EDF 7303  Leadership and Management of Change
EDF 8503  Master's Research Project

Concentration Courses for Education Intervention (15 semester credit hours);
Professional Development (6 semester credit hours)

EDC 7603  Conflict Resolution in an Educational Environment
EDC 7653  Theory and Techniques for Education Intervention
EDC 7703  School and Community Resources for Education Intervention
EDC 7753  Assessment Techniques for At-Risk Learners
EDC 7793  Materials and Strategies for Success With At-Risk Learners
EDC 7153  Education Law (in Professional Development concentration)

Concentration courses for Curriculum and Development (16 semester credit hours)

EDC 7213  Classroom Management
EDC 7223  Educational Tests and Measurements
EDC 7233  History and Philosophy of Education
EDC 7243  Educational Psychology

Electives

Other EDC courses or approved transfer course credits.

MASTER OF ARTS IN HUMAN RESOURCES

Ottawa University's Master of Arts in Human Resources degree is designed for working adults who wish to increase their human resources skills. Not only is the program designed to provide professional growth for human resources professionals but also for those in various fields associated with the development of human potential.

The program has been created to provide graduates with the skills and knowledge necessary to:

- Assume leadership roles in human resources and related professions.
- Assume positions as human resources managers, consultants, employee and student development counselors, or trainers.
- Apply human resources theory, research and methods appropriate to their positions.
- Prepare and plan for change in organizations.
- Assess outcomes of human resources and related programs, services and activities.
- Engage in continued professional growth in human resources and related fields.

The program seeks to promote professional excellence, academic attainment and the ability to synthesize, integrate and apply knowledge in meaningful and relevant ways.

The Master of Arts in Human Resources consists of no less than 36 semester credit hours of formal coursework designed to help the adult student acquire subject matter mastery, apply knowledge and conduct research in various areas within the broad field of human resources.

Thesis Option

For those students interested in writing a thesis, a research track is available. Please discuss this option with a graduate advisor.
Online Programs

Applied Track Required Courses

HRF  7001  Seminar: Value Systems
HRF  7111  Trends, Issues and Perspectives in Human Resources
HRF  7161  Research: Assessment and Evaluation
HRF  8481  Seminar: Applied Case Studies in Human Resources

Research Track Required Courses

HRF  7001  Seminar: Value Systems
HRF  7111  Trends, Issues and Perspectives in Human Resources
HRF  7161  Research: Assessment and Evaluation
HRF  8451  Field Experience
HRF  8501  Master's Research Project

Elective Courses

HRC  7361  Managing Human Resource Cost
HRC  7411  Human Resources Planning and Administration
HRC  7461  Wage, Salary and Benefits Administration
HRC  7511  Personnel and Labor Relations
HRC  7561  Recruitment, Selection and Placement
HRC  7605  Training in Human Resource Development
HRC  7611  Organizational Behavior and Theory
HRC  7651  Employment Law: State Conditions of Employment
HRC  7711  Organization Change Theory and Strategy
HRC  7741  Employment Law
HRC  7751  Employment Law II
HRC  7761  Instructional Design and Training Strategies
HRC  7811  Career Development
HRC  7871  Employee Assistance and Counseling
HRC  7861  Negotiation and Conflict Resolution
HRC  7911  Applying Statistics in Human Resources
HRC  7961  Managing Organizational Conflict
HRC  8551  Advanced Special Topics in Human Resources

MASTER OF BUSINESS ADMINISTRATION

Ottawa University’s Master of Business Administration has been developed to serve the needs of adult learners and organizations with a high quality professional preparation in business within which the importance of personal values and professional ethics are incorporated.

The Master of Business Administration emphasizes a global perspective on business, communication skills and direct application to students’ current and future career goals. The program is intended for individuals who want to increase their knowledge of essential business functions and develop leadership skills and expertise in strategic management. Students have the option of completing courses in an evening classroom setting, online or a combination of both. Online students attend a weekend session at the beginning of each 12-week term to meet their instructors and receive courseware training and academic advising.
The MBA degree consists of no less than 36 semester credit hours of formal coursework designed to help the adult learner acquire subject matter mastery and apply knowledge within the field of business administration. It is possible to take a program of more than 36 semester credit hours and receive the Certificate of Advanced Graduate Studies (CAGS) in addition to the MBA degree. The CAGS is designed for those who are seeking additional professional training beyond the MBA core.

Current study concentrations available for the CAGS include:

- Human Resources Management
- Human Resources Development
- Organization Change Management

The MBA is a 36 semester credit hour program comprising 10 core courses and two elective courses.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>(30 semester credit hours)</th>
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<tbody>
<tr>
<td>BUS 7000</td>
<td>Organizational Leadership and Behavior</td>
</tr>
<tr>
<td>BUS 7100</td>
<td>Human Resource Planning and Administration</td>
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<tr>
<td>BUS 7200</td>
<td>Value Systems and Professional Ethics</td>
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<tr>
<td>BUS 7450</td>
<td>Strategic Marketing</td>
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<tr>
<td>BUS 7500</td>
<td>Managerial Economics</td>
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<tr>
<td>BUS 7600</td>
<td>Managerial Finance</td>
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<tr>
<td>BUS 7700</td>
<td>Management Information Systems</td>
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<tr>
<td>BUS 7800</td>
<td>Management Accounting</td>
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<tr>
<td>BUS 7900</td>
<td>Social, Cultural, Legal, and Political Influences on Business</td>
</tr>
<tr>
<td>BUS 8500</td>
<td>Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>(6 semester credit hours) Include but not limited to the following:</th>
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<tbody>
<tr>
<td>BUS 7460</td>
<td>International Business</td>
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<tr>
<td>BUS 7681</td>
<td>Project Management</td>
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<tr>
<td>HRC 7661</td>
<td>Organizational Consultation Skills</td>
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<td>HRC 7711</td>
<td>Organizational Change Theory and Strategy</td>
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<tr>
<td>HRC 7721</td>
<td>Management and Development of Teams</td>
</tr>
<tr>
<td>HRC 7841</td>
<td>Managing a Culturally Diverse Workforce</td>
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</tbody>
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PROFESSIONAL EDUCATION PROGRAMS

Ottawa University offers graduate-level Professional Education Programs for teachers who seek continuing educational enrichment and to advance their professional careers. Currently programs are offered for teachers who are licensed or certified to teach at the elementary and secondary levels in Arizona, Kansas and Wisconsin. The Arizona campuses also offer a certificate program in counseling, and the Kansas City campus offers a certificate program in human resources. For information on these programs for professional educators, contact the Ottawa University adult campus in your area.
GRADUATE PROGRAMS

Graduate Program Goal Statement

Ottawa University graduate programs are based on the expectation that bachelor's degree holders are prepared through the liberal arts to be reflective inquirers. The reflective inquirer is prepared to succeed in graduate programs that are based on the model of the reflective practitioner. The reflective practitioner applies values, critical reasoning and inquiry in professional settings, utilizes knowledge and skills appropriately and is self-directed in continued professional learning and development. Ottawa University is committed through the reflective practitioner emphasis to prepare professionals who successfully adapt to changes in career demands and opportunities.

Ottawa University fills a need for graduate level education that is both practical in nature and accessible to a broader audience than a traditional model whose theoretical emphasis may be less suited to the working adult student and that requires considerable prerequisite preparation. Ottawa University graduate students are valued both as members of the learning team and the instruction team. Graduate faculty, who are reflective practitioners themselves, have significant academic and professional experience in the course areas they teach and value the varied backgrounds and insights of the adult learner.

Ottawa University graduate programs include a concentrated foundation with emphasis placed on advanced concepts and applications. Programs require students to access research in the field, critically analyze relevant data and utilize a variety of sources for values-based practice, planning, and ethical decision-making. Graduate students are challenged through rigorous research-based writing assignments, scholarly discourse and professional presentations and demonstrations, all of which are focused on reflective approaches to practice and application. Students are supported through individualized graduate faculty and advisors and a community of mutual respect and service.

Outcomes for Graduate Study

The University-wide outcomes for graduate programs were designed as an active expression of the Ottawa University mission and purposes. They were developed by faculty and formally adopted by the Graduate Council and University Academic Council.

The overall guiding purpose of graduate study is to provide adult-oriented, practical and professional programs:

- To prepare individuals for master’s level professional positions in a given field.
- To improve opportunities for individuals seeking advancement within the field.
- To prepare individuals to make parallel moves into related fields and specialties.

Program emphasis is on the reflective practitioner with course content designed to focus on real-life, values-oriented practices within the field. Entrance requirements reflect the desire to accommodate working adults who make career choices later in life, have related work experience and are best served by a nontraditional graduate program in their field.

All Ottawa University graduate programs have in common five general outcomes that relate to intellectual and professional development.
To demonstrate cognitive development, graduate students will:

- Analyze, integrate and apply theories, research and techniques to plan and serve effectively within one’s professional field of study.
- Acquire knowledge of laws, ethics and values and apply this knowledge to make decisions appropriate to one’s professional practice.
- Communicate effectively as professionals.

To demonstrate affective development, graduate students will:

- Demonstrate an understanding of the value of continued personal and professional development.
- Model Ottawa University values and culture by practicing mutual respect, encouragement and support within and beyond the learning community.

**Academic Advisement**

Ottawa University graduate faculty and advisors provide academic advisement by telephone, e-mail or by office appointment. They assist students with course selection and academic program content and design issues.

**Graduate Program Admission**

Admission to the graduate programs at Ottawa University is limited; only the most qualified candidates are accepted. The minimum requirements for regular admission include the following (additional requirements and exceptions may vary by program or location as noted):

- Completed application form and fee.
- Official transcript indicating an earned bachelor's degree from a regionally accredited institution with a minimum junior/senior grade point average (GPA) of 3.00 on a 4.00 scale (see additional GPA and course requirements for Arizona Professional Counseling Program).
- Official transcripts of graduate coursework, if applicable.
- Knowledge of introductory statistics as demonstrated by a course grade of "C" or better, standardized examination score, or similar type of acceptable evidence. (MAHR, MAED, MAPC applicants only)
- Three letters of recommendation from individuals familiar with the applicant's academic and professional abilities.
- Current resume. Preference is given to applicants with at least two years of relevant employment or volunteer experience. A copy of a current state certification or teaching license is also required for all concentrations in the MAED program with the exception of School Guidance Counseling and Montessori studies.
- Essay of 300-500 words describing the applicant's professional development and expectations for graduate study and demonstrating the ability to organize thoughts in a clear, concise manner.
- Personal interview with program director or designate (Kansas and Arizona Professional Counseling applicants only).
- Those interested in applying to the MBA Program at the Milwaukee campus should consult the Milwaukee campus on its admission requirements.
- International students interested in applying to the Graduate Program should consult the graduate program at the location where they are applying.
Graduate Programs

Applicants with a junior/senior year GPA between 2.50 and 2.90 and applicants with a bachelor’s degree from a Bible-accredited institutions may be granted provisional admission. Provisional status changes to regular admission when the student has completed 12 semester credit hours of approved coursework with a minimum GPA of 3.00. Applicants without knowledge of introductory statistics may also be granted provisional admission but must satisfy the statistics requirement within six months of entering the program. Successful completion of HRC 7000, HRC 7911, or another acceptable statistics course will meet this requirement.

Special Graduate Students

Individuals with a bachelor’s degree from a regionally accredited college or university may apply to take individual courses as a special student. In Arizona, a maximum of nine credits may be taken as a Special Graduate Student before an application for formal admission is submitted. Completion of coursework as a special student does not guarantee admission to a graduate program or the transfer of the coursework into a program. Individuals enrolled in a graduate program at another school may also apply to take courses as a special student with a written request from the school at which they are pursuing their degree. Please note that Special Graduate Students are not eligible for financial aid programs.

Post-master’s Graduate Programs Admission

Applicants for the Certificate of Advanced Graduate Studies (CAGS) must be formally admitted to the program. Completed application packets are received up to the final day of registration for each academic term. A completed application requires the following:

- Application for the Certificate of Advanced Graduate Study.
- Official transcripts documenting the completion of an earned master’s degree from a regionally accredited college or university, as well as all additional graduate work. (Transcripts should be sent to the attention of the Office of Graduate Studies or attached unopened to the application.)
- A resume of educational background, employment and volunteer experience, and, honors and recognition received for academic achievement employment performance and volunteer service.
- Non-refundable $50 application fee payable to Ottawa University.

See additional admission requirements for Arizona Professional Counseling Program.

General Policy on Transfer Credit

A maximum of 9 applicable semester credit hours of graduate study completed at a regionally accredited institution with a grade of "B" or better may be accepted for transfer credit.

Students with a master's degree from another regionally accredited institution containing coursework applicable to counseling may petition to transfer up to 30 semester credit hours of approved coursework toward Ottawa University's 50 to 60 semester credit hour concentration in Professional Counseling.

A maximum of 9 applicable semester credit hours of graduate study completed at one of the non-regionally accredited institutions listed below may be accepted after the student has successfully completed 12 semester credit hours of Ottawa coursework with a minimum grade point average of 3.00:

- American Association of Bible Colleges
- Association of Advanced Rabbinical and Talmudic Schools
- Association of Theological Schools in the United States and Canada
Additional hours may be transferred into Ottawa University graduate programs of 50 hours or more with departmental approval.

**Second Master’s Degrees**

Individuals with a master’s degree or its equivalent from a regionally accredited college or university containing coursework applicable to the Master of Arts in Professional Counseling may apply to transfer up to 30 semester credit hours of approved coursework toward the 60 semester credit hour Master of Arts in Professional Counseling when completing a minimum of 30 semester credit hours at Ottawa University. Dual or second master’s degrees in Human Resources and Business Administration also are available.

**Semester Calendar**

Ottawa University graduate programs follow a 12-week semester, completing the 45-hour classroom contact standard. Typically, a 3 semester credit hour course meets one evening per week for 12 weeks. Saturday courses meet five times throughout the semester from 8:30 a.m. to 5:00 p.m. Other times are established for day and summer classes.

It is anticipated that students complete all coursework for a 36 semester credit hour degree within a 24-month period; however, Ottawa University respects individual differences and such a suggestion is not mandatory. Graduate students in Professional Counseling who take two courses per term should complete the degree in three-to three and one-half years. Through careful planning and the use of summer school, the time can be reduced.

**Financial Assistance**

The University strives to provide financial aid for the greatest possible number of students who need assistance and qualify for it. Students may apply for employer tuition reimbursement, federal financial aid and veteran’s benefits. Aid from non-university sources may be available in the form of guaranteed bank loans. The University Department of Financial Aid can assist you with such applications.

To be eligible for financial aid, a graduate student must be admitted to a regular OU program and be taking 3 semester credit hours for half-time and 6 semester credit hours for full-time benefits. Students enrolled under Special Student status are not eligible for aid.

Processing applications through financial institutions usually requires four to six weeks.

**Student Rights and Responsibilities**

Student rights and responsibilities are fully described in the Ottawa University Student Handbooks, which may be obtained from your advisor or a receptionist at any of the campuses.
MASTER OF ARTS IN EDUCATION

Offered at: Arizona Campuses, Online

Concentrations Available:

- Bilingual/English as a Second Language
- Curriculum and Instruction
- Education Intervention
- Montessori Early Childhood Education
- Montessori Elementary Education
- Professional Development
- School Guidance Counseling

The Master of Arts in Education is a 30, 36, or 45 credit hour program depending on ones study concentration. Formal course work is designed to help the adult student acquire subject matter mastery, apply knowledge and conduct research in various areas within the field of education. The program of study consists of foundation (including a Master’s Research Project), concentration, and elective courses (in some programs).

The program has been created to provide graduates with the skills and knowledge necessary to:

- Improve and enhance their teaching and services to students.
- Provide their students with an enhanced learning environment.
- Prepare and plan for change in schools.
- Assist schools and the community to improve education for all students.
- Assess outcomes of school curricula, programs, services, and activities.
- Assume leadership roles in education.
- Engage in continued professional growth.

Additional graduate level courses may be applicable toward an advanced post-master’s program such as the Certificate of Advanced Graduate Studies in Education Administration, School Guidance Counseling, Education Intervention, and Community College Counseling.

Thesis Option

For those students interested in writing a thesis, a thesis research track is available. Please discuss this option with a graduate advisor.

PROFESSIONAL EDUCATION PROGRAM (PEP)

Applying Semester Credit From PEP

Educators may petition to apply select courses from the Ottawa University Professional Education Program (PEP), as electives, into the Curriculum and Instruction, Education Intervention or Professional Development study concentrations. Please consult with a graduate advisor.

For the BLE/ESL concentration, up to 21 semester credit hours from prescribed endorsement courses are applicable to the Master of Arts in Education.
Montessori Program Information

Policies and Procedures for Montessori Programs
Students seeking to earn a Master of Arts in Education with a concentration in Montessori Early Childhood Education and/or Montessori Elementary Education should plan to take 21 semester credit hours of coursework off-site at the Villa Montessori School at 4535 North 28th Street in Phoenix. The Montessori aspect of the graduate program is presented in partnership with the Center for Montessori Teacher Education/New York (CMTE/NY), which is an affiliate of the American Montessori Society (AMS). The remaining 15 semester credit hours of coursework are on-site and consist of five prescribed education foundation courses.

Concurrent Application/Enrollment: The Master of Arts in Education
At the time of enrollment in the CMTE/NY Montessori program, students should also apply for admission into Ottawa University’s graduate program. Upon acceptance into the graduate program, students may enroll in the specified OU-Montessori classes at the cost of $55 per semester credit hour. This cost is in addition to the charge required by CMTE/NY.

Tuition and Fees for 21 Semester Credit Hours of Ottawa University Montessori Coursework
Program fees are to be paid to CMTE/NY plus $55 per semester credit hour to Ottawa University.

Tuition and Fees for 15 Semester Credit Hours of Ottawa University Education Foundation Coursework
Upon completion of the Montessori-related study concentration, students continue in the education foundation portion (15 semester credit hours) of the graduate program at Ottawa University. The cost for the education foundation courses is the standard tuition prescribed by the Ottawa University course schedule.

A Special Note: Montessori Programs
Successful completion of the graduate-level coursework in the Master of Arts in Education does not ensure certification to teach in all public schools in the State of Arizona. A portion of the Master of Arts program may apply to certain teacher certification requirements. Students wishing to complete the Teacher Certification program would need to enroll in the Teacher Certification program coursework at Ottawa University.

For questions regarding Teacher Certification, please contact the Director of Graduate Studies in Education or the Associate Dean of Education at Ottawa University’s Phoenix campus.

For further information concerning the Montessori course offerings, please contact Betty Matthews, Villa Montessori School, at 602-955-2210.

Bilingual Education/English as a Second Language
The concentration in Bilingual Education/English as a Second Language (BLE/ESL) emphasizes a program of study to enhance opportunities for successful academic progress by elementary or secondary students who are monolingual in another language or have English only as a second language. Program completion is designed to meet the Bilingual Education or ESL endorsement for teachers certified in Arizona.
Graduate Programs

NOTE:
The English as a Second Language endorsement for teachers certified in Arizona requires 6 semester credit hours in a single second language (or verification of second language learning experience by the Arizona Department of Education). The Bilingual Education endorsement requires successful completion of the Arizona Department of Education language examination in order to demonstrate fluency. The Bilingual Education endorsement also requires either student teaching in a bilingual setting or two years of verifiable bilingual teaching experience.

\[ B = \text{Required for BLE endorsement} \]
\[ E = \text{Required for ESL endorsement} \]

**Foundation Courses**  
(15 semester credit hours)

- **EDF 7103**: Philosophy, Accountability and Change
- **EDF 7153**: Methods and Models of Research
- **EDF 7203**: Diverse Community of Learners
- **EDF 7303**: Leadership and Management of Change
- **EDF 8503**: Master’s Research Project

**Concentration Courses**  
(21 semester credit hours)

With advisor approval, select from:

- **EDC 7263**: Philosophical Foundations for Bilingual/Multicultural Education: B + E
- **EDC 7273**: Methods of Assessing BLE/ESL Students and Programs: B + E
- **EDC 7323**: Reading, Writing and Content Area Methods: E
- **EDC 7343**: Multicultural Concepts Impacting School and Community: B + E
- **EDC 7523**: ESL Methods of Instruction: E
- **EDC 7763**: Applied Linguistics: B + E
- **EDC 7873**: ESL Practicum: E
- **EDC 7903**: Bilingual Education Methods in Spanish: B
- **EDC 7904**: Bilingual Methods of Instruction for the Multilingual Classroom: B
- **EDC 7905**: Bilingual Practicum: B

**COMMUNITY COLLEGE COUNSELING**
The concentration in Community College Counseling prepares the student with a proactive, up-to-date body of knowledge required of the guidance counselor in the Community College setting with its diverse community of students. Included is instruction in counseling theories and techniques in guidance counseling, personality theories and personality development, testing theories and applications, group counseling and group dynamics, career counseling and career resources, and individual assessment processes.

**Foundation Courses**  
(15 semester credit hours)

- **EDF 7103**: Philosophy, Accountability and Change
- **EDF 7203**: Diverse Community of Learners
- **EDF 7403**: School Counseling in a Changing Environment
- **EDF 7153**: Methods and Models of Research
- **EDF 8503**: Master’s Research Project
### Concentration Courses (27 semester credit hours)
- EDC 7133 Counseling and the Helping Professions
- EDC 7433 Social and Cultural Concerns in Counseling
- EDC 7633 Psychological Testing
- EDC 7823 Life Planning and Career Development
- EDC 7833 Human Growth and Development
- EDC 7923 Counseling Theories
- EDC 7933 Group Counseling and Dynamics
- EDC 8013 Professional and Ethical Issues in Counseling
- EDC 8463 Practicum in School Guidance Counseling

### Elective Courses (3 semester credit hours)
Select from:
- EDC 7603 Conflict Resolution in an Educational Environment
- EDC 7703 School and Community Resources for Education Intervention
- EDC 7753 Assessment Techniques for At-Risk Learners
- EDC 8113 Theory and Techniques in Marriage and Family Counseling
- EDC 8213 Family Systems Theory
- EDC 8283 Child and Adolescent Therapy

### CURRICULUM AND INSTRUCTION
The concentration in Curriculum and Instruction is a curriculum-based program designed to combine excellence in instructional methodologies used in education with foundation coursework that focuses on the at-risk student in the mainstream. An integration of personal and group motivational techniques and theories in organizational management and a summary of legal issues in education introduces the student to innovative, applied models of instruction.

### Foundation Courses (15 semester credit hours)
- EDF 7103 Philosophy, Accountability and Change
- EDF 7153 Methods and Models of Research
- EDF 7203 Diverse Community of Learners
- EDF 7303 Leadership and Management of Change
- EDF 8503 Master's Research Project

### Concentration Courses (16 semester credit hours)
- EDC 7213 Classroom Management
- EDC 7214 Research and Field Activities: Classroom Management
- EDC 7223 Educational Test and Measurements
- EDC 7224 Research and Field Activities: Educational Tests and Measurements
- EDC 7233 History and Philosophy of Education
- EDC 7234 Research and Field Activities: History and Philosophy of Education
- EDC 7243 Education Psychology
- EDC 7244 Research and Field Activities: Education Psychology

### Elective Courses (5 semester credit hours)
- EDC 7293 Instructional Theory and Techniques (2 semester credit hours)
  Other EDC, EDF or advisor approved transfer courses (3 semester credit hours).
EDUCATION INTERVENTION

The concentration in elementary and secondary Education Intervention emphasizes a new focus on curriculum and educational leadership. This program of study is an aggressive, proactive, research-based approach toward identifying and implementing innovative, positive and practical solutions to situations faced by the multifaceted at-risk students in the community. This program may be designed for certification in Education Administration.

**Foundation Courses** *(15 semester credit hours)*
- EDF 7103 Philosophy, Accountability and Change
- EDF 7153 Methods and Models of Research
- EDF 7203 Diverse Community of Learners
- EDF 7303 Leadership and Management of Change
- EDF 8503 Master’s Research Project

**Concentration Courses** *(15 semester credit hours)*
- EDC 7603 Conflict Resolution in an Educational Environment
- EDC 7653 Theory and Techniques for Education Intervention
- EDC 7703 School and Community Resources for Education Intervention
- EDC 7753 Assessment Techniques for At-Risk Learners
- EDC 7793 Materials and Strategies for Success with At-Risk Learners

**Elective Courses** *(6 semester credit hours)*
With advisor approval, select two courses from other graduate offerings or from the Professional Education Program (PEP).

EDUCATION TECHNOLOGY

This concentration incorporates theory and application of technology into contemporary programs in school systems from pre-kindergarten through graduate studies. Included are program applications in distance learning, models regarding the administration of technology programs, computer assisted instruction, and the integration of technology within various education offerings, programs, and organizational systems. An emphasis is placed on global perspectives in facilitating learning.

**Foundation Courses** *(15 semester credit hours)*
- EDF 7103 Philosophy, Accountability and Change
- EDF 7203 Diverse Community of Learners
- EDF 7403 School Counseling in a Changing Environment
- EDF 7153 Methods and Models of Research
- EDF 8503 Master’s Research Project

**Concentration Courses** *(18 semester credit hours)*
- EDC 7613 Introduction to Educational Technology: Theory and Application
- EDC 7623 Foundations in Distance Learning
- EDC 7633 Administration of the Technology Program
- EDC 7643 Computer Assisted Instruction
- EDC 7663 Technology Integration in K-12 Schools
- EDC 7683 Instructional Theory and Strategy in Technology Integration
Elective Courses (3 semester credit hours)

Other EDC or EDF or adviser approved course or transfer credit.

MONTESSORI EARLY CHILDHOOD EDUCATION (AGES 2 1/2-6)

The concentration in Montessori Early Childhood Education (ages 2 1/2-6) involves a partnership with the Center for Montessori Teacher Education/New York, an American Montessori Society affiliate.

This program operates on a two-year cycle beginning each August and continues until April of the following year. Classes meet one weekend per month, usually Friday evening and all day Saturday and Sunday. At times, Monday may be included. A detailed schedule is sent prior to the beginning of the program. A practicum phase begins the second year of the program or can be deferred. Special workshops in movement, art, science, geography, and music are given throughout the two-year program.

Foundation Courses (15 semester credit hours)

EDF 7103 Philosophy, Accountability and Change
EDF 7153 Methods and Models of Research
EDF 7203 Diverse Community of Learners
EDF 7303 Leadership and Management of Change
EDF 8503 Master’s Research Project

Concentration Courses (21 semester credit hours)

EDC 7173 Montessori Education: Philosophical Approach, Curriculum Design and Teaching Strategies (Early Childhood)
EDC 7283 Methods of Observation/Clinical Experiences/Child Development
EDC 7363 Early Childhood/Montessori Methods
EDC 7373 Early Childhood Language and Reading Methods
EDC 7383 Early Childhood Math Methods
EDC 7773 Early Childhood Practicum (I) Ages 2 1/2 - 6
EDC 7783 Early Childhood Practicum (II) Ages 2 1/2 - 6

MONTESSORI ELEMENTARY EDUCATION (AGES 6-9)

The concentration in Montessori Elementary Education (ages 6-9) involves a partnership with the Center for Montessori Teacher Education/New York, an American Montessori Society affiliate.

This program begins with an introductory course in June of each year (for students who do not have Early Childhood Certification). The program continues with a summer session mid-June to mid-July, a weekend session in January and a summer session in June for one week. A nine-month practicum can begin the second year of the program or be deferred to the following year.

Foundation Courses (15 semester credit hours)

EDF 7103 Philosophy, Accountability and Change
EDF 7153 Methods and Models of Research
EDF 7203 Diverse Community of Learners
EDF 7303 Leadership and Management of Change
EDF 8503 Master’s Research Project
Graduate Programs

Concentration Courses  (21 semester credit hours)

EDC  7183  Montessori Education: Philosophical Approach and Methods of Observations/Clinical Experiences
EDC  7563  Montessori Math and Geometry Methods
EDC  7573  Elementary Language Arts and Reading Methods
EDC  7583  Montessori Cultural Subjects Methods
EDC  7673  Curriculum Design and Teaching Strategies (Montessori Elementary)
EDC  7863  Elementary Practicum (I) Ages 6-9
EDC  7883  Elementary Practicum (II) Ages 6-9

PROFESSIONAL DEVELOPMENT

The concentration in Professional Development is designed for educators who have successfully completed five or more years teaching in the classroom or equivalent educational experience. The program’s focus is to examine one’s professional growth by evaluating past formal and informal experiences and to assess future development through planning, research and portfolio production. Program completion also prepares educators for development and implementation of positive changes to enhance the education profession.

Foundation Courses  (15 semester credit hours)

EDF  7103  Philosophy, Accountability and Change
EDF  7153  Methods and Models of Research
EDF  7203  Diverse Community of Learners
EDF  7303  Leadership and Management of Change
EDF  8503  Master’s Research Project

Concentration Courses  (6 semester credit hours)

With advisor approval, select from:

EDC  7603  Conflict and Resolution in an Educational Environment
EDC  7653  Theory and Techniques for Education Intervention
EDC  7703  School and Community Resources for Education Intervention
EDC  7753  Assessment Techniques for At-Risk Learners
EDC  7793  Materials and Strategies for Success with At-Risk Learners

Elective Courses  (9 semester credit hours)

With advisor approval, select three courses from other Ottawa University EDC graduate offerings or from transfer credits.

Transferable Credits

A maximum of 9 semester credit hours may be transferred from graduate education or related coursework. Courses applicable to graduate programs at granting institutions transfer on a credit for credit basis. Other post-graduate education coursework may be acceptable on a partial credit basis.
SCHOOL GUIDANCE COUNSELING

The concentration in School Guidance Counseling emphasizes the complex demands of the school counselor by providing in-depth, realistic information to deal with students in a dynamic school and community environment including early intervention and team consultation. Program completion is designed to meet the School Guidance Counseling requirements for certification in Arizona. In Arizona, neither teaching experience nor teacher certification is required to be a School Guidance Counselor.

Foundation Courses  (15 semester credit hours)
- EDF 7103  Philosophy, Accountability and Change
- EDF 7153  Methods and Models of Research
- EDF 7203  Diverse Community of Learners
- EDF 7403  School Counseling in a Changing Environment
- EDF 8503  Master's Research Project

Concentration Courses  (18 semester credit hours)
- EDC 7133  Counseling and the Helping Professions
- EDC 7433  Social and Cultural Concerns in Counseling
- EDC 7803  Psychological Testing
- EDC 7823  Life Planning and Career Development
- EDC 8013  Professional and Ethical Issues in Counseling
- EDC 8463  Practicum in School Guidance Counseling

Elective Courses  (3 semester credit hours)
Select from:
- EDC 7603  Conflict Resolution in an Educational Environment
- EDC 7703  School and Community Resources for Education Intervention
- EDC 7753  Assessment Techniques for At-Risk Learners
- EDC 7933  Group Counseling and Dynamics
- EDC 8113  Theory and Techniques in Marriage and Family Counseling
- EDC 8213  Family Systems Theory
- EDC 8283  Child and Adolescent Therapy

MASTER OF ARTS IN HUMAN RESOURCES

Offered at: Arizona, Kansas City

Concentrations (Available only in Arizona):
- Human Resources Development
- Human Resources Management
- Organization Change Management
- Substance Abuse Counseling

Ottawa University’s Master of Arts in Human Resources degree is designed for working adults who wish to increase their human resources skills. Not only is the program designed to provide professional growth for human resources professionals but also for individuals who are seeking licensure in Substance Abuse Counseling – Level III (Arizona only) (individuals are responsible for contacting the Arizona Board of Behavioral Health Examiners for complete information on licensure).
Select two courses from the concentration course list or in Human Resources Management, Organization.

(6 semester credit hours)

Executive Courses

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Employees Assistance and Counseling</td>
<td>781H</td>
</tr>
<tr>
<td>The Planning and Career Development</td>
<td>7922E</td>
</tr>
<tr>
<td>Strategies for Human Resource Development</td>
<td>771H</td>
</tr>
<tr>
<td>Institutional Design</td>
<td>7711H</td>
</tr>
<tr>
<td>Organizational Change Theory and Strategy</td>
<td>7711H</td>
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<tr>
<td>Organizational Consultation Skills</td>
<td>7910H</td>
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<tr>
<td>Training and Development</td>
<td>7910H</td>
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<tr>
<td>Project Management</td>
<td>7910H</td>
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<tr>
<td>Organizational Leadership and Behavior</td>
<td>7900H</td>
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<tr>
<td>BUS 9986</td>
<td>7900H</td>
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</tbody>
</table>

Select six courses from:

(18 semester credit hours)

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Applied Case Studies in Human Resources</td>
<td>7712H</td>
</tr>
<tr>
<td>Methods and Models of Research</td>
<td>7910H</td>
</tr>
<tr>
<td>Trends, Issues, and Perspectives in Human Resources</td>
<td>7910H</td>
</tr>
<tr>
<td>Value Systems and Professional Ethics</td>
<td>7910H</td>
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<tr>
<td>BUF 1000</td>
<td>7910H</td>
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</tbody>
</table>

Foundation Courses

(12 semester credit hours)

HUMAN RESOURCES DEVELOPMENT

ARIZONA CAMPUSES

Required to choose in the Subspecialty Area: Counseling or Organization.

Choose three in the Subspecialty Area.

The Thesis option requires a research topic in the field of human resources.

Various options are available for the thesis option, including: proposals, capstone projects, and research projects.

The Master of Arts in Human Resources consists of at least 22 semester credit hours of formal coursework.

The program seeks to promote professional excellence, academic attainment, and the ability to synthesize.

- Engage in continuous professional growth in human resources and related fields.
- Assess outcomes of human resources-related programs, services, and activities.
- Prepare and plan for change in organizations.
- Apply human resource theory, research, and methods appropriate to their positions.
- Assume consultative or interim roles.
- Assume leadership roles in human resources and related professions.

The skills and knowledge necessary for the successful job performance of the individuals.
# HUMAN RESOURCES MANAGEMENT

**Foundation Courses**  
*(12 semester credit hours)*  
- BUS 7200 Value Systems and Professional Ethics  
- HRF 7111 Trends, Issues and Perspectives in Human Resources  
- HRF 7151 Methods and Models of Research  
- HRF 8481 Applied Case Studies in Human Resources  

**Concentration Courses**  
*(18 semester credit hours)*  
Select six courses from:  
- BUS 7000 Organizational Leadership and Behavior  
- BUS 7100 Human Resource Planning and Administration  
- BUS 7681 Project Management  
- HRC 7361 Managing Human Resource Costs  
- HRC 7461 Wage, Salary and Benefit Administration  
- HRC 7511 Personnel and Labor Relations  
- HRC 7561 Recruitment, Selection and Placement  
- HRC 7601 Training and Development  
- HRC 7661 Organizational Consultation Skills  
- HRC 7711 Organizational Change Theory and Strategy  
- HRC 7741 Employment Law  

**Elective Courses**  
*(6 semester credit hours)*  
Select two courses from the concentration course list or in Human Resources Development, Organization Change Management or Master of Business Administration.

# ORGANIZATION CHANGE MANAGEMENT

**Foundation Courses**  
*(12 semester credit hours)*  
- BUS 7200 Value Systems and Professional Ethics  
- HRF 7111 Trends, Issues and Perspectives in Human Resources  
- HRF 7151 Methods and Models of Research  
- HRF 8481 Applied Case Studies in Human Resources  

**Concentration Courses**  
*(18 semester credit hours)*  
Select six courses from:  
- BUS 7000 Organizational Leadership and Behavior  
- BUS 7100 Human Resource Planning and Administration  
- BUS 7681 Project Management  
- HRC 7661 Organizational Consultation Skills  
- HRC 7711 Organizational Change Theory and Strategy  
- HRC 7721 Management and Development of Teams  
- HRC 7841 Managing a Culturally Diverse Workforce  
- HRC 7961 Managing Organizational Conflict  

**Elective Courses**  
*(6 semester credit hours)*  
Select two courses from the concentration course list or in Human Resources Management, Human Resources Development or Master of Business Administration.
SUBSTANCE ABUSE COUNSELING

Note: Students within this degree concentration are selected, advised, and supervised through the Professional Counseling graduate program.

Foundation Courses (12 semester credit hours)
- HRF 7111 Trends, Issues, and Perspectives in Human Resources
- HRC 7871 Employee Assistance and Counseling
- HRF 7151 Methods and Models of Research in Human Resources
- PYF 8012 Professional and Ethical Issues in Counseling (Replaces BUS 7200)

Concentration Courses (24 semester credit hours)
- PYC 7922 Counseling Theories
- PYC 7932 Group Counseling and Dynamics
- PYC 7422 Social and Cultural Concerns in Counseling
- PYC 8062 Pre-Practicum in Counseling Skills
- PYC 8142 Introduction to Addictions and Related Disorders
- PYC 8152 Psychophysiology and Pharmacology of Addictions
- PYC 8162 Prevention, Assessment, and Treatment of Addictions
- PYF 8462 Practicum in Counseling (Addictions)

Elective Courses (minimum of 6 semester credit hours)
Select at least two courses from the following:
- PYC 7822 Life Planning and Career Development
- PYC 7832 Human Growth and Development OR
- PYF 8282 Child and Adolescent Therapy
- PYC 8112 Theory and Techniques in Marriage and Family Counseling
- PYC 8082 Fundamental Theory and Treatment of Trauma, Abuse, and Deprivation
- PYC 8122 Human Sexuality
- PYC 8132 Expressive Therapies

KANSAS CITY CAMPUS

Human Resources available only. No concentrations available.

Applied Track Required Courses
- HRF 7001 Seminar: Value Systems
- HRF 7111 Trends, Issues and Perspectives in Human Resources
- HRF 7161 Research: Assessment and Evaluation
- HRF 8481 Seminar: Applied Case Studies in Human Resources

Research Track Required Courses
- HRF 7001 Seminar: Value Systems
- HRF 7111 Trends, Issues and Perspectives in Human Resources
- HRF 7161 Research: Assessment and Evaluation
- HRF 8451 Field Experience
- HRF 8501 Master's Research Project

Elective Courses
- HRC 7361 Managing Human Resource Cost
- HRC 7411 Human Resources Planning and Administration
- HRC 7461 Wage, Salary and Benefits Administration
- HRC 7511 Personnel and Labor Relations
HRC  7561  Recruitment, Selection and Placement  
HRC  7605  Training in Human Resource Development  
HRC  7611  Organizational Behavior and Theory  
HRC  7651  Employment Law: State Conditions of Employment  
HRC  7711  Organization Change Theory and Strategy  
HRC  7741  Employment Law  
HRC  7751  Employment Law II  
HRC  7761  Instructional Design and Training Strategies  
HRC  7811  Career Development  
HRC  7861  Negotiation and Conflict Resolution  
HRC  7871  Employee Assistance and Counseling  
HRC  7911  Applying Statistics in Human Resources  
HRC  7961  Managing Organizational Conflict  
HRC  8551  Advanced Special Topics in Human Resources

MASTER OF ARTS  
IN PROFESSIONAL COUNSELING

Ottawa University offers a number of options in counseling to meet a variety of needs of adult students, including a Master of Arts degree with various concentrations and specialties and the post-master's Certificate of Advanced Graduate Studies (CAGS).

Offered at: Arizona Campuses

Concentrations Available:

- Addiction Studies
- Christian Counseling
- Clinical Counseling
- Employee Assistance and University Student Counseling
- Expressive Arts Therapy
- Marriage and Family Therapy
- Treatment of Trauma, Abuse and Deprivation

Graduates of Ottawa University’s Master of Arts in Professional Counseling are well-qualified professionals who have advanced their intellectual and academic development and have developed greater understanding and knowledge of concepts, ideas, and information in the profession through research, examination, inquiry, and application.

The goal of the Master of Arts in Professional Counseling is to graduate well-qualified, competent, caring individuals who are prepared to:

- Achieve professional licensure as a Licensed Associate Counselor (LAC in Arizona).
- Understand and follow ethical guidelines for professional counselors.
- Practice only at his/her level of competence.
- Have good, basic diagnostic skills.
- Have a good understanding of various treatment options relative to diagnosis/client needs (including multicultural sensitivity).
- Offer a good understanding of resources and referrals to meet client needs.
Graduate Programs

- Model healthy personal and interpersonal behaviors (e.g., conflict management)
- Demonstrate professional communication skills (spoken and written).
- Continue professional development through life-long learning.
- Have basic skills for management and practice development.
- Be a contributing member of his/her community.

Advanced graduate study prepares individuals to perform more effectively in current areas of service, to qualify for positions of greater responsibility, and to establish a private practice (once independent level of licensure is obtained, which, in Arizona, follows initial licensure as a Licensed Associate Counselor and successful completion of 3200 hours of supervised clinical work). Independently licensed counselors may work in educational/university, health care, business, and mental health agency counseling settings, and/or may provide consulting, supervision, and training services.

Admissions Requirements for Graduate Study in Professional Counseling

The admissions selection process is designed to identify students who have potential for completing the counseling program and achieving licensure as a professional counselor. Due to the sensitive nature of work in the area of professional counseling, students are admitted on the basis of many different expressions of their qualities and abilities: academic preparation, work experience, and factors relating to character and personality.

**Academic preparation**

Admission requirements include an undergraduate degree from a regionally accredited college or university and 12 credit hours of psychology or related behavioral science/health services/social science courses. The program prerequisite courses are Abnormal Psychology, Developmental Psychology/Human Development, Theories of Personality, or equivalents. It is strongly recommended that the applicant has taken an undergraduate statistics course in addition to the 12 hours named above; if not, those admitted to the program will be required to complete a graduate statistics workshop. A minimum GPA of 3.0 (on 4.0 scale) in field-related coursework is expected. Similar proficiency is expected in upper-level work (final 60 hours of bachelor degree work) in the humanities and related science classes. Performance in coursework in areas such as computer technology, media design, engineering, and others not as directly relevant to preparation in behavioral health is given less weight in evaluating academic preparation. Applicants must provide transcripts for all undergraduate and post-graduate work.

**Work experience**

Students who have volunteer and/or work experience in professional counseling environments bring an added level of preparation. This type of experience may be considered when academic coursework has not been in the psychology/health services/social sciences area. Personal psychotherapy experiences may provide a familiarity with professional counseling activities, but this is not an automatic qualifier for appropriateness for graduate study in professional counseling. Letters of reference must verify relevant field experience. A current resume, outlining all work and volunteer experiences, and noting reasons for leaving positions, is required of all applicants.
Non-academic preparation

Section F.1 (Teaching, Training, and Supervision) of the American Counseling Association Code of Ethics and Standards of Practice states: Counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement.

Personal preparation for graduate-level study in Professional Counseling assumes that the individual demonstrates sustained personal, emotional, relationship, and lifestyle stability. The potential graduate student in Professional Counseling should be eligible upon admission into the program to meet state of Arizona licensing requirements concerning personal functioning/appropriateness. The Arizona Board of Behavioral Health Examiners considers criminal history, prior surrender/loss of a license in a profession, substance abuse, and other personal characteristics in granting/renewing licensure in Professional Counseling. The State of Arizona will require fingerprinting and verification through the National Practitioner Data Bank upon application for licensure. Applicants much complete and have notarized a questionnaire which evaluates the same information as required by the State of Arizona Board of Behavioral Health Examiners.

Letters of Reference

Applicants must submit three completed reference forms from former professors, professionals within the mental health field, or work supervisors qualified to comment on the applicant's potential for successful graduate study in professional counseling. These questionnaires require comments on the applicant's intellectual, academic, personal, social, and emotional qualities that may pertain to graduate study and to success in the field of counseling psychology. Reference forms are included with the application packet. It is the applicant's responsibility to forward them to those individuals from whom s/he wishes a reference. The reference information is then forwarded directly to the graduate office to be added to other application materials.

Personal Statement on Career Development

Applicants should submit a 300- to 500-word statement describing their professional career development. This essay should demonstrate the ability to organize thoughts in writing and present them in a clear manner. The statement should also demonstrate the applicant's reflection on previous experience in his or her employment, teaching, volunteer, or personal history and their contribution to the development of the applicant's professional career. It is helpful to demonstrate how both formal and informal learning have impacted the career development and to indicate the applicant's expectation for the contribution additional graduate study can make to professional growth.

Interview

An applicant placed in the pool of potential admittants will be invited to campus for an interview or, if distance is prohibitive, will be invited to interview by telephone.

Certificate of Advanced Graduate Studies

An individual who holds a masters degree in counseling or a related field and wishes to complete academic eligibility for licensure as a professional counselor and/or seeks continuing professional education may apply for the Certificate of Advanced Graduate Studies option. A minimum of 15 hours of coursework in the Professional Counseling Graduate Program is required for the CAGS certificate. Admission standards:

Master's degree in an approved area of counseling (as per Arizona Board of Behavioral Health Examiners def-
Graduate Programs

Initiation: Two letters of reference; completion of appropriate prerequisite coursework for courses selected in CAGS study; interview; personal preparation, as outlined for other applicants to graduate study in professional counseling.

Special Student Status
An individual who holds a master's degree in counseling but needs to complete one or more of the following three courses, currently required by the State of Arizona for eligibility for licensure, may apply for special student status: Counseling Theories, Multi-Cultural Foundations, Professional Counseling Ethics. For information on course availability and registration procedures, contact the program director. (See also general information about "Special Graduate Students" in Ottawa University Graduate Bulletin – Arizona.) Personal preparation, as outlined for other applicants to graduate study in professional counseling, is also required.

Additional Information
Professional Certification/Licensure
All the programs offered in the Master of Arts in Professional Counseling are designed to meet the education requirements of the Arizona Board of Behavior Health Examiners in Professional Counseling. Final decisions regarding licensure rest with a respective state's licensing Board. Students interested in certification in a specialized area (e.g., art therapy, marriage and family therapy) are responsible for requesting updated information from certifying bodies about current certification requirements in order to plan their graduate coursework. Final decisions regarding certification in areas of concentration are determined by the certifying bodies.

Post-graduate individuals with a master's degree in Professional Counseling or equivalent, which does not fulfill all the course/training requirements to meet eligibility for licensure, may complete such requirements through our Certificate in Advance Graduate Studies (CAGS) program. Also, professionals who are already licensed and wish to expand their expertise into new areas of specialization may do so through our CAGS program.

Other Counseling-Related Graduate Programs
- Master of Arts in Education
- Master of Arts in Human Resources – Substance Abuse Counseling Concentration

Counseling Career Education Ladder
Individuals with bachelor's degrees who wish to pursue graduate studies in counseling-related studies, but are not in a position to complete the 60 semester credit hour program at this time, should consider completing one of the above counseling-related graduate programs. Later, using many of the Ottawa University courses in transfer, one may be eligible to complete a 60 semester credit hour Master of Arts in Professional Counseling as a second master's degree, which may include a specialty. The minimum residency requirement for a second master's degree is 30 semester credit hours. The coursework for the first master's degree should be completed no earlier than seven years before starting on the second master's degree.

Counseling Practicum and Internship Procedures
An integral part of training in counseling is exposure to counseling activities in the field. The MAHR - Substance Abuse Counseling and MAEd – School Guidance Counseling degree programs each require a practicum placement. The MAPC degree requires both a practicum and an advanced practicum/internship training experience.
Registration for a practicum or internship requires special forms and pre-approval. All graduate students must arrange individual appointments with the counseling practicum/internship advisor to formalize placements.

- Final approval by the advisor must be completed at least four weeks before the beginning of the term in which the placement is to occur. Registration, including payment of fees, must be completed at least two weeks before the beginning of the placement. No students should begin any activity at a placement site until the dates of the approved formal placement. Students are responsible to fully complete all training and documentation requirements for practicum and internship activities.

- MAPC and MAHR students are required to show proof of Malpractice Liability Insurance that must be in effect for all dates of placement.

- Students who need a second term in which to complete their placement requirements must receive approval from the counseling practicum advisor and register for one semester credit hour in either PYF 8462 Practicum in Counseling – Continuing or PYF 8492 Advanced Practicum/Internship in Counseling – Continuing for the following term (EDC course designations for School Guidance Counseling).

Supervision

Two forms of supervision are required for any practicum or internship. Each practicum or internship site must assign a permanent supervisor who provides weekly supervision to the counselor trainee. This site supervisor must be certified as an independent practitioner at the master’s level or above in an area covered by the Board of Behavioral Health Examiners, licensed by the Board of Psychologist Examiners, or certified as a school counselor or school psychologist by the Board of Education (for School Guidance Counselor MAEd students). In addition to the site supervision, each student is assigned to a group supervision class with an Ottawa University faculty group supervisor.

Prerequisites for PYF 8462 Practicum in Counseling (MAPC and MAHR counseling students)

2 to 6 semester credit hours

- Minimum of 18 semester credit hours of graduate coursework including PYF 8012 Professional and Ethical Issues in Counseling and PYC 8062 Pre-Practicum in Counseling Skills.

- Recommendations from two graduate instructors. (Obtain forms from Office of Graduate Studies.)

- Approved Practicum Proposal showing a minimum of 200* contact hours written for the selected site

- Signed Site Agreement form.

- Active Malpractice Liability Insurance

- Enrollment in an Ottawa University Practicum Supervision Group

- Final approval by practicum/internship coordinator.

*Additional hours may be required for certain specialties, certificates, or licenses; new minimum number of contact hours for Practicum is effective for students admitted to degree program for Summer term, 2004, and thereafter.

Prerequisites for PYF 8472 Advanced Practicum/Internship in Counseling

2 to 6 semester credit hours

- Successful completion of PYF 8462 Practicum in Counseling or equivalent.

- Recommendations from both PYF 8462 Practicum in Counseling practicum group supervisor and from a faculty member from a clinical or specialization course.
• Minimum 50 semester credit hours of graduate coursework in counseling.
• Approved Internship Proposal showing a minimum of 300* contact hours.
• Signed Site Agreement form.
• Active Malpractice Liability Insurance
• Enrollment in an Ottawa University Internship Supervision Group
• Final approval by practicum/internship coordinator.

*Additional hours may be required for certain specialties, certificates, or licenses; new minimum number of contact hours for Advanced Practicum/Internship is effective for students admitted for Summer term, 2004, and thereafter.

**Practicum and Internship Proposal**
The format for the proposal is to be typed and must follow the outline provided in PYF 8012 Professional and Ethical Issues in Counseling.

**Special Statement on Attendance for Counseling Students**
Attendance at all class meetings is expected. The content of courses in counseling and the nature of counselor training require counseling students to look at aspects of human values, beliefs and behaviors that may be personally disturbing to them. It is necessary, however, for professional counselors to understand the full range of human development and experience and to maintain proper respect for the client as an individual, whether or not the professional agrees with or approves of aspects of the client’s life. It is important that counseling students remain open to learning about the human-ness of their potential clients.

An individual student also may find that certain course content may trigger an issue from his/her past or present life that makes staying in class for a particular presentation emotionally difficult; therefore, it is important for counseling students to have a means to excuse themselves from a class activity that may be personally disturbing. The procedure to follow in such cases is listed below:
• If anticipated, notify the instructor in advance to obtain a substitute assignment.
• Take responsibility to have a fellow student collect hand-out materials and share notes for the part of the class missed.
• If a student becomes aware of this situation during a class, the student should quietly leave the class, remaining in the area, and return to class as soon as possible to take part in the critique and discussion.
• The student also should notify the instructor at break or after class about the general reason for leaving and should seek a substitute assignment.

**Satisfactory Progress**

**Academic**
Graduate students in the professional counseling (MAPC) program are expected to maintain a minimum GPA of 3.0 each term while in the program. Students who receive more than two grades of “C” or less or who obtain a GPA less than 3.0 in coursework may be dismissed from the program immediately. Courses with grades below a “C” are not accepted towards the degree. (Note: Courses with a grade of “C” which are accepted towards a degree in counseling are accepted by the Arizona Board of Behavioral Health Examiners.)

“Incompletes” are generally not assigned in graduate courses. However, under special circumstances, Incompletes may be given (see Policy on Incompletes). Incompletes should be cleared as soon as possible (preferably, within the term following the assignment of the I grade). Students in the MAPC program will not be allowed to register for further classes if they have two or more current Incompletes on their transcript.
Students in the MAPC program are encouraged to apply for a leave of absence if circumstances in their lives become prohibitive and interfere with expected attendance and timely, adequate completion of course and training activities.

Non-academic: Special Statements on Student Behavior

Due to the sensitive nature of the work of counselors, student progress is also evaluated on factors such as personal integrity and emotional maturity.

Graduate counseling students are expected to conduct themselves with honesty and integrity with respect to research, clinical activities, reports, presentations, and other course requirements. Examples of academic dishonesty include, but are not limited to: misrepresentation of another author’s words and/or ideas as one’s own without proper referencing/footnoting in a paper or presentation, fabrication and misrepresentation of research results or clinical documentation or logs, signing supervisors’ or other approvers’ names to supervision or other reference forms, submitting the same paper/presentation or substantial portions of it for two separate courses without prior consent of the instructors concerned, allowing another student to use your product as his or her own without proper credit to you as the author, writing a paper for or providing answers on a project/assessment for another student who is representing these as his or her own, having another individual complete an assignment or assessment for you which you offer as your own product without proper identification of the contributor/editor. Academic dishonesty can result in dismissal from the program.

All students who attend graduate counseling classes must also abide by the following:

POLICY ON STUDENT IMPAIRMENT, ETHICAL MISCONDUCT, PROBLEMATIC BEHAVIOR, AND COMPETENCE

Introduction

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the Graduate Professional Counseling Program at Ottawa University (and/or taking courses designated as PYC/PYF in the professional counseling curriculum), and to describe the procedures for identifying, assessing, and addressing issues related to impairment, ethical misconduct, problematic behavior, and competence.

The Program for Graduate Studies in Professional Counseling at Ottawa University has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students’ rights. This policy has been developed with both of these principles in mind.

The policies are consistent with the American Counseling Association’s Code of Ethics and Standards of Practice. It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of Section H.2 of the Code of Ethics and Standards of Practice of the American Counseling Association, which explicitly assigns professionals the responsibility to monitor peer conduct and confront unethical behavior.

This policy of conduct applies to all students who enroll in PYC/PYF classes, independent of their degree/certificate program.
Definitions

Impairment

Defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

More specifically, such health or mental health conditions often include, but are not limited to, the following:

- Physical and emotional hardships
- Chemical dependency
- Stress, burnout, and workaholism
- Extreme personal/relationship difficulties
- Emotional and mental disorders

A person may experience health or mental health difficulties without being considered impaired. Thus, a definition of the term impairment must include both a deterioration in functioning and an associated health or mental health condition.

The following examples serve to illustrate some, but not all, possible forms of student impairment:

- A student is witnessed by his peers to be drinking alcohol during class breaks. He is falling behind in his academic work, and often falls asleep in class. Both faculty and students have noticed a drastic change in his behavior over the past few months.

- A student who is typically known to be quite competent and organized gradually begins to fall behind academically. At first, she works with her instructors to make up the work. Then, after several weeks of sporadic attendance, she no longer attempts to get caught up. Other students notice that she is fearful and withdrawn whenever they see her. When they express their concern, she tells them she thinks she has become severely depressed.

- A clinical supervisor begins to notice that a student has been arriving on site later and later over the past several weeks. When she asks the student about this behavior, he makes an excuse and promises to improve. Not only does he continue to arrive late, he also begins to make significant mistakes on paperwork and to miss appointments with clients. Meanwhile, he tells several classmates that he is considering divorcing his wife of 10 years. He appears visibly distraught and distracted to his peers.

(Source: Wright State School of Professional Psychology Handbook)

Incompetence

Defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
**Ethical Misconduct**

Occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) and/or the American Counseling Association's Code of Ethics and Standards of Practice are not followed. These codes are intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists/counselors in their professional activities. They have as their primary goal the welfare and protection of the individuals and groups with whom psychologists/counselors work. It is the individual responsibility of each psychologist/counselor to aspire to the highest possible standards of conduct. Psychologists/counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

**Problematic Behavior**

Refers to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.


**Procedures**

Impairment, incompetence, ethical misconduct, and/or problematic behavior may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, university staff, clinical supervisors, clients, and/or members of the public. Responses to concerns may range from informal advisement, to formal review with remediation, to formal review with temporary suspension from program, or to dismissal from graduate program.

**Choices of Action**

In some situations, informal action may be an appropriate first step. Here, the student, staff person, clinical supervisor, or faculty member speaks directly with the individual, discussing the area(s) of concern and attempting to guide the individual towards change. The individual making the informal intervention should document concerns and actions, as well as the student's responses, in the form of notes, that are forwarded to the Director of Graduate Studies in Professional Counseling. These notes would be retained in confidence and no further action would be taken unless there are similar reports by others and/or indication that the informal action was not successful for this student. Any reports to the Director by this student are also documented by the Director and held in confidence in the Director's files.

Making a formal charge of unethical or unprofessional conduct with either the Director or Assistant Director of Graduate Studies in Professional Counseling is an appropriate initial action when the violation does not seem amenable to an informal corrective action or if the violation is of a more serious nature.

It is also possible for the students, staff, clinical supervisors, faculty, or members of the general public to employ both informal and formal approaches. For example, one who intervenes informally in an instance of suspected unethical or unprofessional conduct and is not satisfied with the results of that intervention may decide to proceed to formal action.
Graduate Programs

Students, staff, clinical supervisors, faculty, or members of the general public who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from the Director or Assistant Director of Graduate Studies in Professional Counseling.

**Formal Intervention**

Initial formal, written reports of suspected unethical or unprofessional conduct should be made either to the Director of Graduate Studies in Professional Counseling or, if related to practicum/internship activities, to the Assistant Director of Graduate Studies in Professional Counseling. The written statement should address the following questions:

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the graduate program, training agency or others (e.g., clients, other students) of the problematic behaviors.
- Who observed the behaviors in question?
- Who or what was affected by the behavior (other students, clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior, and, if so, how was it done, and has the feedback to the student regarding the behavior been documented in any way? What was the student’s response to the feedback?
- How serious is this behavior on the continuum of ethical and professional behavior?

*Adapted from Lamb, Cochran, & Jackson, 1991

**Determining Appropriate Action**

The Director and/or Assistant Director of Graduate Studies in Professional Counseling, or an investigative committee appointed by the Director, will take appropriate action to evaluate the nature and severity of the issues raised in the complaint. Faculty, supervisors, or others identified in the report as related to the incident(s)/behavior(s) in question can be contacted for additional information on the complaint.

The Director and Assistant Director of Graduate Studies in Professional Counseling (and the Director of another OU graduate program in which the student is enrolled, i.e., Business or Education, if appropriate) (hereafter known as the Review Team) will schedule a meeting with the student within 10 days of receiving the written complaint. At this meeting, areas to be reviewed and discussed will likely include the nature, severity, and consequences of the situation and specifics, as outlined in the nine questions addressed in the complaint. The student will be asked to reply to the issues raised. In addition, possible avenues of remediation will be discussed: the student will be asked to make suggestions for remediation, as well as those presented by members of the Review Team.

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
• The problematic behavior is not restricted to one area of professional functioning.
• The behavior has the potential for ethical or legal ramifications if not addressed.
• A disproportionate amount of attention by training personnel is required.
• Behavior that does not change as a function of feedback.
• Behavior negatively affects public image of agency of the University or training site.

Ample time will be allowed in this meeting for the student to present his/her view of the situation and to ask questions.

After this meeting with the student, the Review Team will meet to determine next steps. If it is determined that further steps are required in response to the situation, they will develop a written plan for remediation or some other appropriate course of action and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation in writing to the Director of Graduate Studies in Professional Counseling during this period. The Review Team will consider the student’s recommendations in developing their own recommendations. The plan will be in writing and documented by the Director of Graduate Studies in Professional Counseling.

The written report of the Review Team will be reviewed in a second meeting with the student within four weeks of the first meeting.

Team findings and recommendations may include, but are not limited to:
• Student continues in program activities while completing, under monitoring, a recommended plan for remediation.
• Student continues in program but with a limitation on program activities while completing, under monitoring, a recommended plan of remediation.
• Student is temporarily suspended from program activities (leave of absence) while completing, under monitoring, a recommended plan of remediation.
• Student is permanently suspended from program with recommendations for personal remediation.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Review Team will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received.

If the student wishes to appeal the Review Team’s decision, he or she may contact the Associate Dean of Human Services and Business.

Regardless of the outcome of the meeting, the student and the Director of Graduate Studies in Professional Counseling (and the Director of the student’s graduate program, if appropriate) will schedule a follow-up meeting to evaluate the student’s adjustment to the process, and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include — but are not limited to — an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of
absence, and individual psychotherapy. Progress must be reviewed at least once each semester for one year, or until the situation is considered remedied. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and the Review Team’s signatures must be filed in the student’s portfolio. If progress is viewed by the Review Team as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above. Further grievance procedures follow those outlined in the Ottawa University Student Handbook (p. 49).

**Emergency Suspension**

The Director of Graduate Studies in Professional Counseling may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people’s welfare in jeopardy, or threatens to disrupt the educational process of the School. Students placed on emergency suspension will not be permitted to continue to participate in some or all of the activities related to graduate study in professional counseling and/or PYC or PYF classes (e.g., to take examinations or submit papers or other course work, engage in practicum/internship activities) without written permission from the Director of Graduate Studies in Professional Counseling. Emergency suspensions will remain in effect until the Review Team recommends another course of action.

**Additional Points of Emphasis**

- Clearly not every contingency can be covered in this policy.
- Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- Confidentiality should be maintained at all times.
- This policy is subject to annual review/revision.

**Background Affidavit**

Students in a program which leads to licensure as a professional counselor or substance abuse counselor must provide at the time of application to the program and updated annually, a completed, notarized affidavit which is identical to the background affidavit required by the State of Arizona Board of Behavioral Health Examiners for qualification and renewal of licensure. This form is available through the Graduate Studies Office.

**DEGREE REQUIREMENTS**

**Core/Foundation Courses**

All students in the 60 semester credit hour degree program are required to complete the following courses (36 hours total, 3 credit hours each):

**Required sequence of courses for first 24 hours**:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYF</td>
<td>7132 Counseling and the Helping Professions</td>
<td>3</td>
</tr>
<tr>
<td>PYF</td>
<td>7922 Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PYC</td>
<td>7932 Group Counseling and Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PYC</td>
<td>7422 Social and Cultural Concerns in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PYC</td>
<td>8062 Pre-Practicum in Counseling (60 contact hours)***</td>
<td>3</td>
</tr>
<tr>
<td>PYC</td>
<td>7832 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PYF</td>
<td>8012 Professional and Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PYF</td>
<td>8462 Practicum in Counseling (240 contact hours)**</td>
<td>3</td>
</tr>
<tr>
<td>PYC</td>
<td>7802 Psychological Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Programs

PYC 7822  Life Planning and Career Development
PYF 7162  Methods and Models of Research
AND
PYF 8472  Advanced Practicum/Internship in Counseling (300 contact hours)** (Typically, this last supervised clinical experience is completed towards the end of the program of study. Supervised clinical experience should be compatible with the area of concentration selected by the student.)

* Students may begin taking concentration specialty courses after completing the PYC 8062/Pre-Practicum.
** The Advanced Practicum/Internship in Counseling is completed towards the end of the program of study.
*** Reflects changes in requirements, effective July 1, 2004.

Students who entered the degree or CAGS program prior to July 1, 2004, are able to complete their degree/certificate according to requirements that were applicable in the catalog of the term in which they entered the program. However, these students also have the option to change their course/concentration plan to match the new requirements that are effective July 1, 2004. Students who are interested should meet with their advisors for guidance and to complete a written request to change their degree/concentration/certificate requirements.

Graduate Statistics Workshop (non-credit):
Students who enter the program without background preparation in statistics will be required to complete a non-credit, one-day Graduate Statistics Workshop within their first 6 hours in the program. However, this workshop is recommended for all professional counseling students.

Comprehensive Examination (non-credit):
The Counselor Preparation Comprehensive Examination (CPCE) is a standardized, national assessment that is offered three times each calendar year. The multiple choice format assesses core competency areas: Human Growth and Development, Social and Cultural Foundations, Helping Professions, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. For further information on this assessment, see http://www.cce-global.org/cpce.htm.

This Comprehensive Examination may be taken at any time after completing all core/foundation courses (and may be repeated, if necessary).

Professional Growth Seminars
Professional Growth Seminars (PGS) are required, non-semester credit seminars on current topics in the practice of counseling designed to supplement the formal graduate program through ongoing professional development. The number of seminars required varies by concentration:

- 36 to 45 semester credit hour programs (MAHR – Substance Abuse Counseling) - 24 hours
- 50 semester credit hour* program - 30 hours
- 60 semester credit hour program (MAPC) - 36 hours

* 50-hour option discontinued for new students entering MAPC program after July 1, 2004.

Students should plan to complete one third of the total number of required PGS seminars each calendar year (e.g., 12 hours per calendar year for those in the 60 semester credit hour degree program).

A current schedule of upcoming seminars is available on the internet at: www.ottawa.edu/gradcounseling. Reservations may also be made through this site. Payment is made at the door before the seminar, and certificates are distributed at the seminar. Students are responsible for submitting copies of the certificates to
the Office of Graduate Studies so semester credit is noted on transcripts for attendance. (Only OU PGS appear on the transcript; other seminars attended are noted only in the student file.) Students are encouraged to keep copies of all materials which are submitted for later reverification.

Students must complete 36 hours of Professional Growth Seminars while in the degree program. One half of these training hours must be from Ottawa University activities. Non-OU workshops must be offered by approved professional organizations. Students should complete 3-6 hours each term or at least 12 hours per calendar year.

Areas of Concentration

In addition to the basic degree requirements (36 semester credit hours), students complete a minimum of 24 semester credit hours towards the 60 semester hour degree in selected areas of concentration of study. The specific courses and number of required semester hours for concentrations vary. Students may begin taking courses towards their concentration after completing the Pre-Practicum class (see required sequence for core classes).

Each concentration has a set of required specialty courses. Students may pursue more than one concentration if they are able to complete the required coursework for each separate concentration (e.g., 12 hours of specialty courses in Addiction Studies plus 15 hours of specialty courses in Treatment of Trauma, Abuse, and Deprivation).

Concentrations available:

- Addiction Studies* (12 hours of specialty courses and 12 hours of electives)
- Christian Counseling (39 hours of specialty courses and specified electives completed at Ottawa University and Phoenix Seminary)
- Clinical Counseling*** (15 hours of specialty courses and 9 hours of electives)
- Employee Assistance and University Student Counseling* (21 hours of specialty courses and 3 hours of electives)
- Expressive Arts Therapy (33 hours of specialty courses)
- Marriage and Family** (15 hours of specialty courses and 9 hours of electives or 30 hours of specialty courses for certification-level study)
- Treatment of Trauma, Abuse, and Deprivation (15 hours of specialty courses and 9 hours of electives)

*New, July 1, 2004

**Replaces (1) Marriage, Family, and Addictions Recovery Therapy, and (2) Marriage, Family, and Child Therapy

***Modifies former requirements for Clinical Counseling concentration.

****The 50 semester credit hour degree option, Agency Counseling, was deleted as a concentration for students entering the program after July 1, 2004, due to the impending requirement, January 1, 2008, of a 60-hour degree for licensure in Arizona. The 60-hour degree is currently the standard in many other states.

Students who entered the degree or CAGS program prior to July 1, 2004, are able to complete their degree/ certificate according to requirements that were applicable in the catalog of the term in which they entered the program. However, these students also have the option of changing their course/concentration plan to match
the new requirements that are effective July 1, 2004. Students who are interested should meet with
their advisors for guidance and to complete a written request to change their degree/concentration/
certificate requirements.

ADDICTION STUDIES
This concentration prepares students in assessment and treatment of substance abuse, behavioral addictive
disorders, and co-occurring disorders in diverse client populations.

**Specialty Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYC 8142</td>
<td>Introduction to Addictions and Related Disorders</td>
</tr>
<tr>
<td>(Previous title: Addictive Disorders)</td>
<td></td>
</tr>
<tr>
<td>PYC 8152</td>
<td>Psychophysiology and Pharmacology of Addictions</td>
</tr>
<tr>
<td>PYC 8162</td>
<td>Prevention, Assessment, and Treatment of Addictions</td>
</tr>
<tr>
<td>PYC 7552</td>
<td>Special Topics: Counseling OR</td>
</tr>
<tr>
<td>PYC 8552</td>
<td>Advanced Special Topics: Counseling</td>
</tr>
</tbody>
</table>

**Electives**

**12 semester credit hours**

Select 12 semester credit hours from PYC/PYF courses. Recommended choices for electives are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYC 8122</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PYC 8112</td>
<td>Theories and Techniques in Marriage and Family Counseling</td>
</tr>
<tr>
<td>PYC 8212</td>
<td>Family Systems Theory</td>
</tr>
<tr>
<td>PYC 8272</td>
<td>Family and Societal Gender Issues</td>
</tr>
<tr>
<td>PYC 8282</td>
<td>Advanced Group Counseling: A Systems Approach</td>
</tr>
<tr>
<td>PYC 8082</td>
<td>Fundamental Theory and Treatment of Trauma, Abuse, and Deprivation</td>
</tr>
<tr>
<td>PYC 8132</td>
<td>Expressive Therapies</td>
</tr>
</tbody>
</table>

CHRISTIAN COUNSELING

This special cooperative program with Phoenix Seminary is designed for students who are interested in a
program that leads to certification/licensure in professional counseling combined with coursework providing
a focus for Christians who work as counselors in Christian and secular settings. Students in the Christian
Counseling specialty must be simultaneously, but separately, admitted to both the Ottawa University and
Phoenix Seminary programs. The program consists of significant coursework from both schools. Courses are
listed in the suggested order of sequence. Upon successful completion of all requirements of each school, graduates are awarded the Ottawa University Master of Arts in Professional Counseling (MAPC), the Ottawa
University Certificate of Advanced Graduate Studies in Clinical Counseling (CAGS) and the Phoenix Seminary
Graduate Diploma in Christian Counseling (GDCC). Students in this program are provided a detailed course of study that must be followed carefully. With additional coursework, graduates may pursue a Master of
Divinity degree from Phoenix Seminary. For Phoenix Seminary information, contact the Phoenix Seminary
Admissions Department at 480-443-1020.

**Counseling Core**

**36 semester credit hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYF 7132</td>
<td>Counseling and the Helping Professions</td>
</tr>
<tr>
<td>PYF 7162</td>
<td>Methods and Models of Research</td>
</tr>
<tr>
<td>PYC 7832</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>PYC 7802</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>PYC 7822</td>
<td>Life Planning and Career Development</td>
</tr>
<tr>
<td>CF 501</td>
<td>Counseling Theories and Techniques (taken at Phoenix Seminary)*</td>
</tr>
<tr>
<td>PYC 7932</td>
<td>Group Counseling and Dynamics</td>
</tr>
</tbody>
</table>
Graduate Programs

PYC  7422  Social and Cultural Concerns in Counseling
PYF  8012  Professional and Ethical Issues in Counseling
PYC  8062  Pre-Practicum in Counseling
CG   530   Counseling Practicum (taken at Phoenix Seminary)*
PYF  8472  Advanced Practicum/Internship in Counseling

*Includes outside discussion groups.

Clinical Courses  (18 semester credit hours)
PYC  7862  Biological Bases of Abnormal Behavior
PYC  8092  Integration of Psychology and Christianity

Additional courses to be taken at Phoenix Seminary:
CF   504   Marriage Counseling (2 semester credit hours)
CF   505   Family Counseling (2 semester credit hours)
CF   510   Human Sexuality: A Christian View (3 semester credit hours)
CF   511   Addictive Disorders (2 semester credit hours)
CF   512   Recovery from Unhealthy and Abusive Families (2 semester credit hours)
CF   520   Christian Counseling Workshop (.5 semester credit hours)
CF   521   Christian Counseling Workshop (.5 semester credit hours)

Elective Courses  (9 semester credit hours)
Any approved PYC/PYF 3 semester credit hour course.
Select three from courses from the following to be taken at Phoenix Seminary:
CF   503   Counseling Issues and Strategies (2 semester credit hours)
CF   507   Marriage and Family Ministry (2 semester credit hours)
CF   514   Child and Adolescent Counseling (2 semester credit hours)
CF   516   Trauma, Loss and Grief (2 semester credit hours)

Culminating Requirements (3 semester credit hours)
PYF  8472  Advanced Practicum/Internship in Counseling
PYC  8512  Comprehensive Examination in Counseling (no semester credit)
HRC  7551  Statistics Workshop (if required) (no semester credit)

Additional Phoenix Seminary Requirements (12 semester credit hours)
BI    500   Introduction to Biblical Interpretation (2 semester credit hours)
BI    525   Wisdom Literature (2 semester credit hours)
BI    505   The Gospels (2 semester credit hours)
TH    500   Survey of Christian Theology (4 semester credit hours)
MI    505   Contemporary Moral Issues (2 semester credit hours)

CLINICAL COUNSELING

This concentration is intended for the general practitioner.

Specialty Courses  (15 semester credit hours)
Required: (3)  PYC  7862 Biological Bases of Abnormal Behavior AND
Select four courses from four of the following groups (one course from a group):
Group I:  PYC  8122  Human Sexuality OR
          PYC  8082  Fundamental Theory and Treatment of Trauma, Abuse, and Deprivation
Group II: PYC  8132  Expressive Therapies OR
           PYC  8192  Introduction to Art Therapy: History and Theory
### Graduate Programs

| Group III: | PYC 8142 | Introduction to Addiction and Related Disorders OR |
| Group IV: | PYC 8452 | Wellness Counseling |
| Group V:  | PYC 8282 | Child and Adolescent Therapy OR |
|           | PYC 8362 | Counseling Adults: I. Early to Middle Adulthood OR |
|           | PYC 8372 | Counseling Adults: II. Late Adulthood |
| Group VI: | PYC 8032 | Clinical Assessment OR |
|           | PYC 8040 | Advanced Psychodiagnosics, Treatment Planning, and Program Evaluation |
|           | PYC 8112 | Theory and Techniques in Marriage and Family Counseling OR |
|           | PYC 8212 | Family Systems Theory OR |
|           | PYC 8272 | Family and Societal Gender Issues |

**Elective Courses (9 semester credit hours)**

Choose from any PYC/PYF offerings (or HRC/EDC classes, if approved by advisor)

### EMPLOYEE ASSISTANCE AND UNIVERSITY STUDENT COUNSELING

**Specialty Courses (21 semester credit hours)**

| PYC   | 7862 | Biological Bases of Abnormal Behavior |
| PYC   | 8040 | Advanced Psychodiagnosics, Treatment Planning, and Program Evaluation |
| PYC   | 8362 | Counseling Adults: I. Early to Middle Adulthood |
| PYC   | 8142 | Introduction to Addictions and Related Disorders |
| PYC   | 8162 | Prevention, Assessment, and Treatment of Addictions |
| PYC   | 8452 | Wellness Counseling |
| PYC   | 8462 | Employee Assistance and Counseling |

**Elective Courses (3 semester credit hours)**

May be selected from PYC/PYF, EDC, or HRC classes, to match student's areas of interests. Recommended electives from which to choose:

| PYC   | 7552 | Special Topics: Counseling OR |
| PYC   | 8552 | Advanced Special Topics: Counseling |
| PYC   | 8252 | Advanced Group Counseling |
| PYC   | 8112 | Theory and Techniques in Marriage and Family Counseling |
| PYC   | 8152 | Psychophysiology and Pharmacology of Addictions |
| HRC   | 7512 | Workplace Leadership Coaching |
| HRC   | 7721 | Management and Development of Teams |
| HRC   | 7961 | Managing Organization Conflict |
| HRC   | 7741 | Employment Law |
| EDF   | 7403 | School Counseling in a Changing Environment |

### EXPRESSIVE ARTS THERAPY

Students in the graduate program are trained as professional clinical counselors, who are eligible to apply to be Licensed Associate Counselors (LAC) or Licensed Professional Counselors (LPC, after required supervision requirements as a LAC) in Arizona. Graduates with specialized study in Expressive Arts Therapy may also meet the educational requirements towards becoming registered art therapists (ATR) with the American Art Therapy Association (AATA), and towards certification by the National Expressive Therapy Association (NETA) for Certified Expressive Arts Therapist. Students are responsible for contacting the Arizona Board of Behavioral Health Examiners, NETA, AATA, and other certification/licensure bodies for verification of their requirements.
Pre-requisites for entry into Expressive Arts Therapy program:

- 15 semester credit hours of studio expressive arts courses. Six hours of these must be in the same medium/expressions. These may be taken at a community college.
- Completion of pre-practicum/15 semester hours in degree program
- Application and interview with portfolio for approval

**Specialty Courses**  
(33 semester credit hours)

*Listed in order of preferred sequence*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYC 7862</td>
<td>Biological Bases of Abnormal Behavior</td>
</tr>
<tr>
<td>PYC 8132</td>
<td>Expressive Arts Therapy</td>
</tr>
<tr>
<td>PYC 8122</td>
<td>Human Sexuality OR</td>
</tr>
<tr>
<td>PYC 8282</td>
<td>Child and Adolescent Therapy</td>
</tr>
<tr>
<td>PYC 8192</td>
<td>Introduction to Art Therapy: History and Theory</td>
</tr>
<tr>
<td>PYC 8172</td>
<td>Applications and Integration of Expressive Arts (cultural diversity)</td>
</tr>
<tr>
<td>PYC 8312</td>
<td>Principles, Techniques, and Practice in Expressive Arts Therapy</td>
</tr>
<tr>
<td>PYC 8332</td>
<td>Assessment Techniques in Expressive Arts</td>
</tr>
<tr>
<td>PYC 8342</td>
<td>Clinical Issues in Expressive Arts Therapy</td>
</tr>
<tr>
<td>PYF 8472</td>
<td>Advanced Practicum/Internship in Counseling (A=200 hrs.)*</td>
</tr>
<tr>
<td>PYF 8492</td>
<td>Advanced Practicum/Internship in Counseling (B=200 hrs.)*</td>
</tr>
<tr>
<td>PYC 8352</td>
<td>Expressive Arts Therapy Graduate Thesis/Portfolio</td>
</tr>
</tbody>
</table>

*Note: While the general degree requirements include a 300 contact hour internship (PYF 8472), the Expressive Arts Therapy curriculum requires a total of 400 contact hours for the internship.*

**Applications for Expressive Arts Therapy**

For admission to the Expressive Arts Therapy specialty, both master's and post-master's CAGS students must submit a separate application packet to the Graduate Admissions Office. Expressive Arts Therapy Admissions requires the completion of the application to the Expressive Arts Therapy Student Application, official transcripts of all graduate work and studio expressive arts courses, and a portfolio representative of the applicant's expressive arts development. CAGS applicants must also provide an application fee, resume of work and volunteer experience related to Expressive Arts Therapy, a 500-word essay relating one's self-knowledge to the counseling profession in general and to Expressive Arts Therapy in particular, and two letters of recommendation. An interview by a faculty admissions committee is also required.

**Commitment to the Art Therapy Specialty**

Students admitted to the Expressive Arts Therapy specialty are expected to complete the entire specialty program in the sequence specified for program activities. The course of study consists of specific Expressive Arts Therapy courses, two practica, and an advanced practicum/internship in Expressive Arts Therapy in the final year. The advanced practicum/internship is to be completed by the end of the summer of the final year.

**MARRIAGE AND FAMILY THERAPY:**

**15 TO 30 SEMESTER CREDIT HOURS**

Completion of the Master of Arts in Professional Counseling (MAPC) degree with a minimum of 15 semester credit hours in Marriage and Family Therapy coursework, plus 9 hours in electives, is applicable to the education requirements for associate licensure in Professional Counseling, but not licensure in Marriage and Family Therapy.
Individuals interested in meeting the State of Arizona curriculum requirements for licensure as a Marriage and Family Therapist and those for certification by the American Association of Marriage and Family Therapists (AAMFT) (effective 2004; see http://www.bbbe.state.az.us and http://www.aamft.org), must complete all 27 hours of coursework listed below (Areas I–V). AAMFT certification and Arizona licensure in Marriage and Family Therapy also require extended practicum training (one year, i.e., 300 hours, of supervised direct client contact with individuals, couples, and families for AAMFT or two practicum courses in supervised marriage and family clinical experience for curriculum requirements in Arizona) (See Area VI; up to 3 additional semester credit hours).

**Area I: Marriage and Family Studies (9 semester credit hours)**

Three courses from the following:*  

- **PYC 8212** Family Systems Theory  
- **PYC 8242** Family of Origin Therapy  
- **PYC 8272** Family and Society Gender Issues

*Or an approved elective or special topics course which focuses on introductory systems theory, family development, family systems, including marital, sibling, and individual subsystems, special family issues, and gender and cultural issues, all with a major focus on systems theory orientation.

**Area II: Marriage and Family Therapy (9 semester credit hours)**

Three courses from the following:*  

- **PYC 8112** Theory and Techniques in Marriage and Family Counseling  
- **PYC 8222** Advanced Techniques in Marriage and Family Therapy  
- **PYC 8232** Clinical Issues and Techniques in Marriage and Family Therapy  
- **PYC 8252** Advanced Group Therapy: A Systems Approach

*Or an approved elective or special topics course which focuses on advanced systems theory and interventions, major systemic marriage and family treatment approaches, structural, strategic, neo-analytic, group therapy, behavioral marriage and family therapy, communications, and sex therapy.

**Area III: Human Development (9 semester credit hours)**

Three courses from the following:*  

- **PYC 8222** Child and Adolescent Therapy  
- **PYC 8362** Counseling Adults I: Early to Middle Adulthood  
- **PYC 8372** Counseling Adults II: Late Adulthood

*Or an approved elective or special topics course which focuses on studies of normal and abnormal human development, personality theory, human sexuality, and psychopathology and abnormal behavior, which may be integrated with systems theory.

**Area IV: Ethical and Professional Issues in Family Therapy and Family Law (3 semester credit hours)**

May be completed through a Special Topics class or independent study related to ethical and professional issues in family therapy and family law, upon advice of advisor.

**Area V: Research Design, Methodology, and Statistics in Marriage and Family Therapy**

Requirement has been completed through Core Requirement of PYF 7162: Methods and Models in Research. However, course project for PYF 7162 should be related to marriage and family therapy.

**Area VI: One year (minimum of 300 hours) of supervised practicum in marriage and family counseling (up to 3 additional semester credit hours)**

- **PYF 8482** Practicum in Counseling – Continuing
TREATMENT OF TRAUMA, ABUSE AND DEPRIVATION (TAD)
This concentration allows students to develop understanding and clinical skills for working with individuals, families, and groups who are recent victims or adult survivors of violence, abuse, emergency and disaster, loss, and/or neglect and deprivation.

**Specialty Courses**  
(24 semester credit hours)

- **PYC 8122** Human Sexuality
- **PYC 8142** Introduction to Addictions and Related Disorders
- **PYC 8212** Family Systems Theory
  
One of the following:

- **PYC 8282** Child and Adolescent Therapy OR
- **PYC 8362** Counseling Adults I: Early to Middle Adulthood OR
- **PYC 8372** Counseling Adults II: Late Adulthood
- **PYC 8082** Fundamental Theory for Treatment of Trauma, Abuse, and Deprivation
- **PYC 8422** Clinical Assessment and Treatment of Trauma, Abuse, and Deprivation
- **PYC 8442** Advanced Clinical Applications in Trauma, Abuse, and Deprivation
- **PYC 7552** Special Topics: Counseling OR
- **PYC 8552** Advanced Special Topics: Counseling

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)
A minimum of 15 semester credit hours at the post master's degree level. The CAGS may be completed in:

- Addiction Studies (12 hours of specialty courses and 3 hours of electives)
- Behavioral Health Counseling: Designed for individuals who are selecting coursework to complete deficiencies for eligibility for licensure.
- Christian Counseling (36 hours - joint program with Phoenix Seminary)
- Clinical Counseling (15 hours of specialty courses)
- Employee Assistance and University Student Counseling (21 hours of specialty courses)
- Expressive Arts Therapy (21 hours of specialty courses) and
- Marriage and Family Therapy (15 hours of specialty courses)
- Treatment of Trauma, Abuse, and Deprivation (15 hours of specialty courses)
MASTER OF BUSINESS ADMINISTRATION

Offered at: Arizona, Kansas City, Milwaukee, Online

Ottawa University’s Master of Business Administration has been developed to serve the needs of adult learners and organizations with a high quality professional preparation in business within which the importance of personal values and professional ethics are incorporated.

The Master of Business Administration emphasizes a global perspective on business, communication skills and direct application to students’ current and future career goals. The program is intended for individuals who want to increase their knowledge of essential business functions and develop leadership skills and expertise in strategic management. Students have the option of completing courses in an evening classroom setting, online or a combination of both. Online students attend a weekend session at the beginning of each 12-week term to meet their instructors and receive courseware training and academic advising.

The MBA degree consists of no less than 36 semester credit hours of formal coursework designed to help the adult learner acquire subject matter mastery and apply knowledge within the field of business administration. It is possible to take a program of more than 36 semester credit hours and receive the Certificate of Advanced Graduate Studies (CAGS) in addition to the MBA degree. The CAGS is designed for those who are seeking additional professional training beyond the MBA core.

Current study concentrations available for the CAGS include:

- Human Resources Management
- Human Resources Development
- Organization Change Management

The MBA is a 36 semester credit hour program comprising 10 core courses and two elective courses.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>(30 semester credit hours)</th>
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<tbody>
<tr>
<td>BUS 7000</td>
<td>Organizational Leadership and Behavior</td>
</tr>
<tr>
<td>BUS 7100</td>
<td>Human Resource Planning and Administration</td>
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<tr>
<td>BUS 7200</td>
<td>Value Systems and Professional Ethics</td>
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<tr>
<td>BUS 7450</td>
<td>Strategic Marketing</td>
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<tr>
<td>BUS 7500</td>
<td>Managerial Economics</td>
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<td>BUS 7600</td>
<td>Managerial Finance</td>
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<td>BUS 7700</td>
<td>Management Information Systems</td>
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<td>BUS 7800</td>
<td>Management Accounting</td>
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<tr>
<td>BUS 7900</td>
<td>Social, Cultural, Legal, and Political Influences on Business</td>
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<tr>
<td>BUS 8500</td>
<td>Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)</td>
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<tr>
<th>Elective Courses</th>
<th>(6 semester credit hours)</th>
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<td>Include but not limited to the following:</td>
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<tr>
<td>BUS 7460</td>
<td>International Business</td>
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<tr>
<td>BUS 7681</td>
<td>Project Management</td>
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<tr>
<td>HRC 7661</td>
<td>Organizational Consultation Skills</td>
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<td>HRC 7711</td>
<td>Organizational Change Theory and Strategy</td>
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<tr>
<td>HRC 7721</td>
<td>Management and Development of Teams</td>
</tr>
<tr>
<td>HRC 7841</td>
<td>Managing a Culturally Diverse Workforce</td>
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CERTIFICATE OF ADVANCED GRADUATE STUDIES

Offered at: Arizona Campuses

Concentrations Available:
- Addiction Studies
- Behavioral Health Counseling
- Christian Counseling
- Clinical Counseling
- Community College Counseling
- Education
- Education Administration
- Education Intervention
- Employee Assistance and University Student Counseling
- Expressive Arts Therapy
- Human Resources
- Human Resources Development
- Human Resources Management
- Marriage and Family Therapy
- Organization Change Management
- Professional Counseling
- School Guidance Counseling
- Treatment of Trauma, Abuse and Deprivation

The Certificate of Advanced Graduate Studies (CAGS) is designed for professionals who have earned a master's degree or its equivalent from a regionally accredited school and are seeking additional professional training. The CAGS is awarded upon the completion of a minimum of 15 semester credit hours of approved coursework.

Concentrations are available in the areas listed on the left.

Special Note for Education Concentrations
Upon successful completion of a prescribed program, graduates will have coursework needed for Education Administration as a Principal (30 semester credit hours) or Supervisor (18 semester credit hours), or are eligible for state certification in School Guidance Counseling (15-21 semester credit hours).

Professional Certification/Licensure
CAGS programs may be designed to meet the educational requirements of various professional credentials including:
- Professional Counseling
- Marriage and Family Therapy
- Substance Abuse Counseling
- Expressive Arts Therapy
- National Certified Counselor (NCC)
- Clinical Mental Health Counseling
- School Guidance Counseling
- Education Administration
UNDERGRADUATE COURSE DESCRIPTIONS

ACC 20024  Fundamentals of Accounting
Learn how income statements, balance sheets and statements of cash flow are affected by various business events. Includes cause and effect relationships to changes in assets, liabilities, equity, revenue, expenses, gains, losses, net income, and distributions. Vertical statements model studied.

ACC 20164  Financial Accounting
Introduces accounting theory and procedures such as recording, classifying, reporting, and analyzing financial data. Explores role of the professional accountant, which includes establishing positive environments, new methods of managing conflicts, and presentation of new learning styles for interpretation, methodology and implementation.

ACC 20364  Accounting for Business Operations
Introduces operating activities of business. Emphasis on using income statements to plan and evaluate operations of a for-profit entity.

ACC 20464  Accounting for Investing and Financing Activities
Prerequisite: ACC 20364 Accounting for Business Operations.

ACC 30163  Cost Accounting
Study of accounting for use by management in planning and control. Includes product costing techniques, comprehensive budgeting procedures, inventory planning control, and valuation.
Prerequisites: ACC 20464 Accounting for Investing and Financing Activities, MAT 32044 Statistics.

ACC 30664  Managerial Accounting
Evaluation of financial performance for managerial planning and forecasting. Covers cost-volume profit analysis, break-even analysis, return on investment, and responsibility reporting.

ACC 40164  Advanced Accounting
Focuses on advanced theoretical concepts of accountancy. Includes measurement and analysis of economic data and formation, ownership and dissolution of business entities, including partnerships, mergers, consolidations and public institutions, liquidations, and bankruptcies.

ACC 40264  Advanced Cost Accounting
Analyzes cost information for management planning and control. Includes capital budgeting, project appraisal, marketing cost effectiveness, segment reporting, transfer pricing, measuring divisional performance, and profit analysis.
Prerequisite: ACC 30163 Cost Accounting.

ACC 40464  Not-For-Profit Accounting
Study of accounting principles for governmental and not-for-profit sectors and related financial reporting and disclosure requirements. Examines objectives of financial reporting for these entities and theoretical structure underlying these principles.
ACC 41063  Internship: Accounting  
Practical experience in major area of study, arranged individually and taken after completion of major coursework.

ACC 44163  Auditing  
Independent analysis of financial statements and the determination of their fairness and reliability. Analysis includes assessing the internal control system, applying statistical sampling and evaluating employee competence. Examines professional judgment, generally accepted auditing standards and the Code of Professional Ethics.  

ACC 49060  Seminar in Applied Accounting  
Capstone course that guides student to the analysis of accounting theories as applied to financial accounting, application of advanced accounting topics for accounting professionals including computer applications, and exploration of accounting theory and Financial Accounting Standards Board's notices and updates as they apply to various financial statements.  
Prerequisites: ACC 30163 Cost Accounting, ACC 44163 Auditing, ACC 40164 Advanced Accounting or consent of advisor.

ART 10121  Calligraphy  
Introduces calligraphy.

ART 10221  Watercolor  
Introduces watercolor.

ART 10321  Photography  
Introduces photography.

ART 10421  Cartooning  
Introduces cartooning.

ART 10821  Illustration  
Introduces illustration.

ART 10921  Fibers  
Introduces fibers.

ART 11021  Collage  
Introduces Collage.

ART 11121  Crafts  
Introduces crafts.
ART 13023  Art Fundamentals
Introduction to the visual arts through careful observation, discussion and analysis as students interpret significant works of art.
Prerequisite to all upper level art classes.

ART 20623  Art History I
Surveys visual arts from the Paleolithic Era through the European Proto-Renaissance. Practice of formalist and contextualist analysis by interpreting visual art from personal, historic and cultural/global perspectives.
Prerequisite: ART 13023 Art Fundamentals.

ART 20723  Art History II
Surveys visual arts from the European Renaissance to the Post-Modern Era. Practice of various forms of analysis by interpreting theories, schools, styles, and Modernist and Post-Modern approaches.
Prerequisite: ART 13023 Art Fundamentals.

ART 22023  Drawing and Composition I
Intermediate level drawing course. Covers drawing by observation and intuition, expression through a variety of media and study of composition. Preparation of drawing portfolio required.
Prerequisites: ART 13023 Art Fundamentals, Previous drawing and sketching experience recommended.

ART 23023  Design I
Applies basic design concepts, such as line, shape and color, acted on by principles such as harmony and contrast. Knowledge of psychology/perception, mechanical drawing and/or commercial art helpful.
Prerequisite: ART 13023 Art Fundamentals.

ART 23423  Graphic Art
Intermediate level commercial art course. Studies and applies basic printmaking techniques. Prepares artwork for reproduction, design logos, symbol creation, commercial adaptation, and development of computer-aided designs.
Prerequisites: ART 13023 Art Fundamentals and previous commercial art experience or ART 23023 Design I.

ART 23523  Painting I
Intermediate level painting course. Covers painting techniques using traditional media, such as watercolor, oil, tempera, and acrylic. Develops expression of ideas, painting skills, studio discipline, and understanding of historic styles.
Prerequisite: ART 13023 Art Fundamentals.

ART 23723  Ceramics I
Introduces working with clay through practice of wheel thrown and hand-building techniques to make vessels and sculpture. Introduces glazing and firing techniques.
Prerequisite: ART 13023 Art Fundamentals.

ART 24000  Computer Graphics
Learn to use computer technology to produce art. Paint/Painter 7.1 software used to produce works. Portfolio of work produced after introduction to tools and hands-on manipulation of software.
ART 30121  Art for Educators I
Provides art foundation to assist educators with establishing art curriculum.

ART 30122  Art Methods
Prepares teacher candidates to teach art. Topics include history and philosophy of art education, art pedagogy, classroom management, promoting art department, as well as outreach to the community and assessment.

ART 30124  Concepts of Elementary Art
No course description available.

ART 30221  Art for Educators II
Provides an art foundation to assist educators with establishing an art curriculum.

ART 30321  American Fiber Arts
Overview of textile and fiber art history from colonial times to present in the United States and their importance in America's political, economic and social identity.

ART 31224  Art for the Elementary Teacher
Emphasizes basic elements and principles of design as related to the elementary classroom.

ART 31324  Art and Cultural Diversity
Course is designed to give teachers background, research and techniques on integrating art in the elementary curriculum with an emphasis on cultural diversity.

ART 32023  Drawing and Composition II
Advanced level drawing course. Focuses on drawing to express particular ideas and emotions, working toward a style, relating one's work to other artists, exhibiting work, and preparing a portfolio.
Prerequisite: ART 22023 Drawing and Composition I.

ART 33023  Design II
Study of three-dimensional design concepts. Form and space created and acted on by using a variety of media such as paper, wood and clay to produce three-dimensional designs. Spans industrial and environmental design to sculpture in the fine arts tradition.
Prerequisite: ART 23023 Design I.

ART 33423  Graphic Art II
Course is a continuation of Graphic Art I

ART 33523  Painting II
Advanced painting/studio course. Encourages work in less traditional and more personal ways. Focuses on studio maintenance, individual stylistic and artistic growth, exhibition of works, and ability to critique.
Prerequisite: ART 23523 Painting I.

ART 33723  Ceramics II
Intermediate level studio pottery course. Maintenance of studio space and production of works as part of a series or sequence, as well as exploration of variety of glazing and firing techniques.
Prerequisite: ART 23723 Ceramics I.
ART 33823  Ceramics III  
Continuation of Ceramics II.

ART 34023  Sketchbook/Portfolio  
Complete work assignments in text and prepare sketchbook/portfolio of semester's work using specific instructions.

ART 34024  Digital Photography  
Applies photographic, aesthetic and marketing principles in creating digital works of art in a portfolio. Limited to art majors only.

ART 34025  Crafts  
Develop lessons and practice individual lessons/crafts for elementary and junior high classes.

ART 43024  Creative Photography  
Learn to incorporate the elements of composition in photography, focusing on the subject, foreground, background, horizon, line, shape, form textures, patterns, angles and motion. Learn to perform framing and cropping, use points-of-view, depth-of-field, capture motion and effects of lighting and silhouetting.

ART 45524  Automated Computer Graphics  
Advanced studio course in Computer Graphics. Combines art and computer technology skills, using various software to produce and manipulate animated graphic design illustrations in Dreamweaver, Fireworks, Adobe Photoshop, and Flash.

ART 49024  Art Comprehensive  
Preparation of portfolio(s) and/or exhibition of senior art students' works. Complete major works of art that represent particular focus in art. Secondary Art Methods and Studio Arts majors prepare a resource file and lesson plans, as well as exemplars for teaching art.
Prerequisite: Students must have all other studio courses completed before registering for this course.

BCL 00100  Beyond Classroom Learning  
Promotes non-classroom learning as a significant and compelling element of academic community life by participating in semester thematic, cultural and religious events.

BCL 00200  Beyond Classroom Learning  
Promotes non-classroom learning as a significant and compelling element of academic community life by participating in semester thematic, cultural and religious events.

BIO 10042  Principles of Biology Lab  
Two 1.25-hour labs per week.

BIO 10043  Principles of Biology  
Introduces major biological processes occurring in animals and plants and basic concepts underlying the biology field.

BIO 20042  Organismic Biology Lab  
Two 2-hour labs per week.  
Corequisite: BIO 20043 Organismic Biology.
BIO 20043  Organismic Biology
Integrated study of structure and function of plants and animals with special attention paid to phylogenic origins and relationships of taxonomic groups.
Prerequisites: BIO 10043 Principles of Biology.

BIO 20342  Human Anatomy and Physiology Lab
Two 2-hour labs per week that verify and supplement lecture material.
Corequisite: BIO 20343 Human Anatomy and Physiology.

BIO 20343  Human Anatomy and Physiology
Studies function and anatomy of each system of the human body including immunology.
Prerequisite: BIO 10043 Principles of Biology. Corequisite: BIO 20342 Human Anatomy and Physiology Lab.

BIO 21443  Introduction to Nutrition
Covers fundamental principles of nutrition. Discusses nutritional requirements of the human for major segments of life span. Interrelationship of various nutrients also discussed.
CROSS LISTED WITH PED 21433.
Prerequisite: BIO 10043 Principles of Biology or CHE 10044 Concepts of Chemistry or equivalent.

BIO 30242  Microbiology Lab
Emphasizes skills in collection, culture and identification of bacteria using common staining methods and culture media.
Corequisite: BIO 30243 Microbiology.

BIO 30243  Microbiology
Introduces microbiology with emphasis on bacteria. Topics include prokaryote cell structure, metabolism and growth; medically significant bacteria, including epidemiology, pathogenicity and control; and ecological/industrial roles of bacteria.
Prerequisites: BIO 10043 Principles of Biology and at least sophomore standing.

BIO 30643  Environmental Biology
Examines relationship between human population and environment. Topics include population growth and use and misuse of essential natural resources and pollution. Explores interaction of environmental aspects of human ecology with social, economic and political systems.
Prerequisite: At least sophomore standing.

BIO 31141  Ecology Lab
Field trips to Ottawa University Natural History Reservation and other local sites required. One 2-hour lab per week.

BIO 31143  Ecology
Introduces relationships between organisms and their environment including role of natural selection, population and community ecology, and ecosystem-level processes. Emphasizes simulation and experimentation in testing of ecological hypotheses and use of microcomputers as a tool in data collection, analysis and presentation. Field trips required.
Prerequisite: BIO 20043 Organismic Biology.

BIO 31241  Genetics Lab
Two-hour lab meets once a week.
Corequisite: BIO 31243 Genetics.
BIO 31243  Genetics
Non-laboratory course covering classical and modern genetics and discussion of selected readings on contemporary genetic issues.
Prerequisite: BIO 10043 Principles of Biology

BIO 32100  Cell Biology and Immunology
Lecture course involving a detailed study of structure and function of eukaryotic cell organelles, including membrane structure and function, transport and targeting mechanisms, cellular energetics, molecular genetics, and hormone actions. Specific functions of immune system cells, their antibody products and cell communication strategies representative of one differentiated cell-type.
Prerequisite: BIO 30243 Microbiology.

BIO 32950  Project WET (Water Education for Teachers)
Provides participants with knowledge to integrate water-related activities in the classroom. Provides K-12 curriculum for over 90 broad-based water resource activities over all disciplines.

BIO 35523  Biology Research
Introduces concepts related to the development of a literature review, collection of preliminary data, and creation of a project proposal to be conducted in the next academic year.

BIO 38000  Biology Seminar
Focuses on development of speaking and writing skills within the discipline while reading and leading seminars on both mass media and refereed journal articles that address current issues in biology. Guidance in writing a significant review paper in the style of life-science journals. Also addresses career opportunities, resume writing, interview skills, and placement test preparations.
Prerequisites: Should be taken in the junior year, BIO 10043 Principles of Biology, BIO 20043 Organismic Biology. Junior standing, consent of instructor.

BIO 40350  Comparative Anatomy of Vertebrates
Comparative study of functional anatomy of major vertebrate groups. Covers three perspectives: Organisms remote past (phylogeny), its recent past or stages of early development (ontogeny) and present (morphology). Laboratories involve detailed dissection of the lamprey eel (Petromyzon), mud puppy (Necturus), dogfish shark (Squalus), cat (Felis cattus), and selected mammalian organs. Lab integrated with lecture.
Prerequisites: BIO 10042 Principles of Biology Lab and BIO 10043 Principles of Biology, and BIO 20042 Organismic Biology Lab and BIO 20043 Organismic Biology.

BIO 42043  Internship: Biology
Participate as assistants in off-campus clinical or lab settings in some area of professional medicine or biology. Specific examples of acceptable programs include pharmacy labs, veterinary or human medicine clinics, and research labs in universities or private companies. Requirements include a written report on specific disease or research study and journal writing.

BIO 42543  Animal Behavior
Introduction to biological basis of animal behavior with emphasis on adaptive significance of behavioral phenomena. Special topics include genetic basis of behavior, perceptual and effectual systems, ethology, neurophysiology, learning, animal communication, sexual behavior, and social systems.
Prerequisites: BIO 20043 Organismic Biology and consent of instructor.
BIO 43000  Human Developmental Biology
Study of developmental processes in living organisms. Utilizes comparative view of developmental patterns generated by cellular, chemical and genetic control mechanisms. Lectures focus primarily on human development and address common developmental defects.

BIO 43001  Human Developmental Biology Lab
One 2-hour lab per week.
Corequisite: BIO 43000 Human Developmental Biology.

BIO 44042  Medical Terminology
Directed-study course for students entering fields of professional medicine. Learn terminology applicable to the organ systems of the human body. Language acquisition enhanced by learning “interchangeable word-bytes”.

BIO 49041  Integrative Survey
Integrative study and review of major concepts and principles of biology.

BIO 49201  Integrative Seminar in Biology
Capstone course that guides student in development of an integrative project that demonstrates achievement of learning outcomes in the biology major.

CHE 10041  Concepts of Chemistry Lab
Laboratory consists of separation techniques, observation, analysis, cause and effect, inference, conclusion, gases, and nuclear chemistry.

CHE 10044  Concepts of Chemistry
For students without a chemistry background. Study of fundamental ideas of matter and energy, atomic structure and bonding, reactions and equations, electrochemistry acids, bases and salts, gases, and nuclear chemistry.

CHE 12041  General Chemistry I Lab
Laboratory topics include use of analytical balance, physical and chemical changes, making inferences from observations, development of reasoning from data, titration, illustration of basic laws, gases, colligative properties, basic laboratory skills, and separation techniques.
Corequisite: CHE 12044 General Chemistry I.

CHE 12044  General Chemistry I
Beginning course for science-related majors. Topics include fundamental laws, electronic structure and bonding, mole concept and stoichiometry, periodicity, states of matter, acid-base chemistry, and thermodynamics.
Prerequisites: High school chemistry and algebra or consent of instructor.

CHE 12141  General Chemistry II Lab
Includes development of techniques, equilibrium, electrochemistry, nuclear chemistry, and selected non-metals.
Corequisite: CHE 12144 General Chemistry II.
Prerequisites: CHE 12041 General Chemistry I Lab, CHE 12044 General Chemistry I.
CHE 12144  General Chemistry II
Continuation of CHE 12044 General Chemistry I. Topics include kinetics, equilibrium, electrochemistry, nuclear chemistry, and selected non-metals.
Prerequisite: CHE 12041 General Chemistry I Lab, CHE 12044 General Chemistry I.

CHE 33141  Organic Chemistry II Lab
Studies include infrared analysis, classical synthesis, kinetics, natural product isolation, repetition of techniques from Organic Chemistry I and Organic Qualitative Analysis. One 3-hour laboratory per week.

CHE 33143  Organic Chemistry II
Study of nmr and infrared, aromatic chemistry alcohols, phenols, ethers, carbonyl-containing compounds, amines, carbohydrates, amino acids, and proteins.

COM 10063  Survey of Mass Communication
Development, organization and relationships of print and electronic media and their impact on the individual and society.

COM 10662  Radio Workshop
Provides opportunity to work with the campus radio station with an “on air” shift in order to learn radio operations. May register up to eight semesters.

COM 12163  Introduction to Journalism I
Instruction in basic print news gathering, reporting and writing techniques. Work on the campus student newspaper and/or yearbook provides laboratory component.

COM 20163  Media Ethics
Examines ethical dilemmas using the Potter Box as a construct for assessing, analyzing and understanding choices to be made when faced with ethical decisions regarding mass media.

COM 20164  Introduction to Persuasive Communication
Study of communication skills to diagnose and solve personal and professional communication problems. Topics include interviewing skills, listening and responding creatively, giving and accepting productive criticism, and using feedback to analyze and enhance communication.

COM 20165  Media Writing
Covers fundamentals of news reporting and writing for broadcast media, public relations, advertising, or Internet.

COM 20361  Newspaper Production
Participation in news gathering, production, editing and publication of the campus newspaper. May be repeated for a total of 8 semester credit hours.
Prerequisite/Corequisite: COM 12163 Introduction to Journalism I or consent of instructor.

COM 20461  Yearbook Production
Participation in production, editing and publication of the campus yearbook. May be repeated for a total of 8 semester credit hours.
Prerequisite/Corequisite: COM 12163 Introduction to Journalism I or consent of instructor.
COM 22163 Introduction To Journalism II
Instruction in intermediate and advanced newsgathering, reporting and writing techniques, elements of newspaper design and layout, and communication law and ethics. Work on the campus student newspaper and/or yearbook provides laboratory component.
Prerequisite: COM 12163 Introduction to Journalism I.

COM 23563 Personal and Professional Photography
Introduction to basic photographic techniques with emphasis on technical skills and aesthetic principles.

COM 30124 Professional Writing
Studies principles and techniques of effective writing for professional settings. Emphasis on development of individual style, clarity of expression and creative communication of ideas.
CROSS LISTED WITH ENG 30124.

COM 30125 Editing and Layout
Introduction to journalism editing skills, newsroom leadership and design of newspapers and magazines, including typography, graphics and photographs. Work related to production of web-based news pages.

COM 30163 Interpersonal Communication
Examines models of relational interaction, verbal and nonverbal messages, language use, critical listening, relational dynamics, self-concept, identity-management, disclosure, intimacy, defensiveness, supportiveness, perceptual processes, emotional influences, interpersonal conflicts, and the impact of gender, race and culture on communication.

COM 30262 Effective Verbal Presentations
Study of theory and practice in delivering common forms of verbal presentations to the community, organizations and at work. Development of speech content, organization and delivery emphasized. Includes practice of impromptu, persuasive and informative speeches and presentations.

COM 30263 Small Group Communication
Examines task and social dimensions of group interaction, problem-solving, decision-making, roles, norms, leadership skills, cohesiveness, communication climates, conflict management, stages of group development, ethical behaviors, observation techniques, and analytic methods for evaluating group dynamics and accomplishments.

COM 30363 Organizational Communication
Theory and practice of communication within organizations including interpersonal factors, motivation, change and conflict resolution, and communication audit practices and procedures. Participate in communication audit of a local organization.
Prerequisite: OAD 30563 Management or consent of instructor.

COM 30464 Seminar In Family Communication
Examines human communication within family systems.

COM 31163 Introduction to Video Production
Theory and practice of video production including equipment, videography, production, and post production techniques. Emphasis on corporate video production and usage. Requires organizing and assisting in videotape production of Theatre and Music Department events.
COM 31363 Management Practicum
In-depth experience as a member of the student executive staff, as a staff assistant or in specific area of broadcasting for the campus radio station.
Prerequisite: COM 1063 Survey of Mass Communication and consent of instructor.

COM 31464 Seminar in Gender Communication
Examines central role of gender in all facets of human communication from historical and contemporary perspectives, nationally and cross-culturally.

COM 31864 Group Processes
Studies group interaction and processes underlying the dynamics of the group by focusing on the group as a developing system. Includes examination of theory, as well as practical applications and contexts for observing, analyzing and participating with groups. Emphasis given to styles of group leadership and facilitation, individual members' participation and common problems likely to develop in groups.

COM 32663 Business Communication
Emphasizes communication theory and practice related to business settings and needs. Focuses on effective expression and presentation, both oral and written.

COM 40164 Intercultural and International Communication
Examines impact of national and regional cultures, ethnicity, race, and additional cultural components on human communication in a variety of domestic and global contexts.

COM 40264 Persuasion and Professional Presentations
Emphasizes central role of persuasion in developing professional presentations for live and media audiences.

COM 40464 Persuasive Communication
Study of assertive communication skills to diagnose and solve personal and professional communication problems, develop persuasive interviewing skills, listen and respond creatively, give and take productive criticism, and use feedback to analyze and enhance communication.

COM 41063 Internship: Communication
Broadcast, public relations, communication, or other appropriate and relevant internship with a commercial or public radio, television station or at other businesses or services concerned with mass media, public relations, or an aspect of business communication. Provides opportunities to apply concepts, ideas and techniques acquired in class.
Prerequisite: Consent of instructor.

COM 41363 Management Practicum
In-depth experience as a member of the student executive staff, as a staff assistant, or in a specific area of broadcasting for the campus radio station.
Prerequisite: COM 1063 Survey of Mass Communication, consent of instructor.

COM 42063 Internship: Communication
Continuation of COM 41063 Internship: Communication. Broadcast, public relations, communication, or other appropriate and relevant internship with commercial or public radio, television station or at other businesses or services concerned with mass media, public relations, or an aspect of business communication. Provides opportunities to apply concepts, ideas and techniques acquired in class.
COM 42064 Media Communications
Exploration of techniques and styles used by media in reporting current issues and events.

COM 42065 Telecommunications Management
Study of current broadcast industry including pertinent laws and regulations, current technology, marketing practices, programming, and ownership trends and their effects on the industry.

COM 42066 Editing
Addresses essential editing skills and techniques required for journalists, authors, editors, proofreaders, and copywriters. Builds on student's previous experience in writing and editing.

COM 42067 Modern Drama, Speech and Drama for Teachers
Examines use of modern drama as medium for secondary school speech and drama instruction focusing on development of theatre from late 19th century through contemporary works.

COM 42068 Professional Communication, Speech and Drama for Teachers
Study of use of communication theory and techniques as foundation for secondary school speech instruction focusing on practical applications including formal and informal verbal presentation, rhetorical speech and forensic practice.

COM 49062 Seminar in Media Issues
Examines current issues in electronic media culminating in a project or paper fulfilling senior comprehensive examination requirements for the broadcast communication emphasis.

COM 49100 Seminar in Applied Communication and Leadership
Capstone course that guides student in applying key communication theories and research to students' chosen specialization. Emphasis on pivotal role of communication in developing leadership skills in organizations and professions.
Prerequisite: Completion of at least three core communication classes or consent of advisor.

ECO 20163 Macroeconomics
Focuses on inflationary consequences of monetary and fiscal policies designed to eliminate poverty and unemployment, significance of money and government deficits on attainment of goals of high employment and economic growth in a non-inflationary environment, and role of the dollar in international trade.

ECO 20263 Microeconomics
Study of the role of prices in allocating and developing scarce resources to meet the needs and demands of consumers, the impact of the profit motive on business size and efficiency, the economic power of large-scale business firms, and the interplay of private and public choice through price controls, business regulation and taxation.
Prerequisite: ECO 20163 Macroeconomics.

ECO 30363 Money and Banking
Studies role of money and banking in United States economic development and in international finances, significance of money, banking history and development, commercial banking operations and structure, central banking and monetary management, alternative international monetary systems, and monetary theory and policy.
Prerequisite: ECO 20163 Macroeconomics.