships

The scholarships awarded by Ottawa University do not have to be repaid and are renewable as long as the student maintains a cumulative grade point average of at least "B" (3.0.)

Presidential Scholarships. Presidential Scholarships of $500 per year are awarded in recognition of students' excellence in academic performance and their personal characteristics without regard to financial need. Presidential scholars participate in selected academic events during the year in recognition of their achievement. Entering freshmen who rank in the highest 5 percent of their high school graduating class or who rank in the highest 10 percent and have SAT composite scores of at least 1100 or an ACT composite score of at least 25 are eligible to apply for Presidential Scholarships. Other qualities such as leadership, service to the community, and concern for ethical values are considered in the selection process. Candidates for Presidential Scholarships may be nominated by high school principals or counselors or may apply directly to the Office of Admissions.

Alumni Scholarships. These scholarships are provided through contributions from University alumni. They are available to students who apply for aid and are ranked in the highest 20 percent of their high school class. The amount of the scholarship awarded to each student depends on the need demonstrated by the student and the availability of funds.

Endowed and Special Gift Scholarships.

In each instance the annual award is at least $100.

Dr. Raymond Alquist Memorial Scholarship
E. E. Anderson Scholarship
Charles Stewart Brewster Scholarship
Lulu M. Brown Scholarship
Bob and Anne Bundy Award
Class of 1971 — Jerry Campbell Memorial Scholarship
Class of 1909 Memorial Scholarship
W. C. Coleman Scholarship in Business
Allen Cook Memorial Scholarship
Dr. and Mrs. Ross A. Davidson Scholarship
Glen W. Dickinson Foundation Scholarship
John N. Dodgen Scholarship
Dodgen Scholarship in Business Administration
Erich Music Scholarship
Walter B. and Emma Helen S. Franklin Memorial Fund
Margaret E. Froning Scholarship
H. E. Gillette Scholarship
Harry S. Gradle Scholarship
Elmina E. Graham Memorial Fund
H. W., Jennie, and Alma Grass Scholarship
Hammond Science Scholarship
Hayes Scholarship
Houston Memorial Scholarship
Dr. E. N. Jones Forensic Fund
Mary Jones Scholarship
Ruth and Edgar Kerr Scholarship in Music
Jessie Lee Scholarship
Judson F. Lee Scholarship
George E. Lister Memorial Fund
Paul A. Martin Memorial Scholarship
McCoy Family Scholarship
Miller Memorial Scholarship
Modern Woodmen of America Scholarship
Elizabeth Mohlman — Class of 1915 Memorial Scholarship
Mr. and Mrs. Lloyd L. Moody Scholarships
Luke and Edna Umstot Mowbray Scholarship
Harriet Blackstone Myers Scholarships
Nearmyer Scholarship
Noyes Foundation Scholarships
Ottawa University Memorial Scholarship
Ottawa University Women's Club Scholarship
Dr. Charles L. Overlander Scholarship
Walter J. and Abbie Parrott Memorial Scholarships
Helen Quin Memorial
Helen S. Robertson Honor Award
Charles H. and Caroline E. Rush Scholarship
Rev. and Mrs. Frank Schuessler Memorial Scholarship
Robert and Fanny Simerwell Scholarship
Jon Simmons Memorial Scholarship
Myrtle Belle Skidmore Family Memorial
Southwestern Bell Telephone Scholarship
Stannard Family Scholarship
James P. and Florence T. Stephenson Honor Award
Bill Swift Scholarship Fund
Tithers Scholarship
T. Henry Williams Memorial Scholarship
Willis Memorial Fund
George A. Wise Scholarship
Grant Programs

Grants are non-repayable awards made to students on the basis of specific criteria or skills within the limits of demonstrated financial need. Two important sources of grant funds are the Federal government and state governments.

Supplementary Educational Opportunity Grants. These grants are awarded from Federal funds and administered by the University. They are limited to upperclass students with exceptionally great financial need. The maximum grant available under current EOG guidelines is $1,000 per year. EOG funds must be matched by certain other funds, usually loans or College Work-Study funds, to complete the student's total financial plan. EOG program guidelines are subject to modification. Consult the Office of Financial Aid, Ottawa University for the most recent information about these grants at the time of application.

Basic Educational Opportunity Grants. These grants are also awarded from Federal funds and are designed to provide assistance to those who need it to attend post-high school educational institutions. The maximum award under this program is $1,400, minus the amount the student and his family are expected to contribute toward the cost of his education. This amount is called Family Contribution. The actual Grant, however, may be less than this maximum award, and is based on the Family Contribution and two other factors: (1) the amount of Federal funds actually available for the Program; (2) the cost of education, since the Grant cannot exceed one-half that cost.

The amount of the grant decreases as the Family Contribution increases. In addition, since the minimum grant that can be awarded to an eligible student is $200, he would not receive a grant if his Family Contribution is more than $1,200.

One may be eligible for a grant if he meets three important criteria:

1. Enrolls for the first time in a post-high school program at an eligible college, university, vocational or technical school.
2. Attends a school on a full-time basis.
3. Is a citizen or is in the United States for other than a temporary purpose and intends to become a resident.

Kansas Tuition Grants. The Kansas Tuition Grants were awarded for the first time in 1972. They are awarded on the basis of demonstrated financial need to residents of Kansas who attend private colleges in the state. These grants may range to a maximum of $1,000 depending on the demonstrated need of the applicants and the availability of funds. Application forms may be obtained from the Office of Financial Aid, Ottawa University.

University Grants. These grants are available to students who rank in the upper one-half of their graduating class and demonstrate financial need. Achievement in various curricular and co-curricular activities is considered. Special consideration is given to the sons and daughters of Baptist ministers or missionaries in recognition of the institution's Baptist heritage and relationships.

Athletic Grants. Awards to student athletes for participation in intercollegiate activities are available in limited numbers under the policies of the Heart of America Athletic Conference in which the University competes. The maximum athletic award is $500 per year.

Loan Programs

Many families whose current income and savings are not sufficient to finance college expenditures borrow funds through low interest educational loans to supplement their financing plans.

Guaranteed Student Loans. Guaranteed Student Loans are available from local banks and lending agencies at rates of interest that cannot exceed 7 percent annually. Depending on the availability of funds, students may borrow up to $1,500 per year for educational expenses. If the adjusted family income is less than $15,000, the Federal government will pay the total interest while the student is enrolled full-time and during periods of authorized deferment. Repayment usually begins nine months after the student graduates or leaves college in monthly installments of not less than $30. It is important to note that under the present regulations financial need does not
have to be demonstrated in order to obtain a guaranteed student loan. Families interested in this program should contact their local banker for complete, current information. The processing of guaranteed student loan applications usually requires six to eight weeks.

National Direct Student Loans. The National Direct Student Loan Program is administered by the University from Federal and University funds. To qualify for a NDSL, the student must apply to the University and demonstrate financial need. Since funds are limited, academic performance and personal qualifications are considered in awarding NDSL funds. Qualified applicants may borrow up to $1,000 for each year of study.

The Federal government pays all interest charges until the beginning of the repayment period which normally begins nine months after completion of formal study. Interest charges during the repayment period are only three percent per year on the unpaid balance.

Commercial Loan Programs. Commercial loan sources such as the College Aid Plan and the Tuition Plan, Inc. provide loan programs to meet all college expenses out of current income. A complete description of these programs is given on page 60.

Other Sources of Aid

Social Security Benefits. Benefits from Social Security are available to students whose parent or parents receive social security or retirement benefits if the student is full-time, unmarried, and under 22 years of age.

Veterans Benefits. Benefits are available to veterans who were honorably discharged from military service after January 31, 1955. Those with at least 18 months of service may receive up to 36 months of support. Veterans with less than 18 months service may receive one and one-half months of assistance for every month of service. Disabled veterans and widows of veterans who died of service-connected injury or disease are also eligible for benefits.

Church, Civic, and Business Scholarships. In many local communities there are scholarships provided each year by various church, civic, and business organizations to children of members, citizens, and employees.

Employment

The Financial Aid Office assists students in finding part-time employment on campus or in the community. Preference is given to students who demonstrate financial need.

Campus employment opportunities include work as a clerk or secretary, a food service employee, a custodian or maintenance worker, or a laboratory assistant. Off-campus jobs may include work in educational or recreational activities or Community Action Projects.

Application Procedure

1. Entering students should follow the admission procedures described on page 42.

2. Submit an application for admission as well as an application for financial aid, both of which may be obtained from the Office of Admission.

3. Submit either the Parents’ Confidential Statement (College Scholarship Service) or the Family Financial Statement (American College Testing Program) and indicate that a copy of the analysis should be sent to Ottawa University. Copies of these statements may be obtained from the high school guidance office.

The University recommends that a student entering Ottawa make financial arrangements before the first registration period. The Director of Financial Aid will assist students in establishing personal budgets.

Selection Procedures

The University Financial Aid Committee determines which applicants will receive scholarships or other awards from Ottawa. The Committee also determines the amount of aid which will be granted to those who are selected as recipients. The criteria used in selecting recipients include high school grades, class rank, entrance test scores, special aptitudes or skills and degree of contribution to school and community life. The specific amount of awards generally is based on demonstrated financial need.

Renewal Criteria

Financial aid to a student at Ottawa is renewable on an annual basis. Each student receiving aid must maintain a minimum cumulative grade average of "C" (2.0). A higher grade average is required for renewal of Presidential and Alumni Scholarships.

To be considered for renewal of any award, students must submit a new application for aid and an updated financial statement. The deadline for renewal applications is February 1.
Financial Information

Charges at Ottawa University are maintained at a level commensurate with the cost of a sound educational program. No student pays the entire cost of education at Ottawa University. Endowment funds and gifts provide additional income for instructional and operating purposes.

Charges for 1974-1975

The University comprehensive fee includes tuition, board, room, general fee and special fees such as: Union, laboratory, graduation (except cap and gown rental), student publications (The Campus and The Ottawan), health service, health insurance and student government. It also provides for admission to almost all school-sponsored extra-curricular activities.

The total comprehensive fee for the school year is set at the time of the September enrollment. At that time each student is given the benefit of the advising process to evaluate progress and determine his educational plans for the year. At the conclusion of the advising process tuition and fees, room and board arrangements are finalized and total charges are computed. Plans for payment are agreed upon. At the beginning of each succeeding session the comprehensive fee established at the September enrollment is again verified and adjusted as required for any changes.
Regular Enrollment

Comprehensive fee for regular academic year
(Sessions I and II, Winter Term and Sessions III
and IV) ............................................................... $3,025.00

The full year comprehensive fee is the sum of the following:
Tuition and Fees — $250.00 per course or maximum
of .............................................................. 2,000.00

Special Fees (Union, Student Health Program and
Student Activities)............................................. 115.00
Board............................................................. 560.00 590.00
Room............................ .......................... 350.00*

*The room charge shown is for Price and Martin Halls. The room
charge for Brown Hall and Centennial Hall is $400.00; for Atkinson
Hall and Behan Hall, $320.00. Thus, if assigned a room in Atkinson,
Behan, Brown or Centennial Halls, the total comprehensive fee is
adjusted by this differential in room rent.

Single Session Charges

The Comprehensive Fees for single sessions are as follows:

4-week session 7-week session

| Tuition | $250 | $500 |
| Special Fees | 15 | 25 |
| Board | 65 70 | 124 130 |
| Room | 40 46 48 | 70 76 88 |

$375 $725

The student will realize a price advantage by attending the full
academic year (September through May) as the tuition charge for this
period is limited to $2,000.00 (A student may complete nine courses
during the full school year, but will be charged for no more than eight
courses.) This price reduction is justifiably allowed those attending on
a continuous basis since University operating expenses are necessarily
on a continuing basis; conversely, additional workload is incurred by
the faculty and staff in registering and advising students on the shorter
term basis.

Special Rate-Contract Assurance Program

The Contract Assurance Program provides courses at special rates
for Ottawa University graduates. See page 29 in this catalog for de-
tails.

Program for Occasional Students

Tuition per course for eligible students is $75.00.

Special Charges

Entering Students:

Application Fee:
A non-refundable fee of $10.00 is required at the time of application
for admission.

Prepayment:
A deposit of $75.00 is required to confirm acceptance of the offer
of admission. Of this amount $50.00 is applicable to tuition charges,
and $25.00 is placed in a Special Deposit. This deposit is used to assure
payment of possible damage to University property, lost keys, library
fines and other losses. Any balance on deposit is refunded at termina-
tion of student status.

The prepayment is non-refundable.

Returning Students:

Students re-registering in the University are required to prepay an
amount of $50.00 prior to July 15 in order to reserve a room and/or
to confirm their place in class. The full amount is applicable to Uni-
versity charges.

Late Registration Fee:

For unexcused late registration (after the scheduled days for a
given session): $5.00

Private Music Instruction Fees:

Private instruction in voice, piano, organ, string or band instru-
ments:

Per 4-week session ........................................... $ 8.00
Per 7-week session ......................................... 14.00

Private instruction normally consists of one 30-minute private
lesson per week; the use of a practice room is included in the above
charges.

Special students (not enrolled at the University) are charged $3.00
per lesson. Organ students are charged additionally for use of the
organs (use of approximately 5 hours per week) as follows:

Per 4-week session ........................................... $ 6.00
Per 7-week session ......................................... 10.50

Student Teaching Fees:

Per 7-week session ............................................ $64.00

Special placement of student teachers may result in a higher
charge.
Cross-Cultural Fees:

Ottawa University provides some international and domestic cross-cultural opportunities for qualified students at a base cost of $1,400.00 plus a $100.00 matriculation fee.

The total comprehensive fee for the sessions of cross-cultural experience and the cross-cultural matriculation fee are payable directly to the University; the University in turn provides the student a total program for the cross-cultural experience including tuition, fees, room, board and round trip transportation for international programs from the port of embarkation only.

Should the student elect to participate in a more costly program, the University will underwrite only $1,400 of the costs and the student will pay all additional costs. All other courses taken during the cross-cultural year are charged at $250.00 per course.

Transcript Fee:

The first copy is issued without charge, additional copies are $1.00 each. No transcript will be issued to any student having an open financial obligation to the University.

Financial Aid

Financial aid granted by or through the University to a student will be credited to his account on a prorata basis according to the tuition charged. As an example, the amount granted for a National Direct Student Loan is credited to a student’s account at 12½% for each course for which he is paying tuition. (Typically, the loan would be granted as follows: Session I — 25%, II — 25%, Winter Term — 12½%, III — 25%, IV — 12½%. See typical charge schedule below.

Payment Plans

The University offers two plans which are considered cash plans; students using these cash plans incur no finance charge. Under the Advance Monthly Plan, total charges are divided into twelve monthly payments for ease of budgeting. The first payment is due June 15; payments continue on a monthly basis with the last falling due May 15. The Business Office will correspond with students and parents to establish the exact amount of the monthly payment; it will be 1/12 of the total computed charges less any financial aid awarded by the University.

Another cash option is to pay Cash by the Session. Under this plan the total charges for a given session are due and payable at the time of enrollment for that session. This plan will result in the following timetable (using the standard comprehensive fee prior to consideration to any financial aid):

| Session I enrollment — Sept. 2-4 | $725.00 |
| Session II enrollment — Oct. 28-29 | $725.00 |
| Winter Term enrollment — Jan. 6 | $375.00 |
| Session III enrollment — Feb. 3 | $725.00 |
| Session IV enrollment — Apr. 1 | $475.00 |

There is no additional charge for the ninth course within the regular academic year for full-time students who have been registered for the immediately preceding three Sessions and Winter Term, i.e. September through March.