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**Ottawa University** reserves the right to withdraw courses, change tuition and fees, alter calendar, or revise other rules or regulations.

Failure to read this catalogue does not excuse students from the rules and procedures described herein. Personal factors, illness, or contradictory advice from any source are not acceptable grounds for seeking exemption from these rules and procedures.

Ottawa University does not discriminate on the basis of race, sex, color, religion, handicap, national or ethnic origin in the recruitment and admission of students, the recruitment and employment of faculty and staff, or in the operation of any of its educational admissions, scholarship, loan, athletic and other school administered programs as specified by federal laws and regulations.

Ottawa University is an undergraduate collegiate institution of study recognized and accredited by the North Central Association of Schools and Colleges.
Historical Sketch of Ottawa University

Ottawa University's underlying purpose when it was founded is its same purpose today, to educate persons for lives of service to humanity. No wealthy patrons created the institution. Its development has been due to the commitment and dedication of many people working together for common purposes. The earliest activities began with explorations by Baptist lay persons interested in education. By 1860, a charter had been obtained from the Kansas Legislature in the name of Roger Williams University. The turmoil and distress of the American Civil War deterred founding action until 1865 when a second charter was obtained April 21, 1865 for the creation of Ottawa University. The name change was principally in recognition of a grant of 20,000 acres of land by the Ottawa Indians living in the vicinity. The grant was made to insure the education of their children and other children interested in private Christian education. Additional land was granted in 1867 to further support the institution. The Board of Trustees sold much of the land to generate the income necessary to start the college.

The first educational activity began in 1866 with President Isaac Kalloch, two principals and a music teacher. The first building, now known as Taw Jones Hall, was completed in 1869 and then rebuilt in 1875 after a fire. Those early decades were times of financial uncertainty and turmoil, nationally as well as locally. The struggling young college was near extinction several times and was usually saved by the work and activity of dedicated supporters who believed it had a mission and purpose that needed to be sustained.

The University's program and curriculum began as a private academy or secondary school in its initial instruction, with college courses added gradually as enrollment grew. By the late 1870s, the college curriculum consisted of less than 30 available courses, 16 of which were in Latin, Greek and mathematics. In the twentieth century all American college curriculums enlarged and expanded with new disciplines and a larger variety of courses. The first college degree from Ottawa was granted in 1886 with increasing numbers of persons receiving degrees in each successive year thereafter. The secondary school program continued until 1925. Since that time Ottawa University has remained basically a four-year undergraduate Christian liberal arts institution.

Buildings and plant increased very slowly. The first residence hall was a wooden Victorian frame-constructed dormitory known as Charlton Cottage. The Cottage housed women students. Two other private residences in Ottawa were purchased and converted to house male students. The next major construction project was the stone building now known as the Administration Building which began in 1892, but was burned in 1902. John D. Rockefeller was one of those who pledged money for a gift if Kansas residents would meet the challenge to construct and rebuild the Ad Building. By 1904 the Ad Building was completed and the college was in healthy financial shape and temporarily free of debt plus having a modest endowment. By 1914, the Commons Building was begun. It is now known as the Gymnasium. In 1922 Ward Science Hall was constructed with the help of contributed labor by students, staff, and community. The post-World War II era saw the rapid expansion of the plant with the construction of Martin Hall as a women's residence center in 1947, the Wilson
Field House in 1948, Atkinson and Behan Halls for men students in 1955, Myers Library and the Mammal Art Center in 1957, Price Hall as a men's residence in 1961, the University Union in 1963 (now known as Mowbray Union), Centennial Hall as a women's residence in 1965, the Chapel complex built in 1966 as a result of an anonymous challenge gift, and Brown Hall for men in 1968. The most recent building added to physical facilities was the Mabee Athletic building in 1979.

Athletic competition began modestly with rivals who later were to be nationally prominent. Ottawa University played football with both the University of Kansas and the University of Missouri during the period of 1901 and 1902 and defeated both state institutions in those years. In recent years, Ottawa's athletic participation has been with other small colleges in Kansas, Missouri, and Iowa.

Ottawa's academic quality has been stressed from the time of the founding of the institution. The University joined voluntary accreditation associations. It has been a member of the North Central Regional Accrediting Association continuously from its beginning. As more electives and departments were created nationally for students, Ottawa retained its Christian and liberal arts emphases and adapted to changing curricular needs over the years. By the end of World War II, Ottawa began a time of curricular examinations and restructuring that placed it ahead of most similar institutions. Under the leadership of Dr. Andrew Martin, the college established a competency-based set of general education requirements which stressed ability rather than simply taking courses. In a thorough review of its program in the late 1960s and again in the early 1980s, the University further modified its approach to students and to teaching and learning. The underlying emphases have remained the students' needs and goals. Degree completion programs for adults evolved from these concerns and new centers of educational activity were established in Kansas City and Phoenix to meet that need.

Ottawa University has made its influence felt on the lives of hundreds of persons. The alumni love and support it. It is a high quality Christian liberal arts college that is designed to make a positive impact on one's ability to choose and prepare for a career and for life itself.

**Mission Statement**

The purpose of Ottawa University is to provide the highest possible quality education for the development of individual students in the context of its Christian heritage, its liberal arts emphasis, and its co-educational community of concern and scholarship. The University desires to contribute to the vitality and to the strengthening of local congregations of the Christian community. The University wishes to affect society by educating its students in its Christian environment and by offering educational and cultural opportunities to the broader community.

Founded in 1865 as a mission of the Church, the University continues its commitment to the work of Jesus Christ and to the accomplishment of its task through relatedness to the American Baptist Churches, U.S.A. The University serves a student population reflecting the social, economic, and educational diversity of the Midwest region and such broader clienteles as can benefit by its particular emphases. Ottawa University actively seeks for enrollment and graduation, students who can benefit from its climate of learning.

The University strives to participate in the development of the total person so that students may claim their lives' full potential. Ottawa University centers on students and seeks to assist them in the mastery of skills of learning and self-awareness, so that they may be better able to prepare for their careers and to plan for productive lives.
Statement of Purpose

Ottawa University publicly states its purposes and goals, consistent with its mission statement, to be those which are described below. The purposes begin by focusing upon students who are our reason for being; the educational program that serves them; the environment within which the program and students interact; and the support and resources needed to make it all possible. From these purposes and goals the University’s specific objectives and plans are derived.

I. STUDENTS. Ottawa University seeks
— to encourage the admission and retention of students for the residential campus representing our historic constituencies such as those from American Baptist related churches; children of alumni; residents of our immediate geographical region; and other students likely to benefit from the Ottawa University environment.

— to admit and retain qualified students without regard for race, age, creed, national origin, or disability.

— to admit and retain students interested in completing a college degree or in continuing their education in programs specially designed for them and delivered at places convenient to them.

II. EDUCATIONAL PROGRAM. Ottawa University seeks
— to provide an educational program that has as its basic premise that God is the source of all truth, and that sees Jesus Christ as the central fact of history, giving purpose, order, and value to life.

— to enlarge the understanding and perspective of its students regarding the natural world, human behavior and culture, religious faith and meaning, and themselves, through a free and open inquiry into all aspects of knowledge.

— to expand the capacity and ability of its students to develop their ability to integrate information, to apply knowledge, to create, to adapt, to discern, to be sensitive to others, and to achieve new goals.

— to provide opportunities and disciplines which encourage mature development of the total person: intellectually, physically, emotionally, morally, spiritually, and socially.

— to encourage persons to develop a structure of values enabling them to become persons whose faith, learning and behavior are integrated, portraying harmony between thought and action and between public and private behavior.

— to provide an education developing appropriate sensitivity to service to humankind and involvement in social concerns.

— to provide an education enhancing career choices with a sense of vocation marked by service and fulfillment.

III. EDUCATIONAL ENVIRONMENT. Ottawa University seeks
— to provide a scholarly faculty dedicated to the teaching of undergraduates; a faculty whose interests go beyond their disciplinary specializations; a faculty sensitive to the elements of personal growth of students rather than simply the mastery of a cognitive area; a faculty diverse in age, rank, sex, tenure status, and minority representation; a faculty supportive of the mission and purposes of the University and the general welfare of the institution.

— to provide a residential campus where students may reside in a total learning environment which furthers their educational opportunities within and beyond the classrooms and laboratories.

— to provide on its residential campus the supportive services needed within its resources to serve residential students, such as routine health care, advising and counseling assistance; chaplain services; career planning and placement services; and financial aid counseling and service, as well as opportunities for employment on a part-time basis.

— to provide extra-curricular opportunities on its residential campus to meet the needs of the residential student population including options for development and enrichment by participation in drama, debate, music, social clubs, athletics, student government, and similar activities.

— to provide education centers in selected urban areas which serve the educational needs of adults who by reason of employment, family obligations, traditional program and calendar restraints, and other reasons cannot avail themselves of a residential campus.

IV. SUPPORT AND RESOURCES. Ottawa University seeks
— to provide administrative support to the institution so that its affairs, its resources, and its needs are efficiently and adequately managed and planned.

— to communicate with and involve the alumni of the University in its ongoing activities, and to communicate with and involve its other constituencies, especially American Baptist related churches and the local community, in its ongoing activities in order that the University develop a supportive community for its program and its financial needs.

— to provide and staff a development function to insure the generation of fiscal resources, including general and specific endowment, student financial aid, program enrichment, operating budget, and capital development.

— to price the University’s services as reasonably as possible within the constraints of the institution’s need to maintain its program and services,
Ottawa’s Presidents

Isaac Kallech (1866-1868); Philo Jesse Williams (1876-1881); T. M. Stewart (1881-1883); M. W. Ward (1883-1887); George L. Sutherland (1887-1890); Franklin O. Johnson (1890-1891); F. W. Colegrove (1891-1895); J. D. S. Riggs (1895-1905); R. A. Schwegler, Acting President, (1905-1906); S. E. Price (1906-1924); Erichmann Smith (1924-1931); W. P. Behan, Acting President (1931-1935); Andrew B. Martin (1935-1967); Peter H. Armacost (1967-1977); Milton Froyd, Interim President, (1977-1978); Robert E. Shaw (1978-1983); Wilbur D. Wheaton (1983- ).

The Ottawa Plan

Ottawa University incorporates a residential college in Ottawa, Kansas and two non-residential centers, one in Overland Park, Kansas and another in Phoenix, Arizona. The residential college primarily serves the traditional college-age student. The non-residential centers provide a degree completion, adult education program, which is designed to meet the needs of adults who may also have family and career responsibilities. The Ottawa Plan, a unique concept of learning, is at the heart of both educational settings.

The Commitment of the University to Christian Values

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

Ottawa seeks to present the Christian faith in a setting where students are free to accept or reject it, but not ignore it. Confident in the belief that all truth is of God, Ottawa promotes an atmosphere of free and open inquiry into all aspects of knowledge.

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

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

The Commitment to Relationships in the Community

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

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

The residential campus makes a special supporting community possible which strengthens and enhances opportunities to learn and mature. Opportunities for enriched learning experiences are enhanced by formal and informal programs in the residence halls and Mowbray Union, which are designed to complement the curriculum in contributing to the total development of students.

The Commitment to Unity and Integration of Knowledge

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

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

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

The Commitment of Faculty to Students

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

General Education Program

Historically, the liberal arts tradition at Ottawa University has expressed itself through a strong program of general education. General education provides learning experiences which serve as the foundation for more specialized studies. Since all students participate in general education, a dimension of intellectual unity is added to the campus community. The general education program at the residential campus consists of two interdisciplinary seminars and a distribution requirement. (The non-residential centers offer a somewhat modified general education program.) The fundamental objective of this program is to help students to integrate knowledge from a variety of areas and disciplines. In the course of study, however, the student is forced to confront and deal with many of the persistent questions facing humankind, and to do so in a number of different learning modes and settings (small group discussions, media presentations, field trips, large group presentations, and individually designed instructional modules.)

The program begins with a carefully designed interdisciplinary course which brings the knowledge and skills from several disciplines to bear on a complex issue. From this point, students then focus on acquiring sufficient acquaintance with the information, methodologies, and skills necessary for integrative thought and problem solving. To this end, they explore the full range of human knowledge and inquiry through a distribution requirement. Finally, in their senior year, students are asked to make use of the skills of integration, inquiry, and experience they have acquired in their previous college work to deal with a complex problem and its solution.

The general education program addresses not only the complex concerns of critical thinking, breadth of information, clarity of communication, and the like, but also requires students to examine their values and to make commitments. In addition, the program is structured to foster close relationships with faculty who serve as tutors, guides, advisors, and fellow learners.

The general education program also includes a requirement that all students learn and participate in a minimum of two physical activity courses (one from the Sports and Games area and one from the Health and Fitness area).

Finally, the general education program asks each student to attend a number of cultural and religious events from the University Program Series. This series enriches the opportunities for growth and development beyond the formal classroom by presenting a variety of lectures, concerts, drama, films, and religious presentations.

A Program of Education for Individual Development

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

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

Ottawa aims to provide students with the experiences they need 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 needed to function effectively.

The Advising Process

The uniqueness of the Ottawa Plan hinges on the relationship of the student with faculty advisors. At Ottawa, the function of advising is seen as a basic teaching function of the faculty. Each student has a primary advisor who serves as a continuing source of counsel. Freshmen at the residential campus have frequent opportunities to meet with their advisors. The relationship between the student and the advisor becomes one in which learning takes place as the student clarifies goals, develops the skills of educational planning, and seeks to evaluate progress toward those goals.

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.

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 assistants to the directors of the University residence halls. Students may serve as apprentice instructors in the teaching participation program. Students are given a formal voice in the development of policies and regulations that affect campus life. These examples of opportunities for students to exercise responsibility typify Ottawa’s concern for the free development of the individual, within the boundaries of the welfare of the total community.

Opportunities for Career Preparation

The development of skills needed in future careers is an important facet of the Ottawa Plan. The emphasis on career planning begins in the freshman general education seminar in which interests and abilities are evaluated before setting career goals. The student and advisor select or develop a major which becomes an integral part of the educational contract and is usually oriented toward the student’s career interests.

The flexibility of Ottawa’s approach allows students to include practical, non-classroom experiences in their programs. For example, internships in banks, corporations, governmental agencies, schools, and hospitals have provided students with valuable career-orientated knowledge and skills, and have often opened the door to various employment opportunities. Special study activities conducted off-campus provide another important alternative to the more formal course work.

Evaluation as a Part of the Learning Process

One principle of learning implies that students learn best when they have immediate and precise feedback as to how they are performing.

The goal at Ottawa University is to make evaluation a valuable part of the learning process itself, not an anxiety-producing hurdle which must be surmounted. Evaluation should take place in ways that help each person understand the strengths and weaknesses of their performance in a given area and determine what needs to be done to improve. The most effective feedback tells the student what the grade symbol 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 an evaluation of performance from the instructor in each class. 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. Using information gained from students, the faculty continually modifies and improves the curriculum and instructional techniques.

Through this process the Ottawa program is constantly being updated, but with safeguards that ensure that the vital elements of each discipline are preserved. Thus, the tool of evaluation plays a crucial role in education at Ottawa University.

Electives Provide Opportunities for Exploration

College years are not only a time for setting career goals and working toward these 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 purpose of broadening the general education of the student and also of enriching each major course of study. Prerequisites are not a barrier to participation in a large number of the courses in the curriculum, and a wide range of elective course options are available.
Admissions

Ottawa University admits qualified men and women from varied geographic, cultural, racial, and religious backgrounds. In determining admission, primary consideration is given to academic achievement, academic aptitude, and personal qualifications.

Candidates are evaluated on the basis of their academic potential, their degree of involvement in school and community activities, letters of recommendation from high school counselors and administrators, and their seriousness of purpose in pursuing an education. Admission will be offered to those candidates, who, in the judgment of the Committee on Admissions, would profit from the educational experience at Ottawa University. Ottawa University maintains a policy of non-discrimination on the basis of sex, race, and ethnic origin toward all applicants, students, and employees.

The University is in the process of removing barriers that limit access to facilities, and hopes to have a "barrier-free environment" in the near future. Persons having disabilities are encouraged to make specific of their disability known to the Admissions staff promptly after acceptance, as the University staff will be better prepared to serve with advance preparation.

The University maintains a highly professional admissions staff in an effort to work personally with each student who indicates an interest in the university. The staff is prepared to assist students with every facet of the admission and financial aid process. Representatives are available to visit with interested students in their schools, home, or on the Ottawa campus.

Students who have questions or who would like to arrange such a visit are encouraged to call 913/242-5200, ext. 225 (collect) in Kansas; out of state call: 1-800-255-6380.

Admissions Procedure

A candidate may apply for admission to Ottawa University by:

1. Submitting an application for admission. (Applications may be obtained by writing to the Office of Admissions.)
2. Submitting scores for either the American College Testing Program (ACT) or Scholastic Aptitude Test (SAT). Scores should be submitted early in the senior year.
3. Submitting an official transcript of high school work. A tentative admission decision can be made on the basis of partial transcript (any time after completion of the 6th semester) from the high school, although this decision is contingent upon successful graduation from high school. While there are no specific course requirements for admission, it is highly recommended that a candidate's high school transcript reflect a sound college preparatory curriculum.
4. Providing the names of three references.

Transfer Students

Ottawa University welcomes applicants for admission who have completed
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 can prove themselves qualified to pursue with advantage the studies of the department concerned.

Advanced Placement & CLEP

Ottawa University participates in both the Advanced Placement Program and the College Level Examination Program of the College Entrance Examination Board. The University will grant credit based upon an adequate level of performance in these examinations. Students may obtain more information about these programs from high school counselors.

Campus Visitation

A personal interview is required before the admissions decision is final. Since it is recommended that a candidate for admission visit the Ottawa University campus, the interview can be conducted during the visit. Members of the admission 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 9:00 a.m. to 12:00 noon on Saturday, or by appointment. Students are invited to be guests of the University for meals and lodging during their visit. Arrangements should be made by contacting the Office of Admissions at least a week in advance of a proposed visit. When a campus visit is not possible, interviews can be arranged at the student’s home, school, or church.

Financial Aid

Many students will find it necessary to obtain 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, recommendation, 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.

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 Family Financial Statement (FFS) of the American College Testing Service, or the Parent’s Confidential Statement (PCS) of the College Scholarship Service.

Any Kansas student applying for Financial Aid from Ottawa University should complete and file an application for a Kansas Tuition Grant. 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 Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Kansas Tuition Grants (KTG), National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). These programs are subject 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.

The Financial Aid Office assists a large percentage of University students by disbursing gift, grant and loan funds. Consideration that is fair and equitable can only be given after the student has filed the proper application papers to determine need. Students are urged to make application well in advance of registration dates as the processing requires eight to twelve weeks. Target processing dates for the regular school year are as follows:

New Students: All new students are urged to apply for aid promptly when applying for admission. The Financial Aid Office seeks to have awards made at the earliest possible date prior to fall enrollment. Late applicants may be temporarily enrolled using a temporary aid agreement.

Returning Students: Returning students should pick up application packets beginning February 1 and have their application for aid submitted by April 1; the Financial Aid Office will attempt to have next year’s aid awarded before June 15.

Temporary aid agreements carry an expiration date, allowing time for completion of credentials. If aid cannot be awarded by the expiration specified, the student assumes responsibility for the educational expenses, and will be expected to utilize a student loan, if necessary, to pay the amount promptly.

Financial aid is credited to the student’s account on a pro rata basis according to the tuition charged. Typically, it is allocated 50% to the fall semester and 50% to the spring semester. In processing withdrawals, a refund of tuition will ordinarily result in a corresponding reduction of financial aid. Some financial aid is contingent on living in campus residence halls.

Scholarships and Awards

Presidential Scholarship

Presidential scholarships of $1000-$1500 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 1000 or an ACT composite score of at least 25 are eligible to apply for a Presidential Scholarship. Other qualities such as leadership, service to the community, and a concern for ethical values are considered in the selection process. Candidates for the Presidential Scholarship may be nominated by high school principals or counselors or in the student’s community, and a concern for ethical values are considered in the selection process. Candidates for the Presidential Scholarship may be nominated by high school principals or counselors or may apply directly to the Office of Admissions. A cumulative 3.0 G.P.A. is required to retain and renew this scholarship.

Dean’s Scholarship

This scholarship is available to students who apply for aid and are ranked in the
top 10 percent of their high school class, or upper 25 percent with SAT of 800 or ACT of 18. The amount of the scholarship awarded to each student depends on the need demonstrated by the student and availability of funds. Students must maintain a cumulative 3.0 G.P.A. to retain and renew their Dean’s Scholarship.

Honor Scholarship
Students in the upper 40 percent of their high school class are eligible for an Honor Scholarship. This scholarship is renewed each year by maintaining a cumulative 2.5 G.P.A.

Church and Campus Scholarship
Grants of up to $250 for each year of attendance are awarded to a limited number of entering full-time American Baptist students who are recommended by their pastors as having the capacity to become outstanding Christian church persons either professionally or as lay-people. Recipients must meet the admission requirements of the University. Preference is given to freshmen, but transfer students are eligible.

Alumni Scholarship
This scholarship, in the amount of $1000 per person, is awarded to students whose immediate family attended Ottawa University.

Endowed and Special Gift Scholarships
Dr. George Matthew Adams Scholarship
Pauline L. Ainsley Scholarship
Sarah E. and Ella E. Alderson Scholarship
Dr. Raymond Alquist Memorial Scholarship
American Baptist Assembly
American Baptist Churches of Michigan
American Baptist Men of the Central Region
American Baptist Student Aid Program
American Baptist Women of the Central Region
American Baptist Women of the Great Rivers Region
Bert Anderson Memorial Scholarship
E. E. Anderson Scholarship
Russell J. Baker Scholarship
Don Barkley Endowed Scholarship
W. David and Esther Ruth Bemmels Scholarship
Elmer S. and May V. Bennett Scholarship
Blattler Scholarship
Elwood H. Brown
Lulu M. Brown Scholarship
Dr. Roy Browning Scholarship
G. D. Bumpus Endowed Scholarship
Bob and Anne Bundy Award
Business Student’s Performance Scholarship
Carr Memorial Endowed Scholarship
Clarissa Evans and Charles William Carter Scholarship
Class of 1971 Jerry Campbell Memorial Scholarship
Class of 1930 Growth Fund
Class of 1909 Memorial Scholarship
W. C. Coleman Scholarship in Business
Maude Collingwood Scholarship

Dr. Richard F. Conrad Scholarship
Allen Cook Memorial Scholarship
Dr. and Mrs. Ross W. Davidson Scholarship
Roscoe Davis Scholarship
Dr. and Mrs. Stanley Defries Scholarship
Dickison Foundation
Dodgen Industries Scholarship
Dubach Scholarship
Erich Music Scholarship
First Baptist Church, Caney
First Baptist Church, Coffeyville
First Baptist Church, Lyons
First Baptist Church, Ottawa
First Baptist Church, Parsons
First Baptist Church, Wichita
First Baptist Church, Winfield
First Methodist Church, Ottawa
First Methodist Church, Syracuse
E. J. Foote Endowed Scholarship
Walter B. and Emma Helen S. Franklin Memorial Fund
Henry Froning Scholarship
Margaret E. Froning Scholarship
Lorita Rae Fuller Scholarship - Class of ’82
Gangwish Scholarship
Mike Gannon Memorial Fund
H. E. Gillette Scholarship
Elmina E. Graham Memorial Fund
H. W., Jennie, and Alma Grass Scholarship
Green Lake Scholarship Aid
Mirko Grinas Memorial Scholarship
J. C. Grogan Memorial
David R. and Lanora K. Hale Scholarship
Vorha May Baliman Hafner, M. D. Scholarship Fund
Hammond Science Fund Scholarship
Mrs. Marion Harbaugh Scholarship
Hayes Endowed Scholarship
Hiawatha Academy Scholarship
Elizabeth Higgins Memorial Scholarship
Houston Memorial Scholarship
Edna Mae Fones Howard Scholarship
Jones Foundation (Walter S. & Evan C. Jones)
Jane Loring Jones Scholarship
Frederick and Harriet Holman Johnson Scholarship Fund
Erdman and Artie Mae Johnson Scholarship in Music
Lillie Johnson Memorial Scholarship
Nellie Turner Jorgensen Scholarship
Dr. E. N. Jones Forensic Fund
Ruth and Edgar Kerr Scholarship in Music
K.E.Y. Scholarship
Lulu Kindrick Scholarship
Jessie Lee Scholarship
Judson F. Lee Scholarship
Liberty Memorial Scholarship
E. Mahlem Endowed Scholarship
Marjorie Ely Martin Music Scholarship
Paul A. Martin Memorial Scholarship
William and Ruth Martin Scholarship Fund
Hazel May Scholarship
McCoy Family Scholarship
Mid-America Baptist Women
Miller Memorial Scholarship
Mitchel-Gantz Trust
Modern Woodmen of America Scholarship
Elizabeth Mohlman — Class of 1915 Memorial
Lyman A. Morgan Scholarship
Brunson and Roselia Motley Scholarship
Edna Mowbray Scholarship for Foreign Students
Luke and Edna Umstot Mowbray Scholarship
Eliza Sue Mullen Scholarship in Music
Harriet Blackstone Myers Scholarship
Corinne Adler Myers Endowed Scholarship
Northwestern Mutual Life Insurance Co.
Ottawa Rotary #571
Oxford Service Forum Scholarship
Walter J. and Abbie Parrott Memorial Scholarships
Edna Ruth Paul Memorial
Dr. John A. Pennington Scholarship
Dick Peters Memorial Scholarship
Robert and Patrice Pickering Scholarship in Psychology
Helen Pierpont Endowed Scholarship
Mr. and Mrs. John Poland Business Students Endowment Scholarship
Edwin-Louisa Potter Endowed Scholarship
Kenneth and Grace Prohaska
Mrs. Raymond D. Pryor Endowed Scholarship
Helen Quin Endowed Scholarship
Mabel Roberts Endowed Scholarship
Helen S. Robertson Honor
George Rouse Scholarship Fund
Charles H. and Caroline E. Rush Scholarship
Paul Sato Scholarship Fund
Nell Harris Saunders Scholarship
James Wesley Savage Athletic Scholarship
Mr. and Mrs. Theodore Schupbach Scholarship
Wilber A. Schwatken Scholarship
Robert E. Shaw Scholarship Fund
Lawrence Shopeiser Endowed Scholarship
Mr. and Mrs. Robert Shields
Cornelia Adams Shiras Scholarships
Jacob E. and Drusilla Moses Shinn Scholarship
Robert and Fanny Simenwell Scholarship
Jon Simmons Memorial Scholarship
Myrtle Belle Skidmore Family Memorial
Smit Family Scholarship
Paul Sorenberger

Linda L. Spurlock Memorial
Stannard Family Scholarship
Frank and Alice Steiger Christian Leadership Award
James P. and Florence T. Stephenson Honor Award
Lillian Verdell Stucker Endowed Scholarship
Bill Swift Scholarship Fund
Terrell Scholarship
Tulsa Community Baptist Church
Harriet Chase Tyler Endowed Scholarship
University Memorial Scholarships
Gussie Walker and Mary Jones Scholarship
Ward Alumni Scholarship
Warner Manufacturing Co.
Al Williams Memorial Scholarship
T. Henry Williams Memorial Scholarship
Fern Willis Endowed Scholarship
Willis Memorial Fund
L. S. Wood Charitable Trust

The amount and availability of each of the above scholarships may vary from year to year. Similarly, the terms and conditions for each scholarship are considered separately. Students wishing to qualify for consideration should request a list of requirements for each award. Full details and application forms may be obtained from the Office of Financial Aid, Ottawa University. Freshmen or transfer students should contact the same office for a list of scholarships available to incoming students.

University Award for Outstanding Achievement

This award is granted to students who have special skills in music, drama, art, debate, etc.

GRANT PROGRAMS

Pell
These grants are 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 $2000, minus the amount the student and his/her family are expected to contribute toward the cost of his/her education. The amount is called the 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 55% of that cost. The amount of the grant decreases as the Family Contribution increases.

Supplemental Educational Opportunity Grant
This grant is awarded from federal funds and administered by the University.
This is limited to students with exceptional financial need. SEOG program guidelines are subject to modification. Consult the Office of Financial Aid, Ottawa University, for the most recent information about this grant at the time of application.

**Kansas Tuition Grant**

The Kansas Tuition Grant is awarded on the basis of demonstrated financial need to residents of Kansas who attend private colleges in the state. This grant may range up to a maximum of $1200, depending on the demonstrated need of the applicant and the availability of funds. Application forms may be obtained from the Office of Financial Aid, Ottawa University.

**State of Kansas Scholarship**

$500 each year is available for eligible applicants from Kansas high schools. Check with your high school counselor for details and the necessary testing dates.

**University Grant**

This grant is available to students in the upper one-half of their graduation class who demonstrate financial need. Achievement in various curricular and co-curricular activities is considered.

**Franklin County Housing Allowance**

This award is granted to graduates of Franklin County High Schools for discounting resident living on campus.

**Athletic Grant**

Awards to student athletes for participation in intercollegiate activities are available in limited numbers under the policies of the Athletic Conference in which the University competes.

**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 Loan**

Guaranteed Student Loans are available from local banks and lending agencies at rates of interest which cannot exceed 9 percent annually. (Interest rates are subject to change by federal regulation.) Depending on the availability of funds, students may borrow up to $2,500 per year for educational expenses. If the adjusted family income is less than a specified amount, the federal government will pay the total interest while the student is enrolled full-time and during periods of authorized deferment. Repayment in monthly installments of not less than $50 usually begins six months after the student graduates or leaves college. It is important to note that under the present regulations, financial need is not required in order to obtain a guaranteed student loan. Families interested in this program should contact their local lender or Ottawa University's Student Financial Aid Office for complete current information. The processing of guaranteed student loan applications usually requires six to eight weeks.

**National Direct Student Loan**

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.

The federal government pays all interest charges until the beginning of the repayment period, which normally begins six months after the completion of formal study. Interest charges during the repayment period are as low as five percent per year on the unpaid balance.

**Commercial Loan Programs**

Commercial loan sources, such as the Tuition Plan, Inc., provide loan programs to meet all college expenses out of current family income. A complete description of the program is mailed to every applicant.

**Institutional Loan**

Ottawa University has other loan funds in limited amounts, such as: the Bing Crosby Student Loan Fund, the Eleanor Shiras Harris Trust Student Loan, Geraldine and Roy W. Browning, Jr. Loan Fund, and the Women's Educational Society Loan Fund. For details, contact the Office of Financial Aid.

**OTHER SOURCES OF AID**

**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 45 months of support. Veterans with less than 18 months of 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. Wages should be used first to meet the basic school cost until the student's account is paid and then could be used for personal expenses.

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 and recreational activities as well as other positions in community businesses or organizations.

Application Procedure

Entering students should:

1. Follow the admission procedures as described earlier.
2. Submit an application for admission as well as an application for financial aid, both of which may be obtained from the Office of Admissions.
3. Submit either the Family Financial Statement (American College Testing Program) or the Parents' Confidential Statement (College Scholarship Service) 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.

It is the policy of Ottawa University that students entering the University must make financial arrangements before registration. The Director of Financial Aid will assist students in establishing personal budgets.

Selection Procedure

The University Admissions and 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. Specific amounts of awards are generally based on demonstrated financial need.

Renewal Criteria

Financial aid to a student at Ottawa is renewable on an annual basis. Each student receiving aid should maintain a minimum cumulative grade average of "C" (2.0). A higher grade average is required for renewal of Presidential, Dean's and Honor Scholarships as indicated for that award. To be eligible for renewal, students must also continue to make adequate progress toward graduation.

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

EXPENSES

On Campus Charges, Payment Plans, and Refund Policies

Specific charges shown in this section are applied to 1985/86 students. Tuition, fees, and all charges are subject to change by the Board of Trustees in response to inflation or other appropriate causes.

Prepayment

To confirm an offer of admission a prepayment of $100 (refundable until May 15 for fall; December 15 for spring) is required. This payment is applicable to charges.

Returning students are required to prepay an amount of $50 prior to July 1 to confirm their place in class and to reserve a room in University housing. The full amount is applicable to charges.

Regular Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12 to 17 credit hours) and Fees</td>
<td>$2040*</td>
</tr>
<tr>
<td>Board (19 meals a week)</td>
<td>655</td>
</tr>
<tr>
<td>Room</td>
<td>459</td>
</tr>
</tbody>
</table>

Guaranteed single rooms are available at a surcharge over the double occupancy.

Special Enrollment Tuition Rates

Less than 12 hours per semester $130 per credit hour.
For each hour in excess of 17 hours per semester, $115 per course.

Occasional student program† $50 per credit hour.
Audit† $50 per credit hour.
Contract Assurance Program† (varies).

*Note the Guaranteed Tuition Plan described on the next page.
† No financial aid is offered for enrollment under these special rates.
Guaranteed Tuition Plan

The Guaranteed Tuition Plan guarantees that students enrolled during or after the 1982-83 year will not have a tuition increase during the remaining portion of their four year program here. This benefit remains in effect so long as the student remains enrolled as a full-time student in good standing. The actual tuition charge is as listed in the catalog under which the student began his/her period of continuous enrollment. Room and Board charges are adjusted in accordance with economic conditions.

Individual Payment Plans

Most families are concerned with the means by which they can meet the cost of the school year. While many students receive financial aid, almost everyone has at least some cost to be paid at the time of enrollment. The actual amount each family will pay varies according to individual circumstance and four plans are available for meeting this cost. The student should consider these plans and select the one which best suits individual circumstances.

Plan A. Discounted Pre-Payment. Where a family chooses to pay the entire cost of the semester before the term begins, the University will pay interest on the credit balance at the rate of 1% per month. Funds can be placed on deposit with the University at any time and interest will be paid until the date of registration. The family can then prepay the second semester and continue to receive this interest payment until such time as the funds are required to enroll. If the student does not enroll, a full refund of principal and interest will be made.

Plan B. Interest Free Monthly Payments. If a family begins equal monthly payments in July and has made two such payments prior to registration, they may continue equal monthly payments through May without interest or finance charge. If the student does not enroll, a full refund of funds received will be made.

Plan C. Lump Sum Payments. This is the most common method of payment whereby the family pays the balance due at the time of enrollment for each semester.

Plan D. Regular Monthly Payments. Where a family begins equal monthly payments at the time of enrollment and meets all costs in ten monthly payments ending in May, there will be an interest charge of 1% per month on the outstanding balance.

The Business Office should be contacted to initiate one of these plans and an individual schedule of payments will be arranged.

Guidelines for Payment of Tuition, Fees, and other Charges to Ottawa University

1. Tuition and fees are due at or before the time of registration for each semester of classes. Board, room, and other applicable charges are also due at this time.

2. A statement of the total of all charges due and payable to the University at registration and the total of credits for all financial aid which has been awarded the student will be provided before registration.

3. Work study earnings will be considered as credit against a student's account if the student agrees to all of the following conditions:
   a) To work the number of hours at the position assigned by the Financial Aid Office.
   b) To assign all work study wages to Ottawa University in payment of unpaid balances.
   c) To pay account balances in full upon failure to fulfill the work and payroll deduction conditions in a) or b) above.

4. The differences between the charges for the semester's tuition and fees and the total credits from financial aid must be paid in full during registration, or a payment plan approved at that time, in order for registration to be completed.

5. Deferred payment plans are available in two ways:
   a) A student or the parents may be eligible for student loan plans through local home town banks or through Ottawa banks. Contact the banks for further information.
   b) THE TUITION PLAN, Inc., Concord, New Hampshire 03301, usually has available deferred payment plans to cover all or part of the costs payable to the University. Contact the company for more information. (1-800-258-3649).

6. Students taking Ottawa University courses through a reimbursement agreement with their employer will be allowed to register early only after written verification of the employer/employee/Ottawa University arrangement.

7. Registration for a new semester of classes will not be allowed until a student's account for the previous semester has been paid. In addition, transcripts and other records will not be released until accounts are fully paid.

8. Loans and charge accounts will not be available except under the "exception to the requirements" conditions below. Students are expected to pay cash for all obligations to any part of the University system, including the Business Office, the University Union, the Book Store, the Athletic Department, the Library, etc.

9. Exceptions to the requirements that all fees to be fully paid upon registration may be made only by the Business Manager and must be made before the close of registration. Exceptions will generally be made only in the following circumstances:
   a) Fully completed and certified financial aid packages of credits that have been delayed beyond the student's control.
   b) Extensions or deferments of payment of the account will be made for a maximum of 30 days, with the expectation that the student account will be paid in full within that time.
   c) If financial aid funds are received after a student account has been paid in full, refunds may be made directly to the student or credits may be retained in the student's account for the next semester.
Summer Session Charges

The rates for summer offerings are lower than those for the regular academic year. Student activities and students services are operated on a reduced level, and no financial aid is offered while the reduced summer rates are in effect.

Refund Policies

Regular School Year

Tuition, fees, and room rent as follows — if withdrawal is processed within:

- The first 2 weeks of the semester: 80%
- The first 3 weeks of the semester: 60%
- The first 4 weeks of the semester: 40%
- The first 5 weeks of the semester: 20%

After the fifth week there is no refund. Board charges are refunded on a pro rata basis.

Summer Sessions

Tuition, fees, and room rent as follows — if withdrawal is processed within:

- The first week: 60%
- The second week: 40%
- Later: No refund

Board charges are refunded on a pro rata basis.

Refunds are only processed after the student processes a formal withdrawal application through the Office of the Dean of Students. Students are cautioned that contracted services (room, board and tuition) remain in effect with charges accruing until the withdrawal process takes place.

In the refund computation, financial aid credited to the account will be adjusted on a pro rata basis.

Special Fees

Transcript Fee

The Registrar will issue a transcript, after receipt of written consent from the student, and after assuring that the student has paid all financial obligations. The first copy is issued without charge and all additional copies are $3.00 each.

Late Registration Fee

For unexcused late registration the fee is $25.00. This fee will apply to those students who wish to register after 5:00 p.m. on the last scheduled day of registration.

Private Music Instruction Fee

Private instruction in voice, piano, organ, string, or band instruments: $95 per semester. Private instruction normally consists of twelve 30-minute private lessons per semester. Use of the practice rooms is included in the above charge.

Organ students are charged additional for use of the organs: $25 per semester.

Student Teaching Fee

Students having a practice teaching assignment off-campus pay an additional fee of $70 for added coordination expenses. Special placement of student teachers can result in a higher charge.

Security Deposit

All students are required to place $50.00 on deposit upon their first enrollment. This deposit is refundable at the time the student leaves the University, provided that all bills are paid, and that all campus equipment or property is returned to the University in good condition.
**STUDENT LIFE**

New Student Orientation

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

The academic phase includes various achievement, personality, and vocational interest inventories which are administered to aid individuals in their scholastic planning. Some of these tests are used to identify a student's ability to do advanced coursework, such as in chemistry or mathematics. During registration, students meet with their faculty advisors to begin the process of goal-setting and educational planning, as well as course selection and registration.

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

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

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**Counseling Service**

Everyone at one time or another feels down and troubled — over school, family relationships, spiritual matters, career choices, etc. — and it helps to talk about these concerns to someone else. Some students seek out their faculty advisors, others, staff personnel, local pastors, their RAs and RDs who have been trained to respond helpfully to most traditional situations, and some seek out our professional counselors. The campus can provide short-term consultation, but it is not prepared to deal with persons needing long-term therapy. Referred resources are available from the Office of the Dean of Students.

**Placement**

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

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

**Health Services**

The Trump Health Center, located on the terrace of Tauly Jones Hall, offers a variety of services to sustain the physical health of the members within the Ottawa community. Preventive medicine is advocated through the Health Center by press releases and educational films.

Typical illnesses and minor injuries will be treated at the center free of charge, but doctor visits, outpatient laboratory tests, emergency room treatment, and prescription medications are the financial responsibility of the student. Private health insurance is available to any student.

**Housing**

Apart from the non-residential programs, Ottawa University is a residential college. During the regular academic year, all residential campus students, except married students and students living with their families in the Ottawa area and commuting to the college, are expected to live in the college residence halls and to eat all of their meals in the college dining hall. Exceptions to these policies can be granted only by the Dean of Students.

The following residence halls are available:

- Men's Halls: Price Hall, Brown Hall
- Women's Halls: Martin Hall, Centennial Hall

The University residence halls are supervised by hall directors and resident advisors who are staff members of the Dean of Students.

For the health and safety of the students living in the residence halls, the following are not permitted:

1. Firearms and other weapons;
2. Explosives of any kind, including firecrackers;
3. Electrical heating devices, other than coffee pots, popcorn poppers, hair dryers, and electric blankets;
4. Animals of any kind.

All residence halls are open from 7:00 a.m. to 11:00 p.m. during the week and until 1:00 a.m. on Friday and Saturday unless the residents in a hall decide that the hall should be closed at an earlier hour. Residents are issued keys for the hall by the hall director.

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

If agreed to by a student's roommate, guests of the opposite sex may visit in individual student rooms according to the following schedule:

- 5:00 p.m. - 11:00 p.m. Mon.-Thurs.
- 5:00 p.m. - 7:00 p.m. Fri.
- 7:00 p.m. - 11:00 p.m. Sat.
- 1:00 p.m. - 11:00 p.m. Sun.

More restricted hours may be established by the residents of a particular hall. Guests must be escorted at all times.

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 and pay a housing reservation deposit. Every effort is made to accommodate students who express a roommate preference. Final decisions on all room assignments are made by the Office of the Dean of Students.

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

University Regulations

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

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

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

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

1. All forms of dishonesty including cheating, plagiarism, and supplying false information; as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.
2. Theft of, or damage to, the property of another person or of the University; as well as receiving, retaining, or disposing of the lost or mislaid property of another person or of the University.
3. Unauthorized entry, use, or occupation of University facilities; as well as the unauthorized possession, duplication, or use of keys to any University facility.
4. Physical or verbal harassment or abuse of another person; as well as threatening or attempting to inflict personal injury, or creating a substantial risk of such injury, to another person.
5. Misusing or tampering with fire alarms, fire fighting equipment or safety equipment.
6. The unauthorized selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary devices.
7. Engaging in illegal gambling.
8. The unauthorized selling, purchasing, producing, or possession of barbituates, amphetamines, marijuana, hallucinogens, or other addictive or illegal drugs.
9. Possession, consumption or furnishing of beverages containing alcohol on property owned or supervised by the University, or at University functions. Disruptive or disrespectful behavior, property damage, or personal harassment as a consequence of alcohol consumption. Funds collected by the University cannot be used to purchase such beverages.
10. Engaging in such conduct as public nudity, indecent exposure, or unlawful cohabitation.
11. Engaging in, or inciting others to engage in, conduct which disturbs the peace of the University, or which involves a significant disruption of University activity, or which impedes reasonable freedom of expression or movement of other members of the University community or its guests.
12. Failing to comply with the directions of authorized University personnel in the performance of their assigned duties.
13. Violating other regulations of the University, including but not limited to those pertaining to residence halls, motor vehicles, and Mowbray Union.
14. Hazing which constitutes an invasion of rights causing bodily harm, physical exhaustion, suffering of personal offense, or which interferes with the regular activities of the University.
15. Inappropriate behavior off campus which may bring embarrassment to the University.
16. Physically intimate sexual activities between unmarried persons, on or within the grounds and facilities of the campus community, or at activities associated with a University sponsored activity. The University also believes that all individuals are entitled to be free from sexual harassment in the development of relationships within the University community, thus, it does not condone sexual activity that violates the integrity of another human being.

Social Clubs

Ottawa has no social fraternities or sororities. However, most students join the "Greek Letter" social clubs for men and women.

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

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

Women's Clubs:
Gamma Gamma Gamma, Kappa Tau Delta, Phi Kappa Chi, Pi Theta Chi, and Zeta Pi Omega.

Men's Clubs:
Betta Gamma Chi, Delta Chi Omega, Delta Phi Delta, Sigma Tau Delta, and Tau Beta Gamma.

Religious Life

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

Christian Faith in Action (CFA) functions as the coordinating organization for voluntary religious activities in several different areas. Groups meet for study, worship, and service. 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. Social action groups put their religious motivation into practice through service projects.

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

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

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

Music, Theatre and Communications

In addition to the academic offerings available in these areas, Ottawa University also maintains active co-curricular programs in music, theatre and related activities. Opportunities in music include several instrumental groups (the Symphonette, jazz ensemble and wind ensemble) and vocal groups (the University choir and chorale). These groups not only enrich the cultural and artistic environments of the campus, but also provide student participants with the chance to develop and exercise their talents both in local performances and on annual concert tours. Ottawa's co-curricular theatre program annually attracts participation by more than a quarter of the student body. Productions vary in scope and type including traditional works, musicals, contemporary works, dinner theatre, and experimental theatre, and present a wide variety of opportunities for students to experience theatre and become involved in it. In addition to music and theatre, the students create and publish their own newspaper (the Campus) and yearbook (the Ottawan), and program and run their own FM radio station (KTJO).
Intercollegiate Athletics

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

Ottawa University is a member of the Kansas Collegiate Athletic Conference. Football, basketball, soccer, and track are offered at the varsity level for men. Varsity competition for women is available in volleyball, basketball, and track. The University's intercollegiate cross-country and tennis teams are open to participation by both men and women students.

Students who have earned the varsity letter as a result of athletic competition or after two years of being a team manager may become members of the "O" Club. It is the purpose of this organization to promote loyalty to the University and to foster a high standard of sportsmanship.

Intramural Athletics

Interest in intramural competition has developed to the point that Ottawa now sponsors one of the most complete small college intramural athletic programs in the Midwest. Competition among the social clubs gives all men and women students the opportunity to take part in such sports as soccer, volleyball, track, basketball, softball, swimming, tennis, touch football, racquetball, handball, pocket billiards, bowling, and table tennis.

National Scholastic Societies

The following national scholastic societies have chapters at Ottawa University:

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

Phi Kappa 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 the past and its impact upon the problems of today. Eligibility is established by superior grades in history courses.

Pi Kappa Delta, the largest national forensic fraternity, was founded at Ottawa University in 1913. The Ottawa Chapter sponsors a varied program of speech activities.

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

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

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

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

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, earning 30 semester hours of credit, must be completed at Ottawa in order to receive the degree.

Each student, with a faculty advisor, will develop a statement of life and career goals. This statement should be filed by the student with the advisor late in the Freshman year.

An educational plan to meet the student’s life and career goals should be completed by the student and the faculty advisor by the end of the student’s sophomore year, and submitted to the Academic Council for approval. Upon approval, the educational plan becomes a contract specifying the graduation requirements for that student.

The student, with the endorsement of the faculty advisor, may present contract revisions to the Academic Council for approval as needed.

1. General Education Course Requirement

Each student must satisfactorily complete the interdisciplinary seminars described under General Education.

2. University Program Series

Attendance at the University Program Series (U.P.S.) is part of the General Education requirement at Ottawa University. Each student is expected to attend ten (10) U.P.S. events each semester and to report to the faculty advisor on the events attended. At the end of each semester, the student will receive a grade of "P" (pass) for having attended and properly reported on ten events, or a grade of "NC" (no credit) if fewer than ten events have been attended and properly reported on. A grade of "I" (incomplete) for having attended and reported on seven, eight or nine events may be given at the discretion of the advisor if circumstances warrant such action. A total of six semesters of "P" in U.P.S. attendance is required for graduation. The requirement for transfer students depends on the hours of credit earned at entry. Failure to meet this requirement each semester will result in the student being placed on probation until the accumulated attendance deficiency has been removed. Failure to remove probation may result in dismissal from the University.

3. Major Requirement

Each student is required to plan a major program in cooperation with an appropriate faculty advisor, usually involving from 24 to 40 semester credit hours of courses. In the rare cases where a major must have more than 40 hours of required major coursework, the total number of hours that a student with that major must complete for graduation will be increased by the number of hours beyond 40 in the major. At least 12 hours of the major must be taken at Ottawa University, and at least 12 hours of the major must be upper division courses. Each major will require a comprehensive examination/project designed to assess the student’s achievement of the goals of his/her major program.

Only those courses completed with a grade of “C” or better may count toward satisfaction of the minimum number of major hours required in the contract. Each student is required to complete a comprehensive examination in the major in the final year of study.

4. Distribution Requirement

Each student is required to select distribution courses consistent with his/her educational goals and approved by the faculty advisor. The student must maintain passing work in these courses as evidenced by the course instructor’s evaluation. In order to be approved, a student’s educational plan must show encounter with all ten areas of academic pursuit. Courses that are designated as satisfying this requirement are reviewed regularly and identified in the course schedule each year.

5. Physical Activity Requirement

Each student must satisfactorily complete two semesters of physical activity courses. One of the courses must be a health and fitness related activity, such as swimming, aerobics or jogging. The other course must be an activity related to the sports and games area, such as basketball, volleyball, or racquetball. Other physical activity courses may be taken as electives, but no more than four such courses may count toward meeting graduation requirements.

6. Skills Competency Requirement

Each student must pass a qualifying examination in reading and writing by the end of the sophomore year, or, in the case of transfer students, by the end of their first year at Ottawa, whichever comes later. Students who do not qualify in either reading or writing by the expiration of the deadline are required to enroll in UNV 114. If the required competency is not attained by the end of the semester, the student’s continuation at Ottawa University will be evaluated by the Academic Council.

7. Academic Performance Requirements
In order to receive a B.A. degree from Ottawa University, each student will be required to complete 124 hours of coursework with a grade point average of 2.0 (transfer students must maintain a 2.0 GPA in Ottawa University coursework as well as their previous coursework). Non-classroom learning may, in special cases, be assessed for credit toward graduation. Such experiential learning may have been achieved through civic participation, work, cross-cultural living, or other activities. Students considering applying for such credit should consult with their advisors and the academic dean. General education credit may also be achieved through planned independent study in cross-cultural experiences. For further information, consult the academic dean. No less than 30 hours of coursework must be completed at Ottawa University and 40 hours must be in 300-400 level courses.

8. Graduation

Graduating seniors are expected to attend the baccalaureate service and commencement, and must appear personally at graduation to receive their diplomas. Graduation in absentia can be authorized only in case of absence due to justified cause presented in petition to the dean of the college.

Student Status and Classification

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

Student classification is determined by the number of credit hours earned through coursework. A student must have at least:

- 24 hours to be classified as a sophomore
- 54 hours to be classified as a junior
- 86 hours to be classified as a senior.

A student with less than 24 hours is classified as a freshman.

Persons who are not candidates for a degree are classified as “Special Students” or as “Occasional Students.”

Registration

Registration is the process by which students become eligible to attend classes. It involves students with their advisors, the Office of the Dean of Students, the Financial Aid Office, and the Business Office. The first step of the process is a meeting of each student with an advisor to plan the student’s schedule of courses. These advising sessions normally take place at the beginning of each semester, but students also have an opportunity each spring to register early for the following academic year. The advising process ends with the completion of the registration form which is the student’s schedule of courses. The registration form is processed through the Registrar’s Office. The second step of registration involves the Office of the Dean of Students. Here, students make arrangements for room, board, health records, health insurance, automobile registration, etc. The final step of registration concerns financial arrangements and will involve the Financial Aid Office (where those students who receive financial aid will complete the necessary forms and receive their aid awards) and the Business Office (where students will make arrangements for payment of charges and will receive their I.D. card).

A fee of $25.00 is charged for late registration. This late fee will apply to students who have not completed registration by 5:00 p.m. on the last scheduled day for registration. The late registration period is from the first class day of the semester until 5:00 p.m. on the 10th day. To avoid a late registration fee, prior approval in writing by the student's advisor must be presented to the Business Office.

Changing Courses and Withdrawal

If it is desirable to make changes in courses after registration has been completed, a student consults with the advisor and with the instructor. After counsel, if a change is sought, the student goes to the Registrar’s Office to process the change. No course may be entered later than the 10th class day. There is a charge of $5.00 for each change of registration. Courses dropped no later than the 13th class day do not appear on the student’s permanent record. After that time, withdrawal will result in a grade of “W” or “F” depending on the student’s performance at the time of withdrawal. Students may not withdraw from a course during the last two weeks of class. (Check “Refund Policies,” p. 26, for information regarding the way change of registration affects tuition.)

Attendance

Regular attendance in class, laboratory and other appointments is expected of all students. Persistent failure to attend classes may result in dismissal from the University.

Academic Probation, Suspension, and Reinstatement

Academic probation is a warning that the student’s grade point average is below that required for graduation from Ottawa University.

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

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

A student will be placed on academic probation for failure to meet the University Program Series requirement as follows:

- At least one semester of credit by the end of the freshman year.
- At least three semesters of credit by the end of the sophomore year.
At least five semesters of credit by the end of the junior year.

A student on academic probation for low GPA should plan (with the help of a faculty advisor) to remove probation by enrolling for less than 16 credit hours in the next semester and/or repeating any course in which a poor grade was earned. The plan for removal of probation must be approved by the faculty advisor and the dean of the college.

Probation for deficient UPS attendance may be removed by meeting the UPS requirement for two consecutive semesters.

The Dean of the College will determine whether a student should be suspended from further enrollment if academic probation is not removed by the end of the next semester in which the student is enrolled.

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

1. A critical and thorough appraisal of the factors which were decisive in the student’s academic failure.
2. A detailed plan for correcting the situation that caused the dismissal.

Grading and Grade Points

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

A — excellent work; four grade points
B — good work; three grade points
C — average work; two grade points
D — passing but below average; one grade point
F — failure; no grade point; hours calculated in grade point average
P — satisfactory completion of the UPS requirement for the semester; not included in the grade point average.
I — given at the discretion of the instructor in those cases where work has been left incomplete for some unavoidable reason. The work must be completed within one year from the day on which the “I” was given.
NC — no credit granted for failure to meet the UPS requirement for the semester.
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, and self-evaluation.

Contract Assurance Program

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

The Contract Assurance Program provides Ottawa residential campus alumni with the closest thing to a warranty or guarantee to be found in contemporary higher education. Higher education has been the only area of our society requiring a substantial financial investment without offering the protection of a warranty or guarantee. Obviously, the University cannot guarantee that any student will learn. Ottawa has chosen to do the next best thing — guarantee Ottawa graduates that they can update and improve their skills and knowledge beyond graduation at little or no additional cost.

Graduates at Ottawa University’s residential campus receive a “contract assurance bond” at the time of graduation which entitles them to enroll for up to ten regular credit courses at reduced rates, or in many cases at no charge, during the ten-year period following the first anniversary of their graduation. A regular credit course is defined as a course offered in the Registrar’s listing of residential campus courses for each session, and which, apart from graduates wishing to utilize the “contract assurance bond” option, has sufficient minimum enrollment. Independent studies are not included under the contract assurance bond program, nor are courses offered at either of the University’s external centers.

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

Tuition fee if Bachelor of Arts degree earned at Ottawa University with at least 120 semester credit hours completed at Ottawa;

Tuition reduction of 75 percent if Bachelor of Arts degree earned at Ottawa University with 76 to 119 semester credit hours completed at Ottawa;

Tuition reduction of 50 percent if Bachelor of Arts degree earned at Ottawa University prior to 1973 or if Bachelor of Arts degree earned at Ottawa University with 32 to 75 semester credit hours completed at Ottawa.

On the basis of the schedule above, Ottawa graduates may enroll in ten regular credit courses of the University to improve previous skills or to gain new skills and knowledge. Only two of the ten courses may be taken in summer sessions, and then only if the courses have sufficient minimum enrollment.

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.
General Education

A student's major provides a focus for learning in depth, while electives provide variety and an opportunity for the exploration of new areas. Undergirding both components of the undergraduate program are basic institutional expectations for all students. As that portion of a student's educational program that is required of all students, General Education at Ottawa University not only ensures that all students fulfill those expectations, but also provides the learning community with a strong element of intellectual unity. On campus it consists of three kinds of experiences: General Education coursework, the University Program Series, and the Physical Activity Program.

General Education Coursework

General Education coursework includes two interdisciplinary seminars (one in the freshman year, the other in the senior year) and a distribution requirement asking each student to take one course from each of 10 areas. The fundamental theme of this sequence of courses is the integration of knowledge from a variety of areas and disciplines. It is based on the recognition that the significant issues and problems confronting humankind today are complex and multidimensional. For this reason, narrow training in a particular discipline alone is not sufficient to equip one to deal with the real world of ideas, issues, and action. Preparation is also needed that trains one to see the various aspects of an issue and the inter-relationships, and to pull together resources from a number of areas to deal with the problem in question. In addition, of course, one needs to develop the capacity to express oneself with clarity and precision.

General Education coursework at Ottawa University is designed to help the student to acquire basic skills. After introducing the concept of integrative thinking in an interdisciplinary context the program insures that students encounter a sufficient breadth of knowledge to give substance to the integrative task. Finally, students are asked to bring their breadth of knowledge to bear on a complex, interdisciplinary problem. The program also encourages the student to develop an increasingly autonomous style by progressively placing more and more of the responsibility for education on the individual's shoulders.

Finally, it is a program that makes use of a wide variety of contexts for learning, ranging from the small discussion group to the larger lecture format, but which places particular emphasis on the need to develop interpersonal and group skills. This approach is based on the assumption that the most effective participation in society is usually achieved within group endeavors, and that those who would contribute to the tasks of society must be capable of leading and working with groups of all sorts.

A description of the components of the General Education course sequence follows:

The Freshman Seminar

GED 125. Vocation and the Liberal Arts

Taken the first semester of the Freshman year, the basic question that this course asks is: "What is the place of vocational concern in the context of a liberal arts education?" As such, it seeks to explore the relation of work, leisure, and

liberal education, and to do so in relation to the student's personal, educational, and career goals. The course is not simply an effort to initiate students into the academic investigation of a complex and multi-faceted issue, but also serves to orient the student to the Ottawa University plan of education and furthers mastery of skills in reading and writing. A variety of techniques are used to achieve these goals, including readings (from such authors as Studs Terkel, Karl Marx, John Calvin, and John Henry Newman), small group discussions, role playing, films, and written and oral presentations.

[Note: A version of this course, GED 325, Education and Vocation, is required of all transfer students who enter Ottawa University after their freshman year. Although designed for the more advanced student, the objectives of this course are essentially the same as those for GED 125. In particular the course seeks to introduce students to a model of integrative thinking by addressing the complex problem of the relation of vocational and educational concerns.]

The Distribution Requirement

This aspect of the general education program is designed to meet two objectives: (a) to ensure that students are adequately introduced to the knowledge and methodologies of the major areas of inquiry, and (b) to develop the students' cognitive skills of critical thinking and communication. To achieve these goals the student is required to take one approved breadth course from each of ten areas. These ten areas represent the full range of human knowledge and investigation. The breadth courses approved for each area are not only representative introductions to that area of inquiry but are also self-consciously structured to develop the students' cognitive skills in systematic and mutually reinforcing ways.

Listed below are the ten areas and the approved breadth courses for each area:

Area I: Music/Art/Drama

ART 106 Art in the Western World
ART 107 Contemporary Art History
MUS 101 Introduction to Creative Listening
MUS 103 Jazz in America
MUS 152 Understanding Musical Styles
SDR 146 Theatre Appreciation

Area II: History/Philosophy/Literature

EDU 215 History and Philosophy of Education
ENG 102 Contemporary Literature
ENG 108 Experience of Poetry
HIS 110 The American Experience
HIS 203 History of Civilization to 1650
HIS 204 History of Civilization after 1650
PHL 110 Basic Issues in Philosophy

Area III: Religion

REL 111 Introduction to Old Testament
REL 112 Introduction to New Testament
REL 237 Dimensions of Faith
REL 347 The Life and Meaning of Jesus
REL 348 The Life and Thought of Paul
Area IV: Political Science/Economics
ECO 104 Introductory Economics
PSC 124 World Political Communities
PSC 133 American Government

Area V: Psychology/Sociology
PSY 110 Personal Growth
PSY 120 Principles of Psychology
SOC 100 Social Behavior
SOC 117 Social Problems and American Values

Area VI: Computer Studies
CIS 137 Introduction to Computing
CIS 217 Introduction to Programming Logic and Concepts
CIS 310 FORTRAN Computer Programming
CIS 238 Structured COBOL Programming
CIS 241 Advanced Programming Studies

Area VII: Mathematics
MAT 101 General Mathematics
MAT 103 College Algebra
MAT 220 Linear Algebra
MAT 360 Non-Euclidean Geometry
MAT 110 Elementary Functions
MAT 120 Calculus

Area VIII: Laboratory Sciences
BIO 100 Principles of Biology
CHE 100 Concepts of Chemistry
CHE 120 General Chemistry
PHY 109 Physical Science
PHY 247 University Physics

Area IX: Health and Physical Education:
PED 104 Personal and Community Health
PED 111 History and Principles of Health, Physical Education, and Recreation

Plus two Physical Activity Courses:
- one in the Sports and Games Area
- one in the Health and Fitness Area
(n.b., all students must take one course and two PACs)

Area X: Logic/Language/Composition
ART 130 Basic Design
ENG 137 Intermediate Writing
ENG 325 The English Language
FRE 111 Elementary French I
FRE 212 Elementary French II
PHL 217 Introduction to Logic
SDR 110 Speech Preparation and Delivery

The Senior Seminar
GED 425. Group Problem Solving

This Interdisciplinary Seminar in Group Problem Solving gives seniors the opportunities to bring their entire college experience to bear on a complex issue. Working in small groups (usually five or six), students first identify and define a significant problem (e.g., child abuse, athletics and education, the energy crisis), and then articulate the way or ways that they would recommend for solving or coping with that problem. The student group is given the major responsibility for the task, their tutor acting only as a resource person and informal critic. At the conclusion of the course the group presents and defends its work before a “jury” of faculty and persons from outside the University community who have particular expertise in the area of their research.

The University Program Series

As a second aspect of the General Education Program, each full-time student participates in the University Program Series attending ten events each semester. Individual programs within the series provide a platform for the concerns of the 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 the fragmentation of ideas and relationships, and of serving the broader purposes of General Education for all members of the University.

The University Program Series presents a wide variety of events including lectures, religious events, dramatic productions, concerts, dance recitals, and workshops. In addition to Ottawa University's own dramatic and musical groups, programs in recent years have included presentations by such persons and groups as: Samuel Barber, Aaron Copland, the Concord String Quartet, Harvey Cox, Roger Fredrikson, Nikki Giovanni, The Kansas City Philharmonic, the Lyric Opera, Margaret Mead, the Marine Band, Eugene McCarthy, the Missouri Repertory Theater, the Oakland Ballet, the Prairie Dance Troupe, and the Clark Terry Quintet.

The Physical Activity Program

Recognizing that the total education of the individual should include attention to physical growth and well being as well as intellectual development, the General Education Program also requires all students to take a minimum of two physical activity courses (PACs) during their four years at Ottawa. These courses are divided into two general categories, those concerned with the Sports and Games area and those related to the area of Health and Fitness, the student must take at least one PAC from each category. The PACs are coeducational and are designed to help students to develop the skills necessary to continue a life of healthy activity beyond college.
Sports and Games Area
PAC 101B Tennis
PAC 100D Racquetball
PAC 100B Golf
PAC 100G Bowling
PAC 100H Soccer and Volleyball
PAC 100O Non-Traditional Team Sports
PAC 100P Folk and Square Dancing

Health and Fitness Area
PAC 100A Weight Training
PAC 100C Body Conditioning
PAC 100E Jogging
PAC 100K Beginning Swimming
PAC 100L Karate
PAC 100M Advanced Swimming
PAC 100N Aerobic Fitness

The Roles Played by General Education, Electives, and the Major.
A liberal education is a lifetime endeavor of the open and inquiring mind reflecting upon what has been learned and experienced. The liberal arts college serves to launch that endeavor and to provide the orientation and skills for its continuing pursuit.

Ottawa University's curriculum is based fundamentally upon the principles of quality and selectivity rather than quantity. The curricular variety is great enough, however, that a single student could use two decades of steady enrollment in different course options and still not exhaust the number of courses available.

For those seeking meaning, coherence, and individualized planning, Ottawa is a rich resource. The requirements for Ottawa's Bachelor of Arts degree specify what the faculty believes to be essential to the beginning of every student's pursuit of liberal education. These requirements allow great freedom for each
student to select or design a course of study. At the same time, they provide a common structure to promote the balance and coherence necessary for truly liberal study. Thus, every student is called upon to select courses in such a way that work in one subject illuminates and is illuminated by the study of another.

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

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

The remaining third of formal study consists of elective courses chosen by the student to meet his/her personal objectives. A strong elective program will provide the student’s education with the kind of diversity that affords new perspectives and encourages new enthusiasms. It will allow the student to sample new ideas, disciplines, and faculty. Further, at Ottawa, the student is encouraged to give some design and coherence to his/her elective choices rather than allow them to be simply a random collection of courses. In particular, it is hoped that a student’s elective program will strengthen his/her capacities to survive and thrive in a complex world as a person of integrity, breadth, and wisdom.

Courses of Study

In its academic organization, Ottawa University has grouped its disciplines and departments into three divisions: the division of the Arts and Humanities, the division of the Natural Sciences, and the division of the Social and Behavioral Sciences. Each of these divisions represents one of the major domains of knowledge and inquiry, and together they form a comprehensive and unified view of the world. As groupings of related departments, the divisions form centers for the planning and sponsorship of departmental programs and provide organizational support for the development of interdisciplinary study. In addition, the divisions contribute significantly to the general education program; sponsor courses, independent studies, seminars, retreats, and workshops; give support and direction to academic and career planning; and provide a context for an ongoing interchange among faculty and those students

whose educational and vocational goals fall within the division’s areas of concern.

As the primary unit of academic organization, the division is responsible for the development and support of the University’s various major programs. Rather than being simply a collection of miscellaneous courses, the major at Ottawa University is intended to bring focus, integration, and depth to a student’s course of study. While many of the majors offered by the University are directly related to particular departments within a division, the University has also discovered that there are significant and legitimate major programs that cross traditional departmental lines. Ottawa University seeks to accommodate both of these kinds of majors, and thus, in addition to the departmental majors (which may require some courses outside the department in question) also offers a limited number of interdisciplinary majors as well as providing the students with the option of an individualized major.

In the following pages the majors available at Ottawa University and the courses that make them up are described in some detail. Departmental majors and programs are listed in alphabetical order within divisions. These are followed by a description of the interdisciplinary majors available, the individualized major, and a number of other program possibilities.

The Division of the Arts and Humanities

Art

Education
Foreign Language
Music
Philosophy
Religion
Speech and Theatre

Art

Understanding and practicing visual art should be important to any person seeking to be fully educated. Because of its nature, art can be studied for its therapeutic, historical, expressive, and/or commercial values. All areas help the student comprehend the process of art and its effect on the human environment.

The study of art also provides an opportunity to develop creative talents and to explore the arts as a means of communication. Electives in studio art provide a varied opportunity for exploring a number of different media and techniques of art. The art history segment is closely aligned to other fields of study including history, languages and psychology, and double majors may be an interesting choice for selected students.

The department of art at Ottawa University seeks to meet the needs of several kinds of students: those whose educational and career interests lead them to major in the area, those who seek to teach art at the secondary level, and those who simply seek to explore a new interest.

Drawing/Painting Emphasis

Required Major Courses: ART 130, 137, 220/320, 230, 235/335, and 4-6 hours of
Independent study/internship.

**Recommended Courses:** ART 106, 107, 115.

**Sculpture/Ceramics/Crafts Emphasis**

**Required Major Courses:** ART 115, 130, 230, 120/220, 235, 137/237, and 4-6 hours of independent study/internship.

**Recommended Courses:** ART 106, 107.

**Graphics Emphasis**

**Required Major Courses:** ART 115, 130, 220/230, 234/334, 235/335, and 3 hours of independent study/internship.

**Teacher Certification Emphasis**

**Required Major Courses:** ART 106, 107, 111, 115, 120/220, 130, 135/237, 202, 234 (see Education for additional certification requirements.)

**Courses Offered:**

**ART 106 Art in the Western World.** Historical survey of the visual and plastic arts in the western world with emphasis on the arts of prehistoric times to the Renaissance. The history of art is approached as a development of civilization. 3 hrs. (Alternate years)

**ART 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. Special weight given to American art. 3 hrs. (Alternate Years)

**ART 115 Photography.** Photography as a tool of vision perception and expression. Basic technical aspects of camera operation and darkroom procedures explored. Built-in or hand-held light meter and camera with adjustable lens and shutter required. Prerequisite: ART 130 or permission of instructor. 3 hrs.

**ART 120/220/320. Life Drawing and Composition I, II and III.** Experiences in drawing the human figure. Explores a wide variety of drawing media. Coursework gives attention to poses and settings as elements of composition with emphasis on visual understanding of the human figure. Exploration of various media and modes of expression. 3 hrs.

**ART 130. Design I — Two Dimensional.** The study of basic design elements, i.e., line, shape, color. Emphasis on two-dimensional problem solving — commercial as well as fine arts techniques will be practiced (some drawing skill desired). 3 hrs.

**ART 135/235/335. Painting I, II and III.** This course offers a variety of experiences in painting. Oil, acrylic, assemblage and other media. 3 hrs.

**ART 137/237. Ceramics I and II.** This course offers a variety of experiences working in ceramics. Forming, glazing, firing and studio maintenance. 3 hrs.

**ART 202. Art for Teachers.** Students will get the opportunity to learn about visual art teaching methods and techniques. The course will also include the study of stages of child art in the regular curriculum. Students will be encouraged to try some of these methods first hand. 3 hrs.

**ART 230. Design II — Three Dimensional.** The study of basic design elements, i.e., line, form, texture. Emphasis on three dimensional problem solving — sculptural as well as structural techniques will be practiced. (Less drawing, more practical "hands on" experience desired.)

**ART 234/334. Graphic Arts I and II.**

Introduction to commercial art techniques and preparation of art for reproduction. Logos, cartoons, illustrations and lettering are some of the areas to be covered. 3 hrs.

**Education**

The basic objective of the teacher education program is to produce teachers who possess the fundamentals of scholarship, the skills of communication, emotional maturity, and social competency. The program seeks to develop sensitivity to the attitudes, interests, values and methodologies necessary for effective, mutual educational experiences in the school as a social institution.

The program seeks to achieve this objective through a liberal arts education coupled with a state-approved program of teacher education. A good teacher is a professional person. Such a teacher is one who works with intelligence and dedication and shares responsibility for the well-being of youth.

Majors in education receive Ottawa's Bachelor of Arts degree. Teacher certification is available at the elementary level or the secondary level. Secondary certification requires that a student pursue a normal departmental major program but include the appropriate subject matter courses and professional education courses that lead to certification in a state approved concentration area.

Programs of teacher education at Ottawa University include three areas of qualification in order to meet certification requirements:

**General Education Requirements:** The State of Kansas requires that each person seeking certification complete a program that includes coursework in the area of general education. This work is designed to develop a broad understanding of the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences. It is also designed to assist the student in becoming competent in written and oral communication and in the use of mathematical properties, processes and symbols. Some of the general education requirement is met through the satisfactory completion of Ottawa's general education courses. The remainder of this requirement is met by completing courses designated by the Education department.


Upon satisfactory completion of the course EDU 106, Educational Explorations, and no later than the beginning of the junior year, all students seeking certification for the teaching profession must make application for admission to the Teacher Education Program. An approved application for admission to the Teacher Education Program must be on file in the Education department before the remainder of the professional sequence of courses is pursued.

Placement in student teaching as part of the professional block at the end of the program must have the approval of the chairperson of the Education department and the Teacher Education Council. Students seeking this approval are required to have an overall grade point average of 2.5 in both college and departmental courses. In order to student teach and be certified, a student must
maintain a minimum 2.5 GPA and have no grade of “D” or lower in a professional education course or in their teaching area courses.

Certification for Elementary Education:

Students who desire to prepare for Elementary Teacher certification must fulfill a major study in Elementary Education similar to a departmental major. In addition to the professional certification requirements, the following courses are required:

EDU 214, 302, 303, 304, 305, 311, 312, PED 308, MUS 245, and ART 202.

In addition, elementary majors will need to develop an area of emphasis in a content field. This area of emphasis should include 15 to 18 hours in a program outside the teacher education department.

Secondary Certification:

Certification for teaching at the secondary school level requires that students complete a formal academic major in a specific disciplinary area and the appropriate professional level education courses specified in that section. Ottawa plans its offerings to qualify persons for certification in the State of Kansas.

In a few selected areas such as physical education, art and music, certification is also available for all levels from kindergarten through grade 12 by including the appropriate courses that lead to that qualification. Student teaching, of course, must also be divided at the appropriate levels including both elementary and secondary experiences.

Art Certification:

ART 106 Art in the Western World
ART 107 Contemporary Art History
ART 111 Textiles
ART 115 Photography
ART 120/220 Life Drawing and Composition I and II
ART 130 Basic Design I
ART 135/235 Painting I and II
ART 137/237 Ceramics I and II
ART 230 Basic Design II
ART 234 Graphic Arts

Biology Certification:

BIO 100 Principles of Biology
BIO 105 Organismic Biology
BIO 203 Human Anatomy and Physiology
BIO 212 Genetics and Society
BIO 302 Microbiology
BIO 311 Field Ecology
CHE 120 General Chemistry I
MAT 103 College Algebra
PHY 109 or 247 Physical Science or University Physics

Chemistry Certification:

CHE 120 General Chemistry I

CHE 121 General Chemistry II
CHE 230 Organic Chemistry I
CHE 231 Organic Chemistry II
CHE 330 Chemical Analysis
BIO 100 Principles of Biology
PHY 247 University Physics
MAT 120 Calculus I
CIS 137 Introduction to Computing

English Certification:

ENG 102/108 Contemporary Literature or Introduction to Poetry
ENG 105 Basic Journalism
ENG 203/204 American Literature I and II
ENG 210 Advanced Expository Writing
ENG 310/315 Shakespeare or Seminar in British Literature
ENG 325 The English Language
ENG 350 American Literature Seminar
ENG 410 Apprenticeship in English Studies
SDR 110 Speech Preparation and Delivery

General Science Certification:

BIO 100 Principles of Biology
BIO 105 Organismic Biology
CHE 120/121 General Chemistry I and II
MAT 110 Elementary Functions
MAT 120 Calculus I
PHY 109 Physical Science
PHY 247/248 University Physics I and II
EDU 304 Elementary Science Methods

Political Science Certification:

PSC 133 American Government
PSC 224 or 232 World Political Communities or International Relations
PSC 322 Political Parties
PSC 342/343 Topics in American Politics and History I and II
HIS 110 The American Experience
HIS 203 or 204 History of Civilization to 1650 or after 1650

American History Certification:

HIS 110 The American Experience
HIS 203 or 204 History of Civilization to 1650 or after 1650
HIS 218 The American West
HIS 316 Twentieth Century America
HIS 342/343 Topics in American History and Politics I and II
PSC 133 American Government

Mathematics Certification:

MAT 120/130 Calculus I and II
MAT 220 Linear Algebra
MAT 231 Multivariable Calculus
MAT 340 Abstract Algebra I
MAT 350 Foundations of Calculus
MAT 360 Non-Euclidean Geometry
SBS 230 Statistics
MAT 310 FORTRAN Computer Programming or Computer Programming in BASIC

**Music Certification:**
Certification in both vocal and instrumental music in grades K through 12 can be obtained at Ottawa University. The following music courses apply to meet the certification requirements:
- MUS 100 The Tools of Music
- MUS 150 Nineteenth Century Harmony
- MUS 202 Understanding Musical Styles
- MUS 252 Repertoire Analysis
- MUS 302 Musical Perspectives Before 1900
- MUS 352 Creative and Interpretive Approach to Music
- MUS 402 Twentieth Century Music
- MUS 452 Research and Performance
- Applied Music (equivalent to the skill level expected in a minimum enrollment of 8 hours)
- Ensembles (equivalent to the skill level expected in a minimum enrollment of 8 hours)

Additional courses required for specified areas of certification (see Teacher Education handbook) include the following:
- MUS 131 Brass Techniques
- MUS 132 Woodwind Techniques
- MUS 133 String Techniques
- MUS 134 Percussion Techniques and Instrument Repair
- MUS 245 Teaching Elementary School Music
- MUS 321 Instrumental Conducting and Literature
- MUS 322 Choral Conducting and Literature
- MUS 323 Instrumental Methods
- MUS 324 Vocal Methods
- MUS 347 Music Education in Secondary Schools

**Physical Education Certification:**
- PED 107 First Aid
- PED 107 First Aid
- PED 111 History and Principles of Health, Physical Education, and Recreation
- PED 207 Analysis of Sports Injuries
- PED 308 Elementary Health, Physical Education, and Recreation
- PED 325 Kinesiology
- PED 335 Adaptive Physical Education
- PED 417 Theory of Administration in Health, Physical Education, and Recreation
- BIO 203 Human Physiology and Anatomy

Six Physical Activity Courses

**Health Certification:**
- PED 104 Personal and Community Health
- PED 111 History and Principles of Health, Physical Education, and Recreation
- PED 203 Human Physiology and Anatomy
- PED 207 Analysis of Sports Injuries
- PED 325 Kinesiology
- PED 335 Adaptive Physical Education
- PED 410 Internship

PED 417 Theory and Administration of Health, Physical Education, and Recreation
BIO 214 Nutrition
In addition, students seeking certification should select a number of specific courses in skills or activities typical of the age of student for whom certification is sought.

**Psychology Certification:**
- PSY 110 Personal Growth
- PSY 120 Principles of Psychology
- PSY 221 Social Psychology
- PSY 272 Behavioral Research
- PSY 301 Theories of Personality
- PSY 303 Psychopathology
- PSY 308 History and Systems of Psychology
- PSY 323 Developmental Psychology
- PSY 334 Tests and Measurements
- EDU 325 Psychology of the Exceptional Child

**Recommended Courses:**
- PSY 301 Theories of Personality
- PSY 303 Psychopathology
- SBS 230 Statistics
- PSY 222 Behavioral Research

**Courses Offered:**
- EDU 101. Educational Media. A survey of the media of teaching focusing on knowledge and skills in planning, selecting, producing, and using a variety of audiovisual materials and equipment in the classroom. 2 hrs.

EDU 215. Foundations of Education. An investigation of the school and its relationship to society and learners in the past, present and future. It will include historical and philosophical perspectives, as well as approaches of major educational philosophers. Prerequisites: EDU 106. 2 hrs.

EDU 300. Educational Psychology I. A focus on child and adolescent development with particular attention to pre-natal development and birth, perception and cognition development in children and adolescents and social development in children and adolescents. Prerequisites: PSY 120 and EDU 215. 3 hrs.

EDU 301. Educational Psychology II. Major psychological applications in the teaching and learning process, in motivation, learning theory, classroom control, evaluation, behavioral objectives, and individual and group differences. Prerequisites: EDU 300. 3 hrs.
EDU 302. Elementary Reading Methods. This course is designed to assist prospective teachers in exploring and questioning how reading is taught. Students will develop skills in a variety of methods and approaches to reading programs in the elementary school. Must be taken concurrently with EDU 311 Reading Practicum. Prerequisites: EDU 106 and 301 or permission of instructor. 3 hrs.

EDU 303. Elementary Mathematics Methods. This course will focus on learning how to teach mathematics in the elementary school and using that knowledge in a field experience. Knowledge of mathematical concepts and their use in developing an understanding of the computational skills and logic of mathematics will be emphasized. Other areas to be stressed will include methodology, attitudes, lesson planning, and evaluation. Prerequisite: MAT 133, EDU 106, and EDU 301. 3 hrs.

EDU 304. Elementary Science Methods. This course is directed toward developing a methodology for teaching science in the elementary school. Knowledge of science concepts and the use of these concepts in developing an understanding of the world by children will be emphasized. Scientific inquiry and discovery methods will be stressed. A field experience will be included. Prerequisite: EDU 106 and EDU 301. 2 hrs.

EDU 305. Elementary Social Studies Methods. This course is designed to provide the student with methods used in social studies classrooms in the elementary school. Emphasis is placed on developing skills in multi-cultural settings and in human relations in elementary schools. In addition, topics such as geography, economics, and civics for elementary school children will be stressed. A field experience will be included in this course. Prerequisites: EDU 106 and EDU 301. 3 hrs.

EDU 309. School in Society. This course is taken as part of the student teaching block. The emphasis will be on investigating the school as a part of society and in exploring how society influences schools. Prerequisites: EDU 106 and EDU 301. 2 hrs.

EDU 311. Reading Practicum. Provides the student with an opportunity to practice and develop the skills learned in the Reading and Language Arts courses in an elementary school classroom setting at least two hours per week under the direction of a cooperating teacher and the college instructor. Prerequisites: EDU 106, 301, 302, or permission of the instructor. 1 hr.

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

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

EDU 325. Psychology of the Exceptional Child. With the child's normative development as a reference point, behavioral problems in social adjustments, emotional disorders, and intellectual impairments are studied from a psychological perspective. Emphasis in readings and class discussion is placed upon etiology and dynamics of behavior problems and on alternate means of intervention available to those working in schools. Methods of dealing with parents, school administrators, and various agency personnel will be emphasized. Field experience will be part of this course. Prerequisites: EDU 106, PSY 120 and EDU 301. 2 hrs.

EDU 335. Secondary and Middle School Methods. This course will emphasize lesson plan writing, various methods of presentation, behavior management skills and organizational skills for students who are preparing to teach at the secondary school level. This course will be team-taught by persons in the education department and persons in the student's major field of study. Emphasis will be placed on developing resources and teaching strategies for particular content areas as well as dealing with students in multicultural settings. Prerequisites: EDU 301. 3 hrs.

EDU 400. Senior Integrating Seminar. An integrative study and review of the major concepts and principles of education. Prerequisite: senior standing and permission of the department. 2 hrs.

410E-420E. Student Teaching Elementary School. Appropriate field experience in actual classroom environments. All students will have the opportunity to observe and to teach in an elementary school setting. All professional education courses and courses in the major must be completed prior to enrollment in Student Teaching. 12 hrs.

EDU 410S-420S. Student Teaching Secondary School. Appropriate field experiences in actual classroom environments. The student will have the opportunity to observe and to teach in a secondary school setting. All professional education courses and courses in the major must be completed prior to enrollment in Student Teaching. 12 hrs.

English

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

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

Required Major Courses: ENG 102 or 108, 203, 204, 210, 219, 220, 318, 325, 355 or 356, 410.

Required Supporting Courses: FRE 101, 102, or the equivalent in foreign language study; either a laboratory science or PHL 217; two courses from the following: HIS 110, ART 106, 107, PHL 301, 302.

Recommended Courses: ENG 105, 227, SDR 146.

Teacher Certification Emphasis

Required Major Courses: ENG 102 or 108, 105, 203, 204, 210, 227, 318 or 355, 325, 350, 410.

Required Supporting Courses: SDR 110, 146. (See Education for additional certification requirements.)

Courses Offered:

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

ENG 105. Basic Journalism. This course provides opportunity for analysis of news stories and features and for writing practice. Students may concentrate on one type of writing. 3 hrs.

ENG 108. Introduction to Poetry. An introductory course designed to provide students opportunities to read a variety of poetry and to increase their enjoyment of it. This class emphasizes analytical and communication skills and would serve a variety of interests. 3 hrs.

ENG 137. Intermediate Writing. This course will develop students' abilities in writing expository prose — prose that attempts to convey information. The focus is on structures in composition: causality, definition, comparison, etc., rather than basic grammar, in which competency is assumed. Prerequisites: CED 125 or an equivalent or instructor permission. 3 hrs.

ENG 203. American Literature I. Literature from 1620-1860. This survey course relates literature to cultural and historical developments. Materials read would be relevant to history and political science orientations as well as to religion and American Studies. Prerequisite: ENG 102 or 108, or permission of the instructor. 3 hrs.

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

ENG 210. Advanced Expository Writing. This course is required for English and English Education majors. Its purpose is to refine students' expository writing skills through analysis of models through continuous writing practice. 3 hrs.

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

ENG 220. Major British Writers II. A survey of major British writers from the 19th century to the modern period. As with ENG 219, this course approaches the works of the various authors in their respective cultural-historical contexts. Prerequisites: ENG 102, or 108, or permission of the instructor. 3 hrs.

ENG 227. Creative Writing. This course develops skills in writing drama, poetry, and fiction. Students will be asked to write regularly and to respond regularly to work from the group. Development of critical skills will be an explicit part of the course as students are encouraged to develop tools to refine their expression. 3 hrs.

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

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

ENG 350. Seminar in American Literature. This seminar will be required for upper-level courses in American literature. This seminar will be required for upper-level courses in American literature. This seminar will be required for upper-level courses in American literature. This seminar will be required for upper-level courses in American literature. 3 hrs.

Foreign Language

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

Courses Offered:

FRE 101. Elementary French I. Intensive introduction to present-day French: basic patterns, pronunciation, beginning vocabulary and idioms. Emphasis designed to develop balanced language skills as developed by a student carrying out an academic program in France or a student simply wanting an introduction and appreciation of the language and culture. Work in language laboratory required. 4 hrs.

FRE 201. Intermediate French I. Systematic review of grammar and completion of basic structural patterns with expansion of vocabulary through grammar exercises and limited cultural or descriptive readings. Conversation and translation practice. Prerequisite: FRE 102 or equivalent. 3 hrs.

FRE 202. Intermediate French II. Continuation of French 201. Completion of review of grammar with supplementary readings or practice in oral and written composition. Prerequisite: FRE 201 or equivalent. 3 hrs.

FRE 301, 302, 303, 304. Directed Readings. May be repeated any semester, following the sequence of numbers listed for
Music

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

There are common courses for all Music majors. Eight concept courses (MUS 100, 150, 202, 252, 302, 352, 402, and 452) are designed to aid the Music student in building an understanding and working knowledge of musical skills and repertoire in each course. Since comprehensive musicianship is a primary objective of the curriculum, ear-training, sight-singing, harmony, history and styles, orchestration, arranging and composition, form and analysis, orchestral and choral conducting, and performance are integrated components of the curriculum.

The University offers a wide variety of performing experiences for students who plan to enter the music profession, as well as for those who wish to pursue music as an avocation. All performing groups are open by audition to the entire college community. They include: University Chorale, Concert Choir, Jazz Ensemble, Pep Band, Symphonette, and Wind Ensemble. In addition, there are smaller vocal and instrumental ensembles.

Ottawa University offers departmental majors in music with emphases in applied music, church music, teacher certification, and music therapy.

Applied Music Emphasis
Required Major Courses: MUS 100, 150, 202, 252, 302, 352, 402, 452, participation in applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency.

Recommended Courses: MUS 103

Church Music Emphasis
Required Major Courses: MUS 100, 150, 202, 228, 238, 252, 302, 352, 402, 452, participation in applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency.

Teacher Certification Emphasis
See Education for additional requirements for teacher certification programs in music.

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

Courses Offered:

MUS 100. The Tools of Music. Music theory encompassing the major and minor keys and scales and basic chord progressions. Designed to concentrate on competencies in listening, writing, sight-reading and performing. This course has a music laboratory requirement. 3 hrs.

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

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

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

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

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

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

MUS 150. 19th Century Harmony. Emphasis on harmonic writing and analysis encompassing secondary chords. Continued study of sight-singing, dictation and keyboard harmony. This course has a music laboratory requirement. Prerequisite: MUS 100 or equivalent. 3 hrs.


Stylistic development of music history and recognition of same. Extensive listening with scores is stressed. Dictation and sight-reading exercises are oriented toward representative styles of the major eras. Prerequisite: MUS 150 or equivalent. 3 hrs.

MUS 228. Church Music. Examination of church music, historical and practical, and the attitude and practice of worship. The organ and its use. Planning of worship services and administering the ministry of music. Prerequisite: MUS 150 or equivalent. 3 hrs.

MUS 238. Hymnology. The study of hymns through the ages, e.g., Chorales, the Psalters, Gospel Hymns, Contemporary Hymns. Their use in worship, as a teaching medium, and basis for other compositions. Prerequisite: MUS 150 or permission of the instructor. 3 hrs.

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

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

MUS 302. Musical Perspectives Before 1900. The historical analysis of musical compositions through the ages with particular attention to styles, the musical forms used, and the composers' contributions to their life and times. Prerequisite: MUS 150, 202. 3 hrs.

MUS 321. Instrumental Conducting and Literature. A music education course dealing with score reading and instrumentation, as well as conducting techniques and problems. A variety of music literature will be used, representing eras since the Baroque. Orchestral, band and jazz materials will be included.
Prerequisite: MUS 150, 252. 3 hrs.

MUS 322. Choral Conducting and Literature. Fundamentals of choral conducting. Techniques of score reading and interpretation needed for conducting public school and church choirs. Prerequisite: MUS 150, 252. 3 hrs.

MUS 323. Instrumental Methods. Course is designed to acquaint the music education student with systems of teaching public school instrumental music. Includes: bands (marching and concert), orchestras, and small ensemble study. Prerequisite: MUS 321. 2 hrs.

MUS 324. Vocal Methods. Concentration on methods of voice production and choral sound. Includes materials for teaching class voice, conducting rehearsals, and developing the program of vocal music in the public schools. Prerequisite: MUS 322. 2 hrs.

MUS 347. Vocal and Instrumental Materials and Methods at the Middle and Secondary Level. The general music class, instrumental ensembles, vocal ensembles, and the general administration of the music program. Prerequisite: MUS 150, 301, 322. 3 hrs.

MUS 352. Creative and Interpretive Approach to Music. This course seeks to give opportunity for developing analytical and compositional skills. Elements of counterpoint, orchestration, and arranging. Prerequisite: MUS 150, 302. 3 hrs.

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

MUS 452. Research and Performance. Independent projects. Performance centered around student’s instrument or voice. Final competency projects. Some time spent in exploration of vocational choice. Contact with various professional musicians as available. 3 hrs.

APPLIED MUSIC (lessons)

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

MUS 160, 260, 360, 460 Class Piano.
MUS 161, 261, 361, 461 Applied Piano.
MUS 162, 262, 362, 462 Applied Voice.
MUS 163, 263, 363, 463 Applied Organ.
MUS 164, 264, 364, 464 Applied Brass.
MUS 166, 266, 366, 466 Applied Strings.
MUS 167, 267, 367, 467 Applied Woodwinds.

ENSEMBLES

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

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

Philosophy

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

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

Required Major Courses: PHL 210, 211, 217, 301, 302, 303, and at least one independent study in a major philosopher, school of philosophy or philosophical issue.

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

Recommended Courses: ART 106, ENG 102, HIS 203, 204, MAT 100, SOC 401, SDR 202.

Courses Offered:

PHL 110. Basic Issues in Philosophy. Introduction to the nature and purpose of philosophical reflection. Emphasis will be on questions concerning ethics, religion, and the nature of knowledge. Students will be encouraged to develop their own ideas in dialogue with selected readings and other class members. 3 hrs.

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

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

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

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

PHL 303. Seminar in Philosophy. Course content will vary from year to year. Concentration upon important issues, themes, or thinkers not included in depth in other course offerings. Prerequisite: Consent of instructor. 3 hrs.

Religion

Although the religious dimension of life and faith is part of the total University mission and is manifested in various ways, the formal study of religion enables
students to improve their understanding as well as their faith. Formal religious study is provided for Biblical, historical and comparative dimensions of faith. Some students may study religion to prepare for church vocations but other students take courses and programs in religion due to the value they provide for individual development and depth of human and personal understanding. Religion courses may also be combined advantageously with the study of philosophy and other areas of the liberal arts. These programs can be developed through the use of the option of the individualized major.


**Recommended Courses:** REL 113, 201.

**Courses Offered:**


**REL 113. Contemporary American Religious Groups.** An analysis of current American religious bodies. Consideration of both the more traditional bodies and the more recent arrivals. 3 hrs.

**REL 201. Biblical Book.** An in-depth study of a particular biblical book. The book studies will vary from year to year. 3 hrs.

**REL 208. Church and Society.** Consideration of various forms and strategies for relating church and society. Various contemporary problems are considered as concrete examples. 3 hrs. (Alternate years).

**REL 237. Dimensions of Faith.** Investigation of the personal, social, and rational dimensions of religious faith, including consideration of doubt and unbelief. Readings from the works of such figures as Bultmann, Cox, H.R. Niebuhr, and Tillich. 3 hrs. (Alternate years)

**REL 329. Contemporary Issues in Biblical and Theological Studies.** Examination of key issues that relate to the Biblical literature, including historical uniqueness of the Biblical faith, reliability of the Biblical record, the historical Jesus, and interpretation and authority of the Bible. 3 hrs. (Alternate years)

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

**REL 347. The Life and Meaning of Jesus.** Examination of Gospel literature as it relates to Jesus. Consideration of various historical approaches to the life and ministry of Jesus. The significance of Jesus. Prerequisite: REL 112, or approval of the instructor. 3 hrs.

**REL 348. The Life and Thought of Paul.** An examination of the life of Paul in relation to his career and his epistles. Theological thought of Paul. Prerequisite: REL 112, or approval of the instructor. 3 hrs.

**Speech and Theatre**

An appreciation of speech and theatre as a part of our lives, and a vision of the need for oral and theatrical expression have historically been at the heart of higher education.

The speech and theatre program at Ottawa University is designed to meet the needs of both the general liberal arts education and the major within the department. The department gives the opportunity to improve oral communication skills through classroom and extra-curricular learning experiences. It gives a basic knowledge of the theatre, the work and joy that are part of its creation, and the importance of the arts in our lives as it allows us to better understand ourselves, others and the world we share. For the major in speech and theatre, the department provides an academic program and co- and extra-curricular activities which may prepare the student for further studies in graduate or professional schools and for careers in education and professional theatre, and in radio broadcasting.

**Performance Emphasis**

**Required Major Courses:** SDR 108, 141, 200, 205, 212, 315, 316, 400, 406.

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

**Teacher Certification Emphasis**

**Required Major Courses:** SDR 108, 141, 200, 202, 205, 315, 316, 335, 406, 410.

**Required Supporting Courses:** ENG 215, PSY 120, HUS 250. (See Education for additional certification requirements.)

**Broadcasting Communication Emphasis**

**Required Major Courses:** SDR 108, 110, 146, 202, 205, 212, 312, and an independent study in radio broadcasting.

**Required Supporting Courses:** ENG 105, 210, MUS 101, ECO 104, OAD 318.

**Courses Offered:**

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

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

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

**SDR 202. Argumentation and Debate.** The study of the principles of argumentation and practice in debate techniques with special...
emphasize on reasoning and research, case construction, refutation and rebuttal. Use of the collegiate debate question to give practical experience in various forms of debate. Prerequisite: SDR 110 or PHL 117. 3 hrs.

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

SDR 212. Introduction to Radio. Introduces the student to commercial radio, focusing on news gathering techniques, FCC rules and regulations, radio research, and elementary news and commercial production skills. The student has a flexible schedule to work with the instructor, to prepare and conduct a radio marketing survey, and to work on a regular news beat assigned by the instructor. Prerequisite: Sophomore standing or permission of the instructor. 3 hrs.

SDR 312. Radio Practicum. In-depth work at a commercial radio station includes work with news, sport, sales, and some on-air duties. The student will turn in tapes of work for critique and will be expected to deal with common managerial problems as preparation for work after graduation. Prerequisite: SDR 212. 3 hrs.

SDR 315. History of Drama. Study of the origins and development of the theatre from the Greeks to the nineteenth century. Examination and analysis of major plays and plays of the world with emphasis on European and American works. Includes overview of history of theatre criticism. 3 hrs.

SDR 316. Modern Drama. Development of the theatre from the late nineteenth century development of Realism through the twentieth century to contemporary movements. Examination and analysis of major plays and plays of Europe and America. 3 hrs. (Alternate years)

SDR 335. Teaching of Speech and Theatre. Examination of problems of teaching speech and theatre on the high school level. Explores needs of students and solutions, through development of the academic program and the extra-curricular activities of debate and forensics. Prerequisite: Permission of instructor. 2 hrs. (Offered on demand only)

SDR 406. Directing. Theory and practice of directing: composition, picturization, movement, rhythm and pantomimic dramatization. Examines directing of the last one hundred years, from the beginning to the present. Requires final project. Prerequisites: SDR 141, SDR 146 and SDR 200. 4 hrs. (Alternate years)

SDR 410 and 420. Theatre Practicum. Experience in theatrical production. Requires definition of area of study and major project. Consent of Instructor required. May be taken for credit in Senior Recital. 1 to 3 hrs.

The Division of the Natural Sciences

Biology
Chemistry
Mathematics
Physical Education
Physics

Biology

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

Students whose career goals include such areas as teaching, basic research, medical research, or the area of conservation or wildlife will find that an undergraduate major in biology is an ideal preparation. Majors in biology are expected as appropriate to take courses in areas other than science, particularly in the areas of psychology, religion, sociology, literature, and related fields.

Biology majors should note that a number of preprofessional programs, as well as programs in certification, will include many of the courses noted below. Thus, vocational opportunities and possibilities should be explored thoroughly as a student proceeds through the curriculum.

Required Major Courses: (a minimum of 32 hours in Biology which must include BIO 100, 105, 203, 302, 311, 400.

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

Teacher Certification Emphasis

Required Major Courses: A minimum of 32 hours in biology which must include BIO 100, 105, 203, 212, 302, 311, 400.

Required Supporting Courses: CHE 120, MAT 103, PHY 109, 247. (See Education for additional certification requirements.)

Certification, second field endorsement

Required Major Courses: BIO 100, 105, 203, 302, 311.

Graduate School Emphasis

Required Major Courses: A minimum of 32 hours in biology which must include BIO 100, 105, 203, 302, 311, 400.

Required Related Courses: BIO 100, 112, 230, 231, MAT 120, PHY 247.

Courses Offered:

BIO 100. Principles of Biology. An introductory course concerned with the major biological processes occurring in animals and plants and the basic concepts underlying the field of biology. Three 1-hour lectures/two 2-hour labs per week. 5 hrs.

BIO 105. Organismic Biology. An integrated study of the structure and function of plants and animals with special attention paid to the phyllogenetic origins and relationships of taxonomic groups. Prerequisite: BIO 100. Three 1-hour lectures/two 2-hour labs per week. 5 hrs.

BIO 212. Genetics and Society. A non-laboratory course covering both classical and modern genetics and discussion of selected readings on contemporary genetic issues. Prerequisite: BIO 100. 3 hrs. (Alternate Years)

BIO 203. Human Anatomy and Physiology. Function and anatomy of each system of the human body, including immunology, is discussed. Laboratory designed to verify and supplement the lecture material. Three 1-hour lectures/two 2-hour labs per week. Prerequisite: BIO 100 or its equivalent. 5 hrs.
BIO 214. Introduction to Nutrition. A study of the fundamental principles of nutrition. The nutritional requirements of the human are discussed for the major segments of the lifespan. Interrelationship of various nutrients is also discussed. Prerequisite: BIO 100 or CHE 100 or equivalent. 3 hrs. (Alternate Years)

BIO 301. Comparative Anatomy. Comparative anatomy of vertebrates and closely related animals. Emphasis on mammals. Two 1 hour lectures/two 2 hour labs per week. Prerequisite: BIO 105. 4 hrs. (Alternate Years)

BIO 302. Microbiology. Habits, ecology, effects, culture, immunology and control of typical pathogenic and non-pathogenic bacteria, viruses, and selected protozoa. Three 1 hour lectures/two 2 hour labs per week. Prerequisite: BIO 100. 5 hrs.

BIO 304. Taxonomic Botany. Field identification and classification of typical angiosperms in the local environment. Two 1 hour lectures/two 2 hour labs per week. Prerequisite: BIO 105. 4 hrs.

BIO 311. Field 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. Three 1 hour lectures/4 hours of lab per week. Prerequisite: BIO 105. 5 hrs.

BIO 400. Senior Integrative Seminar. An integrative study and review of the major concepts and principles of biology. Required of all majors. Prerequisite: Senior standing and permission of the department. 1 hr.

BIO 404. Embryology. Embryology of animals, chiefly vertebrates. Maturation of germ cells, fertilization, segmentation, origin, and development of organs. Detailed study of the chick and the fetal pig. Two 1 hour lectures/two 2 hour labs per week. Prerequisite: BIO 105. 4 hrs. (Alternate Years)

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

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

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

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

BIO 410. Biochemistry. An introduction to the structure of biomolecules. Protein, carbohydrates, lipid structure and metabolism are studied. Enzyme kinetics, photosynthesis and protein synthesis are also emphasized. Prerequisite: BIO 105. CHE 230. 3 hrs.

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

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

Chemistry

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

Teacher Certification Emphasis
Required Major Courses: At least 21 hours of chemistry which must include CHE 120, 120L, 121, 121L, 230, 230L, 231, 231L, 330, 330L, 400.

Required Supporting Courses: PHY 247, MAT 120, CIS 217, BIO 100. (See Education for additional certification requirements.)

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

Required Supporting Courses: MAT 120, 130, 230, PHY 247, 248, CIS 217.

Recommended Courses: CIS 310.

Graduate School Emphasis
Required Major Courses: At least 30 hours of chemistry which must include CHE 120, 120L, 121, 121L, 230, 230L, 231, 231L, 330, 330L, 400, 422, 423, 430, 430L.

Required Supporting Courses: MAT 120, 130, 230, PHY 247, 248, CIS 217.

Recommended Courses: CIS 310.

Courses Offered:


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

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

Although the logical nature of mathematics is of utmost importance, the basic assumption is that students are studying mathematics at the undergraduate level as a tool to be applied to problem solving. It is in this spirit that as many practical problems as possible are considered in each course, and the Data General MV 4000 computer is used when appropriate.

Graduate School Emphasis
Required Major Courses: MAT 120, 130, 220, 231, 330, 340, 350, 360, 440.
Required Supporting Courses: SBS 230.

Teacher Certification Emphasis
Required Major Courses: MAT 120, 130, 220, 231, 330, 340, 350, 360.
Required Supporting Courses: SBS 230, EDU 335. (See Education for additional certification requirements.)

Teacher Certification Emphasis — Second Field Endorsement
Required Major Courses: MAT 120, 130, 220, 340, 360.

Courses Offered:

MAT 101. General Mathematics. A course for non-science majors that fills the science area certification requirement for elementary school teachers. Designed to acquaint the student with the philosophy, nature, significance and use of mathematics from early times to the present, with emphasis on the concept of a mathematical system. Topics include: Logic, sets, groups, the real number system, probability and computer algorithms. 3 hrs.

MAT 120. Calculus I. Basic notions of a derivative and an integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and theorem application. Prerequisite: MAT 110 or equivalent. 4 hrs.

MAT 130. Calculus II. Integration techniques and applications of derivatives and integrals to a wide variety of geometric, physical, and behavioral problems. Prerequisite: MAT 120 or equivalent. 4 hrs.

MAT 220. Linear Algebra. This course is an introduction to the algebra and geometry of vectors, matrices and linear transformations. It is designed for students of business and economics and others using simultaneous equations and matrices. This course is a prerequisite for the first course in Abstract Algebra. MAT 340. 3 hrs.

MAT 231. Multivariable Calculus. Differential and integral calculus of functions of several variables with applications. Taylor's series, transformations, extreme problems, line and surface integrals, including Stoke's and divergence theorems. Prerequisite:
MAT 120 and recommended MAT 220. 3 hrs. (Alternate years)

MAT 310/CIS 310. FORTRAN Computer Programming. Introduces the student to structured computer programming and problem-solving using the FORTRAN language. Students will solve several science-oriented problems by developing algorithms prior to coding their solution in FORTRAN, and then testing and refining their computer programs, using computer terminals on campus. This course will be of interest to science students generally, and fulfills the secondary programming requirement for a Computer Information System (CIS) science-oriented minor. 3 hrs.

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

MAT 340. Abstract Algebra I. Study in groups, rings, and fields, vector spaces, and linear transformation culminating in elements of Galois theory. Prerequisite: MAT 240. 3 hrs.


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


MAT 430. Real Variable. Theory of functions of a real variable. Introduction to measure theory and Lebesque integration. Prerequisite: MAT 420. 3 hrs.

MAT 440. Abstract Algebra II. Continuation of Abstract Algebra I. Emphasis is more on field theory and applications. Prerequisite: MAT 340. 3 hrs.

Physical Education

The recent renewed interest in America of the need for physical fitness, preventive health care, the value of a sound body to meet the stress of a busy life, and the development of a healthy mental attitude has only enhanced the role of the physical education major. Physical education is a rapidly expanding field involving many specialized areas. The physical educator is involved not only in the teaching and coaching of games and sports, but also in recreational leadership, counseling, administration, research, and work with disabled persons. Ottawa University's physical education program provides a basic departmental major with a variety of different emphases.

Required Major Courses: at least 32 hours in physical education which must include: PED 107, 111, 207, 237, 247, 300, 308, 325, 335, 417, PAC 100A, 100N, 100O, 100K, or 100M, and two additional PAC's.

Required Supporting Courses: BIO 100, 203.

Teacher Certification Emphasis
Required Major Courses: the same as above plus certification requirements (see Education).

Coaching Emphasis
Required Major Courses: the same as above plus at least three of the following: PED 227, 228, 238, 239, 248. (For certification, see Education).

Health Emphasis
Required Major Courses: at least 29 hours in physical education which must include: PED 104, 107, 111, 207, 308, 325, 335, 417.

Required Supporting Courses: BIO 100, 203, 214, PSY 120, SOC 100.

Recreation Emphasis
Required Major Courses: at least 35 hours in physical education which must include: PED 104, 107, 207, 237, 238, 300, 318, 325, 410, 417, PAC 100A, 100K, 100N, 100O.

Required Supporting Courses: ACC 112, 211, ART 106, SDR 110, CIS 137, HIS 110, HUS 250, PSY 120, SOC 100.

Courses Offered:

PED 104. Personal and Community Health. A study of personal hygiene and community health with a view to favorably influencing habits, attitudes, and knowledge relating to individual and community health. Especially important for future teachers of health. 3 hrs.

PED 107. First Aid. Covers practical applications of emergency treatment such as: strokes, heart attacks, life saving for water emergencies, burns, cuts and abrasions, broken bones. Practical application in resuscitation. 2 hrs.


PED 207. Analysis of Sports Injuries. Preventive, protective, and supportive techniques used in treatment of athletic injuries. Analysis of problems encountered, particularly in individual and team sports. With respect to emergency treatment, first aid, and recommended medical rehabilitation procedures. 2 hrs.

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

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

PED 237. Teaching and Officiating Fall Team Sports. Historical background of sports. Principles of teaching and officiating. Major sports: basketball, softball, track, and field. 3 hrs.

PED 238. Methods of Coaching Track. Theory of coaching, officiating, and administering intramural, recreational and interscholastic track programs. Extensive field work required. 2 hrs.
PED 239. Methods of Coaching Soccer. Theory of coaching, officiating, and administering intramural, recreational and interscholastic soccer programs. Extensive field work required. 2 hrs.


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

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

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

PED 318. Recreational Leadership. Philosophy of recreation. Importance of recreation in modern life. Development of some recreational skills which may be used in school, church and community. 3 hrs.

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

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

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


Physics

Ottawa University does not currently offer a major in Physics, but does offer sufficient courses to support other science programs.

Courses Offered:

PHY 109. Physical Science. Basic method and principles of physical science, examining selected problems in physics, chemistry, geology and astronomy, with particular emphasis on relating fundamental physical laws to current environmental, energy and other societal problems. 3 hrs.

PHY 247. University Physics. Designed primarily for students with specific interest in the sciences. Fundamental laws of physics with application to contemporary problems. Topics include mechanics, relativity, heat, wave motion, and sound. Corequisite: MAT 120. 3 hrs. lecture, one two-hour laboratory per week. 4 hrs.

PHY 248. University Physics. Continuation

The Division of Social and Behavioral Sciences

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

Accounting

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

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

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

Required Major Courses: ACC 121, 221, 262, 301, 331, 332, 441, OAD 310, 328.

Required Supporting Courses: ECO 104, 303, CIS 217, PSC 133, PSY 120, MAT 103 or 110 or 120, SBS 230, SOC 100.

Recommended Courses: ECO 117, 305, OAD 305, 318, MAT 120, CIS 238, HUS 250.

Courses Offered:

ACC 121. Financial Accounting. Introduction to accounting theory and procedures. Recording, classifying, reporting, and analyzing financial data. The professional accountant as a problem solver, decision maker, systems analyst, and planner. 3 hrs.
ACC 221. Managerial Accounting. Evaluation of financial performance for managerial planning and forecasting. Cost-volume profit analysis, break-even analysis, capital budgeting, and responsibility reporting. Prerequisite: ACC 121. 3 hrs.

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

ACC 331. Intermediate Accounting I. Transition course from introductory level financial accounting. In-depth study and evaluation of financial accounting theory, concepts, and analysis. Correlation with FASB statements and APB opinions and statements. Prerequisite: ACC 121. 3 hrs.

ACC 301. Cost Accounting. Study of accounting for use by management in planning and control. Product costing techniques, comprehensive budgeting procedures, inventory planning and control, cost analysis and control. Prerequisite: ACC 221. 3 hrs.


ACC 441. Auditing. Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes assessing the internal control system, applying statistical sampling, and evaluating employee competence. Professional judgment. Generally accepted auditing standards. Code of Professional Ethics. Prerequisite ACC 331 and OAD 305. 3 hrs.

OAD 305. Management Fundamentals. Processes for managing organizations including planning, organizing, leading, and evaluating. Examination of the administrative role in organizations and concepts relevant to its function. Historical development of administrative thought. Prerequisite: PSY 120 or ECO 104. 4 hrs.

OAD 310. Business Law. Introduction to the American legal system. Selected areas of substantive law such as contracts, commercial paper, sales, agency, property. Prerequisite: ACC 121 or ECO 104. 3 hrs.

OAD 318. Marketing. Analysis of consumer behavior and configuration of target market. Management of organization activities designed to satisfy target market — planning, pricing, promotion and distribution of the product or service. Prerequisite: ECO 104 and OAD 305. 4 hrs.

OAD 325. Human Resources Administration. Processes in the management of the personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal, and compensation. Prerequisite: PSY 120. 4 hrs.

OAD 328. Financial Administration. Financing of the organization from the administrative viewpoint. Consideration of internal financial management as well as external financing and capital structures. Prerequisites: ACC 121 and ACC 221. 4 hrs.

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

OAD 425. Small Business Administration. The operation of enterprises and entrepreneurship involving the use of a small business. Communication between the business owner and society. Preparation of a comprehensive plan for starting a small business. Prerequisites: ACC 121, OAD 305 and OAD 318. 4 hrs.

Business Administration

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

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

Required Major Courses: OAD 300, 305, 310, 318, 325, 328, 425.
Required Supporting Courses: ACC 121, 221, ECO 104, 303, CIS 217, PSC 133, PSY 120, MAT 103 or 110 or 120, SBS 230, SOC 100.
Recommended Courses: ECO 117, ACC 262, HUS 250, SDR 110, ENG 137.

Courses Offered:

OAD 300. Behavior in Organizations. Human behavior in work organizations. Effects of external socialization on work behavior as well as internal socialization within the work organization. Individual satisfaction as related to the organization structure, the nature of the task, and the focus of power and authority. Prerequisite: PSY 120. 4 hrs.

Computer Information Systems

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

Required Major Courses: CIS 217, 238, 241, 267 or 310, 288, 343, 383, 490.
Required Supporting Courses: MAT 110, SBS 230, ACC 121, 221, ECO 104, PSC 133, PSY 120, SOC 100, HUS 250, and one of the following: OAD 305, 318, 325, 428.
Recommended Courses: SDR 110, PHL 217, OAD 300, MAT 220, ACC 301, 441.

Courses Offered:

CIS 137. Introduction to Computing. Introduces the student to the history of computers, the different functional components of a computer system, and the different task areas necessary to develop and utilize an information processing system. Throughout the course emphasis is on how and why computers are increasingly being used in most areas of society. This course will be of interest to
those students seeking a general introduction to the subject as well as those students who already have or plan to acquire a deeper understanding of Computer Information Systems (CIS). 3 hrs.

CIS 217. Introduction to Computer Logic and Programming Concepts. Introduces the student to structured, computer oriented problem-solving. The course explores problem analysis and gives students a fundamental understanding of the procedural building blocks used to solve problems with a computer. Elementary data structures and computer nomenclature will also be introduced. A structured methodology will be used throughout the course utilizing such tools as flow charts, hierarchy diagrams, IPO charts and pseudocode. While this course does not focus on a specific programming language, students will utilize the computer lab for some coursework. 3 hrs.

CIS 238. Structured COBOL Programming. Introduces the student to solving business-oriented problems with COBOL programs, using a structured approach. Stress is laid on developing correct and easy to enhance COBOL computer programs based on structured techniques and team concepts. Students will test and refine their computer programs utilizing the microcomputer laboratory. A case study project will be completed near the end of the course. Prerequisite: CIS 217. 3 hrs.

CIS 241. Advanced Programming Studies. Introduces the student to structured computer programming by developing algorithms and implementing their solution in Pascal, a structured language. Students will solve several computer science type problems utilizing the computer terminals connected to the minicomputer system or in the microcomputer laboratory. Prerequisite: CIS 217. 3 hrs.

CIS 267. Computer Programming with BASIC. The student develops, solves, and documents several computer programming problems typically found where the BASIC language is used in a production environment. These include string processing and arithmetic, different methods of organizing and processing files, complex array processing, sorting, user-oriented reports, user-oriented program menus, and command level instructions. A structured approach in algorithm development and team concepts are used throughout the course to emphasize the efficient and effective methodology needed to produce correct and easy to maintain BASIC computer programs in a professional manner. Prerequisite: CIS 217. 3 hrs.

CIS 288. Advanced Structured Programming in COBOL. This course is designed to develop many of those advanced skills needed by students for entry level COBOL computer programming positions in a business-oriented environment. Stress is placed on the structured techniques and team concepts necessary to produce correct and easy to enhance computer programs. Students will develop individual and team COBOL computer programs involving sequential, index sequential, and random file organization and access techniques, with editing and sorting playing important roles. Additional topics such as formatting procedures and documentation needed in a production environment will be discussed. Prerequisite: CIS 238. 3 hrs.

CIS 310/MAT 310. FORTRAN Computer Programming. Introduces the student to structured computer programming and problem-solving using the FORTRAN language. Students will solve several science-oriented problems by developing algorithms prior to coding their solution in FORTRAN, and then testing and refining their computer programs, using computer terminals on campus. This course will be of particular interest to science students. 3 hrs.

CIS 343. Structured Systems Analysis and Design. This course provides students with a detailed survey of the most important, current, structured methodologies used in organizational computer information systems environments. Students will analyze problem assignments and design solutions using these structured methodologies. A case study/team project will be completed near the end of the course. Structured analysis and design develop requirements and specifications from which computer programs are subsequently written. Prerequisites: CIS 137, CIS 267 or CIS 288. 3 hrs.

CIS 383. Database Management Systems. This course will provide the student with a concrete understanding of hierarchal, network, and relational database management systems (DBMS) through lecture, exercises, and demonstrations of sophisticated DBMS. Additional topics covered will be the role of the data administrator, the creation of a data dictionary, and the development of user-oriented data bases and their utilization through data base languages. Prerequisite: CIS 343. 3 hrs.

CIS 437. Special Topics in Computer Information Systems. This course will consist of various topics in CIS and may change its focus from time to time. Topics may include distributed processing, programming productivity tools, data communications, systems programming, information systems planning, data processing management, etc. Prerequisite: 15 hrs. in CIS. 2 hrs.

CIS 490. Systems and Software Team Projects. This course will consist of the design, development, implementation, and documentation of a team project assignment. This course is designed to integrate the Computer Information Systems curriculum by enabling CIS majors to complete a practical, complex project. Prerequisite or co-requisite: CIS 343. 3 hrs.

Economics

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

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

Required Major Courses: ECO 104, 118 or OAD 328, ECO 301, 305, 403, 430, SBS 230.

Required Supporting Courses: SOC 100, PSY 120, PSC 133, MAT 220, ACC 121, CIS 217.

Recommended Courses: MAT 120, 130, CIS 238, 241, 383.

Courses Offered:

ECO 104. Introductory Economics. Introductory microeconomics and introduction to macroeconomics. The rationing role and the production motivating role of prices in a market economy, the impact of market regulation and deregulation, and the interplay of private and public choice in achieving economic efficiency. The inflationary consequences of monetary and fiscal policies designed to eliminate poverty and reduce unemployment, the significance of government budget deficits in the short-run and the long-run, and the role of the U.S. dollar in international trade. 5 hrs.

ECO 117. Money and Personal Goals. The
development of an overall personal economic plan in which alternative courses of action are evaluated by their contribution to the attainment of the decision-maker's particular set of personal objectives. Courses of action considered are alternative means to increase money income, to spend money efficiently for consumer goods, to produce for consumption, and to invest in such a way as to increase economic power. 2 hrs.

ECO 318. Investments. Comparison of the return vs. risk of United States Treasury bonds and bills, municipal bonds, corporate bonds, common stock, stock options, real estate, investment trusts, mutual funds, annuities, life insurance, savings accounts, certificates of deposit, and other money market funds. 3 hrs.

ECO 303. Money and Banking. The role of money and banking in U.S. economic development and in international finance. The significance of money, banking history and development, commercial banking operations and structure, central banking and monetary management, alternative international monetary systems, monetary theory and monetary policy. Prerequisite: ECO 104. 4 hrs.

ECO 305. Managerial Economics. The motives and strategies of managers and owners, estimating demand in product and factor markets, controlling costs by comparing alternative production opportunities in the short run and the long run, optimum pricing policies related to the extent of competition and rivalry. Prerequisite: ECO 104 and SBS 230 or MAT 330. 4 hrs.

ECO 316. Public Finance. Public resource allocation decisions in government and other non-profit institutions; program budgeting, benefit-cost analysis, discounting public investment, efficiency considerations in taxation, the distribution of economic benefits and other topics in economic welfare. Prerequisites: ECO 104. 3 hrs.

ECO 403. Macroeconomic Analysis. Integration of the product market, factor market, and money market in a national income analysis model to evaluate trade-offs between full employment, a stable price level, balance of payments, equilibrium, economic growth, egalitarianism, and economic freedom. Prerequisites: ECO 104, 301 or 316. 4 hrs.

ECO 430. Econometrics. The application of economic theory, mathematics, and statistical techniques for the purpose of testing hypotheses and forecasting economic output, employment and prices. Emphasis upon regression analysis to determine the relationship between a dependent variable and one or more independent or explanatory variables. Prerequisites: ECO 104 and SBS 230. 3 hrs.

Required Major Courses: HIS 110, 203, 204, 218, 316, 342, 343, PSC 133.

Required Supporting Courses: ECO 104, SOC 100, PSY 120, CIS 137, SDR 110, ENG 137 or 210.

Courses Offered:

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

HIS 203. History of Civilization to 1600. The beginnings and development of human culture and institutions. Emphasis will be upon those aspects of history of civilization which are formative for modern western culture. 3 hrs.

HIS 204. History of Civilization After 1650. The development of civilization in the modern era. An analysis of the political, economic, and cultural revolutions that have created contemporary culture and its tensions. 3 hrs.

HIS 218. The American West. Westward expansion as a key to the character of America. Use of primary sources and regional and local materials is encouraged. Prerequisite: one course in history or consent of the instructor. 4 hrs. (Offered in alternate years.)

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

HIS 341 Topics in European History. A selection of readings and topics in European history. Common theme, assigned readings, and individual projects. Inquire in advance for information on assigned topics. Prerequisite: junior or senior standing and one course in European history. 4 hrs.

HIS 342/PSC 342. HIS 343/PSC 343. Topics in American History and Politics. A selection of readings and topics on American history and government. Common theme, assigned readings, individual projects. Inquire in advance for information on selected topics. Credit in either history or political science. Prerequisite: junior or senior standing and one course in history or political science. 4 hrs.

Human Services

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

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

The Human Services major consists of a required "Human Services Core" and courses required for one of several career foci. In addition a number of courses that are closely related to these major courses are recommended but not required for Human Services majors.
Required Major Courses: HUS 200, 250, 300, 405, 410/420, plus the appropriate Required Focus Area Courses.

Required Supporting Courses: HUS 118, PSY 120, 323, 303, SOC 100, PHL 210 or 211.

Recommended Courses: PSY 110, 301, 405, SOC 117, 203, HUS 212, SBS 230, PSC 133, ESC 104.

Practice and Administration
Required Focus Courses: OAD 300, 305, PSY 301.

Corrections Focus
Required Focus Courses: SOC 200, 307, 447.

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

Courses Offered:

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

HUS 200. Values and Explorations in Human Services. A broad overview of the profession of Human Services. The course examines the historical developments of human services and the knowledge, values, and skills required to function in the role of a human service worker. The course also allows the students to evaluate their strengths and weaknesses as a potential human service professional. Prerequisite: any introductory psychology or sociology course. 3 hrs.

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

HUS 300. Human Services and the Community. Designed to help the student to function as a human service worker in a community or small neighborhood setting. The course defines the community, raises issues and questions about the power structure and cultural and environmental pressures within the community. Community resources and relational linkages of community agencies are analyzed. Community dynamics and the change processes are explored and critiqued in terms of their affect on the people living within the community. Prerequisite: HUS 118 and SOC 100. 3 hrs.

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

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

Political Science

Political Science courses provide valuable preparation for a variety of careers. These careers include government service at the national, state, and local levels. Many attorneys have chosen political science as their undergraduate major. People active in various movements for social change have taken advantage of the knowledge provided by the study of political science to more actively support their cause. Many undergraduates who study political science enter business careers where a knowledge of politics has become increasingly necessary as relationships between government and business are becoming more complex. In every vocation, knowledge of political science has become crucial as the role of government expands in our society. Students interested in teacher certification should consult the Education section for a program description.

Required Major Courses: PSC 133, 224, 232, 322, 342, 343, HIS 110, HIS 203 or 204.

Required Supporting Courses: ECO 104, SOC 100, PSY 120, CIS 137, SDR 110, ENG 137 or 210.

Courses Offered:

PSC 133. American Government. An introduction to American government: philosophy, structure, and operation. Study is made of the performance and problems of American government with emphasis on the question of the citizen's knowledge, role and responsibility. 4 hrs.

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

PSC 232. International Relations. An introduction to international relations and foreign policy. Emphasis is on the study of the causes of international conflict and the resolution of conflict. Emphasis is placed on the study of war, particularly its prevention. Prerequisite: PSC 133 or permission of instructor. 4 hrs. (Alternate years)

PSC 322. Political Parties. A study of the American political party system with emphasis on the post World War II era. Study is made of the organization, strengths and weaknesses, functions, techniques, and trends of the U.S. political party system. Prerequisite: One course in political science or permission of instructor. 4 hrs. (Alternate years)

PSC 342/HIS 342. PSC 343/HIS 343. Topics in American History and Politics. A selection of readings...
and topics on American history and government. Common theme: assigned readings, individual projects. Inquire in advance for information on selected topics.

Psychology

Psychology is the scientific study of behavior. The discipline utilizes a variety of approaches including the nature of scientific investigation and its methodology; experimentation and data analysis; psychological theory and measurement. Areas of study include life span development; theories of personality; abnormal behaviors; social psychology and personal adjustment. Psychology is a helpful discipline in strengthening other fields of study, particularly those that involve work with people. Students interested in teacher certification should consult the Education section for a program description.

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

Required Supporting Courses: ECO 104, PSC 133, HIS 110, SOC 100, BIO 203.

Recommended Courses: PSY 221, 405, plus a practicum in psychology (PSY 410/420), HUS 212, 250, PHL 217, CIS 217, MAT 103, SDR 110.

Courses Offered:

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

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

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

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

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

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

PSY 323, Developmental Psychology. This course is designed to provide an overview of the developmental process from conception to death; the biological, psychological, and sociocultural aspects of human growth and development are considered. An exposure to the fundamentals of developmental psychology can be of benefit to all students. Prerequisite: PSY 120. 4 hrs.

PSY 334, Tests and Measurements. This course will provide an understanding of the function of testing and measurement in behavioral sciences. Students will study the construction, selection, administration, and application of tests. Assessment instruments will include aptitude, ability, and intelligence measures, and personality and interest inventories. This course will be beneficial to students in designing tests and interpreting test results. Prerequisite: PSY 120. 3 hrs.

Sociology

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

Required Major Courses: SOC 100, 117, 200, 201, 308, 401.

Required Supporting Courses: PSY 120, PSC 133, ECO 104.
Recommended Courses: SOC 203, 307, 447, CIS 137, SBS 230.

Courses Offered:

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

SOC 117. Social Problems and American Values. Human maladjustments as they relate to the culture of the U.S. Recognition of social factors operative in both personal and social deviance. Analysis of programs to alleviate or eliminate problems. Concern for crime, law, punishment, and rehabilitation. 4 hrs.


SOC 201. Methods of Social Research. Attention to the theory and methods of research in the social and behavioral sciences. The nature of exploration, testing hypotheses, theories of measurement, and current trends are considered. 4 hrs.

SOC 203. The Black Community in the United States. Historical and institutional analysis of the role of Black citizens of the United States. Major concern on the present situation in terms of persons, movements, and strategies, with particular emphasis upon the urban scene. 4 hrs.

SOC 300. Complex Organizations. Theoretical approach to the structure and function of formally constituted organizations/institutions, with emphasis on: history and development of modern rational and bureaucratic organizations; issues of the exercise and generation of power and authority, decision-making; issues of communication, generation, and flow of information; intraorganizational coordination, conflict and change; position of large formal organizations in the larger social structure. Prerequisite: SOC 100. 4 hrs.

SOC 307. Criminology. A study through reading and discussion, and an investigation through selected field trips. Consider such areas as law enforcement agencies, the court structure, sociological aspects of criminal behavior, and the ways of working with persons convicted of crime, both with and without imprisonment. Theories of criminal behavior are analyzed and evaluated. Prerequisite: One SBS Breadth Course. 4 hrs.

SOC 308. Social Stratification. The nature and origin of social classes; descriptive examination of the sources of wealth and of property; the social consequences of inequality for individuals and communities; the relation between poverty and discrimination; and the influence of such institutions as education and social welfare on structured social inequality; cross-cultural assessment of the phenomenon of the "middle class": its relation to certain types of political and economic systems, and its position in this country. 4 hrs.

SOC 401. Social Theory. Overview of the development of modern sociological thought, the origins of scientific sociology in Western Europe and the United States, and a focus on selected contemporary sociological theorists. Recommended for Junior and Senior level sociology majors. 4 hrs.

SOC 447. Juvenile Delinquency. A study through reading literature in the field of delinquency and through visits to places serving delinquents, including places of detention. Analyzing and evaluating theories of delinquency through discussion and papers. Assessing, in the same way, contemporary concepts in the field. Not open to freshmen. 4 hrs.

University Courses

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

SBS 230. Statistics. This course will provide an introduction to the basic methods of research design and analysis of data, including both descriptive and inferential statistics. Prerequisite: PSY 120 or ECO 104. 3 hrs.

UNV 114. Introduction to Communication. 3 hrs.

Interdisciplinary Majors

Ottawa University provides a limited number of major options that allow the student to bring work done in several disciplines together in an integrated and focused course of study. Not to be confused with the individualized major which also allows for interdisciplinary study (see below), the interdisciplinary major is a structured and prescribed selection of courses from a number of disciplines that are integrated around a central, comprehensive theme. Students choosing this option generally find that their comprehensive examination provides them with a particularly helpful opportunity to clarify and demonstrate this integration.

American Studies

The American Studies program at Ottawa is an interdisciplinary major designed to provide students with an in-depth understanding of the currents and dynamics of American and society. Drawing heavily on the resources of the English, history, and political science departments, the program also highlights the cultural, religious and social dimensions of the American experience. The courses listed below constitute the standard American studies major, but some variation in this sequence is possible for students with interest in a particular focus.

An American studies major is excellent preparation for a variety of career goals. It is especially relevant for students interested in law school, public service, or graduate work in American studies.

Required Major Courses:

ENG 203/204 American Literature I and II
ENG 350 American Literature Seminar
HIS 218 The American West
HIS 316 Twentieth Century America
PSC 322 Political Parties
PSC 342/343 Topics in American History and Politics
REL 113 Contemporary American Religious Groups
SOC 117 Social Problems and American Values
SOC 203 The Black Community in the United States
MUS 103 Jazz in America
Recommended Courses:
ENG 325 The English Language
SDR 110 Speech Preparation and Delivery
ENG 137 Intermediate Writing
ENG 102 Contemporary Literature
REL 237 Dimensions of Faith

Criminal Justice
A major in criminal justice prepares a student for a variety of careers related to American law enforcement agencies, the courts, and various social institutions. Specialized study in some area may be necessary for careers in law or police administration, but the criminal justice major will make a good preparation for entry level positions in a variety of ways. The studies lean heavily upon the discipline of sociology, but also includes a number of other areas to reach full potential.

Major Required Courses:
SOC 177 Social Problems and American Values
HUS 118 Social Welfare as a Social Institution
SOC 203 The Black Community in the United States
SOC 307 Criminology
PSC 133 American Government
SOC 447 Juvenile Delinquency

Recommended Courses:
HUS 250 Interpersonal Communication
PSY 303 Psychopathology
Internships

Humanities
The humanities program at Ottawa is designed for students interested in the human condition and its various cultural, artistic, and intellectual manifestations. As an interdisciplinary major, the program draws from the traditional disciplines of the humanities (English, philosophy, religion, art, music, and history) and also encourages students to develop a mastery of communication skills as well. The courses listed below constitute the standard humanities major, but some variation in this sequence is possible in order to accommodate the particular interests of individual students.

A humanities major is well suited to students interested in graduate study in interdisciplinary programs. In addition, more and more professional programs, as well as the business community in general, are interested in individuals who have the skills of communication and analysis and the broad base of knowledge that are developed in this program.

Required Major Courses:
ENG 203/204 American Literature I and II
ENG 318 Shakespeare Seminar
ENG 350 or 355 Literature Seminar (American or British)
PHL 301 or 302 History of Philosophy I or II

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

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

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

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

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

ENG 137 Intermediate Writing
ENG 210 Advanced Expository Writing
ENG 227 Creative Writing
OAD 300 Behavior in Organizations
SDR 202 Argumentation and Debate
SDR 110 Speech Preparation and Delivery
ACC 121 Introductory Financial Accounting
ACC 221 Managerial Accounting
ECO 104 Introductory Economics
CIS 137 Introduction to Computing
PHL 237 Introduction to Logic
PSY 120 General Psychology
PSY 221 Social Psychology
SOC 100 Social Behavior

**Pre-Medical Program and Pre-Dentistry Program**

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

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

CHE 120, 121 General Chemistry I and II
CHE 230, 231 Organic Chemistry I and II
CHE 330 Chemical Analysis
BIO 100 Principles of Biology
BIO 203 Human Physiology and Anatomy
BIO 212 Genetics and Society

**Academic Programs**

BIO 401 Biochemistry
BIO 301 Comparative Anatomy
BIO 404 Embryology
MAT 110 Elementary Functions
MAT 120 Calculus
PHY 247, 248 University Physics

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

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

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

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

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

Students in these programs will take courses such as:

BIO 100 Principles of Biology
CHE 120, 121 General Chemistry I and II
CHE 230, 231 Organic Chemistry I and II
BIO 203 Human Physiology and Anatomy
BIO 302 Microbiology
PHY 247, 248 University Physics
PSY 120 Principles of Psychology
PSY 323 Developmental Psychology
MAT 103 College Algebra
MAT 110 Elementary Functions
MAT 120 Calculus
BIO 214 Introduction to Nutrition

**Medical Technology**

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

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

Acceptance into the affiliate program is competitive. Admission into the program of Ottawa University does not guarantee acceptance of the student by the affiliated clinical program. Ottawa University is affiliated with Providence-St. Margaret Health Center in Kansas City, Kansas. This hospital has agreed to consider Ottawa University students for their clinical program.

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

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

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

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

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

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

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

RESIDENCY REQUIREMENTS for the senior year are waived for medical technology students during the clinical year through the authority of the

Hospital-College affiliation agreement.

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

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

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

Ottawa University/Kansas State University Dual Degree Programs

Agronomy Combinations and Home Economics:

Ottawa University offers several programs in cooperation with Kansas State University. The programs include Agronomy/Physical Science and Agronomy/Business Administration and several options in the area of Home Economics. In these programs, the basic science or business courses and the liberal arts requirements are taken at Ottawa University while the agriculture and home economics courses are taken at Kansas State University.

Each of these programs is designed so that the student spends the first two years at Ottawa University, the third year at Kansas State University and the fourth year at Ottawa University. The program includes one summer session at Ottawa University, but upon completion of the program the student receives a B.A. degree from Ottawa University and a B.S. degree from Kansas State University.

Career opportunities in these majors include agricultural management, agricultural sales, agricultural writing, crop production and protection, agricultural insurance and agricultural research. Home Economics career options include the textile industry, nutrition, child care center management, family crisis center management, family crisis centers, consumer affairs and family economics.

The required courses and course sequence models for these programs have been arranged for you at Ottawa University. Course selections will depend on the programs you choose for yourself, but the basic sciences, business, and liberal arts courses are taken at Ottawa University and the agriculture and home economics courses are taken at Kansas State University.

Pre-Engineering Studies and Dual-Degree Program

The critical shortage of engineers that the country is now experiencing is just a dramatic example of a long-range trend that is likely to continue through the coming decades. Many of the problems facing our society need technological
solutions which will only come with a strong work force of engineers and scientists. But only technical training will not be sufficient to do the job. Engineers working in the decades of the eighties and nineties and beyond must be sensitive to the environmental, societal, and human implications of both problems and solutions. It is essential that engineers be liberally educated to meet the demands of a changing world, a fact recognized by more and more engineering schools as they broaden their undergraduate programs to include more of the traditional liberal arts courses.

At Ottawa University, our prime objective is to provide such a liberal arts education. The pre-engineering curriculum is designed to do this at the same time that it provides a grounding in science and mathematics courses to prepare you for the upper level engineering courses which you will encounter after transferring to an engineering college to complete your studies. Presently, Ottawa University has a three/two program in conjunction with Kansas State University so that after three years at OU and two years at KSU, you will receive two degrees, a B.A. from Ottawa, and a B.S. from KSU in whichever branch of engineering you have chosen: Civil, Mechanical, Chemical, Electrical, Agricultural, or Nuclear. The major at OU could be in computer information systems or mathematics.

In addition to the Kansas State University program, a three/two program can be designed for transfer to another school of your choosing. This would be tailored to the specific requirements of the chosen engineering college. Or a two/two program, with no degree from Ottawa but with the full range of preparatory technical courses could be tailored to your needs as well. It is important that you contact the Pre-Engineering Advisor about any of these programs so that an individualized plan can be developed.

The engineering-related courses you would take at Ottawa would include:
MAT 120, 130 Calculus I and II
CHE 120, 121 General Chemistry I and II
MAT 320 Differential Equations
PHY 247, 248 University Physics
MAT 231 Multivariable Calculus
CIS 310 FORTRAN Computer Programming
CHE 230, 231 Organic Chemistry I and II

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

In addition to the technical courses, you will take courses in such areas as English composition, psychology, religion, sociology, and economics so as to meet graduation requirements at both OU and the engineering school; but more importantly, to be a liberally educated person who can help solve some of the difficult problems facing our world.

Forestry — 3-2 Program with Duke University —
B.A./M.S. Dual degree

The 3-2 Forestry program at Ottawa University is a "cooperative" program with Duke University at Durham, North Carolina. It is a program that is designed to prepare the interested student with a major in forestry while taking advantage of a small college atmosphere for the first three years of the collegiate experience, then moving to a larger college where the program becomes "polished" in the more technical aspects of forestry.

While at Ottawa, you not only receive the basic courses that lead you into the study of forestry, but you will be involved in a program of education that is directed toward you not only as a student, but as a "person" and a future citizen. In order for this to be accomplished, you will be expected to take courses in areas other than science — courses such as literature, sociology, history, psychology, and general education as well as other courses that will be required for graduation, and which will provide you with a "total educational experience." Our program of advising will assist you in reflecting on your goals as you progress through your educational experience while on the Ottawa campus.

Some typical courses that you might take while at Ottawa that relate specifically to a forestry major would be:
BIO 100 Principles of Biology
BIO 105 Organismic Biology
CHE 120, 121 General Chemistry I and II
BIO 212 Genetics and Society
BIO 304 Taxonomic Botany
BIO 203 Human Physiology and Anatomy
MAT 110 Elementary Functions
CHE 230, 231 Organic Chemistry I and II
PHY 247, 248 University Physics
BIO 311 Field Ecology
CIS 137 Introduction to Computing
CIS 217 Introduction to Computer Logic and Programming Concepts
ECO 104 Introductory Economics

Your specific interest in a forestry program — management, field work, or other phases, would dictate the courses you would take, but the above courses are illustrative of those available.

After you have completed three years of study at Ottawa, and have completed all general education requirements, you would then go to Duke University for one year to complete your studies for a Bachelor of Arts Degree awarded at Ottawa. You would then return to the Duke University campus for one additional year of study after which you would qualify for a Master's degree in Forestry.

Special Study Opportunities

A selected number of courses are designed by instructors so that they may be taken by arrangement during a regular enrollment period: fall, spring, or summer. Not all such courses will be available at any given time depending upon the schedule and responsibilities of the faculty member teaching the course. Information about these courses should be obtained from the academic advisor or the academic dean. The following descriptions identify the kinds of special opportunities which are available.
Independent Study, 240, 340, 440

A student who has already demonstrated academic ability in a particular field and seeks to go beyond the formal courses available at Ottawa may do so under certain conditions. The proposed independent study will need to be well designed, preferably with an instructor who has already worked with the student in the relevant academic area. The purposes, methods of learning, and evaluation processes will need to be explained on a form which can be obtained from the registrar.

Independent study courses carry 3 semester hours regular credit unless a different value is approved by the academic dean.

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

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

Directed Study

Selected courses in the catalog have been designed by instructors to be available for enrollment without the usual frequent class meeting schedule. The courses are predesignated rather than open to a variety of topics as would be the case in independent study enrollments. Nevertheless, only students with considerable motivation and self-direction should attempt these courses.

Internships, 410, 420.

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

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

Internship courses are designated by the numbers 410 and 420. Participation in these courses requires an approved contract as well as approval from the academic supervisor of the internship and the student's program advisor.

Teaching Participation, 245, 345, 445.

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

Graduate Courses of Study

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

For further information about the courses, contact the Director of Graduate Studies located at the Kansas City Center of Ottawa University, Building 20, 10865 Grandview, Overland Park, Kansas 66210.

Ottawa University's Non-Residential Centers

Ottawa's residential campus is the best location for young adults of 17-25 to pursue higher education. Its resources are designed for students of that age range and it has the extra-curricular and co-curricular opportunities only possible in a residential setting. Older students, particularly those with job responsibilities or young children to care for, are not able to utilize the residential campus facilities easily, or can do so only at high cost to families and jobs.

Early in the 1970s, Ottawa University established its first non-residential center to serve the needs of its older students. The program parallels the educational program provided on the campus and is consistent with its educational philosophy and development. Study in the non-residential center continues the same high standards of the campus and work done in any part of the University is wholly acceptable in any other part. All credit granted for non-residential center work is applicable to an Ottawa University degree, consistent with the student's own educational goals and program selections. All elements of Ottawa University incorporate Ottawa's insistence upon quality in design and offerings, individual education planning, development of learning contracts, use of trained advisors, interdisciplinary approach, and skill development for continuous self-education.

The significant difference between the non-residential centers and the residential campus lies in the de-emphasis given to location and traditional...
scheduling. Learning is not limited to specific geographical sites or buildings, nor is it confined to arbitrary schedules that begin in the fall, spring or summer. Learning in the centers, therefore, is possible in many different sites or classrooms anywhere in the metropolitan areas served or wherever enough students can gather to make the learning situation practical. Through the non-residential centers, Ottawa University offers upper divisional or post-baccalaureate courses for personal and professional growth in Kansas, Missouri, California, and Arizona. Similarly, students in the non-residential centers may begin their education at any time and may accelerate or slow down the process to fit their own needs. Some courses are offered in intensive style with class meetings compressed into a few days or a few weeks while other classes meet only once a week over a longer time span. Credit is awarded in standard semester hours based on commonly accepted and traditional techniques of determining such credit. Learning and evaluation in the non-residential centers can fairly be described as traditional education in non-traditional schedules and entry points.

In addition to providing individualized educational programs, the non-residential centers can work with any business, agency, or group to provide high quality instruction for credit or continuing education units at locations convenient to the group.

The initial non-residential center of Ottawa University was in the Kansas City metropolitan area where the first classes began in 1974. Kansas City is the closest metropolitan area to the residential campus; only 45 minutes away by interstate highway. A substantial amount of residential campus students and economic support comes from the Kansas City area. A second center was opened in Phoenix, Arizona in 1977, responding to the interests expressed by local American Baptists who wanted an American Baptist-related institution in their area where private, church-related educational institutions are rare. By the end of academic year 1980-1981, the non-residential programs had enrolled over 6,000 part-time students and over 700 persons had completed their college degrees. Several of the graduates had begun their education on the residential campus years earlier, but most of the graduates had no prior contact with Ottawa except through the non-residential centers. At least a third of these adult graduates, having successfully resumed education through Ottawa University, have gone on to further education in graduate and professional schools.

Further information about the non-residential program may be obtained in separate publications available from either of its two centers:

Ottawa University, Kansas City Center
Building 20
10865 Grandview
Overland Park, Kansas 66210
(913) 451-1431

Ottawa University Phoenix Center
1777 West Camelback Road
Phoenix, Arizona 85015
(602) 279-4474

**English Language Institute**

In 1973, Ottawa University established the English Language Institute, a program in which international students may improve their skills in speaking, understanding, and reading English as a second language. The program consists of both class instruction and individual tutoring. In addition, arranged special activities and personal encounters help the student to grasp something of the cultural setting so important to truly understand a second language.
Faculty

Division Chairpersons:
Division of the Arts and Humanities: Charles C. Anderson
Division of the Natural Sciences: J. Edward Morrissey
Division of Social and Behavioral Sciences: H. William Myers

Department Chairpersons:
Art .................................................. Frank Lemp
Biology ................................................. J. Edward Morrissey
Chemistry ............................................ Tom B. Lewis
Computer Information Systems .................. David R. Kraemer
Accounting, Economics, and Organizational Administration . Sherwin Snyder
Education ....................................... Martha Gage
English ............................................. Lora K. Reiter
Foreign Languages ................................. Murle Mordy
History and Political Science .................... Ronald A. Averitt
Mathematics and Physics ......................... George L. Chaney
Music ................................................. Stanley L. Defries
Physical Education ............................... Bill B. Boucek
Psychology ......................................... Bill Ballinger
Religion and Philosophy ........................... Charles C. Anderson
Sociology and Human Services .................. H. William Myers
Speech and Drama .................................. Roger Moon

Emeriti

Maude N. Adams (1957-1970)

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

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

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

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

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

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

Andrew B. Martin (1935-1967)
Professor Emeritus, B.A., Colgate 1925; M.A., Marquette University, 1929; Ph.D., ibid., 1938; D.H.L., Ottawa University, 1975.

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

Adrian Stoner (1964-1975)
Professor Emeritus of Modern Languages, D.Sc., University of Bucharest, 1949; M.H.L., Ottawa University, 1972.

Active

Charles C. Anderson (1961)

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Associate Professor of Political Science, Dean of Graduate Studies, Dean of Ottawa University at Kansas City, B.A., Ohio State University, 1963; M.A., University of Pittsburg, 1965; Ph.D., ibid., 1969; M.H.L., Ottawa University, 1972.

Bill B. Boucek (1954)
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Clifford E. Burke (1963)
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Dean of the Kansas City Center
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Librarian
Director of Administrative Computing

Dean of Students
Chaplain and Director of Church Relations
Director of Counseling
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General Accounting Officer
Superintendent of Buildings and Grounds
Dean of Admissions and Financial Aid
Associate Director of Financial Aid
Academic Calendar Dates *

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* These dates are tentative and subject to some adjustment.

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