"A place where people and ideas grow"—that may be the best description of Ottawa University.
Growth is cultivated by . . .

. . . A nationally recognized educational plan in which each student, with the help of faculty advisors, designs a program of learning to meet his or her own unique needs, interests, and goals.

Ottawa University, a coeducational, liberal arts college, awards the bachelor of arts degree, and is accredited by the North Central Association of Colleges and Secondary Schools. Its "pace-setting" academic program has earned the respect of educational leaders across the country.
A small, yet remarkably friendly and diverse student body which comes from forty-five states, ten foreign countries, and every imaginable socio-economic group.

The seven hundred students at Ottawa University enjoy a variety of social, athletic, and cultural opportunities, including championship intercollegiate athletic competition, outstanding choirs and musical ensembles, guest appearances on campus ranging from Senator Mark Hatfield to the Newport Jazz Festival, and close proximity to Kansas City's Philharmonic Orchestra, stage plays, Nelson Art Gallery, and major league football, baseball, basketball, and ice hockey, as well as events at the University of Kansas in nearby Lawrence.
A Christian environment, where values are no less important than knowledge.

Founded by Baptists in 1865 on land given by the Ottawa Indians, Ottawa University is affiliated with the American Baptist Churches, U.S.A. University President, Dr. Peter H. Armacost, has recently served as president of the American Baptist Convention.
... An exceptional faculty, 70 percent of whom hold doctorates from Yale to Berkeley, who know how to teach, and who care about students.

The student-faculty ratio at Ottawa University is thirteen to one in the classroom, one to one in advising.
A community where persons are known and valued, where students relate to professors on a first name basis, where lifelong relationships are formed.

The attractive, sixty-acre campus, located in the town of Ottawa, Kansas, is well equipped with modern facilities, including library, classrooms and laboratories, chapel, student union, dormitories, gyms, swimming pool, athletic fields, and married student apartments.
Now that your interest in Ottawa has been aroused, the catalog which follows will provide you with a comprehensive picture of the college: the purpose and beliefs to which Ottawa is committed; complete department and course descriptions in addition to special study opportunities; information covering admission, expenses and financial aid; details of the extra-curricular and co-curricular organizations and activities in which students may participate, and more photos to acquaint you with the campus and available facilities. The catalog offers a further opportunity to learn about the college and how Ottawa University can offer the kind of educational and developmental setting best for you.
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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.
DEFINITION AND COMMITMENTS

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

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

THE COMMITMENT OF THE FACULTY TO STUDENTS

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

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

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

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

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

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

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

A COMMITMENT TO HUMAN RELATIONSHIPS IN COMMUNITY

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

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

The majority of the students at Ottawa University reside on campus. This provides opportunities for an enriched learning experience through formal and informal programs in the residence halls and the University Union which are designed to complement the curriculum in contributing to the total development of students.
There is convincing evidence that a major portion of 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 persons. Likewise, the educational program manifests a concern for the unity and integration of knowledge.

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

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

THE OTTAWA PLAN: A Comprehensive Program

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

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

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

A PROGRAM OF EDUCATION FOR INDIVIDUAL DEVELOPMENT

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

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

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

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

THE ADVISING PROCESS

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

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

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

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

GENERAL EDUCATION PROGRAM

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

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

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

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

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

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

DEPTH STUDY OPPORTUNITIES FOR CAREER PREPARATION

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

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

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

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

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

ELECTIVES PROVIDE OPPORTUNITIES FOR EXPLORATION

College years are not only a time for setting career goals and working toward those goals, but they are also a time for exploring a variety of areas of learning in
which the student may have an interest. These explorations are encouraged at Ottawa through its approach to elective courses. Electives serve the purposes of broadening the general education of the student and also of enriching his depth study. Pre-requisites are not a barrier to participation in a large number of the courses in the Ottawa curriculum as they are in many colleges. Elective experiences may take the form of unusual credit courses such as the program in volunteer services established in 1972 to develop the skills and knowledge needed by students to become effective citizens in their communities. A wide range of elective course options are available to the student in the regular academic sessions and especially in the Winter Term in which 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. Evaluation takes place in many ways, not merely through tests and term papers. Each student at Ottawa receives a written evaluation of his performance from his instructor in each of his classes. Students, too, are encouraged to develop their own skills in self-evaluation as a prelude to becoming self-renewing adults who continue to learn and grow long after graduation. A basic part of the University’s program of educational research and development is the evaluative feedback provided by students through written evaluations, ombudsmen, and feedback groups. Using information gained from students, the faculty continually modifies and improves the curriculum and instructional techniques.

INDIVIDUAL GROWTH THROUGH PERSONAL RESPONSIBILITY

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

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

These and other examples of student opportunities to exercise responsibility typify Ottawa’s concern for the free development of the individual within the boundaries of the welfare of the total community.
THE OTTAWA PLAN: Academic Policies

Graduation Requirements
Bachelor of Arts Degree

Students who successfully complete the basic graduation requirements will be awarded the degree of Bachelor of Arts by Ottawa University. At least one full year of study must be completed in residence at Ottawa in order to receive the degree.

Each student with his primary advisory committee will develop a statement of his goals and a tentative program to achieve these goals. This tentative program should be filed by the student with the advisor late in his Freshman year.

The program should be revised and updated by the student and his committee by the end of his Sophomore year and is then submitted to the Committee on Academic Review for approval on behalf of the University as a contract specifying the graduation requirements for that student.

The student, with the consent of his primary advisory committee, may present contract revisions to the Committee on Academic Review.

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

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

3. The University Program Series Requirement
   Each student, during each seven-week session of residence in the University, will participate in the University Program Series. Each student is required to attend seven events selected by the student from the available on-campus programs of drama, concerts, religious events, lectures, and art programs.

4. Depth Study Requirement
   Each student is required to plan a depth study program in cooperation with his primary advisory committee usually involving from six to ten courses.

   Only those courses completed with a grade of “C” or better may count toward satisfaction of the minimum number of depth study courses required in the contract. The student’s grade point average in all depth study courses attempted must be 2.0 or better. Each student is required to complete in his final year of study a comprehensive examination in the area of his selected depth study.

   All courses shall be open to the student, subject only to his readiness to take the course with profit and the course’s usefulness to his program.

5. Electives Requirement
   Each student will be required to complete a program of elective courses consistent with his educational goals and approved by his primary advisory committee. The student must maintain satisfactory work in these courses as evidenced by the instructors’ evaluation.

6. Physical Activity Requirement
   Each student must satisfactorily complete seven physical activity courses, accumulating a minimum of two courses by the end of the Freshman year, four courses by the end of the Sophomore year, six courses by the end of the Junior
year, and seven courses prior to graduation. Failure to complete the minimum level at the end of any given year requires enrollment in physical education in each subsequent session until the deficiency has been removed.

Transfer students without physical education who enter Ottawa University after the Sophomore year are required to complete no more units of physical education than they would have been required to take if they had completed the minimum number of courses scheduled.

Credit toward the requirement will be given no more than two times in the same activity. Members of the major University athletic teams may substitute team participation for one required physical activity course each year by registering in PAC 070 Varsity Sport, with a maximum of three participations applying to the seven physical activities requirement.

Registration for Varsity Sport participation must be as follows:

- **Session I**
  - PAC 070 Football
  - PAC 070 Cross Country
  - PAC 070 Soccer
  - PAC 070 Volleyball

- **Session II**
  - PAC 070 Basketball

- **Session IV**
  - PAC 070 Track
  - PAC 070 Baseball

### 7. Academic Performance Requirements

Each student *customarily* will be required to complete no less than 31 units or their equivalent for the Bachelor of Arts degree. In no case will fewer than 27 courses or their equivalent be accepted in completion of degree requirements.

A student may graduate with fewer than 31 units provided that:

1. he or she has advanced placement as a result of his or her high school performance as certified by Advanced Placement Examinations, CLEP, or examinations given at Ottawa University; or

2. his or her previous experiences upon evaluation by the University’s Committee on Academic Review are deemed to be worthy of academic credit; or

3. he or she can demonstrate competencies acquired while in college through activities outside the formal program which after evaluation by the Committee on Academic Review are deemed to be worthy of academic credit.

A student will be required to satisfactorily complete a minimum of 3 years of college experience.

Students must have a cumulative grade average of "C" (2.0) or better including a cumulative grade average of "C" (2.0) or better in courses completed at Ottawa University.

### 8. Graduation

Graduating seniors are expected to attend their baccalaureate service and commencement, and they must appear personally at graduation to receive their diplomas. Graduation in absentia can be authorized in case of absence due to justifiable cause presented in petition to the Dean of the College. Otherwise the degree will not be conferred until the next graduation exercises.
STUDENT STATUS

All students pursuing a course of study leading to the degree of Bachelor of Arts from Ottawa University are classified according to full-time or part-time status. A student is classified as “full-time”:

a) if he completes, or is enrolled to complete, at least seven courses during an academic year; or

b) if he is enrolled in two courses during a seven-week Session; or is enrolled in one course during a four-week Term immediately preceding or following a Session in which he was enrolled for two courses.

All other students are classified as “part-time.” Persons who are not candidates for a degree are classified as “Special Students” or as “Occasional Students.”

REGISTRATION

All new students are to attend New Student Orientation. Before beginning class work each student is required to register officially, including the completion of financial arrangements with the Business Office. A student registers by developing with his primary advisor a program of study for part or all of the academic year. Registration in specific sessions of the proposed program must be confirmed at the evaluation-advising meeting scheduled with his advisor prior to each session or term.

A fee of $5.00 is charged for late registration. The late registration fee will apply to students who have not kept the appointment with their advisor or have failed to complete their registration by 4:00 p.m. of the first day of the session or term. Any deviation from the normal registration plan must have prior approval in writing by the primary advisor and the Dean. This notice of approval must be presented at the Business Office to avoid a late registration fee.

CHANGING COURSES, LATE REGISTRATION, AND WITHDRAWAL

If it is desirable to make changes in courses after registration has been completed, a student consults with his Advisor and Instructor. If the student decides, after counsel, to change courses, he should go to the Registrar’s Office to process the change. No regularly scheduled course may be entered later than the fifth class day of a seven-week session, or the third class day of a four-week term. Courses dropped no later than the fifteenth class day of a seven-week session or the ninth class day of a four-week term do not appear on the student’s permanent record. After that time withdrawal will result in a grade of “W” or “F” depending on the student’s performance at the time of withdrawal. A student may withdraw from a course until the last day, but not after the end of a session.

ATTENDANCE

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

GRADING AND GRADE POINTS

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

A — excellent work; four grade points
B — good work; three grade points
C — average work; two grade points
D — passing but below average; one grade point
F — failure; no grade point
P — satisfactory completion of a non-graded course such as a core seminar; not included in the grade point average
I — given at the discretion of the instructor in those cases where work has been left incomplete by some unavoidable reason
ET — given in cases where requirements of a course are designed to extend beyond one session or term
NC — no credit granted due to lack of satisfactory progress in a non-graded course; not included in the grade point average
W — withdrawal passing

In addition to the letter grading system which indicates a student's general academic standing, students will be evaluated as to motivation, ability to define goals, self-discipline, attitude, appreciation, and self-evaluation.

ACADEMIC PROBATION, DISMISSAL, AND REINSTATEMENT

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

Academic probation will be removed when the student's cumulative grade point average is raised to 2.0 or higher or when he has removed other deficiencies preventing his normal progress toward the degree.

A student on academic probation will be subject to dismissal if he fails to remove probation after attempting seven courses following the session in which he was placed on probation, or if the Committee on Academic Review in consultation with the student's primary advisor determines that the student is not making adequate progress toward graduation.

A student who has been dismissed from the University for academic failure may submit a petition for reinstatement to the Committee on Academic Review. A petition for reinstatement for two sessions would well consider the following:

1. A critical appraisal of the personal factors which were decisive in the student's academic failure.
2. An indication of the learning and personal development which has been experienced since the dismissal.
3. The recommendation of a member of the student's Primary Advisory Committee or other faculty regarding the student's proposed plans for future study.
UNIVERSITY PROGRAM SERIES

Failure to meet the University Program Series attendance requirement in any session shall result in review of the student’s progress toward graduation by his Primary Advisory Committee. The student will be considered to be on informal probation with a view of correcting any deficiency during the next immediate session in attendance. Failure to meet the requirement in another session, or failure to remove a deficiency by the end of the next session, shall result in referral of the student’s contract to the Committee on Academic Review, where appropriate action shall be taken. Normally, the student will be placed on probation at that time. Failure to remove probation may result in dismissal from the University.

STUDY AT OTHER COLLEGES

A student who wishes to take courses at other accredited institutions, or correspondence courses, and have such work count toward his progress toward graduation requirements should have such courses approved in advance by his Primary Advisory Committee. The student should file such requests in the Registrar’s Office before undertaking any work. The University assumes no obligation to accept transfer courses that have not been approved in advance.

Through its affiliation with the Kansas City Regional Council for Higher Education, Ottawa University is able to offer its students access to the courses and programs of 16 colleges and universities in the Kansas City Area. Ottawa University students may take one course per semester at any one of these colleges, without payment of additional fees. In addition, they may spend an entire semester in residence at one of ten of the area colleges, also without extra charge, except normal board and room, and special fees. Winter Term exchange is also available.

It should be obvious that this program provides a rich resource to those students who are interested in developing a creative academic program. Lists of courses are regularly available in the offices of the Registrar and the Dean of the College, and faculty advisors may have special information about curricular offerings at nearby institutions in their own areas of specialization. Interested students should talk with the Dean of the College. Additional information is available through the office of the Regional Council, 4901 Main Street, Kansas City, Missouri, telephone (816) 561-6693.

WINTER TERM

The Ottawa University calendar provides for a Winter Term each January during which students take only one course. As a general rule courses offered during the Winter Term will be those not offered during the seven-week sessions. The Winter Term is a period in which the students and faculty are free to turn their attention to topics and issues of special interest.

Following is a description of the Winter Term:

Classes are taught that are not offered during the seven-week sessions. Courses are taught to meet the suggestions and desires of students. Faculty members are encouraged to offer interdisciplinary courses and courses in a specialized area of interest. Two or more faculty are encouraged to team teach an interdisciplinary course.

Smaller groups of students have the opportunity to participate in a seminar taught by a faculty member or in a student-initiated course.

Students are encouraged to make plans for an independent study project during the Winter Term.
Clark Terry of the Newport Jazz Festival, University Program Series guest.
Off-campus educational programs and experiences can occur without conflict with regular courses and study programs.
For those able and qualified, the Winter Term offers the opportunity for creative experiences, for example, writing and producing a film or play.

**CONTRACT ASSURANCE PROGRAM**

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

The Contract Assurance Program provides Ottawa alumni with the closest thing to a warranty or guarantee to be found in contemporary higher education. In announcing the new program, Ottawa President Peter H. Armacost remarked that higher education has been the only area of our society requiring a substantial financial investment without offering the protection of a warranty or guarantee. Obviously, the University cannot guarantee that any student will learn. Ottawa has chosen to do the next best thing — guarantee 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. A regular credit course is defined as a course offered in the Registrar’s listing of courses for each session, and which, apart from graduates wishing to utilize the “contract assurance bond” option, has sufficient minimum enrollment. Independent studies are not included under the contract assurance bond program. Graduates of Ottawa prior to 1973 also are eligible to participate in the program beginning in the summer of 1974.

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

- Tuition free if Bachelor of Arts degree earned at Ottawa University with at least 30 course units of credit (or less if under accelerated graduation program) completed at Ottawa;

- Tuition reduction of 75% 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 8-18 course units of credit being completed at Ottawa.

On the basis of the schedule above, Ottawa graduates may enroll in ten regular credit courses of the University to improve previous skills or to gain new skills and knowledge. For the present, only two of the ten courses may be taken in summer sessions due to lower enrollments in the summer.
Ottawa graduates can be secure in the knowledge that a continuing partnership has been formed between them and their alma mater to guarantee that the information and skills needed to help them keep pace in a rapidly changing world are available.

THE OTTAWA PLAN: Curriculum

OTTAWA UNIVERSITY COURSES

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

Four types of courses are offered at Ottawa University:

A regular course carries one unit of credit and is completed in a single session or term. Students are permitted to enroll in only two regular courses in a seven-week session and in only one regular course during the Winter Term, the June Term, and the July Term.

A cross-cultural course carries one unit of credit for selected off-campus learning experiences.

A practice and performance course carries one unit of credit which may be earned over a period of study including two or more seven-week sessions.

An activity course does not carry a regular unit of credit. Activity courses are completed within a single seven-week session. Required physical education activity courses are identified in the course number by a hundreds digit of “0.”

Ottawa University courses are not divided into regular upper division (Junior-Senior) and lower division (Freshman-Sophomore) courses. The underlying principle is that all courses should be open to the student, subject only to his readiness to take the course with profit and the course’s usefulness to his program. Students may enroll in courses for which they are qualified by their skills, techniques, and fund of information.

To aid the student in selection of courses according to qualification, the following numbering system provides a guide.

100. Courses designed without a prerequisite college course or advanced skills, techniques or fund of information.

200. Courses which require skills, techniques or fund of information such as is contained in a prerequisite course.

300. Courses which require skills, techniques or fund of information such as is contained in a 200 level prerequisite course.

ACADEMIC CENTERS

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

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

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

2. Center for the Study of Organizational and Cultural Issues

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

3. The Center on Issues of Individuality and Personal Values

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

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

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

GENERAL EDUCATION

Freshman Core

This "first level" Core seminar weaves together three purposes. First, the
seminar orient Freshmen to the Ottawa Plan with special attention to proficiency
diagnosis, goal setting, educational planning, and evaluation as fundamentals to the
educational experience. Second, the Core seminar provides a setting for skill
development in reading, writing, computation, information gathering, reasoning,
and creativity. Third, the Core seminar illustrates an interdisciplinary approach by
focusing on the issue of freedom from a number of perspectives, including the
implications of organizations, individuality, environment, and faith for the realization
of freedom.

GED 110. EDUCATIONAL PLANNING AND ISSUES OF FREEDOM.
Second Level Core

Four “Second level” Core seminars are offered under the sponsorship of the four Academic Centers. One of the four will usually be taken by a student during the Freshman year. The three remaining “second level” Core Seminars will customarily be taken during the student’s Sophomore year.

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

ACO 210. MAN AND ORGANIZATIONS. Development of the general issue of the interaction of persons and organizations. Integration of a variety of viewpoints about organizations. Examination of the ethical dimension in organizational decision making. A major research paper will be written. Various course foci, from a major figure or period to a contemporary problem or issue.

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

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

Senior Core

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

GED 700. SENIOR CORE.

GED 800. SENIOR CORE.

Cross-Cultural Education

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

950-959. CROSS-CULTURAL EDUCATION.

The University Program Series

Each full-time student, during each seven-week session of residency in the University, will participate in the University Program Series. Individual programs within the series provide a platform for the concerns of University students and faculty; create interest in important public and intellectual issues; encourage appreciation of the arts through performance and discussion; ensure continuing confrontation with the claims of Christian faith outside of formal study; and in general provide for the gathering of substantial portions of the University community around a series of common experiences, as a means of overcoming fragmentation of ideas and relationships, and of serving the broader purposes of General Education for all members of the University.

Included in the series are religious services, convocations, concerts, lectures, productions of the drama department, and other special programs as announced. Recent campus appearances have been made by the City Center Acting Company, presenting “Three Sisters” and “She Stoops to Conquer,” author Elizabeth Janeway, the Newport Jazz Festival, featuring Clark Terry, Max Roach, and Bill Evans, “Time” editor Marshall Loeb, the American Chamber Ballet, and the Concord String Quartet. Programs will be held in certain day-time hours kept open in the weekly class schedule for this purpose and also some evenings and Sunday afternoons.

Twelve programs will be available in each seven-week session and each full-time student is required to attend any seven of the programs. He may choose the seven (and more, if he desires) in terms of those programs which interest him most, and at times which best suit his convenience. It is also hoped that student choice will be made with a view to expanding interests and becoming exposed to areas insufficiently known or appreciated, as a means of enhancing the total educational experience.

The total programs available for on-campus students and the community of the University are intended to enhance the total educational, cultural, and religious environment of the University and strengthen its community. For that reason, substitution of programs elsewhere to meet the requirement is not fully consonant with the purposes of the University, although off-campus students are expected to attend such programs as are available to them wherever they may be.

However, in order to allow greater choice for each on-campus student to choose programs from such resources as Kansas City and the University of Kansas in Lawrence, one of the seven required programs may be chosen from similar off-campus opportunities. In case the student elects to attend an off-campus program he must have the approval of his advisor before the event occurs. The full list of twelve programs will be published at the beginning of each seven-week session and given to each student so that he will have an opportunity in advance to determine the programs likely to be of greatest interest in meeting the over-all requirement.
Physical Activity Program

Each physical activity course occupies the equivalent of three academic hours each week. It is noted on the transcript as a service course; and, although the instructor may issue a grade for the course, the grade is not entered in the student’s academic grade point average.

Physical education activity courses are designed to:

- Help the student develop competencies in the area of team and individual sports, rhythms, gymnastics, aquatics.
- Help the student learn to analyze techniques, methods of presentation, class management, selection and care of equipment, evaluation of activities.
- Help the student learn to adapt theories of education, health education, and physical education to the situation in which he finds himself.
- Help the student acquire the attitude and knowledge essential for physical well-being — for total living.
- Help the student recognize and effect the removal or modification of remedial defects based on adequate physical and health diagnosis.
- Help the student be an enthusiastic, creative, self-confident, concerned, and understanding person who believes his field has a vital place.

Physical Activity Courses

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

Depth Study

Depth study at Ottawa University is more than a traditional college major. It expands the opportunities to provide competence in depth and to prepare the student for the next step in his career by offering programs within a traditional discipline and programs which have an intrinsic unity which cuts across two or more disciplines.

Each student will select a depth study area on the basis of his interests, his previous experience, and his personal goals. Choice of a depth study area will be made with the Primary Advisory Committee and the specific course and other requirements of the depth study program will be negotiated by the student and his
advisory committee. The usual depth study program will involve from six to ten courses. The depth study may or may not fall within a traditional academic discipline depending upon the particular goals of the student; it will, however, have a coherence based on a set of principles established by the faculty as guidelines for depth study programs.

Each study will have as its base a set of principles and concepts that tie together the total area of depth study. If the student chooses to work in an area already clearly defined as a discipline, the principles will be fairly easy to establish. If the discipline is not a conventional one, he will have to define the scope of his study with his advisory committee. The principles to be used as a base must then be deduced from the body of information to be studied.

A particular problem will be that of defining the scope so that it is neither too narrow, too broad, nor too little. Additional requirements may be dictated by the use which the student intends to make of his education: i.e., requirements of medical school, teacher certification, etc. While all requirements may be met more or less traditionally, the student should be able to meet some of them in the process of completing the more individualized portions of his program.

Basic skill requirements should be understood at the beginning of the student’s program: i.e., foreign languages should be required if the student’s program would be enhanced by their inclusion; competence in written and spoken English should be stressed by the inclusion of experiences requiring its use. Students are encouraged to develop independent studies in relation to the depth study, and also plan for relevant non-traditional learning opportunities such as internships and field experiences.

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

### A comprehensive grasp of two or more related areas:

**Public Administration**
- Introduction to Decision Making in the Social Sciences
- Analysis of Organizational Information Systems
- Organization and Administration
- Conflict in Organization
- Public Policy Making
- Political Institutions
- Development of Political Communities
- Political Power: The Urban Experience
- Financing City Government
- Media and the Public Interest

**Biochemistry**
- General Biology
- Principles of Chemistry
- General Chemistry
- Principles of Organic Chemistry
- Reactions and Mechanisms in Organic Chemistry
- Human Physiology
- General Zoology
- Microbiology
- Chemical Analysis
- Cellular Physiology

### A problem or area approach:

**Black Studies**
- The American Experience
- American and the Dispossessed
- Political Power: The Urban Experience
- Social Psychology
- The Black Community in the U.S.
- Urban Life and Problems
- Interpersonal Communication and Attitude Change
- Social Concerns of Black Dramatists
- Contemporary Literature

### A pre-professional approach:

**Pre-Law**
- Information Resources
- The American Experience
- Expository Writing
- The American Experience
- Development Psychology
- Analysis of Organization Information Systems
- Using Accounting Information
- Meaning and Argument
- Social Ethics
A professional approach:

Elementary Education
- Educational Explorations
- Cultural Foundations of Education
- Psychological Foundations of Education
- Elementary Education Laboratory
- Cooperative Teaching
- Elementary Communications
- Elementary Environmental Studies
- Elementary Mathematics
- Elementary Fine Arts
- Elementary Health and Physical Education
- Educational Media
- Senior Survey of Education

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

Other examples of depth study possibilities:

American Studies
- Art
  - Art Education
- Biology
  - Biology Education
  - Botany
  - Zoology
- Biochemistry
- Black Studies
- Business Administration
- Chemistry
  - Chemistry Education
- Christian Education
- Communications
- Drama
- Economics
  - Economics Education
- Econometrics
- Elementary Education
- English
  - English Education
  - Literature
- French
- German
- History
  - History Education
- Home Economics
- Human Development
- Library Science
- Mathematics
  - Mathematics Education
- Music
  - Elementary School Music
  - Secondary School Music
  - Church Music
  - Applied Music (performance)
  - Organizational Administration
  - Philosophy
  - Physical Education
  - Physics
  - Physics Education
  - Political Economy
  - Political Science
  - Pre-Medical Technology
  - Pre-Medicine
  - Pre-Ministerial
  - Pre-Nursing
  - Pre-Pharmacy
  - Psychology
  - Counseling
  - Recreational Leadership
  - Religion
  - Sociology
  - Social Science Education
  - Social Psychology
  - Social Work
  - Social Service Administration
  - Spanish
  - Speech
  - Sports Coaching
  - Theology
  - Urban Affairs

Depth study programs at Ottawa University are by no means limited to those listed. The depth study concept is designed to afford students an opportunity for tailoring programs in keeping with their own interests and potential uses for their education, rather than forcing them to study programs largely identical to those taken by all other students working in a general area.

SPECIAL STUDY OPPORTUNITIES

Independent Study

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

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

Independent study courses carry a regular one unit of credit. The student registers in independent study as one of the two courses to be taken in the session in which the project is to be completed.

The following courses are given in each department and may be a part of student depth study programs:

140, 240, 340, 440. INDEPENDENT STUDY. Topics tangential to regular courses which permit the student to pursue his depth study objectives. Specific topics, methods of procedure and approval of the independent study application form to be filed with the Registrar at enrollment.

Independent Research Participation

170, 270, 370, 470. INDEPENDENT RESEARCH PARTICIPATION. Recognition for independent research given after one or more seven-week sessions of participation in projects which must necessarily extend over 14 or more weeks. One unit of credit earned after completing two or more non-credit participation courses.

Teaching Participation

The Ottawa educational plan emphasizes experiences which provide increasing opportunities for students to exercise responsibility. Participating in teaching is another area in which the student has a sphere of responsibility but also can see learning and teaching as two aspects of one process. The following courses are given in each department and may be a part of student depth study programs:

245, 345, 445. TEACHING PARTICIPATION. Assisting in instruction in college classes. Approval of course instructor is required. Prerequisite: Advanced courses in the academic discipline.

Cooperative Education

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

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

English Language Institute

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

Ottawa University’s College Without Campus

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

In addition to providing individualized educational programs, the College Without Campus can work with any business, agency, or group to provide high quality instruction for credit at any location in the country. Further information about the College Without Campus program may be obtained in separate publications available from Ottawa’s Dean of Non-Traditional Studies.

Servicemen’s Opportunity College

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

DEPARTMENT OF ART
Pal T. Wright, Chairman

The study of the visual arts at Ottawa University is to be approached as a fundamental education of perception and basic techniques. The theory of design, philosophy, and history of art are considered to be integral parts of the study of art, not as separate subjects, although each leads to advanced specialization. The more specific educational objectives are A) to provide preparation for graduate study; B) to provide preparation for those who will enter the professional field of art education; C) to provide sufficient background for those who have ability and creative awareness to face the economic pressures of the full-time artist; and D) to provide a foundation for responsible citizenship through the capacity to make responsible aesthetic judgments.

Introductory Courses

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

106. ART IN THE WESTERN WORLD. Historical survey of the evolution of the visual and plastic arts in the Western world, with emphasis on the relationship to the development of civilization. Field trips to museums and exhibits.

107. CONTEMPORARY ART HISTORY. A study of styles and movements in twentieth century Western art. Emphasis on definition of basic concepts of the visual and plastic arts, showing origins and influences of styles or modes of expression.

108. SEMINAR IN ART HISTORY. Specialized study in the visual and plastic arts of specific historical periods. Areas to be announced.

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

120-220. STUDIO WORKSHOP IN DRAWING AND COMPOSITION. Experiences in drawing the human figure with a wide variety of drawing media, poses and settings.

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

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

Advanced Courses


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


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

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


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

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

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

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

605. ADVANCED STUDIO MEDIA. A senior project, comprehensive enough to demonstrate accomplishment and creative ability with a variety of media. Exhibit required.

Entering Freshmen and transfer students are encouraged to bring portfolios for departmental preview and diagnosis. Junior Art depth-study students will be required to schedule a show of works produced during their first three years. Senior Art depth-study students are to register for ART 605. All graduating seniors will leave two slides showing their work in the departmental slide collection.

In addition to the courses listed above, students have recently undertaken Independent Studies in such areas as:
- Art History Research Methods
- Fabric Decoration
- Furniture
- Interior Design
- Interpersonal Communication through Art
- Photography and Design
- Sculpture
- Weaving
110. GENERAL BIOLOGY. Principles of plant and animal biology and their application. This course or equivalent prerequisite to all other courses in the Department.

201. MICROBIOLOGY. Habits, ecology, effects, culture, and control of typical pathogenic and non-pathogenic bacteria, viruses, and selected protozoa. Prerequisite: General Biology.

202. GENERAL BOTANY. Principal natural groups of plants, embracing their particular morphology, anatomy, life cycles, ecology, evolutionary relationships, and economic importance. Prerequisite: General Biology.

203. HUMAN PHYSIOLOGY AND ANATOMY. Function and anatomy of each system of the human body is discussed. Laboratory designed to verify and supplement the lecture material. Prerequisite: General Biology.

204. GENERAL ZOOLOGY. Development, behavior, and relationships of a series of representative types of animals, both invertebrate and vertebrate. Emphasis on scientific observation and interpretation. Prerequisite: General Biology.

212. GENETICS AND EVOLUTION. Integrated survey of the basic concepts of genetics and evolution. Prerequisite: General Biology.

301. COMPARATIVE ANATOMY. Comparative anatomy of vertebrates and closely related animals. Emphasis on mammal. Prerequisite: General Zoology.

304. TAXONOMIC BOTANY. Field identification and classification of typical angiosperms in this area. Prerequisite: General Botany.

306. SENIOR SEMINAR. A course designed to coordinate and integrate the information a student has acquired in his depth study. Preparation for the comprehensive examination. Winter term.

311. ECOLOGY. Fundamental environmental factors influencing plant and animal associations and formations; methods of ecology, and the interrelationships between climate, soils, vegetation, geologic history, and plant and animal life. Principally a field course. Prerequisite: General Botany and General Zoology.

403. TECHNIQUES IN BIOLOGY. Collection and preservation of biological material. Techniques in preparing microscope slides. A survey of literature available for use in the secondary school. Prerequisite: Advanced study in Biology.

404. EMBRYOLOGY. Embryology of animals, chiefly vertebrates. Maturation of germ cells, fertilization, segmentation, origin, and development of organs. Detailed study of the chick and the foetal pig. Prerequisite: Comparative Anatomy.

501. CELL PHYSIOLOGY. Molecular approach to the function of cells and cell structures. Prerequisite: Four courses in Biology plus three courses in Chemistry or permission of instructor. May be taken as CHE 501. Biochemistry.

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

- Comparative Hygiene in Rural America and Rural Bolivia
- Conservation
- Economic Botany
- Greenhouse Techniques
- Immunology in Chickens
- Plant Pathology
- Survey of Veterinary Medicine
- Wild Life Biology