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.

Applicants for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Ottawa University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities.

Ottawa University has designated the following person as the one responsible for the University’s compliance with the regulations implementing Title VI, Title IX, or Section 504 insofar as these regulations have relevance to and implications for the University’s academic program. Persons having questions concerning the University’s compliance with these regulations or seeking assistance regarding handicapped accessibility should contact:

Dr. Peter G. Sandstrom, Dean of the College
Ottawa University
Ottawa, Kansas 66067
913/242-5200

Persons may also contact the Assistant Secretary for Civil Rights, the U.S. Department of Education, regarding the institution’s compliance with these regulations.

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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 Mid-west 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 its 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 further 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 counsel 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, the requirement of fiscal health, the competitive role of other institutions, and the dynamics of governmental policies and the economy.

Historical Sketch of Ottawa University

No wealthy patrons created Ottawa University. Its establishment and growth arose from the commitment and dedication of many people working together to realize the common purpose of educating individuals for lives of service to humanity. 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, however, 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 20,000 acre grant of land by the Ottawa Indians living in the vicinity. The grant was made by this tribe 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 Tawny 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 the areas of 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, temporarily free of debt, and had 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 and 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. In 1987 the University received approval from the North Central Association for a master's in human resources program to be offered.

through the two external centers, and also expanded its degree completion program to a number of international sites, including Taiwan and Hong Kong.

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.

Ottawa's Presidents

Isaac Kalloch (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); Erdmann 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

The 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 to Community

There is diversity among Ottawa University students. Students come to Ottawa from over twenty-four different states and from fifteen foreign countries. The majority of the students come from the Midwest, but the rest of the country is also well represented. There is also 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 the 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, and clarifying issues, and of 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 courses 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 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 three 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 in the freshman year with a sequence of two carefully designed interdisciplinary courses which bring 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 that 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.

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. Students have frequent opportunities to meet with their advisors and the relationship between student and 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. Such 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 seminars 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-oriented 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 insure 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. 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. For a large number of the courses in the curriculum, prerequisites are not a barrier to participation, 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 specifics 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, homes, 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, ext. 225.
Admissions Procedure

A candidate may apply for admission to Ottawa University by completing the following steps:

1. Submit an application for admission. (Applications may be obtained by writing or calling the Office of Admissions.)

2. Submit scores for either the American College Testing Program (ACT) or Scholastic Aptitude Test (SAT). Scores should be submitted early in the senior year.

3. Submit 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. Provide the names of three references.

Transfer Students

Ottawa University welcomes applicants for admission who have completed part of their education at another college or university. The applicant should have attained a minimum grade average of “C” (2.0 GPA or its equivalent). Official transcripts from all other colleges previously attended must be submitted for evaluation by the Admissions Committee.

Ottawa University is concerned that no student be penalized in the process of transferring. The following policy affects transfer students:

1. All courses completed successfully at accredited institutions of higher education will be accepted at face value. Coursework will transfer as if it had been taken at Ottawa. Credit will be given for all passing grades. Credit will not, however, be transferred for participation in varsity sports.

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

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

4. Graduates of accredited junior or community colleges with Associate of Arts or Associate of Science degrees may enter Ottawa with junior standing. A maximum of 62 semester hours of junior or community college work will count toward the Bachelor of Arts degree. Courses transferred from a junior or community college after a student has completed 62 semester hours will not count toward the 124 semester hour graduation requirement.

5. With an assigned advisor, transfer students will develop a goal statement as a part of their educational contract, and identify an area of concentration (major) before selecting a program advisor.

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

Program for Occasional Students

Individuals who are not seeking a baccalaureate degree, but who would still like to take college courses, may attend Ottawa University as occasional students. Occasional students are permitted to enroll for credit in regularly scheduled courses at one-half the normal per credit hour tuition rate. Admission to courses is allowed on a space available basis with priority given to full-time degree seeking students. Occasional students who have not already received a baccalaureate degree may not enroll for more than 30 credit hours of Ottawa courses as occasional students. The occasional student rate does not apply to summer school courses.

If, and at such time as, an occasional student who does not have a degree seeks formal admission to the University’s degree program, hours earned as an occasional student may be counted toward an Ottawa University degree; however, the student will be charged the difference between the amount that he/she would have paid at the regular tuition rate (when the regular tuition rate is understood as that in effect at the time admission is requested) and what he/she has paid as an occasional student. After formal admission, students will be required to pay the regular tuition and fees as full-time degree seeking students. Credits earned as an occasional student may also be transferred to other colleges. Additional information as well as application forms may be obtained from the Office of Admissions.

Special Students

Persons desiring to receive instruction in any particular department of the college without being candidates for a degree may be admitted as special or unclassified students, provided they 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 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 visits. 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.

While there are a number of merit scholarships available, 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, the Financial Aid Form (FAF) of the College Entrance Examination Board, the Parent’s Confidential Statement (PCS) of the College Scholarship Service, or the Application for Federal Student Aid (AFSA).

Any Kansas student applying for Financial Aid from Ottawa University must 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), Perkins Student Loans (NDSL), Stafford Student Loans (GSL), 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

Ottawa University has a program of scholarships, grants, and awards which range up to $5,000 per year. The awards are given for achievement in the areas of:

- Academics
- Music
- Art
- Theatre
- Communication/Speech
- Athletics

Qualification for receiving an award is based upon each individual’s strength of preparation and ability. Academic scholarships are renewable provided the recipient maintains a 3.0 GPA on a 4.0 scale. Activity awards and scholarships are renewable provided the recipient maintains a 2.0 GPA.

Additional scholarship categories include:

- State of Kansas Scholarships — Each year a limited number of state scholarships worth up to $1000 per year are available for eligible applicants from Kansas high schools. Students should check with their high school counselor for details, and students must take the ACT test very early in their senior year to be eligible for these awards.

- Church and Campus Scholarships — Provides $500 per academic year for four years. Recipients must remain in good academic standing for renewal.

- Requirements — Must be a member of an American Baptist Church and be recommended by the pastor. Preference is given to freshmen, but transfer students also are eligible.

- Alumni Scholarships — Provides $1000 per year to students who are children or grandchildren of Ottawa University alumni. Anyone who has attended Ottawa University for at least one semester is considered an alumnus for this purpose.
Franklin County Scholarships — Graduates of Franklin County high schools who are admitted to Ottawa University may receive up to $2000 per academic year if they elect to live off-campus, and up to $2750 per year if they live on campus. To be eligible, the applicant's parents must reside in Franklin County and applicants must apply for the Kansas State Tuition Grant.

Endowed and Special Gift Scholarships — The amount and availability of each of these scholarships may vary from year to year. Similarly, the terms and conditions for each scholarship are considered separately. Full details may be obtained from the Office of Financial Aid.

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 $2300, minus the amount that the student and his/her family are expected to contribute toward the cost of his/her education; this 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; and (2) the cost of education, since the grant cannot exceed 60% 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 grants may range up to a maximum of $1650, 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

$1000 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.

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.

Stafford Student Loan

Stafford Student Loans (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 $2625 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 nine months after the student graduates or leaves college. It is important to note that under the present regulations, financial need is required in order to obtain a guaranteed student loan. Families interested in this program should contact their local banker 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.

Perkins Student Loan

The Perkins Student Loan Program is administered by the University from federal and University funds. To qualify for this loan, the student must apply to the University and demonstrate financial need. Since funds are limited, academic performance and personal qualifications are considered in awarding a Perkins loan.

The federal government pays all interest charges until the beginning of the repayment period, which normally begins nine 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. These funds may have teacher cancellation available; see the Financial Aid Office.

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.

Other Sources of Aid

Military Benefits

Benefits are available to military personnel in a variety of eligibility circumstances. Particular branches of the military should be contacted for information on the programs available.

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 may 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), the Parents' Confidential Statement (College Scholarship Service), the Financial Aid Form (FAF), or the Application for Federal Student Aid (AFSA), 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 point average of "C" (2.0) or better. A higher grade average is required for renewal of academic scholarships. To be eligible for renewal, students must also continue to make adequate progress toward graduation. Preference is given to full-time students.

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**

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 tuition deposit of $100 is required. The entire deposit is credited to the student's tuition charges upon registration. If the student does not enroll, the $50 security deposit will be refunded upon written request.

Returning students are required to prepay an amount of $25 prior to July 1 to reserve a double room in University housing. The full amount is applicable to charges.

**Regular Enrollment**

<table>
<thead>
<tr>
<th>School Year (1989/90)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12 to 18 credit hours) and Fees</td>
<td>$5600</td>
</tr>
<tr>
<td>Board (19 meals a week)</td>
<td>1580</td>
</tr>
<tr>
<td>Room</td>
<td>1180</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 tuition per credit hour will be equal to the regular tuition (minus fees) divided by 15 hours.

For each hour in excess of 18 hours per semester, the charge will be equal to the regular tuition (minus fees) divided by 18 hours.

Occasional student program* ½ the current per credit hour tuition rate.
Audit* $50 per course.
Contract Assurance Program* (varies).

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* No financial aid is offered for enrollment under these special rates.
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 14% 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 fall registration, they may continue equal monthly payments through November without interest or finance charge. If the student does not enroll, a full refund of funds received will be made. Similar payments for the spring semester would begin in December and end in April.

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 fall enrollment and meets all costs in four monthly payments ending in December, there will be an interest charge of 1% per month on the outstanding balance. Similar payments for the spring semester would begin in February and end in May.

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

2. 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, diplomas, transcripts, and other records will not be released until accounts are fully paid.

3. 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 at registration.

4. The differences between the charges for the semester 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. 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. Exception agreements will be renewed only after cash payment of at least 25% of the remaining balance due.

6. 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.

7. 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.

Summer Session Charges

The rates for summer offerings are lower than those for the regular academic year. Student activities and student services are offered on a reduced level, and no financial aid is offered while the reduced summer rates are in effect. Special enrollment tuition rates for occasional students, audits, and contract assurances are only applicable in the summer for classes already meeting the minimum enrollment requirement.

Refund Policies

Regular School Year

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

- The first week ............................................. 100%
- The first 3 weeks of the semester .................. 80%
- The first 4 weeks of the semester ................. 60%
- The first 5 weeks of the semester .................. 40%
- The first 6 weeks of the semester .................. 20%

After the sixth week there is no reduction. Board charges are reduced on a pro rata basis throughout the semester.

Summer Sessions

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

- The first week ............................................. 60%
- The second week ........................................... 40%
- Later ......................................................... No reduction

Reductions are allowed 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 reduction computation, financial aid credited to the account will be adjusted on a basis comparable to the reduction in charges.
**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 an introduction to the university’s liberal arts program. General education, the major, electives, the University Program Series, and comprehensives are thoroughly explored. During orientation, 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 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.
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 with someone else about these concerns. 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 the University's 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 Taup Jones Hall, offers a variety of services to maintain 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

The Ottawa University campus 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;

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 security and room keys 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. — 1:00 a.m. Fri.
- 1:00 p.m. — 1:00 a.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 halls, either during regular sessions or over 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
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, nor 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 residential 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.
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 choral). 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 manage and program 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 for two years of being a track 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 Program

Interest in intramural competition has developed to the point that Ottawa now sponsors one of the most complete small college intramural 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, pocket billiards, bowling, and table tennis. A "traveling trophy" is awarded to the male and female clubs earning the most intramural points in the three areas of sports competition, community services projects, and campus involvement activities.

Service Programs

While various clubs and organizations include activities that benefit other persons (e.g., the Christian Faith in Action sponsorship of Habitat for Humanity workdays and Red Cross Blood Drives, and Social Club sponsorship of food drives for Thanksgiving Baskets for the needy), two organizations in which students are involved are totally committed to service tasks. Volunteers In Court sponsors the Big Brother/Big Sister program, and the Meeker Group sponsors campus and community improvement projects.
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; and (4) undergraduates elected from the top 2% of the on-campus junior class.

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.
Academic Policies

Graduation Requirements

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 an initial faculty advisor, will develop a statement of life and career goals in which his/her major area of study and the appropriate major faculty advisor are identified. This statement should be filed by the student and the initial advisor with the registrar for approval by a faculty committee late in the freshman year, and no later than the middle of the sophomore year. Students must have an approved goal statement before they can enroll for their junior year.

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

The student, with the endorsement of the major faculty advisor, may present contract revisions to the Academic Council for approval as needed.
1. General Education Course Requirement
Each student must complete satisfactorily 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 have 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. Only those courses completed with a grade of “C” or better may count toward satisfaction of the minimum number of major hours required by the department. Each major will require a comprehensive examination/project designed to assess the student’s achievement of the goals of his/her major program.

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. Skills Competency Requirement
Each student must demonstrate minimal competency in reading, writing, and computation in order to graduate from Ottawa University. Reading competency is demonstrated by passing a qualifying examination before the end of the sophomore year, or, in the case of transfer students, before the end of the first year at Ottawa University. Writing competency is demonstrated by achieving a composite score of 18 or higher on the ACT, or by receiving a grade of “C” or better in ENG 237, Intermediate Writing. Computational competency is demonstrated by passing any distribution course in Area VII, Mathematics. Teacher Education students may demonstrate skills competency in all areas by achieving an adequate score on the Pre-Professional Skills Test (PPST). Failure to demonstrate any of these basic competencies by the appropriate time will result in the evaluation of the student’s continuing at Ottawa University by the Academic Council.

6. 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 no more than 62 semester hours of junior or community college work will count towards the 124 semester hour graduation requirement.

7. 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 justifiable 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 semester hours to be classified as a sophomore
- 54 semester hours to be classified as a junior
- 86 semester 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 Registrar’s Office, 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 arrangement for payment of charges and will receive their I.D. card).

Enrollment for a full time student is from 12 to 18 hours per semester. More than 18 hours constitutes an overload and must be approved by the academic dean. To be eligible for an overload a student must have at least a 3.0 cumulative grade point average. Summer school enrollment is limited to 9 hours during the first session and 4 hours during the second session.

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. Students may enter courses late during the first five days of classes with advisor approval. Students may enter courses during the second five calendar days only with the permission of both their advisor and the instructor of the course in question. 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. Students may enter a course late during the first five calendar days with advisor permission; students may enter a course late during the second five calendar days only with the permission of both the advisor and the instructor of the course in question. 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 6th week do not appear on the student's permanent record. After that time, withdrawal will result in a grade of "WP" or "WF" depending on the student's performance up to the time of withdrawal. Students may not withdraw from a course after the 10th week of the semester. In unusual circumstances (e.g., cheating) students will not be permitted to withdraw from a course and will be given a grade of "F." (Check "Refund Policies," p. 25, for information regarding the way change of registration affects tuition.)

Attendance and Disenrollment

Regular attendance in class, laboratory and other appointments is expected of all students. Persistent failure to attend classes may result in disenrollment from the University. A student who has been disenrolled from the university will have the courses in which he/she was enrolled at the time of disenrollment listed on the transcript but will have no grades entered for them and will have the fact and date of disenrollment noted on the transcript.

Academic Probation, Suspension, and Reinstatement

Academic probation is a statement that the student's academic performance is below the standard required for graduation and/or adequate progress towards graduation from Ottawa University.

A student may be placed on academic probation for any one of several reasons:

— A student whose cumulative grade point average (for work done at Ottawa University) falls below the following standards at the end of any semester will be placed on academic probation:

<table>
<thead>
<tr>
<th>Credit hours earned</th>
<th>Cumulative G.P.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23</td>
<td>1.6</td>
</tr>
<tr>
<td>24-53</td>
<td>1.8</td>
</tr>
<tr>
<td>54 and over</td>
<td>2.0</td>
</tr>
</tbody>
</table>

(For transfer students the cumulative grade point average will be calculated on the basis of all courses on the student's transcript; however, it should be remembered that transfer students must attain at least a 2.0 cumulative gpa in courses taken at Ottawa University in order to be eligible for graduation [see "Graduation Requirements", paragraph 6, p. 41 of this catalog]. Furthermore, each transfer student's progress toward fulfilling this requirement will be carefully monitored and those who have accumulated 54 credit hours or more will be subject to probation whenever their cumulative gpa in courses taken at Ottawa University falls below 2.0.)

A student who fails — for more than one semester — to earn at least 75% of the Ottawa University hours for which he/she enrolled will be placed on academic probation.

A student who fails to meet the University Program Series requirement according to the following schedule will be placed on academic probation:

- At least 1 semester of credit by the end of the freshman year.
- At least 3 semesters of credit by the end of the sophomore year.
- At least 5 semesters of credit by the end of the junior year.
Depending on the original reason for the probationary status, probation may be removed as follows:

The student may enroll in no more than 16 hours for the semester following his/her being placed on probation and must improve his/her cumulative g.p.a. to meet the standard appropriate to the student's total credit hours earned. (A student on probation should consult with his/her advisor to formulate the best strategy for removing probation.)

The student will earn no less than 75% of the credit hours for which he/she enrolled for two consecutive semesters.

The student will meet the University Program Series requirement for two consecutive semesters.

Failure to remove probation in the time allotted may result in academic suspension from the University. This determination will be made by the Dean of the College.

Ottawa University reserves the right to suspend any student whose semester grade point average falls below 1.00.

A student who has been suspended for academic reasons may submit a petition for reinstatement to the Academic Council after one semester has passed. A petition for reinstatement should include the following:

A critical and thorough appraisal of the factors which were decisive in the student's academic performance.

A presentation of evidence that the student is capable of successful college level academic performance.

A detailed plan indicating how the student intends to pursue his/her academic career in such a way as to avoid the situation that caused the original suspension.

**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, WP, WF, and W. The general academic standing of a student is expressed by the average number of grade points per hours of credit.

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.

WP — withdrawal passing

WF — withdrawal failing

W — withdrawal from the university

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 from 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, directed studies, and other courses requiring exclusively individualized attention from the instructor (e.g., applied music courses and student teaching) 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 or at least eight semesters as a full time student completed at Ottawa.
Tuition reduction of 75 percent if Bachelor of Arts degree earned at Ottawa University with 72 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.

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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 general education course work and the University Program Series.

General Education Course Work

General education course work includes three interdisciplinary seminars (two in the freshman year, the other in the senior year) and a distribution requirement asking each student to take one or more approved breadth 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 multi-dimensional. 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 their 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 course work 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 ensures 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 students to develop an increasingly autonomous style by progressively placing more and more of the responsibility for education on their 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. Writing I: Vocation and the Liberal Arts

Taken in the first semester of the Freshman year, this is a composition course that treats writing as a tool for learning and exploring content as well as for expressing ideas. Particular attention is given to the subject of work and vocation, and students take part in a variety of career exploration exercises. The course also seeks to orient students to the Ottawa University plan of education and to help them begin their own educational planning in relation to their reading and reflection on work and career. 3 credit hours.

GED 145. Writing II: Vocation and the Liberal Arts

Taken in the second semester of the Freshman year, this course continues the thematic focus of GED 125, exploring, in particular, the relationships between vocational concerns, contemplation and action, liberal education, and human nature. Readings include selections from such authors as Karl Marx, Thomas Merton, and Sidney Hook, with writing assignments designed to help students to analyze, compare, and integrate the ideas arising from this material. As a major integrative effort, students are required to write a final paper which addresses their own educational future at Ottawa University in relation to both vocational options and the liberal arts context for that decision making. Prerequisite: GED 125. 3 credit hours.

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 or more 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 (one course)
- ART 103 Art Fundamentals
- MUS 101 Introduction to Creative Listening
- MUS 103 Jazz in America
- MUS 202 Understanding Musical Styles
- SCT 146 Theatre Appreciation

Area II: History (one course)
- HIS 110 The American Experience
- HIS 253 World Civilization I
- HIS 254 World Civilization II

Area III: Philosophy/Literature (one course)
- EDU 215 Foundations of Education
- ENG 102 Contemporary Literature
- ENG 201 World Literature
- PHL 110 Basic Issues in Philosophy

Area IV: The Judeo-Christian Heritage (one course)
- 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 V: Political Science/Economics (one course)
- ECO 103 Introduction to Microeconomics
- ECO 105 Introduction to Macroeconomics
- PSC 124 World Political Communities
- PSC 133 American Government

Area VI: Psychology/Sociology (one course)
- PSY 110 Personal Growth
- PSY 120 Principles of Psychology
- SOC 100 Social Behavior
- SOC 117 Social Problems and American Values

Area VII: Mathematics (one course)
- MAT 101 General Mathematics
- MAT 102 Introduction to College Algebra

[Note: A version of this course sequence, 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 125/145. 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.]
MAT 104 Intermediate College Algebra
MAT 106 College Algebra
MAT 110 Elementary Functions
MAT 210 Calculus
MAT 220 Linear Algebra
MAT 260 College Geometry
MAT 360 Non-Euclidean Geometry

Area VIII: Laboratory Sciences (one course)
BIO 100 Principles of Biology
CHE 100 Concepts of Chemistry
CHE 120 General Chemistry
PHY 109 Physical Science
PHY 220 College Physics
PHY 247 University Physics

Area IX: Health and Physical Education (one of the following)
PED 104 Personal and Community Health
PED 111 History and Principles of Health, Physical Education, and Recreation
Three Physical Activity Courses:
  at least one from group 1, Education of the Physical*
  at least one from group 2, Education through the Physical*

Area X: Logic/Language/Composition (two courses, each from different departments)
CIS 110 Computer Programming in BASIC
CIS 220 Computer Programming in PASCAL
ENG 237 Intermediate Writing
ENG 310 Advanced Expository Writing
ENG 325 The English Language
FRE 101 Elementary French I
FRE 102 Elementary French II
PHL 217 Introduction to Logic
SCT 110 Speech Preparation and Delivery
SCT 202 Argumentation and Debate

*Physical Activity Courses are grouped as follows:

1. Education of the Physical
   PAC 100 A Weight Training
   PAC 100 C Body Conditioning
   PAC 100 E Jogging
   PAC 100 K Beginning Swimming
   PAC 100 N Aerobic Fitness

2. Education through the Physical
   PAC 100 H Soccer and Volleyball
   PAC 100 L Karate
   PAC 100 O Non-Traditional Team Sports
   PAC 100 P Folk and Square Dancing

3. Activity Skill Development
   PAC 100 B Tennis

The Senior Seminar
GED 425. Group Problem Solving

This interdisciplinary seminar in Group Problem Solving gives seniors the opportunity 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. Prerequisite: GED 125 and 145 or GED 325. 5 credit hours.

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 the 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 Giovani, 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 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 fundamentally based 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 for beginning the 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 most 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. At

Ottawa University 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 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 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
- English
- Foreign Language
- Music
- Religion and Philosophy
- Speech, Communication, and Theatre

Art

Understanding and appreciating the Visual Arts should be important to any person seeking to be fully educated. Art can be studied for its therapeutic, historical, expressive, and/or commercial values. Study in these areas should help students understand the product and process of art and its affect on our environment.

The study of art also provides opportunities to nourish talents or to explore the arts as a means of communication. Electives in studio art provide individualized studies exploring a number of different media and techniques closely aligned to other fields of study including history, anthropology and psychology.

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, and those who simply seek to explore a new interest.

Drawing/Painting Emphasis
Required Major Courses: ART 103, 206, 207, 220/320, 230, 235/335, 330, 402 and 4-6 hours of independent study in advanced studio courses and/or internship.

Recommended Courses: All Applied Art Classes, MUS 101, MUS 103, SCT 146, ENG 102.

Sculpture/Crafts Emphasis
Required Major Courses: ART 103, ART 206, 207, 220, 230, 235, 237/337, 330, 402,
and 4-6 hours of independent study in advanced studio courses and/or internship.

**Recommended Courses:** All Applied Art Classes, MUS 101, MUS 103, SCT 146, ENG 102

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


Courses Offered:

**ART 103. Art Fundamentals.** This is an introductory course that seeks to expose students to art history, help them learn about the elements and principles of art, and allow them to produce and critique art. This course is a prerequisite for all other upper level art courses. 3 hrs.

**ART 202. Elementary Art Methods.** This course is intended to help future teachers plan, organize, manage art activities in their classrooms. 2 hrs.

**ART 206. Art in the Western World.** (Directed Study) 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.

**ART 207. Contemporary Art History.** (Directed Study) 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. 3 hrs.

**ART 220/320. Drawing and Composition.** 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. The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 230. 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). The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 234. Graphic Arts.** Introduction to commercial art techniques and preparation of art for reproduction. Logos, cartoons, illustrations and lettering are some of the areas to be covered. The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 235/335. Painting.** This course offers a variety of experiences in painting. Oil, acrylic, assemblage and other media. The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 237/337. Ceramics.** This course offers a variety of experiences working in ceramics. Forming, glazing, firing and studio maintenance. The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 330. 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.) The course will involve one hour of lecture/discussion and three hours of studio lab per week. 3 hrs.

**ART 402. Art Comprehensive.** Preparation and execution of a portfolio and exhibition of senior art students' work. For students emphasizing secondary level certification in art this course will include attention to methods for upper level teaching. 4 hrs.

**Applied Art.** These courses introduce students to the practice of a particular skill/medium. Each course receives one hour of credit.

- ART 100A Calligraphy
- ART 100B Water Color
- ART 100C Photography

**Education**

The training of public school teachers long has been an integral part of the mission of Ottawa University. Even with the advent of stronger teacher certification rules and the growth of professionalism in the training of teachers, Ottawa University has continued to prepare a large percentage of its graduates for careers in education. Ottawa University is accredited to prepare teachers by the Kansas State Department of Education.

The Education Department plays a coordinating role among all departments of the University for a variety of certification programs that are approved by the State of Kansas including:

**Elementary Education**

**Middle Level:**
- English
- Social Studies
- Language Arts
- Science

**K-12:**
- Physical Education
- Music
- Art

**Secondary:**
- Biology
- Chemistry
- Computer Studies
- English
- Health
- Mathematics
- General Science
- American History
- World History
- Political Science
- Speech
- Theatre
- Psychology

**Objectives**

The Department of Education works cooperatively with other departments of the University to help students who will be able to:

1. apply their liberal education in their professional experiences;
2. develop and articulate a philosophy that promotes desirable attitudes toward self and the teaching role;
3. demonstrate effective skills in human relations and interpersonal communications, with pupils, parents, administrators, colleagues and individuals with different cultural and belief systems;

4. describe the historical development of schools in the United States and explain the organization of education at the national, state, local and building level;

5. identify their roles in the school and community and understand the school as a social institution;

6. exhibit knowledge about human growth, development and learning, and design the kinds of experiences that will promote the physical, social, emotional, intellectual, cultural and moral development of children and youth;

7. demonstrate well-developed skills in the areas of curriculum planning, methodology, instructional media and educational technology;

8. evaluate their own capabilities in managing a learning environment, and use that information to provide quality instruction for children and youth;

9. develop an understanding of the characteristics and needs of exceptional children and youth in order to deliver appropriate instruction in the classroom setting;

10. describe the special needs of children and youth from various cultures and construct learning environments that are enriched by cultural diversity;

11. develop and practice high standards of personal conduct and professional ethics;

12. establish an on-going program for their own professional growth and development in the field of education.

**Governance**

The Teacher Education Committee is an integral part of the Department of Education. This committee is comprised of elected student representatives and faculty members from all academic areas that have certification programs. The committee is an advising and consulting body, and serves as a grievance committee for teacher education candidates.

**Admission to the Teacher Education Program**

Students are asked to apply formally for admission to the program during EDU 106 Educational Explorations or as soon thereafter as possible. Applications can be found in the **Education Handbook** and become part of the student's permanent file in the Education Department. In order to be admitted students must have a cumulative grade point average of 2.5 and must have references from two faculty members.

**Required Coursework for Certification**

The **Education Handbook** contains information regarding the coursework required for certification and serves as the **official document** regarding specific requirements for certification. This book has been distributed to all academic advisors, and all students seeking certification should purchase it from the University Bookstore. Students seeking secondary level certification will have an academic major in a particular discipline (described in the catalog section dealing with that discipline), and should work closely with advisors in both their major field and in the Education Department.

**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 University's general education courses. The remainder of this requirement is met by completing courses designated by the Education Department.

**Admission to Student Teaching**

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 Committee. Students seeking this approval are required to have passing scores as set by the Kansas State Department of Education on the PreProfessional Skills Test and 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 lower than a "C" in a professional education course or in their teaching area courses. There will be an additional fee of $70 for student teaching to offset costs associated with this off-campus experience.

**Certification**

In addition to maintaining a grade point average and completing designated coursework, students who wish Kansas certification must pass a certification test designated by the Kansas State Department of Education. Passing scores for the test are set by the Kansas State Board of Education. The Education Department at Ottawa University will administer the test on campus and will also assist students who wish to take the test at other locations.

Students who wish to obtain teaching certificates for states other than Kansas should consult with the Chairperson of the Education Department for information about requirements in those states.


**Elementary School Certification Requirements** (additional requirements for elementary level certification): EDU 214, 302, 303, 304, 305, 311, 312, 402, PED 308, MUS 245, ART 202.

**Middle/Secondary School Certification Requirements** (additional requirements for middle/secondary level certification along with an academic major in a particular discipline): EDU 314, 335, 336.
Courses Offered:

**EDU 106. Educational Explorations.** In this course the roles of teachers, schools and students are explored in off-campus school experiences. These field experiences are supplemented with on-campus seminars. The seminars will introduce the students to effective teaching practices that are utilized in a variety of settings. 2 hrs.

**EDU 213. Adolescent Literature.** An examination of a wide range of literary works appropriate to readers of middle school and high school age. A study of the types and characteristics of literature and issues related to its use in school programs. Designed for future teachers, librarians and parents. 2 hrs.

**EDU 214. Children’s Literature.** Designed to acquaint future teachers, librarians, and parents with a wide variety of literature for children and the criteria for selecting literature. Emphasis will be on developing ways to make reading a lifetime involvement. 2 hrs.

**EDU 215. Foundations of Education.** The emphasis in this course will be on 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. 2 hrs.

**EDU 216. Methods and Materials.** This course is designed to build on a variety of topics that represent basic knowledge for all teachers at all levels. This course will emphasize the topics of middle level education, multicultural education and media and technology that were introduced in EDU 106 Educational Explorations. It also will provide the general framework for courses that are to follow in which material will become more specialized for subject and grade levels. Students will begin to develop resources for teaching, become familiar with current literature in their fields on teaching and develop an awareness of major issues and trends in the field of education. Prerequisite: EDU 106. 3 hrs.

**EDU 300. Educational Psychology I.** This course will have as its focus child and adolescent development with particular attention to perception and cognition development in children and adolescents and social development in children and adolescents. Prerequisite: PSY 120. 3 hrs.

**EDU 301. Educational Psychology II.** This course will explore the major psychological applications in the teaching and learning process. Topics to be covered include motivation, learning theory, classroom control, evaluation, behavioral objectives, and individual and group differences. Prerequisite: PSY 120. 3 hrs.

**EDU 302. Elementary Reading Methods.** This course is designed to attract prospective teachers in exploring and questioning how reading is taught. Students will develop skills in the teaching of reading and approaches to reading programs in the elementary school. Must be taken concurrently with EDU 311 Reading Practicum. Prerequisites: EDU 106, 300, 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 the use in developing an understanding of the computational skills and logic of mathematics will be obtained. The emphasis will be on the areas to be stressed in methodology, attitudes, lesson planning, and evaluation. Prerequisites: EDU 106, 300, and 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 will be emphasized. Scientific inquiry and discovery methods will be stressed. Prerequisites: EDU 106, 300, and 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. Prerequisites: EDU 106, 300 and 301. 2 hrs.

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

**EDU 311. Reading Practicum.** Provides the student with an opportunity to practice and develop the skills learned in EDU 302, Elementary Reading Methods, in an elementary school classroom for at least three hours per week under the direction of a cooperating teacher and the college instructor. Prerequisites: EDU 106, 300 and 301, or permission of the instructor. 2 hrs.

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

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

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

**EDU 335. Secondary and Middle School Methods.** This course will emphasize lesson plan writing, various methods of presentation, behavior management skills and organizational skills for students who are preparing to teach at the secondary school level. This course will be taught by 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. Must be taken concurrently with EDU 336, Secondary Practicum. Prerequisites: EDU 300 and 301. 3 hrs.

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

**EDU 402. Diagnosis and Remediation in the Elementary School.** This course will focus on the skills, techniques and procedures that are used to identify the student’s strengths and weaknesses, and on remedial strategies and techniques to be used with students who are experiencing difficulties. Standardized tests, IRRs, Key Math and other diagnostic tests will be explored. Students will learn how to use these tests to make appropriate and effective remedial programs for students. Prerequisites: EDU 302 and 302. 3 hrs.

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

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

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

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

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

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

**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, 253, 254, PHL 301, 302.

**Recommended Courses**: PSY 120, 301, 323, and participation in dramatic productions, creative writing, and journalism.

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

**Required Certification Courses — Middle Level**: ENG 102 or 201, 203 or 204, 227, 237 or 310, 318 or 355, 325; EDU 213, 214, 312; SDR 110, 205; HUS 250.

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

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

Courses Offered:

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

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

**ENG 201. World Literature.** This course will consist of critical readings of timeless and timely works of imaginative literature in translation. Crucial to literature majors and also to liberal arts studies in general. Principle aim is to bring students into contact with their western traditions. Substantial time spent on Greek mythology as well as such authors as Cervantes, Flaubert, Dostoevsky, Tolstoy, Hamsun, Ibsen, Chekhov, Camus, and Marquez. The course will stress the skills of perceptive, inferential reading, and will make frequent use of the interpretive essay which will incorporate insightful response, library research, and group problem solving.

**Prerequisite**: ENG 102 or instructor permission. 3 hrs.

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

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

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

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

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

**ENG 237. Intermediate Writing.** Student will work through the steps of the writing process to go from sight to insight and plan essays which articulate this process as they free write, outline, and complete a draft. Students will be asked to read intensively in the content area and to prepare presentations on individual topics. 3 hrs.

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

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

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

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

**ENG 350. Seminar in American Literature.** This junior level course will require intensive reading and analysis of major American literature plus independent work on the part of each student. In contrast to the survey approach of the 200 level courses, this seminar will, depending on the instructor, emphasize genre, period or author of genre and to understand more fully the kinds of critical approaches necessary to thorough investigation of
literature. The course alternates with ENG 355. Prerequisites: a 200 level English course or instructor permission. 3 hrs.

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

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

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

Foreign Language

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

Courses Offered:

FRE 101. Elementary French I. Intensive introduction to present-day French: basic patterns, pronunciation, beginning vocabulary and idioms. Emphasis designed to develop balanced language skills as eventually needed by a student carrying out an academic program in France or a student simply wanting an introduction and appreciation of the language and culture. Work in language laboratory required. Students with some previous knowledge of French should consult the instructor as to proper course enrollment. 4 hrs.

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

FRE 201. Intermediate French I. Systematic review of grammar and completion of 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 continued enrollment. Study of French literature and civilization, individually or in small groups. Discussion and written work in French and in English. Topics determined on the basis of individual preference and/or shared needs. Major in French is not required. Prerequisite: French 201 or equivalent. 1-3 hours each course.

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 it 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.

The courses in the music curriculum are designed to aid the music student in building an understanding and working knowledge of musical skills and repertoire. 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, Wind Ensemble, and Handbell Choir. In addition, there are smaller vocal and instrumental ensembles.

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

Applied Music Emphasis
Required Major Courses: MUS 102, 152, 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 102, 152, 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 (check Teacher Education Handbook and Music Department Handbook for current requirements)
Required Certification Courses — K-12: MUS 102, 131, 132, 133, 134, 152, 202, 245, 252, 302, 312, 321, 322, 323, 324, 347, 352, 402, 452, participation in applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency.

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

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

**MUS 102. Music Theory I.** Music theory encompassing the major and minor keys and scales, four-part writing, and basic chord progressions includes keyboard, listening, and dictation skills. This course has a music laboratory requirement. 3 hrs.

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

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

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

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

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

**MUS 152. Music Theory II.** 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 102 or equivalent. 3 hrs.

**MUS 202. Music History and Literature.** This course provides an introduction to musical styles and representative works of all major eras. Sociological aspects, historical considerations, individual styles and works will be considered within the context of developing discriminating listening and a growing understanding and appreciation of musical/artistic concepts. Prerequisite: MUS 152 or equivalent. 3 hrs.

**MUS 228. Church Music.** Examination of church music, historical and practical, and the attitude and practice of worship. The organization and its use. Planning of worship services and administering the ministry of music. Prerequisite: MUS 152 or equivalent. 3 hrs.

**MUS 238. Hymnology.** The study of hymns through the ages, e.g., Chorales, Psalm Tunes, Theological Hymns, and Modern Hymns. Their use in worship, as a teaching medium, and basis for other compositions. Prerequisite: MUS 152 or permission of the instructor. 3 hrs.

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

**MUS 252. Form and Analysis.** Focus is music analysis by ear and ear. Designed to teach techniques of analysis for broader understanding of traditional and contemporary music. Prerequisite: MUS 202. 3 hrs.

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

**MUS 321. Instrumental Conducting and Literature.** A music education course dealing with score reading and instrumentation, as well as conducting techniques and problems. A variety of instrumental literature will be used, representing eras since the Baroque. Orchestral, band and jazz materials will be included. 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. 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. Taken concurrently with EDU 335 and 336. 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. Taken concurrently with EDU 335 and 336. 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 152. 3 hrs.

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

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

**MUS 452. Research and Performance.** Independent projects including the senior recital. Performance centered around student's instrument or voice. Finale competency projects. Some time spent in exploration of vocational choice. Contact with various professional musicians as available. Prerequisite: MUS 402. 3 hrs.

**APPLIED MUSIC (lessons)** 1 hr. credit given on the basis of a jury examination at the end of each semester enrollment.

**MUS 160, 260, 360, 460 Class Piano.**
**MUS 161, 261, 361, 461 Applied Piano.**
**MUS 162, 262, 362, 462 Applied Voice.**
**MUS 163, 263, 363, 463 Applied Organ.**
**MUS 164, 264, 364, 464 Applied Brass.**
**MUS 165, 265, 365, 465 Applied Percussion.**
**MUS 166, 266, 366, 466 Applied Strings.**
**MUS 167, 267, 367, 467 Applied Winds.**

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

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

**Philosophy**

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

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

Although it is possible to major in philosophy at Ottawa University, the small size of the department and the limited number of course offerings make it difficult to do so. However, philosophy courses are frequently required as support for other major programs, and individualized majors are often designed to include significant attention to philosophical issues and areas.
Required Major Courses: PHL 210, 217, 301, 302, 303, and independent studies of a major philosopher, a major school of philosophy and a philosophical issue.

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

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

Courses Offered:

PHL 210. 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, rules of clear thinking and speaking, and the evaluation or argument. 3 hrs.

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

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

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 deepen and clarify the understanding of their faith. Formal religious study is provided for the Biblical, historical, and comparative dimensions of faith. Some students may study religion to prepare for church vocations but other students take courses and programs in religion because of their value for individual development and the growth of human and personal understanding. In addition to the departmental major, religion courses may also be combined advantageously with the study of philosophy and other areas of the liberal arts. These programs can be developed through the use of the option of the individualized major.

Speech, Communication, and Theatre

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

The speech, communication, and theatre program at Ottawa University is designed to meet the needs of both general liberal arts education and the major within the department. The program 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. The program also focuses on the impact, development, and participation in media. It gives the student the opportunity to improve his/her understanding of the operations and management in the field of the media. For the major in speech, communication, and theatre, the program provides an academic program and co- and extracurricular activities which may prepare the student for further studies in graduate or professional schools and for careers in professional theatre and broadcasting.
Performance Emphasis

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

Broadcasting Communication Emphasis
Required Major Courses: SCT 108, 110, 146, 202, 205, 211, 212, 312, an independent study in radio broadcasting, and radio workshop (SCT 114) at least four semesters.

Required Supporting Courses: ENG 210; MUS 101; ECO 105; OAD 318.

Print Journalism Emphasis
Required Major Courses: SCT 108, 110, 146, 202, 205, 211, 212, 312, an independent study in print journalism, and a workshop in print journalism at least four semesters.

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

Teacher Certification Emphasis (Check Teacher Education Handbook for current requirements)
Certification Requirements — Speech Communication: SCT 100, 108, 109-409, 110, 113-413, 114-414, 141, 146, 200, 202, 205, 211, 212, 335 (One workshop course must be taken each semester).


Courses Offered:

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

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

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

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

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

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

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

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

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

SCT 202. Argumentation and Debate. The study of the principles of argumentation and practice in debate techniques with special emphasis on reasoning and research, case construction, refutation and rebuttal. Use of the collegiate debate question to give practical experience in various forms of debate. Prerequisite: SCT 110 or PHL 117. 4 hrs. (Alternate Years)

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

SCT 211. News Gathering, Writing, and Delivery. This course is a survey of news gathering, preparation, and delivery methods in both print and broadcast media. It will address questions of how and why news is approached in different ways, and it will emphasize the ethical dimension of all aspects of news work. Prerequisite: SCT 100. 3 hrs.

SCT 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.

SCT 312. Radio Practicum. In-depth work at a commercial radio station includes work with news, sports, 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: SCT 212. 3 hrs.

SCT 315. History of Theatre I. Study of the origins and development of the theatre from the Greeks to the seventeenth century. Examination and analysis of major playwrights and plays of the world with emphasis on European and American works. Includes overview of history of theatre criticism. 3 hrs. (Alternate Years)

SCT 316. History of Theatre II. Development of the theatre from the late seventeenth century development of Realism through the twentieth century to contemporary movements. Examination and analysis of major playwrights and plays of Europe and America. 3 hrs. (Alternate Years)

SCT 335. Teaching of Speech and Theatre. (Directed Study) Examination of problems of teaching speech and theatre on the high school level. Examines 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.

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

SCT 410 and 420. Theatre Practicum. Experience in theatrical production.
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, 200, 203, 312, 311, 450.

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

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

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

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

**Recommended Courses — Secondary Level:** BIO 401, 403.

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

**Required Supporting Courses:** CHE 120, CIS 101, MAT 103, PHY 109.

**Graduate School Emphasis**

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

**Required Related Courses:** CHE 120, 121, 230, 231, CIS 101, MAT 210, PHY 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 200. Organismic Biology.** An integrated study of the structure and function of plants and animals with special attention paid to the phylogenetic origins and relationships of taxonomic groups. Prerequisite: BIO 100. Three 1-hour lectures/two 2-hour labs per week. 5 hrs.

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

**BIO 214. Introduction to Nutrition.** A study of the fundamental principles of nutrition.

The nutritional requirements of the human body are discussed for the major segments of the lifespan. Interrelationships of various nutrients is also discussed. Prerequisite: BIO 100 or CHE 100 or equivalent. 3 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 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 200. 5 hrs.

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

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

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

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

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

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

**MEDICAL TECHNOLOGY CLINICAL COURSES**

**BIO 406. Clinical Microbiology.** The theory and laboratory study of pathogenic bacteria, viruses, reekettsiae, 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 hematological and clotting parameters will be included, along with quality control procedures. 4-7 semester hours.

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

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

**BIO 412. Topics in Medical Technology.** Subject matter may include the following: hospital orientation, laboratory management, radiostiolite 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 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 (check Teacher Education Handbook for current requirements)


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

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 210, 211, 231; PHY 247, 248; CIS 110.

Recommended Courses: CIS 210.

Graduate School 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. (If a biological emphasis, substitute BIO 401 for CHE 330 and 330L.)

Required Supporting Courses: MAT 210, 211, 231; PHY 247, 248; CIS 110.

Recommended Courses: CIS 210.

Courses Offered:


CHE 120. General Chemistry I. Beginning course for science-related majors.

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


CHE 230L. Organic Chemistry I Laboratory. Laboratory course required for students who are enrolled in CHE 230. One 3-hour laboratory per week. Laboratory: Techniques of organic chemistry—extractions, thin layer chromatography, reflex, melting points, distillation as they apply to isolation and synthesis on organic compounds. Use of vapor phase chromatography and ultraviolet and infrared spectrophotometry. Co-requisite: CHE 230. 1 hr.


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


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

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


CHE 430L. Instrumental Analysis Laboratory. Use of infrared, ultraviolet, and visible spectrophotometers, polarographs, amperometers, and vapor phase chromatographs. Two laboratories weekly. Co-requisite: CHE 430. 1 hr.

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 available computers are used when appropriate.

Graduate School Emphasis

Required Supporting Courses: SBS 230; CIS 210.

Teacher Certification Emphasis (check Teacher Certification Handbook for current requirements)
Required Certification Courses — Middle Level: MAT 106, 110, 210, 220, 230, 260, 320, 360, 434; SBS 230; CIS 210; EDU 303.

Required Certification Courses — Secondary Level General Mathematics: MAT 106, 110, 210, 211, 220, 230, 260, 320, 350, 360, 434; CIS 210; SBS 230; EDU 335.


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 102. Introduction to College Algebra. Introduction to algebra beginning with an examination of basic set theory and a study of the real number system. Major emphasis is on symbolic manipulation, solving of equations, and conversion of written problems to algebraic form. Every algebraic manipulation is identified in the context of the properties of the real number system. 3 hrs.

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

MAT 106. College Algebra. This course is designed to use algebra as a tool. A short review of basic algebra will be included: inequalities, functions and graphs, roots of polynomial equations, and the exponential and logarithmic functions. Major emphasis will be on systems of equations and matrices, complex numbers, and topics in discrete mathematics such as mathematical induction, sequences, series and permutation, and binomial theorem. Prerequisite: two years of high school algebra, or MAT 102, or instructor permission. 3 hrs.

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

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

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

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

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

MAT 231. Multivariable Calculus. Differential and integral calculus of functions of several variables with applications. Taylor's series, transformations, extreme problems, line and surface integrals, including Stoke's and divergence theorems. Prerequisite: MAT 210 and recommended MAT 220. 4 hrs.

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

MAT 330. Differential Equations. Various techniques for finding solutions of 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 320. Abstract Algebra I. Study in groups, rings, and fields, vector spaces, and linear transformation culminating in elements of Galois theory. Prerequisite: MAT 220. 3 hrs.


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

MAT 432. Abstract Algebra II. Continuation of Abstract Algebra I. Emphasis is more on field theory and applications. Prerequisite: MAT 320. 3 hrs.

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

Physical Education

The recent renewed interest in America in the need for physical fitness, preventive health care, the value of a sound body to meet the stress of a busy life, and the development of a healthy mental attitude has only enhanced the role of the physical education major. Physical Education is a rapidly expanding field involving many specialized areas. The physical educator is involved not only in the teaching and coaching of games and sports, but also in recreational
leadership, counseling, administration, research, and work with disabled persons. Ottawa University's physical education program provides a 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, plus six Physical Activity Courses including: PAC 100A, 100N, 100O, and 100K or 100M.

**Required Supporting Courses:** BIO 100, 203.

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

**Required Certification Courses — Secondary Level:** PED 107, 111, 207, 237, 247, 300, 308, 325, 335, 345, 417; PAC 100A, 100N, 100O, 100K or 100M, plus two other PACs.

**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** (check Teacher Education Handbook for current requirements)

**Required Certification Courses — Secondary Level:** PED 104, 107, 111, 207, 308, 335, 345, 417, 420.

**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, 111, 207, 237, 247, 300, 308, 318, 345, 410, 417, PAC 100A, 100K, 100N, 100O.

**Required Supporting Courses:** SCT 110; HIS 110; HUS 250; PSY 120, SOC 100; ENG 237; BIO 100, 203.

**Recommended Courses:** ACC 121, 221; OAD 300, 305; PSC 133; PED 325; CHE 120 or 121; CIS 101; and coaching methods courses.

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. Some field work required. 2 hrs.

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

**PED 237. Teaching of Fall Sports.** Principles of teaching, rules, strategies, and skill performance in badminton, volleyball, soccer, and socior type games. 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 247. Coaching of Spring Sports.** Principles of teaching, rules, strategies, and skill performance in basketball, tennis, tumbling and gymnastics, and softball type games. 3 hrs.

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

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

**PED 306. Elementary Health, Physical Education and Recreation.** Knowledge of the physical development of the child and an awareness of resources for the child's health, activity, and recreation. Emphasis upon materials and activities which will provide optimal physical development for each individual. Prerequisite: PED 308 or permission of the instructor. 2 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. Prerequisite: BIO 100 and 203 or permission of the instructor. 3 hrs.

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

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

**PED 410. Recreational Internship.** The purpose of this course is to place the student in a recreational setting dealing with 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 methods 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. lecture, one two-hour laboratory per week. 4 hrs.

**PHY 220. College Physics I.** 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. Prerequisite: MAT 110. 3 hrs. lecture, one three-hour laboratory per week. 4 hrs. (Alternate Years)

**PHY 221. College Physics II.** Continuation of PHY 220. Topics include electricity and magnetism, light, optics, atomic and nuclear structure, and wave/particle duality. Prerequisite: PHY 220. 3 hrs. lecture, one three-hour laboratory per week. 4 hrs. (Alternate Years)

**PHY 247. University Physics I.** A calculus based version of PHY 220 specially recommended for pre-engineering students. Prerequisite: MAT 210. 3 hrs. lecture, one three-hour laboratory per week. 4 hrs. (Alternate Years)

**PHY 248. University Physics II.** A calculus based version of PHY 221. Prerequisite: MAT 210. 3 hrs. lecture, one three-hour laboratory per week. 4 hrs. (Alternate Years)

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, law, organizational administration, and computer information systems.

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, 331, 441; OAD 310; plus two of the following: ACC 301, 332; OAD 328.

**Required Supporting Courses:** ECO 201, 202, 301 or 303; CIS 101 or 110 or 201; PSC 133; PSY 120; MAT 106; OAD 305.
**Recommended Courses:** ECO 117, 315; OAD 318; MAT 110, 210; CIS 220 or 238, 343; ENG 237 or 310; SCT 110; SOC 100; 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 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 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, MAT 102, and SBS 230. 4 hrs.


**ACC 441. Auditing.** Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes assessing the internal control system, applying statistical sampling, and evaluating management competence. Generally accepted auditing standards. Code of Professional Ethics. Prerequisite ACC 331, OAD 305, and SBS 230. 3 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 for 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** 24 hours from the following courses: OAD 300, 305, 310, 318, 325, 328, 425; ACC 221.

**Recommended Courses:** ACC 121, 262; ECO 117, 201, 202, 303; CIS 201; PSC 133; PSY 120; MAT 106 or 110 or 210; SBS 230; SOC 100; HUS 250; SCT 110; ENG 237.

**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: OAD 305. 4 hrs.

**OAD 305. Management Fundamentals.** Processes for managing organizations. Planning, organizing, leading, and evaluating. Examination of the administrative role in organizations and concepts relevant to its function. Historical development of administrative thought. Prerequisite: OAD 305. 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 and ECO 201. 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 202 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: OAD 305. 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. Prerequisite: ACC 121 and ACC 221. 4 hrs.

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

**OAD 425. Small Business Administration.** The operation of enterprises and entrepreneurshipships employing usually fewer than 50 people. Emphasis on the balance between business functions (planning, organizing, leading and controlling). Preparation of a comprehensive plan for starting a small business. Prerequisites: ACC 121, OAD 305 and OAD 318. 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:** 30 hours of CIS courses which must include: CIS 201, 220, 311, 331, 343, 401, 460. Students may choose either CIS 210 or 238 but not both.

**Required Supporting Courses:** MAT 106; SBS 230; ACC 121, 221; ECO 105; OAD 305.

**Recommended Courses:** SDR 110; PHL 217; OAD 300; MAT 210, 211, 220; ACC 301, 441; PSC 133; HIS 110; SOC 100; ENG 237.
Courses Offered:

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

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

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

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

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

CIS 238. COBOL. Introduction to the programming language COBOL. Students will learn to solve business-oriented problems using structured programming concepts. Topics covered will include Input/Output techniques, sequential and VSAM file structures, and general rules of the COBOL language. Students will develop appropriate computer programs and will analyze the results from the viewpoint of the computer manager. Prerequisites: knowledge of BASIC or other programming language. 3 hrs. (Alternate Years)

CIS 310. Introduction to Hardware Organization. Basic circuitry design, microprocessor logic and design, state of the art applications (8088, 68000 and other appropriate microprocessor chips), communication applications of microprocessors. Prerequisites: MAT 106, CIS 110 or equivalent. 3 hrs. (Alternate Years)

CIS 311. Data Structures. Study of arrays, stacks, queues, lists, trees, and graphs as well as their implementation. Prerequisite: CIS 220. 3 hrs.

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

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

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

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

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

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

Economics

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

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

Required Major Courses: ECO 201, 202, 301, 303, 304, 315, 403; SBS 230.

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

Recommended Courses: MAT 210, 211, 230; PSY 221; PHL 110, 210; BIO 100; PHY 109; HIS 201, 254; PCS 224 or 232; SOC 117; ENG 237.

Courses Offered:

ECO 101. 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 are 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 201. Introductory Macroeconomics. The inflationary consequences of monetary and fiscal policies designed to eliminate poverty and unemployment, the significance of money and government deficits on the attainment of the goals of high employment and economic growth in a non-inflationary environment, and the international role of the dollar in international trade. 3 hrs.

ECO 202. Introductory Microeconomics. The role of incomes in allocating and developing scarce resources to meet the needs and demands of consumers, the impact of the profit motive on business size and efficiency, the economic power of large-scale business firms, and the interplay of private and public choice through price controls, business regulation, and taxation. 3 hrs.
ECO 216. Investments. (Directed Study) Comparison of the return vs. risk of United States Treasury bonds and bills, municipal bonds, corporate bonds, common stock, stock options, real estate, investment trusts, mutual funds, annuities, life insurance, savings accounts, certificates of deposit, and other money market funds. 3 hrs.


ECO 303. Money and Banking. The role of money and banking in U.S. economic development and in international finance. The significance of money, banking history and development, commercial banking operations and structure, central banking and monetary management, alternative international monetary systems, monetary theory and monetary policy. Prerequisite: ECO 201. 4 hrs. (Alternate Years)

ECO 304. History of Economic Thought. A survey of the development of economic thought and the material and ethical foundations on which it rests. Topics include: mercantilism, the “Invisible Hand” of Adam Smith, nineteenth century liberalism, Marxism, Socialism, the Keynesian revolution, and the market oriented thought of the New Classical economists. Prerequisites: ECO 201 or 202. 3 hrs.

ECO 313. Economics and the World Community. A survey of the world as an economic system, with some emphasis on the role and influence of the U.S. The history, the politics, and the economics of international trade and finance; the distribution of the world’s resources and income; the costs and benefits of economic growth; the gradual decline of national economic sovereignty as the world community becomes more fully integrated. Prerequisites: ECO 201 or 202. 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 201, 202, and 303. 4 hrs. (Alternate Years)

History

History is the study of past human activity in all its variety. It is the interpretation of accomplishments and failures. History enables the student to understand public events, affairs, and trends of the time. It is the basis of a liberal education since it embraces all facets of human activity from religious and philosophical aspirations to political, social, and economic transactions. History deals with vital contemporary problems, including the interrelationship between society and its environment, issues of war and peace, critical thinking and sound decision-making. The study of history enhances basic communication skills, requires the ability to think clearly and critically, and provides one of the few substitutes for direct experience. History majors have become teachers, lawyers, stockbrokers, and doctors, and entered other endeavors which require a broad and disciplined mind. At Ottawa University there is a major in both American History and World History.

American History Emphasis

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

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

World History Emphasis

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

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

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

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

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

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

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

Courses Offered:

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

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

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

HIS 216. 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 245. World Civilization II. The development of civilization, western and non-western, in the modern era. An analysis of the political, economic and cultural revolutions that have created contemporary culture and its tensions. 3 hrs.

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

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

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

HIS 350/351. Topics in World History. A selection of readings and topics in world history. Common theme, assigned readings, and individual projects. Inquire in
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.

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

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

Corrections Focus
Required Focus Courses: SOC 200, 407.

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

Courses Offered:

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

HUS 200. Values & Explorations in Human Services. A broad overview of the profession of Human Services. The course examines the historical developments of human services and the knowledge, values, and skills required to function in the role of a human service worker. The course also allows the students to evaluate their strengths and weaknesses as a potential human service professional. Prerequisite: HIS 253 or HIS 254. 4 hrs.

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

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

HUS 250. Interpersonal Communication. The course is offered with the understanding that relating to others is a basic key to a satisfying life. The goal of the course is to help students 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 & 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 affects on the people living within the community. Prerequisite: HUS 118 and SOC 100. 3 hrs. (Alternate Years)

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

HUS 405. Skills and Techniques in Human Services. This course will identify a set of basic skills that might be used in the different settings in which helpers work. Although the course will describe a wide array of human service intervention strategies, there will be particular focus on how to interview and/or counsel clients. The course will try to make students aware of both the technology and the art of human service practice. 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 support their cause more actively and effectively. Many undergraduates who study political science enter business careers where a knowledge of politics has become increasingly necessary as relationships between government and business become more complex. In every vocation, knowledge of political science has become crucial as the role of government expands in our society.

Required Major Courses: PSC 133, 224, 232, 322, 342, 343; HIS 110, 253 or 254.
Required Supporting Courses: CIS 101; SCT 110; ENG 237 or 310; and at least one course from Economics, Sociology, and Psychology.

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

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

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

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

Courses Offered:

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

PSC 224. World Political Communities. The study and comparison of foreign nation-states. Emphasis is placed on the questions of what is important to know about foreign nation-states and how it can be known. Prerequisite: PSC 133 or permission of 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 the 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. Credit in either history or political science. Prerequisite: Junior or Senior standing and one course in history or political science. 4 hrs.

Psychology

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

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

Recommended Courses: PSY 308, plus a practicum in psychology (PSY 410/420); HUS 201, 212, 250; PHL 110, 210, 217; CIS 101; MAT 104 or 106; SCT 110; BIO 100, 203; OAD 300; SOC 100, 117.

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

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

Courses Offered:

PSY 110. Personal Growth. This course focuses primarily on the psychosocial processes of growth. The approach utilized is both theoretical and experiential, and is designed to promote both individual and interpersonal competence. Students will have an opportunity to explore their personal life styles, strategies of coping, defense mechanisms, communication skills, and other related issues. 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, social 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 methodological problems entailed in psychological research. Students will design and conduct experiments, gather and analyze data, and report their results. This course will be beneficial for all students who desire a basic understanding of research methods and design. Prerequisite: PSY 120. 3 hrs.

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

PSY 303. Abnormal Behavior. This course consists of a study of the biological, psychological, and sociocultural influences contributing to abnormal behavior patterns. Topics will include the historical perspectives, 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 308. History and Systems of Psychology. This is a course of study to review the historical antecedents of contemporary psychology. This survey of contributions will include Ancient Greek and Latin Philosophy, Medieval Scholastic Psychology, Renaissance Enlightenment, British Empiricism, Associationism, Sensationalism, and Behaviorism, German Experimental and Physiological Psychology, American Structuralism and Functionalism, Clinical Psychology, Gestalt Psychology, and Phenomenological-Existential Psychology. This course will contribute to a basic understanding of significant concepts and contributions to the study of psychology. Prerequisite: PSY 120. 3 hrs.

PSY 323. Developmental Psychology. This course is designed to provide an overview of the developmental process from conception to death; the biological, psychological, and sociological 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,
Sociology

Sociology is the systematic study of human social life. It deals with the processes of social interaction and the matters of social relations with human groups and societies. It is preparatory for careers in social research and analysis, teaching, community organization, and in professional training in city planning, law, and other areas. In an age oriented to individual responses, actions, and concerns, sociology explores the behavior and outcome of groups and institutions in their impact 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.

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

Required Supporting Courses: PSY 120; PSC 133; ECO 201.

Recommended Courses: CIS 101; SBS 230; MAT 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. 3 hrs.

SOC 117. Social Problems and American Values. Human maladjustments as they relate to the culture of the U.S. Recognition of social factors operative in both personal and social deviance. Analysis of programs to alleviate or eliminate problems. Concern for crime, law, punishment, and rehabilitation. 3 hrs.


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

SOC 205. Cultural Anthropology. Introduction to Anthropology, including its history, through the scientific study of the diverse cultural systems in different regions of the world and the influence of environmental factors on their values. Survey of a wide range of world cultures and their variation with regard to systems of social, political and economic organization, belief system and world view, material and patterns of adaptation. Also the examination of the assumptions, concepts, and methods anthropologists have employed in the study of culture. 3 hrs.

SOC 300. The Sociology of Work. Theoretical approach to the structure and function of formally constituted organizations/institutions, with emphasis on: history and development of modern rationale 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. 3 hrs.

SOC 308. Social Stratification. The nature and origin of social classes; descriptive examination of the sources of wealth and of property; the social consequences of inequality for individuals and communities; the relation between poverty and discrimination; and the influence of such institutions as education and social welfare on structured social inequality; cross-cultural assessment of the phenomenon of the "middle class: its relation to certain types of political and economic systems, and its position in this country." 3 hrs.

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

SOC 401. Social Theory. Overview of the development of modern sociological thought, the origins of scientific sociology in Western Europe and the United States, and a focus on selected contemporary sociological theorists. (Recommended for Junior and Senior level sociology majors). 3 hrs.

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

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

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

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

ACC 121 Financial Accounting
CIS 101 Introduction to Computing
ENG 237 Intermediate Writing
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 in the communication arts.

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

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

ENG 237 Intermediate Writing
ENG 310 Advanced Expository Writing
OAC 300 Behavior in Organizations
SCT 202 Argumentation and Debate
SCT 110 Speech Preparation and Delivery
ACC 121 Introductory Financial Accounting
ACC 221 Managerial Accounting
Eco 201 Introduction to Macroeconomics
CIS 101 Introduction to Computing
PHL 217 Introduction to Logic
PSY 120 Principles of Psychology
PSY 232 Social Psychology
SOC 100 Social Behavior

Pre-Medical Program and Pre-Dentistry Program

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

BIO 100 Principles of Biology
BIO 203 Human Physiology and Anatomy
BIO 211 Genetics and Society
BIO 401 Biochemistry
BIO 403 Vertebrate Structure and Development
CHE 120, 121 General Chemistry I and II
CHE 220, 231 Organic Chemistry I and II
CHE 330 Chemical Analysis
MAT 110 Elementary Functions
MAT 210 Calculus
PHY 247, 248 University Physics

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

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

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

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

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

Students in these programs will take courses such as:

BIO 100 Principles of Biology
BIO 203 Human Physiology and Anatomy
BIO 211 Nutrition
BIO 302 Microbiology
CHE 120, 121 General Chemistry I and II
CHE 220, 231 Organic Chemistry I and II
MAT 106 College Algebra
MAT 110 Elementary Functions
MAT 210 Calculus
PHY 247, 248 University Physics
PSY 120 Principles of Psychology
PSY 323 Developmental Psychology
Medical Technology

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

Bachelors Degree in Medical Technology (3 + 1 Program)

This curriculum is a four-year program leading to a Bachelor of Science Degree in Medical Technology. Minimum academic prerequisites for admission are established by the National Accrediting Agency for Clinical Laboratory Sciences and are taken on the campus during the first three years. These include: 16 hours of chemistry (including organic and/or biochemistry), 16 hours of biological science (including microbiology and immunology), and one course in college level mathematics. Ottawa University requires General Education and breadth courses in addition to the above, which fulfill requirements for a bachelors 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 and 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 clinical programs are not authorized to accept non-immigrant foreign students.

APPLICATION to the clinical program is usually made in the fall of the junior year (3 + 1 program) or 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 include health, academic performance and personal characteristics. Minimum grade point average ranges from 2.0 to 2.5 for both overall GPA and the GPA for science courses.

ENROLLMENT is limited 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.

Pre-Engineering Studies

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

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

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

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

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

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

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

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

Special Study Opportunities

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

Independent Study, 240, 340, 440

A student who has already demonstrated academic ability in a particular field and who 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
- History through Literature
- Music Therapy

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 pre-designed rather than open to a variety of topics as would be the case in independent study enrollments. Nevertheless, only students with considerable motivation and self-direction 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, health, human services, and pre-law.

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

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

Internship courses are designated by the 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.

Ottawa University’s Non-Residential Centers

Ottawa’s residential campus is the best location for young adults between the ages of 17 and 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 maintains 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 educational 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, primarily in Kansas, California, and Arizona, but also in Taiwan, Hong Kong, and Singapore through the Phoenix Center. 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 at the non-residential centers can fairly be described as traditional education with 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 number of residential campus students and significant economic support comes from the Kansas City area. A second center was opened in Phoenix, Arizona in 1977, responding to the interest 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 1988/89, the non-residential programs had enrolled well over 10,000 part-time students and over 1900 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
2340 West Mission Lane
Phoenix, Arizona 85021
(602) 279-4474

Graduate Program

Master of Art’s (M.A.)

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

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

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

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

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

For further information regarding the Graduate Program, contact:

Dr. Mark H. Rossmann
Director of Graduate Studies
2340 W. Mission Lane
Phoenix, AZ 85023
(602) 371-1188
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.
Division Chairpersons:

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

Department Chairpersons:

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Biology ................................................. J. Edward Morrissey
Chemistry ............................................. Tom B. Lewis
Computer Information Systems .......... David R. Kraemer
Accounting, Economics, and
Organizational Administration ............. Richard L. Andrews
Education ............................................. Martha Gage
English, Speech, Communication, and Theatre Lora K. Reiter
Foreign Languages ................................. Murle Mordy
History and Political Science ................... Ronald A. Averyt
Mathematics and Physics ....................... George L. Chaney
Music .................................................. Michael V. Smith
Physical Education ................................. Rosalie R. Hedlund
Psychology ........................................... Bill Ballinger
Religion and Philosophy ......................... Charles C. Anderson
Sociology and Human Services ............... Diane P. McMillen
Emeriti

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Virginia Jennings (1944-1970)
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Residential Degrees
James C. Billick
Dean, Kansas City Center
or Fredric B. Zook
Dean, Phoenix Center
913-451-1431
602-371-1188

Alumni, Gifts, Estate
Planning, Public
Relations
James R. Smith
Vice President for
University Relations
Extension 204

Church Relations

Concerts, Lectures
and Arts Programs
Peter G. Sandstrom
Dean of the College
Extension 200

Expenses, Student
Loans
Marsha M. Denniston
Business Manager
Extension 215

Financial Aid,
Scholarships,
Student Employment
Ronald Yingling
Director, Financial Aid
Extension 235

Foreign Students
Murle Mordy
Director, English
Language Institute
Extension 362

Placement and Career
Planning
Cherrie Finch
Director of Career
Planning and Placement
Extension 222

Religious Programs
John Blythe
Chaplain
Extension 363

Student Affairs,
Housing,
Health Service
Clifford E. Burke
Dean of Students
Extension 232

Transcripts, Grade
Reports
Annabelle Pence
Registrar
Extension 240

Other Information
Wilbur D. Wheaton
President
Extension 200

Academic Calendar Dates *

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