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

Failure to read this catalog 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, gender, age, or disability 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. Stephen E. Markwood, Provost
Ottawa University
1001 S. Cedar # 18
Ottawa, Kansas 66067-3399
(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.
Mission Statement

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

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

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

Ottawa University publicly states its purposes and goals, consistent with its mission statement, to be those which are described below. The University's statement of purposes is divided into two parts: the first part deals with the purposes of the educational program. These are the primary purposes of the university and are fundamental to its identity. The second part of the statement deals with purposes that are supportive of and instrumental to the achievement of the primary purposes. Taken together, these two kinds of purposes form the basis of the University's more specific objectives and plans.

I. EDUCATIONAL PROGRAM PURPOSES

Ottawa University provides an academic program including general education and major area coursework designed to help students to acquire the knowledge, skills, and values that will prepare them to become fulfilled and productive members of society, and concerned and informed citizens of the world.

A. The goal for the Academic program in GENERAL EDUCATION is to assist students to develop a breadth of knowledge, and ability to organize, apply, and evaluate ideas, a value for learning, a clear sense of their own identity and integrity as persons, and an awareness and concern for others.

B. The goal for the academic program in the MAJOR AREA is to assist students to research and organize content in that area, create and articulate original views, integrate knowledge and solve problems, value the discipline(s) of their major area and prepare for graduate studies or a career in that area.

II. SUPPORTIVE PURPOSES

To assist it in achieving the Educational Program Purposes that are at the heart of Ottawa University's identity, the University has also formulated a number of purposes that are supportive of the more fundamental Educational Program Purposes. These secondary purposes are concerned with the University's need to admit and retain qualified students, develop a nurturing and supportive educational environment, and provide adequate administrative and material support and resources.

A. STUDENTS. Ottawa University seeks:

- to admit and retain students for the residential campus representing its historic constituencies such as those from American Baptist-related churches; children of alumni; residents of its immediate geographic region; and other students likely to benefit from the Ottawa University environment.
- to admit and retain adult 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.
- to admit and retain qualified students without regard for race, age, creed, color, gender, sex, national origin, or disability.

B. 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 live in a total learning environment which furthers their educational opportunities within and beyond the classrooms and laboratories.

- to provide on its residential campus the supportive services needed within its resources to serve residential students, such as routine health service for emergencies, 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 student population including options for development and enrichment by participation in drama, debate, music, social clubs, athletics, student government, and similar activities.
C. 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 ensure 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 Tawu 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 fewer 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 an institution of higher education.

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 Wellness Center and houses the health center and swimming pool. 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 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 Mammel 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, and Behan Hall was completely renovated as a computer center in 1990 while Ward Science Hall was renovated in 1992.

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 credited 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 non-residential educational centers were established in Kansas City in 1974, in Phoenix in 1977, and in Milwaukee in 1992 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 non-residential centers, and also expanded its degree completion program to international sites including Hong Kong, Malaysia, and Singapore.

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 university related to the American Baptist Churches, U.S.A. and 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 (1983-1992); Harold D. Germer (1992-).
Ottawa University at a Glance

Ottawa University's commitment to excellence in higher education finds expression in a variety of locations, contexts, and delivery systems.

Ottawa University Campus. Established in 1865, the residential campus program in Ottawa, Kansas, is designed primarily for the traditional 17-22 year old student, though it also attracts and serves a number of non-traditional students as well. The remainder of this catalog is primarily to inform the reader of programs and policies of the residential campus. To obtain additional information or initiate an application contact:

Director of Admissions
Ottawa University
1001 S. Cedar Street #17
Ottawa, Kansas 66067-3399
(913) 242-5200, extension 5555

Ottawa University Kansas City. Established in 1974 as the University's first non-residential center, OU Kansas City serves the educational needs of adults. Its programs are consistent with those of the residential campus — quality in design and offerings, individual educational planning, development of interdisciplinary approaches, and resources for continuing self-education — yet di-rected to the unique circumstances of adult learners who must balance their quest for higher education with competing claims of work, family responsibility and distance from a residential campus. For additional information contact:

Office of Admissions
Ottawa University, Kansas City
10865 Grandview, Bldg. 20
Overland Park, Kansas 66210
(913) 451-1431

Ottawa University Phoenix. The University's second non-residential educational center was opened in 1977 in Phoenix, Arizona, and a satellite was opened in Tempe in 1990. Offering a program similar to that of the Kansas City center, Ottawa University Phoenix serves the educational needs of adults residing in the "Valley of the Sun." Like the Kansas City center, it emphasizes flexible scheduling, frequent course starting dates, and the delivery of educational resources at times and places accessible to its adult clientele. For additional information contact:

Office of Admissions
Ottawa University, Phoenix
2340 W. Mission Lane
Phoenix, Arizona 85021
(602) 371-1188

Ottawa University Milwaukee. The University's third non-residential educational center was opened for class enrollments in January, 1993, in suburban Milwaukee. Following policies and patterns already established in the Kansas City and Phoenix centers, OU Milwaukee serves the educational needs of adult students in metro Milwaukee. Like the other adult centers, OU Milwaukee offers similar courses and programs, academic advising, individual educational planning, flexible scheduling, and frequent course starting dates. For additional information contact:

Office of Admissions
Ottawa University Milwaukee
300 North Corporate Drive, Suite 110
Brookfield, Wisconsin 53045
(414) 879-0200

Ottawa University Graduate Program. Starting in 1987 the University has offered a Master of Arts degree in Human Resources through its non-residential centers in Kansas City and Phoenix. This 36-hour degree program is designed to respond to working adults in the Kansas City and Phoenix metro areas who can benefit from increasing their skills and knowledge in human resources. In 1993 the M.A. program in human resources was extended to Hong Kong. For additional information contact:

Coordinator, Graduate Program
Ottawa University Kansas City
10865 Grandview, Bldg. 20
Overland Park, Kansas 66210
The Ottawa Plan

With its residential campus and adult degree completion centers, Ottawa University is a complex institution. The Ottawa Plan of Education, however, is the unique concept of learning that defines the University's progress in all of its various settings. While the following description focuses on the campus program, the fundamental principles noted have characterized the entire University program.

The Commitment to Christian Values

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

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

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

The phrase "Education for Service" is a mandate for Ottawa University. The University seeks to prepare students for lives of service, and the servant ministry of Jesus Christ is upheld as the example most worthy of emulation.
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 university 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 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 campus program begins in the first year with a carefully designed interdisciplinary course which brings the knowledge and skills from several disciplines to bear on a complex issue. A second interdisciplinary seminar concerned primarily with the development of critical thinking and research skills is taken prior to the senior year. In addition, students 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 critical thinking 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 campus 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 plan 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 plan.

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 citizen. 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 first year general education seminar in which interests and abilities are evaluated before setting career goals. The student and advisor select or develop a major which becomes an integral part of the educational plan 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
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 of 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 his/her 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, gender, disability or 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 1-800-755-5200.
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. Course work 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. Course work at a college in the process of receiving accreditation will be accepted on the advice of the major college or university in that particular state.

3. Work completed at an unaccredited college which is not seeking accreditation will be accepted on the recommendation of the Ottawa department 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 plan, 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 the Ottawa University Registrar's Office.
Campus Visitation

Prospective students are encouraged to visit the campus to meet faculty and students, and to visit classes prior to making their decision. Members of the admission staff are available throughout the year. Office hours are from 8:00 a.m. to 5:00 p.m. on weekdays, or by appointment on weekends. 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. A popular time for the campus visit is Discovery Day hosted in the early spring of each year by the Admissions Office. This event gives prospective students a chance to meet faculty, students, and staff, and to learn more about Ottawa University, the admissions process, and financial aid. When a campus visit is not possible, visits by our admissions counselors can be arranged at the student's home, school or church.

Financial Aid

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

In addition to a number of merit scholarships available, all students accepted for admission are eligible to receive other aid if they demonstrate financial need. Since merit-based funds are limited, priority is given on the basis of grades, test scores, recommendations, special talents, and date of application. Many need-based funds are also limited so an early date of application is an essential priority criterion. Most students receive an "aid package" consisting of aid from a combination of sources such as scholarships, grants, loans, and campus employment.

Decisions regarding merit-based financial assistance can be made immediately upon admission to the University, receipt of an application for financial aid, and department recommendations. The results of a federally approved needs analysis service are required to determine eligibility for need-based programs. The Free Application for Federal Student Aid (FAFSA), processed by the American College Testing Program, is the most commonly used service in Kansas.

Any Kansas student applying for need-based financial aid from Ottawa University must complete an FAFSA with Kansas Supplement early and request a copy of application results be sent to the Kansas Student Assistance Programs. Applications for need-based programs and information concerning the Kansas Assistance Programs may be obtained from the high school guidance counselor or from the Office of Financial Aid, Ottawa University.

Many 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 State Tuition Grant (KSTG), Perkins Student Loans, Stafford Student Loans, and the College Work Study Program (CWS). These programs are subject to change during the effective period of this catalog; therefore, please write or contact the Office of Financial Aid at Ottawa University for the most current information concerning these programs.

The Financial Aid Office assists a large percentage (95%) of University students by disbursing gift, grant, loan, and work funds. Consideration that is fair and equitable can only be given after the student has submitted the proper application documents to determine eligibility. Students are urged to make application well in advance of registration dates as the processing requires eight to twelve weeks. Students must promptly respond to document and form requests to allow the Financial Aid Office time to process their aid request. 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.

- **Returning Students**: Returning students should pick up application forms beginning January 1 and have their application for aid submitted by March 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 document completion. If aid cannot be awarded by the expiration specified, the student assumes responsibility for his/her educational expenses, and will be expected to contribute personally to pay the amount due.

Financial aid is credited to the student's account on a pro rata basis per enrolled term according to the tuition charged. In processing withdrawals or dropped courses, a refund of tuition may 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 may total a maximum of $5,000 per year. The awards are given for recognition in the areas of:

- **Academics**
- **Music**
- **Art**
- **Theater**
- **Communication/Speech**
- **Athletics**

Qualification for receiving an award is based upon each individual's strength of preparation and ability via recommendation of the department involved. 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 and continues to participate.

Additional scholarship categories include:

- **State of Kansas Scholarships** — A limited number of state scholarships worth up to $1,000 per year are available for eligible applicants (determined by ACT scores and financial need) from Kansas high schools. Students must take the ACT test very early in their senior year to be eligible for this award. Students should check with their high school counselor for details.
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.

Alumni Scholarships — Provides funds 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 may receive up to $1,000 per academic year if they elect to live off-campus, and up to $1,750 per year if they live on-campus. The applicants' parents must reside in Franklin County and applicants should apply for the Kansas State Tuition Grant for additional funds.

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 Grant
Federal gift aid designed to provide assistance to those who need it to attend post-high school educational institutions. The maximum award under this program is $2,300 with the actual individual award determined by the congressionally mandated PELL Grant formula.

Supplemental Educational Opportunity Grant
Federal gift aid 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 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. The maximum grant of $1,700 depends on the demonstrated need of the applicant, early application date, and the availability of funds. Application is made via the Free Application for Federal Student Aid (FAFSA) and the Kansas State Aid Application.

University Grant
Gift aid 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
Families whose income and savings are not sufficient to finance college costs may borrow funds through low interest educational loans to supplement their financing plans.

Stafford Student Loan
Stafford Student Loans are available through banks and lending agencies at an 8 percent simple annual rate. First and second year students may borrow up to $2,625 per academic year for educational expenses. Third, fourth, and fifth year students may borrow up to $4,000 per academic year. (Interest rates and loan maximums are subject to change by federal regulation.) Minimum monthly repayments of $50 and the accruing of interest to the student begins six months after the student is no longer enrolled at least half time. Transfer students must maintain a full-time enrollment status and complete a deferment form with their lender to not enter repayment status on previous Stafford Loans. Demonstrating financial need is required to obtain a Stafford Loan. Families interested in this program should contact their local lender or Ottawa University's Office of Student Financial Aid.

Perkins Student Loan
The Perkins Student Loan Program is administered by the University from federal and University funds. Eligible students must demonstrate financial need. Limited funds are available.
Interest begins accruing for the student (5% simple interest rate) when repayment begins, which is 9 months after the student is no longer enrolled at least half time. These funds may have cancellation benefits; check with the Financial Aid Office for details.

Parent Loan to Undergraduate Students
A Federal loan program available to parents on behalf of their dependent's educational costs. Maximum loan limits are $4,000 per academic year per parent to a maximum of $20,000 per dependent. Eligibility is determined by the cost of attendance and other financial aid available to that student, and can replace the estimated family contribution calculation which is used in determining eligibility in need-based programs. Credit worthiness is an important criterion for many lenders. Repayment begins within 60 days of loan disbursement at current bank rates, never to exceed a 12% simple rate.

Commercial Loan Programs
Commercial loan sources provide loan programs to meet college expenses out of current family income. Contact the Office of Student Financial Aid for current programs. Families typically must be credit worthy and must begin repayment immediately.

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 scholarships are provided each year by various church, civic, and business organizations to children of members, citizens, and employees.
Employment

The Financial Aid Office and Career Center assist 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 areas such as a clerk or secretary, a food service employee, a custodian or maintenance worker, a laboratory assistant, etc. 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. Students applying for need-based aid must complete an approved needs analysis application and request that a copy of the analysis be sent to Ottawa University. Kansas residents must utilize the Free Application for Federal Student Aid (FAFSA) and the Kansas State Aid Application to apply for Kansas State Assistance programs. Copies of approved applications may be obtained from the high school guidance office.

It is the policy of Ottawa University that students must make financial arrangements for amounts due, after financial aid determination, before registration. The Office of Financial Aid will assist students in establishing personal budgets.

Selection Procedure

The University Admissions and Financial Aid Committee determines which applicants will receive merit-based scholarships and grants from Ottawa. The committee also determines award amounts. 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. Amounts of need-based awards are based on demonstrated financial need and coordinated with institutional merit-based awards by the Office of Student Financial Aid.

Renewal Criteria

Financial Aid to a student at Ottawa is renewable on an annual basis. Each student receiving institutional aid should maintain a minimum cumulative grade point average of "C" (2.0). A "B" (3.0 GPA) grade average is required for renewal of academic scholarships. To be considered for renewal of any award, students must annually submit a new application for aid and an updated financial need analysis application for need-based programs.

To renew any financial assistance, academic progress toward graduation is reviewed at the end of each enrollment period. Satisfactory academic progress is determined by two cumulative criteria, a qualitative and quantitative measurement as defined following:

<table>
<thead>
<tr>
<th>Qualitative (GPA)</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 23 credit hours earned ............ 1.6</td>
<td>Students must earn 75% of all hours attempted.</td>
</tr>
<tr>
<td>24 - 53 credit hours earned ........... 1.8</td>
<td></td>
</tr>
<tr>
<td>54 plus credit hours ................... 2.0</td>
<td></td>
</tr>
</tbody>
</table>

Determining satisfactory academic progress includes any courses attempted and withdrawn from, incompletely, passed, or failed. Before changing enrollment status, students are strongly advised to contact the Office of Financial Aid to determine the effect of enrollment changes on the student's academic progress in regards to future student aid funding.

Refunds

In the event a student withdraws from attendance or drops hours enrolled, a refund of charges paid may be due. Refund percentages for tuition and room paid is as follows:

| First Week ......................... 100% |
| Second Week ....................... 80% |
| Third Week ........................ 80% |
| Fourth Week ....................... 60% |
| Fifth Week ......................... 40% |
| Sixth Week ......................... 20% |
| Seventh Week ....................... 00% |

Refunds of paid board charges are calculated on a pro-rata per week basis, such as 1/16, 2/16, 3/16, 4/16, etc. Ordinarily 16 weeks comprise a semester.

For charges paid by student aid resources, an appropriate percentage of the total refund amount is refunded to each source category. For the share returned to federal programs, priority is given to loan refunds first.

Refunds of book purchases may be available through the University Bookstore at the current buy back rates.
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.

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

Regular Enrollment (1993/94)

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12 to 18 credit hours) and Fees</td>
<td>$7250</td>
<td>$3625</td>
</tr>
<tr>
<td>Board (19 meals a week)</td>
<td>1940</td>
<td>970</td>
</tr>
<tr>
<td>Room (double occupancy)</td>
<td>1300</td>
<td>650</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 divided by 18 hours.

Occasional student program* 1/2 the current per credit hour tuition rate.

Audit* $50 per course.

Contract Assurance Program* (varies).

* No financial aid is offered for enrollment under these special rates.

Admissions and Financial Aid

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 and the total of credits for all financial aid which has been awarded the student will be provided at registration.

4. The difference between the charges for the semester and the total credits from financial aid must be paid in full during registration, or a payment plan must be 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 or his/her designee 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. Prepayment of charges is certainly encouraged and will be compensated. When a family chooses to pay the entire cost of the semester before the term begins, the University will add interest on the credit balance. Funds can be placed on deposit with the University at any time and interest will be paid monthly until the date of registration. The family can then pay 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.

7. Lump sum payments are the most common method of payment. By this method the family pays the balance due at the time of enrollment for each semester.

8. A monthly plan is available if the family wishes to spread payments out. This plan is administered by Academic Management Services and allows a family to begin payments in July before registration without being charged any interest if the account is paid by November for the fall semester and April for the Spring semester. The family does pay $45.00 per year for this service.

9. Student debts (finishes, property damage or loss, assessed fees) may be added to a student's account and are to be paid within the University guidelines. A one-time $50 security deposit is collected upon admission and is returned to the student upon graduation or withdrawal if the account is paid in full.
Summer Session Charges

The rates for summer offerings are lower than those for the regular academic year. Student activities and students' services are operated on a reduced level, and no financial aid is offered, since the reduced summer rates are in effect. Special tuition rates for the 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 weekly pro rata basis throughout the semester.

Summer Session

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 only 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 $100 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 college 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, and student participation in campus governance. Activities are also planned to help the student become familiar with the residence hall 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 campus counselors. The Campus Counselor provides responsive, confidential, short-term counseling services along with crisis intervention assistance. Should additional or more appropriate services be needed, the Campus Counselor can assist in coordinating such referrals. Assistance and referral information are also available from the Dean of Students Office.

Academic Achievement Center

Located in Myers Library, the Academic Achievement Center seeks to help students who are underprepared for some aspect of college level work. The Center is staffed by a faculty member who is assisted by student tutors. The Center staff work individually with students on reading, writing, and study skills. Supplemental cassette tapes, readings, and computer software are also available from the Center.

Career Services

Choosing a profession is an important part of the college experience. While the responsibility for career planning is the student's, the Career Center is available to help them learn how to obtain and process career information. Specifically, the Career Center offers: individual and group career counseling; quality resumes and cover letter; computerized career guidance; workshops, seminars, and fairs; job vacancy listings (on-campus, part-time, summer and full-time) and much more. These services are available to current students and to alumni as they continue in the career development process.

Health Services

The Trump Health Center, located on the first floor of the Wellness Center, offers a variety of services to sustain the physical health of the members within the Ottawa community. Preventive medicine is advocated through the Health Center by press releases, educational films, and personal consultation. 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 primarily a residential college. During the regular academic year, all 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 participate in the cafeteria/snack barding program. 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 Hall: Centennial Hall

The University residence halls are supervised by adult 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, electric blankets, and microwave ovens.

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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. - Thurs.</td>
<td>5:00 p.m. - 11:00 p.m.</td>
</tr>
<tr>
<td>Fri.</td>
<td>5:00 p.m. - 1:00 a.m.</td>
</tr>
<tr>
<td>Sat.</td>
<td>1:00 p.m. - 11:00 p.m.</td>
</tr>
</tbody>
</table>

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

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

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

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

1. All forms of dishonesty including cheating, plagiarism, and supplying false information; as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.

2. Theft of, or damage to, the property of another person or of the University; as well as receiving, retaining, or disposing of the lost or mislaid property of another person or of the University.

3. Unauthorized entry, use, or occupation of University facilities; as well as the unauthorized possession, duplication, or use of keys to any University facility.

4. Physical or verbal harassment or abuse of another person; as well as threatening or attempting to inflict personal injury, or creating a substantial risk of such injury, to another person.

5. Misusing or tampering with fire alarms, fire fighting equipment or safety equipment.

6. The unauthorized selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary devices.

7. Engaging in illegal gambling.

8. The unauthorized selling, purchasing, producing, or possession of barbiturates, 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 members of 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 or personal offense, or which interferes with the regular activities of the University.

15. Inappropriate behavior off campus which may bring embarrassment to the University.

16. Physically intimate sexual activities between unmarried persons, on or within the grounds and facilities of the campus community, or at activities associated with a University sponsored activity. The University also believes that all individuals are entitled to be free from sexual harassment in the development of relationships within the University community; thus, it does not condone sexual activity that violates the integrity of another human being.

17. Using access codes or other telephone software elements to create harassing, threatening, racial, or lewd messages received by others and/or enable the calling party to have a call inappropriately billed to another party.
Social Clubs

Ottawa has no social fraternities or sororites. 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 community service projects and recreational programs. Club Masters coordinate the social club activities through the Inter-Club Council. Students who live off campus may select one of the traditional residential clubs (see below) or may become members of Nu Rho Sigma, a club specifically for off campus students. Most members of this club are "non-traditional students" and the club's activities reflect their interests.

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

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

Religious Life

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

Christian Faith in Action Board (CFAB) functions as the coordinating organization for voluntary religious activities in several different areas. Groups meet for study, worship, and service. A Church Vocations Club helps to inform students about professional ministries within the church. University Mission Teams visit churches, camps, and high schools to provide and develop continuing professional and lay leadership for the church. Social action groups put their religious motivation into practice through service projects.

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

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

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

Music, Theatre and Communications

In addition to the academic offerings available in these areas, Ottawa University also maintains active co-curricular programs in music, theatre and related activities. Opportunities in music include several instrumental groups (the Symphonette, jazz ensemble and wind ensemble) and vocal groups (the University choir and chorale). These groups not only enrich the cultural and artistic environments for 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, baseball, 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 team is open to participation by both men and women students.

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

Intramural 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 golf, badminton, 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 points in team sports, activities influencing school spirit, and involvement in volunteer activities.
Service Programs

Various clubs and organizations include activities that benefit other persons (e.g., the Christian Faith in Action Board sponsorship of Habitat for Humanity workdays and Red Cross Blood Drives, and Social Club sponsorship of food drives for Thanksgiving Baskets for the needy). Other organizations are involved and totally committed to service tasks such as Volunteers In Court, which sponsors the Big Brothers/Big Sister program.

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 in 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 campus senior class; and (4) undergraduates elected from the top 2% of the campus junior class.

Election is by members of Sigma Alpha Honor Society and is based upon high academic achievement and the fulfillment of the university's mission and purposes.
The Purposes of the Campus Academic Program

In an effort to give clarity and focus to the campus academic program, the general statement of Educational Program Purposes for the University as a whole has been further specified for the campus program as follows:

Ottawa University provides an academic program including general education and major area coursework designed to help students to acquire the knowledge, skills, and values that will prepare them to become fulfilled and productive members of society, and concerned and informed citizens of the world.

A. The goal for the Academic program in GENERAL EDUCATION is to assist students to develop a breadth of knowledge, and ability to organize, apply, and evaluate ideas, a value for learning, a clear sense of their own identity and integrity as persons, and an awareness and concern for others.

To achieve this goal students will be guided into a balanced program of general education courses in which assignments and activities will be presented to foster intellectual and personal growth.

To demonstrate intellectual growth and competence through GENERAL EDUCATION students will:

1. Organize facts, information and ideas from various disciplines.
2. Communicate and express ideas in various ways and settings.
3. Translate, interpret and extrapolate ideas from diverse sources.
4. Apply theoretical knowledge to practical experiences.
5. Relate and synthesize ideas in new and personal ways.
6. Critically analyze and evaluate ideas and arguments.
To demonstrate personal growth through GENERAL EDUCATION students will:

1. Engage in oral and written discussions.
2. Set and achieve personal goals.
3. Contribute to the achievement of group goals.
4. Develop habits for personal well-being.
5. Examine their faith, belief system and system of values.
6. Investigate their responsibility to individuals, society and the world community.
7. Seek continued learning as a life long habit.

B. The goal for the academic program in the MAJOR AREA is to assist students to research and organize content in that area, create and articulate original views, integrate knowledge and solve problems, value the discipline(s) of their major area and prepare for graduate studies or a career in that area.

To achieve this goal students will be guided into a balanced major area in which assignments and activities will be presented to foster intellectual and personal growth.

To demonstrate intellectual growth and competence through the MAJOR AREA students will:

1. Define, organize, and apply knowledge within their major area.
2. Analyze and critique knowledge within their major area.
3. Solve problems presented by their major field.
4. Integrate specific content with that of other fields.
5. Create and formulate original knowledge and ideas in their major field.

To demonstrate personal growth through the MAJOR AREA students will:

1. Describe the significance and value of the work done in their field.
2. Choose personal behaviors that are in harmony with the values and principles of their field.
3. Describe the significance and value of the work done in their field for society and the world community.

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 the help of his/her initial advisor, will develop a statement of life and career goals in which the major area of study and the appropriate major faculty advisor are identified. When approved by the initial advisor — typically late in the freshman year, but no later than the middle of the sophomore year — this statement should be filed with the Registrar. Students must have an approved goal statement on file in order to enroll for their junior year. Students grow and develop in the course of their education, however, and their goals are also likely to change. The goal statement is accordingly subject to formal review by the student with his/her advisor at least once each 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 according to the following schedule:

- 12 to 23 hours need 5 semesters
- 24 to 40 hours need 4 semesters
- 41 to 60 hours need 3 semesters
- 61 to 85 hours need 2 semesters
- over 85 hours need 1 semester

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 course work, 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 obtaining at least a 19 composite ACT score, or 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, or, by passing UNV 114, Introduction to College Skills, with a "C" or better. Writing competency is demonstrated by obtaining a composite score of 20 or higher on the ACT, or by passing a grade of "C" or better in ENG 237, Intermediate Writing. Computational competency is demonstrated by passing a 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 continuation 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 course work with a grade point average of 2.0 (transfer students must maintain a 2.0 GPA in Ottawa University course work as well as their previous course work). Non-classroom learning may, in special cases, be assessed for credit toward graduation. Such experiential learning may be 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 course work must be completed at Ottawa University. No more than 62 semester hours of junior or community college work will count towards the 124 hour graduation requirement, and courses transferred from a junior or community college after a student has completed 62 semester hours will not count toward this 124 hour graduation requirement nor will they satisfy the University's distribution requirement unless an exception is granted by the Academic Dean and the chair of the department in question.

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 Academic Dean.

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 course work. 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 arrangements 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 class 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. 28, 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 GPA</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. 47 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 GPA 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 requirements 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 Academic Dean.

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

Academics

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 is given for failure to meet the UPS requirement for the semester and when a student is disenrolled or dismissed from the University
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.

Graduation Honors

Honors are awarded at the time of graduation according to the following criteria:

- **Summa Cum Laude**: at least a 3.9 cumulative grade point average and at least 40 hours at Ottawa University.
- **Magna Cum Laude**: at least a 3.7 cumulative grade point average and at least 40 hours at Ottawa University.
- **Cum Laude**: at least a 3.5 cumulative grade point average and at least 40 hours at Ottawa University.

**Distinction in the Major Area**: distinction in the comprehensive examination.

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 costs.

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 any of the University's external centers.

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

Tuition free if Bachelor of Arts degree earned at Ottawa University with at least 120 semester credit hours completed at Ottawa or at least eight semesters as a full time student completed at the Ottawa Campus.

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

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 74 semester credit hours completed at the Ottawa Campus.

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

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 (first year, intermediate, and senior) and a distribution requirement asking each student to take one or more approved breadth courses 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 Seminars

GED 125. Writing: Freedom and Responsibility

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 subjects of the individual and the learning community, liberal education, and faith. The course also seeks to orient students to the Ottawa University plan of education and to help them to begin their own educational planning. 3 credit hours.

GED 325. Scholarship: Research and Criticism

Taken between the first year and the senior year, and by all transfer students, this course explores the relationships among the subjects of knowledge, work, and meaning. Students are required to consider career preparation through formal education in an effort to understand human purpose. As a major integrative effort, students participate in a group project requiring evaluation and synthesis. 3 credit hours.

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 as a resource person and 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 areas of their research. Prerequisite: GED 325. 5 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 courses 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/Theatre (one course)
ART 103 Art Fundamentals
MUS 101 Introduction to Creative Listening
MUS 103 Jazz in America
SCT 146 Theatre Appreciation

Area II: History (one course)
HIS 110 The American Experience
HIS 201 World Geography
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 120 Economics and Society
ECO 201 Introduction to Macroeconomics
PSC 133 American Government
PSC 224 World Political Communities

Area VI: Psychology/Sociology (one course)
PSY 110 Personal Growth
PSY 120 Principles of Psychology
SOC 101 History of Western Social Thought

Area VII: Mathematics (one course)
MAT 101 General Mathematics
MAT 106 College Algebra
MAT 110 Elementary Functions
MAT 200 Discrete Mathematics
MAT 210 Calculus
MAT 260 College 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 I
PSY 221 College Physics II
PHY 247 University Physics I
PHY 248 University Physics II

Area IX: Health and Physical Education (one of the following)
Three physical Activity Courses:
- at least one from group 1, Education of the Physical*
- at least one from group 2, Education through the Physical*
PED 104 Personal and Community Health and one Physical Activity Course from group 2.

Area X: Logic/Language/Composition (two courses, each from different departments)
CIS 150 Computer Programming in PASCAL
CIS 250 Computer Programming in COBOL
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 201 Interpersonal and Group Communication
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 Lifetime Fitness

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

3. Activity Skill Development
PAC 100 B Tennis
PAC 100 D Racquetball
PAC 100 F Golf

PAC 100 M Advanced Swimming
PAC 100R Horseback Riding
PAC 100S Non-Traditional Team Sports II
(Note: No more than 4 Physical Activity Courses will count towards graduation unless the student is a Physical Education major, in which case the maximum is eight.)

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: Jackson Katz, Mark Twain on Tour, Dr. Harold Hyman, Sara Weddington, Schyleen Qualls, Dr. Roger Fredrickson, Anthony Podesta, Dr. Stephen Ambrose, Gerald Vizenor, Otis Woodard, and Tom Averill.

Academic Programs

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 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 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 at 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

The enjoyment of experiencing 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 process and product called art and its effect on our culture.

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, connecting them 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/Design Emphasis

Required Major Courses: ART 103, 206, 207, 220, 220/320, 230, 234, 235/335, 330, 402 and 7 - 12 hours of independent study in advanced studio courses and/or internship.

Recommended Courses: All Applied Art Classes and courses in writing, theatre, music, and computer information systems.

Sculpture/Crafts/Design Emphasis

Required Major Courses: ART 103, 206, 207, 220, 230, 235, 237, 330, 402, and 7 - 12 hours of independent study in advanced studio courses and/or internship.

Recommended Courses: All Applied Art Classes and courses in writing, theatre, music, and computer information systems.

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

Required Certification Courses — K-12 level: ART 100 C/E/F/G, 103, 202, 206, 207, 220, 230, 234, 235, 237, 330, 402, and 4-6 hours of independent study in advanced studio courses and/or an internship.

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. 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, and 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 which influenced 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. Life Drawing and Composition. Experiences in drawing the human figure. Explores a wide variety of drawing media. Course work 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. The study of basic design elements, i.e., line, shape, color. Emphasis on two-dimensional problem solving — commercial as well as fine arts tech-

iques 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 Art. 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. 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. (Class 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.
ART 100D Cartooning.
ART 100E Jewelry.
ART 100F Print Making.
ART 100G Weaving.
ART 100H Illustration.

Education

The training of 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 Board 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:

K-9
- Elementary Education

K-12:
- Physical Education
- Music
- Art

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

Outcomes:

The goal of the Education Department at Ottawa University is to produce teachers who possess the following skills, competencies and knowledge. Persons who receive our recommendation for a teaching license will be able to:

1. apply their liberal education in their professional experiences;
2. articulate and apply a philosophy that promotes desirable attitudes toward self and the teaching role;
3. demonstrate effective and ethical 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 and control of education at the federal, state, local and building levels, and understand the impact of professional organizations on the educational system;
5. identify their roles in the school and community, understand the school as a social institution and possess strategies for creating bonds between the school and the community it serves;
6. exhibit knowledge about human growth and development and learning for children and adolescents, 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 and methodology and in the appropriate use of instructional media and educational technology;
8. use problem solving strategies in teaching, and demonstrate creativity and flexibility in planning for curriculum and instruction;
9. demonstrate an understanding of the characteristics and needs of exceptional children and youth in order to deliver appropriate instruction in the classroom setting;
10. demonstrate the ability to use various management strategies that foster positive self-esteem and the development of self-discipline while providing quality instruction for children and youth;
11. describe the special needs of children and youth from various ethnic backgrounds and cultures and construct learning environments that are enriched by cultural and ethnic diversity;
12. demonstrate the ability to use a variety of strategies, interpret and use data generated by those strategies to improve instruction and to communicate the learning progress of students to students and to their parents and guardians;
13. possess knowledge of the physical, psychological and sociological effects concerning human sexuality, sexual behavior and sexually-transmitted diseases;
14. possess knowledge of the legal dimensions of education including general legal responsibilities of teachers and schools as well as such diverse specific topics as the licensing of teachers and administrators and the responsibilities of the school for recognizing and reporting suspected cases of child neglect or abuse;
15. demonstrate competence in written and oral communication and basic numerical literacy;
16. demonstrate competence in content's subject area, or for elementary majors, in a wide array of disciplines;
17. exhibit the characteristics of a positive role model through the practice of high standards of personal conduct and professional ethics;
18. establish an on-going program of self-assessment and evaluation for their own professional growth and development as teachers;
19. adopt the characteristics of effective teachers.

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. Transfer students should apply for admission during their first semester at Ottawa University. Applications can be found in the Education Department 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.

Required Course work for Certification

The Education Department Handbook used in the course EDU 106 Educational Explorations contains information regarding the course work 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 course work 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 semester at the end of the program must have the approval of the Director of Teacher Education.

Department and the Teacher Education Committee. Students seeking this approval are required to have passing scores as set by the Kansas State Board of Education on the PreProfessional Skills Test. In order to student teach and be certified, a student must maintain a minimum overall 2.5 GPA, maintain 2.75 in their professional education courses, and have no grade lower than a "C" in either their teaching area courses or their professional education courses. Some departments may establish a higher GPA requirement for their majors in education. There will be an additional fee for student teaching to offset costs associated with this off-campus experience.

Certification

In addition to maintaining a grade point average and completing designated course work, students who wish Kansas certification must pass a certification test designated 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.


Secondary School Certification Requirements (additional requirements for 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 with modern-day education. 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 themes of adolescent 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 301. Educational Psychology. This course explores both the art and science of teaching. It focuses on the learning process and its relationship to a diverse student body, motivation, theories and strategies of effective teaching, lesson planning, individualization, cooperative learning and appropriate methods of assessment. Prerequisite: PSY 120. 3 hrs.

EDU 302. Elementary Reading Methods. This course is designed to assist pro-
spective teachers in exploring and questioning how reading is taught. Students will develop skills in a variety of methods and approaches to reading programs in the elementary school. Should be taken concurrently with EDU 311 Language Practicum. Prerequisites: EDU 317. 3 hrs.

EDU 303. Elementary Mathematics Methods. This course will focus on learning how to teach mathematics in classrooms K-9. Students will work toward learning to value mathematics, to become confident in the ability to do mathematics, to become mathematical problem solvers, to learn to communicate mathematically and to learn to reason mathematically. The methodology used in this class will emphasize hands-on learning. Prerequisites: EDU 317. 3 hrs.

EDU 304. Elementary Science and Health Methods. This course is directed toward developing a methodology for teaching science and health in the elementary school. Knowledge of science concepts and the use of these concepts in developing an understanding of the world by children will be emphasized. Scientific inquiry and discovery methods will be stressed. Prerequisites: EDU 317. 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 multicultural settings and in human relations in elementary school. In addition, topics such as geography, economics and civics for elementary school children will be stressed. Prerequisites: EDU 317. 2 hrs.

EDU 306. Math and Science Practicum. Provides the student with an opportunity to practice and develop the teaching skills learned in EDU 303 and 304. Students will spend time in an elementary school classroom at least two hours per week under the direction of a classroom teacher and the college instructor. Must be taken concurrently with or immediately after EDU 303 and 304. Prerequisites: EDU 317. 2 hrs.

EDU 309. School in Society. The emphasis in this course will be on understanding the organization and control of schools in this country. Students will focus on the legal framework within which teachers and schools operate. Persons who are working in different roles at the state and local level will be guest speakers. Prerequisites: EDU 215. 2 hrs.

EDU 311. Language Practicum. Provides the student with an opportunity to practice and develop the skills learned in EDU 302 and EDU 312. Students will spend time in an elementary school classroom at least two hours per week under the direction of a classroom teacher and the college instructor. Prerequisites: EDU 302, 312, 317. 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. Prerequisites: EDU 317. 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 five to twelve. Topics considered include assessing readability of materials, evaluating student reading skills, teaching vocabulary, comprehension, and study skills, working with "at risk" students, and incorporating writing into the curriculum. Prerequisites: EDU 317. 2 hrs.

EDU 317. Methods and Materials. This course is designed to build on a variety of topics that represent basic knowledge for all teachers at all levels. It will provide the general foundation 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 of teaching and develop an awareness of major issues and trends in the field of education. Prerequisite: EDU 106. 3 hrs.

EDU 319. Classroom Management. The purpose of this course is to explore with students the various theories and related strategies for classroom management that have been developed by experts. Because maintaining classroom discipline is a necessary skill for teachers, time will be spent giving students the opportunity to choose a strategy and to apply it to a specific case study situation. Multiple case studies will be introduced. Students may also be able to apply their learnings in any practicum setting in which they are enrolled. Prerequisites: EDU 301, PSY 323. 2 hrs.

EDU 325. Psychology of the Exceptional Child. With the child's normative development as a reference point, behavioral problems, emotional disorders, physical and health dysfunctions, and intellectual impairments are studied from a psychological perspective. Readings and class discussion will focus on etiology and on alternative means of intervention available to those working in regular classrooms. Methods of dealing with parents, school administrators, and various agencies will be emphasized. Learning problems that children from a different cultural or ethnic background may have will also be studied. A field experience will be part of this course. Prerequisites: PSY 120 and EDU 317. 2 hrs.

EDU 335. Secondary and Middle School Methods. This course emphasizes unit and daily lesson planning which includes multicultural experiences and global awareness strategies, establishment of classroom climate, the practice of various methods of presentation in order to meet the needs of students with different learning styles, and self-evaluation through individual video taping. Students will work with faculty in their major field as well as education department faculty. Prerequisites: EDU 301 and 317. 3 hrs.

EDU 336. Secondary and Middle School Practicum. This course is taken concurrently with EDU 335, Secondary and Middle School Methods or the appropriate methods course in the student's teaching area. It provides the student with an opportunity to observe, develop and practice skills under the guidance of an effective classroom teacher in the student's major area of interest. Prerequisites: EDU 301, and 317. 3 hrs.

EDU 402. Diagnosis and Remediation in the Elementary School. This course will focus on diagnostic and remedial strategies and techniques to be used with "at risk" children, particularly in the fields of reading and arithmetic. Standardized tests, IRIs, Key Math and other diagnostic tests will be explored. The mathematics assessment procedure used in the State of Kansas will also be examined. Students will learn how to match test results with remedial strategies and develop remedial programs for children. Prerequisites: EDU 302 and 303. 3 hrs.

EDU 409. Student Teaching Seminar. This course is part of the student teaching semester. It is designed to provide an opportunity for student teachers to interact as a group and provide support to each other, and to develop a deeper understanding of teaching. Seminars will cover such topics as credentials, interviewing, child abuse, human sexuality, and obtaining a teaching certificate. The course will meet 6-8 times during the semester in the evenings. To be taken with EDU 410 and 420. 1 hr.

EDU 410-420. Student Teaching/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 410-420S. Student Teaching/Secondary or Middle School. These courses are the culminating field experiences for middle and secondary preservice teachers. The student will have the opportunity to observe and to teach in a middle or 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. Graduates with an English major may be found in law, journalism, advertising, public relations, publishing, communication, library science, free-lance writing, government, business and education.
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.

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 include: ENG 203, 204, 219, 220, 310, 325, 350, 318 or 355 and 401.

**Recommended Courses:** FRE 101, 102, or the equivalent in foreign language study; two courses from the following: HIS 110, 253, 254; PHI 301, 302. Additional course work in other humanities courses (art, music, drama) is also encouraged.

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

**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, 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 communicational skills. Poetry, fiction, and drama may be introduced to 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 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, Dostoievsky, Tolstoy, Hamsun, Ibsen, Chekhov, Camus, and Garcia 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 history 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 classes 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, 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, 201, 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.** Students will work through the steps of the writing process to go from sight to insight and produce college-level essays which articulate and defend a point of view. They will perceive, identify, analyze, discover, write, re-write, and edit. Critical thinking, library research, peer conferencing, and the art of argument will be integral to the course. Prerequisite: GED 125 or 1 year of Freshman Composition. 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 works by Black, Hispanic, Native American, 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 issues that minorities face in this culture 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 plays 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 with assisting students in reading and understanding the texts. Prerequisite: a 200-level English course or permission of the instructor. 3 hrs.

**ENG 325. The English Language.** This is required for English and English education majors. It 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. For instance, the 19th century novel or major poetry would be appropriate content for the course. Students will be asked to read intensively in the content area and to prepare presentations on individual topics. Two important purposes of the course will be to help the student gain a sense of the depth and range of an author or 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 a 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 enjoyment of participation. Music's place in higher education was affirmed by the ancient Greeks, who valued its study (along with astronomy, mathematics, and writing) for all educated persons. Ottawa provides formal study of music concepts, applied music in lessons and ensembles, and a variety of performing groups. All courses and ensembles are 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, 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 to the entire college community, with auditions required in some cases. They include: University Chorale, University Choir, University Ringers (handbells), Jazz Ensemble, Symphonette, Pep Band, and Wind Ensemble.

Ottawa University offers departmental majors in music with emphases in applied music, church music, teacher certification, and music therapy. Please refer to the handbook entitled *Music Studies at Ottawa University* for more detailed information concerning these curriculum options.

**Applied Music Emphasis**

**Required Major Courses:** MUS 101, 102, 152, 222, 223, 304, 305, 330, 352, 452, participation in two credit hours of applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency, and two recitals.

**Church Music Emphasis**

**Required Major Courses:** MUS 101, 102, 152, 163, 222, 223, 228, 238, 304, 305, 322, 330, 352, 452, participation in applied music each semester, participation in an ensemble each semester, demonstration of piano proficiency, and internship within church setting.

**Teacher Certification Emphasis — Grades K - 12**

**Required Major Courses:** MUS 101, 102, 131, 132, 133, 134, 152, 222, 223, 245, 304, 305, 321, 322, 330, 347, 352, 452, participation in applied music each semester, participation in an ensemble each semester, and demonstration of piano proficiency. (Please check the Teacher Education Handbook for current certification requirements.)

**Music Therapy Certification Emphasis**

Teacher certification courses (see above) plus an additional year at the University of Kansas or University of Missouri at Kansas City.

Courses Offered:

**MUS 101. Introduction to Creative Listening.** This course will develop the understanding and enjoyment of music. It 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.** This course will study major/minor keys, scales, triads, seventh chords, diatonic chords, and principles of voice leading. Keyboard harmony, sight-singing, and dictation skills will be emphasized both in class and in coordination with an individualized Guido Ear Training Computer Program. 3 hrs.

**MUS 131. Brass Techniques.** A methods course designed to develop understanding of brass instrument techniques and pedia-