

# Ottawa University Catalog

2005-2006

May 2006



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Produced by the Department of University Communications



## PRESIDENT'S MESSAGE

Dear Ottawa Students and Prospective Students,

On behalf of Ottawa University, let me thank you for your interest in OU and commend you on your decision to pursue postsecondary studies. We want to help you make an informed and thoughtful decision when choosing a university and a program of study. We believe that Ottawa is an exceptional place to pursue your dreams and to prepare for a life of service.

Ottawa was founded in 1865 after receiving a 20,000-acre land grant of Kansas prairie from the Ottawa Indians in recognition of the service provided by early Baptist missionaries. Ottawa University continues to serve on the frontier of learning through innovative, high-quality, personalized programs of study. Whether you are studying at the residential College in Ottawa, Kansas, at one of our campuses for Adult and Professional Studies across the US, in one of our international programs in the Pacific Rim, or online, you will find dedicated full-time faculty and staff ready to assist and encourage you. At Ottawa University, you will have the opportunity to develop your skills and enrich your life whether you are pursuing undergraduate study, graduate study or continuing your education to practice a profession.

As a Christian liberal arts university, we hope to fuel your imagination, broaden your intellectual horizons, and provide practical insights for your life, work and relationships. As a "Christ-centered community of grace" we strive to make all feel welcome, and challenge everyone to actively contribute to the learning process.

Please let me know how we may be of greater service to you. Best wishes in your studies.

Sincerely,

James C. Billick, PhD  
University President (Interim)

Tauy Jones Hall  
Office of the University President  
1001 South Cedar Street  
Ottawa, KS 66067-3399  
785-242-5200



The College  
1001 South Cedar Street  
Ottawa, KS 66067-3399  
785-242-5200  
800-755-5200

## UNIVERSITY CONTACT INFORMATION

### University-Wide Contact Information

Dr. James Billick, University President (Interim)	785-229-1040
Dr. James Billick, Vice President for Academic Affairs	785-229-1045
Wayne R. Duderstadt, Vice President for Administration and Finance	785-229-1030
Susan Backofen, Vice President for Enrollment Management	785-229-1044
Martin Smith, Vice President for University Advancement	785-229-1035
Charlotte Krebs, Director of Alumni Relations	785-229-1032
Tom Corley, Director of Business Operations	785-229-1081
Brenda Guenther, Director of Finance and Controller	785-229-1082
Howard Fischer, Director of Financial Aid	602-749-5120
Joanna Walters, Director of Human Resources	785-229-1083
Dr. Jack D. Maxwell, Director of Information Technology	785-229-1090
Dr. Debra Smith, Director of Institutional Analysis	785-229-1047
Karen Adams, University Registrar	785-229-1046

### The College

#### Academic Matters

Maurice L. Bryan, Jr., Provost	785-242-5200 ext. 5500
Dr. Barbara Dinneen, Academic Dean	785-242-5200 ext. 5404
Elaine Pyle, College Registrar	785-242-5200 ext. 5580

#### Admissions

Fola Akande, Director of Admissions	785-229-1051
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#### Athletics

Arabie Conner, Athletic Director	785-229-1065
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#### Bookstore

Karen Peterson, Central Services Coordinator	785-229-1071
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#### Expenses

Tom Corley, Director of Business Operations	785-229-1081
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#### Financial Aid

Gary Bateman, Assistant Director of Financial Aid	785-242-5200 ext. 5571
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#### International Students

Dr. Murle Mordy, Professor of Foreign Language, International Student Advisor	785-229-1072
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#### Library

Gloria Creed-Dikeogu, Director of Library Services	785-242-5200 ext. 5445
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#### Career Services

Ina Agnew, Dean of Student Affairs	785-242-5200 ext. 5561
Susan Webb, Career Services Coordinator	785-229-1067

#### Religious Programs

Bud McCluney, Director of Church Relations/Campus Pastor	785-229-1068
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#### Student Affairs

Ina Agnew, Dean of Student Affairs	785-242-5200 ext. 5561
Lisa Thomsen, Director of Union and Student Activities	785-229-1073
Shelly Roben-Lojka, Residence Life Coordinator	785-242-5200 ext. 5562

**Phoenix Campus**  
 10020 North 25th Avenue  
 Phoenix, AZ 85021  
 602-371-1188  
 800-235-9586

**Mesa Campus**  
 6402 E. Superstition Springs Blvd.  
 Suite 103  
 Mesa, AZ 85206  
 602-749-5230

**Tempe Campus**  
 10429 South 51st Street  
 Suite 100  
 Phoenix, AZ 85044  
 602-749-5200

1001 South Cedar Street, #59  
 Ottawa, KS 66067  
 800-755-5200 (US Residents Only)  
 785-242-5200

4370 West 109th Street  
 Suite 200  
 Overland Park, KS 66211  
 913-451-1431  
 888-404-6852

287 Quarter Master Court  
 Jeffersonville, IN 47130  
 812-280-7271

300 North Corporate Drive  
 Suite 110  
 Brookfield, WI 53045  
 262-879-0200  
 866-228-4262

**Arizona Campuses**

**Academic Matters**

Dr. M. Donna Levene, Provost 602-749-5101  
 Dr. June Wiley, Dean of Instruction 602-749-5170  
 Michael Edwards, Registrar 602-749-5130

**Admissions**

Dr. Tony Muscia, Director of Graduate Business Programs, 602-749-5180  
 Director of Enrollment Management

**Expenses**

Rae Ann Brevig, Business Manager 602-749-5110

**Financial Aid**

Howard Fischer, Director of Financial Aid 602-749-5120

**International Instructional Sites**

**Academic Matters**

Trish Eisele, Director of International Operations 785-242-5200 ext. 5495  
 Buddy Jo Tanck, Academic Coordinator 785-242-5200 ext. 5588

**Expenses**

Richard Brewington, Budget Manager 785-242-5200 ext. 5495

**Kansas City Campus**

**Academic Matters**

Dr. Terrel W. Haines, Provost 913-266-8601  
 Tom Edwards, Academic Coordinator 913-266-8604  
 Mary Johnson, Registrar 913-266-8605

**Admissions**

Heather Reinhard, Director of Admissions 913-266-8620

**Expenses**

Angie Tull, Financial Records Coordinator 913-266-8612

**Financial Aid**

Grace Black, Financial Services Associate 913-266-8613

**Jeffersonville Campus**

**Academic Matters**

Kristine Young, Director 812-280-7271

**Admissions**

Patrice Fess, Senior Support Representative 812-280-7271

**Expenses**

Dave Jarvis, Financial Services Specialist 812-280-7271

**Milwaukee Campus**

**Academic Matters**

Dr. Donald Clauser, Director 262-879-0200 ext. 5101  
 Kathy Traynor, Administrative Manager 262-879-0200 ext. 5102

**Admissions**

Trisha L. Frederick, Enrollment Manager 262-879-0200, ext. 5111

**Financial Aid**

Brian Patterson, Financial Aid Coordinator 262-879-0200, ext. 5106



## ACADEMIC CALENDAR

### 2005 SUMMER SESSIONS

Check the bulletins distributed by your campus for additional details and to confirm dates.

#### Arizona Campuses

7/18/05 Undergraduate and Graduate Courses Begin  
8/27/05 Undergraduate and Graduate Courses End

#### Jeffersonville Campus

6/27/05 Undergraduate Courses Begin  
8/27/05 Undergraduate Courses End

#### Kansas City Campus

6/27/05 Undergraduate Courses Begin  
6/25/05 Graduate Courses Begin  
8/27/05 Undergraduate Courses End  
9/16/05 Graduate Courses End

#### Milwaukee Campus

6/24/05 Graduate Courses Begin  
6/27/05 Undergraduate Courses Begin  
9/18/05 Undergraduate Courses End  
9/16/05 Graduate Courses End

#### University Wide

For holidays, please check your campus for policy regarding excused classes.

7/4/05 Independence Day  
7/31/05 Degree Conferral Date

### 2005 FALL SESSIONS

Check the bulletins distributed by your campus for additional details and to confirm dates.

#### Arizona Campuses

9/12/05 Undergraduate and Graduate Courses Begin  
12/10/05 Undergraduate and Graduate Courses End

#### Jeffersonville Campus

8/29/05 Fall I Undergraduate Courses Begin  
10/22/05 Fall I Undergraduate Courses End  
10/24/05 Fall II Undergraduate Courses Begin  
12/17/05 Fall II Undergraduate Courses End

#### Kansas City Campus

8/29/05 Fall I Undergraduate Courses Begin  
9/16/05 Online Health Care Module I Begins  
9/17/05 Graduate Courses Begin  
10/22/05 Fall I Undergraduate Courses End  
10/24/05 Fall II Undergraduate Courses Begin  
12/9/05 Online Health Care Module I Ends  
12/17/05 Fall II Undergraduate Courses End  
12/18/05 Graduate Courses End

#### The College

8/23/05 Undergraduate Courses Begin  
12/9/05 Undergraduate Courses End  
12/12/05 Final Exams Begin  
12/14/05 Final Exams End

## ACADEMIC CALENDAR

### Milwaukee Campus

8/29/05	Fall I Undergraduate Courses Begin
9/23/05	Graduate Courses Begin
10/22/05	Fall I Undergraduate Courses End
10/24/05	Fall II Undergraduate Courses Begin
12/15/05	Graduate Courses End
12/17/05	Fall II Undergraduate Courses End

### University Wide

For holidays, please check your campus for policy regarding excused classes.

8/31/05	Degree Conferral Date
9/5/05	Labor Day
11/24/2005 through	
11/25/2005	Thanksgiving (All Ottawa University Administrative Offices Closed)
12/25/05	Christmas
12/25/2005 through	
01/01/2006	All Ottawa University Administrative Offices Closed
12/31/05	Degree Conferral Date

## 2006 SPRING SESSIONS

Check the bulletins distributed by your campus for additional details and to confirm dates.

### Arizona Campuses

1/9/06	Spring I Undergraduate and Graduate Courses Begin
3/4/06	Spring I Undergraduate Courses End
3/6/06	Spring II Undergraduate Courses Begin
3/31/06	Spring I Graduate Courses End
4/1/06	Spring I Undergraduate and Graduate Courses End
4/3/06	Spring II Graduate Courses Begin
4/17/06	Spring II Undergraduate and Graduate Courses Begin
4/29/06	Spring II Undergraduate Courses End
6/23/06	Spring II Graduate Courses End
7/8/06	Spring II Undergraduate and Graduate Courses End

### Jeffersonville Campus

1/9/06	Spring I Undergraduate Courses Begin
3/4/06	Spring I Undergraduate Courses End
3/6/06	Spring II Undergraduate Courses Begin
4/29/06	Spring II Undergraduate Courses End

### Kansas City Campus

1/7/06	Spring I Graduate Courses Begin
1/9/06	Spring I Undergraduate Courses Begin
2/17/06	Online Health Care Module I Begins
3/4/06	Spring I Undergraduate Courses End
3/6/06	Spring II Undergraduate Courses Begin
4/1/06	Spring II Graduate Courses Begin
3/31/06	Spring I Graduate Courses End
4/29/06	Spring II Undergraduate Courses End
5/12/06	Online Health Care Module I Ends
6/23/06	Spring II Graduate Courses End

### The College

1/11/06	Undergraduate Courses Begin
3/18/2006 through	
3/26/2006	Spring Break
5/3/06	Undergraduate Courses End
5/5/06	Final Exams Begin
5/9/06	Final Exams End



## ACADEMIC CALENDAR

### Milwaukee Campus

1/6/06	Spring I Graduate Courses Begin
1/9/06	Spring I Undergraduate Courses Begin
3/4/06	Spring I Undergraduate Courses End
3/6/06	Spring II Undergraduate Courses Begin
3/30/06	Spring I Graduate Courses End
3/31/06	Spring II Graduate Courses Begin
4/29/06	Spring II Undergraduate Courses End
6/22/06	Spring II Graduate Courses End

### University Wide

For holidays, please check your campus for policy regarding excused classes.

1/2/06	New Year's Day (All Ottawa University Administrative Offices Closed)
1/16/06	Martin Luther King Day (Community Service Day)
1/31/06	Degree Conferral Date
2/28/06	Degree Conferral Date
3/14/06	Good Friday (All Ottawa University Administrative Offices Closed)
3/16/06	Easter

## 2006 EARLY SUMMER SESSIONS

Check the bulletins distributed by your campus for additional details and to confirm dates.

### Arizona Campuses

5/1/06	Undergraduate Courses Begin
6/24/06	Undergraduate Courses End

### Jeffersonville Campus

5/1/06	Undergraduate Courses Begin
6/24/06	Undergraduate Courses End

### The College

5/30/06	Undergraduate Courses Begin
7/27/06	Undergraduate Courses End

### Kansas City Campus

5/1/06	Undergraduate Courses Begin
5/19/06	Online Health Care Module I Begins
6/24/06	Undergraduate Courses End
8/11/06	Online Health Care Module I Ends

### Milwaukee Campus

5/1/06	Undergraduate Courses Begin
6/24/06	Undergraduate Courses End

### University Wide

For holidays, please check your campus for policy regarding excused classes.

5/13/06	Degree Conferral Date
5/29/06	Memorial Day (All Ottawa University Administrative Offices Closed)

# ABOUT OTTAWA UNIVERSITY

## Mission Statement

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

## Statement of Educational Purposes

Since its inception in 1865, Ottawa University has sought to live out its mission in direct ways. It began with the collaboration between two American Baptist missionaries, Jotham and Eleanor Meeker, and the Ottawa Indians of Kansas to promote education and peace in a changing world. Out of this relationship, Ottawa University was born. Ever mindful of its original commitments, Ottawa University is now a comprehensive, not-for-profit, educational institution, which serves students of traditional age and adult learners worldwide. Grounded by its mission, Ottawa University carries out its educational purposes through its liberal arts and professional studies programs at both the undergraduate and graduate levels. Ottawa University guides learners to integrate faith, learning, and life, to gain the abilities they need to succeed and prosper, and to do so with an increased sense of the knowledge, compassion, respect, and service our world requires.

Ottawa University intends that

- » a general education program of liberal arts studies will enable its faculty and students to investigate the World broadly and freely in order that its students will develop and express their life philosophies and Values with awareness of and concern for others;
- » study in undergraduate, graduate and other professional development programs will enable students to gain the specific expertise they need to enter professions they can contribute to; and
- » programs, teaching and learning will continuously improve through assessment and sensitive responses to community needs.

Ottawa University's educational purposes require it to provide at all its locations

- » diverse faculty who support the mission, purposes and general welfare of the University;
- » caring faculty who are dedicated to teaching undergraduates in both discipline and liberal arts courses and who are sensitive to a heterogeneous body of students as persons seeking to grow spiritually, morally, and civically as well as intellectually;
- » faculty who bring the same sensitivities and dedication to educating graduate and post-graduate students;
- » multiple approaches to teaching which assure comprehensive and varied responses to students' learning patterns;

- » appropriate academic support, environment and technology to enhance teaching, learning, research, and communication;
- » sensitivity to different ethnicities and political configurations of the global community; and
- » commitment to social responsibility which asserts that the University's education is of the heart and hand as well as the intellect.

## Accreditations

Ottawa University is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, 312-263-0456, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

Ottawa University education programs in Kansas are accredited by the National Council for the Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org), and the Kansas State Department of Education (KSDE), [www.ksde.org](http://www.ksde.org).

## Approvals

- » The Arizona Teacher Education Programs are Arizona State Department of Education (AZDE) approved.
- » The Ottawa, Kansas and Kansas City Teacher Education Programs are Kansas State Board of Education (KSBE) approved.
- » Arizona State Board for Private Post Secondary Education, 1400 West Washington Street, Room 260, Phoenix, AZ 85007, 602-542-5709, [www.azppse.state.az.us](http://www.azppse.state.az.us).
- » This institution is regulated by The Indiana Commission on Proprietary Education, 302 West Washington Street, Room E201, Indianapolis, IN 46204, 317-232-1320 or 800-227-5695, [www.ai.org/cope/](http://www.ai.org/cope/).
- » This institution is regulated and approved by the Educational Approval Board of the State of Wisconsin, 30 West Mifflin Street, PO Box 8696, Madison, WI 53708-8696, 608-266-1996, [www.eab.state.wi.us](http://www.eab.state.wi.us).

## Associations and External Relationships

Affiliated with the American Baptist Churches in the USA  
 American Association of Colleges for Teacher Education  
 American Baptist Association of Colleges and Universities  
 Arizona Education Association  
 Arizona Education Consortium  
 Better Business Bureau serving Central/Northern Arizona  
 Better Business Bureau serving Southern Indiana, Louisville, and Western Kentucky  
 Better Business Bureau serving Wisconsin  
 Council for Advancement and Support of Education  
 Council of Independent Colleges  
 Independent Colleges and Universities of Arizona  
 Kansas Association of Colleges of Teacher Education



Kansas Association of Private Colleges of Teacher Education  
 Kansas Collegiate Athletic Conference  
 Kansas Independent College Fund  
 Kansas Independent College Association  
 NAFFSA: Association of International Educators  
 National Association of Independent Colleges and Universities  
 National Association of Intercollegiate Athletics  
 National Association of Student Financial Aid Administrators  
 Southeastern Wisconsin Education Consortium  
 The Association of Governing Boards

## History of Ottawa University

With a rich history tied to the Ottawa Indians and the American Baptist Churches, USA, Ottawa University is proud of its heritage and committed to honoring those who are responsible for it. From 1837 to 1855, Reverend Jotham Meeker and his wife, Eleanor, were Baptist missionaries to the Ottawa Indian Tribe in the Midwest region, which is now Ottawa, Kansas. The Meekers devoted themselves to improving the lives of the Ottawa Indians and inspiring a hunger for education and religion. After the Meekers' deaths, the Ottawa Indians carried on the missionaries' Christian leadership with a strong desire to educate their children.

John Tecumseh (Taub) Jones also carried on the Meekers' commitment to the tribe. Serving as an interpreter and Baptist minister, he was responsible for arranging a meeting between the Baptists and the Ottawa Indians, which led to the development of Ottawa University. The Ottawa Indians donated 20,000 acres for a university to ensure the education of their children. In exchange, the Baptists agreed to build and operate the school with a promise to provide free education to the Ottawa Indians. After delays due to the Civil War, Ottawa University was founded in 1865. Today, Ottawa University provides free undergraduate tuition at The College in Ottawa, Kansas, to recorded members of the tribe who are descendants of the Kansas Ottawa Indians.

The first building erected on campus, in the spring of 1869, was destroyed by fire in 1875; however, through generous support of the community, it was rebuilt in 1876. It stands today, appropriately named Taub Jones Hall. The first commencement was held in 1879, with the graduation of one student. Throughout the 140-year history, The College has enjoyed many changes and additions to become the beautiful campus it is today. In recognition of the growing demand for programs suited to the needs and learning styles of adults, the University opened its first adult campus in Kansas City in 1974. Additional campuses were opened in Arizona in 1977, Wisconsin in 1992 and Indiana in 2002. International programs in Hong Kong, Singapore and Malaysia were added in 1986. Ottawa University began its first graduate program in 1987 with the addition of the Master of Arts in Human Resources, offered at the Kansas City campus. It is now also offered at the Arizona campuses along with business administration, counseling and education. The online Master of Business Administration program was initiated in 2001. Campuses in Arizona, Kansas City and Wisconsin also have Teacher Professional Education Programs, providing courses for certified teachers.

## The Ottawa University Crest

The Crest of Ottawa University conveys the most important ingredients of its history and purpose. The Dome of Taub Jones Hall rises above the crest, just as it rises above the campus. John Tecumseh "Taub" Jones came to the Marais des Cygnes Valley, in which the Ottawa campus nestles, as an Indian interpreter, a leader among the area Indians who negotiated with the settlers for a "school." Through the years, the Dome frequently changed colors, as special occasions lent themselves to "expression" by various student groups, especially the seniors. Today, the dome displays a vibrant copper finish.

The Cross of Christ borders every segment of student life; it represents our Christian heritage, our continuing commitment and the hope for our future.

The Star depicts the clarity of the Kansas sky; many of the earlier settlers thought that the North Star could be seen more clearly in Kansas than in any other state. The belief is still true.

The Book signifies the Book of Knowledge; it represents both the Bible and the texts of the various courses. As one assimilates knowledge from these two sources, one experiences the school motto: *Veritas Vos Liberabit* (the truth will set you free).

The Swan illustrates the tranquil environment of the Marais des Cygnes Valley. The French word "cygnes" means swans.

The Arrowhead is symbolic of our Indian heritage; the University is named after the Ottawa Indians. We still honor our "agreements" with them by providing education for people in the tribe. Members of our athletic teams are known as the Braves.

Founded in 1865, Ottawa University is a comprehensive, not-for-profit educational institution affiliated with the American Baptist Churches USA. Ottawa's educational mission brings together a residential College in Ottawa, Kansas, and adult campuses in Overland Park, Kansas; Kansas City, Missouri; Phoenix, Mesa and Tempe, Arizona; Milwaukee, Wisconsin; and Jeffersonville, Indiana, along with multiple international instructional sites. Ottawa University has more than 8,500 students worldwide.

## OTTAWA UNIVERSITY AT-A-GLANCE

### The College

The campus in Ottawa, Kansas, is designed primarily for traditional 18-to-25-year-old students, although it attracts and serves nontraditional students as well. Students come from small towns and big cities throughout Kansas, the United States and the world. Students come to The College as first-time, first-year students and continue their education over the next four or five years. Other students transfer from community colleges or from other four-year institutions.

The College is situated on 64 beautiful acres abundant with trees. All Ottawa Braves home football games are played at Cook Field. Built in 1922, the field was named for the donor, A. L. Cook. The Stadium, which seats 1,100 fans and contains a well-designed press box and concession facilities, was built in 1973 with a donation from Dr. and Mrs. C. Omer West. The Dick Peters Memorial Sports Complex is home to The College's baseball, softball and soccer fields.

At Ottawa, we take a less traditional approach to liberal arts by focusing on skills development in addition to well-roundedness. Academic programs focus on expanding career options by helping students learn how to think, write, speak, reason, compute, analyze, and solve problems. The strong liberal arts program at Ottawa University prepares students to become leaders in all areas of the professional arena. Ottawa University graduates have served on the Federal Reserve Board, are CEOs of Fortune 500 companies, own their own businesses and are inventors, medical researchers, doctors, lawyers, teachers and ministers. A degree from Ottawa University prepares students to embark on whatever challenge lies before them. The College offers majors leading to baccalaureate degrees. The liberal arts program at The College is ideal for those students preparing to continue their education in graduate school. Since course requirements vary from one school to another, students interested in pre-law, pre-ministerial and pre-health care studies should seek academic advising from the appropriate advisor early in their academic career.

At The College, students build professional relationships with professors and classmates in a family atmosphere. Ottawa University boasts 30 student organizations on campus, as well as 13 different varsity athletics in National Association of Intercollegiate Athletics (NAIA) Division II. Community service is an integral part of the liberal arts education at The College, and students are encouraged to become a part of community service projects at every opportunity. Martin Luther King, Jr. holiday has been established as Community Service Day at Ottawa University—a day when the entire campus, student, faculty, staff, and administrators participate in a variety of community service projects. Projects undertaken on this day range from writing letters to service men and women, to working for various charitable organizations within the community, to assisting senior citizens with house cleaning chores and/or shopping for needed items, to cleaning up trash along our roadways.

## The College Facilities

### Administration Building

The Administration Building has been the focal point of both academic and administrative activity even prior to its opening in 1904 because the original building was rebuilt after a fire in 1902 left only the walls standing. The Administration Building houses several classrooms, academic departments, the Administration Auditorium and the following administrative offices: Admissions, Business, Provost for International and Online, Provost for The College, International Student Advisor, Registrar, Student Development, and Student Financial Services. The following academic departments are also

located in the Administration Building: Communication, Education, English, English for Speakers of Other Languages, Foreign Language, History and Political Science, Human Services, Psychology and Sociology.

### Athletic Facilities

Numerous facilities for recreational use are available to students, faculty and staff free of charge. The facilities are available during scheduled times with the exception of when they are reserved for athletic practices or special functions. The following facilities are available for student use:

Hull Center for Athletics – 21,000-square-foot facility, houses the Braves Hall of Fame, a health and wellness center, exercise physiology lab, football staff offices, athletic training facilities, multiple locker rooms, and much more.

Intramural Field – located in the Chapel/Martin Hall Quad. This field is available for football and softball.

Mabee Center – basketball courts, racquetball courts, tennis courts, walking and running.

Sand Volleyball Pits – located just west of Martin Hall, south of The Chapel and adjacent to the Mabee Center.

Wilson Field House – home of the Braves and the Lady Braves varsity basketball and volleyball teams.

### Atkinson Hall

Atkinson Hall is the home of the Music and Theatre Departments, faculty offices, theatre office, yearbook office, five classrooms and seven practice music rooms for student use. University Ringers (the five-octave hand-bell choir), Jazz Ensemble, Adelante Singers, and University Concert Choir all practice in Atkinson Hall.

### Behan Hall

Behan Hall, built in 1955, completely remodeled in 1991, is currently home to the Vera Wise Technology Center, Bemmels Broadcast Center, Office of Information Technology, academic faculty offices, and several classrooms. The Vera Wise Technology Center contains two computer labs for student use and the TechSkills center for information technology students.

#### Lab Hours:

Monday - Thursday	8:00 a.m. – 12:00 a.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	12:00 noon – 5:00 p.m.
Sunday	2:00 p.m. – 12:00 a.m.

### Mabee Center

The Mabee Center is a multipurpose sport practice facility that serves various facets of the physical education, recreation and athletic programs. Within the facility are two newly remodeled racquetball courts and two regulation-size basketball courts with goals. The floor is made of a special plastic woven material whose sections can be removed so that the attachments for a volleyball or tennis net can be assembled in a stable way. A batting cage is also available for set-up in

this facility. The building is used for intramurals, athletic practices, classes, and extracurricular activities.

## Mowbray Student Union

The Mowbray Union is the hub of activities for The College. The Union provides students, alumni, University employees and guests, a comfortable environment for a variety of activities and meetings as well as a place to relax or eat. Union facilities include the Dining Commons, Snack Bar, Copy Center, mailboxes, meeting rooms, Presidential Dining Room, Ottawa University Bookstore, Health Center, and the Mowbray Union office. The cafeteria offers a variety of foods available for each meal including main courses, salad bar, dessert bar, special features and fast food items.

## Myers Library and Mammel Art Center

Located in the Myers Library, the Mammel Art Center houses the Art Department, with a gallery and classrooms. The Mammel Art Center displays various projects and the works of all art students. The Myers Library serves the academic research needs of the campus, with more than 80,000 bound volumes, numerous periodical subscriptions, numerous audio and video tapes, and access to numerous electronic databases. The library's online catalog provides current information on book and periodical holdings. Students may also use the library-sponsored search tools and databases on the World Wide Web. Other services include interlibrary loan, photocopying and equipment check-out. Assistance is also available in using resource materials and developing research. The library also has computers available for student or public use, a quiet room and group study rooms.

### Library Hours:

Monday – Thursday	7:45 a.m. - 10:30 p.m.
Friday	7:45 a.m. - 4:30 p.m.
Saturday	1:00 p.m. - 5:00 p.m.
Sunday	2:00 p.m. - 10:30 p.m.

## Pomona Lodge

Ottawa University maintains a recreation building for personal and group use on the shore of Lake Pomona, a 4,000-acre lake built by the Army Corps of Engineers, 16 miles northwest of the campus. The lake area is a popular location for boating, camping, fishing, picnicking, and swimming.

Students may reserve the lodge through the Plant and Facilities Office. The facility has a large recreation room with fireplace, kitchen, outdoor barbecue grill, newly remodeled showers and restrooms, and sufficient chairs and tables for small groups. The lodge is available for use from April through November, free of charge to students. All University policies and procedures apply to the Pomona Lodge.

## Residence Halls

Bennett Hall, opened in 2000, has the capacity to house 152 men and women. Brown Hall, opened in 1968, has the capacity to house 158 men. Martin Hall, opened in 1947 and renovated in 1999, has the capacity to house 66 women.

## The Student Commons

The Student Commons, built in 1914, was used as a gymnasium until the Wilson Field House was built in the 1940s. The Commons then became the eating place for faculty and students. The Campus Bookstore and the University Health Center were located in the Commons as well. In 1963, the Mowbray Student Union was built and the cafeteria was moved to its present location within the Union. The Commons was then used for the next few years by the theater department to perform plays. The Commons in the mid sixties became the Women's Gym until the Mabee Center was built to its south. It then became the Wellness Center or weight room. The weight room, coaches' offices and locker rooms were moved to the Hull Center for Athletics after its completion. Today, the Student Commons house a game room where students can hang out and play air hockey, billiards, darts, foosball, and ping-pong. In addition to the games, the Student Commons will house televisions and furniture paid for by Student Senate. The College campus master plan calls for future renovations of this building.

## Tauy Jones Hall

The oldest building on campus, Tauy Jones houses the Office of the University President, Alumni Relations, Office of Human Resources, Office of University Advancement, Department of Enrollment Management, and the University-wide Business Office.

## University Chapel

The University Chapel, built in 1965, holds 1,200 people and displays the flags of 53 countries, representing the home countries of Ottawa University graduates. The chapel houses the Campus Ministries office, religion academic, and various classrooms in its east wing. The chapel is used for a variety of events, including Commencement and Baccalaureate services, the Presidential Lecture Series, music program events and ACE (Arts and Cultural Events) series presentations.

## Ward Science Hall

A majority of classes are held in Ward Science Hall, including the Department of Mathematics, Chemistry and Biology laboratories, and classrooms for most disciplines.

## Wilson Field House

The Wilson Field House, built in 1945, seats 1,500 spectators. In 1988, the original gym floor was replaced through the generous gift of alumni and friends. The lobby and upstairs offices were renovated in 2000 to house coaches for basketball, soccer, volleyball, baseball, and softball. The Braves and Lady Braves basketball games and the Lady Braves volleyball games are played in the Wilson Field House.

For additional information on The College, please contact: Ottawa University, Office of Admissions.

### OTTAWA UNIVERSITY

Office of Admissions

1001 South Cedar Street, # 17

Ottawa, KS 66067

Phone: 785-242-5200  
 Toll Free: 800-755-5200, #2  
 Fax: 785-229-1008  
[admiss@ottawa.edu](mailto:admiss@ottawa.edu)

## Adult Campuses

During the 1970s, many adults entered college; however, their access to higher education was limited by work and family responsibilities and difficulties getting to campus-based programs. Ottawa University established its first adult campus in 1974 to serve the educational needs of such students. The first campus opened in the Kansas City area. Ottawa has since expanded to Arizona, Wisconsin and Indiana, as well as multiple international instructional sites. Ottawa University recognizes what the adult brings to the classroom: self-motivation, knowledge from life and work experience, and an urgency to complete a degree in a timely manner.

Programs at the adult campuses are consistent with the educational philosophy and programs of The College and maintain the same high standards. Programs incorporate the University's insistence on quality in design and offerings, individual educational planning, service by full-time faculty advisors, an interdisciplinary approach, and emphasis on continuous self-education.

The significant difference between the adult campuses and The College lies in the flexibility of program offerings regarding location and schedule. Some courses can be completed in a few weeks, while others meet once per week for a longer period. Ottawa University offers programs leading to Bachelor of Arts, Master of Arts and Master of Business Administration degrees, as well as post-baccalaureate and post-master's programs at some campuses. Students may enter educational programs at various times throughout the year.

### Ottawa University's Kansas City campus, est. 1974

Kansas City is a metropolitan area about 45 minutes from The College in Ottawa, Kansas. Ottawa University opened its Kansas City campus in 1974 to meet the educational needs of adults. The campus is conveniently located at 4370 West 109th Street in Overland Park, just off Interstate 435 and Roe. The Kansas City campus offers eight undergraduate majors, a Master of Human Resources, a Master of Business Administration, graduate human resources certificate program, a post-baccalaureate teacher licensure program, a professional education program for teachers, and four online programs. Online programs include two undergraduate majors in health care management and management, as well as Master of Arts in Human Resources and Master of Business Administration.

The 18,000-square-foot campus houses eight classrooms, a computer lab, a conference room, three meeting rooms for students, student resource area, vending machines and the following student services and administrative offices: admissions, advising, registration, student financial services, and business.

Courses are also offered at Unity Village in Lee's Summit, Missouri. For additional information regarding Ottawa University's Kansas City campuses, please contact: Ottawa University, Office of Admissions.

### OTTAWA UNIVERSITY

Office of Admissions  
 4370 West 109th Street  
 Overland Park, KS 66211  
 Phone: 913-451-1431  
 Toll Free: 888-404-6852  
 Fax: 913-451-0806  
[admiss.kc@ottawa.edu](mailto:admiss.kc@ottawa.edu)

### Ottawa University's Arizona campuses, est. 1977

The Phoenix campus opened in 1977, responding to interests expressed by local American Baptists who welcomed Ottawa University into an area where private, church-related educational institutions were rare. Additional campuses in the Valley of the Sun opened in Tempe in 1989 and Mesa in 2000. Arizona campuses emphasize flexible scheduling, frequent course start dates and the delivery of educational resources at times and places accessible to adult learners.

Arizona offers 17 undergraduate majors, four graduate programs, a post-baccalaureate teacher certification program, a professional education program for teachers, and certificates of advanced graduate studies. A limited number of programs are also available online. During 2002, Ottawa University began offering an online Master of Business Administration program University-wide. Students may complete courses in a classroom setting, online or a combination of both. The 40,000-square-foot Phoenix campus is strategically located along the I-17 corridor between Peoria and Dunlap Avenues. The campus houses 23 classrooms, two computer labs, student resource area and vending machine area. Additional student services and administrative offices include admissions, advising, business office, registration, student financial services, and the Department of Education. The 17,700-square-foot Tempe campus is strategically located just off of the I-10 freeway at Elliot. The new campus opened in 2002 with 13 classrooms, a computer lab, vending area and conference rooms.

The Mesa campus is located just south of the intersection of I-60 and Superstition Springs Boulevard and houses six classrooms.

For additional information regarding Ottawa University's Arizona campuses, please contact: Ottawa University, Office of Admissions.

### OTTAWA UNIVERSITY

Office of Admissions  
 10020 North 25th Avenue  
 Phoenix, AZ 85021  
 Phone: 602-371-1188  
 Toll Free: 800-235-9566  
 Fax: 602-371-0035  
[admiss.az@ottawa.edu](mailto:admiss.az@ottawa.edu)

### Ottawa University's Milwaukee campus, est. 1992

In October 1992, Ottawa University opened a campus in the Milwaukee-metro area. Following the successful programs in Kansas City and Arizona, the Milwaukee campus was also designed to serve the educational needs of adult students. Conveniently located off of I-94 between Moorland and Barker Roads, the campus is situated one block south of Bluemound Road in Brookfield Corporate Lakes. The campus offers 11 undergraduate majors, nine minors, various concentration options, and a Master of Business Administration. The 9,486-square-foot campus includes 10 classrooms and the following student services and administrative offices: admissions, advising, registration, student financial services and business office. A vending area is available within the building.

For additional information regarding Ottawa University's Milwaukee campus, please contact: Ottawa University, Office of Admissions.

#### OTTAWA UNIVERSITY

Office of Admissions  
300 North Corporate Drive, Suite 110  
Brookfield, WI 53045  
Phone: 262-874-0200  
Toll Free: 866-228-4262  
Fax: 262-879-0096  
admiss.wi@ottawa.edu

#### Ottawa University's Jeffersonville campus, est. 2002

Opened in August 2002, Ottawa University's Jeffersonville, Indiana, campus is a short drive from anywhere in the Louisville, Kentucky, metropolitan area. Conveniently located off I-65, the primary north-south interstate connecting Indiana and Kentucky through Louisville, it serves the needs of adult students with four undergraduate majors: business administration, human resources, individualized and management. The Jeffersonville campus offers classroom space and the following student services: admissions, advising, registration, and student financial services.

For additional information regarding Ottawa University's Jeffersonville campus, please contact: Ottawa University, Office of Admissions.

#### OTTAWA UNIVERSITY

Office of Admissions  
287 Quarter Master Court  
Jeffersonville, IN 47130  
Phone: 812-280-7271  
Fax: 812-280-7269  
admiss.in@ottawa.edu

#### Ottawa University's International campuses, est. 1987

In 1987, Ottawa University opened its degree completion program in the Far East. Ottawa University's International Bachelor of Arts in Business Administration is designed to allow students with previous college academic studies to transfer credits into this degree completion program. Adults residing in Hong Kong, Malaysia and Singapore will have completed three years of acceptable college-level work and present transferable credit to be eligible for admission in the program.

All instruction is conducted in English by Ottawa University faculty and adjunct faculty who travel to the Pacific Rim to lead intensive study periods with students.

For additional information regarding Ottawa University's international program, please contact: Ottawa University, Office of Admissions.

#### OTTAWA UNIVERSITY

Office of International Programs  
1001 South Cedar Street, # 59  
Ottawa, KS 66067  
Phone: 785-242-5200  
Toll Free: 800-755-5200  
(US Residents Only)  
Fax: 785-229-1007

## LIBRARY

### Myers Library Overview

The Myers Library, located on the grounds of The College in Ottawa, Kansas, serves not only The College but also the adult campuses throughout the United States and the International Instructional Sites through the electronic delivery of many resources and services.

The Myers Library collection currently contains over 80,600 books and other printed materials, over 4,500 e-books, approximately 110 print periodical titles, nearly 15,000 periodical volumes, audiocassettes, videos, DVDs, and other multimedia materials. In addition, the library maintains subscriptions to 10 electronic databases that offer indexes, abstracts, full text of journals and other resources from leading information providers. Collectively these databases cover a wide range of academic disciplines including the arts, sciences, business, humanities, technology, human resources and education.

The library website <http://www.ottawa.edu/libraryservices.htm> is a centralized portal for library communications and services. The website provides students with access to the library catalog, hours of operation, subscription databases, online book orders, electronic books, web directories, search engines, specialized subject resource links, and bibliographic aids. Access to the library catalog, electronic databases, reference services, and other resources are available to students, faculty and staff via the Internet.

#### Myers Library Contact Information

Myers Library Address:  
1001 South Cedar Street, # 56  
Ottawa, KS 66067-3399  
Library Telephone Number:  
785-242-5200 or 800-755-5200  
Circulation Desk Extension:  
5444  
Library Director's Direct Extension:  
5445  
Library E-mail:

library@ottawa.edu  
 Interlibrary Loans E-mail:  
 jan.lee@ottawa.edu  
 Library Director's E-mail:  
 gloria.creeddikeogu@ottawa.edu

#### Regular Library Hours:

Monday – Thursday .....7:45 a.m. – 10:30 p.m.  
 Friday .....7:45 a.m. – 4:30 p.m.  
 Saturday .....1:00 p.m. – 5:00 p.m.  
 Sunday .....2:00 p.m. – 10:30 p.m.

#### Summer Library Hours:

Monday – Friday .....9:00 a.m. – 5:00 p.m.  
 Saturday .....CLOSED  
 Sunday .....2:00 p.m. – 6:00 p.m.

## Myers Library Vision

The vision of the Myers Library is to provide an environment, services and resources that support the educational goals and purposes of Ottawa University. To support its vision, the library and its staff are committed to the following:

- » Ensure that print, multimedia and electronic resources are responsive to curricular and academic program needs.
- » Provide materials that represent a diversity of cultural, ethical, philosophical, educational, and religious perspectives.
- » Provide reference and informational services that meet the needs of and enhance the education of students, staff and faculty.
- » Participate in the larger resource-sharing community.
- » Provide information literacy instruction, library instruction (formal bibliographic instruction and point-of-use instruction) and training about the ethical use of intellectual property/copyright.

## Library Services

The Myers Library currently serves students, staff and faculty at The College in Ottawa, Kansas. Students taking courses at other Ottawa University campuses are welcome to call or e-mail the library for library reference or database assistance. A list of library resources for each campus is located in the Web Resources list on the library website. These students may also contact the library to check out books owned by Myers Library and obtain photocopies of articles in print journals owned by the library.

## Interlibrary Loan Services

Interlibrary loan services are available to students at the Ottawa and Kansas campuses. Students may also contact their local libraries to inquire about Interlibrary Loan Services.

## The Myers Library Website

The Myers Library website provides students with access to the library catalog TauyCat, hours of operation, databases, information literacy tutorials and a variety of web research resources. The Myers Library website address is <http://www.ottawa.edu/libraryservices.htm>.

## Ask-a-Librarian

The Myers Library website link to Ask-a-Librarian is <http://www.ottawa.edu/libraryservices.htm>. Library reference services are available to students via e-mail through this service. Students can click on the Ask-a-Librarian link on the Myers Library website or e-mail the reference desk directly at library@ottawa.edu to request information. Librarians reply to e-mail reference requests within 48 hours.

## The Myers Library Catalog

The Myers Library Catalog, can be accessed from the library's website at. The catalog lists books available for checkout from the Myers

Library, as well as more than 4,500 e-book titles also available for two-day checkout.

## Ottawa University E-Book Collection

Access to Ottawa University's e-book collection is available to students through TauyCat, the Myers Library catalog. The catalog links users to [www.netlibrary.com](http://www.netlibrary.com), where they can sign up as Netlibrary members and check out e-books, a collection shared with several U.S. universities and colleges. Students must be on the Ottawa University network at initial sign-up for the Netlibrary e-book services. Thereafter, students can log in and use the e-book checkout and services from a home computer.

## Online Databases

The Myers Library provides access to the University's 10 online databases through the Myers' Library website at <http://www.ottawa.edu/libraryonlinedatabases.htm>. Several databases can be accessed from home. Students should contact their campus for additional information about library databases and for an ID and password to connect to databases from home.

Databases Available for Students at The College are:

**AccessScience:** Contains science and technology reference sources, full-text journal articles on numerous science subjects, scientist biographies, information about science in the news, Nobel prizes, and other resources related to science.

**American National Biography Online:** Premier biographical work on people from all eras who have influenced and shaped American history and culture. There are profiles of more than 18,000 men and women who are no longer living.

**BNA Human Resources Library:** Contains a wealth of information related to personnel management, labor relations, wages and hours law, federal regulations, fair employment law, and international HR.

**Britannica Online:** Contains 73,000 full-text articles and is easy to

search. It has basic and in-depth encyclopedia entries on a variety of subjects, a timeline browse feature, world atlas, and dictionary.

**EBSCOhost Premier:** Contains abstracts, as well as full text, for journals and magazine articles. Major databases include Academic Search Premier (coverage for most academic areas), PsychArticles, Regional Business News, and Business Source Premier.

**First Search:** First Search has been made available to Kansas libraries through a grant from the Kansas State Library. The 10 databases that are available contain abstracts and/or full-text journals and magazines on a wide range of topics, WorldCat, the OCLC union catalog for worldwide book holdings also contains web resources and a variety of other material resources.

**InfoTrac:** InfoTrac has been made available to Kansas libraries through a grant from the Kansas State Library. The database contains abstracts and full text for journals and magazines. Databases include Expanded Academic, ASAP, Business and Company ASAP, Informe, Computer Database, Health Reference Center, Academic National Newspaper Index, Business and Company Resource Center, and the Health and Wellness Resource Center.

**KanEd Databases:** KanEd provides Kansas residents with access to several databases. Kansas residents may get a Kansas Library Card at the Myers Library or through their local library, in order to access these databases.

**LexisNexis Academic Universe:** Contains full-text information on a variety of subject databases in the areas of business, medicine and law. This database also contains a substantial newspaper database that searches specialized news sources such as news transcripts, wires, and legal and university newspaper sources.

**PsychArticles:** Contains journal articles in full-text published by the American Psychological Association within the field of psychology and its related disciplines.

**SIRS Discoverer Deluxe:** A reference database for educators teaching grades K-9, with full-text articles and graphics. This database is useful to students enrolled in education courses.

#### Databases Available to Students at the Kansas City Campuses are:

**BNA Human Resources Library:** Contains a wealth of information related to personnel management, labor relations, wages and hours law, federal regulations, fair employment law, and international HR.

**EBSCOhost Premier:** Contains abstracts, as well as full text, for journals and magazine articles. Major databases include Academic Search Premier (coverage for most academic areas), PsychArticles, Regional Business News, and Business Source Premier.

**First Search:** First Search has been made available to Kansas libraries through a grant from the Kansas State Library. The 10 databases that are available contain abstracts and/or full-text journals and magazines on a wide range of topics, WorldCat, the OCLC union catalog for worldwide book holdings also contains web resources and a variety of other material resources.

**InfoTrac:** InfoTrac has been made available to Kansas libraries through a grant from the Kansas State Library. The database contains abstracts and full text for journals and magazines. Databases include Expanded Academic, ASAP, Business and Company ASAP, Informe, Computer Database, Health Reference Center, Academic National Newspaper Index, Business and Company Resource Center, and the Health and Wellness Resource Center.

**KanEd Databases:** KanEd provides Kansas residents with access to several databases. Kansas residents may get a Kansas Library Card at the Myers Library or through their local library, in order to access these databases.

**PsychArticles:** Contains journal articles in full-text published by the American Psychological Association within the field of psychology and its related disciplines.

#### Databases Available to Students at the Arizona, Jeffersonville, Milwaukee, and International Locations are:

**BNA Human Resources Library:** Contains a wealth of information related to personnel management, labor relations, wages and hours law, federal regulations, fair employment law, and international HR. This database is available to HR students in programs at Kansas City, Wisconsin, Arizona campuses. Each campus has an administrator for this database. Students can obtain passwords for this database from HR course instructors.

**EBSCOhost:** Contains abstracts, as well as full text, for journals and magazine articles. Major databases include Academic Search Elite (coverage for most academic areas), PsychArticles, MLA International Bibliography, Regional Business News, MLA Directory of Periodicals, and Business Source Elite (includes company records from Dun and Bradstreet). EbscoHost Premier is available to students on the Arizona, Wisconsin, Kansas City, and Jeffersonville campuses. Students should contact their campus office or the Myers Library for passwords.

**LexisNexis Academic Universe:** Contains full-text information on a variety of subject databases in the areas of business, medicine and law. This database also contains a substantial newspaper database that searches specialized news sources such as news transcripts, wires, and legal and university newspaper sources. LexisNexis is available to students on the Arizona, Wisconsin, Kansas City, Jeffersonville campuses. Students should contact their campus office or the Myers Library for passwords.

**PsychArticles:** Contains journal articles in full-text published by the American Psychological Association within the field of psychology and its related disciplines. This database is only available to students at the Arizona and Milwaukee sites.

## GENERAL POLICIES

### Services for Students with Disabilities

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability.

University programs and facilities are intended to be accessible to persons with disabilities.

Students must declare their disabilities and request related classroom accommodations by submitting a completed Accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. All disabilities-related issues concerning students are overseen by the University's ADA Coordinator.

### Nondiscrimination Statement – Students

Ottawa University is committed to equal opportunities for students and does not unlawfully discriminate in the recruitment of students on the basis of race, age, sex, color, religion, disability, national origin, or any other characteristic protected by law.

### Nondiscrimination Policy

Ottawa University is committed to equal opportunities for all prospective and current students. The University does not unlawfully discriminate in student recruitment activities, admission policies, academic policies, scholarship and loan programs, athletic and extracurricular services and programs, or other school-administered programs on the basis of race, age, sex, color, religion, disability, national origin, or any other characteristic protected by law.

Compliance with regard to nondiscrimination policies is the responsibility of each Campus Director/Provost, who will work in

conjunction with the University's Office of Human Resources. Individuals who believe they may have been discriminated against should contact their Campus Director/Provost or the University's Director of Human Resources.

### Family Educational Rights and Privacy Act

Annually, Ottawa University informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with FERPA concerning alleged failures by the institution to comply with the act. FERPA affords students certain rights with respect to their education records. They are:

- » The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit a written request to the provost, associate dean, registrar, or other designated official that identifies the record(s) to be inspected. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall refer the student to the correct official to whom the request should be addressed.
- » The right to request amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- » The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff). An official is also a person or company with whom the University has contracted (such as an attorney, auditor or collection agent). A school official is a person serving on the Board of Trustees or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in



performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her professional responsibility.

- » The right to file a complaint with the United States Department of Education concerning alleged failures by Ottawa University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U. S. Department of Education  
600 Independence Avenue, SW  
Washington, D.C. 20202-4605

The items listed in Categories I, II and III, below are designated as "Directory Information" and may be released for any purpose at the discretion of our institution. Under the provisions of FERPA, students have the right to withhold the disclosure of any or all the categories of directory information. Consider carefully the consequences of any decision to withhold any category of directory information, however, as future requests for such information from noninstitutional persons or organizations will be refused. Ottawa University will honor a request to withhold any of the categories listed below but cannot assume responsibility to contact you for subsequent permission to release them. Regardless of the effect upon the student, the institution

assumes no liability for honoring a student's instruction that such information be withheld.

#### Category I:

Name, address, telephone number, and e-mail address of student and parent. Dates of attendance, classification, course schedule, class lists, and photographs.

#### Category II:

Previous institution(s) attended; major field of study; awards, honors, degrees conferred (including dates).

#### Category III:

Past and present participation in officially recognized athletics and activities; physical factors (height, weight of athletes); date and place of birth. Additional information on policy and procedures may be found in the Student Handbook and/or in the Office of the Registrar.

## UNDERGRADUATE ADMISSION

### The College

#### Admission Application Process

Ottawa University is selective in offering admission to graduates of accredited high schools, colleges/universities. Admission is on a rolling basis. In order to be reviewed for admission, students are required to do the following:

1. Submit an application for admission. Applications may be obtained by calling the Office of Admission at 800-755-5200, #2. Applications are also available online at [www.ottawa.edu](http://www.ottawa.edu).
2. Submit scores for either the American College Testing Program (ACT) or Scholastic Aptitude Test (SAT). Scores should be submitted early in the senior year for high school students. Transfer students who took the ACT or SAT in high school should request that their scores be sent along with their high school transcript.
3. Submit an official transcript of high school work. A tentative admission decision can be made on the basis of partial transcript (any time after completion of the sixth semester) from the high school, although this decision is contingent upon successful completion of high school. It is highly recommended that a candidate's high school transcript reflect a sound college preparatory curriculum. Transcripts submitted by your high school must include grades for all completed courses, and a cumulative grade point average. The Kansas Board of Regents recommendation for college preparatory curriculum includes: 4 units of English, 3 units of Natural Sciences, 3 units of Mathematics, 3 units of Social Sciences, and 1 unit of Computer technology.
4. Official College Transcripts. (Transfer applicants and high school students seeking credit for college courses completed). Students should request that official copies of transcripts from all colleges/universities previously attended be sent directly to the Office of Admission.
5. Submit letters of reference. Although these are not required, their submission is encouraged.

### High School Student Admission Review Process

In order to be considered for admission, students must have taken the ACT or SAT test and have met two out of the three requirements below:

- » at least a 2.5 GPA on a 4.0 scale,
- » a score of 18 or higher on the ACT or 860 or higher on the SAT, and
- » be in the top 50% of their class.

### Early Action Program

The Early Action Program offers students who apply to Ottawa University by December 1 of their senior year, an early financial aid estimate, priority in housing selection, and timely notification of scholarships. Students who wish to participate in the Early Action Program should apply and be accepted before December 1 of their senior year. Please contact the Office of Admissions for a financial aid estimate form.

### Non-High School Graduates

Prospective students without a high school diploma can be admitted by taking the General Educational Development examination (GED). A GED certificate is received by students when they have passed the

examination. A GED score of 500 or better, is considered the equivalent of high school completion. Students wanting to be considered for university scholarships must submit standardized test scores (SAT 1 or ACT). Contact the Financial Aid Office for additional details.

## Transfer Students

Admission review process

Students must meet both requirements. Students who do not meet the requirements will be forwarded to the Admission Committee for review.

1. Have an Academic GPA of 2.0 or higher. The Academic GPA is determined by calculating all grades on the transcript EXCEPT those earned in remedial and varsity sport courses.
2. Have an Academic Earned-to-Attempted percentage of 70 or higher. Academic Earned-to-Attempted Percentage is calculated by dividing total number of credit hours earned by total number of credit hours attempted in all courses EXCEPT remedial and varsity sports courses.

## Home-Schooled Students

Ottawa University is a home-school friendly institution. In order to apply for admission and scholarship consideration at Ottawa University,

the Admission Committee requires home-schooled students to submit the following:

- » American College Testing Program (ACT) or Scholastic Aptitude Test (SAT),
- » All transcripts from all home school associations/schools attended, and
- » A sample of most recent written work/portfolio.

## Provisional Enrollment at The College

Students who have been unable to submit complete credentials by the beginning of the semester for which they have requested admission may be allowed to enroll on a provisional basis. Students with provisional enrollment must have all credentials filed in the Office of the Registrar no later than the end of the second week of class. Students on provisional status may not have any federal financial aid disbursed to them until all credentials have been received and evaluated to determine whether they meet satisfactory academic progress requirements.

## International Students at The College

### Admission Application Process

International students may apply for admission. To determine eligibility for admission, the following items must be submitted:

- » A completed Ottawa University Undergraduate Application Form.
- » A \$15 application fee.

- » Attested or official transcripts in English of all secondary schoolwork. A catalog or school bulletin describing courses taken and a grading scale used must accompany each transcript. Submit a copy of the secondary school diploma or certificate. Embassy-certified translations are normally accepted. However, Ottawa University may require applicants to use a specific translator or translation service.
- » Official transcripts from all previously attended colleges must be submitted for evaluation. It is highly recommended that a course-by-course evaluation of all post-secondary work be made (at the student's expense) by a credential evaluator approved by Ottawa University. College credit may be awarded based on the evaluation provided by the credential agency.
- » Official TOEFL (Test of English as a Foreign Language). A minimum TOEFL score of 550 on the paper based test and 213 on the computer based must be attained. To have ETS send your TOEFL score directly to Ottawa University, indicate 6547 in the institution code and 00 in the department code.
- » Submit the scores of standardized tests (i.e. SAT 1 or ACT). You will not be considered for Ottawa University scholarships without including scores from at least one of these tests.
- » If transferring from an accredited institution that has issued you an I-20, please complete the International Student Transfer Clearance Form which may be requested through the Office of Admissions. Students transferring from accredited institutions in the United States must meet the following requirements to be considered for admission. Students who do not meet these requirements will be forwarded to the Admission Committee.

## International Transfer Student

### Admission review process

International Students who are deemed a transfer student from an accredited institution in the United States will be reviewed for admission based on the following:

- » Have an Academic GPA of 2.0 or higher. The Academic GPA is determined by calculating all grades on the transcript EXCEPT those earned in remedial and varsity sport courses.
- » Have an Academic Earned-to-Attempted percentage of 70 or higher. Academic Earned-to-Attempted Percentage is calculated by dividing total number of credit hours earned by total number of credit hours attempted in all courses EXCEPT remedial and varsity sports courses.

### Documents Needed After Admission

(To generate the I-20 -application for student visa status)

- » Statement of Financial Support and official bank statement verifying your Statement of Financial Support information. You must document sufficient funds to cover first-year expenses at Ottawa University. Students will be required to pay the total amount due for each semester by the first day of classes.

When all academic documents mentioned above have been received, the Admission Committee will review the file. The student will be notified of the Committee's decision and your financial award, if applicable. Students will be expected to notify The College of their acceptance of the award and intention to enroll for the upcoming academic year. At this point, students will be sent housing and course registration information, which may be returned via mail, fax or email.

## I-20 Form

Students will be expected to send the Statement of Financial Support and official bank statements from parents or guardians in order for the institution to begin preparing the I-20 form. The I-20 form will be needed to obtain a student visa.

Estimated expenses for 2005 -2006 will be about \$20,342, to cover tuition, room, board, and student benefit fee. A minimum of another \$3,500 will be needed for books, health insurance, travel and personal expenses.

## Re-admission of Former Students at The College

A student who wishes to re-enter Ottawa University after a lapse of one academic semester or more must reapply to the Office of the Registrar for a reactivation of his/her file. Approval from the Office of Financial Services, Business Office, Dean of Student Services Office, and Office of the Registrar is required for readmission. Any student returning after two semesters of nonattendance becomes subject to the catalog and program in effect at the time of the student's re-entry.

## Admission Committee

The admission committee reviews applications from students who fail to meet minimum admission standards and makes recommendations relevant to their admission. This committee consists of faculty, staff and administrators appointed by the Provost.

## Program for Occasional Students

Persons desiring to receive instruction in any particular department of The College without being candidates for a degree may be admitted as occasional students, provided they can prove themselves qualified to pursue the studies of the department concerned. Occasional students are permitted to enroll for one course per semester in regularly scheduled courses at one-half of the normal per credit hour tuition rate. The occasional student tuition rate does not apply to directed study courses, advanced study courses, internships, TechSkills courses, summer school courses, or the student teaching semester. Admission to courses is allowed on a space-available basis, with priority given to full-time, degree-seeking students. Occasional students who have not already received a baccalaureate degree may not enroll for more than a total of 16 semester credit hours at the one-half tuition rate. If an occasional student decides to seek formal admission to Ottawa University's degree program, hours earned as an occasional student may be counted toward an Ottawa University degree. After formal admission, occasional students will be required to pay the regular tuition and fees as full-time, degree-seeking students. Semester credits earned as an occasional student may also be transferred to other colleges. Additional information as well as application forms may be obtained from the Office of Admissions.

## The College Visitation

Prospective students are encouraged to visit The College to meet faculty and students and to visit classes prior to making their decision. Members of the admission staff are available throughout the year. Office hours are from 8:00 a.m. to 5:00 p.m. on weekdays or by appointment on weekends. Students are invited to be guests of The College for meals and lodging during their visits. Arrangements should be made by contacting the Office of Admissions at least a week in advance of a proposed visit. Special events at The College, hosted by the Office of Admissions, give prospective students a chance to meet faculty, students and staff, and learn more about Ottawa University, the admission process and financial aid. When a campus visit is not possible, visits by our admission counselors can be arranged at the student's home, school or church.

## Adult Campuses

Ottawa University maintains a flexible admission policy for adult learners based on adult learning theory and practice. The admission process begins with an interview between the prospective student and the faculty advisor. Consideration is given to career/work experience, academic experience and other life experiences. In short, Ottawa University believes that recent achievement and the motivation to learn are more reliable indicators of academic success for adult learners than high school records or college courses taken many years ago. Consequently, standardized testing is not required for admission. In other words, the student and faculty advisor make up the admission committee. In addition to the interview, each applicant must submit the following information for admission:

- » Completed application form.
- » Application fee.
- » Documentation/verification of high school or GED completion if the student has no college transfer credit.
- » Official transcripts from all previous colleges and universities attended

Note: To officially transfer semester credits, transcripts must be sent directly to Ottawa University from previous institutions attended.

## International Instructional Sites

The Ottawa University Office of International Programs oversees programs in foreign countries. The Office is based at The College. Currently, the undergraduate Bachelor of Arts in Business Administration (BABA) degree completion program is offered at sites in Hong Kong, Malaysia and Singapore. Our Master of Business Administration (MBA) may be offered online. Ottawa University welcomes students of every nationality regardless of racial, religious, ethnic or cultural background. Admission decisions are based solely on the academic qualifications of applicants.

## English Requirements

All international undergraduate and graduate students at Ottawa University are required to demonstrate proficiency in English.

Proficiency can be demonstrated by submitting or scheduling one of the following evaluation processes:

- » TOEFL score of 550 or higher on the paper-based TOEFL.
- » Completion of TOEFL score of 213 or higher on the computer-based TOEFL.
- » Completion IELTS overall band score of 6.0 or higher.
- » Completion of at least 30 transferable semester credit hours at a U.S. college or university.
- » Interview with an Ottawa University faculty member.
- » A 250-word statement of professional goals and confirmation in Proseminar, the first liberal arts studies course to be taken by an international student.

## Application Information

In order to make application to the Ottawa University International Program, the following must be submitted:

- » A completed International Programs application form.
- » A passport-size photograph attached to the application form.
- » Official copies in English of all transcripts from all secondary schools, colleges or universities attended.
- » A 250-word statement of professional goals.
- » A nonrefundable fee as applicable\*.

\*Application fees vary from country to country. Please contact the Office of International Programs.

## Admission Categories

Evaluation of application and review of transcripts determines the admission category for undergraduate programs. The admission categories are the following:

- » Full Admission: Applicant is admitted to Ottawa University and has met the necessary requirements for admission to the University degree program. Student may register and begin the degree program.
- » Provisional Admission: Applicant is admitted to Ottawa University with the provision that he/she eventually meets the necessary graduation requirements. The student is able to register and begin the program.
- » Pending Due to More Information Needed: Applicant is not admitted to Ottawa University due to missing essential information or documentation. The local representative and applicant are notified in writing as to what information is needed. Applicant cannot begin the program when status is pending.
- » Deferred: Applicant cannot begin the program with a pending status. The local representative and applicant are notified in writing.

## Undergraduate Transfer Credit Policies

Ottawa University values a student's previous coursework and is concerned that no student be penalized in the process of transferring. The following policies affect transfer students:

- » All courses completed successfully at regionally accredited institutions of higher education are accepted at face value. Coursework is transferred as if it had been taken at Ottawa University. Semester credit hours are given for all passing grades, including D's. Semester credit hours are not, however, transferred for participation in varsity sports, remedial or developmental courses. Students must request that official transcripts from all colleges and universities attended be sent to the registrar at their Ottawa University campus.
- » Work completed successfully at other, selected institutions, is accepted according to university policy and requires official transcripts be sent to the registrar at their respective campus.

## Other Sources of Credit

Ottawa University values the student's previous academic, professional and community experiences. In addition to direct transfer of semester credit hours earned from accredited institutions, students may earn semester credit hours through other options.

## Credit by Examination

Semester credit hours are awarded for the successful completion of examinations from approved national testing programs, including Advanced Placement (AP), Berlitz, College-Level Examination Program (CLEP), Excelsior College, DANTES, and International Baccalaureate (IB). Semester credit awards are based on recommendations of the American Council of Education (ACE), wherever applicable. Students who seek to transfer credit by examination must request that official score reports be sent directly to the registrar at their Ottawa University campus.

## Credit by Evaluation

Credits recommended from the American Council of Education (ACE) for noncollegiate training programs transfer directly, provided that the student submits official documentation of completion to the registrar at the student's Ottawa University campus.

Ottawa University has evaluated various instructional programs that are not currently evaluated by ACE but demonstrate the academic outcomes and rigor expected in college-level learning and are applicable to Ottawa University programs. Examples include health care and other professional training programs.

## Military Credit

Ottawa University transfers directly all associate and baccalaureate credit evaluated by the ACE as defined in the Guide to Evaluation of Educational Experiences in the Armed Forces. Students requesting evaluation of military training must provide original documentation to

the registrar at their Ottawa University campus. The documents will be photocopied and the originals returned to the student. The following are acceptable source documents for military credit evaluation: DD-214 Transfer or Discharge Papers; DD-295 Military Evaluation of Educational Experiences; AARTS Army/American Council on Education Registry Transcript System (transcripts are available for service on/after October 1, 1981; students must request the transcript on form DD-5454); Certificate of Course Completion for a Military Occupational Specialty (MOS).

### Credit by Assessment

Ottawa University is committed to recognizing the educational importance of prior learning that has been accomplished, whether that learning was achieved through a traditional classroom or through the self-motivation of the student in settings other than the classroom.

Through the credit by assessment process, students may apply for semester credit hours for learning from formal or semiformal training, work experience or non-work-related experiences by writing a learning portfolio. The portfolio includes reflective statements about the learning experience and outcomes, analyzes the learning in terms of competencies, documents the learning with supportive evidence, relates the learning to the degree program, and assesses the learning for academic semester credit. The student is guided through this endeavor through a course on experiential learning and a close working relationship with a faculty advisor.

### Transcript Classifications

Ottawa University has three transcript divisions: undergraduate, graduate and professional education. A separate grade point average is calculated for each.

The undergraduate transcript reflects coursework taken by students (degree-seeking and non-degree-seeking) who do not hold a bachelor's degree and students who are pursuing Teacher Certification/Licensure.

The graduate transcript reflects coursework taken by students (degree-seeking, non-degree-seeking and CAGS) enrolled in master's level courses.

The professional education transcript reflects graduate-level professional development and recertification courses.

### Course Numbering System

In general, the courses are numbered as follows:

- 10000 to 29999 are first-year and sophomore-level courses.
- 30000 to 49999 are junior- and senior-level courses.
- 51000 to 69999 are upper-division/graduate professional education courses.
- 7001 to 8993 are graduate-level courses.

### Undergraduate Degree-Seeking Student Classifications

Student classification is determined by the number of semester credit hours earned through coursework as transfer semester credit hours or both. The levels are as follows:

- 1-23 semester credit hours First Year
- 24-53 semester credit hours Sophomore
- 54-91 semester credit hours Junior
- 92+ Senior

### Special Students

Students who desire to receive instruction in a particular academic division without being a candidate for a degree are welcomed at Ottawa University. They may enroll for semester credit hours in regularly scheduled courses on a space available basis. Please check with your campus for any special conditions regarding tuition rates, financial aid or semester credit limitations that may apply.

## COURSE LOAD

### The College (Semester Term)

#### Undergraduate Coursework

Full-time 12 semester credit hours and up  
Part-time less than 12 semester credit hours

### The College (Summer Term)

#### Undergraduate Coursework

Full-time 6 semester credit hours and up  
Part-time less than 6 semester credit hours

### Arizona, Jeffersonville, Milwaukee and Kansas City Campuses (8-Week Terms)

#### Undergraduate Coursework

Full-time 6 semester credit hours and up  
Part-time less than 6 semester credit hours

### International Instructional Programs

#### Undergraduate Coursework

Full-time 6 semester credit hours and up  
Part-time less than 6 semester credit hours

### All Graduate Programs (12-Week Terms)

Full-time 6 semester credit hours and up  
Part-time less than 6 semester credit hours

## EXPENSES

### Charges, Payment Plan and Penalties

Ottawa University reserves the right to adjust any and all charges, including tuition, room, board, and fees, at any time deemed necessary.

## The College

### Prepayment – New Students

To confirm an offer of admission, an enrollment deposit of \$150 is required of which the \$100 enrollment fee is credited to the student's account at the time of graduation or at the time of withdrawal from the University, provided all bills are paid and all campus equipment or property is returned to the University in good condition and \$50 is applied as a non-refundable Housing Reservation fee. For off-campus students, the enrollment deposit is \$100.

### Prepayment – Returning Students

Returning students are required to pay a deposit of \$25 prior to the April 1 deadline to reserve a room in University housing. The full amount is applied to charges.

### Estimated Cost of Attending (2005-2006)

#### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

	<u>Semester</u>	<u>Year</u>
12-18 semester credit hours		
Tuition .....	\$ 7,250 .....	\$14,500
Fees .....	\$ 150 .....	\$ 300
Less than 12 semester credit hours		
Tuition .....	\$ 485 per semester credit hour	
More than 12 semester credit hours		
Tuition .....	\$ 400 per semester credit hour for each additional hour over 18, plus base tuition for semester noted above.	

#### Estimated Cost of Room and Board

The following are estimated for the 2005-2006 academic year:

#### Residence Hall Charges

	<u>Semester</u>	<u>Year</u>
Double Occupancy – Martin Hall and Bennett Hall	\$1,200	\$2,400
Single Occupancy – Martin Hall and Bennett Hall	\$1,800	\$3,600
Double Occupancy – Brown Hall	\$1,050	\$2,100
Single Occupancy – Brown Hall	\$1,650	\$3,300
Apartments – Martin Hall and Bennett Hall	\$1,350	\$2,700

Guaranteed single rooms may be available for an additional fee.

#### Board Charges Semester Year

	<u>Semester</u>	<u>Year</u>
19 Meal Plan .....	\$1,571 .....	\$3,142
14 Meal Plan .....	\$1,571 .....	\$3,142
	(\$70 Munch Money)	

9 Meal Plan .....

\$1,571 .....	\$3,142
(\$125 Munch Money)	

5 Meal Commuter Plan .....

\$675 .....	\$1,350
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### Estimated Cost of Books and Supplies

Students can expect to pay from \$400 to \$500 per semester for books and supplies depending on the courses taken. Books and supplies may be purchased from the Ottawa University Bookstore.

### Estimated Cost of Personal Expenses

Students can expect to pay \$500 per semester for personal items.

### Estimated Transportation Costs

Domestic commuting students can expect to pay \$250 per semester for transportation costs.

### Estimated Additional Costs

Additional costs, such as those associated with courses, are identified on the schedule of courses. Course fee information is as complete and accurate as possible at the time the course schedules are completed. Ottawa University reserves the right to amend, add or delete fees associated with courses offered. See Special Fees on page 39.

### Special Enrollment Tuition Rates

#### Occasional Student Tuition Rate

The occasional student tuition rate is for a student enrolled in no more than one course each semester (excluding student teaching and summer school). This rate is charged one-half the current per semester credit hour tuition rate. Occasional students are not degree seeking.

#### Teacher Certification Tuition Rate

The teacher certification tuition rate is for students who are seeking teacher certification only. These students have already earned a bachelor's degree. This excludes student teaching and summer school. The Student Benefit Fee applies.

#### Audit Tuition Rate

Audit tuition rate is \$50 per credit. Students must have the consent of the instructor. Official transcripts are not available for audited courses.

\*Please note: Students enrolled under these special enrollment tuition rates may not be eligible for financial aid.

### Summer Session Charges

The rates for summer course offerings are lower than the rate charged for the regular academic year. Student activities and student services are operated on a reduced level. Financial aid may be available when attending summer session. Please contact the Department of Financial Aid for more information. Special tuition rates for occasional students are not applicable for summer courses. Students registering for courses as an audit must take note: during the summer sessions, courses taken under these options must already have met the minimum enrollment requirement of eight students.

## Guidelines for Payment of Tuition, Fees and Other Charges to The College

A student account statement of semester charges, less any financial aid, is provided to the student at registration. The balance due is reflected on the student account statement. The University offers two payment options for students:

- » Tuition, fees, room, board, and other applicable charges are all due at the time of registration. The student must have made satisfactory payment arrangements through the Department of Financial Aid or Business Office.
- » A student may enroll in a University-approved payment plan administered by an outside agency. The plan provides a way for the student to begin payments in July, before registration, without being charged any interest if the account is paid in full by November 1 for the fall semester and by April 1 for the spring semester. The service requires an administrative fee to be paid to the agency with the initial payment. Students also should bring enough money to registration to purchase books and supplies. Student negligence debts (fines, property damage or loss, assessed fees) may be added to a student's account and are to be paid within the University's guidelines.

Registration for a new semester of courses is not allowed until a student's account for the previous semester is paid. Diplomas, transcripts and other records are not to be released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

## Special Fees

Special fees apply in the following categories:

### Enrollment Fee

This fee may be refunded upon graduation or withdrawal from the University provided all bills are paid and all campus equipment or property is returned to the University in good condition.

### Replacement of Lost ID Fee

A \$25 fee is assessed for each replacement of a student ID card.

### Student Benefit Fee

This fee is used to purchase new computers for student use in the Academic Computing Lab, as well as to provide equipment for other facilities. The Student Senate makes decisions regarding the allocation of the Student Benefit Fee funds. The supervision of these expenditures is the responsibility of the Budget Committee of the Student Senate. The Student Senate makes decisions regarding the allocation of the Student Benefit Fee funds including the distribution of funds requested by student organizations. Past recipients to benefit from student fees include the library, Wellness Center, Alpha Psi Omega, Black Student Union, CFA, Education Club, Inter-Club Council, Student Activity Fee (SAF), Student Senate, and the Whole Earth Club.

The student's account is adjusted to reflect the increased fee when students add courses. No refunds of this fee can be given after registration.

The following schedule is adhered to regardless of the tuition rate being charged:

Semester Credit Hours Enrolled	Semester Fee
1 - 5	No fee
6 - 8	\$ 75
9 - 11	\$ 110
12 +	\$ 150

### Late Registration Fee

For late registration, the fee is \$50. This fee applies to those students who register after 5:00 p.m. on the day of registration or on the last day if registration is scheduled for more than one day. No refunds are made for late registration fees assessed.

### Private Music Instruction Fee

The private music instruction fee in voice, piano, organ, string, or band instruments is \$250 per semester. Private instruction normally consists of 12 30-minute private lessons per semester. Use of the practice rooms is included in the above charge.

### Student Teaching Fee

Students having a practice teaching assignment (EDU 41027 Student Teaching: Elementary or EDU 42027 Student Teaching: Elementary and/or EDU 41037 Student Teaching: Secondary or EDU 42037 Student Teaching: Secondary) pay an additional fee of \$160 for added coordination expenses. Special placement of student teachers may result in a higher charge.

### Graduation Fee

The University assesses a graduation fee of \$100 at the time the student registers for LAS 42515 Writing: Applying the Disciplines. This fee covers the cost of graduation (diploma, diploma cover, cap, gown, etc.) for seniors.

### Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

### Administrative Fee

An administrative fee of \$100 is assessed to students who register for courses but fail to attend class. This administrative fee is assessed the first day of class each semester.

### Returned Check Charge

The University accepts checks in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment of an obligation. No post-dated checks are accepted. Checks are not to

be held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

### Penalties for Collection

Penalties for collection of an unpaid balance on a student account may be assessed up to 40 percent of the unpaid balance due.

## Arizona Campuses

### Prepayment

#### Non-Refundable Application Fees (One-Time Fee):

Undergraduate .....	\$ 50
Graduate .....	\$ 60

### Estimated Cost of Attending (2005-2006)

#### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

#### Undergraduate Tuition Per Semester Credit Hour

Undergraduate .....	\$295
Undergraduate – Online .....	\$300
Undergraduate – Directed Study .....	\$345
Credit by Assessment .....	\$ 50
	(per credit hour claimed)

#### Graduate Tuition Per Semester Credit Hour

Education .....	\$300
Human Resources/Business Administration/ Psychology/Counseling .....	\$330
Online Business Administration/ Human Resources .....	\$425
Online Education .....	\$375
Professional Education Program .....	\$120
	classroom; \$130 computer

### Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course being taken. Most books are purchased by the student through an online supplier.

### Special Enrollment Tuition Rates

#### Audit Tuition Rate

Audit tuition rate is \$50 per credit. Students must have the consent of the instructor. Official transcripts are not available for audited courses. \*Please note: Students enrolled under these special enrollment tuition rates may not be eligible for financial aid.

## Guidelines for Payment of Tuition, Fees and Other Charges to Arizona Campuses

The University offers two payment options for students:

- » Tuition, fees and other applicable charges are all due at the time of registration. The student must have made satisfactory payment arrangements through the Department of Financial Aid or Business Office.
- » The student may enroll in a University-employer reimbursement deferred payment plan. The plan provides a way for the student to defer payments until 45 days after the end of the term. The service does require a non-refundable administrative fee of \$45 to be paid to the University along with registration and any charges in excess of a student's employer reimbursement eligibility. Registration for a new term of courses is not allowed until a student's account for the previous term has been paid. Diplomas, transcripts and other records are not released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

### Special Fees

Special fees apply in the following categories:

#### Late Registration Fee

For late registration, the fee is \$20 per course. Courses are closed when the maximum enrollment is reached. No refunds are made for late registration fees assessed.

#### Graduation Fee

The University assesses a graduation fee of \$100 at the time the student registers for LAS 45012 Graduation Review. These fees cover the cost of graduation (diploma, diploma cover, cap, gown, etc.) for graduating students.

#### Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

#### Returned Check Charge

The University accepts a check in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment of an obligation. No post-dated checks are accepted. Checks are not held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

#### Student Account Balances

Students with outstanding balances are sent to collections if payment is not met in the agreed upon timeframe. Penalties for collection of an unpaid balance on a student account may be assessed up to 40 percent of the unpaid balance due.



## Kansas City Campus

### Prepayment

#### Non-Refundable Application Fees (One-Time Fee):

Undergraduate .....	\$ 40
Graduate .....	\$ 50
Professional Education Program .....	\$ 15

### Estimated Cost of Attending (2005-2006)

#### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

#### Undergraduate Tuition Per Semester Credit Hour

Undergraduate .....	\$295
Undergraduate – Online .....	\$325
Credit by Assessment .....	\$ 50
(per credit hour claimed)	

#### Graduate Tuition Per Semester Credit Hour

Human Resources/Business Administration .....	\$400
Human Resources – Online .....	\$425
Business Administration – Online .....	\$425
Professional Education Program .....	\$115

### Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course being taken. Most books are purchased by the student through an online supplier. \*PEP students will receive materials and books on the first day of class.

### Special Enrollment Tuition Rates

#### Audit Tuition Rate

Audit tuition rate is \$50 per credit. Students must have the consent of the instructor. Official transcripts are not available for audited courses. \*Please note: Students enrolled under these special enrollment tuition rates may not be eligible for financial aid.

#### PEP Audit Tuition Rate

PEP audit tuition rate is \$50 per credit. Students must have the consent of the instructor. Official transcripts are not available for audited courses. \*Please note: Students enrolled under these special enrollment tuition rates may not be eligible for financial aid.

### Guidelines for Payment of Tuition, Fees and Other Charges to the Kansas City Campus

A student account statement of term charges, less any financial aid, is provided to the student at registration. The balance due is reflected on the student account statement. The University offers two payment options for students:

- » Tuition, fees and other applicable charges are all due at the time of registration. The student must have made satisfactory

payment arrangements through the Department of Financial Aid or Business Office.

- » The student may enroll in a University-employer reimbursement deferred payment plan. The plan provides a way for the student to defer payments until 45 days after the end of the term. The service requires a non-refundable administrative fee of \$45 to be paid to the University with registration and any charges in excess of a student's employer reimbursement eligibility. Registration for a new term of courses is not allowed until a student's account for the previous term has been paid. Diplomas, transcripts and other records are not released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

### Special Fees

Special fees apply in the following categories:

#### Student Teaching Fee

Students having a practice teaching assignment (EDU 49001 Elementary Student Teaching I, EDU 49002 Elementary Student Teaching II and EDU 40933 Reflective Teaching) pay an additional fee of \$175 for added coordination expenses. Special placement of student teachers may result in a higher charge.

#### Graduation Fee

The University assesses a graduation fee of \$100 at the time the student registers for LAS 45012 Graduation Review. These fees cover the cost of graduation (diploma, diploma cover, cap, gown, etc.) for graduating students.

#### Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

#### Returned Check Charge

The University accepts a check in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment of an obligation. No post-dated checks are accepted. Checks are not held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

#### Student Account Balances

Students with balances are sent to collections if payment is not met in the agreed upon timeframe. Penalties for collection of an unpaid balance on a student account may be assessed up to 40 percent of the unpaid balance due.

## Jeffersonville Campus

### Prepayment

#### Non-Refundable Application Fees (One-Time Fee):

Undergraduate . . . . .	\$ 40
Credit by Assessment . . . . .	\$ 50
	(per credit hour claimed)

### Estimated Cost of Attending (2005-2006)

#### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

#### Undergraduate Tuition Per Semester Credit Hour

Undergraduate . . . . .	\$265
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#### Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course being taken. Most books are purchased by the student through an online supplier.

### Guidelines for Payment of Tuition, Fees and Other

#### Charges to the Jeffersonville Campus

A student account statement of term charges, less any financial aid, is provided to the student at registration. The balance due is reflected on the student account statement. The University offers two payment options for students:

- » Tuition, fees and other applicable charges are all due at the time of registration. The student must have made satisfactory payment arrangements through the Office of Financial Services or Business Office.
- » The student may enroll in a university employer reimbursement deferred payment plan. The plan provides a way for the student to defer payments until 45 days after the end of the term. The service requires a non-refundable administrative fee of \$45 to be paid to the University with registration and any charges in excess of a student's employer reimbursement eligibility. Registration for a new term of courses is not allowed until a student's account for the previous term has been paid. Diplomas, transcripts and other records are not released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

### Special Fees

Special fees apply in the following categories:

#### Graduation Fee

The University assesses a graduation fee of \$100 at the time the student registers for LAS 45012 Graduation Review. These fees cover the cost of graduation (diploma, diploma cover, cap, gown, etc.) for graduating students.

### Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

### Returned Check Charge

The University accepts a check in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment of an obligation. No post-dated checks are accepted. Checks are not held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

### Student Account Balances

Students with outstanding balances are sent to collections if payment is not met in the agreed upon timeframe. Penalties for collection of an unpaid balance on a student account may be assessed up to 40 percent of the unpaid balance due.

## Milwaukee Campus

### Prepayment

#### Non-Refundable Application Fees (One-Time Fee):

Undergraduate . . . . .	\$ 40
Graduate . . . . .	\$ 50

### Estimated Cost of Attending (2005-2006)

#### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

#### Undergraduate Tuition Per Semester Credit Hour

Undergraduate . . . . .	\$270
Directed Study . . . . .	\$320
Credit by Assessment . . . . .	\$50
	(per credit hour claimed)

#### Graduate Tuition Per Semester Credit Hour

Business Administration . . . . .	\$400
Business Administration – Online . . . . .	\$425
Directed Study . . . . .	\$450
Professional Education Program . . . . .	\$175

#### Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course being taken. Most books are purchased by the student through an online supplier.

### Special Enrollment Tuition Rates

#### Audit Tuition Rate

Audit tuition rate is \$50 per credit. Students must have the consent of the instructor. Official transcripts are not available for audited courses.

\*Please note: Students enrolled under these special enrollment tuition rates may not be eligible for financial aid.

## Guidelines for Payment of Tuition, Fees and Other Charges to the Milwaukee Campus

A course confirmation is mailed to the student prior to the start of the term. An account statement of term charges, less any financial aid, is provided to the student two weeks after registration. The balance due, if any, is reflected on the student's statement. The tuition payment is due in full the first week of the term net of financial aid.

Registration for a new term of courses is not allowed until a student's account for the previous term has been paid. Diplomas, transcripts and other records are not released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

## Special Fees

Special fees apply in the following categories:

### Graduation Fee

The University assesses a graduation fee of \$100 at the time the student registers for LAS 45012 Graduation Review. This fee covers the cost of graduation (diploma, diploma cover, cap, gown, etc.) for graduating students.

## Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

## Returned Check Charge

The University accepts a check in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment of an obligation. No post-dated checks are accepted. Checks are not held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

## Student Account Balances

Students with outstanding balances are sent to collections if payment is not met in the agreed upon timeframe. Penalties for collection of an unpaid balance on a student account may be assessed up to 40 percent of the unpaid balance due.

## International Instructional Sites

### Prepayment

#### Non-Refundable Application Fees (One-Time Fee):

Undergraduate . . . . . \$ 25

## OTTAWA UNIVERSITY FEES AT-A-GLANCE

	Arizona	Kansas	Wisconsin	Indiana	International	The College
Undergraduate Application Fee (One Time Fee)	40	40	40	40	25	15
Graduate Program Application Fee (One Time Fee)	50	50	50	—	—	—
Professional Education Application Fee	—	15	—	—	—	—
Late Registration Fee – Per Course	20	—	—	—	—	50
Employer Deferment Fee	45	45	—	45	—	—
Graduation Fee – Undergraduate	100	100	100	100	—	—
Graduation Fee – Graduate	100	100	100	—	—	—
Add/Drop Fee	20	—	—	—	—	—
Returned Check Fee	25	25	25	25	25	25
DANTES Testing Fee	120	120	120	120	120	120
Course Audit Fee(Per Semester Credit Hour)	50	50	50	—	—	50 per course
PEP Audit Tuition Fee	—	25	—	—	—	—
Credit by Assessment – \$ 50 per semester credit hour claimed (Claimed Per Semester Credit)	50	50	50	50	—	—
MA Counseling COMPS Fee	145	—	—	—	—	—
Student Teaching Fee	125	175	—	—	—	160
Enrollment Fee	—	—	—	—	—	100
Housing Reservation Fee	—	—	—	—	—	50
Lost ID Fee	—	—	—	—	—	25
Student Benefit Fee	—	—	—	—	—	150

## Estimated Cost of Attending (2005-2006)

### Estimated Tuition and Fees

The following are estimated for the 2005-2006 academic year:

Hong Kong Meeting 1 .....	\$2,190
Hong Kong Meeting 2-5 .....	\$1,690
Malaysia Meeting 1 .....	\$1,900
Malaysia Meeting 2-5 .....	\$1,400
Singapore Meeting 1 .....	\$2,000
Singapore Meeting 2 .....	\$1,680
Singapore Meeting 3-4 .....	\$1,600
Singapore Meeting 5 .....	\$1,120

### Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course being taken.

### Guidelines for Payment of Tuition, Fees and Other Charges to International Instructional Sites

The student account balances must be paid to the partner prior to the start of the course. Registration for a new term of courses is not allowed until a student's account for the previous term has been paid. Diplomas, transcripts and other records are not released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

### Special Fees

Special fees apply in the following categories:

#### Diploma Fee

The University assesses a diploma fee of \$50 at the time the student registers for the fifth meeting of undergraduate courses. For graduate students, the diploma fee is charge a the time the student registers for their last module. The fee covers the cost of graduation diploma, diploma cover, etc.)

#### Transportation Fee

A fee of \$100 is assessed when the student enrolls for the fifth meeting to be held at The College. This covers transportation to the various tours taken while in the United States for the final meeting prior to graduating.

#### Transcript Fee

A transcript may be issued after receipt of written consent from the student and after assuring the student has paid all financial obligations to the University. A fee is only assessed for "special handling" such as "rush" or fax requests for transcripts.

#### Returned Check Charge

The University accepts a check in payment of an obligation. If the student has had checks returned in the past or the student cannot be properly identified, the University refuses to accept a check in payment

of an obligation. No post-dated checks are accepted. Checks are not held for deferred deposit. A returned check fee of \$25 is assessed for all returned checks.

## BOOKSTORE

### The College

The Ottawa University Bookstore, is located near the east entrance of the Mowbray Student Union, and offers textbooks and a wide variety of supplies, clothing and sundry items. Store hours are 9:00 a.m. to 4:00 p.m., Monday through Friday and on Saturdays during events held at The College. Textbooks are available for students at the beginning of each semester and may be returned during finals at the end of both the fall and spring semesters.

### Adult Campuses

Textbook purchases can be made via the Ottawa University website. Ottawa University merchandise is available for purchase at each campus or through Ottawa's website. Please contact your local campus for more information.

### International Instructional Sites

Please contact your international instructional site for more information.

## FINANCIAL AID

Many students find it necessary to obtain financial assistance to attend Ottawa University. Recognizing this need and desiring to see every qualified student attend, Ottawa University offers each applicant a total financial planning service. The types of financial aid available may vary by student and location. In addition, many sources of financial aid administered by Ottawa University are controlled by governmental agencies external to the University. The following information is correct at the time of printing and subject to change. The Department of Financial Aid assists a large percentage of Ottawa University students. Consideration that is fair and equitable can only be given after the student has submitted the proper application documents to determine eligibility. Students are urged to submit an application well in advance of registration dates, as processing the paperwork may require several weeks. The priority application deadline for students attending The College is March 15 for the following fall semester. Applying by this deadline will assure the student of consideration for all types of aid. There is no application deadline for students attending the adult campuses. Students must promptly respond to requests for additional documents and forms to allow the staff in the Department of Financial Aid time to process applications.

Aid is awarded on the basis of financial need (except for unsubsidized Stafford and PLUS Loans). When a student applies for federal student aid, the information reported is used in a formula, established by the U.S. Congress, that calculates the expected family contribution (EFC),

which is the amount the student and family are expected to contribute toward the student's education.

The Federal Methodology (FM) indicates the amount student and family are expected to contribute toward the student's education. It includes factors such as taxable and nontaxable income, assets (savings, etc.), benefits (Social Security or unemployment insurance), and the number of family members in college. The amount calculated is subtracted from the cost of attending Ottawa University, yielding the financial need. Students may receive a booklet describing the formula in detail by writing to:

Federal Methodology  
Federal Student Aid Programs  
P.O. Box 84  
Washington, D.C. 20044  
Or call 800-4-FED-AID

The EFC is used in an equation to determine the student's financial need:

Cost of Attendance  
- Expected Family Contribution (determined by FM)  
= Financial Need

## Financial Need

The Department of Financial Aid calculates the cost of attendance (COA) and subtracts the amount the student and family are expected to contribute toward that cost (EFC). The difference is considered to be the financial need of the student. In determining financial need, all other aid expected to be received (e.g. scholarships, VA benefits, employer reimbursement, etc.) must be taken into consideration. The University reserves the right to review or modify a student's financial aid award at any time due to changes in status; new, conflicting or incorrect information; human error; or availability of funds. Financial aid offered through the University is made in good faith but may be canceled or reduced if funds become unavailable.

## Basic Consumer Information

Upon request, the student may obtain information regarding the following topics by contacting the Department of Financial Aid:

- » Rights under the Family Education Rights and Privacy Act (FERPA).
- » Family Federal Education Loan (FFEL) Deferments for Performed Services (e.g. Peace Corps).
- » Description of all available federal, state, local, private, and institutional financial need-based and non-need-based assistance programs and for each program a description of:
  - Application form and procedures.
  - Student eligibility requirements.
  - Selection criteria.
  - Criteria for determining the amount of a student's award.
- » Rights and responsibilities of students receiving Title IV and other financial aid including:

- Criteria for continued eligibility.
- Satisfactory academic progress standards and criteria to re-establish eligibility if student fails to maintain satisfactory academic progress.
- Method and frequency of financial aid disbursements.
- Terms of any loans received, sample loan repayment schedules and the necessity for repaying loans.
- General conditions and terms applicable to any employment offered as part of student's financial aid award.
- Exit counseling information required to be provided and to be collected from student borrowers of a FFEL or Federal Perkins Loan.
- » Institutional information including:
  - Cost of attending the school.
  - Any applicable refund policy.
  - Requirements for officially withdrawing from the University.
  - Summary of requirements for the return of Title IV grant or loan assistance by withdrawn students.
  - Information regarding the University's academic programs.
  - Entities that accredit, license or approve the school and its programs and procedures for reviewing the University's accreditation, licensing or approval documentation.
  - Description of any special services and facilities for disabled students.
  - Title and availability of employee(s) responsible for dissemination of institutional and financial assistance disclosure information and how to contact them.
  - Statement that enrollment in a study abroad program approved for semester credit hours may be considered enrollment at the University for the purpose of applying for Title IV assistance.
- » Graduation Rates and Transfer Out Rates for Students, which are published each semester with the Schedule of Courses. Information is available in The College's Office of the Registrar.
- » Campus security reports including:
  - Statistics for the three most recent calendar years concerning the occurrence on campus, in or on non-campus buildings or property and public property.
  - Policies regarding procedures to report crimes committed on campus, criminal actions or other emergencies, and the institution's response to such.
  - Policies concerning the security of and access to campus facilities.
  - Policies concerning campus law enforcement.
- » Report on athletic program participation rates and financial support data.
- » Report on completion and graduation rates and transfer out rates for student athletes.

Additional financial aid information can be obtained by contacting the Department of Financial Aid staff at each location:

Ottawa, Kansas, Campus  
1001 South Cedar Street  
Ottawa, KS 66067  
758-242-5200, ext. 5460

Arizona Campuses  
10020 North 25th Avenue  
Phoenix, AZ 85021  
602-749-5120

Indiana Campus  
287 Quarter Master Court  
Jeffersonville, IN 47130  
812-280-7271

Kansas City Campus  
4370 West 109th St., Ste. 200  
Overland Park, KS 66211  
913-451-1431, ext. 12

Wisconsin Campus  
300 North Corporate Drive, Ste. 110  
Brookfield, WI 53045  
262-879-0200

For additional help:

Financial Aid Information Page  
[www.finaid.org](http://www.finaid.org)

U.S. Department of Education  
[www.ed.gov](http://www.ed.gov)  
Phone: 800-4-FED-AID

Student Guide  
[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)

FAFSA on the Web  
[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

fastWEB (A free scholarship search)  
[www.fastweb.com](http://www.fastweb.com)

## Financial Assistance at The College

The College has a program of scholarships and grants. These are types of gift aid that do not have to be repaid. They are awarded in a nondiscriminatory fashion for recognition in academics and activity participation. The criteria for receiving an award are each individual student's strength of academic preparation, a performance audition or tryout for the director/coach of a campus activity and financial need. Scholarships are renewable each academic year provided the recipient maintains the appropriate grade point average (GPA) for their scholarship and actively participates in an approved campus activity.

## Church and Campus Scholarships

A recipient must be a member of an American Baptist Church and be recommended by the Pastor.

## Alumni Scholarships

These funds may be awarded to students who are children or grandchildren of Ottawa University graduates.

## Franklin County Scholarships

Applicants' parents must reside in Franklin County, Kansas, and applicants must have graduated from a Franklin County, Kansas, high school.

## Sibling Scholarship

Recipient must have at least one sibling currently enrolled at Ottawa University.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is funded by the federal government and administered by Ottawa University. Students who qualify are automatically considered for this grant; however, funds for this program are very limited. This grant is limited to students with exceptional financial need as determined by the Federal Methodology.

## Kansas Comprehensive Grant

This grant is awarded on the basis of demonstrated financial need to residents of Kansas who attend colleges in the state. Funds for this program are limited. Application is made via the Free Application for Federal Student Aid (FAFSA) and must be submitted before April 1 of each year. In order for students to receive a Kansas Comprehensive Grant in subsequent academic years, they must submit the FAFSA before the deadline date, be enrolled full-time, show a demonstrated level of financial need and maintain a 2.00 cumulative GPA.

## Ottawa Tribal Tuition Grant

Any certified and documented member of the Ottawa Indian Tribe of Oklahoma is eligible to receive an Ottawa University full tuition grant for attendance at The College during any regular academic session of Ottawa University. A regular academic session is defined as the fall and/or spring semester. The recognized Chief of the Ottawa Indian Tribe of Oklahoma shall certify documentation prior to any student being awarded this grant. This grant is a continuing recognition of the long-established treaty between Ottawa University and the Ottawa Indian Tribe of Oklahoma. The grant will continue as long as the student remains in satisfactory academic standing according to the established standards of the University.

Any student receiving this grant should also make application for all other forms of student financial assistance as a means of locating funds for the cost of room, board and books. This includes, but is not limited to, Native American Tribal Grants and federal, state, local, and institutional aid programs. In those instances where grant or gift aid combined with the tuition grant exceed the cost of tuition, fees, room, board, and books, the tuition grant will be modified appropriately in order not to endanger the eligibility of the other awards.

## Perkins Student Loan

The Federal Perkins Student Loan Program is administered by the University using federal and University funds. Eligible students must demonstrate financial need. Limited funds are available. Interest begins accruing for the student (5 percent simple interest rate) when

repayment begins, which is nine months after the student is no longer enrolled at least half-time. These funds may have cancellation benefits; check with the Department of Financial Aid for details. Depending on when a student applies, the level of need and the funding level of the school, a student can borrow up to \$4,000 for each year of undergraduate study. The total amount a student may borrow is \$20,000.

## Federal Work Study

This program provides jobs for undergraduate students with financial need allowing them to earn money to help pay expenses for education. The program encourages community service and work related to the student's course of study. Most positions for employment are available on campus; however, there also may be a limited number of positions off campus. The wage received will be at least the current federal minimum wage rate in effect at the time of employment. Students are paid every two weeks. The wages received cannot exceed the Federal Work Study award.

## Endowed and Special Gift Scholarships

Endowed scholarships are gifts given to Ottawa University by a donor that help fund merit scholarships or other specifically designated areas of the University. Endowed scholarships are often provided in a will or bequest to support the University for perpetuity. The University invests these funds and uses a portion of the interest earned in areas designated by the donor(s) of the funds. Endowed scholarships are a vital investment in Ottawa University, in both its students and educational endeavors. Many donors, alumni, family, and friends who wish to invest in the University find endowed scholarships a satisfying approach for this investment. Donors are invited to establish criteria for the selection of recipients of endowed scholarships. It is an honor for Ottawa University students to receive such a scholarship.

## Application Procedure for Students Attending The College

1. Submit application for admission (new students only).
2. If applying for need-based aid, complete Free Application for Federal Student Aid (FAFSA), on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or by paper application to the Department of Financial Aid, and list Ottawa University, code 001937, as a college to receive the results. Kansas residents must complete the FAFSA no later than March 15 to apply for a Kansas Comprehensive Grant for the following fall.
3. New students should consult their high school guidance counselor to determine if they are eligible for other Kansas state aid programs.
4. Returning students should consult with the Ottawa Financial Aid staff to determine eligibility for other types of aid.

## Awarding Policy at The College

The following describes the institutional methodology for awarding aid to incoming new, full-time students who attend The College. This information is current as of the 2004-2005 academic year and subject

to change annually based on changes in institutional funding, the availability of federal funds and the needs of the institution to better serve its students.

If total gift aid to any student exceeds direct billable charges, Ottawa Merit Awards/Scholarships will be reduced. The Kansas Comprehensive Grant will be reduced after all Ottawa funds are fully reduced. The only Ottawa funds that will not be reduced are academic scholarships.

Students who move from the Ottawa Residence Hall to off-campus/commuter status may have their Ottawa University funding reduced up to \$2,500.

### Priority for awards:

1. Ottawa Merit Awards/Scholarships
2. Federal Pell Grant
3. Kansas Comprehensive Grant
4. Federal Supplemental Education Opportunity Grant
5. OU Need Grant
6. OU Discretionary and Departmental Awards
7. Outside Gift Aid (e.g. scholarships)
8. Student Employment
9. Federal Stafford Subsidized Loan
10. Federal Perkins Loan
11. Federal Stafford Unsubsidized Loan
12. Federal Parent Loan for Undergraduate Students

### FSEOG is awarded based on the following criteria:

Estimated Family Contribution (EFC) = 0-250	\$1,500
Estimated Family Contribution (EFC) = 251-500	\$1,250
Estimated Family Contribution (EFC) = 501-1000	\$1,000
Estimated Family Contribution (EFC) = 1001-1750	\$ 750
Estimated Family Contribution (EFC) = 1751-2500	\$ 500
Estimated Family Contribution (EFC) = 2501-3850	\$ 250

### Kansas Comprehensive Grant (KCG) Awarding Table

KCG is available to Kansas residents (residency must have been established one year prior to attending Ottawa University) attending full time. The student must maintain a 2.0 GPA to be eligible for the award. The student may be awarded for a maximum of eight (8) semesters during their college career. Students with need remaining after OU scholarships and Pell Grant will be awarded the KCG as follows:

<u>Nine-Month EFC</u>	<u>Grant Amount</u>
0-2,500	\$3,000
2,501-5,000	\$2,500
5,001-7,500	\$2,000
7,501-10,000	\$1,500
10,001-15,000	\$1,000
15,001 and Above	\$ 500

## Perkins Loan Awarding Table

Students with need remaining after all other Title IV aid has been awarded will be awarded Perkins Loan funds as follows:

<u>Remaining Need</u>	<u>Grant Amount</u>
Greater than \$7,999	\$4,000
\$7,000-\$7,999	\$3,500
\$6,000-\$6,999	\$3,000
\$5,000-\$5,999	\$2,500
\$4,000-\$4,999	\$2,000
\$3,000-\$3,999	\$1,500
\$2,000-\$2,999	\$1,000
\$1,000-\$1,999	\$ 500

Academic scholarships are renewable based on student maintaining 2.5 GPA or higher at the end of the academic year.

### Entitlement Awards:

**ABC Award:** \$500 if the student is a member of an American Baptist Church. An additional \$500 endowment is available to students whose ABC churches are members of the Central or Rocky Mountain Region.

**Alumni Award:** \$500 if one or more parent or grandparent is a graduate of OU.

**Sibling Award:** \$500 per sibling currently attending OU.

**Franklin County Scholarship:** \$500 if the student is a graduate of a Franklin County high school (including home schooling) and is currently a resident of Franklin County.

## Financial Assistance at All Campuses

### Federal Pell Grant

The Federal Pell Grant Program is a federal gift aid designed to provide assistance to those undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government.

### Outside Scholarships and Grants

Students may be eligible for a specialized scholarship or grant from their church or an outside civic or business organization. Please notify the Department of Financial Aid if you are a recipient of these types of funds.

### Military and Veterans' Benefits

Benefits are available to military personnel in a variety of eligibility circumstances. Each Ottawa University campus has a staff member in the Registrar's department or a general administrative staff member available to help the student apply for VA benefits.

### Employer Reimbursement

Some organizations provide reimbursement for educational costs for employees seeking to continue their education. Students should consult with their employers as to the company policy concerning education reimbursement. Contact the Ottawa University Business Office regarding the tuition deferment plan available for students receiving employer reimbursement.

### Federal Family Education Loan Program

#### Federal Subsidized and Unsubsidized Stafford Loans

Low-interest Federal Stafford Loan funds are available to help students and their families finance the cost of education.

Federal Stafford Loans, which must be repaid, are available through banks and lending agencies at fixed interest rates of 6.8 percent. When deciding whether to borrow, students should examine the need for assistance and the future ability to repay the loan. Unlike consumer loans, student loans have longer terms of repayment. In most cases, payment on a student loan is not required until the student leaves school or is enrolled less than half-time. The precise terms of the loan are contained in the promissory note that the borrower is required to sign. The amounts listed below are the maximum yearly amounts a student can borrow in both subsidized and unsubsidized loans. A student may receive less than these yearly maximum amounts if he/she receives other financial aid that is used to cover a portion of the cost of attendance. The descriptions given here are summaries of the terms available at the time of printing and are subject to change.

## SIMPLE REPAYMENT COSTS AT 6.8% INTEREST

Total Indebtedness	Number of Payments	Monthly Payment	Interest Charges	Total Repaid
\$ 3,000	76	\$ 50	\$ 874	\$ 3,874
\$ 5,000	120	\$ 61	\$2,359	\$ 7,359
\$ 7,000	120	\$ 86	\$3,303	\$10,303
\$ 10,000	120	\$123	\$4,718	\$14,718
\$ 15,000	120	\$184	\$7,077	\$22,077

Source: National Council of Higher Education Loan Programs, Inc. (NCHELP), 1992



Dependent Undergraduates	Subsidized (Subsidized and Unsubsidized)	Total
First Year	\$ 2,625	\$ 2,625
Second Year	\$ 3,500	\$ 3,500
Third Year and Beyond	\$ 5,500	\$ 5,500

Independent Undergraduates (and dependents whose parents are unable to borrow under the PLUS program)		
First Year	\$ 2,625	\$ 6,625
Second Year	\$ 3,500	\$ 7,500
Third Year and Beyond	\$ 5,500	\$ 10,500

Graduate and Professional Students	\$ 8,500	\$ 18,500
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#### AGGREGATE LIMITS

Dependent Undergraduates	\$ 23,000	\$ 23,000
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Independent Undergraduates (and dependents whose parents are unable to borrow under the PLUS program)	\$ 23,000	\$ 46,000
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Graduate and Professional Students	\$ 65,500	\$138,500
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For periods of study that are less than an academic year, the amount a student can borrow will be approved. For additional information, consult the Department of Financial Aid.

Minimum monthly repayments of \$50 begin six months after the student leaves school or is not enrolled at least half-time. The standard repayment period is 10 years, but several alternative repayment schedules are available. Students should contact their lenders to make alternative payment arrangements, update change of address information or if there is any difficulty in repaying the loan.

Subsidized Federal Stafford Loans are interest-free for the student while enrolled at least half-time and during a six-month grace period just prior to beginning repayment. A student must have remaining financial need, as determined by the Federal Congressional Methodology, to qualify for a subsidized Federal Stafford Loan. Unsubsidized Federal Stafford Loans accrue interest to the student beginning after the loan is fully disbursed. Students may be able to defer making the interest payments on an unsubsidized loan, but this interest will be added to the loan principal and result in higher indebtedness. Students are encouraged to make the quarterly interest payment, if at all possible, while still in school. Students do not need to have financial need to qualify for this type of loan. Eligibility is determined by the cost of attendance and other financial aid available to that student and can replace the estimated family contribution. A student may receive both a subsidized and an unsubsidized Federal Stafford Loan, but the total cannot exceed program limits as illustrated in the chart above.

#### Federal Parent Loan for Undergraduate Students (PLUS Loan)

This is a federal loan program available to parents on behalf of their dependent's educational costs. Eligibility is determined by the cost of

attendance and other financial aid available to that student; can replace the estimated family contribution. Creditworthiness is an important qualifying criterion and co-signers may be required under some circumstances. Repayment begins 60 days after the loan is fully disbursed. The interest rate is fixed at 8.5 percent.

#### Private/Alternative Loans

Many lenders provide private/alternative loans to help students finance their education when traditional sources of funding are not available or are insufficient to meet their educational costs. These programs are outside the realm of the federal government but will mimic the Federal Stafford Loans in many ways. Creditworthiness is an important qualifying criterion and co-signers may be required under some circumstances. Contact the Department of Financial Aid for more information about these types of loans and recommended lenders.

#### Application Procedure for Students Attending the Adult Campuses:

After being admitted to the University (new undergraduate and graduate students only):

1. Submit Free Application for Federal Student Aid (via FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)).
2. First time loan applicants should electronically sign and submit Master Promissory Note using the instructions found on the cover of the Institutional Application.
3. Submit completed Financial Aid Institutional Application to the Department of Financial Aid.

#### Debt Management/Loan Repayment

Situations may occur that could make loan repayment more difficult than anticipated, e.g., job loss or career change. Under these conditions, loan consolidation or refinancing may be of help. The student's lender can provide more information about loan consolidation and the refinancing options available.

#### Loan Deferment Options

Deferment may be available in the case of unemployment, staying in school full-time or part-time, joining the Armed Services, working in the Peace Corps, or working as a full-time volunteer. Students have a legal obligation to repay student loans regardless of their financial situations; however, lenders may allow a short period of time in which payments do not have to be made, may extend the amount of time during which payments will be made or allow smaller payments than scheduled if the financial need arises.

#### Loan Consolidation

The Federal Stafford and Federal Perkins Loans are eligible for "loan consolidation." Loan consolidation is a plan that allows lenders to repay existing student loans and to create a new loan. Generally speaking, consolidated loans will lock in an interest rate and have the effect of lowering your monthly payment by extending the repayment period.

## Loan Default

If the student fails to make loan payments when they are due, he/she will be considered to be in default. Default on a loan occurs if the terms of the promissory note are not followed. If the student does not repay the loan, the guarantee agency may then take legal action (e.g. wage garnishment) to collect this debt. During the time the student is in default, the guarantee agency may continue to charge interest on the loan. In addition, the guarantee agency, the lender or the Department of Education may report to a credit bureau that the loan has not been repaid. This report can affect credit rating, making it difficult to obtain credit in the future. Timely repayment of a loan is the surest way of building a good history, which is important for future loan applications to purchase such things as a car or house. Problems can occur if a student loan repayment is not made on time, including loss of eligibility for further financial aid, loss of federal and/or state income tax refunds and possible legal action. Paying back student loans helps to ensure that the door remains open for other students to borrow for their education.

## Borrower Responsibilities

When a student borrows money under FFELP, he/she becomes a partner with the federal government. The government makes money available to pay for education, and the student agrees to pay back the loan amount with interest and on time. The student's responsibilities include:

- » Completing all application forms truthfully and accurately.
- » Reading, understanding and keeping copies of all forms.
- » Providing additional documentation or information as requested.
- » Notifying the lender or school of anything that affects ability to repay the loan.
- » Informing the lender of a change in name, address or social security number.
- » Informing the lender of graduation, dropping out of school, transferring to a different school, or dropping below a half-time enrollment status as defined by the school.
- » Knowing who holds the loan. The lender may hire a servicer to handle the account or sell the loan to another financial institution.

## Borrower Rights

When the student takes out a loan, he/she signs a promissory note. A copy of the completed note will be available to the student, and the original note must be returned when the loan is paid in full. A list of deferment conditions must be provided. Before the repayment period begins, the lender must give the student a loan repayment schedule and must inform the student of:

- » The amount of the student's total debt (principle and interest), what the interest rate is and the total interest charges on the loan.
- » Where to send payments and where to write in case of questions.

- » The due date of first payment and the number, frequency and amount of all payments.
- » Expected fees during the repayment period.
- » Prepayment, refinancing and consolidation options.

If the student is willing but unable to meet the repayment schedule and is not eligible for a deferment, forbearance may be requested.

Forbearance may permit the student to stop payments temporarily, allow an extension of time for making payments or make smaller payments than were originally scheduled. The lender is not obligated to grant forbearance or a delay in repayment.

With a subsidized Federal Stafford Loan, the student has a right to federal interest benefits. This means that the federal government will pay the interest on the loan until the repayment period begins. It will also pay the interest during authorized deferment periods. The student must arrange with the lender to pay the interest on all Unsubsidized Federal Stafford Loans.

If the lender sells or transfers the right to receive payment on a Federal Stafford Loan, the student must be notified. The student has the right to an honest and complete answer to any question about Federal Stafford or PLUS Loans and should not hesitate to ask for information.

## Satisfactory Academic Progress

Students must maintain an adequate rate of progress toward graduation, as defined below. Students are evaluated twice each year, at the end of the fall and spring semesters (i.e. December and June). This rate of progress is measured using two criteria: Grade Point Average (GPA) and Maximum Time Frame (MTF), both of which are explained below. Students who fail to meet the Satisfactory Academic Progress criteria will be given an opportunity to rectify the deficiency. If it is not corrected within the allotted amount of time, the student may lose his/her eligibility for federal financial aid and may be subject to dismissal from the University.

### Progress Criteria

#### Grade Point Average

Students will be placed on a one-term financial aid probation for failure to meet the minimum GPA requirement. Financial aid funding will continue during the probation. Progress measurements for the student's GPA are based on a 4.00 scale and reflect all semester credit hours attempted by the student including transfer credits. Students enrolled in an undergraduate program must meet the following GPA criteria:

Total Number of Semester Credit Hours Attempted	Cumulative GPA
0-24	1.60
25-48	1.80
49+	2.00

Students enrolled in a graduate program must maintain a 3.00 minimum cumulative GPA throughout the entire program.

### Maximum Time Frame

Maximum Time Frame (MTF) is defined as 150 percent of the program length measured in semester credit hours attempted. For example, a student who needs 128 semester credit hours to graduate must do so within 192 semester credit hour attempts.

Students will be placed on a one-term probation if they fail to earn at least 66.67 percent of the semester credit hours attempted, including transfer credits, during any measurement period. Financial aid eligibility will continue during the probationary period. Further federal financial aid funding will be denied if the student fails to resolve the MTF problem within the probationary period.

Example: If a student attempts 24 cumulative semester credit hours at the time of measurement, he/she must have earned at least 16 semester credit hours ( $24 \times 66.67 \text{ percent} = 16$ ) toward program completion. Incompletes, no credits, withdrawals, and repeated courses are considered semester credit hours attempted but not earned. Updates of incomplete grades constitute reevaluation and are reflected in the new semester credit hours earned and/or semester credit hours

graded total. Such reevaluation must be requested by the student and occur prior to the next enrollment period.

### Transfer Credits

For the purposes of measuring Satisfactory Academic Progress, all semester credit hours transferred to Ottawa from other institutions are used in calculating the Ottawa GPA and MTF.

### Probationary and Denial Status

If placed on probation, the student must improve his/her cumulative GPA and/or complete enough semester credit hours to meet the minimum standards stated above within one academic term or risk being denied further federal financial aid funding. The student may also be subject to dismissal from the University. If a student is denied federal financial aid due to unsatisfactory academic progress, he/she may be reinstated upon request once the minimum standards are met or if an appeal is approved.

### Appeals

Students have the opportunity to appeal the loss of federal financial aid eligibility by submitting a written appeal to the Director of Financial Aid (or designee). Appeals should include any unusual circumstances that may have affected the student's academic performance. The

## REFUND POLICIES

### 16-Week Terms

Prior to and including the first day of classes	.100% Refund
After first day of classes up to and including	.10th day of classes 90% Refund
After 10th day of classes up to and including	.20th day of classes 75% Refund
After 20th day of classes up to and including	.30th day of classes 50% Refund
After 30th day of classes up to and including	.40th day of classes 25% Refund
After 40th day of classes	.NO REFUND

### 12-Week Terms

Zero up to and including 20% of class meetings	.100% Refund
After 20% of class meetings up to and including 35% of class meetings	.75% Refund
After 35% of class meetings up to and including 50% of class meetings	.50% Refund
After 50% of class meetings	.NO REFUND

### 8-Week Terms

Zero up to and including 25% of class meetings	.100% Refund
After 25% of class meetings up to and including 37% of class meetings	.75% Refund
After 37% of class meetings up to and including 50% of class meetings	.50% Refund
After 50% of class time	.NO REFUND

### Proseminar

On or before 50% of class meetings	.100% Refund
After 50% of class meetings	.NO REFUND

Director of Financial Aid (or designee) will review written appeals and may conduct personal interviews with the student. The decision will be communicated to the student in writing and is considered final.

If a student is denied federal financial aid because of unsatisfactory academic progress, he/she will be responsible for any resulting financial obligations to Ottawa University.

## Unofficial Withdrawals

Financial Aid students who fail to continue participating in an academically related activity before 60 percent or more of the calendar days have expired in any period of enrollment may be determined to have unofficially withdrawn if they are assigned a grade of F, NC or I. The Federal R2T4 calculations will be processed as though the student had withdrawn and any required refunds will be returned to the appropriate Federal programs(s). Because the student did not officially withdraw, the institutional charges will not be reduced and any resulting return of funds can/will result in a balance due the University. For this reason, students are strongly encouraged to officially withdraw from any course as quickly as possible once the decision to not complete has been made.

## Refund Policy

The refund policy in effect when a student drops a single course or completely withdraws from all courses during a period of enrollment varies depending on which campus the student attends, which program he/she is enrolled in and whether he/she is a financial aid recipient. The examples on the previous page are sample institutional policies. The percentages calculated are based on the number of days of classes. Courses that do not meet are treated as those with standard schedules:

Additional state and federal refund policies may apply. Federal refund calculations will be calculated for financial aid recipients who withdraw from all course or who have been deemed an unofficial withdrawal. Financial aid is refunded in the following order as prescribed by law and regulation:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Load
3. Federal PLUS Loan
4. Federal PELL Grant
5. Other Title IV Aid Programs
6. Other federal, state, private, or institutional aid
7. the Student

Examples of the application of this policy are available upon request in the Department of Financial Aid.

# REGISTRATION

## The College

The first step of the registration process is a meeting with the student's academic advisor to plan the student's schedule. These sessions normally take place at the beginning of each semester, but students also have an opportunity each spring to register early for the following academic year.

A fee of \$50 is charged for late registration. This fee applies to students who have not completed registration by 5:00 p.m. on the final day of registration. The late registration period is from the first class day of the semester until 5:00 p.m. on the 10th day. Students may enter courses late during the first five days of classes with advisor approval. Students may enter courses during the second five calendar days only with the permission of both the advisor and the course instructor.

Current students may register for courses on their own initiative and convenience via the web within the noted time frames. These processes require the submission of written forms after the dates noted. Students with a private access code (PIN) have the ability to:

- » Register for courses up to the first day of class.
- » Add courses up to the first day of class.
- » Drop courses up to the first day of class.
- » Print course schedule with course number, title, days, time, instructor, building, and room information.
- » Use the "GPA calculator" to project GPA for in-progress courses.
- » Print Degree Audit information to monitor progress toward graduation.
- » Print unofficial student copy of transcript.

## Arizona Campuses

Each student must officially register before beginning a course. A student registers by completing and signing an official registration form provided in course schedules. Registration forms may be mailed to the University or hand delivered to the addresses indicated on the form. Dates for priority registration are listed in the course schedule. Students are assessed a late registration fee if the registration form is not received during priority registration.

Registration for directed studies requires a special registration form and is handled through the course scheduler. Faculty advisors should be contacted for additional information.

Registrations placed on hold for financial or academic reasons are not processed, and students may not attend classes until the problem is resolved.

All fees are listed on the course schedule.

All registrations must indicate tuition payment options.

## Jeffersonville Campus

Each student must officially register before beginning a course. A student registers by completing and signing an official registration form provided in course schedules. Registration forms may be mailed to the University, faxed or hand delivered.

Registrations placed on hold for financial or academic reasons are not processed, and students may not attend classes until the problem is resolved.

All fees are listed on the course schedule.

All registrations must indicate tuition payment options.

## Kansas City Campus

A student registers by completing and signing an official registration form. Forms may be faxed, mailed or dropped off. Registration is not considered complete until financial arrangements have been made with the financial records office. Enrollment in an eight-week course after the second class meeting requires written approval of the instructor and the provost.

Registration for independent studies requires a special registration form. Students must consult with their advisor before registering for any independent studies. Registration is not considered complete until financial arrangements have been made with the financial records office.

## Milwaukee Campus

To be considered registered for a course, a student must fax, mail or drop off a signed official registration form to the Milwaukee Campus. This required form is mailed to the student along with the course schedule. Students registering by the date stated on the registration form will receive a confirmation in the mail prior to the start of the course. Students registering after the date stated on the registration form may not receive a confirmation. It is requested that students keep a copy of their original registration form for their records in order to compare the course information on the registration form to the course information on the confirmation form. Early registration is encouraged, as space availability is limited. There is also an option to prepay if a student so chooses. Payment must be made on or prior to the first night of class. Receipts are sent out the second week of class and serve as an official receipt of payment. Students are not allowed to register if they have an outstanding balance.

## International Instructional Sites

Please contact your international instructional site for more information.

## Academic Affairs

### Transcripts

Official transcripts are issued only by the University Registrar's Office. They are printed on security paper and conform to guidelines established by the American Association of College Registrars and Admission Officers (AACRAO).

Transcripts will not be issued until the original, official, signed grade lists corresponding to the courses noted have been received by the University Registrar's Office.

Students and former students must request a copy of their transcript in writing. Faxed requests are acceptable. Transcript request forms are available on Ottawa University's website.

The request must include the following:

- » Name
- » Social Security Number
- » Number of Transcripts Requested
- » Address to which the Transcripts are to be Mailed
- » Daytime Telephone Number
- » Student Signature

Transcripts are normally processed within three to five working days of receipt and are mailed via first class mail. There is no charge for transcripts processed in this manner.

Students and former students may request that transcripts be processed the same day the request is received, e.g., faxed, mailed via Federal Express or mailed via the United Postal Service's Priority Mail. These requests are charged \$15 per transcript in addition to the fees levied by Federal Express or the United States Postal Service. These charges may be paid with cash, check or credit card.

### Name/Address Changes

Name and address changes should be submitted to the campus registrar or their designees. Students requesting name changes on university records must provide official documentation. The campus registrar accepts the following documentation:

- » Valid Driver's License
- » Marriage License
- » Divorce Decree
- » Court-Approved Name Change
- » State-Issued Identification Card
- » Social Security Card

### Grading

The University uses the following grading system to evaluate student performance:

<u>Grade</u>	<u>Quality Points</u>
A	Excellent – 4 grade points per semester credit hour earned
B	Good – 3 grade points per semester credit hour earned
C	Average – 2 grade points per semester credit hour earned
D	Below Average – 1 grade point per semester credit hour earned
F	Failure – 0 grade points earned
P	Pass – Considered to be work at C level or better; semester credit hours count towards hours earned only
I	Incomplete – 0 grade points earned
IP	In Progress – 0 grade points earned
NR	Not Reported – 0 grade points earned
NC	No Credit – 0 grade points earned

AU	Audited – 0 grade points earned
W	Withdrawal – 0 grade points earned
WV	Waived – 0 grade points earned (degree audit only)

## Attendance

### The College

Regular attendance in class, laboratory and other appointments is expected of all students. The final grade of any student may be lowered because of absence from class or laboratory at the discretion of the instructor. Instructors keep attendance and report all concerns about lack of attendance to the Office of the Registrar. Excused absence because of illness, family emergencies, or Ottawa University sponsored activities do not excuse the student from required coursework. Students are responsible for reporting absences to their instructors prior to class.

Completion of all coursework is the obligation of each student. If a student misses two consecutive class days, the faculty notifies the Office of the Registrar. This process places the student in the "Early Warning" system. At this point, the student's schedule is checked to determine if the student is missing any additional classes. First a notice is sent to the student's Ottawa University box. The student is told that the faculty member has a concern. The student is asked to call or stop by the Office of the Registrar so that the University can determine what help the student may need. Perhaps the student may need to drop the course. The administration, instructor and academic advisor attempt to help the student determine the best solution to the problem. Often no intervention is required, but persistent failure to attend classes may result in disenrollment from the University.

### Adult Campuses

Attendance in classes is required of all students. Absences due to emergencies or matters beyond a student's control are understandable, but the student must notify the instructor involved and make arrangements for missed work and class time. Instructors have the final right to determine how absences will affect students' grades. Frequent or repeated absences are detrimental to academic progress and may lead to a failing grade or to withdrawal from the course(s).

The instructor is charged with the responsibility of notifying the University of any change in a student's status and the effective date the student ceased to make adequate academic progress. All appropriate offices and agencies, such as the Veterans Administration and Federal Stafford Loan lending agencies, will be promptly notified of any change in a student's status. Any refunds will be made in accordance with the established refund policy noted above.

### International Instructional Sites

Class attendance is required. Absences due to emergencies or matters beyond a student's control are understandable; however, when this occurs, the student should notify the instructor and the local representative. The student is responsible for making arrangements to complete missed work. Frequent or repeated absences are detrimental

to academic progress. Repeated absences may in some cases lead to withdrawal from a course or to a failing grade. The instructor is charged with the responsibility of notifying the University of any change in a student's status and the effective date the student ceased to make adequate academic progress.

## Add/Drop Courses

### The College

**Add a Course** – Students may add a course for the first five days of the term. Students may add a course with instructor permission from the sixth to the 10th day of the term. Students are not permitted to add a course after 5:00 p.m. on the tenth regular class day of the term.

**Drop a Course** – Students are permitted to drop a course without transcript indication until 5:00 p.m. on the 20th regular class day of the term. Courses dropped after the 20th day will appear on the official transcript with a grade of "W." Courses dropped after the 20th day and before the last regular class day of the 12th week (75 percent of the term) will have a grade of "W" posted on the official transcript. No drops will be allowed after 5:00 p.m. on the last regular class day of the 12th week.

### Adult Campuses

Courses may be added, with advisor and/or instructor approval, if done within 10 business days of the beginning of the term. Students wanting to drop courses should first consult their instructor and their academic advisor. Timely written notification is required. Students should check with the registrar at their instructional location for location-specific forms. Students may drop courses during the first 10 business days without a notation appearing on the official transcript. After the first 10 business days, a grade of "W" will be posted with the dropped course and will appear on the official transcript. Changes in registration may affect refunds or result in additional fees. See Refund Policy and Fee Schedule for your local campus.

### International Instructional Sites

Courses may be dropped on or before the third day after the module start without a notation appearing on the official transcript. Written notification is required. After the third day, a grade of "W" will be posted with the dropped course and will appear on the official transcript. Students should first consult with their instructor. Any tuition paid for the course will be applied to the student's next enrollment.

## Repeating Courses

### The College

Students wishing to improve their grade point average may repeat a course in a subsequent semester. The last grade earned replaces the first grade earned. The last grade is used in determining the grade point average. All courses taken at Ottawa University remain on the transcript.

## Adult Campuses and International Instructional Sites

Students may repeat courses in an effort to improve their grade point average, or as necessary, to meet degree requirements. The most recent attempt is calculated into the grade point average. All course entries remain on the transcript.

## Incomplete Grade

If a student is unable to complete all assignments in a course by the end of the term due to extraordinary life/work situations, he/she may request an incomplete, or grade of "I" from the instructor. The awarding of an incomplete grade is completely at the discretion of the instructor. The instructor and student must complete and sign the incomplete request form. An incomplete cannot extend longer than one year, but The College and adult campuses can impose more restrictive time limits. The instructor will indicate on the form a deadline date for completion of all work, as well as a grade the student will be given in the event the work is not completed by the deadline. If the work is not completed by the deadline, the grade notated on the form will be issued and will appear on the official transcript.

## Withdrawal from the University

### The College

Students who have not graduated and plan to leave the University should complete an official withdrawal form and return it to the Office of the Registrar. Students who do not return from a previous semester and who have not completed an official withdrawal form are considered unofficially withdrawn from the University.

### Adult Campuses and International Instructional Sites

Students wishing to officially withdraw from the University should notify the registrar at their instructional location.

## Academic Honesty

Academic integrity means, at the minimum, that work submitted by a student or the taking of examinations by the student is the work of that student.

Ottawa University does not condone any form of dishonesty. Academic dishonesty includes cheating on examinations, plagiarism and the supplying of false information pertaining to the student's academic program. Penalties for cheating on examinations and plagiarism can be failure in the course in which the dishonesty has occurred and dismissal from the University. The faculty member supervising the course will make the decision on penalties. The Provost/Director of the campus will make the decision concerning dismissal from the University. Penalties for supplying false information pertaining to the student's academic program may include the withdrawal of semester credits and dismissal from the University. The Provost/Director will make decisions concerning such cases. Students may appeal decisions using the academic grievance procedure.

Please see Student Handbook for definitions and examples of academic dishonesty.

## Academic Probation and Suspension

### The College

Academic probation is a statement that the student's academic performance is below the standard required for graduation and/or adequate progress toward graduation from The College. A student whose cumulative grade point average (for work done at The College) falls below the following standards at the end of any semester will be placed on academic probation:

Semester Credit Hours Earned	Cumulative GPA
0-23	1.60
24-53	1.80
54-and over	2.00

Ottawa University reserves the right to suspend any student whose semester GPA falls below 1.00. For transfer students, the cumulative grade point average is calculated on the basis of all courses on the student transcript; however, it should be remembered that transfer students must attain at least a 2.00 cumulative GPA in courses taken at The College.

A student who fails, for more than one semester, to earn at least 75 percent of the The College's semester credit hours for which he/she enrolled is placed on academic probation.

### Adult Campuses

An undergraduate student whose cumulative grade point average is below 2.00 is considered not making satisfactory academic progress toward graduation and is then placed on academic probation. The student will have one term to remove the probation. If receiving federal financial aid, the financial aid is continued through the probationary period. If the probation is not removed within this time frame, the student may be subject to dismissal and financial aid will be discontinued. A graduate student whose cumulative grade point average is below 3.00 is considered not making satisfactory academic progress toward graduation and is then placed on academic probation. The student will have one term to remove the probation. If receiving federal financial aid, the financial aid is continued through the probationary period. If the probation is not removed within this time frame, the student may be subject to dismissal and financial aid will be discontinued.

### International Instructional Sites

A student whose cumulative grade point average is below 2.00 is considered not making satisfactory academic progress toward graduation and is then placed on academic probation. The student will have one module (two course) to remove the probation. If the probation is not removed within this time frame, the student will be dismissed from the University.

## Academic Reinstatement

### The College

Depending on the original reason for the probationary status, probation may be removed as follows:

- » The student may enroll in no more than 16 semester credit hours for the semester following his/her being placed on probation and must improve his/her cumulative GPA to meet the standard appropriate to the student's total semester credit hours earned. (A student on probation should consult with his/her advisor to formulate the best strategy for removing probation.)
- » The student must earn no less than 75 percent of the semester credit hours for which he/she enrolled for two consecutive semesters.

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

- » A critical and thorough appraisal of the factors that were decisive in the student's academic performance.
- » A presentation of evidence that the student is capable of successful college-level academic performance.
- » A detailed plan indicating how the student intends to pursue his/her academic career in such a way as to avoid the situation that caused the original suspension.
- » Failure to remove probation in the time allotted may result in academic suspension from the University.

### Adult Campuses

A student who has been dismissed or withdrawn by action from the University may submit a petition for reinstatement to the director or provost at his/her respective campus. After review, the student will be notified whether or not the petition has been approved. The petition should include:

- » The factors that led to the action.
- » The learning and personal development that has been experienced since the action, that would indicate the student's ability to resume successful study in the University.

### International Instructional Sites

A student who has been academically dismissed from the University and desires to be reinstated must submit a formal petition to the Director for reinstatement, which must:

- » Be in writing.
- » Be submitted no sooner than 90 days after the academic dismissal became effective.
- » Address any personal, professional, or academic factors that led to the academic dismissal.

- » Indicate the academic and personal development the student has pursued since the academic dismissal became effective.
- » Show how the student plans to maintain satisfactory degree progress.
- » Be signed and dated by the student.

## Academic Forgiveness

The intent of this policy is to make graduation from Ottawa University possible for students whose previous academic performance would preclude this opportunity. If the coursework was completed seven (7) or more years prior to entry/re-entry to Ottawa University and the student has a cumulative GPA below a 1.80 at the time of entry/re-entry, he/she may petition for academic renewal. For transfer students, only passing grades will appear on the official transcript. Transfer credit accepted under this provision will be hours of credit only. All previous semester credits and grade points will be used in determining honors. This option applies only to coursework from regionally accredited institutions and to degree-seeking students.

## Academic Grievance

If a student believes that an instructor has been unfair in grading, or assessing student performance, or in any area affecting academic performance, the matter should be resolved. When and wherever possible, parties should demonstrate a full and honest effort to resolve their concerns informally with minimal intervention by the University.

Resolution of academic grievances will proceed according to the following policy:

### Purpose/Definition

Ottawa University's academic grievance policy has been established to create a comfortable and safe environment wherein concerns about whether or not students have been treated fairly according to both the letter and spirit of academic policies and procedures can be resolved. Ottawa University's philosophy supports multiple and frequent interactions between students and the University. No student should hesitate to contact a faculty member or administrator to discuss any issue or concern.

### Informal Resolution

Most academic grievances can be resolved through the two, sequential steps described below:

- » The student should be encouraged to take the initiative to meet with the instructor to resolve the issue. More than one meeting may be required to enable either the student or instructor to gather relevant data or materials. Every effort should be made to resolve any concerns at this level, as instructors have the ultimate responsibility for grades in the courses they teach.
- » If the student does not accept the outcome of the meeting(s) with the instructor, or if the student elects to not contact the instructor, the student should then contact his/her advisor for assistance. (If a campus or program does not assign an advisor



to students, the campus's grievance procedure as detailed in the Student Handbook must identify the position that will act on the student's behalf.) The student shall take this step promptly, preferably within one week of the recognition of the grievance. Assistance by the advisor may take a number of forms, including additional clarification to remedy miscommunication or misunderstanding. The advisor may also act as an advocate or neutral intermediary with the instructor. If matters are still unresolved to the student's satisfaction, the Formal Resolution policy described below is in order.

## Formal Resolution

Although each campus is a part of the overall Ottawa University system, this policy also recognizes that each campus has its own unique organization, size, needs, identity, and culture. In order to offer a consistent process as well as one that is truly responsive to all individuals, each campus is responsible for developing, following and maintaining its own formal grievance procedure according to the principles listed below. Formal campus grievance procedures must be consistent with all other Ottawa University policies, are considered part of this policy, and must be included herein as well as proactively being made available to all students.

- » The procedure will be "user friendly."
- » The procedure will preserve and protect the confidentiality, integrity and the human dignity of all parties.
- » The procedure will guarantee due process to all involved parties.
- » The procedure will actively prevent any conflicts of interest.
- » The procedure will be designed to convey fairness and impartiality.
- » Formal grievances will be in writing.
- » The moving party must show at least a threshold burden of proof.
- » If a campus procedure elects to include panels, such panels will not make or develop University policy.
- » If a campus procedure elects to include panels, such panels will function only as a body and its members will have no individual authority on the matter(s) before it.
- » A lack of timeliness on the part of a party will not interfere with the proper investigation of a concern or with appropriately "doing the right thing" even if it is outside of a campus' procedure.
- » If any employee or contractor of the University attempts, regardless of how subtly, to coerce, single out, threaten, or retaliate against a complaining party, or to discourage use of this or any other University policy or procedure, absent a question of fact, this will be interpreted as a negative response and immediately considered grounds for disciplinary action or termination.

Please see Student Handbook for grievance procedures and appeals processes.

## Complaints

In compliance with federal regulations as interpreted by the North Central Association accrediting agency, the University maintains a record of complaints sent by enrolled students to the president, vice presidents, provosts, and directors of academic programs. The complaints recorded include academic grievances sent to any person designated by a vice president, provost or director to receive and act on grievances. The complaints recorded include only complaints submitted in writing and signed by a student. Enrolled students include students who registered for courses within the last two years from the date of receipt of the complaint unless the student has been dismissed from the University. If a student has been dismissed but an academic grievance is filed within two years, the complaint/grievance will be tracked. No information identifying the individual(s) making the complaint is made available to the accrediting association. Students may review a record of anonymously tracked complaints that includes academic grievances. The University registrar maintains the database of formal complaints and at least once a year issues a report summarizing the complaints and their status. The following information is recorded in the complaint database:

- » The date the complaint was formally submitted.
- » The nature of the complaint.
- » The steps taken to resolve the complaint.
- » The University's final decision regarding the complaint.
- » External actions, if known, initiated by the student to resolve the complaint and outcome of such actions

# STUDENT SERVICES AT THE COLLEGE

## Student Services at The College

The College provides a variety of services in addition to those listed below in an effort to support and integrate students into campus life. The Office of Admissions, Office of the Registrar, Office of Financial Services, and Office of Student Affairs provide these services.

## Learner Services

Learner Services seeks to help students strengthen all aspects of their college-level work. Tutors are made available to help students within various departments, or, if necessary, one-on-one tutoring sessions are available.

## Career Services

Career advising and resources are available in the Administration Building. While the responsibility for career planning is the student's, the center is available to help students learn how to obtain and process career information; specifically, the center offers career counseling, computerized career guidance, workshops, seminars, fairs, job vacancy

listings (on-campus, part-time, full-time, and summer), and much more. These services are available to current students and to alumni as they continue in the career development process.

## Student Employment

Student Employment is coordinated through the Career Services Office located in the Administration Building. The purpose of the program is to provide part-time work positions for students to earn spending money while attending college. It is through this program that various departments and offices, on and off campus, provide students the opportunity to gain valuable experience and training for future employment.

## Counseling Services

The College provides resources for students to receive assistance when they face personal concerns such as difficulties in school, spiritual matters, career choices, or problems with family and/or personal relationships. Students are encouraged to schedule an appointment or visit the Health Services office in the Mowbray Student Union for professional counseling services.

## Health Services

The Health Center at The College is staffed by a part-time registered nurse who is on duty approximately 15 hours each week during the fall and spring semesters. Open hours are posted each semester, and students are notified of office hours. A variety of services are offered to sustain the physical health of the members of The College academic community. Preventive medicine is advocated through the Health Center by press releases, educational films and personal consultation. Typical illnesses and minor injuries are treated at the center free of charge for students. Blood pressure checks and referrals to a doctor are also provided. Students are required to have their health history form and immunization record completed and turned in to the nurse. Doctor visits, outpatient laboratory tests, emergency room treatment, and prescription medications are the financial responsibility of the student. The College requires each student to have health insurance. For those who do not have personal insurance, a private health insurance policy is available. Health insurance information is available through the Office of Student Affairs.

# STUDENT LIFE AT THE COLLEGE

## Residential Life

The College is a residential campus where all students are required to live on campus and participate in a University meal plan unless one of the following exceptions applies:

- » Married.
- » Single parent as defined by federal regulations.
- » Is 21 years of age or older by August 15 for fall semester or December 15 for spring semester.
- » Is living with a parent or legal guardian who lives within a one-hour drive of The College. Verification is required. (Note: Intuitonal aid will be reduced)

- » Is classified as a senior (92 semester credit hours or more) prior to August 15 for the fall semester or December 15 for the spring semester and has an approved Educational Plan for Graduation on file in the Office of the Registrar at the time of application.
- » Special circumstances.

All requests to live off campus must be submitted to the Office of Student Affairs for approval by the appropriate deadline.

## Residence Halls

The College has one men's, one women's and one co-educational residence hall staffed by a live-in resident director and student resident assistants. The Residence Hall staff is there to help make the transition to the Ottawa University family successful. Listed below are the residence halls at Ottawa University.

Men's Hall:	Brown Hall
Women's Hall:	Martin Hall
Co-Educational Hall:	Bennett Hall

All residence halls are closed during Christmas and spring break vacations. The University is not responsible for articles left in rooms or stored in the residence halls, either during regular sessions or over vacation periods. Students who leave personal possessions in the residence halls do so at their own risk. Information regarding the purchase of personal property insurance can be obtained from the Office of Student Affairs.

## Residence Hall Policies

The following are the residence hall policies students need to know before moving to The College. The Student Handbook contains a more complete list of these policies.

## Health and Safety

The following items are not permitted in the residence halls.

- » Alcohol
- » Candles
- » Illegal drugs
- » Explosives of any kind, including firecrackers
- » Weapons (such as guns, knives, bows and arrows, etc.)
- » Extension cords (circuit breaker power strips are allowed)
- » Exposed element or oil-using electrical devices such as hot plates, popcorn poppers, heaters, etc.

The following items are allowed in the residence halls.

- » Coffee pots
- » Hot pots
- » Hot air popcorn poppers
- » Hair dryers
- » Electric blankets
- » Microwave ovens
- » Refrigerators

## Visitation Policies

The residence hall lobbies are open for visitation 24 hours a day. Residents may have guests in their rooms if agreed to by their roommates. Guests of the opposite sex may visit the room during the following times:

Sunday - Thursday	10:00 a.m. - 12:00 a.m. Midnight
Friday - Saturday	10:00 a.m. - 2:00 a.m.

## Standards of Conduct

Education for individual development is the central focus of The College experience. The aims and objectives of The College permeate this general theme and provide the context for college regulations.

First, The College is a Christian liberal arts and professional studies institution. This definition particularizes the aims and expectations of the members of The College community and underlies the standards and policies of the institution.

Second, there is convincing evidence that a major portion of student social and value development occurs outside the classroom. The College regulations are designed to provide maximum opportunity for out-of-class learning and student development.

Third, The College is distinctly residential and its aim is to sustain the kind of community life in which a student's total educational experience is deepened and enriched.

The rights and responsibilities of the individual are considered within the context of the basic standards necessary to maintain a sense of community. In this context, The College has developed clear statements of institutional standards of behavior and expectations for each student. These standards and expectations are consistent with, but distinct from, specific regulations, which are the minimum regulations necessary. These standards are:

- » To maintain order and to control behavior that impinges upon the freedom and privacy of other persons.
- » To maintain a way of student life that is physically and psychologically healthy.
- » To protect the University from behavior that threatens its ability to exercise its responsibility and to achieve its educational mission.
- » To preserve satisfactory relations with the larger University constituency so that The College can marshal the necessary resources to devote its attention to its primary tasks.

With this in mind, The College assumes that students are responsible members of the University community. Students at The College must act in such a manner as to reflect their consideration and respect for the rights and welfare of other individuals and of the community as a whole.

Students whose behavior, on or off campus, is inconsistent with the Christian or academic traditions and standards of the institution are subject to disciplinary action.

The College reserves the right to impose sanctions up to, and including, expulsion from the institution. Unless otherwise specified, the following actions are prohibited at any time during which the person is a student at The College regardless of whether or not classes are in session, whether on University property or at other places:

1. All forms of dishonesty including cheating, plagiarism and supplying false information, as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.
2. Theft of or damage to the property of another person or of the University, as well as receiving, retaining or disposing of the lost or mislaid property of another person or of the University.
3. Unauthorized entry, use or occupation of University facilities, as well as the unauthorized possession, duplication or use of keys to any University facility.
4. Physical, verbal or written harassment or abuse of another person, as well as threatening or attempting to inflict personal injury, or creating a substantial risk of such injury, to another person.
5. Misusing or tampering with fire alarms, fire fighting equipment or safety equipment.
6. The unauthorized selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary devices.
7. Engaging in illegal gambling.
8. Possession, use or distribution of illicit drugs and/or drug paraphernalia. Disruptive or disrespectful behavior, property damage or personal harassment as a consequence of illicit drug use.
9. Possession, consumption and being under the influence of or the providing of beverages containing alcohol on property owned or supervised by the University or at University functions. Disruptive or disrespectful behavior, property damage or personal harassment as a consequence of alcohol consumption. Funds collected by members of the University cannot be used to purchase such beverages.
10. Engaging in such conduct as public nudity, indecent exposure or unlawful cohabitation.
11. Engaging in or inciting others to engage in conduct, that disturbs the peace of the University, involves a significant disruption of University activity, or impedes reasonable freedom of expression or movement of other members of the University community or its guests.
12. Failing to comply with the directions of authorized University personnel in the performance of their assigned duties.
13. Violating other regulations of the University including, but not limited to, those pertaining to residence halls, motor vehicles and Mowbray Student Union.
14. Hazing that constitutes an invasion of rights, causing bodily harm, physical exhaustion, suffering or personal offense, or that interferes with the regular activities of the University.

15. Inappropriate behavior off campus, which may bring embarrassment to the University.
16. Physically intimate sexual activities on or within the grounds and facilities of the campus community or at activities associated with a University-sponsored activity.
17. Using access codes or other telephone software elements to create harassing, threatening, racial, or lewd messages received by others and/or enable the calling party to have a call inappropriately billed to another party.
18. Tobacco use in any building on campus except in individual rooms on designated floors/wings of the residence halls.
19. Solicitation except for student-, faculty- or staff- produced articles (such as paintings, pottery, cakes, jewelry, t-shirts, etc.) or with the consent of the appropriate campus provost or director.
20. Going through or participating in activities that involve or encouraging others to go through the "Tunnel" located under the soccer and practice fields.

The University also believes all individuals are entitled to be free from sexual harassment in the development of relationships within the University community; thus, it does not condone sexual activity that violates the integrity of another human being.

## Food Services

The College provides residential dining services through a variety of quality food service options, to meet student, faculty and staff needs. All meals are served buffet style in the Mowbray Student Union Dining Commons with unlimited portions, unless otherwise announced. Students have the option of either a 9-, 14- or 19-meal plan. Commuter students can purchase a 5-meal plan as well. The College also offers catering arrangements for meetings, activities or programs within the Ottawa University community. This effective through December 2005.

The College will begin soliciting bids for food service to begin operations in January 2006.

## Mail Systems

A full service post office is located in the Mowbray Student Union with wide variety of services, including UPS, DHL, Federal Express, and Airborne Express. All students, faculty and staff are assigned a mailbox, which is used for normal mail distributions, as well as official University communications. Box numbers and combinations are distributed through the Union desk.

## Financial Services for Students

The Business Office window at The College is open between 9:00 a.m. and 4:00 p.m., Monday through Friday to accommodate students. Services include but are not limited to, checking on student account balance, cashing checks and disbursing reimbursement and refund checks.

## Vehicles

All automobiles and motorcycles driven by students, faculty and staff must be registered in the Office of Student Affairs. Registration is free, and students must update their registration at the beginning of each academic year. For additional information contact, the Office of Student Affairs.

## Commuter Life

Commuter students are encouraged to participate in the clubs, organizations and activities that are available for all Ottawa University students.

## Activities and Organizations

The College offers a wide variety of opportunities for students to become involved outside the classroom. Various clubs and organizations include activities that benefit other people (e.g., G.O.T.C.H.A.: Get Off the Couch and Help Another; sponsorship of Habitat for Humanity workdays; Red Cross blood drives; and Social Club sponsorship of food drives for Thanksgiving Baskets for the needy). Below are the student organizations currently on campus:

- » Alpha Psi Omega (drama)
- » Amnesty International
- » Black Student Union
- » The Campus (student newspaper)
- » Cheerleaders
- » Christian Faith in Action (CFA)
- » Cognoscenti (literature)
- » Computer Club
- » Dance Team
- » Drama Club
- » Education Club
- » Fellowship of Christian Athletes (FCA)
- » G.O.T.C.H.A.: Get Off The Couch and Help Another (service organization)
- » The "O" Club (letter winners)
- » Native American Student Association (NASA)
- » Pi Kappa Delta (forensics)
- » The Ottawan (yearbook)
- » Senior Class
- » Habitat for Humanity
- » Student Activities Force (SAF)
- » Sigma Alpha
- » Whole Earth Club (multicultural)
- » Student Government

## Greek Life

Greek life is an important part of The College's campus life. Greek Life social clubs provide an opportunity for students to plan social

events and community service projects and to participate in intramural athletics and other activities to enhance student leadership development. The Greek Life social clubs are:

#### Men's Greek Life Social Clubs

- » Beta Gamma Chi
- » Delta Phi Delta

#### Women's Greek Life Social Clubs

- » Kappa Tau Delta
- » Phi Kappa Chi
- » Pi Theta Chi

Off-campus students are encouraged as well to join one of the local Greek Life social clubs listed.

## National Scholastic Societies

### Alpha Psi Omega

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

### Phi Kappa Theta

Phi Kappa Theta, the national history honor society, is represented at The College by the Mu Omicron Chapter, which was chartered in May 1967. Membership is open to all students interested in the past and its impact on the problems of today. Eligibility is established by superior grades in history courses.

### Pi Kappa Delta

Pi Kappa Delta, the largest national forensic fraternity, was founded at The College in 1913. The College is proud to continue as the Alpha Chapter of Pi Kappa Delta. The Ottawa Chapter sponsors a varied program of speech activities.

### Sigma Alpha Honor Society

Sigma Alpha was established as a local honors society at The College in 1941. Its purpose at that time was to encourage high academic achievement by electing to membership those students who had been active in the Honors Program. Membership in Sigma Alpha is available only to students at The College who rank in the top 10 percent of the senior class and the top 2 percent of the junior class. Its present purposes are:

- » To promote and encourage concern for intellectual issues on the University campus.
- » To give visible focus to a concern for high academic achievement.
- » To recognize those students who have attained distinction in Ottawa University's academic program.

## Religious Life at The College

The religious life programs and activities of Ottawa University are designed to strengthen and broaden the faith of students, faculty and

staff in keeping with the mission statement of the school. The University makes an effort to encourage individual growth and community interaction as issues of faith are explored. During the programs and activities, contemporary concerns and time-honored traditions are discussed regarding one's faith development. The Campus Minister administers the formal program of religious activities in conjunction with student groups, Campus Ministry Intern and Religious Life Council. Student-led Campus Ministry Groups:

- » Christian Faith In Action (CFA) – a worship-based group that meets weekly for worship.
- » Fellowship of Christian Athletes (FCA) – which meets weekly for recreation and devotion.
- » G.O.T.C.H.A. Get Off The Couch and Help Another – a mission-based group that meets weekly to do service projects on and off campus.
- » Surge Ministries – an outreach-based group that performs monthly campus outreach and travels to American Baptist Churches to serve in worship through videos and skits.
- » Resident Chaplin (RCs) – an extension of the Campus Minister in reaching students with counseling or other spiritual needs.
- » Braving Discipleship – a student-led weekend retreat for high school students.

## Religious Life Council

The Religious Life Council serves as a coordinating group for the various religious opportunities on campus. This group consists of Campus Minister, the Campus Ministry interns, representatives of student religious groups, and faculty/staff campus ministry representatives. Ottawa University enjoys a close relationship with churches in the community whose ministers and lay people also provide opportunities for worship, fellowship and personal involvement. On special weekends, worship services are provided on campus, but students are encouraged to make connections in the local churches for their ongoing Sunday worship. The intent of Campus Ministries is to facilitate a variety of religious experiences because of the school's unique heritage and connection with the American Baptist denomination and continued focus on providing a liberal education.

## Music, Theatre and Communication

In addition to the academic offerings available in these areas, Ottawa University – The College also maintains active cocurricular programs in music, theatre and related activities. Opportunities in music include several instrumental groups (Symphonette, Jazz Ensemble and University Ringers, a five-octave hand bell choir) and vocal groups (Oratorio Choir, University Concert Choir and Adelanté Singers). These groups not only enrich the cultural and artistic environment for The College but also provide student participants with the chance to develop and exercise their talents both in local performances and on annual concert tours. Ottawa's cocurricular theatre program annually attracts participation by more than one-fifth of the student body. Productions vary in scope and type including traditional works, musicals, contemporary works, dinner theatre, and experimental theatre. These present a wide variety of opportunities for students to experience theatre and become involved. In addition to music and

theatre, the students at The College create and publish their own newspaper, The Campus, and yearbook, The Ottawan, as well as manage and program their own FM radio station, KTJO.

## Intercollegiate Athletics

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

### KCAC Affiliation Statement

Ottawa University is a member of the Kansas Collegiate Athletic Conference (KCAC), which is composed of 10 independent and church-related colleges and universities in Kansas with a long and rich history of outstanding intercollegiate athletics.

### NAIA Affiliation Statement

Ottawa University is affiliated with the National Association of Intercollegiate Athletics (NAIA). The purpose of the NAIA is to promote the education and development of students through intercollegiate athletic participation.

### Men's Intercollegiate Programs

Varsity competition for men is available in:

- » Baseball
- » Basketball
- » Cross Country
- » Football
- » Golf
- » Soccer

### Women's Intercollegiate Programs

Varsity competition for women is available in:

- » Basketball
- » Cross Country
- » Soccer
- » Softball
- » Track and Field
- » Volleyball

### Eligibility Regulations

The rules and regulations of NAIA apply to both men's and women's athletics. You must, if a first-time entering first-year student, meet two of the three entry-level requirements:

- » Score 18 on the Enhanced ACT or 860 on the SAT.
- » Achieve an overall high school GPA of 2.00 on a 4.00 scale.
- » Graduate in the top half of your high school graduating class.

This is not a complete listing of the rules and regulations of the NAIA; complete eligibility regulations are published in the official NAIA Handbook. See the Director of Athletics or the Faculty Athletic Representative at The College for further information.

### "O" Club

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

### Athletic Participation Rates and Financial Support Data

Ottawa University discloses information on athletic participation rates and financial support data to the public and to current and prospective students. Information contained in this annual report includes:

- » Number of male and female full-time undergraduates.
- » List of all varsity teams that competed in intercollegiate athletic competition.
- » Total number of participants by each team.
- » Total operating expenses for each team.
- » Gender of each head coach and whether he/she is full-time or part-time.
- » Number of assistant coaches of each gender and whether they are full-time or part-time.
- » Total amount of money spent on athletically related student aid aggregately for men's and women's teams.
- » Ratio of athletically-related student aid awarded to male athletes and female athletes.
- » Total annual revenue generated by men's teams and women's teams.
- » Average annual institutional salary of head coaches of all teams for all athletics by gender.
- » Average annual institutional salary of assistant coaches of all teams for all athletics by gender.

This report may be obtained by contacting:

Athletic Director  
Ottawa University  
1001 South Cedar Street, #7  
Ottawa, KS 66067-3399  
785-242-5200

### Intramurals

The Ottawa University Intramural Athletics Program is recreation through participation. Participation in intramural athletics is a great opportunity to get involved and stay active in campus activities. Competition is offered in activities such as basketball, flag football, volleyball, sand volleyball, whiffle ball, disc golf, racquetball, table tennis, contests, and ultimate Frisbee. The Intramural Program at The College caters to the students and listens to their ideas, as events and competitions are based on the requests and desires of the student population. Participating in intramural athletics opens up an avenue to make lasting friendships. Stay healthy, stay fit and catch the spirit of participation.

## ADULT CAMPUS LIFE

Ottawa University is noted for its student-centered curriculum and its emphasis on students' goals and needs as the key factor in a college education. The University will help students to articulate academic goals and to meet those goals. The University anticipates student initiative and expects students to take a proactive role in their education.

Students are expected to be familiar with the procedures in the Student Handbook, the University Catalog and other publications and to conform to them. The student, not the University or a member of the faculty, has primary responsibility for meeting degree requirements. Students are expected to become knowledgeable about the University's degree requirements, academic policies and procedures (including deadlines), and financial policies and procedures.

Registration and enrollment imply an agreement on the part of the student to conform to the regulations and procedures of the University. Failure to meet current obligations to the University, financial or otherwise, may lead to a refusal to issue a diploma or transcript or to dismissal, suspension or withdrawal from the institution. It is assumed that students of the University will behave in a manner that will respect the rights and welfare of students, faculty and staff of the University.

Conduct contrary to responsible behavior includes such actions as:

- » Academic dishonesty.
- » Theft of, or damage to, the property of another person or of the University, or property being leased by the University.
- » Physical or verbal harassment or abuse of another person, as well as threatening or attempting to inflict injury, or creating a substantial risk to another person.
- » Disruption of the educational process including behavior that inhibits or prevents faculty and staff from carrying out their institutional functions and/or other students from learning.
- » Violation of drug and alcohol abuse policies.

Conduct contrary to responsible behavior may lead to refusal to issue a diploma or transcript or to dismissal, suspension or withdrawal from the institution. Policies and other statements are provided in the Student Handbook at each campus. Please contact your local campus for additional information.

## Community Service Opportunities

In addition to the numerous clubs and organizations at Ottawa University that are committed to community service, Martin Luther King, Jr. Day has been designated as a University-wide Community Day of Service. On this day, all campuses participate in community service activities, which are organized by each individual campus.

## ALUMNI ASSOCIATION

The Ottawa University Alumni Association (OUAA) strives to enhance a lifelong relationship between Ottawa University and its graduates and former students while facilitating networking opportunities among alumni. Historically the OUAA served graduates of The College through a Board of Directors and traditional events such as Homecoming in fall and Reunion Weekend in spring.

To better reflect the worldwide, diversified institution Ottawa University has become, the OUAA adopted revised governing documents in 2004. Several of the adult campuses have formed their own Alumni Boards and leadership for alumni programming is now decentralized by campus location. Regional and local chapters are also developing to provide networking, community service and social opportunities for alumni from all campuses in the communities in which they settle.

A committee of the Ottawa University Board of Trustees sets policies and expectations for the various bodies which support alumni relationships. The various boards work closely with the Director of Alumni Relations to determine the most rewarding programs for their alumni (personal and professional growth, community service, networking, social events, etc.).

While students focus on the coursework leading to a degree, the OUAA engages students during their years on campus. Providing supportive activities and interaction while students are still in class helps keep the Alumni Association apprised of the developing needs of new generations of alumni. At Ottawa University, the education, experience and relationships are built to last a lifetime.

## OTTAWA UNIVERSITY ACADEMICS

The requirements for an Ottawa University Bachelor of Arts degree specify what the faculty believes to be essential for a lifelong pursuit of a liberal education. These requirements allow each student the freedom to select or design a course of study. At the same time, the requirements provide a common structure to promote the balance and coherence necessary for truly liberal study; thus, every student is called upon to select courses in such a way that work in one subject illuminates and is illuminated by the study of another.

Ottawa University's mission statement gives further clarity and focus to academics. The mission statement reads in part: "The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life." Faculty at Ottawa University foster an attitude of service that reflects the institution's mission. The mission is also reflected in the academic program - including liberal arts studies, major area coursework, and electives - which is designed to help students acquire the knowledge, skills and values that prepare them to become fulfilled and productive members of society, and concerned and informed citizens of the world.

## Components of an Ottawa University Education

The Ottawa University undergraduate program focuses on the development of the reflective inquirer who thinks critically and questions objectively with a goal of understanding underlying assumptions. To this end, the undergraduate program at Ottawa University is composed of three parts: liberal arts studies (LAS), the major field of study and electives. A student's major provides a focus for in-depth learning of inherent processes, concepts and theories within a particular program of study, while electives provide variety in his/her study and an opportunity for the exploration of diverse areas. Bridging the major and electives is the LAS core program, which is grounded in common learning outcomes for students at all campuses.

### Liberal Arts Studies

Ottawa University's mission and values are embodied in its LAS program. As that portion of a student's educational program required of all students, the LAS program at Ottawa University not only ensures all students fulfill basic institutional expectations but also provides the learning community with a strong element of intellectual unity.

In the arena of academic growth, the program is, first of all, concerned with the breadth of the student's competencies and addresses knowledge from across a rich range of human knowledge and inquiry. The focus in this endeavor is not so much the accumulation of facts as it is the understanding and integration of different ways of understanding the world. In the pursuit of this broad-based knowledge, the program also seeks to help students acquire the competencies of effective communication and critical thinking. Finally, the program makes a particular effort to address the dimensions of value, both ethical and aesthetic, and their relationship to more objective ways of knowing.

Historically, the liberal arts tradition at Ottawa University has expressed itself through a strong LAS program. While there are minor variations in the particulars of the program from campus to campus, the LAS program is defined and unified by the University-wide Liberal Arts Studies Learning Outcomes.

### Learning Outcomes in Liberal Arts Studies

To achieve the goals of the LAS program, students will be guided into a balanced program of LAS courses in which assignments and activities will foster intellectual growth and competence. Students will demonstrate academic achievement of the following LAS Learning Outcomes:

#### Knowledge

1. Breadth. The student will articulate and discuss the goals, purposes and methods used to understand the world in scientific, aesthetic, cultural, historical, ethical, and religious ways.

2. Integration. The student will identify the similarities and differences among these ways of knowing/experiencing the world and will explore the relationships among them.

#### Skills

3. Communication. The student will demonstrate his/her ability to engage in effective oral communication and to write clearly and coherently in a variety of forms.
4. Critical Thinking. The student will analyze complex issues and arguments (e.g., identify assumptions, premises and conclusions) in various intellectual contexts (scientific, technical, ethical, aesthetic, etc.) and will evaluate the validity and soundness of such arguments.
5. Problem Solving. The student will gather relevant information and ideas and apply appropriate principles, concepts, and theories to solve significant social and intellectual problems.

#### Values

6. Ethical Values. The student will recognize ethical dilemmas and identify the values that inform various responses to such dilemmas. The student will also recognize and evaluate the differences in value judgments.
7. Aesthetic Values. The student will recognize the nature of aesthetic judgments and the values that inform them, and will evaluate the differences in such responses.

The liberal arts studies program is also concerned with the student's achievement of personal growth and encourages reflection on one's personal identity in relation to the breadth of knowledge. Students will articulate their current sense of personal identity in relation to such factors as work, faith, values, community, and ideas, and will reflect on the development of this identity and their goals for further growth.

### The LAS Program

The LAS program consists of required interdisciplinary seminars, a distribution requirement/ breadth areas, and at The College, an arts and cultural events requirement.

#### The Interdisciplinary Seminars

The interdisciplinary seminars are designed to help students integrate knowledge from a variety of sources, develop their communication, critical-thinking and problem-solving skills, and explore the nature and relevance of values in their lives and education.

### LAS Courses at The College

#### LAS 12513 Writing I: Entering the Disciplines

Taken in the first semester of the first year, this is a composition course that treats writing as a tool for learning and exploring content, as well as for expressing ideas. The course introduces students to the habits of mind and assumptions that inform the various disciplines. It also orients students to the Ottawa University plan of education and helps them to begin their own educational planning.



## LAS 32513 Writing II: Integrating the Disciplines

Taken in the junior year, and by all transfer students, this course explores the relationships among the subjects of knowledge, work and meaning. Students seek to integrate ideas and approaches of several disciplines in both individual and group projects. Prerequisite: Completion of four distribution courses and junior status.

## LAS 42515 Writing III: Applying the Disciplines

This interdisciplinary seminar gives seniors (classified as having earned 92 or more credit hours) the opportunity to bring their entire college experience to bear on a complex issue. Working in small groups (usually four or five), students first identify and define a significant problem or issue (e.g., child abuse, athletics and education, the energy crisis), and then articulate a way or ways to solve or cope with that problem or issue. The student group is given the major responsibility for the task. The tutor acts as a resource person and critic. Twice during the course, the group presents and defends its work before a "jury" of faculty and persons from the University community who have particular expertise in the areas of their research. The first presentation and defense occurs midway through the course, the second occurs during the last week of classes. Prerequisite: LAS 32513 Writing II: Integrating the Disciplines, senior standing (92 credit hours or more) and an approved learning contract.

## Distribution Requirements at The College

To assure that students have exposure to a rich range of human knowledge and inquiry, the LAS program also has a distribution requirement. Students at The College are required to take at least one course in each of seven breadth areas: Creative and Performing Arts, Historical and Cultural Perspectives, Social and Behavioral Sciences, Mathematical and Logical Systems, Natural Sciences (with lab), Language, and Physical Fitness.

The Arts and Cultural Events Series enriches the opportunities for growth and development beyond the formal classroom by offering lectures, concerts, drama, film, and religious presentations, as well as the annual Presidential Lecture Series, Faith, Learning and Life. Students at The College are required to attend four arts and cultural events each semester for a total of six semesters. The College also maintains active co-curricular programs in music and theatre. Opportunities in music include instrumental and vocal groups that not only enrich the cultural and artistic environment for The College but also provide student participants with the chance to develop and exercise their talents in local performances and on annual concert tours. Ottawa University's co-curricular theatre program offers productions that vary in scope and type including traditional and contemporary works, musicals and experimental theatre. The program presents a wide variety of opportunities for student involvement in theatre and to enrich their experience in the arts.

## Adult Campuses

While the Liberal Arts Studies (LAS) program at Ottawa University's adult campuses varies somewhat, it is consistently centered around four areas of breadth – Value/Meaning, Social/Civic, Science/Description,

and Art/Expression – that are intended to represent the richness of the liberal arts tradition. In a sequence of interdisciplinary seminars students will explore these areas in a variety of contexts, including the contemporary contexts of globalization and cross-cultural forces. Students will study selected readings from each of these areas and develop and exercise their critical abilities in discussions and reflective papers dealing with issues raised by the readings. In this way the program not only addresses particular content areas, but is also self-consciously designed to encourage and guide both written and oral communication skills, including an introduction to basic research strategies and conventions.

## LAS Courses at the Adult Campuses

### LAS 30012 Proseminar

Proseminar is the first course in Ottawa University's degree completion program. In addition to introducing students to the four breadth areas, this course addresses the task of educational planning, but does so in the larger context of self-examination. Through a "learning autobiography," students reflect on the history of their learning experiences (formal and informal) in relation to the four breadth areas, and assess the strengths and weaknesses of their preparation. Finally, the course serves as an introduction to the Ottawa University program, allowing students to get a sense of the nature and level of the university's expectations and reintroducing students who have been away from formal education for some time to the character and rhythms of the academic enterprise. Students transferring from The College will be required to take this course regardless of LAS courses previously completed.

### LAS 45012 Graduation Review

As the final course in the LAS sequence, Graduation Review asks students to revisit the breadth areas first introduced in Proseminar, exploring them this time in the context of globalization and cross-cultural concerns. As in Proseminar, students respond in discussions and reflective papers to issues raised by readings and/or other media selected for their quality and relevance to the areas in question. Close attention is paid to the students' communication skills as well as their mastery of the course's substantive content. As a culminating experience, Graduation Review also asks students to assess their Ottawa program (both the major and the liberal arts components) in terms of the process of their education and in terms of their achievement of the Ottawa University LAS program outcomes.

## Distribution Requirement at the Adult Campuses

The distribution requirement at the adult campuses is applied with the flexibility appropriate to adult student experience and transcribed academic history. Students at the adult campuses are required to have coursework and evaluate experience in each of the four breadth areas: Value/Meaning; Social/Civic, Science/Description, and Art/Expression.

In order to ensure significant exposure to the University's four breadth areas all students are required to have the equivalent of adequate

coursework in each of these areas, typically at least six credit hours. These hours may be documented by transcribed coursework and/or by a written reflection on relevant non-transcriptable experience. Courses are allocated to the various breadth areas as follows: courses in the Humanities count towards the Value/Meaning breadth area; courses in the Social Sciences towards the Social/Civic breadth area; courses in the Sciences towards the Science/Description breadth area; and courses in the Arts towards the Art/Expression breadth area. Where there are questions the faculty or a sub-committee of the faculty makes the appropriate determination. Nor is it assumed that every course a student has taken must fit under one of the breadth areas. Non-transcriptable experiences are assessed by the student's advisor beginning with the student's autobiographical reflection on his/her learning experiences in Proseminar. This assessment is based on the student's analysis of his/her experiences, including the documentation of those experiences, and the demonstration of how those experiences relate to the breadth areas in question.

## The Major

Building upon the foundation of the LAS program's common structure, students become reflective inquirers in their chosen fields of study. The major, the student's chosen program of study, provides a focus and concentration of energies in a disciplined investigation that achieves a depth of understanding or skill in that program. The major is chosen after the student and his/her faculty advisor explore the options that are most valuable for the student's educational goals. With faculty guidance and approval, students may complete double majors or design individualized programs of study. The major that is ultimately chosen may prepare a student for a professional career, advanced graduate studies and/or personal fulfillment.

The goal of a major is to assist students to research and organize content in that area, create and articulate original views, integrate knowledge and solve problems. To achieve this goal, students are guided into a balanced major area in which assignments and activities are presented to foster intellectual and personal growth.

## Learning Outcomes for All Ottawa University Majors

To demonstrate intellectual growth and competence in the major students will:

1. Acquire, comprehend, organize, and apply knowledge within the major area.
2. Analyze and evaluate knowledge within the major area.
3. Solve problems presented by the major field.
4. Demonstrate oral and written competence in the major field.

To demonstrate personal growth through the major students will:

5. Describe the significance and value of the major in meeting the needs of a global community.
6. Exhibit behaviors indicative of continued learning in the field.

## Assessment of Learning Outcomes

In addition to assessment strategies that are program-specific, each major requires students to complete a senior comprehensive, a capstone course or portfolio as a measure of student academic achievement of these six University-wide learning outcomes.

## The Minor

Ottawa University offers minors in Accounting, Adult Education, Business Administration, Communication, Human Resources, Marketing, Management, Human Services, and Psychology. A minor consists of at least 18 semester credit hours at The College and 20 semester credit hours at the adult campuses, of which 12 must be upper division. In addition:

1. At least half of the credits in the minor must be taken at Ottawa University.
2. Required or elective courses in the minor cannot be used as part of the core or elective courses of another minor or major.
3. A minimum grade of C must be earned in all courses in a minor.
4. Courses for a minor may require additional prerequisite courses

Consult your advisor for required courses and minor availability.

## Concentrations

Ottawa University offers concentrations in Adult Education, Communication, Human Resources, Long-Term Care Administration, Management, Management of Community-Based Organizations, and Marketing in selected majors. A concentration is an approved, cohesive selection of courses that allows an area of specialization that is directly associated with a student's major and consists of coursework beyond the core courses required in the major. A concentration consists of at least 12 semester credits, all of which must be upper division. In addition:

1. At least half of the credits in the concentration must be taken at Ottawa University
2. Required or elective courses in the concentration cannot be used as part of the core or elective courses of another minor or major
3. A minimum grade of C must be earned in all courses in a concentration
4. Courses for a concentration may require additional prerequisite courses

Consult your advisor for required courses and concentration availability.

## Electives

College years are not only a time for setting career goals and working toward these goals, but also a time for exploring a variety of areas of learning. These explorations are encouraged at Ottawa University through its approach to elective courses. Electives serve the purpose of broadening the required LAS courses and enriching the major course

of study. Students are encouraged to look for interdisciplinary electives that complement their field of study instead of simply taking a random collection of courses. For those preferring greater specialization, some majors have associated concentrations or sets of related electives that provide in-depth academic and professional preparation.

Since Ottawa University promotes elective freedom, students may use electives to broaden their understanding and appreciation of subjects outside their majors. A strong elective program provides the student with the kind of diversity that affords new perspectives and encourages new enthusiasms. Electives can help students gain a greater understanding of their place in a complex and changing world that is contextualized by new technologies, cultural diversity, competing faiths, conflicting political systems, and the ongoing need to solve social problems and meet community needs.

## Unique Aspects of an Ottawa University Education

Several aspects related to academics, such as a student's personal relationship with his/her faculty advisor, make education at Ottawa University a unique experience. Some of these qualities are described below.

### Advising Process

Each student at Ottawa University has a unique and important relationship with his/her faculty advisor. At Ottawa University, the function of advising is seen as an inherent faculty role. Each student has a primary advisor who serves as a continuing source of counsel and support. Students have frequent opportunities to meet with their advisors, and the relationship between student and advisor becomes one in which learning takes place as the student clarifies goals, develops the skills of educational planning and seeks to evaluate progress toward those goals.

### Individual Development

Ottawa University above all is a student-centered institution. Each student participates in the selection or design of a specific educational program, which includes consideration of his/her own interests, abilities and goals and the educational experiences needed to attain these goals. The process culminates in the development of an educational plan specifying the student's graduation requirements.

Ottawa University is aware that each student differs in the pace and ability to set personal goals and plan educational experiences. There is also a recognition that additional experiences during the college years cause goals and plans to change. Ottawa University faculty are flexible and responsive to each student's individual needs in the development and implementation of the educational plan. Ottawa University seeks to balance freedom and structure, giving each student both the freedom and the guidance needed to succeed.

### Opportunities for Career Preparation

The development of skills needed in future careers is an important facet of the Ottawa University education. The emphasis on career planning begins in the first year LAS seminar in which interests and

abilities are evaluated before setting career goals. The student and advisor select or develop a major, which becomes an integral part of the educational plan and is usually oriented toward the student's career interests.

The flexibility of Ottawa University's approach allows students to include practical non-classroom experiences in their programs. For example, internships, practicals, and student teaching provide students with valuable career-oriented knowledge and skills that often open doors to employment opportunities or career changes.

## Assessment and Evaluation as a Part of the Learning Process

One principle of learning implies students learn best when they have immediate and precise feedback as to how they are performing. The goal of Ottawa University is to make evaluation a valuable part of the learning process itself, not an anxiety-producing hurdle that must be surmounted. Evaluation should take place in ways that help each person understand the strengths and weaknesses of his/her performance in a given area and determine what needs to be done to improve. The most effective feedback tells the student what the grade symbol means relative to the skill and knowledge objectives of a particular course or learning experience. Evaluation takes place in many ways, not merely through tests and term papers.

Each student at Ottawa University receives an evaluation of performance from the instructor in each course. Students, too, are encouraged to develop their own skills in self-evaluation as a part of becoming life-long learners who continue to learn and grow long after graduation.

Ottawa University is committed to student success in the achievement of the learning outcomes for LAS and the chosen major. In addition to a range of evaluation tools, each program provides the student an opportunity to demonstrate academic achievement through a designated primary assessment strategy: a senior comprehensive examination, a capstone course or a portfolio.

## GRADUATION REQUIREMENTS

### The College

1. Course Requirement: Each student must satisfactorily complete the interdisciplinary seminars:
  - LAS 12513 Writing I: Entering the Disciplines (for entering first-year students only)
  - LAS 32513 Writing II: Integrating the Disciplines
  - LAS 42515 Writing III: Applying the Disciplines
2. Religion Course Requirement: Each student must satisfactorily complete for graduation requirements the two following courses:

REL 20224 The Gospels

REL 21024 Christian Thought I

3. Arts and Cultural Events: Attendance at the Arts and Cultural Events is part of the liberal arts studies requirement for graduation. Each student is expected to attend four events each semester. At the end of each semester, the student receives a grade for having attended. A total of six semesters of attendance is required for graduation. The requirement for transfer students depends upon the hours of semester credit earned at entry:

From 1 to 12 hours need 6 semesters

From 13 to 23 hours need 5 semesters

From 24 to 40 hours need 4 semesters

From 41 to 60 hours need 3 semesters

From 61 to 92 hours need 2 semesters

Over 92 hours need 1 semester

4. Major Requirement: Each student is required to plan a major program in cooperation with an appropriate faculty advisor, involving at least 24 semester credit hours. At least 12 semester credit hours of the major must be taken at Ottawa University, and at least 12 semester credit hours of the major must be upper division courses. Only those required courses completed with a grade of "C" or better are counted toward satisfaction of the minimum number of major semester credit hours required by the department. Each major requires a comprehensive examination/project designed to assess the student's achievement of the goals of his/her major program. In the case of a dual major, a separate and distinct comprehensive are required in each of the major areas.

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

#### Area I Creative and Performing Arts

ART 13023 Art Fundamentals

MUS 10123 Introduction to Creative Listening

MUS 10223 Popular Music in America

THE 14623 Introduction to Theatre

#### Area II Historical and Cultural Perspectives

ENG 10223 Contemporary Literature

ENG 10323 Literature and Film

HPS 11053 The American Experience

HPS 25353 World Civilization I

HPS 25453 World Civilization II

HPS 10053 Introduction to World Geography

PHL 11023 Basic Issues in Philosophy

#### Area III Social and Behavioral Sciences

ECO 20163 Macroeconomics

HPS 13353 American Government

PSY 12053 Principles of Psychology

SOC 10153 Social Thought

SOC 11753 Social Problems and American Values

SOC 26053 Cultural Anthropology

#### Area IV Mathematical and Logical Systems

MAT 10543 Topics in Mathematics

MAT 10643 College Algebra

MAT 21044 Calculus I

MAT 26043 College Geometry

MAT 30443 Statistics

ITS 16163 Computer Programming

#### Area V Natural Sciences

BIO 10042 Principles of Biology Lab

AND BIO 10043 Principles of Biology

CHE 10041 Concepts of Chemistry Lab

AND CHE 10044 Concepts of Chemistry

CHE 12041 General Chemistry I Lab

AND CHE 12044 General Chemistry I

PHY 11041 Physical Science Lab

PHY 11043 Physical Science

PHY 22041 College Physics I Lab

PHY 22043 College Physics I

PHY 24741 University Physics I Lab

PHY 24743 University Physics I

#### Area VI Language

ENG 23723 Intermediate Writing

ENG 31023 Advanced Expository Writing

COM 10063 Survey of Mass Communications

SPH 11023 Speech Preparation and Delivery

SPA 10124 Elementary Spanish I

#### Area VII Physical Fitness (choose two)

PAC 10131 Coed Weight Training

PAC 10931 Karate

PAC 11131 Lifetime Fitness

PAC 11231 Nontraditional Team Sports I

PAC 11331 Folk and Square Dancing

PAC 12131 Walking for Fitness

6. Skills Competency Requirement: Each student must demonstrate minimal competency in reading, writing and computation to graduate from Ottawa University's The College.

» Reading competency is demonstrated by achieving at least a 19 composite ACT score or by passing a qualifying examination before the end of the sophomore year. In the case of transfer students, a qualifying examination must be passed before the end of the first year at Ottawa University.

- » Writing competency is demonstrated by achieving a composite score of 20 or higher on the ACT or by receiving a grade of "C" or better in ENG 23723 Intermediate Writing. In the case of transfer students, a grade of "C" or better in Composition II meets this requirement.
  - » Computational competency is demonstrated by passing any distribution course in Area IV, Mathematics. In the case of transfer students, a passing grade in College Algebra or a more advanced mathematics course meets the requirement. Teacher Education students may demonstrate skills competency in reading and writing by achieving an adequate score on the Preprofessional Skills Test (PPST). Failure to demonstrate any of these basic competencies by the appropriate time results in the evaluation of the student's continuation at Ottawa University's The College.
7. Academic Performance Requirements: To receive a Bachelor of Arts degree from Ottawa University – The College, students are required to complete a minimum of 124 semester credit hours of coursework with a grade point average of 2.00 or better. Transfer students must maintain at least a 2.00 GPA in Ottawa University coursework, as well as their cumulative coursework.
- » No less than 30 semester credit hours of coursework must be completed at Ottawa University.
  - » No more than 62 semester credit hours of junior or community college work count toward the graduation requirement of 124 semester credit hours. Courses transferred from a junior or community college after a student has completed 62 semester credit hours do not count toward the 124 semester credit hours graduation requirement. Courses transferred from a junior or community college after a student has completed 62 semester credit hours do not satisfy The College's distribution requirement unless the chair of the department in question grants an exception.
8. 40 semester credit hours of upper level coursework: Graduating seniors are expected to earn at least 40 semester credit hours of upper level courses numbered 30000 or higher.
9. Graduation: Graduating seniors are expected to attend the baccalaureate service and commencement and must appear personally at graduation to receive their diplomas. The provost, only in case of absence due to justifiable cause, can authorize graduation in absentia. For seniors graduating in absentia, students must notify The College registrar of the address to which diplomas should be mailed.

## Adult Campuses – Undergraduate

Graduation requirements at the adult campuses are largely consistent with those at The College but are designed to accommodate a diversity of students and program options that include degree completion

programs, "two plus two" programs in articulation with regionally accredited community colleges, as well as programs through which students pursue more than half of their academic coursework at Ottawa University.

Adult campus students must complete:

- » A minimum of 24 semester credit hours in residence with Ottawa University, including minimum of 8 semester credit hours in the Liberal Arts Studies (LAS) sequence, namely Proseminar and Graduation Review, and including at least 12 semester credit hours in the major (not including semester credit hours earned through Credit by Assessment).
- » A minimum of 40 semester credit hours of upper-division coursework (300- and 400-level).
- » A minimum of 24 semester credit hours in the major. Twelve semester credit hours must be upper division and taken in residence with Ottawa University. All grades for courses in the major must be at a "C" level or better.
- » A cumulative grade point average of 2.00 or better.
- » A minimum of 128 earned semester credit hours.

\*Adult campuses may impose additional degree or program requirements. Campus-specific requirements supersede the general information outlined above. Please contact the campus registrar for more details.

## Adult Campuses - Graduate

- » A minimum of 36 earned semester credit hours.
- » A cumulative grade point average of 3.00 or better.
- » No more than two grade of "C".

## International Instructional Sites

The international degree completion program in business administration consists of 31 semester credit hours including three courses in the liberal arts studies sequence including Proseminar, Cross-Cultural Issues in International Business and Graduation Review.

- » A grade of "C" or better in all Ottawa coursework.
- » A cumulative grade point average of 2.00 or better.
- » A minimum of 125 earned semester credit hours.

## GRADUATION HONORS

(Applicable to Undergraduate Programs Only)

The Latin designation for honors refer to the medieval origins of academic ceremony: cum laude indicates distinction; magna cum laude, great distinction; and summa cum laude, highest distinction. At Ottawa University, students achieve a 3.50 to 3.79 grade point average (on a 4.00 scale) to graduate cum laude. Magna cum laude honors require a

3.80 to 3.89 grade point average. For the highest honors, summa cum laude, students must achieve a 3.90 or higher grade point average. To qualify for honors, students must complete a minimum of 40 semester credits hours at Ottawa University (excluding Credit by Assessment), and all transfer work is considered in the grade point calculation. Distinction in the comprehensive examination or project may be earned by students as judged by the faculty.

## ACADEMIC DIVISIONS AND UNDERGRADUATE MAJORS

Because Ottawa University serves students in several geographic regions, not all programs are available at every campus. Four academic divisions encompass all Ottawa University undergraduate programs at all locations. Each of these divisions represents one of the major domains of knowledge and inquiry, and together they form a comprehensive and unified view of the world. The four academic divisions at Ottawa University are:

- » Arts, Humanities and Sciences
- » Business, Management and Information Technology
- » Education
- » Behavior and Social Science

Ottawa University's undergraduate majors are presented in the following pages by location.

### The Individualized Major

In addition to the majors listed in the following sections, each campus offers students the opportunity of pursuing an individualized major on a topic or area of study of special interest. An individualized major is a program of study that may include courses and learning experiences from more than one subject area and from more than one division. The student and the faculty advisor collaborate to develop learning outcomes as well as assessment strategies, drawing on expertise provided by other faculty members and professionals in the chosen field. All individualized majors require the approval of the Vice President for Academic Affairs. Individualized majors have been designed in areas such as: Adult Education, Fire Service Management, Labor and Management Relations, and Studies in Christian Ministry. Students interested in learning more about individualized major opportunities are encouraged to contact a faculty advisor at any Ottawa University location. (Note: The individualized major is not available at international instructional sites.)

### Special Study Opportunities

In response to students' learning needs and styles, Ottawa University offers a variety of study opportunities in addition to regularly scheduled courses in a traditional classroom setting. Coursework may be delivered through directed study, independent study, or online. Students may enroll in special topics as an alternative to regular course offerings or internships that offer valuable experiential learning. Students should consult with their advisors regarding the availability of special opportunities at their locations.

## Online Programs

Ottawa University offers online programs at the master's level in business administration, education, human resources, and an undergraduate program in health care management. These programs require an intensive, face-to-face classroom meeting over a weekend with the instructor and other students at the beginning of each course. The remainder of the course is conducted online. Ottawa University also offers two completely online undergraduate programs. One in police science, in cooperation with Rio Salado College in Phoenix, Arizona, and the other is the management at the Kansas City campus. For complete information about online programs, contact one of the adult campuses.

## UNDERGRADUATE PROGRAMS BY LOCATION

### Arizona Campuses

#### Bachelor of Arts

- » Biology\*
- » Business Administration
- » Communication
- » Education
- » English\*
- » Health Care Management
- » History\*
- » Human Resources
- » Human Services
- » Individualized
- » Information Technology Systems
- » Management
- » Mathematics\*
- » Police Science/Law Enforcement Administration
- » Psychology
- » Public Administration
- » Substance Abuse Counseling

\*Degree completion program available to those students who seek secondary teacher certification.

## BIOLOGY

### Secondary Education Only

Biology fosters an understanding and respect for the patterns and processes of the living world. Students develop technical and analytical skills that allow them to identify and evaluate the significance of biological problems across all levels of organization from the cell to the biosphere. The curriculum integrates the societal implications and consequences of contributions made by the field with an

understanding of the moral and ethical decisions related to the life sciences. In this manner, students develop a personal philosophy of the living world that includes compassion and responsible action toward all life. This major prepares graduates for a wide range of scientific careers including positions in the health professions, teaching, and research.

### Arizona Biology Teaching Certification

Students seeking certification to teach must have a major area of study. This major area must include 30 semester credit hours of courses.

Students should consult their academic advisor for more information regarding their major area. Students seeking certification in areas of study additional to their major must have a minimum of 24 semester credit hours of courses in an area. Students should consult their academic advisor requiring additional areas of certification.

### Required Courses

CHE 10044	Concepts of Chemistry
BIO 10043	Principles of Biology
BIO 20043	Organismic Biology
BIO 20343	Human Anatomy and Physiology
BIO 30243	Microbiology
BIO 30643	Environmental Biology*
BIO 31243	Genetics*
BIO 49201	Integrative Seminar in Biology (CAPSTONE COURSE)*

\*Courses must be taken at Ottawa University

## BUSINESS ADMINISTRATION

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

Minor available in Business Administration. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 30664	Managerial Accounting
COM 32663	Business Communication
ECO 30564	Economics for Managers
MAT 20143	Business Mathematics

OAD 30563	Management
OAD 31063	Business Law
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

## COMMUNICATION

The Communication major is designed to help students understand and master the concepts and methods of communication in a wide array of settings. It promotes analysis, synthesis and evaluation of communication contexts and strategies and solutions to achieve, effectively and efficiently, a desired outcome with a specific audience. Students in this major develop critical-thinking skills and an awareness of cultural, social, intergenerational, and political diversity as it relates to communication. They are encouraged to relate communication insights to their personal and professional lives as they become capable problem solvers. Students improve on their communication abilities and develop their own style, aesthetics and processes to achieve positive relationships in a variety of settings. As an integral part of the Communication major, students will develop a philosophy for ethical, moral and lawful treatment of communication stakeholders. The Communication major prepares graduates for a wide range of careers including public relations, marketing, advertising, mass media, technical writing, arts communication, government, business, and law.

Minor available in Communication. Please check with your advisor for availability at your campus.

### Required Courses

COM 30163	Interpersonal Communication
COM 30263	Small Group Communication OR
PSY 32454	Group Dynamics
COM 30363	Organizational Communication
COM 40164	Intercultural and International Communication
COM 40464	Persuasive Communication
COM 49100	Applied Seminar in Communication (CAPSTONE COURSE)

## EDUCATION

The Elementary Education major and Secondary Education Certification/Licensure program are designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Students complete methods courses, professional education courses, and field experiences and observations. They develop critical thinking skills through an analysis of educational history, philosophy and psychology; measurement and evaluation of learning; and classroom management. They gain awareness of cultural diversity and the social and political contexts of education. Elementary Education majors must also demonstrate ability in liberal arts areas including mathematics, science, writing, communication, and the fine arts. The education major is based on state, regional and national certification/licensure criteria and testing competencies. The Ottawa University teacher education programs are state approved in Arizona.

Secondary Education Certification/Licensure is not an academic major, but rather a required companion program to an academic major for students who wish to teach at the high school level. Students must complete a major in a high school subject area approved by the state (e.g. English, history, biology, mathematics), as well as professional knowledge and secondary methods courses, prior to the student teaching field experience. Prospective high school teachers learn to be sensitive to the unique needs, challenges and learning styles of a diverse adolescent student population.

## Arizona Teacher Education Programs

Ottawa University has designed its undergraduate education programs to produce teachers who have the knowledge, social competencies, methodology, communication skills, and sensitivity to be effective instructors at the elementary, middle or high school level. Elementary and secondary education programs combine a liberal arts philosophy with state certification criteria and content covered in the Arizona Educator Proficiency Assessment (the State of Arizona exit exams required of all teacher certification candidates).

## Admission to the Teacher Education Program

Students are encouraged to announce their intent to pursue teacher certification as part of their program of study during the initial coursework associated with their Proseminar course (the first formal course taken by all incoming undergraduate students). During this course, the student will work in harmony with his/her advisor to put together a program of study that will guide and direct the student through the required courses leading to student teaching and certification.

Criteria for admission to the Teacher Education Program(s) are:

- » A 2.50 cumulative grade point average on all previously earned coursework prior to admission to Ottawa (this same 2.50 GPA is required as a program exit and admission to student teaching).
- » All students of teacher education must be eligible for a Class 1 or Class 2 fingerprint clearance. The "fingerprint clearance card" must be in the possession of the student prior to applying for student teaching and, eventually, teacher certification.

## Required Coursework for Certification

The Ottawa University Teacher Education programs and the coursework associated for each are defined in detail in the handbook associated with teacher education licensing for the State of Arizona and Ottawa University – Arizona. Each program of study leading toward teacher certification must be aligned with a major (or majors) associated with the program of study. In addition to the overall outcomes for the major(s), each content area has outcomes related to that discipline. These outcomes are provided to students by their academic advisor.

At Ottawa University - Arizona, the major consists of a minimum of 28 semester credit hours beyond the introductory level and prerequisite

requirements. Each major consists of core courses (required courses) and electives (courses selected by the student and approved by the advisor) that are appropriate for the designated major. Both core and elective courses count toward the minimum required 28 semester credit hours. Student performance in a core course must be at a grade of "C" or better. Further, a minimum of 28 semester credit hours in the major must be graded "C" or above.

Majors offered in the Bachelor of Arts Program include but may not be limited to:

- » Elementary Education
- » Biology
- » English
- » History
- » Mathematics

## General Education Requirements

The Ottawa University Teacher Education Program requires each person seeking teacher certification in the State of Arizona to complete a program of study that includes coursework in the area of general education. This work is designed to develop a broad understanding of the characteristics of the disciplines in the arts, humanities, natural sciences, and social sciences. The general requirements are also designed to assist the student in becoming competent in written and oral communication and in the use of mathematical properties, processes and symbols. Finally, these general education requirements are designed in part to prepare the teacher education student for a successful mastery of the required examinations associated with teacher certification in Arizona.

## Certification

At the end of student teaching (the last requirement for education majors), students are issued an Institutional Recommendation form that alerts the State Department of Teacher Certification that the student has fulfilled all academic requirements associated with teacher certification in the State of Arizona. In addition to the Institutional Recommendation form, as part of the certification process, students must have successfully mastered the state competency exams associated with their area of certification and must possess a valid Class 1 or Class 2 fingerprint clearance card. Additionally, the student must have maintained a cumulative grade point average no less than a 2.50 in all education coursework. At Ottawa University – Arizona, the Institutional Recommendation is issued by the Dean of Instruction or his/her designees, upon verification from the advisor of the student who certifies the program of study to be complete. The Dean requires proof of "passing performance" in the Arizona Educator Professional Assessment along with a valid fingerprint card. With these documents in place, the student is eligible to approach the State Department for Teacher Certification, where he/she presents the appropriate fee before receiving his/her first teacher certification, which is valid for two years.



## Professional Education Requirements for

### All Education Majors

- EDU 31233 Educational Psychology
- EDU 33034 History and Philosophy of Education
- EDU 33434 Educational Tests and Measurement
- EDU 41234 Classroom Management
- EDU 43033 SEI Methods for ELL I
- EDU 49001 Elementary Student Teaching I  
AND EDU 49002 Elementary Student Teaching II OR
- EDU 49021 Secondary Student Teaching I  
AND EDU 49022 Secondary Student Teaching II

## Content Area Coursework

Education students must develop an academic major in a particular discipline and complete additional coursework required in that content area. Certification programs offered at Ottawa University – Arizona are listed above. Specific coursework for teacher certification is defined in each content area section. Certification requirements are updated regularly. Students should consult with Teacher Education Program personnel for current requirements. It is also important for student to remain in touch with his/her advisor to assure that current issues are addressed in the program of study.

## Elementary Education

Additional Education courses for Elementary teachers K-8:

- EDU 32734 Elementary Language Arts Methods
- EDU 33134 Elementary Math Methods
- EDU 32634 Elementary Reading Methods
- EDU 33132 Elementary Science Methods
- EDU 32834 Elementary Social Studies Methods
- HPS 30151 Arizona Constitution
- HPS 30251 United States Constitution

18 semester credit hours in an area of emphasis in a discipline outside the teacher education program (e.g. mathematics, language arts, social studies, science, etc.)

## Secondary Education

Additional Education course for middle and high school teaching:

- EDU 42634 Secondary Methods and Curriculum Development
- HPS 30151 Arizona Constitution
- HPS 30251 United States Constitution

24 to 30 semester credit hours in an area of emphasis in a discipline outside the teacher education program and a subject that is a desired, teachable major (e.g. mathematics, English, history, etc.)

## ENGLISH

The English major promotes understanding, analysis, and evaluation of a wide range of authors, characters, themes, plots, and styles in world literature. Through varied approaches to literary criticism, students learn to appreciate the ways in which creative writing can capture the essence of the human condition. They are encouraged to relate literary insights to their own lives as they become productive, sensitive, and

ethical problem-solvers. Students reflect on their values and discover what it means to be a socially responsible citizen. They are exposed to varied world views and learn to respect diversity and the opinions of others. By identifying the techniques and impacts of successful writers, students develop their expressive abilities, identify important personal issues, increase empathy for others, and discover their own voices and styles through the written word. The study of literature, composition, and linguistics is an important component of a liberal arts curriculum. English graduates may apply their abilities to a broad range of careers in law, journalism, advertising, public relations, publishing, communications, library science, technical writing, government, business, and education.

## Required Courses

- ENG 31023 Advanced Expository Writing OR
- ENG 40524 Process Writing
- ENG 31723 Multicultural Literature
- ENG 32523 The English Language
- ENG 41823 Shakespeare Seminar
- ENG 45023 Seminar: American Literature
- ENG 45123 British Literature I
- ENG 49201 Integrative Seminar in Criticism  
(CAPSTONE COURSE)

## Arizona English Teaching Certification

Students seeking certification to teach must have a major area of study. This major area must include 30 semester credit hours of courses. Students should consult their academic advisor for more information regarding their major area. Students seeking certification in areas of study additional to their major must have a minimum of 24 semester credit hours of courses in an area. Students should consult their academic advisor requiring additional areas of certification.

## HEALTH CARE MANAGEMENT

The Health Care Management major promotes an understanding of complex, evolving, and integrated health care and reimbursement systems. Students analyze perspectives, methods, and values associated with the delivery and financing of health services. They evaluate client needs, fiscal constraints, management practices, ethical principles, public policies, promotional strategies, and system designs to discover ways to meet the growing demands for affordable, efficient, responsible, and effective health care. The major promotes organizational insight and managerial ability for those who desire leadership positions in health-related enterprises. It is especially suitable for health care professionals with technical/clinical degrees, nurses, reimbursement specialists, utilization review professionals, medical office or managed care personnel, and health insurance providers.

## Required Courses

- ECO 30564 Economics for Managers
- HPS 40654 Health Care Law and Ethics
- OAD 38564 Behavior in Health Care Organizations
- OAD 38663 Human Resources in Health Care Organizations
- OAD 48001 Finance and Regulations in Health Care Organizations

- OAD 49000 Planning, Organizing, and Leading in Health Care Organizations
- OAD 49500 Seminar in Applied Health Care Management (CAPSTONE COURSE)

## HISTORY

The History major promotes an understanding of the impact of human events on the past and present. The study of United States history is supplemented with a review of Western Civilization and the historical legacy of other parts of the world. Students strive to comprehend the forces that have contributed to domestic and international stability and instability; consider economic, social, and political developments, and ongoing struggles for human rights; and contextualize events through an understanding of issues related to gender, race, and culture. Students gain skills in critical interpretation and historiography. This major provides a strong foundation in the liberal arts and also prepares students for careers in teaching, law, government service, journalism, and other positions requiring a broad understanding of the forces that impact and shape the world.

### Required Courses

- HPS 30754 America's Rise to World Power
- HPS 45553 Contemporary America 1945-Present
- HPS 35054 Seminar in World History I
- HPS 35154 Seminar in World History II
- HPS 35555 The Early Republic
- HPS 49400 Global Issues in Historical Perspective (CAPSTONE COURSE)

### Arizona History Teaching Certification

Students seeking certification to teach must have a major area of study. This major area must include 30 semester credit hours of courses. Students should consult their academic advisor for more information regarding their major area. Students seeking certification in areas of study additional to their major must have a minimum of 24 semester credit hours of courses in an area. Students should consult their academic advisor requiring additional areas of certification.

## HUMAN RESOURCES

The Human Resources major helps students develop, support, and administer personnel in business organizations. Students understand the challenges of employment and staffing; the complexities of compensation and benefits; the policies and programs that promote employee responsibility, production, and satisfaction; and the methods to hire, retain, and terminate employees based on legal policies and ethical parameters, protecting both the rights of workers and the interests of the company. They learn the role of human dynamics in coordinating, training, and supporting a diverse workforce. As coordinators of human capital, students must become adept at communication, critical thinking and problem solving in such areas as data management, systems design, and conflict management within changing organizational structures and unstable economic conditions. Graduates are prepared for support or supervisory personnel positions in a range of corporate, civic, or nonprofit organizations.

Minor available in Human Resources. Please check with your advisor for availability at your campus.

### Required Courses

- ACC 30664 Managerial Accounting
- COM 32663 Business Mathematics
- ECO 30564 Economics for Managers
- MAT 20143 Business Mathematics
- OAD 40264 Planning and Budgeting
- OAD 30063 Behavior in Organizations
- OAD 30264 Employment Law and Politics
- OAD 32563 Human Resources Administration
- OAD 41564 Compensation and Benefits
- OAD 41764 Training and Development
- OAD 49200 Seminar in Applied Human Resources (CAPSTONE COURSE)

Two additional courses must be completed. Please see your academic advisor for course options.

## HUMAN SERVICES

The Human Services major provides an introduction to policies and programs designed to meet community needs among varied populations. Students think critically about issues of diversity and social equity; and learn to help people cope with personal challenges such as poverty, substance abuse, mental health, and relational crisis. They analyze the social, legal, political, and governmental forces that influence the delivery of human services; and gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Students may choose to specialize in advocacy, child and family services, corrections, gerontology, or mental health programs. This major follows guidelines of the National Organization for Human Service Education which promotes the knowledge and skills needed by professionals who plan to commit their lives to serving others. Careers in private and public sectors include welfare agencies; church ministries; community development programs; youth and adult group homes; senior centers; retirement and nursing homes; case management agencies; homeless shelters; poverty assistance programs; and government, corrections or law enforcement agencies.

Minor available in Human Services. Please check with your advisor for availability at your campus.

### Required Courses

- COM 30163 Interpersonal Communication
- HUS 30000 Social Welfare: Issues in Human Services
- HUS 30253 Social Policy and the Community
- HUS 40553 Skills and Techniques in Human Services
- PSY 12053 Principles of Psychology
- PSY 30353 Psychology of Abnormal Behavior
- SOC 30653 Ethnic Relations and Multiculturalism
- HUS 49000 Seminar in Human Services (CAPSTONE COURSE)

## INFORMATION TECHNOLOGY SYSTEMS

The Information Technology Systems major provides knowledge and skills related to the programming, storage, networking, and communication of information in an organization. This preparation also includes basic concepts and principles of business practices along with skills in planning, problem-solving, decision-making, and systems analysis. Students develop a computer proficiency and gain the ability to apply information systems in organizations effectively, efficiently, and responsibly with an understanding of the critical nature of information management in a global economy. Graduates are prepared for private or public sector careers in database administration, systems analysis, network administration, software programming, Internet technologies, and help desk management.

### Technical Core Courses

Minimum of 15 semester credit hours including all of the following:

Database Management

Introduction to Information Technology  
(includes end-user application tools)

Networking

Operating Systems

Programming

### Technical Specialty Courses

Minimum of 20 semester credit hours.

Can be technical electives in programming, database management, operating systems, or networking

Can be industry-recognized certifications.

Can be an internship.

### Technical Architecture Course

ITS 48163 Systems Analysis and Design

### Organizational Core Courses

Minimum of 15 semester credit hours including all of the following:

COM 30163 Interpersonal Communication

COM 30363 Organizational Communication OR

COM/ENG 30124 Professional Writing OR

COM 32663 Business Communication

OAD 30063 Behavior in Organizations

OAD 30563 Management

OAD 31664 Business Ethics

ITS 49100 Methodologies of Project Development  
(CAPSTONE COURSE)

\*Additional courses may be required. Please see your academic advisor.

## MANAGEMENT

The Management major promotes the conceptual awareness and practical abilities needed to supervise personnel and help organizations run efficiently, effectively, and ethically. Students learn how to plan, budget, coordinate, and influence within an organizational setting. They

develop ways to analyze systems; interpret data; set priorities; administer human resources; improve customer service; adapt to internal and external changes; and understand how a manager's personal responsibility, integrity, and empathy can help motivate a diverse workforce. Communication, problem-solving, and decision-making are key skills that help students formulate strategic approaches to operational execution. Graduates are prepared for a wide range of leadership careers in business, government, and all types of organizations. Minor available in Management. Please check with your advisor for availability at your campus.

### Required Courses

MAT 20143	Business Mathematics
ACC 30664	Managerial Accounting OR
OAD 40264	Planning and Budgeting
COM 32663	Business Communication
ECO 30564	Economics for Managers
OAD 30063	Behavior in Organizations
OAD 30563	Management
OAD 31664	Business Ethics
OAD 32563	Human Resources Administration
OAD 49300	Seminar in Applied Management (CAPSTONE COURSE)

## MATHEMATICS

### Secondary Teaching Certification Only

Mathematics is both a symbolic language and a way of thinking. A universal science and a key component of a liberal arts education, mathematics is a critical tool for technological advancement and practical problem-solving in a complex natural and social world. The major provides training in logic and critical thinking, and helps students gain mastery of calculus, algebra, geometry, statistics, and computer programming. Graduates are prepared for a wide range of careers including teaching, computer science, engineering, finance, actuarial science, business, investments, behavioral sciences, and research.

### Required Courses

MAT 10443	Intermediate College Algebra
MAT 10643	College Algebra
MAT 11143	Pre-Calculus
MAT 21044	Calculus I
MAT 21144	Calculus II
MAT 22043	Linear Algebra
MAT 31044	Differential Equations
MAT 49201	Integrative Seminar in Mathematics

### Arizona Mathematics Teaching Certification

Students seeking certification to teach must have a major area of study. This major area must include 30 semester credit hours of courses. Students should consult their academic advisor for more information regarding their major area. Students seeking certification in areas of study additional to their major must have a minimum of 24 semester credit hours of courses in an area. Students should consult their academic advisor requiring additional areas of certification.

## POLICE SCIENCE/LAW ENFORCEMENT ADMINISTRATION

### Offered Online

The Police Science/Law Enforcement Administration major promotes the knowledge and skills necessary to maintain social order, protect individual rights, meet public needs, and uphold the laws and institutions of democracy. Students study the theoretical, ethical, judicial, and practical issues related to the operations and responsibilities of a complex law enforcement organization. Within the contexts of current events, poverty, race, ethnicity, human relations, urban expansion, and public policy, students analyze the causes of deviant behavior in juvenile and adult offenders. In addition to critical thinking problem solving, and communication skills, students develop increased empathy and a greater understanding of diversity. They evaluate scientific advances and new technologies that support effective crime detection, intervention, and prevention. Students explore ways to improve community relations and gain civic support for their critical mission to protect and serve. The Police Science Bachelor of Arts degree is intended for students who are graduates of a Rio Salado College-affiliated police academy and have successfully completed the community college's associate's degree in Law Enforcement Technology. All other students pursue a B.A. degree in Law Enforcement Administration. Graduates of these programs are prepared to advance in rank and leadership responsibility.

### Required Courses

PLS 30000	Examination of the Criminal Justice System
PLS 30100	Individual Rights: Practices and Systems
PLS 30200	Police Responsibility, Ethics and Rights
PLS 30300	Understanding Criminal Behavior
PLS 40000	Race, Crime and Social Policy
PLS 40100	Public Safety Supervision
PLS 40200	Policing in Today's Communities
PLS 40300	Leadership in Law Enforcement
PLS 49100	Selected Contemporary Topics in Policing (CAPSTONE COURSE)

## PSYCHOLOGY

Psychology is the study of human behavior. The major provides a foundation in human physiological, mental, intellectual, personality, and social development. Specific coursework is focused on research, theories and processes useful for understanding oneself and others both as individuals and as members of various societies, groups, cultures and organizations. Psychology students are encouraged to think critically, to analyze and integrate information from other disciplines and sources, and to draw conclusions which can lead to the application of psychology to the identification and realization of individual and group goals. The study of psychology partners well with liberal arts coursework and facilitates ethical thinking, self-awareness and empathy within a global community. Students are prepared for graduate study leading to professions in counseling and psychotherapy, teaching, church ministry, youth work, law enforcement, research, marketing, organizational development, personnel services, social

advocacy, community services, rehabilitation, gerontology, and social work.

Minor available in Psychology. Please check with your advisor for availability at your campus.

### Required Courses

PSY 12053	Principles of Psychology
PSY 30153	Theories of Personality
PSY 30353	Psychology of Abnormal Behavior
PSY 31354	Physiological Psychology
PSY 32253	Research Design and Analysis
PSY 32353	Developmental Psychology
PSY 40854	History and Systems of Psychology
SOC 30653	Ethnic Relations and Multiculturalism
PSY 49201	Seminar in Psychology (CAPSTONE COURSE)

## PUBLIC ADMINISTRATION

The Public Administration major promotes an understanding of the policies, purposes, philosophies, responsibilities, management methods, and challenges of civic leadership. Students analyze complex organizational systems; learn budgeting processes; apply new technologies; identify ethical issues; and evaluate the goals of local, state, and national governmental agencies in a changing society. Critical thinking, problem-solving, and effective communication are important skills that students develop as they analyze case studies and commit themselves to continuous quality improvement. Graduates of this major are prepared to enter city, county, state, or national agencies that benefit from ethical management, efficient practices, positive public relations, and an empathetic response to the diverse social groups within and served by agencies.

### Required Courses

ECO 30564	Economics for Managers
HPS 13353	American Government
HPS 49300	Public Policy
OAD 30063	Behavior in Organizations
OAD 33064	Governmental Budgeting
OAD 43564	Administration of Public Organizations
HPS 49300	Public Policy (CAPSTONE COURSE)

### Substance Abuse Counseling

The Substance Abuse Counseling program provides both the theoretical knowledge and applied skills necessary to prepare the student to assist individuals in alleviating problems related to addictions. Starting with a foundation built on contemporary knowledge within the field of substance abuse and addictions theory, the program develops student skills in counseling techniques applicable within a therapeutic environment. The degree provides academic requirements for licensure as an Associate Substance Abuse Counselor.

As this major is meant to prepare future practitioners, students must apply and be accepted to this major. Due to the sensitive nature of work in the area of substance abuse 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. Eligibility is based on factors that most likely predict successful completion of the program, skills in clinical skills, and eventual licensure as an Associate Substance Abuse Counselor (Arizona).

## Academic Preparation

A minimum GPA of 3.0 in all previous college coursework in liberal arts/science courses. [Grades in courses that are vocational/technical or otherwise not related to the SAC curriculum will weigh less heavily in the decision.]

## Work Experience

Students who have volunteer and/or work experience in behavioral healthcare environments bring an added level of preparation. Personal psychotherapy experiences may provide a familiarity with counseling activities, but this is not an automatic qualifier for appropriateness for study in substance abuse counseling. References 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.

## Personal 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. The potential student in Substance Abuse 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 Substance Abuse Counseling. The State of Arizona will require fingerprinting and verification through the National Practitioner Data Bank upon application for licensure. Applicants must complete and have notarized a questionnaire which evaluates the same information as required by the State of Arizona Board of Behavioral Health Examiners.

Personal preparation for study in Substance Abuse Counseling assumes that the individual demonstrates sustained personal, emotional, relationship, and lifestyle stability. Application materials may be obtained from your academic advisor or from the Professional Counseling Office (Rm 1071, Phoenix campus). Submit the following information to the Professional Counseling Office:

1. Application Form
2. Resume
3. Personal essay: 300-word minimum essay on interest in Substance Abuse Counseling and career goals

4. Notarized Background Affidavit
5. Signature Page for Student Impairment Policy
6. Three Reference Forms (completed and returned by your references)

## Required Courses

(All courses must be completed at Ottawa University with the exception of PSY 12053)

PSY 12053	Principles of Psychology
SAC 41300	Introduction to Substance Abuse, Addiction, and Related Disorders
SAC 41305	Psychophysiology and Pharmacology of Substance Abuse and Other Addictions
SAC 41310	Prevention, Assessment, and Treatment of Substance Abuse and Related Addictions
SAC 41315	Multicultural Competencies for Substance Abuse Counseling
SAC 41320	Group Dynamics and Substance Abuse Counseling
SAC 41325	Family Systems and Substance Abuse Counseling
SAC 41330	Legal and Ethical Issues for Substance Abuse Counseling
SAC 41400	Community Care I: Clinical Foundations
SAC 41405	Community Care II: General Assessment/Clinical Liaison
SAC 41410	Community Care III: ADBHS Clinical Training I
SAC 41415	Community Care IV: ADBHS Clinical Training II
SAC 49000	Field Placement in Substance Abuse Counseling (CAPSTONE COURSE)

## Jeffersonville Campus

### Bachelor of Arts

- » Business Administration
- » Human Resources
- » Individualized
- » Management

## BUSINESS ADMINISTRATION

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible

business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

Minor available in Business Administration. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 30664	Managerial Accounting
ECO 30564	Economics for Managers
OAD 30563	Management
OAD 31063	Business Law
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

### HUMAN RESOURCES

The Human Resources major helps students develop, support, and administer personnel in business organizations. Students understand the challenges of employment and staffing; the complexities of compensation and benefits; the policies and programs that promote employee responsibility, production, and satisfaction; and the methods to hire, retain, and terminate employees based on legal policies and ethical parameters, protecting both the rights of workers and the interests of the company. They learn the role of human dynamics in coordinating, training, and supporting a diverse workforce. As coordinators of human capital, students must become adept at communication, critical thinking and problem solving in such areas as data management, systems design, and conflict management within changing organizational structures and unstable economic conditions. Graduates are prepared for support or supervisory personnel positions in a range of corporate, civic, or nonprofit organizations.

Minor available in Human Resources. Please check with your advisor for availability at your campus.

### Required Courses

ACC 30644	Managerial Accounting OR
OAD 40264	Planning and Budgeting
OAD 30063	Behavior in Organizations
OAD 30264	Employment Law and Policies
OAD 32563	Human Resources Administration
OAD 49200	Seminar in Applied Human Resources (CAPSTONE COURSE)

In addition, two courses must be completed from the following:  
(Please see your academic advisor for course options.)

OAD 30664	Labor Relations
OAD 32864	Employment and Staffing
OAD 41564	Compensation and Benefits
OAD 41764	Training and Development

OAD 41864	Managing Cultural Diversity
OAD 42464	Concepts of Career Development
OAD 44264	Employee Assistance

### MANAGEMENT

The Management major promotes the conceptual awareness and practical abilities needed to supervise personnel and help organizations run efficiently, effectively, and ethically. Students learn how to plan, budget, coordinate, and influence within an organizational setting. They develop ways to analyze systems; interpret data; set priorities; administer human resources; improve customer service; adapt to internal and external changes; and understand how a manager's personal responsibility, integrity, and empathy can help motivate a diverse workforce. Communication, problem-solving, and decision-making are key skills that help students formulate strategic approaches to operational execution. Graduates are prepared for a wide range of leadership careers in business, government, and all types of organizations.

Minor available in Management. Please check with your advisor for availability at your campus.

### Required Courses

ACC 30664	Managerial Accounting OR
OAD 40264	Planning and Budgeting
OAD 30063	Behavior in Organizations
OAD 30563	Management
OAD 32563	Human Resources Administration
OAD 49300	Seminar in Applied Management (CAPSTONE COURSE)

In addition, two courses must be completed from the following:

COM 30163	Interpersonal Communication OR
COM 30363	Organizational Communication OR
COM 40164	Intercultural and International Communication
COM 40464	Persuasive Communication OR
OAD 30363	Organizational Communication
OAD 30364	Conflict Resolution OR
OAD 39664	Managing Organizational Conflict
OAD 31664	Business Ethics
OAD 32064	Women in Management
OAD 41464	Project Management
OAD 41664	Performance Appraisal
OAD 43264	Organizational Change

## Kansas City Campus

### Bachelor of Arts

- » Business Administration
- » Elementary Education
- » Health Care Management
- » Human Resources

- » Individualized
- » Information Technology Systems
- » Management
- » Psychology

## BUSINESS ADMINISTRATION

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

Minors are available in Business Administration. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 30664	Managerial Accounting
ECO 20163	Macroeconomics
ECO 20263	Microeconomics
OAD 30063	Behavior in Organizations OR
OAD 32563	Human Resources Administration
OAD 30563	Management
OAD 31063	Business Law
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
OAD 41064	International Business
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

## ELEMENTARY EDUCATION

The Elementary Education major is designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment.

Students complete methods courses, professional education courses, and field experiences and observations. They develop critical thinking skills through an analysis of educational history, philosophy and psychology; measurement and evaluation of learning; and classroom management. They gain awareness of cultural diversity and the social and political contexts of education. Elementary Education majors must also demonstrate ability in liberal arts areas including mathematics, science,

writing, communication, social studies, and the fine arts. The education major is based on state, regional and national certification/licensure criteria and testing competencies. The Ottawa University teacher education program is state approved in Kansas and is also accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Graduates of the Elementary Education major are prepared to serve in a variety of school settings, both public and private.

### Kansas Teacher Education Program

The Ottawa University – Kansas Teacher Education Program's mission is to be a learning community in which committed teachers are reflective inquirers with knowledge and skills to use best practices in order to provide every student a quality education.

### Governance

The OU–Kansas Teacher Education Unit is the professional education unit responsible for all OU teacher education programs in Kansas. The responsibility of the Unit is governance of the teacher education program, including establishment of policy, curriculum approval, and program changes.

The OU–Kansas Teacher Education Committee (OUKTEC) is the administrative body charged with administering the program in Kansas, including the approval of candidates at each transition point.

### Admission to the Teacher Education Program – Transition Point 1

Students apply formally for admission to the Teacher Education Program during preprofessional education courses. Criteria for admission to the Teacher Education Program are:

- » Completion of an application to the program.
- » A cumulative grade point average of 2.50.
- » Preprofessional Skills Test (PPST) scores on file in the Teacher Education Department.
- » Two letters of recommendation from a high school faculty member, college faculty member or professional who can verify the candidate's suitability for the teaching profession.
- » Grade of C or higher in Teaching Profession I.
- » Provision of a current health certificate to the Teacher Education Department.

### Required Coursework for Licensure

The Ottawa University Teacher Education Program handbook required in the Preprofessional education courses serves as the official document regarding specific requirements for licensure.

### General Education Requirements

The Ottawa University Teacher Education Program requires that each person seeking licensure complete a program that includes coursework in the area of general education. This work is designed to develop a broad understanding of the characteristics of the disciplines in the arts,

humanities, natural sciences, and social sciences. It is also designed to assist the student in becoming competent in written and oral communication and in the use of mathematical properties, processes and symbols.

### Admission to Student Teaching – Transition Point 2

Students must make a formal application to the OUKTEC for student teaching. Applications are reviewed and approved by the committee.

### Student Teaching – Transition Point 3

To be approved for student teaching, a student must have completed all Teacher Education Program requirements for the specific license being sought. The student must maintain a cumulative grade point average no less than the state licensure requirement (currently 2.50) and earn a 2.75 or greater grade point average for all Ottawa University professional education and content area coursework. The student also must have no grade lower than "C" in preprofessional, professional and content area courses and have passing PPST scores on file in the Teacher Education Department. Student teaching represents the capstone experience for the professional training and comes at the end of all coursework. The student must submit an electronic portfolio for assessment.

### Licensure – Transition Point 4

At the end of student teaching, students complete an application for licensure. Students must have fulfilled all requirements of the program and successfully completed their student teaching experience, and have submitted a completed electronic portfolio for approval. Information concerning grade point averages, passing PPST scores, passing Professional Learning and Teaching Test (PLT) scores, and the passing scores on the state required content test(s) must also be on file in the Teacher Education Program Office. This application, with a recommendation from the Licensure Officer of the University and accompanied by a fee paid by the student, is sent to the Kansas State Department of Education in Topeka. Teaching licenses are issued by the Kansas State Department of Education. Students seeking teaching licenses for states other than Kansas should consult with Teacher Education Program personnel for information.

### Licensure Programs

Early Childhood-Late Childhood (K-6)

### Preprofessional Requirements

EDU 20000	Technology for Educators
EDU 30731	The Teaching Profession Part I
EDU 30732	The Teaching Profession Part II
MAT 10543	Topics in Math
PSY 20153	Survey of Developmental Psychology

### Professional Education Requirements

EDU 31132	The Exceptional Child
EDU 31233	Educational Psychology
EDU 31633	Assessment in Today's Classroom
EDU 33035	Foundations of Schools in a Diverse Society
EDU 40632	Managing the Educational Environment

### Content Area Coursework

EDU 20033	Integrating Fine Arts
EDU 30000	Elementary Reading Methods and Practicum: Part I
EDU 30001	Elementary Reading Methods and Practicum: Part II
EDU 30030	Elementary Math Methods and Practicum: Part I
EDU 30031	Elementary Math Methods and Practicum: Part II
EDU 30530	Elementary Science Methods and Practicum: Part I
EDU 30531	Elementary Science Methods and Practicum: Part II
EDU 31632	Reading in the Content
EDU 32734	Elementary Language Arts Methods
EDU 32834	Elementary Social Studies Methods
EDU 40233	The Differentiated Classroom
PED 30933	Health and Physical Education Methods for Elementary Classroom Teachers

All students seeking Elementary Licensure must develop a 20 semester credit hour area of emphasis in a discipline outside the education program. This concentration of courses could be in mathematics, language arts, social studies, science, technology, or fine arts.

### Student Teaching Block

EDU 40933	Reflective Teaching
EDU 49001	Elementary Student Teaching I
EDU 49002	Elementary Student Teaching II

Licensure requirements are updated regularly. Students should consult with Teacher Education Program personnel for current requirements.

## HEALTH CARE MANAGEMENT

### Online Program

The Health Care Management major promotes an understanding of complex, evolving, and integrated health care and reimbursement systems. Students analyze perspectives, methods, and values associated with the delivery and financing of health services. They evaluate client needs, fiscal constraints, management practices, ethical principles, public policies, promotional strategies, and system designs to discover ways to meet the growing demands for affordable, efficient, responsible, and effective health care. The major promotes organizational insight and managerial ability for those who desire leadership positions in health-related enterprises. It is especially suitable for health care professionals with technical/clinical degrees, nurses, reimbursement specialists, utilization review professionals, medical office or managed care personnel, and health insurance providers.

### Required Courses

OAD 38564	Behavior in Health Care Organizations
OAD 38663	Human Resources in Health Care Organizations
OAD 48001	Finance and Regulation in Health Care Organizations
HPS 40654	Health Care Law and Ethics
OAD 49500	Seminar in Health Care Management (CAPSTONE COURSE)



Health Care Specialty\*\* Work done in health care training programs transfer as academic semester credit. Some of these semester credits are considered lower-division. For further information, please contact Ottawa University's Kansas City campus registrar.

## HUMAN RESOURCES

The Human Resources major helps students develop, support, and administer personnel in business organizations. Students understand the challenges of employment and staffing; the complexities of compensation and benefits; the policies and programs that promote employee responsibility, production, and satisfaction; and the methods to hire, retain, and terminate employees based on legal policies and ethical parameters, protecting both the rights of workers and the interests of the company. They learn the role of human dynamics in coordinating, training, and supporting a diverse workforce. As coordinators of human capital, students must become adept at communication, critical thinking and problem solving in such areas as data management, systems design, and conflict management within changing organizational structures and unstable economic conditions. Graduates are prepared for support or supervisory personnel positions in a range of corporate, civic, or nonprofit organizations.

Minor available in Human Resources. Please check with your advisor for availability at your campus.

### Required Courses

ACC 30664	Managerial Accounting OR
OAD 40264	Planning and Budgeting
OAD 30063	Behavior in Organizations
OAD 30264	Employment Law and Policies
OAD 31664	Business Ethics
OAD 32563	Human Resources Administration
OAD 49200	Seminar in Applied Human Resources (CAPSTONE COURSE)

Two additional courses must be selected from the following list:  
(Please see your academic advisor for course options.)

OAD 30664	Labor Relations
OAD 41564	Compensation and Benefits
OAD 41764	Training and Development
OAD 42464	Concepts of Career Development
OAD 44264	Employee Assistance

Three additional courses must be selected from the following list:

COM 30163	Interpersonal Communication
COM 31864	Group Processes
OAD 30141	Emotional Intelligence in the Workplace
OAD 30563	Management
OAD 32064	Women in Management
OAD 39664	Managing Organizational Conflict
OAD 41664	Performance Appraisal
OAD 43264	Organizational Change
OAD 45664	Recruitment and Selection
PSY 34154	Adult Learning and Development

## INFORMATION TECHNOLOGY SYSTEMS

The Information Technology Systems major provides knowledge and skills related to the programming, storage, networking, and communication of information in an organization. This preparation also includes basic concepts and principles of business practices along with skills in planning, problem-solving, decision-making, and systems analysis. Students develop a computer proficiency and gain the ability to apply information systems in organizations effectively, efficiently, and responsibly with an understanding of the critical nature of information management in a global economy. Graduates are prepared for private or public sector careers in database administration, systems analysis, network administration, software programming, Internet technologies, and help desk management.

### Technical Core Courses

Minimum of 15 semester credit hours including all of the following:

Database Management
Introduction to Information Technology (includes end-user application tools)
Networking
Operating Systems
Programming

### Technical Specialty Courses

Minimum of 20 semester credit hours.

Can be technical electives in programming, database management, operating systems, or networking  
Can be industry-recognized certifications.  
Can be an internship.

### Technical Architecture Course

ITS 48163	Systems Analysis and Design
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### Organizational Core Courses

Minimum of 15 semester credit hours including all of the following:

COM 30163	Interpersonal Communication
COM 30363	Organizational Communication OR
COM/ENG 30124	Professional Writing OR
COM 32663	Business Communication
OAD 30063	Behavior in Organizations
OAD 30563	Management
OAD 31664	Business Ethics
ITS 49100	Methodologies of Project Development (CAPSTONE COURSE)

\*Additional courses may be required. Please see your academic advisor.

## MANAGEMENT

The Management major promotes the conceptual awareness and practical abilities needed to supervise personnel and help organizations run efficiently, effectively, and ethically. Students learn how to plan, budget, coordinate, and influence within an organizational setting. They develop ways to analyze systems; interpret data; set priorities;

administer human resources; improve customer service; adapt to internal and external changes; and understand how a manager's personal responsibility, integrity, and empathy can help motivate a diverse workforce. Communication, problem-solving, and decision-making are key skills that help students formulate strategic approaches to operational execution. Graduates are prepared for a wide range of leadership careers in business, government, and all types of organizations.

Minor available in Management. Please check with your advisor for availability at your campus.

### Required Courses

ACC 30664	Managerial Accounting OR
OAD 40264	Planning and Budgeting
OAD 30063	Behavior in Organizations
OAD 30563	Management
OAD 31664	Business Ethics
OAD 32563	Human Resources Administration
OAD 49300	Seminar in Applied Management (CAPSTONE COURSE)

Two additional courses must be selected from the following list:

COM 30163	Interpersonal Communication
OAD 32064	Women in Management
OAD 39664	Managing Organizational Conflict
OAD 41464	Project Management
OAD 41664	Performance Appraisal
OAD 43264	Organizational Change

Three additional courses must be selected from the following list:

ACC 20364	Accounting for Business Operations
COM 31864	Group Processes
ECO 20263	Microeconomics
ITS 48163	Systems Analysis and Design
ITS 48064	Management Information Systems
OAD 30141	Emotional Intelligence in the Workplace
OAD 30264	Employment Law and Politics
OAD 30664	Labor Relations
OAD 31063	Business Law
OAD 40663	Total Quality Management
OAD 41564	Compensation and Benefits
OAD 41764	Training and Development
OAD 42464	Concepts of Career Development
OAD 42664	New Business Ventures
OAD 44264	Employee Assistance
OAD 45664	Recruitment and Selection

## PSYCHOLOGY

Psychology is the study of human behavior. The major provides a foundation in human physiological, mental, intellectual, personality, and social development. Specific coursework is focused on research, theories and processes useful for understanding oneself and others both as individuals and as members of various societies, groups,

cultures and organizations. Psychology students are encouraged to think critically, to analyze and integrate information from other disciplines and sources, and to draw conclusions which can lead to the application of psychology to the identification and realization of individual and group goals. The study of psychology partners well with liberal arts coursework and facilitates ethical thinking, self-awareness and empathy within a global community. Students are prepared for graduate study leading to professions in counseling and psychotherapy, teaching, church ministry, youth work, law enforcement, research, marketing, organizational development, personnel services, social advocacy, community services, rehabilitation, gerontology, and social work.

Minor available in Psychology. Please check with your advisor for availability at your campus.

### Required Courses

PSY 30153	Theories of Personality
PSY 30353	Psychology of Abnormal Behavior
PSY 31354	Physiological Psychology
PSY 32253	Research Design and Analysis
PSY 40854	History and Systems of Psychology
PSY 49201	Seminar in Psychology (CAPSTONE COURSE)

\*Additional courses may be required. Please see your academic advisor.

## Milwaukee Campus

### Bachelor of Arts

- » Accounting
- » Business Administration
- » Communication
- » Health Care Management
- » Human Resources
- » Human Services
- » Individualized (Adult Education)
- » Information Technology Systems
- » Management
- » Management of Computer Services
- » Psychology

## ACCOUNTING

The Accounting major helps students understand and master the conceptual framework used to measure and report an organization's financial events. In accordance with professional and ethical standards, students analyze and evaluate accounting practices and systems to understand how they should and do function in business entities. They learn fiduciary responsibility and how to communicate with internal and external stakeholders. This major promotes skills in problem-solving, decision-making, systems analysis, and planning within financial, economic, managerial, and technological contexts. Accounting

is an important foundation for careers in finance, auditing and administration within both the public and private sectors.

Minor available in Accounting. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 20464	Accounting for Investing and Financing Activities
ACC 30163	Cost Accounting OR
ACC 40264	Advanced Cost Accounting
ACC 33164	Intermediate Accounting I
ACC 33264	Intermediate Accounting II
ACC 36264	Federal Income Tax*
ACC 40164	Advanced Accounting I
ACC 40165	Advanced Accounting II
ACC 44163	Auditing
OAD 40063	Financial Administration
ACC 49060	Seminar in Applied Accounting (CAPSTONE COURSE)

\*If transferred from another University, must be taken within the last five years.

## BUSINESS ADMINISTRATION

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

Minor available in Business Administration. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 30664	Managerial Accounting
ECO 30564	Economics for Managers
OAD 30563	Management
OAD 31063	Business Law
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

## COMMUNICATION

The Communication major is designed to help students understand and master the concepts and methods of communication in a wide array of settings. It promotes analysis, synthesis and evaluation of communication contexts and strategies and solutions to achieve, effectively and efficiently, a desired outcome with a specific audience. Students in this major develop critical-thinking skills and an awareness of cultural, social, intergenerational, and political diversity as it relates to communication. They are encouraged to relate communication insights to their personal and professional lives as they become capable problem solvers. Students improve on their communication abilities and develop their own style, aesthetics and processes to achieve positive relationships in a variety of settings. As an integral part of the Communication major, students will develop a philosophy for ethical, moral and lawful treatment of communication stakeholders. The Communication major prepares graduates for a wide range of careers including public relations, marketing, advertising, mass media, technical writing, arts communication, government, business, and law.

Minor available in Communication. Please check with your advisor for availability at your campus.

### Required Courses

COM 30163	Interpersonal Communication
COM 30263	Small Group Communication OR
PSY 32454	Group Dynamics
COM 30363	Organizational Communication
COM 40164	Intercultural and International Communication
COM 40464	Persuasive Communication
COM 49100	Seminar in Applied Communication (CAPSTONE COURSE)

## HEALTH CARE MANAGEMENT

The Health Care Management major promotes an understanding of complex, evolving, and integrated health care and reimbursement systems. Students analyze perspectives, methods, and values associated with the delivery and financing of health services. They evaluate client needs, fiscal constraints, management practices, ethical principles, public policies, promotional strategies, and system designs to discover ways to meet the growing demands for affordable, efficient, responsible, and effective health care. The major promotes organizational insight and managerial ability for those who desire leadership positions in health-related enterprises. It is especially suitable for health care professionals with technical/clinical degrees, nurses, reimbursement specialists, utilization review professionals, medical office or managed care personnel, and health insurance providers.

### Required Courses

OAD 32563	Human Resources Administration
OAD 36164	Health Care as Social Policy
OAD 36664	Ethics in Health Care
OAD 46264	Health Care Finance
OAD 46464	Understanding Complex Organizations and Evolving Health Care Delivery Systems
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

## HUMAN RESOURCES

The Human Resources major helps students develop, support, and administer personnel in business organizations. Students understand the challenges of employment and staffing; the complexities of compensation and benefits; the policies and programs that promote employee responsibility, production, and satisfaction; and the methods to hire, retain, and terminate employees based on legal policies and ethical parameters, protecting both the rights of workers and the interests of the company. They learn the role of human dynamics in coordinating, training, and supporting a diverse workforce. As coordinators of human capital, students must become adept at communication, critical thinking and problem solving in such areas as data management, systems design, and conflict management within changing organizational structures and unstable economic conditions. Graduates are prepared for support or supervisory personnel positions in a range of corporate, civic, or nonprofit organizations.

Minor available in Human Resources. Please check with your advisor for availability at your campus.

### Required Courses

OAD 30063	Behavior in Organizations
OAD 30264	Employment Law and Policies
OAD 32563	Human Resources Administration
OAD 40264	Planning and Budgeting
OAD 49200	Seminar in Applied Human Resources (CAPSTONE COURSE)

In addition, two courses must be completed from the following:  
(Please see your academic advisor for course options.)

OAD 30664	Labor Relations
OAD 32864	Employment and Staffing
OAD 30364	Conflict Resolution
OAD 41564	Compensation and Benefits
OAD 41664	Performance Appraisal
OAD 41764	Training and Development
OAD 41864	Managing Cultural Diversity
OAD 44264	Employee Assistance

## HUMAN SERVICES

The Human Services major provides an introduction to policies and programs designed to meet community needs among varied populations. Students think critically about issues of diversity and social equity; and learn to help people cope with personal challenges such as poverty, substance abuse, mental health, and relational crisis. They analyze the social, legal, political, and governmental forces that influence the delivery of human services; and gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Students may choose to specialize in advocacy, child and family services, corrections, gerontology, or mental health programs. This major follows guidelines of the National Organization for Human Service Education which promotes the knowledge and skills needed by professionals who plan to commit their lives to serving others. Careers in private and public sectors include

welfare agencies; church ministries; community development programs; youth and adult group homes; senior centers; retirement and nursing homes; case management agencies; homeless shelters; poverty assistance programs; and government, corrections or law enforcement agencies.

Minor available in Human Services. Please check with your advisor for availability at your campus.

### Required Courses

HUS 30000	Social Welfare: Issues Human Services
HUS 30253	Social Policy and the Community
HUS 40454	Ethics in Human Services
HUS 40553	Skills and Techniques in Human Services I
HUS 40554	Skills and Techniques in Human Services II
HUS 49000	Seminar in Human Services (CAPSTONE COURSE)
PSY 30353	Psychology of Abnormal Behavior
SOC 30653	Ethnic Relations and Multiculturalism

## INFORMATION TECHNOLOGY SYSTEMS

The Information Technology Systems major provides knowledge and skills related to the programming, storage, networking, and communication of information in an organization. This preparation also includes basic concepts and principles of business practices along with skills in planning, problem-solving, decision-making, and systems analysis. Students develop a computer proficiency and gain the ability to apply information systems in organizations effectively, efficiently, and responsibly with an understanding of the critical nature of information management in a global economy. Graduates are prepared for private or public sector careers in database administration, systems analysis, network administration, software programming, Internet technologies, and help desk management.

### Technical Core Courses

Minimum of 15 semester credit hours including all of the following:

Database Management  
Introduction to Information Technology  
(includes end-user application tools)

Networking  
Operating Systems  
Programming

### Technical Specialty Courses

Minimum of 20 semester credit hours.

Can be technical electives in programming, database management, operating systems, or networking

Can be industry-recognized certifications.

Can be an internship.

### Technical Architecture Course

ITS 48163	Systems Analysis and Design
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## Organizational Core Courses

Minimum of 15 semester credit hours including all of the following:

- COM 30163 Interpersonal Communication
- COM 30363 Organizational Communication OR
- COM/ENG 30124 Professional Writing OR
- COM 32663 Business Communication
- OAD 30063 Behavior in Organizations
- OAD 30563 Management
- OAD 31664 Business Ethics
- ITS 49100 Methodologies of Project Development  
(CAPSTONE COURSE)

\*Additional courses may be required. Please see your academic advisor.

## MANAGEMENT

The Management major promotes the conceptual awareness and practical abilities needed to supervise personnel and help organizations run efficiently, effectively, and ethically. Students learn how to plan, budget, coordinate, and influence within an organizational setting. They develop ways to analyze systems; interpret data; set priorities; administer human resources; improve customer service; adapt to internal and external changes; and understand how a manager's personal responsibility, integrity, and empathy can help motivate a diverse workforce. Communication, problem-solving, and decision-making are key skills that help students formulate strategic approaches to operational execution. Graduates are prepared for a wide range of leadership careers in business, government, and all types of organizations.

Minor available in Management. Please check with your advisor for availability at your campus.

### Required Courses

- COM 30163 Interpersonal Communication OR
- COM 30363 Organizational Communication OR
- COM 40464 Persuasive Communication
- OAD 30063 Behavior in Organizations
- OAD 30563 Management
- OAD 32563 Human Resources Administration
- OAD 40264 Planning and Budgeting
- OAD 49300 Seminar in Applied Management  
(CAPSTONE COURSE)

One course must be completed from the following:

- OAD 30364 Conflict Resolution
- OAD 31664 Business Ethics
- OAD 32064 Women in Management
- OAD 41464 Project Management
- OAD 41664 Performance Appraisal

## MANAGEMENT OF COMPUTER SERVICES

The Management of Computer Services major helps students develop and apply principles of administration, analysis, problem solving, and methods of information distribution across computer networks. The major promotes strong communication skills, ethical decision making,

and a solid understanding of information technology. Students learn effective ways of managing and integrating people and computer information systems to meet the needs of complex and interconnected corporate, commercial, and governmental institutions. Graduates may be employed in the private and public sectors as information technology managers, project developers, team leaders, and computer service managers.

### Required Courses

- COM 30163 Interpersonal Communication OR
- COM 30363 Organizational Communication OR
- COM 40464 Persuasive Communication
- OAD 30063 Behavior in Organizations
- OAD 30563 Management
- OAD 32563 Human Resources Administration
- OAD 40264 Planning and Budgeting
- ITS 48064 Management Information Systems  
(CAPSTONE COURSE)

One course must be completed from the following:

- OAD 30364 Conflict Resolution
- OAD 31664 Business Ethics
- OAD 32064 Women in Management
- OAD 41464 Project Management
- OAD 41664 Performance Appraisal

## Computer Technical Core

Minimum of 18 semester credit hours including all of the following:

- » Introduction to Computer Concepts
- » Computer Programming
- » Operating Systems OR
- » System Analysis and Design
- » Database Management
- » Networking

## PSYCHOLOGY

Psychology is the study of human behavior. The major provides a foundation in human physiological, mental, intellectual, personality, and social development. Specific coursework is focused on research, theories and processes useful for understanding oneself and others both as individuals and as members of various societies, groups, cultures and organizations. Psychology students are encouraged to think critically, to analyze and integrate information from other disciplines and sources, and to draw conclusions which can lead to the application of psychology to the identification and realization of individual and group goals. The study of psychology partners well with liberal arts coursework and facilitates ethical thinking, self-awareness and empathy within a global community. Students are prepared for graduate study leading to professions in counseling and psychotherapy, teaching, church ministry, youth work, law enforcement, research, marketing, organizational development, personnel services, social advocacy, community services, rehabilitation, gerontology, and social work.

Minor available in Psychology. Please check with your advisor for availability at your campus.

### Required Courses

PSY 30153	Theories of Personality
PSY 30353	Psychology of Abnormal Behavior
PSY 31354	Physiological Psychology
PSY 32253	Research Design and Analysis
PSY 40854	History and Systems of Psychology
PSY 49201	Seminar in Psychology (CAPSTONE COURSE)

\*Additional courses may be required. Please see your academic advisor.

## The College

Most courses at The College are 3 semester credit hours unless otherwise noted. For exceptions contact the faculty advisor.

### Bachelor of Arts

- » Accounting
- » Art\*
- » Biology\*
- » Business Administration
- » Communication
- » Education\*
- » English
- » Health Care Management
- » History/Political Science
- » Human Services
- » Individualized
- » Information Technology Systems
- » Mathematics\*
- » Music
- » Physical Education\*
- » Psychology
- » Religion
- » Sociology
- » Theatre

\*Indicates teacher certification available.

## ACCOUNTING

The Accounting major helps students understand and master the conceptual framework used to measure and report an organization's financial events. In accordance with professional and ethical standards, students analyze and evaluate accounting practices and systems to understand how they should and do function in business entities. They learn fiduciary responsibility and how to communicate with internal and external stakeholders. This major promotes skills in problem-solving, decision-making, systems analysis, and planning within financial, economic, managerial, and technological contexts. Accounting

is an important foundation for careers in finance, auditing and administration within both the public and private sectors.

Minor available in Accounting. Please check with your advisor for availability at your campus.

### Required Courses

ACC 20364	Accounting for Business Operations
ACC 20464	Accounting for Financing and Investing Activities
ACC 30163	Cost Accounting
ACC 33164	Intermediate Accounting I
ACC 33264	Intermediate Accounting II
ACC 36264	Federal Income Tax
ACC 40164	Advanced Accounting
ACC 44163	Auditing
ACC 49060	Seminar in Applied Accounting (CAPSTONE COURSE)

### Other Required Courses

ECO 20163	Macroeconomics
ECO 20263	Microeconomics
HPS 13353	American Government
MAT 32044	Statistics
OAD 30563	Management
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
PSY 12053	Principles of Psychology

## ART

Art fosters individual creativity and cultural identity. Art can be studied for its aesthetic, psychological, anthropological, historical, religious, social, and commercial significance. It can be created for expressive, therapeutic and political purposes. Students learn to appreciate, contextualize, and evaluate art as a means of visual communication. They explore different media and techniques as they develop their own talents in drawing, painting, design, sculpture, and varied crafts. As an important component of a liberal education, art promotes sensitivity, self-exploration, creativity, and multicultural awareness. Those majoring in this area may find careers in teaching; art history; painting; sculpture; illustration; publishing; advertising; art collection and appraisal; museum management; graphic design; and theatre, film, or video production.

### Drawing/Painting/Design Emphasis

#### Required Courses

ART 13023	Art Fundamentals
ART 20623	Art History I
ART 20723	Art History II
ART 22023	Drawing and Composition I
ART 23023	Design I
ART 23523	Painting I
ART 33023	Design II
ART 49024	Art Comprehensive

And one of the following (depending on the emphasis):

- ART 23423 Graphic Art
- ART 32023 Drawing and Composition II
- ART 33523 Painting II

7-12 semester credit hours of advanced studio courses and/or internship.

## Sculpture/Crafts/Design Emphasis

### Required Courses

- ART 13023 Art Fundamentals
- ART 20623 Art History I
- ART 20723 Art History II
- ART 22023 Drawing and Composition I
- ART 23023 Design I
- ART 23723 Ceramics I
- ART 33023 Design II
- ART 33723 Ceramics II
- ART 49024 Art Comprehensive

7-12 semester credit hours of advanced studio courses and/or internship.

## The College Teacher Licensure in Art (PreK-12)

Also see courses required detailed under the Education Department: Kansas Teacher Education Program within the Preprofessional Requirements, Professional Education Requirements, and Secondary School Licensure Requirements sections.

- ART 10321 Photography
- ART 10921 Fibers
- ART 11021 Collage
- ART 11121 Crafts
- ART 13023 Art Fundamentals
- ART 20623 Art History I
- ART 20723 Art History II
- ART 22023 Drawing and Composition I
- ART 23023 Design I
- ART 23423 Graphic Art
- ART 23523 Painting I
- ART 23723 Ceramics I
- ART 24000 Computer Graphics
- ART 30122 Art Methods
- ART 33023 Design II
- ART 49024 Art Comprehensive

Plus independent study in advanced/upper level studio work and/or internship

## BIOLOGY

Biology fosters an understanding and respect for the patterns and processes of the living world. Students develop technical and analytical skills that allow them to identify and evaluate the significance of biological problems across all levels of organization from the cell to the biosphere. The curriculum integrates the societal implications and consequences of contributions made by the field with an understanding of the moral and ethical decisions related to the life

sciences. In this manner, students develop a personal philosophy of the living world that includes compassion and responsible action toward all life. This major prepares graduates for a wide range of scientific careers including positions in the health professions, teaching, and research.

## Required Courses

A minimum of 32 semester credit hours in biology which must include:

- BIO 10042 Principles of Biology Lab
- BIO 10043 Principles of Biology
- BIO 20042 Organismic Biology Lab
- BIO 20043 Organismic Biology
- BIO 20342 Human Anatomy and Physiology Lab
- BIO 20343 Human Anatomy and Physiology
- BIO 30242 Microbiology Lab
- BIO 30243 Microbiology
- BIO 30643 Environmental Biology OR
- BIO 31141 Ecology Lab AND
- BIO 31143 Ecology
- BIO 38000 Biology Seminar
- BIO 40350 Comparative Anatomy of Vertebrates OR
- BIO 43000 Human Developmental Biology
- BIO 49041 Integrative Survey

Other courses in the department are required to reach the minimum of 32 semester credit hours in biology. Elective courses may depend upon the academic and career goals of the student.

## The College Teacher Licensure in Biology

Also see courses required detailed under the Education Department: Kansas Teacher Education Program within the Pre-professional Requirements, Professional Education Requirements, and Secondary School Licensure Requirements sections.

- BIO 10042 Principles of Biology Lab
- BIO 10043 Principles of Biology
- BIO 20042 Organismic Biology Lab
- BIO 20043 Organismic Biology
- BIO 20342 Human Anatomy and Physiology Lab
- BIO 20343 Human Anatomy and Physiology
- BIO 30242 Microbiology Lab
- BIO 30243 Microbiology
- BIO 31141 Ecology Lab
- BIO 31143 Ecology
- BIO 31241 Genetics Lab
- BIO 31243 Genetics
- BIO 38000 Biology Seminar
- BIO 49041 Integrative Survey

## BUSINESS ADMINISTRATION

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems

in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

Minor available in Business Administration. Please check with your advisor for availability at your campus.

### Required Courses

OAD 30563	Management
OAD 31063	Business Law
OAD 31664	Business Ethics
OAD 31863	Marketing
OAD 40063	Financial Administration
OAD 49100	Strategies and Policies (CAPSTONE COURSE)

Plus 9 semester credit hours from the following:

ECO 30363	Money and Banking
ECO 40863	International Business
OAD 10163	Personal Finance
OAD 30063	Behavior in Organizations
OAD 32563	Human Resources Administration
OAD 40363	Advertising Strategies
OAD 40563	Public Relations

### Other Required Courses

ACC 20364	Accounting for Business Operations
ACC 20464	Accounting for Financing and Investing Activities
ECO 20163	Macroeconomics
ECO 20263	Microeconomics
MAT 32044	Statistics
PSY 12053	Principles of Psychology

## COMMUNICATION

The Communication major is designed to help students understand and master the concepts and methods of communication in a wide array of settings. It promotes analysis, synthesis and evaluation of communication contexts and strategies and solutions to achieve, effectively and efficiently, a desired outcome with a specific audience. Students in this major develop critical-thinking skills and an awareness of cultural, social, intergenerational, and political diversity as it relates to communication. They are encouraged to relate communication insights to their personal and professional lives as they become capable problem solvers. Students improve on their communication abilities and develop their own style, aesthetics and processes to achieve positive relationships in a variety of settings. As an integral part of the Communication major, students will develop a philosophy for ethical, moral and lawful treatment of communication stakeholders. The Communication major prepares graduates for a wide range of careers

including public relations, marketing, advertising, mass media, technical writing, arts communication, government, business, and law.

Minor available in Communication. Please check with your advisor for availability at your campus.

### General Communication Emphasis

#### Required Courses

ENG 30124	Professional Writing
COM 10063	Survey of Mass Communication
COM 30163	Interpersonal Communication
COM 30363	Organizational Communication
COM 40464	Persuasive Communication
COM 41063	Internship: Communication
COM 49062	Seminar in Media Issues

8 accumulated semester credit hours of required supporting activity with at least one semester in each of the following activities:

COM 10662	Radio Workshop
COM 20361	Newspaper Production
COM 20461	Yearbook Production
COM 10121	Intercollegiate Forensics

#### Other Required Courses

ENG 23723	Intermediate Writing
ITS 12063	Introduction to Information Technology Systems
ITS 12100	Web Design
PSY 12053	Principles of Psychology
COM 11023	Speech Preparation and Delivery

### Professional Communication Emphasis

#### Required Major Courses

COM 10063	Survey of Mass Communication
COM 30163	Interpersonal Communication
COM 30363	Organizational Communication
COM 40464	Persuasive Communication
COM 41063	Internship: Communication
COM 49062	Seminar in Media Issues
ENG 30124	Professional Writing

8 accumulated semester credit hours of Required Supporting Activity, with at least one semester in each of the following activities:

COM 10662	Radio Workshop
COM 20361	Newspaper Production
COM 20461	Yearbook Production
COM 10121	Intercollegiate Forensics

#### Other Required Courses

ACC 20024	Fundamentals of Accounting
ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
ITS 12063	Introduction to Information Technology Systems
ITS 12100	Web Design
OAD 30063	Behavior in Organizations
OAD 31063	Business Law



OAD 31863	Marketing
OAD 40563	Public Relations
PSY 12053	Principles of Psychology
COM 11023	Speech Preparation and Delivery

## Arts Communication Emphasis

### Required Courses

COM 10063	Survey of Mass Communication
COM 30124	Professional Writing
COM 30163	Interpersonal Communication
COM 30363	Organizational Communication
COM 40464	Persuasive Communication
COM 41063	Internship: Communication
COM 49062	Seminar in Media Issues

20 or more semester credit hours in the emphasized area of art, music and theatre. Courses to be determined by the Department.

### Other Required Courses

ACC 20024	Fundamentals of Accounting
ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
ITS 12063	Introduction to Information Technology Systems
ITS 12100	Web Design
OAD 30063	Behavior in Organizations
OAD 31063	Business Law
OAD 31863	Marketing
OAD 40563	Public Relations
PSY 12053	Principles of Psychology
COM 11023	Speech Preparation and Delivery

## EDUCATION

The Elementary Education major and Secondary Education Certification/Licensure program are designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Students complete methods courses, professional education course, and field experiences and observations. They develop critical thinking skills through an analysis of educational history, philosophy and psychology; measurement and evaluation of learning; and classroom management. They gain awareness of cultural diversity and the social and political contexts of education. Elementary Education majors must also demonstrate ability in liberal arts areas including mathematics, science, writing, communication, and the fine arts. The education major is based on state, regional and national certification/licensure criteria and testing competencies. The Ottawa University teacher education program is state approved in Kansas and is also accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Secondary Education Certification/Licensure is not an academic major, but rather a required companion program to an academic major for students who wish to teach at the high school level. Students must complete a major in a high school subject area approved by the state (e.g. English, history, biology, mathematics), as well as professional

knowledge and secondary methods courses, prior to the student teaching field experience. Prospective high school teachers learn to be sensitive to the unique needs, challenges and learning styles of a diverse adolescent student population.

Graduates of the Elementary Education major and Secondary Education Certification/Licensure program are prepared to serve in a variety of school settings, both public and private.

## Kansas Teacher Education Program

The Ottawa University – Kansas Teacher Education Program's mission is to be a learning community in which committed teachers are reflective inquirers with knowledge and skills to use best practices in order to provide every student a quality education.

## Governance

The OU-Kansas Teacher Education Unit is the professional education unit responsible for all OU teacher education programs in Kansas. The responsibility of the Unit is governance of the teacher education program, including establishment of policy, curriculum approval, and program changes.

The OU–Kansas Teacher Education Committee (OUKTEC) is the administrative body charged with administering the program in Kansas, including the approval of candidates at each transition point.

## Admission to the Teacher Education Program – Transition Point 1

Students apply formally for admission to the Teacher Education Program during preprofessional education courses.

Criteria for admission to the Teacher Education Program are:

- » Completion of an application to the program.
- » A cumulative grade point average of 2.50.
- » Preprofessional Skills Test (PPST) scores on file in the Teacher Education Department.
- » Two letters of recommendation from a high school faculty member, college faculty member or professional who can verify the candidate's suitability for the teaching profession.
- » Grade of C or higher in Introduction to Teaching/Orientation to the Teaching Profession/The Teaching Profession.
- » Provision of a current health certificate to the Teacher Education Department.

## Required Coursework for Licensure

The Ottawa University Teacher Education Program handbook serves as the official document regarding required coursework for licensure.

## General Education Requirements

The Ottawa University Teacher Education Program requires that each person seeking licensure complete a program that includes coursework in the area of general education. This work is designed to develop a broad understanding of the characteristics of the disciplines in the arts,

humanities, natural sciences, and social sciences. It is also designed to assist the student in becoming competent in written and oral communication and in the use of mathematical properties, processes and symbols.

### Admission to Student Teaching – Transition Point 2

Students must make a formal application to the OUKTEC for student teaching. Applications are reviewed and approved by the committee.

### Student Teaching – Transition Point 3

To be approved for student teaching, a student must have completed all Teacher Education Program requirements for the specific license being sought. The student must maintain a cumulative grade point average no less than the state licensure requirement (currently 2.50) and earn a 2.75 or greater grade point average for all Ottawa University professional education and content area coursework. The student also must have no grade lower than "C" in preprofessional, professional and content area courses and have passing PPST scores on file in the Teacher Education Department. Student teaching represents the capstone experience for the professional training and comes at the very end of all coursework. The student must submit an electronic portfolio for assessment.

### Licensure – Transition Point 4

At the end of student teaching, students complete an application for licensure. Students must have fulfilled all requirements of the program and successfully completed their student teaching experience, and have submitted a completed electronic portfolio for approval. Information concerning grade point averages, passing PPST scores, passing Professional Learning and Teaching Test (PLT) scores, and the passing scores on the state required content test(s) must also be on file in the Teacher Education Program Office. This application, with a recommendation from the Licensure Officer of the University and accompanied by a fee paid by the student, is sent to the Kansas State Department of Education in Topeka. Teaching licenses are issued by the Kansas State Department of Education. Students seeking teaching licenses for states other than Kansas should consult with Teacher Education Program personnel for information.

### Licensure Programs

Art .....	(PreK-12)
Biology .....	(6-12)
Early Childhood – Late Childhood .....	(K-6)
Mathematics .....	(6-12)
Physical Education .....	(PreK-12)

### Pre-professional Requirements

Required for all Teacher Education Programs.

EDU 10932	Introduction to Teaching OR
EDU 10934	Orientation to Teaching (required for transfer students during their first semester at Ottawa University)
EDU 20000	Technology for Educators
PSY 20153	Survey of Developmental Psychology

### Professional Education Requirements

Required for all Teacher Education Programs and must have completed all Pre-professional courses to enroll in the following:

EDU 31132	The Exceptional Child
EDU 31233	Educational Psychology
EDU 31633	Assessment in Today's Classroom
EDU 33035	Foundations of Schools in a Diverse Society
EDU 40632	Managing the Educational Environment

### Student Teaching Semester

EDU 40932	Reflective Teaching and Action Research
EDU 49001	Elementary Student Teaching I AND
EDU 49002	Elementary Student Teaching II OR
EDU 49021	Secondary Student Teaching I AND
EDU 49022	Secondary Student Teaching II

### Content Area Coursework

All secondary teacher candidate education students must develop an academic major in a chosen discipline and complete additional coursework required in that content area for licensure. Specific coursework for teacher licensure is defined in each content area section. Licensure requirements are updated regularly. Students should consult with Teacher Education Program personnel for current requirements.

### Elementary Education

#### Required Courses for Elementary Education Licensure (K-6):

All elementary majors must develop a 20 semester credit hour area of emphasis in a discipline outside the Teacher Education Program (e.g., mathematics, language arts, social studies, or science) plus the following courses.

All elementary majors must have been admitted to the Teacher Education Program and have taken the PPST to enroll in the following:

EDU 20033	Integrating Fine Arts
EDU 30432	Elementary Science Methods
EDU 30030	Elementary Math Methods and Practicum I
EDU 30031	Elementary Math Methods and Practicum II
EDU 31733	Reading and Language Arts Methods I
EDU 31833	Reading and Language Arts Methods II
EDU 32735	Elementary Reading/Language Arts Methods and Practicum
EDU 32834	Elementary Social Studies Methods
PED 30933	Health and Physical Education Methods for Elementary Classroom Teachers

### Secondary School Licensure Requirements

#### Required Courses for Secondary Education Licensure

(PreK -12 or 6-12):

Secondary level licensure students must develop an academic major in a particular discipline (see catalog requirements for the major) and take the following additional courses:

EDU 34500	Secondary Methods and Reading in the Content Area
EDU 34600	Specialized Methods and Practicum

## ENGLISH

The English major promotes understanding, analysis, and evaluation of a wide range of authors, characters, themes, plots, and styles in world literature. Through varied approaches to literary criticism, students learn to appreciate the ways in which creative writing can capture the essence of the human condition. They are encouraged to relate literary insights to their own lives as they become productive, sensitive, and ethical problem-solvers. Students reflect on their values and discover what it means to be a socially responsible citizen. They are exposed to varied world views and learn to respect diversity and the opinions of others. By identifying the techniques and impacts of successful writers, students develop their expressive abilities, identify important personal issues, increase empathy for others, and discover their own voices and styles through the written word. The study of literature, composition, and linguistics is an important component of a liberal arts curriculum. English graduates may apply their abilities to a broad range of careers in law, journalism, advertising, public relations, publishing, communications, library science, technical writing, government, business, and education.

### Required Courses

36-40 semester credit hours which include:

ENG 10223	Contemporary Literature or
ENG 10323	Introduction to Literature and Film
ENG 26023	From Homer to Herrick
ENG 27023	From Voltaire to Victoria
ENG 28023	From Wilde to Wai-Lin

Choose one of the following

ENG 30124	Professional Writing OR
ENG 31023	Advanced Expository Writing or
ENG 32723	Creative Writing

Choose four of the following courses:

ENG 33023	Image and Text
ENG 33523	Environmental Literature
ENG 34023	Protest Literature
ENG 34523	Literature and Spirituality/Literature and the Sacred
ENG 36023	Peace Literature
ENG 37023	Literature of Personal Discovery

Choose three of the following:

ENG 41823	Shakespeare Seminar and
ENG 45023	Seminar in American Literature OR
ENG 45123	Seminar in British Literature OR
ENG 46023	Seminar in Genre Studies

## HEALTH CARE MANAGEMENT

The Health Care Management major promotes an understanding of complex, evolving, and integrated health care and reimbursement systems. Students analyze perspectives, methods, and values associated with the delivery and financing of health services. They evaluate client needs, fiscal constraints, management practices, ethical principles, public policies, promotional strategies, and system designs to discover

ways to meet the growing demands for affordable, efficient, responsible, and effective health care. The major promotes organizational insight and managerial ability for those who desire leadership positions in health-related enterprises. It is especially suitable for health care professionals with technical/clinical degrees, nurses, reimbursement specialists, utilization review professionals, medical office or managed care personnel, and health insurance providers.

### Required Courses

ACC 40464	Not-For-Profit Accounting
OAD 22563	Introduction to Health Care Delivery Systems
OAD 22564	Health Care and Social Behavior
OAD 30563	Management
OAD 32563	Human Resources
OAD 40063	Financial Administration
OAD 41065	Internship: Health Care
OAD 46064	Strategic Planning and Marketing in Health Care
OAD 48362	Health Care Policy
OAD 49000	Planning, Organizing and Leading in Health Care Organizations (CAPSTONE COURSE)

### Other Required Courses

ACC 20364	Accounting for Business Operations
ACC 20464	Accounting for Financing and Investing Activities
ECO 20163	Macroeconomics
ECO 20263	Microeconomics
ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
ITS 12063	Introduction to Information Technology Systems
MAT 32044	Statistics
OAD 31664	Business Ethics
PSY 12053	Principles of Psychology
SOC 10453	Introduction to Sociology

## HISTORY AND POLITICAL SCIENCE

The combined History and Political Science major synthesizes the study of past human activity and the nature, purpose, and principles of governmental systems throughout the world. Students develop an understanding of public events and trends in both national and international spheres. Political, social, and economic transactions are evaluated in the context of religious, philosophical, and cultural influences. Students in this major analyze the impact of past events on vital contemporary problems, including the interrelationships between society and the environment, issues of war and peace, and movements for social and political change. Engagement with complex issues of policy, politics, and civic priorities helps students develop critical thinking skills and sound problem-solving abilities. While this academic field promotes broad and disciplined minds in the liberal arts curriculum, it also prepares students for a variety of careers in government, law, teaching, politics, business, administration, research, and journalism.

### Required Courses

HPS 10053	Introduction to World Geography
HPS 11053	The American Experience

HPS 13353	American Government
HPS 25353	World Civilization I
HPS 25453	World Civilization II
HPS 31653	Twentieth Century America
HPS 32253	Political Parties
HPS 33253	International Relations
HPS 34354	Seminar in American History and Government
HPS 35054	Seminar in World History

### Other Required Courses

ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
MAT 32044	Statistics
SPH 11023	Speech Preparation and Delivery

At least one course in ITS, ECO, SOC, and PSY.

## HUMAN SERVICES

The Human Services major provides an introduction to policies and programs designed to meet community needs among varied populations. Students think critically about issues of diversity and social equity; and learn to help people cope with personal challenges such as poverty, substance abuse, mental health, and relational crisis. They analyze the social, legal, political, and governmental forces that influence the delivery of human services; and gain abilities in program implementation, client interviewing, data gathering, counseling, consulting, and case management. Students may choose to specialize in advocacy, child and family services, corrections, gerontology, or mental health programs. This major follows guidelines of the National Organization for Human Service Education which promotes the knowledge and skills needed by professionals who plan to commit their lives to serving others. Careers in private and public sectors include welfare agencies; church ministries; community development programs; youth and adult group homes; senior centers; retirement and nursing homes; case management agencies; homeless shelters; poverty assistance programs; and government, corrections or law enforcement agencies.

Minor available in Human Services. Please check with your advisor for availability at your campus.

### Required Courses

HUS 20553	Social Welfare: Introduction to Human Services
HUS 21253	The Family
HUS 30253	Social Policy and the Community
HUS 40553	Skills and Techniques in Human Services
HUS 41053	Internship: Human Services
HUS 42053	Internship: Human Services

Minimum requirement for internship is 8 semester credit hours.

### Other Required Courses

ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing

PHL 33024	Ethics and Society
PSY 12053	Principles of Psychology
PSY 20153	Survey of Developmental Psychology
PSY 30353	Psychology of Abnormal Behavior
SOC 10453	Introduction to Sociology
SOC 26052	Topics in the Social Sciences
SOC 30653	Ethnic Relations and Multiculturalism

### Elective Courses

ENG 20833	Children's Literature
EDU 31132	Psychology of the Exceptional Child
ENG 31723	Multicultural Literature
HPS 13353	American Government
HPS 25453	World Civilization II
ITS 12063	Introduction to Information Technology Systems
MAT 32044	Statistics
MUS 10323	Jazz in America
OAD 30563	Management
PAC 11231	Nontraditional Team Sports I
PED 21433	Introduction to Nutrition
PHL 11023	Basic Issues in Philosophy
PSY 32253	Research Design and Analysis
SOC 26053	Cultural Anthropology
SOC 30753	Human Sexuality
SPA 10124	Elementary Spanish I
SPH 11023	Speech Preparation and Delivery
THE 11421	Applied Theatre

### Advocacy Emphasis

#### Required Courses

HUS 20153	Issues in Child Welfare
HUS 26001	Issues in Advocacy

### Children and Families Emphasis

#### Required Courses

HUS 20153	Issues in Child Welfare
SOC 30753	Human Sexuality

### Corrections Emphasis

#### Required Courses

HUS 20153	Issues in Child Welfare
SOC 40753	Sociology of Deviance

### Gerontology Emphasis

#### Required Courses

HUS 30153	Issues in Gerontology
HUS 30953	Death and Dying

### Mental Health Emphasis

#### Required Courses

HUS 26002	Issues in Case Management
SOC 40753	Sociology of Deviance

Other focus areas can be created and approved by the Social Sciences Department.

## INFORMATION TECHNOLOGY SYSTEMS

The Information Technology Systems major provides knowledge and skills related to the programming, storage, networking, and communication of information in an organization. This preparation also includes basic concepts and principles of business practices along with skills in planning, problem-solving, decision-making, and systems analysis. Students develop a computer proficiency and gain the ability to apply information systems in organizations effectively, efficiently, and responsibly with an understanding of the critical nature of information management in a global economy. Graduates are prepared for private or public sector careers in database administration, systems analysis, network administration, software programming, Internet technologies, and help desk management.

### Technical Core

ITS 16163	Programming
ITS 23470	A+ Core Hardware
ITS 23471	A+ Operating Systems Technologies
ITS 30163	Database Management
ITS 33470	Networking

### Technical Architecture

ITS 48163	Systems Analysis and Design
ITS 49100	Methodologies of Project Development (CAPSTONE)

### Technical Specialty

Minimum of 18 semester credit hours required:

ITS 12100	Web Design
ITS 17163	Game Programming
ITS 41063	Internship (The internship experience should be no less than 3 semester credit hours.)

Additional semester credit hours can include TechSkills courses or Topics in Information Technology.

### Required Supporting Courses

ACC 20024	Fundamentals of Accounting
COM 30163	Interpersonal Communication
ENG 30124	Professional Writing
MAT 10643	College Algebra
OAD 30563	Management
OAD 30063	Behavior in Organizations
OAD 31664	Business Ethics

### Elective Courses

ITS 43000	Information Technology Project Management
ITS 48064	Management of Information Systems

## MATHEMATICS

Mathematics is both a symbolic language and a way of thinking. A universal science and a key component of a liberal arts education, mathematics is a critical tool for technological advancement and practical problem-solving in a complex natural and social world. The major provides training in logic and critical thinking, and helps students gain mastery of calculus, algebra, geometry, statistics, and computer programming. Graduates are prepared for a wide range of careers including teaching, computer science, engineering, finance, actuarial science, business, investments, behavioral sciences, and research.

Students seeking certification to teach must have a major area of study. This major area must include 30 semester credit hours of courses. Students should consult their academic advisor for more information regarding their major area. Students seeking certification in areas of study additional to their major must have a minimum of 24 semester credit hours of courses in an area. Students should consult their academic advisor requiring additional areas of certification.

### Required Courses

MAT 21044	Calculus I
MAT 21144	Calculus II
MAT 22043	Linear Algebra
MAT 26043	College Geometry
MAT 30143	History of Mathematics
MAT 31044	Calculus III
MAT 32044	Statistics
MAT 33043	Differential Equations
MAT 42143	Abstract Algebra
MAT 43443	Numerical Methods
MAT 45143	Introduction to Real Analysis

### Other Required Courses

ITS 16163	Computer Programming
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### The College Teacher Licensure in Mathematics (6-12)

Also see courses required detailed under the Education Department: Kansas Teacher Education Program within the Pre-professional Requirements, Professional Education Requirements, and Secondary School Licensure Requirements sections.

ITS 16163	Computer Programming
MAT 21044	Calculus I
MAT 21144	Calculus II
MAT 22043	Linear Algebra
MAT 26043	College Geometry
MAT 30143	History of Mathematics
MAT 31044	Calculus III
MAT 32044	Statistics
MAT 42143	Abstract Algebra

### Recommended courses

MAT 33043	Differential Equations
MAT 43443	Numerical Methods

## MUSIC

The Music program promotes an understanding and appreciation of musical expression as part of a liberal arts education. Students increase their knowledge of theory and history across diverse musical cultures. Music majors develop their abilities through ear-training, sight-singing, harmony, orchestration, composition, and conducting. They may pursue emphases in church music or applied music. Music majors and other community members have a wide range of performance opportunities through college choirs, instrumental ensembles, and individual recitals. These performers develop a wide musical repertoire that reinforces spiritual values, promotes the university's mission, and provides an important outreach to local and regional audiences. Graduates may go on to be professional musicians; composers; arrangers; producers; music teachers; or creative associates in film, theatre, or television.

### Applied Music Emphasis

#### Required Courses

MUS 10123	Introduction to Creative Listening
MUS 25124	Styles I
MUS 25224	Styles II
MUS 32224	Styles III
MUS 32324	Styles IV
MUS 49023	Research and Performance

Participation in 2 semester credit hours of applied music each semester, participation in an ensemble each semester, demonstration of piano proficiency, and two recitals (Junior and Senior).

### Church Music Emphasis

#### Required Courses

MUS 10123	Introduction to Creative Listening
MUS 16321	Applied Organ
MUS 22823	Church Music
MUS 23823	Hymnology
MUS 25124	Styles I
MUS 25524	Styles II
MUS 32223	Choral Conducting, Methods and Literature
MUS 32224	Styles III
MUS 32324	Styles IV
MUS 49023	Research and Performance

Participation in applied music and an ensemble each semester, demonstration of piano proficiency and internship within church setting, and senior recital.

## PHYSICAL EDUCATION

The Physical Education major prepares students with the knowledge and skills required for teaching motor skills, physical fitness, and designing, developing, and managing recreation and/or fitness programs. A multidisciplinary program that integrates principles and practices from the natural, social, and behavioral sciences, the Physical Education major provides opportunities for men and women from

different racial, ethnic, and cultural backgrounds to perform together in the spirit of competition, cooperation, and celebration. Students use their individual and collective abilities toward further development of their bodies, minds, values, and attitudes. Consistent with the University's mission statement, students' physical accomplishments and interactions are based on a commitment to sportsmanship and ethics. Students in this major play an important role in promoting physical fitness, preventive health care, stress management, healthy lifestyles, mental discipline, motivation, and teamwork. Graduates of this program are prepared for careers or further study in the fitness industry, sports, teaching, coaching, personal training, corporate fitness, occupational or physical therapy, and recreation administration.

### Health/Fitness Emphasis

#### Required Courses

PAC 10131	Coed Weight Training
PAC 11131	Lifetime Fitness
PAC 11231	Nontraditional Team Sports I
PAC XXXX	Additional PAC
PAC XXXX	Additional PAC
PED 10433	Personal and Community Health
PED 10732	First Aid OR Current First Aid and Adult and Infant CPR certification
PED 11133	History and Principles of Health, Physical Education and Recreation
PED 20533	Care and Prevention of Athletic Injuries
PED 30233	Psychology and Sociology of Sports
PED 30333	Advanced Athletic Training
PED 32533	Kinesiology
PED 33532	Adaptive Physical Education
PED 34533	Exercise Physiology
PED 34630	Athletic Training Practicum OR
PED 34640	Health and Fitness Practicum
PED 41033	Internship: Physical Education
PED 41733	Theory of Administration in Health, Physical Education and Recreation
PED 46000	Senior Seminar

#### Other Required Courses

BIO 10042	Principles of Biology Lab
BIO 10043	Principles of Biology
BIO 20342	Human Anatomy and Physiology Lab
BIO 20343	Human Anatomy and Physiology
BIO 21443	Introduction to Nutrition
CHE 10041	Concepts of Chemistry Lab and CHE 10044 Concepts of Chemistry OR
CHE 12041	General Chemistry I Lab and CHE 12044 General Chemistry I
COM 30163	Interpersonal Communication OR
SPH 11023	Speech Preparation and Delivery
ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
OAD 30563	Management
PSY 12053	Principles of Psychology

## Recreation and Sports Administration Emphasis

### Required Courses

PAC 10131	Coed Weight Training
PAC 11131	Lifetime Fitness
PAC 11231	Nontraditional Team Sports I
PAC 11331	Folk and Square Dancing
PAC XXXX	Additional PAC
PED 10732	First Aid OR Current First Aid and Adult and Infant CPR Certification
PED 11133	History and Principles of Health, Physical Education and Recreation
PED 13733	Principles of Officiating Fall Sports OR
PED 14733	Principles of Officiating Spring Sports
PED 20533	Care and Prevention of Athletic Injuries
PED 23733	Teaching Fall Sports OR
PED 24733	Teaching Spring Sports
PED 30233	Psychology and Sociology of Sports
PED 30833	Elementary Physical Education Methods
PED 31833	Recreation and Sports Programming
PED 34610	Coaching Practicum OR
PED 34630	Athletic Training Practicum
PED 34650	Recreation Administration Practicum
PED 40433	Principles of Coaching
PED 41033	Internship: Physical Education
PED 1733	Theory of Administration in Health, Physical Education and Recreation
PED 46000	Senior Seminar

One coaching methods course.

### Other Required Courses

BIO 10042	Principles of Biology Lab
BIO 10043	Principles of Biology
COM 30163	Interpersonal Communication OR
SPH 11023	Speech Preparation and Delivery
ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing
OAD 30563	Management
OAD 31063	Business Law
OAD 31863	Marketing
PED 33532	Adaptive Physical Education
PSY 12053	Principles of Psychology

### Elective Courses

ACC 20024	Fundamentals of Accounting
HPS 13353	American Government
ITS 12063	Introduction to Information Technology Systems
PED 23733	Teaching Fall Sports
PED 34533	Exercise Physiology

Additional PAC and coaching methods courses.

## Coaching

This is not a major. Courses designed to introduce students to and prepare them for coaching in organized athletic programs. It is a supplement to any other major field of study and is encouraged for students seeking teacher certification or pursuing other majors who desire to pursue a coaching position or career in an educational or recreation setting. Completion of the program results in coaching certification through the American Sport Education Program (ASEP).

### Required Courses

PAC 10131	Coed Weight Training
PAC 11131	Lifetime Fitness
PED 10732	First Aid Or Current First Aid and Adult and Infant CPR certification
PED 13733	Principles of Officiating Fall Sports OR
PED 14733	Principles of Officiating Spring Sports
PED 20533	Care and Prevention of Athletic Injuries
PED 40433	Principles of Coaching

Two coaching methods courses.

### Elective Courses

BIO 21443	Introduction to Nutrition
PED 32533	Kinesiology
PED 34533	Exercise Physiology
PED 41733	Theory of Administration in Health, Physical Education and Recreation

## The College Teacher Licensure in Physical Education (PreK-12)

Also see courses required detailed under the Education Department: Kansas Teacher Education Program within the Pre-professional Requirements, Professional Education Requirements, and Secondary School Licensure Requirements sections.

### Required PAC Courses

PAC 10131	Coed Weight Lifting
PAC 11131	Lifetime Fitness
PAC 11231	Non-traditional Team Sports I
PAC 11331	Folk and Square Dancing
PAC XXXX	Additional PAC

### Required PED Courses

PED 10433	Personal and Community Health
PED 10732	First Aid
PED 11133	History and Principles of Health, Physical Education and Recreation
PED 20533	Care-Prevention of Athletic Injuries
PED 23733	Teaching Fall Sports
PED 24733	Teaching Spring Sports
PED 30233	Psychology and Sociology of Sports
PED 30833	Elementary Physical Education Methods
PED 30834	Practicum in Teaching Physical Education in Elementary School

PED 33532	Adaptive Physical Education
PED 34533	Exercise Physiology
PED 41733	Theory of Administration in Health, Physical Education, and Recreation

### Required Supporting Courses

BIO 10042	Principles of Biology Lab
BIO 10043	Principles of Biology
BIO 20342	Human Anatomy and Physiology Lab
BIO 20343	Human Anatomy and Physiology

## PSYCHOLOGY

Psychology is the study of human behavior. The major provides a foundation in human physiological, mental, intellectual, personality, and social development. Specific coursework is focused on research, theories and processes useful for understanding oneself and others both as individuals and as members of various societies, groups, cultures and organizations. Psychology students are encouraged to think critically, to analyze and integrate information from other disciplines and sources, and to draw conclusions which can lead to the application of psychology to the identification and realization of individual and group goals. The study of psychology partners well with liberal arts coursework and facilitates ethical thinking, self-awareness and empathy within a global community. Students are prepared for graduate study leading to professions in counseling and psychotherapy, teaching, church ministry, youth work, law enforcement, research, marketing, organizational development, personnel services, social advocacy, community services, rehabilitation, gerontology, and social work.

Minor available in Psychology. Please check with your advisor for availability at your campus.

### Required Courses

PSY 12053	Principles of Psychology
PSY 20153	Survey of Developmental Psychology
PSY 30153	Theories of Personality
PSY 30353	Psychology of Abnormal Behavior
PSY 31354	Physiological Psychology
PSY 32153	Social Psychology
PSY 32253	Research Design and Analysis
PSY 40553	Counseling Theories and Dynamics
PSY 40854	History and Systems of Psychology

### Other Required Courses

COM 30163	Interpersonal Communication
HUS 21253	The Family
MAT 32044	Statistics
SOC 10453	Introduction to Sociology
SOC 30653	Ethnic Relations and Multiculturalism
SOC 30753	Human Sexuality

## RELIGION

The Religion major promotes an investigation of the basic questions of existence: human origin, meaning, purpose, spirituality, and divinity. The major at the College promotes a Christian worldview. It fosters a comprehension of religious beliefs and practices throughout the world. Students analyze sacred literature and historical contexts to understand the interactions of religion and culture. They consider the role of religion in contemporary America as they seek to clarify their own convictions and moral precepts. Study in this field can profoundly shape individual identity as students examine their personal attitudes, values, and beliefs. Students gain Biblical, theological, and philosophical knowledge that helps them develop respect and appreciation for diversity among persons of different religions, ideologies, and ethnicities. They are encouraged to become critical thinkers, expand their world views, and develop a personal sense of responsibility to minister to others. Graduates are prepared to continue their education at the graduate level, enter Christian ministry, teach, or pursue a wide range of careers dedicated to assisting and serving others.

### Required Courses

PHL 21023	Basic Issues in Philosophy
REL 20223	Introduction to the Gospels
REL 21023	Christian Thought I
REL 30123	Biblical Book
REL 30323	The Pentateuch
REL 31023	Christian Thought II
REL 40224	Christian Ethics
REL 41523	Issues in Science and Religion
REL 43823	World Religions
REL 44823	The Life and Thought of Paul
REL 49023	Comprehensive in Religion

Plus 3 hours from the following:

PHL 33024	Ethics and Society
REL 30223	Jewish-Christian Relations
REL 31223	Introduction to Biblical Hebrew
REL 33023	Liberation Theology
REL 41223	Introduction to New Testament Greek

### Other Required Courses (choose one)

ENG 23723	Intermediate Writing OR
ENG 31023	Advanced Expository Writing

## SOCIOLOGY

The Sociology major promotes the systematic study of collective human behavior. Students are required to explore social processes within and among varied groups and societies; to analyze the beliefs and actions of individuals within the context of social norms, values, conventions, structures, institutions, and patterns of behavior; to develop a greater awareness of culture, race, and ethnicity and the sources of social conflict and misunderstanding; to explore methods for promoting group interaction and cooperation; to assess, evaluate, and explain social behavior, programs, and processes; to gather and interpret data in valid, reliable, and generalizable ways; and to think



critically about social issues and develop ways to solve complex problems in a global community. Graduates are prepared for advanced study or careers in social research, consulting, teaching, law enforcement, community organization, urban planning, organizational development, and administration of social service agencies.

## Sociology Emphasis

### Required Courses

SOC 10453	Introduction to Sociology
SOC 11753	Social Problems and American Values
SOC 26053	Cultural Anthropology
SOC 26052	Topics in Social Sciences
SOC 30653	Ethnic Relations and Multiculturalism
SOC 30753	Human Sexuality
SOC 32253	Research Design and Analysis
SOC 40753	Sociology of Deviance
SOC 40854	Field Research

### Other Required Courses

ECO 20163	Macroeconomics
HPS 25353	World Civilization I
HPS 25453	World Civilization II
MAT 32044	Statistics
PSY 32153	Social Psychology

## Anthropology Emphasis

### Required Courses

SOC 10453	Introduction to Sociology
SOC 26053	Cultural Anthropology
SOC 26052	Topics in Social Sciences
SOC 32253	Research Design and Analysis
SOC 40753	Sociology of Deviance
SOC 40854	Field Research

### Other Required Courses

ART 20623	Art History I
BIO 31143	Ecology
ENG 31723	Multicultural Literature
SPA 10124	Elementary Spanish I
HPS 25353	World Civilization I
HPS 25453	World Civilization II
PSY 32153	Social Psychology
REL 33823	World Religions

## THEATRE

The Theatre major introduces students to dramatic literature, acting, directing, design, and criticism. Theatre production is a synthesis of many art forms including creative writing, voice, movement, dance, painting, visual composition, sound, music, lighting, costume design, and set construction. Through an introduction to different theatrical styles, periods, and conventions, students can visualize and recreate playwrights' attempts to capture universal themes, conflicts, and human relationships across time, place, and culture. This exercise in creative

empathy and expression can help students understand themselves, others, and the world community. In addition to serving as a strong liberal arts foundation, the theatre program includes main-stage productions and dramatic activities that prepare students for graduate study and professional schools or careers in stage, film, or television production; theatre history, playwriting, criticism, and teaching; or theatre management, public relations, promotion, and communication.

## Theatre/Theatre Performance Emphasis

### Required Courses

SPH 10923	Voice and Diction
SPH 20523	Oral Interpretation
THE 11421	Applied Theatre*
THE 14123	Stagecraft
THE 14623	Introduction to Theatre
THE 20023	Acting I
THE 31523	History of Theatre I
THE 31623	History of Theatre II
THE 36000	Topics in Theatre
THE 40023	Acting II
THE 40624	Directing
THE 42023	Theatre Practicum OR
THE 49023	Senior Comprehensive in Theatre

\*Applied Theatre is taken each semester (maximum of eight) except while enrolled in Theatre Practicum or Performance Comprehensive.

### Other Required Courses

COM 30163	Interpersonal Communication
ENG 31823	Shakespeare Seminar
MUS 16221	Applied Voice
PSY 12053	Principles of Psychology

## PRE-PROFESSIONAL PROGRAMS

### Pre-med, Pre-health Professions and Graduate Studies

The health professions are a growing field, with careers as medical doctors (MD), dentists, physician assistants, pharmacists, medical technologists, nurses, laboratory researchers, and many others. The professional schools are looking for college graduates who help patients with personal, social and spiritual problems, in addition to their physical well-being. Ottawa University's broad, comprehensive pre-professional programs prepare students for medical school, dental school, and a full range of other demanding programs within the health professions, and for graduate degrees (MS and PhD). All professional degree programs expect students to come with a breadth of exposure to chemistry, physics, and mathematics and foundational courses in biology (genetics, ecology, microbiology, zoology, and human anatomy and physiology). The pre-professional major is a demanding program that prepares committed, diligent students for the career of their choice. Through the skilled assistance of professors in the Department of Natural Science and Mathematics, who are also

academic advisors, students develop a "custom" course program from this full spectrum of science offerings to prepare them for their desired career.

## PRE-MINISTERIAL PROGRAM

Study for the ministry does not presuppose any particular undergraduate course of study. In addition to a sense of vocation for the ministry, most seminaries are more concerned with whether an applicant has acquired a broad background of knowledge and the skills of communication and critical thinking than with his/her undergraduate major. As a result, students may attend seminary having pursued virtually any area of concentration. It is clear, however, that some majors may be more helpful to seminary studies than others, and pre-ministerial students are urged to choose a course of study that will enhance their effectiveness both in seminary and in the ministry. Thus, pre-ministerial students often major in psychology, sociology, English, human services, philosophy, or religion (though some seminaries discourage applicants from an undergraduate major in religion, since so much of that study will be duplicated in their seminary training). In keeping with the need for a broad background of knowledge, pre-ministerial students are urged to be sure that they have an adequate introduction to the major areas of liberal arts study and, in particular, to the disciplines dealing with the study of society, government, economics, ethics, philosophy, literature, human behavior, and the arts. In addition, pre-ministerial students are encouraged to acquire particular kinds of managerial and interpersonal skills that will be of use in their ministry and, therefore, should consider the following courses as especially relevant to their pre-ministerial program, regardless of their particular major:

ACC 20024	Fundamentals of Accounting
COM 30163	Interpersonal Communication
ENG 23723	Intermediate Writing
ENG 31023	Advanced Expository Writing
ITS 12063	Introduction to Information Technology Systems
PHL 21723	Introduction to Logic
PSY 32153	Social Psychology
SPH 11023	Speech Preparation and Delivery

## PRE-LAW PROGRAM

Admittance to professional school of law is available to students with a variety of major fields of concentration. Law schools are less interested in a specific program of study that could be called a pre-law major, but rather are interested in a number of specific skills, most of which are concentrated in the use of language and the communication arts.

Students seeking admittance to law schools are advised to select a major appropriate to their own interests but to be sure to include as many courses as possible to assist them for the use of the English language in its written and oral forms. In addition, students are encouraged to consider that the practice of law involves the handling and administration of other people's money and estates and will also involve dealing with all types of individuals. Thus, students are well advised to seek those courses that prepare them to understand human

growth and development, general psychological principles, and sufficient accounting or related business courses to familiarize them with the administrative details of the handling of financial affairs. Therefore, in addition to the student's specific major field, the following courses should be considered as recommended for pre-law majors:

ACC 20364	Accounting for Business Operations
ACC 20464	Accounting for Investing and Financing Activities
ECO 20163	Macroeconomics
ENG 23723	Intermediate Writing
ENG 31023	Advanced Expository Writing
ITS 12063	Introduction to Information Technology
PHL 21723	Introduction to Logic
PSY 12053	Principles of Psychology
PSY 32153	Social Psychology
SOC 10153	Social Thought
SPH 11023	Speech Preparation and Delivery

## PRE-ENGINEERING STUDIES

Many of the problems facing our society need technological solutions that will come only with a strong work force of engineers and scientists. Just to be technically trained will not be sufficient. Engineers must be sensitive to the environmental, societal, and human implications of both problems and solutions. It is essential that engineers be liberally educated to meet the demands of a changing world. At Ottawa University, the primary objective is to provide such a liberal arts education. The pre-engineering curriculum is designed to do this while providing a grounding in science and mathematics courses to prepare the student for the upper-level engineering courses that he/she will encounter after transferring to an engineering college to complete his/her studies.

The pre-engineering program operates as follows: The student meets with the Pre-Engineering Advisor at Ottawa University and develops a contract. In most cases, all the requirements for a degree from The University can be met in the three-year period except for the required major in mathematics and the 124 semester credit hour rule for graduation. The contract specifies that after appropriate courses in applied mathematics are completed at an engineering school chosen by the student, the major in mathematics will be considered fulfilled. The same type of specifications is made concerning the 124 semester credit hour requirement. When Ottawa University receives official transcripts showing that these additional courses and hours have been completed, a Bachelor of Arts degree is granted. This program is the same regardless of the engineering school chosen and the area of interest, civil, mechanical, electrical, etc. In the advising process, it is beneficial for the student to be guided by a catalog from the school to which he/she wishes to transfer. It is important that the Pre-Engineering Advisor be contacted as soon as possible so that an individualized (adult education) plan can be developed. For a list of required mathematics courses at Ottawa University, see the required major courses for mathematics in this catalog.

The student should be prepared with a solid mathematics background in high school work, including geometry, two years of algebra and trigonometry or pre-calculus. In addition to the technical courses, the student should take courses in such areas as English composition, psychology, religion, sociology, and economics, not only to meet graduation requirements at both Ottawa University and the engineering school but, more importantly, because they are the foundation of a liberally educated person.

## INTERNATIONAL UNDERGRADUATE PROGRAMS

Ottawa University has established multiple international instructional sites. These locations offer the undergraduate Bachelor of Arts in Business Administration (BABA) degree completion program.

### BUSINESS ADMINISTRATION

#### Offered at: Singapore

The Business Administration major focuses students on how a business firm can achieve its objectives in a competitive local, regional, national, or global environment while maintaining ethical principles and practices. This major integrates a broad range of theories, concepts, methods, policies, and practices through the study of finance, economics, law, ethics, marketing, human resources, management, and organizational behavior. Students analyze and evaluate business systems in terms of their efficiency, productivity, profit, and service. They study the challenges and opportunities facing existing companies and new ventures. As potential entrepreneurs, students synthesize their knowledge, analyze markets, and develop business plans. They learn to make convincing presentations to employees, customers, managers, board members, and investors. They appreciate how responsible business practices can improve economic standards, social stability, and international trade. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as the public sector.

#### Required Courses\*

##### Term 1

2+2 M1	LAS 30012	Proseminar
	COM 32663	Business Communications
	ENG 30721	Research Paper Preparation Skills
	THE 12221	Applied Performing Arts
2+2 M2	PSY 12053	Principles of Psychology
	SPH 11023	Speech Preparation and Delivery
	ENG 30723	Research Paper Preparations Skills II

##### Term 2

2+2 M3	OAD 3056	Management
	OAD 30063	Behavior in Organizations
	THE 12221	Applied Performing Arts I
2+2 M4	PHL 11023	Basic Issues in Philosophy
	HPS 31654	20th Century America
	THE 12221	Applied Performing Arts #3

##### Term 3

2+2 M5	LAS 39000	Cross-Cultural Issues in In'l Business
	OAD 32563	HR Administration
2+2 M6	OAD 31863	Marketing
	OAD 30010	E-Commerce
	THE 22221	Applied Performing Arts II

##### Term 4

2+2 M7	LAS 39014	The Individual in Society
	OAD 30020	Entrepreneurial Vision and Strategy
	OAD 30040	Topics in Business Entrepreneurship I
2+2 M8	OAD 30030	Leadership of Creativity and Change
	OAD 42664	New Business Ventures
	OAD 30040	Topics in Business Entrepreneurship I

##### Term 5

2+2 M9	ACC 20364	Accounting for Business Operations
	OAD 31063	Business Law
	OAD 30040	Topics in Business Entrepreneurship I
2+2 M10	OAD 30763	Business Statistics
	ECO 40963	International Economics
	OAD 30040	Topics in Business Entrepreneurship I

##### Term 6

2+2 M11	OAD 31664	Business Ethics
	ACC 30664	Managerial Accounting
	OAD 40010	Applied Business Entrepreneurship (GP)
2+2 M12	OAD 40063	Financial Administration
	OAD 49100	Strategies and Policies
	LAS 45012	Graduation Review Introduction

##### Term 7

2+2 M13	OAD 40020	Applied Business Entrepreneurship (IP)
	OAD 40030	Community Service Application
	LAS 45012	Completion of Graduation Review

\*Coursework is listed in enrollment sequence.

## ONLINE UNDERGRADUATE PROGRAMS

Ottawa University offers a number of undergraduate and graduate programs online. Some of these programs are also offered in classroom format. Students interested in online programs should contact one of the adult campus locations or the Office of International Programs.

Online programs are available in Health Care Management and Police Science/Law Enforcement Administration.

For more information about an online program contact us through e-mail at [admiss.online@ottawa.edu](mailto:admiss.online@ottawa.edu) or contact an Ottawa University campus in your area.

## HEALTH CARE MANAGEMENT

The Health Care Management major promotes an understanding of complex, evolving, and integrated health care and reimbursement systems. Students analyze perspectives, methods, and values associated with the delivery and financing of health services. They evaluate client needs, fiscal constraints, management practices, ethical principles, public policies, promotional strategies, and system designs to discover ways to meet the growing demands for affordable, efficient, responsible, and effective health care. The major promotes organizational insight and managerial ability for those who desire leadership positions in health-related enterprises. It is especially suitable for health care professionals with technical/clinical degrees, nurses, reimbursement specialists, utilization review professionals, medical office or managed care personnel, and health insurance providers.

### Required Courses

OAD 38564	Behavior in Health Care Organizations
OAD 38663	Human Resources in Health Care Organizations
OAD 48001	Finance and Regulation in Health Care Organizations
OAD 49000	Planning, Organizing and Leading in Health Care Organizations (CAPSTONE COURSE)
HPS 40654	Health Care Law and Ethics

Health Care Specialty\*\* Work done in health-care training programs transfer as academic semester credit. Some of these semester credits are considered lower-division. For further information, please contact Ottawa University's Kansas City campus registrar.

## POLICE SCIENCE/LAW ENFORCEMENT ADMINISTRATION

The Police Science/Law Enforcement Administration major promotes the knowledge and skills necessary to maintain social order, protect individual rights, meet public needs, and uphold the laws and institutions of democracy. Students study the theoretical, ethical, judicial, and practical issues related to the operations and responsibilities of a complex law enforcement organization. Within the contexts of current events, poverty, race, ethnicity, human relations, urban expansion, and public policy, students analyze the causes of deviant behavior in juvenile and adult offenders. In addition to critical thinking, problem solving, and communication skills, students develop increased empathy and a greater understanding of diversity. They evaluate scientific advances and new technologies that support effective crime detection, intervention, and prevention. Students explore ways to improve community relations and gain civic support for their critical mission to protect and serve. This program is delivered online. The Police Science Bachelor of Arts degree is intended for students who are graduates of a Rio Salado College-affiliated police academy and have successfully completed the community college's associate's degree in Law Enforcement Technology. All other students pursue a BA degree in Law Enforcement Administration. Graduates of these programs are prepared to advance in rank and leadership responsibility.

### Required Courses

PLS 30000	Examination of the Criminal Justice System
PLS 30100	Individual Rights: Practices and Systems
PLS 30200	Police Responsibility, Ethics and Rights
PLS 30300	Understanding Criminal Behavior
PLS 40000	Race, Crime and Social Policy
PLS 40100	Public Safety Supervision
PLS 40200	Policing in Today's Communities
PLS 40300	Leadership in Law Enforcement
PLS 49100	Selected Contemporary Topics in Policing (CAPSTONE COURSE)

## 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. (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.

Provisional admission may be granted to a student under the following conditions:

- 1) Junior/Senior GPA is between 2.5 and 2.9
- 2) Student has not completed necessary preparatory coursework required for the program to which they are applying
- 3) Student lacks satisfactory grades in preparatory coursework
- 4) Student lacks professional or interpersonal skills required for full admission into a program leading to licensure, based upon recommendation by the Admissions Committee

Students granted provisional admission based on criterion 1 must successfully complete 12 hours of OU coursework with no course grade below a B in order to be granted full admission. Students granted provisional admission based on any of the other criteria must meet all other requirements outlined in their provisional acceptance in order to be granted full admission.

## 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

Students may transfer courses completed at a regionally-accredited institution with a grade of "B" or better as follows: 9 semester credit hours for a 36- to 44-hour degree, 12 semester hours for a 45- to 50-hours degree, and 15 semester hours for a 60-hour degree.

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.

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 courses.

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.

Financial aid applications may require 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.

## Graduate Programs by Location

### ARIZONA CAMPUSES

#### Master of Arts

- » Education
- » Human Resources
- » Professional Counseling

#### Master of Business Administration

#### Post-baccalaureate Teacher Certification Program in Elementary and Secondary Education

#### Professional Education Program for Certified Teachers

#### Certificate of Advanced Graduate Studies

## MASTER OF ARTS IN EDUCATION

### 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 courses 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 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.

### 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 = Required for BLE endorsement

E = Required for ESL endorsement

### Foundation Courses (15 semester credit hours)

EDF 7103	Philosophy, Accountability and Change
EDF 7163	Research: Assessment and Evaluation
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 7163	Research: Assessment and Evaluation
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 7803	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 7163	Research: Assessment and Evaluation
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)
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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 7163	Research: Assessment and Evaluation
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 LEADERSHIP

### Foundation Courses (15 semester credit hours)

EDF 7103	Philosophy, Accountability and Change
EDF 7203	Diverse Community of Learners
EDF 7303	Leadership and Management of Change
EDF 7163	Research: Assessment and Evaluation

EDF 8503	Master's Research Project
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### Concentration Courses (21 semester credit hours)

EDC 7713	School and Community Relations
EDC 7723	Instructional Design and Evaluation
EDC 7733	The Principalship
EDC 7153	Education Law
EDC 7743	School Finance
EDC 8073	Clinical Supervision? Assessment
EDC 8453	Field Experience in Education

### Special Education Cross-Categorical Foundation Courses (15 semester credit hours)

EDF 7103	Philosophy, Accountability and Change
EDF 7203	Diverse Community of Learners
EDF 7303	Leadership and Management of Change
EDF 7163	Research: Assessment and Evaluation
EDF 8503	Master's Research Project

### Concentration Courses (21 semester credit hours plus 8 hours of practicum)

EDC 8303	Foundations of SPED Cross-Categorical
EDC 8313	Introduction to Behavioral Disabilities and Emotional Learning
EDC 8323	Survey of Special Education
EDC 8333	Methods/Strategies for Teaching Students with Disabilities
EDC 8343	Special Services in Schools
EDC 8353	Assessment and Diagnosis of Mild Disabilities
EDC 8363	Behavioral Principles and Disabilities
EDC 8373	Best Practices for Educating Students with Disabilities
EDC 8383	Special Education Practicum (8 credits—3 to 4 disabilities)

### Other Required Courses (1-3 semester credit hours)

EDC XXXX	Structured English Immersion I
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## 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 7163	Research: Assessment and Evaluation
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 7163	Research: Assessment and Evaluation
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 7163	Research: Assessment and Evaluation
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 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 7163	Research: Assessment and Evaluation
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 7163	Research: Assessment and Evaluation
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 7824	Life Planning/Career Development for School Counselors
EDC 7933	Group Counseling and Dynamics
EDC 8014	Professional and Ethical Issues for School Counselors
EDC 8284	Child and Adolescent Development
EDC 8463	Practicum in School Guidance Counseling
HRC 7000	Graduate Statistics Workshop (NC)

## Elective Courses

3 semester credit hours from this list or other approved graduate course in counseling. Select from:

EDC 7804	Educational Testing Seminar (2 credits)
EDC 8143	Intro to Substance Abuse, Addiction, and Related Disorders
EDC 8454	Wellness Counseling
EDC 8083	Fundamental Theory & Treatment of Trauma, Abuse and Deprivation
EDC 8273	Family and Societal Gender Issues

# MASTER OF ARTS IN HUMAN RESOURCES

## Concentrations

- » 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). The program has been created to provide graduates who work in human resources and management 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 in the Human Resources and Management concentrations who are interested in writing a thesis, a research track is available. Please discuss this option with a graduate advisor. This option is not relevant to those in the Substance Abuse Counseling concentration.

## HUMAN RESOURCES DEVELOPMENT

### Foundation Courses (12 semester credit hours)

HRF 7001	Value Systems and Professional Ethics
HRF 7111	Trends, Issues and Perspectives in Human Resources

HRF 7161	Research: Assessment and Evaluation
HRF 8481	Applied Case Studies in Human Resources

### Concentration Courses (18 semester credit hours)

Select six courses from:

HRC 7611	Organizational Behavior and Theory
BUS 7681	Project Management
HRC 7561	Recruitment, Selection and Placement
HRC 7601	Training and Development
HRC 7661	Organizational Consultation Skills
HRC 7711	Organizational Change Theory and Strategy
HRC 7781	Strategies for Human Resource Development
HRC 7811	Career Development
HRC 7871	Employee Assistance and Counseling

### Elective Courses (6 semester credit hours)

Select two courses from the concentration course list or in Human Resources Management, Organization Change Management or Master of Business Administration.

## HUMAN RESOURCES MANAGEMENT

### Foundation Courses (12 semester credit hours)

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

### Concentration Courses (18 semester credit hours)

Select six courses from:

HRC 7611	Organizational Behavior and Theory
HRC 7411	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, Organizational Change Management or Master of Business Administration.

## ORGANIZATIONAL CHANGE MANAGEMENT

### Foundation Courses (12 semester credit hours)

HRF 7001	Value Systems and Professional Ethics
HRF 7111	Trends, Issues and Perspectives in Human Resources
HRF 7161	Research: Assessment and Evaluation

HRF 8481	Applied Case Studies in Human Resources
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### Concentration Courses (18 semester credit hours)

Select six courses from:

HRC 7611	Organizational Behavior and Theory
HRC 7411	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 7161	Research: Assessment and Evaluation
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

## 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).

### 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.
- » 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 semester 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 courses. 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. 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 must complete and have notarized a questionnaire which evaluates the same information as required by the State of Arizona Board of Behavioral Health Examiners.

### Reference Forms

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 definition); three 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 Behavioral 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 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 the 36-hour MAHR in Substance Abuse Counseling. 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. The minimum residency requirement for a second master's degree in MAPC 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 8482 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

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 trainee group which meets with an Ottawa University faculty member.

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

- » 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

- » 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 course activity that may be personally disturbing. The procedure to follow in such cases is listed on the next page:

- » 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 courses 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 courses, 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: o 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 tearful 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. (Adapted from Lamb, Cochran, & Jackson, (1991). *Professional Psychology: Research and Practice*, 22, 291-296.)

### 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.

### Courses 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.

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 courses (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 30 Semester Credit

#### Hours:

PYF 7132	Counseling and the Helping Professions
PYF 7922	Counseling Theories
PYC 7422	Social and Cultural Concerns in Counseling
PYC 8062	Pre-Practicum in Counseling (60 contact hours)***
PYC 7832	Human Growth and Development
PYC 7932	Group Counseling and Dynamics
PYC 7822	Life Planning and Career Development
PYF 8012	Professional Issues in Counseling
PYC 7802	Psychological Testing
PYF 8462	Practicum in Counseling (240 contact hours)***

\*\*\* Reflects changes in requirements, effective July 1, 2004.

After Practicum (PYC 8462) students complete the remaining core course(s) and concentration/elective courses, and then complete PYC 8472 Internship (see the Coordinator of Training Placements two semesters ahead to arrange placement).

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 [www.cce-global.org/cpce.htm](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-semester credit 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](http://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 re-verification.

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 course (see required sequence for core courses).

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 semester credit hours of specialty courses and 12 semester credit hours of electives)
- » Christian Counseling (39 semester credit hours of specialty courses and specified electives completed at Ottawa University and Phoenix Seminary)

- » Clinical Counseling\*\*\* (15 semester credit hours of specialty courses and 9 semester credit hours of electives)
- » Employee Assistance and University Student Counseling\* (21 semester credit hours of specialty courses and 3 semester credit hours of electives)
- » Expressive Arts Therapy (33 semester credit hours of specialty courses)
- » Marriage and Family\*\* (15 semester credit hours of specialty courses and 9 semester credit hours of electives or 30 semester credit hours of specialty courses for certification-level study)
- » Treatment of Trauma, Abuse, and Deprivation (15 semester credit hours of specialty courses and 9 semester credit 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-semester credit 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 (12 semester credit hours)

PYC 8142	Introduction to Addictions and Related Disorders (Previous title: Addictive Disorders)
PYC 8152	Psychophysiology and Pharmacology of Addictions
PYC 8162	Prevention, Assessment, and Treatment of Addictions
PYC 7552	Special Topics: Counseling OR
PYC 8552	Advanced Special Topics: Counseling

### Electives (12 semester credit hours)

Select 12 semester credit hours from PYC/PYF courses.

Recommended choices for electives are:

PYC 8122	Human Sexuality
PYC 8112	Theories and Techniques in Marriage and Family Counseling

PYC 8212	Family Systems Theory
PYC 8272	Family and Societal Gender Issues
PYC 8262	Advanced Group Counseling: A Systems Approach
PYC 8082	Fundamental Theory and Treatment of Trauma, Abuse, and Deprivation
PYC 8132	Expressive Therapies

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)

## 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)

PYF 7132	Counseling and the Helping Professions
PYF 7162	Methods and Models of Research
PYC 7832	Human Growth and Development
PYC 7802	Psychological Testing
PYC 7822	Life Planning and Career Development
CF 501	Counseling Theories and Techniques (taken at Phoenix Seminary)*
PYC 7932	Group Counseling and Dynamics
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)

### 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

**Group III:**

PYC 8142 Introduction to Addiction and Related Disorders OR  
 PYC 8452 Wellness Counseling

**Group IV:**

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 V:**

PYC 8032 Clinical Assessment OR  
 PYC 8040 Advanced Psychodiagnostics, Treatment Planning, and  
 Program Evaluation

**Group VI:**

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 courses, 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 Psychodiagnostics, 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 courses, 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 8262 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

Prerequisites for entry into Expressive Arts Therapy Program include:

- » Application and interview with portfolio for approval

- » 15 semester credit hours of studio expressive arts courses (undergraduate or graduate)
- » Completion of prescribed first 18 semesters hours of core coursework in MAPC degree program prior to practicum

Students may choose one of two tracks in Expressive Arts Therapy:

**Track 1:** Completion of the MAPC degree with a minimum of 24 semester credit hours in Expressive Arts Therapy. Requires 600 hours of supervised practicum/internship.

**Track 2:** Students interested in meeting American Art Therapy Association (AATA) requirements for registration as an art therapist (ATR) complete same requirements as Track 1, but need additional practicum/internship hours. Requires 700 hours of supervised practicum/internship.

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

Listed in order of preferred sequence

PYC 8132 Expressive Arts Therapy  
 PYC 8192 Introduction to Art Therapy: History and Theory  
 PYC 8172 Applications and Integrations of Expressive Arts  
 Therapy  
 PYC 8312 Principles, Techniques, and Practices in Expressive  
 Art Therapy  
 PYC 8332 Assessment Techniques in Expressive Arts  
 Therapy  
 PYC 8322 Adv. Principles, Techniques, and Practices in  
 Expressive Arts Therapy  
 PYC 8342 Clinical Issues in Expressive Arts Therapy  
 PYF 8472 Advanced Practicum/Internship in Counseling\*  
 PYF 8492 Advanced Practicum/Internship in Counseling\*  
 PYC 8352 Expressive Arts Therapy Graduate  
 Thesis/Portfolio

\*Courses may be repeated to meet hours requirements

**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 [www.bbhc.state.az.us](http://www.bbhc.state.az.us) and [www.aamft.org](http://www.aamft.org)), must complete all 27 semester credit 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 8262	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, neoanalytic,

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 8282	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 course 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)

#### Required Courses

PYC 8122	Human Sexuality
PYC 8142	Introduction to Addictions and Related Disorders
PYC 8212	Family Systems Theory
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

Select one of the following:

- PYC 8282 Child and Adolescent Therapy
- PYC 8362 Counseling Adults I: Early to Middle Adulthood
- PYC 8372 Counseling Adults II: Late Adulthood

## 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
- » Human Resources Management
- » Human Resources Development
- » Organization Change Management

### Foundation Courses (30 semester credit hours)

- BUS 7000 Organizational Behavior and Theory
- BUS 7100 Human Resource Planning and Administration
- BUS 7200 Value Systems and Professional Ethics
- BUS 7450 Strategic Marketing
- BUS 7500 Managerial Economics
- BUS 7600 Managerial Finance
- BUS 7700 Management Information Systems
- BUS 7800 Management Accounting
- BUS 7900 Social, Cultural, Legal, and Political Influences on Business
- BUS 8500 Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)

All MBA concentrations require a minimum of 15 semester credit hours within the concentration area. Students may complete the MBA with a concentration in 42 semester credit hours by using:

- » One foundation course/concentration prerequisite (part of the 30-hour core) from the approved concentration area (3 credits)
- » Two electives (required beyond the 30-hour core) from the approved concentration area (6 credits)
- » Two additional electives from the approved concentration area (6 credits)

Students should contact their graduate faculty advisor for concentrations and elective courses available.

### Concentrations Available:

#### FINANCE

BUS 7600 Managerial Finance (Required Prerequisite)

Four courses from the following:

- BUS 7801 Money and Capital Markets
- BUS 7802 Working Capital Management
- BUS 7803 Security Analysis
- BUS 7804 International Finance
- BUS 7805 Financial Modeling Methodologies
- BUS 7806 Auditing

#### HUMAN RESOURCES

- BUS 7100 Human Resource Planning and Administration (Required Prerequisite)

Four courses from Human Resource Offerings

#### INFORMATION TECHNOLOGY

- BUS 7700 Management Information Systems (Required Prerequisite)

Four courses from the following:

- BUS 7452 E Commerce and Internet Marketing
- BUS 7702 Software Engineering
- BUS 7703 Database Systems and Data Mining
- BUS 7704 Networking and Telecommunications
- BUS 7705 Operating Systems Management
- BUS 7706 Enterprise Architecture

#### INTERNATIONAL BUSINESS

- BUS 7900 Social, Cultural, Legal, and Political Influences on Business (Required Prerequisite)

Four courses from the following:

- BUS 7804 International Finance
- BUS 7901 International Business Law
- BUS 7902 Managing in a Global Environment
- BUS 7903 International Marketing



## LEADERSHIP AND MANAGEMENT

BUS 7000 Organizational Behavior and Theory (Required Prerequisite)

Four courses from the following:

BUS 7681 Project Management  
 HRC 7341 Emotional Intelligence in the Workplace  
 HRC 7711 Organizational Change Theory and Strategy  
 HRC 7861 Negotiation and Conflict Resolution  
 HRC 7961 Managing Organizational Conflict

Three courses from the following:

BUS 7001 Contemporary Issues in Business Leadership  
 BUS 7002 Foundations of Leadership  
 BUS 7003 Developing Leaders and Leadership Capability  
 BUS 7004 Leading the Business to Create Value  
 BUS 7800 Management Accounting

## MARKETING

BUS 7450 Strategic Marketing (Required Prerequisite)

Four courses from the following:

BUS 7451 Advertising and Promotional Strategies  
 BUS 7452 E Commerce and Internet Marketing  
 BUS 7453 Public Relations and Publicity  
 BUS 7454 Distribution and Supply Chain Management  
 BUS 7455 Marketing Research

## CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS)

Concentrations Available:

- » Addiction Studies
- » Expressive Arts Therapy
- » Behavioral Health Counseling
- » Human Resources
- » Christian Counseling
- » Human Resources Development
- » Clinical Counseling
- » Human Resources Management
- » Community College Counseling
- » Marriage and Family Therapy
- » Organization Change Management
- » Education Administration
- » Professional Counseling
- » Education Intervention
- » School Guidance Counseling
- » Employee Assistance and University Student 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.

### 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
- » National Certified Counselor (NCC)
- » Marriage and Family Therapy
- » Clinical Mental Health Counseling
- » Substance Abuse Counseling
- » School Guidance Counseling
- » Expressive Arts Therapy
- » Education Administration

## KANSAS CITY CAMPUS

### Master of Arts

- » Human Resources

### Master of Business Administration

### Post-baccalaureate Teacher Licensure Program in Elementary Education

### Certificate of Graduate Study in Human Resources

### Professional Education Program for Licensed Teachers

## 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 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).

The program has been created to provide graduates who work in human resources and management 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 in the Human Resources and Management concentrations who are interested in writing a thesis, a research track is available. Please discuss this option with a graduate advisor.

## Applied Track Required Courses

HRF 7001	Value Systems and Professional Ethics
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	Value Systems and Professional Ethics
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

Consult your graduate advisor for elective course availability.

## Certificate of Graduate Study in Human Resources

Students who choose to expand their knowledge of Human Resources or students, who choose not to complete the master's degree, may complete a Certificate of Graduate Study in Human Resources. Any courses applied toward the certificate may be applied toward the degree assuming other requirements of the program are met. Certificates are available in Organizational Change, Human Resource Management, and Employee Relations. Contact the Program Director for required courses.

## 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

## Foundation Courses (30 semester credit hours)

BUS 7000	Organizational Behavior and Theory
BUS 7100	Human Resource Planning and Administration
BUS 7200	Value Systems and Professional Ethics
BUS 7450	Strategic Marketing
BUS 7500	Managerial Economics
BUS 7600	Managerial Finance
BUS 7700	Management Information Systems
BUS 7800	Management Accounting
BUS 7900	Social, Cultural, Legal, and Political Influences on Business
BUS 8500	Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)

All MBA concentrations require a minimum of 15 semester credit hours within the concentration area. Students may complete the MBA with a concentration in 42 semester credit hours by using:

- » One foundation course/concentration prerequisite (part of the 30-semester credit hour core) from the approved concentration area (3 semester credit hours/credits)
- » Two electives (required beyond the 30-semester credit hour core) from the approved concentration area (6 semester credit hours)
- » Two additional electives from the approved concentration area (6 semester credit hours)

Students should contact their graduate faculty advisor for concentrations and elective courses available.

## Concentrations Available:

### FINANCE

BUS 7600 Managerial Finance (Required Prerequisite)

Four courses from the following:

BUS 7801 Money and Capital Markets  
 BUS 7802 Working Capital Management  
 BUS 7803 Security Analysis  
 BUS 7804 International Finance  
 BUS 7805 Financial Modeling Methodologies  
 BUS 7806 Auditing

### HUMAN RESOURCES

BUS 7100 Human Resource Planning and Administration (Required Prerequisite)

Four courses from Human Resource Offerings

### INFORMATION TECHNOLOGY

BUS 7700 Management Information Systems (Required Prerequisite)

Four courses from the following:

BUS 7452 E Commerce and Internet Marketing  
 BUS 7702 Software Engineering  
 BUS 7703 Database Systems and Data Mining  
 BUS 7704 Networking and Telecommunications  
 BUS 7705 Operating Systems Management  
 BUS 7706 Enterprise Architecture

### INTERNATIONAL BUSINESS

BUS 7900 Social, Cultural, Legal, and Political Influences on Business (Required Prerequisite)

Four courses from the following:

BUS 7804 International Finance  
 BUS 7901 International Business Law

BUS 7902 Managing in a Global Environment

BUS 7903 International Marketing

## LEADERSHIP AND MANAGEMENT

BUS 7000 Organizational Behavior and Theory (Required Prerequisite)

Four courses from the following:

BUS 7681 Project Management  
 HRC 7341 Emotional Intelligence in the Workplace  
 HRC 7711 Organizational Change Theory and Strategy  
 HRC 7861 Negotiation and Conflict Resolution  
 HRC 7961 Managing Organizational Conflict

Three courses from the following:

BUS 7001 Contemporary Issues in Business Leadership  
 BUS 7002 Foundations of Leadership  
 BUS 7003 Developing Leaders and Leadership Capability  
 BUS 7004 Leading the Business to Create Value  
 BUS 8000 Advanced Leadership Theory and Practice

## MARKETING

BUS 7450 Strategic Marketing (Required Prerequisite)

Four courses from the following:

BUS 7451 Advertising and Promotional Strategies  
 BUS 7452 E Commerce and Internet Marketing  
 BUS 7453 Public Relations and Publicity  
 BUS 7454 Distribution and Supply Chain Management  
 BUS 7455 Marketing Research

## MILWAUKEE CAMPUS

### Master of Business Administration

## MASTER OF BUSINESS ADMINISTRATION

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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.

#### Foundation Courses (30 semester credit hours)

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BUS 7900	Social, Cultural, Legal, and Political Influences on Business
BUS 8500	Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)

## INTERNATIONAL GRADUATE PROGRAMS

### Graduate Students

Graduate students should consult the Office of International Programs for specific information and admission requirements.

## MASTER OF BUSINESS ADMINISTRATION

### Offered at: Hong Kong

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### Courses

M1	BUS 7200 BUS 7900	Value Systems and Professional Ethics Social, Cultural, Legal and Political Influences on Business
M2	BUS 7100 BUS 7000	Human Resource Planning and Administration Organizational Leadership and Behavior
M3	BUS 7800 BUS 7600	Management Accounting Managerial Finance
M4	BUS 7450 BUS 7460	Strategic Marketing International Business
M5	BUS 7500 BUS 7700	Managerial Economics Management Information Systems
M6	BUS 7681 BUS 8500	Project Management Graduate Seminar: Business Policies and Strategies (CAPSTONE COURSE)

## ONLINE GRADUATE PROGRAMS

### Master of Arts

- » Education
- » Human Resources

### Master of Business Administration

## MASTER OF ARTS IN EDUCATION

The Master of Arts in Education online is a 30-36 credit hour program created to provide the working adult with an alternative method of earning credit hours in three study concentrations: Education Intervention, Curriculum and Instruction, and Professional Development. A few courses are offered online each term, with completion possible over a year and a half to two years.

Course presentations begin with an initial face-to-face session during a weekend, with the remaining assignments provided online. Students have the flexibility of taking some courses online and some face-to-face, or may take them entirely online.

The program has been developed 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 the 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.

Formal coursework 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, research portfolio), concentration, and elective courses. Up to nine (9) credit hours of graduate-level coursework may be applicable from other accredited colleges or universities.

## Foundation Courses

(15 semester credit hours required)

EDF 7103	Philosophy, Accountability and Change
EDF 7163	Research: Assessment and Evaluation
EDF 7203	Diverse Community of Learners
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.

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Four courses from Human Resource Offerings

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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 and Kansas. For information on these programs for professional educators, contact the Ottawa University adult campus in your area.

## 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 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 Investing and Financing Activities

Extension of ACC 20364 Accounting for Business Operations. Planning and evaluation of business operations and acquiring, disposing and financing assets of entity. Time value of money introduced. Emphasis on interpretation and use of the balance sheet and statement of cash flows.

*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 33164 Intermediate Accounting I

Transition course from introductory level accounting. In-depth study and evaluation of financial accounting theory, concepts and analysis and their correlation with FASB statements.

*Prerequisite:* ACC 20464 Accounting for Investing and Financing Activities.

### ACC 33264 Intermediate Accounting II

Emphasis on accounting theory and concepts as they apply to financial accounting. Special accounting problems peculiar to corporations, specifically stockholder's equity and long term debt and disclosure requirements. Statement of Changes in Financial Position revisited. Objectives and procedures of financial analysis discussed.

*Prerequisite:* ACC 33164 Intermediate Accounting I.

### ACC 36264 Federal Income Tax

Basic U.S. federal tax law as it relates to an individual's income. Procedures, reports and requirements of U.S. federal income tax law for individuals and the general types of income and deductions. Introduces partnership and corporation income tax law and procedures.

### 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 40165 Advanced Accounting II

Continuation of Advanced Accounting focusing on theoretical concepts in accountancy. Includes further analyses of economic data and business ownership and dissolution. Advanced examination of topics in foreign currency transactions and reporting requirements, interim reporting and segment reporting requirements, partnership formation and liquidation, partnership income distribution, public institutions and bankruptcies.

*Prerequisite:* Prerequisite: ACC 40164 Advanced Accounting.

### 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.

*Prerequisites:* ACC 33164 Intermediate Accounting I, ACC 36264 Federal Income Tax, OAD 31063 Business Law, MAT 32044 Statistics.

### 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 courses.*

**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 for K-12 Art Educators**

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 40000 Advanced Computer Graphics**

Course is a continuation of Computer Graphics II. Focus is on animated graphics.

**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 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 phylogenetic 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 31344 Nature of the Southwest

Study of the common plants and animals of the Southwest, including their distribution, adaptation, behavior and ecology.

### 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 catus*), 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.

*Prerequisites:* CHE 12041 General Chemistry I Lab, CHE 12044 General Chemistry I.

**CHE 32041 Organic Chemistry I Lab**

Laboratory course required for students who are enrolled in CHE 32043. One 3-hour laboratory per week. Topics include: techniques of organic chemistry-extraction; thin layer chromatography; reflux; melting points; and distillation as they apply to isolation and synthesis on organic compounds; use of vapor phase chromatography; and ultraviolet and infrared spectrophotometry.

**CHE 32043 Organic Chemistry I**

Structure, properties and reactions of organic molecules. Includes optical isomerism, spectral properties of organic compounds and reaction mechanisms.

**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 Communications**

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 10063 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 38000 Introduction to Online Research**

An introduction to basic concepts and tools used in online information research. Emphasis is placed on effective techniques for accessing and

searching research databases, subject specific databases, and other specialized online resources. Strategies for critically evaluating information will also be discussed.

**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 40465 Professional Communication Styles, Tools and Techniques**

Study of how organizations use a variety of communication tools to improve productivity and performance. Explore personal communication style and how to identify style of others. Other topics include facilitation, negotiation, and presentation skills.

**COM 41063 Internship in 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 10063 Survey of Mass Communication, consent of instructor.*

**COM 42063 Internship: Communication**

Continuation of COM 41063 Internship in 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 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**

Capstone course that guides student in applying key communication theories and research to students' chosen specialization. Emphasis on pivotal role of communication professionals in organizations.

*Prerequisite: Completion of at least three core communication courses 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 largescale 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.*

### ECO 30364 Public Policy and Economics

Examines key concepts in economics and their application to public policy. Provides an account of the theory of public choice and its applications. Exposes the principles of economics at work and in every day life, and explores American and British policy including protectionism, Internet governance, telecommunications, and environmental policy.

### ECO 30564 Economics for Managers

Overview of macro- and microeconomic theory with applications appropriate to needs of managers in business and public administration settings.

### ECO 31563 Quantitative Business Analysis

Application of economic theory and mathematical statistical methods of business decision-making.

*Prerequisite: MAT 10643 College Algebra, MAT 32044 Statistics.*

### ECO 40664 Investment Finance

Explores financial system, financial institutions and primary forces which affect them. Emphasis on instruments and interactions in money and capital markets and analysis of firms for portfolio management.

### ECO 40963 International Economics

Examines principle topics of international economics. Examines balance of payments, exchange rates, free trade, protectionism, and economic development from the perspective of the business major. Develops appreciation of world economic environment as it impinges on choices and decisions made by managers of all-sized firms.

### EDU 10932 Introduction to Teaching

Investigates school and its relationship to society in the past, present and future. Includes historical, sociological and philosophical

perspectives. Explores roles of teachers, schools and learners in seminars, on-campus practicum experiences and off-campus classroom observations components.

### EDU 10934 Orientation to the Teaching Profession

Orientation to teacher certification seeking candidates who have had extensive, recent (within last seven years) experience in the classroom and/or who have taken "Introduction to Teaching" prior to entering Ottawa University.

### EDU 20000 Technology for Educators

Develop skills needed to integrate technology into teaching and learning. Covers multimedia, word processing, spreadsheets, Internet searching, and legal and ethical use of technology. Begin construction of electronic portfolio, which demonstrates candidate is ready to be recommended for teacher licensure. Present portfolio at end of student teaching.

*Corequisite: EDU 30731 The Teaching Profession: Part I.*

### EDU 20033 Integrating the Fine Arts

Design, implement and evaluate art experiences that are interrelated with other disciplines and developmentally appropriate, meaningful and challenging for all students. Lessons (designed and taught) demonstrate that the learners are developing positive disposition towards artistic exploration and expression.

### EDU 20833 Children's Literature

Designed to acquaint future teachers, librarians and parents with a wide variety of literature for children and criteria for selecting literature. Emphasis on developing ways to make reading a lifetime involvement.

### EDU 30000 Elementary Reading Methods and Practicum: Part I

Assists prospective teachers in exploring and questioning how reading is taught. Develop skills in a variety of methods and approaches in reading programs in the elementary school.

*Note: EDU 30001 Elementary Reading Methods/Practicum: Part II must follow this course.*

### EDU 30001 Elementary Reading Methods and Practicum: Part II

Assists prospective teachers in exploring and questioning how reading is taught. Develop skills in a variety of methods and approaches to reading programs in the elementary school. 20 hours of field experience required.

*Prerequisite: Required to be taken immediately following EDU 30000 Elementary Reading Methods and Practicum: Part I*

### EDU 30030 Elementary Mathematics Methods and Practicum: Part I

Focuses on learning how to teach mathematics in the elementary school.

*Note: EDU 30030 Elementary Mathematics Methods and Practicum: Part II must follow this course.*

### EDU 30031 Elementary Mathematics Methods and Practicum: Part II

Focuses on learning how to teach mathematics in the elementary school. Addresses mathematical standards. 10 hours of field experience

is required.

*Prerequisite: EDU 30010 Elementary Mathematics Methods and Practicum: Part I.*

### EDU 30133 Environmental Studies

Emphasizes content in social studies, health and science for grades K-9. Focuses on understanding the world from each of the subject areas and how each area influences the others. Covers traditional social sciences including geography and economics, as well as the scientific method. Follows an integrated approach in planning, methodology and assessment, including assessment projects for social studies and science that have been developed for use in elementary schools. Projects focus on integrating all content areas.

### EDU 30234 Adolescent Psychology

Introduces concepts and theoretical positions underlying adolescent personality traits, stages of growth development, learning development, and cultural, family and peer relationships. Develops psychological perspectives in adolescent behaviors, motives and values.

### EDU 30430 Elementary Science Methods and Health Methods/Practicum I

Develops methodology for teaching science and health in the elementary school. Emphasizes knowledge of science and health concepts and the use of these concepts in developing and understanding of the world of children. Stresses scientific inquiry and discovery methods. Practicum portion provides opportunity to practice and develop the skills learned in the coursework.

*Prerequisite: Elementary Methods and Materials.*

### EDU 30433 Elementary Science and Health Methods/Practicum II

Continuation of Elementary Science and Health Methods I. Student will complete all requirements for course in this section.

### EDU 30530 Elementary Science Methods and Practicum: Part I

Design, implement and evaluate scientific experiences (physical, life, earth, and space) that are developmentally appropriate, meaningful and challenging to all students. Stresses scientific inquiry and discovery methods.

*Note: EDU 30531 Elementary Science Methods and Practicum: Part II must follow this course.*

### EDU 30531 Elementary Science Methods and Practicum: Part II

Design, implement and evaluate scientific experiences (physical, life, earth, and space) that are developmentally appropriate, meaningful and challenging for all students. Stresses scientific inquiry and discovery methods. 10 hours of field experience required.

*Prerequisite: EDU 30530 Elementary Science Methods and Practicum: Part I.*

### EDU 30634 Ethnic Relations and Multiculturalism

Focuses on intergroup and intragroup experiences of various ethnic populations within the U.S. Includes the impact of integration, discrimination, prejudice, and social dynamics of conflict and assimilation in relationship to various groups.

*CROSS LISTED WITH SOC 30653.*

### EDU 30731 The Teaching Profession: Part I

Explores current and future teaching profession. Introduces Ottawa University's mission and teacher education program's conceptual framework. Learn about topics such as reflective inquiry, standards driven classrooms, use of technology, and diversity of learners. Skills assessed in relation to profession. Develop electronic portfolios.

### EDU 30732 The Teaching Profession: Part II

Observe three school districts. One full day is spent in each school so candidates are exposed to educational settings in high, medium and low socio-economic areas, schools with diverse populations and have the opportunity to work with faculty from diverse backgrounds.

*Prerequisite: Required to be taken immediately following EDU 30731 The Teaching Profession: Part I*

### EDU 30932 Adolescent Literature

Examines a wide range of literary works appropriate to readers of middle school and high school age. Study of types and themes of adolescent literature and issues related to its use in school programs. Designed for teachers, librarians and parents.

*CROSS LISTED WITH ENG 30924.*

### EDU 31000 Introduction to Education Through Classroom Observation

Introduces the modern classroom and provides working knowledge of how classroom teaching professionals set the "tone" for learning, with an emphasis on mastering observation skills prior to classroom visitation and participating in a debriefing sessions afterward.

### EDU 31132 The Exceptional Child

Become familiar with various emotional and behavioral disorders, health and physical impairments, and intellectual deviations associated with children (birth through high school age) who are identified as exceptional. Addresses strategies for meeting academic, social and emotional needs of these children within the confines of the classroom (including IEPs). Examines criteria for effectively working with administrators, specialists, support personnel, and family who impact the educational experiences of these children. Field experience required.

### EDU 31233 Educational Psychology

Designed to acquaint students with knowledge gained from educational psychologists in learning theory and practice, motivation and management, and effective instruction. Meets required competencies in research, teaching methods and materials, media and technology, teaching effectiveness, interpersonal relations, educational ethics, understanding the learner, teaching-learning process, learning styles, and understanding the relationship between school and home. Emphasis placed on understanding methods needed to maintain an effective learning environment through classroom management strategies and motivational techniques.

### EDU 31632 Reading in the Content Area

Focuses on methods integrating reading and study skill evaluation with content instruction. Topics considered include assessing readability of prose materials, evaluating student reading skill and teaching word attack and comprehension skills.

*Prerequisite: Required to be taken with or after EDU 30000 Elementary Reading*

*Methods and Practicum: Part I and EDU 30001 Elementary Reading Methods and Practicum: Part II.*

### EDU 31633 Assessment in Today's Classroom

Learn about formal, informal, formative, and summative assessments. Use assessment data for planning and goal setting. Discusses topics such as school improvement plans and quality performance assessment.

### EDU 31733 Reading and Language Arts Methods I

Assists prospective teachers in exploring and questioning how reading and language arts are taught in the modern elementary school. Develops skills in a variety of methods and approaches to teach language arts and reading. Presentation of whole language, phonics and other approaches.

### EDU 31833 Reading and Language Arts Methods II

Study of handwriting, listening, speaking, creative writing skills, as well as diagnosis, assessment and remediation techniques in the area of language development and reading. Field experience in tutoring children designated as at-risk in this area.

### EDU 32235 Elementary Math Methods and Practicum

Helps teacher candidates know, understand and use the major content and processes, as defined in state and national standards, with kindergarten through sixth grade students. Observe and practice mathematical procedures in authentic settings. Field experience required.

*Prerequisites: EDU 10932 Introduction to Teaching, EDU 31132 The Exceptional Child and EDU 31233 Educational Psychology.*

### EDU 32333 Schools in Multicultural Society

Emphasis on understanding the organization and control of schools in the U.S., and the level framework within which teachers and schools operate. Includes presentations by state and local level representatives, and field experience in multicultural settings.

### EDU 32634 Elementary Reading Methods

Designed to assist prospective teachers in exploring and questioning how reading is taught. Students develop skills in a variety of methods and approaches to reading programs in the elementary school.

### EDU 32734 Elementary Language Arts Methods

Emphasis on approaches and methodologies used in teaching language arts in the elementary school. Presents techniques for teaching listening, oral language, writing, spelling, grammar, and handwriting.

### EDU 32735 Elementary Reading/Language Arts Methods and Practicum

Helps teacher candidates know, understand and use concepts from emerging literacy, reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills with kindergarten through sixth grade students. Observe and practice literacy skills in authentic settings. Field experience required.

*Prerequisites: EDU 10932 Introduction to Teaching, EDU 31132 The Exceptional Child and EDU 31233 Educational Psychology.*

### EDU 32834 Elementary Social Studies Methods

Design, implement and evaluate social studies experiences (history, geography, social sciences, and other related areas) that are

developmentally appropriate, meaningful and challenging for all students. Lessons (designed and taught) demonstrate that the learners are becoming effective decision makers and responsible citizens in a culturally diverse democratic society and interdependent world.

### EDU 33034 History and Philosophy of Education

Investigates the school and its relationship to society and learner in the past, present and future. Includes historical and philosophical perspectives, as well as approaches of major educational philosophers.

### EDU 33035 Foundations of Schools in a Diverse Society

Provides candidate with understanding of historical, philosophical and social foundations of education in the United States. Addresses legal and ethical issues. Learn how educational policy is formulated and affects classroom practice. Provides opportunities to learn from a variety of professionals from diverse backgrounds.

### EDU 33132 Elementary Science Methods

Emphasis on approaches and methodologies used in teaching science in the elementary school. A hands-on approach to science methods for the acquisition of attitudes, skills and knowledge to teach science.

### EDU 33134 Elementary Math Methods

Approaches and methodologies used in teaching mathematics in the elementary school. Emphasizes knowledge of mathematical concepts and their use in developing understanding of computational skills and logic of mathematics.

### EDU 33232 Reading and Decoding

Study of the phonetic and linguistic elements in the English language as related to the teaching of reading.

### EDU 33434 Education Tests and Measurements

Provides understanding of the function of testing and measurement in education, emphasizing the construction, selections, administration, and application of tests. Assessment instruments include aptitude, ability and intelligence measures, and personality and interest inventories.

### EDU 34131 Self Esteem in the Classroom

Implementation of the six pillars of self-esteem via the classroom curriculum. Assessment of teacher behaviors for modeling.

### EDU 34231 Cooperative Learning Strategies

Overview of cooperative learning strategies and their application in the classroom.

### EDU 34331 At-Risk Strategies

Focuses on methods teachers may use to stem the drop-out rate and help students identify and eliminate self-defeating behaviors. Emphasizes teaching positive self-esteem and successful behaviors. Especially recommended to those working with special education students and/or remedial groups.

### EDU 34500 Secondary Methods and Reading in the Content Area

Learn to design, implement and evaluate materials and instructional techniques for early through late adolescent learner. Topics include assessing readability of materials, evaluating student reading skills, teaching vocabulary, comprehension and study skills, working with "at risk" students, and incorporating writing into curriculum.



**EDU 34600 Specialized Methods and Practicum**

Observe, develop and practice skills under guidance of a classroom teacher in the student's major area of interest.

**EDU 37800 The Adult Learner: Theory and Motivation**

Covers theories of adult motivation, strategies and techniques necessary to motivate adults from both the student and instructor perspective. Recent advances in the field are reviewed in the context of classic adult education theory.

**EDU 38034 Introduction to Adult Education**

Focuses on major components of adult education at the introductory level. Includes definition, history, philosophy, the adult learner, the practice of adult education, and programming in adult education. Examines major contributors to the field.

**EDU 38134 Adult Education Methods and Procedures**

Focuses on selection, use and evaluation of andragogical teaching methods, and procedures appropriate to particular domains of adult learning. Includes development of appropriate teaching formats, instructional resources and learning activities.

**EDU 40233 The Differentiated Classroom**

Learn to modify teaching and learning strategies in reading and mathematics.

**EDU 40534 Process Writing**

Teaches essential writing skills at both the elementary and secondary levels. Evaluation techniques also emphasized.

*CROSS LISTED WITH ENG 40524.*

**EDU 40632 Managing the Educational Environment**

Provides familiarity with resources for instruction and classroom management. Discusses contemporary discipline strategies for the classroom. Formulate working philosophy of classroom discipline. Gives exposure to communication issues that affect relationships with students of different cultures and backgrounds.

**EDU 40732 Transition to Teaching Supervised Practicum**

This course provides supervision in a teaching situation by the student's content area professor and by a professor from the Teacher Education Department of the parent institution. The parent institution observes the student at least three times per year, meeting with the student and his/her direct supervisor, and completing the Stronge's Teacher Checklist. Students receive a pass/fail grade.

**EDU 40932 Reflective Teaching and Action Research**

Provides opportunity for student teachers to reflect on teaching and learning. Complete portfolio, develop credential files and interviewing skills, and make application for teaching licensure.

**EDU 40933 Reflective Teaching**

Provides opportunity for student teachers to reflect on teaching and learning. Complete portfolio, develop credential files and interviewing skills, and make application for teaching licensure.

**EDU 41234 Classroom Management**

Explores various models, techniques and management systems that enhance teaching skills in the classroom. Adaptation of theories to

develop an individualized classroom management plan for elementary or secondary classrooms.

**EDU 42634 Secondary Methods and Curriculum Development**

Focuses on theories for curriculum development, historic and contemporary, and their application in the high school curriculum. Emphasizes the Essential Elements of Instruction (EEI). Students prepare a total teaching unit within the chosen content area and micro-teach a portion to the course.

**EDU 42734 Accelerated Learning Methods**

Investigates the dynamics of accelerated learning and the practical classroom application of accelerated learning for teachers and schools of the future. Explores the dimensions of learning, mental imaging and the implications of brain research on teaching and education.

**EDU 43013 Foundations of ESL Education**

Emphasizes stages of language development and second language acquisition. Foundations of bilingual instruction and perspectives on today's multicultural classroom.

**EDU 43023 Methods Of Teaching ESL**

Emphasizes teaching strategies, curriculum/materials adaptation and management techniques for the ESL classroom. Addresses assessment, placement and monitoring of limited English proficient students.

**EDU 43033 SEI Methods for ELL I**

Course will examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. It will also analyze the content and use of the Stanford English Language Proficiency (SELP). Assessment in guiding ELL instruction, as well as describing the legal, historical and educational reasons for SEI. The course will further identify and use multiple strategies to improve student achievement by integrating: 1. comprehensible input; 2. ongoing, specific and immediate feedback; 3. grouping structures and techniques; 4. building background and vocabulary development; and 5. integrating student engagement.

**EDU 44033 SEI Methods for ELL II**

Course will examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. It will also analyze and apply disaggregated data to differentiate instruction as well as integrate diagnostic, formative, and summative assessments for ELLs. In addition, the course will describe the legal, historical and educational reasons for SEI. The course will further identify and use multiple strategies to improve student achievement by integrating: 1. comprehensible input; 2. ongoing, specific and immediate feedback; 3. grouping structures and techniques; 4. building background and vocabulary development; and 5. integrating student engagement. It will also identify the socio-cultural influences on ELLs such as Language shift, identity issues, and the role of culture in learning.

**EDU 45023 Seminar: American Literature**

Analyzes major American literature with emphasis on genre, period or author, to gain understanding of the critical approaches necessary for a thorough investigation of literature.

**EDU 45123 British Literature I**

Analyzes major British literature with emphasis on genre, period or author, to gain understanding of the critical approaches necessary for a thorough investigation of literature.

**EDU 45500 Classroom Clinical Practice**

Course is designed specifically for candidates who have met requirements identified in the Teacher Education Program Handbook (Performance based documentation in lieu of student teaching).

**EDU 47634 Mainstreaming Special Needs Students**

Overview of successfully mainstreaming special needs students into a typical classroom in accordance with the "Least Restrictive Environment" special education mandate. Course intended for teachers in regular classrooms.

**EDU 48001 Issues in Education**

Reviews literature on a current issue in education. Develop an annotated bibliography and write a summary of findings.

**EDU 48134 Adult Education Assessment Strategies**

Focuses on assessment of learning specific to adult education programs. Includes measurement of learning, assessing needs and review of assessment instruments.

**EDU 49001 Elementary Student Teaching I**

Capstone field experience for elementary pre-service teachers. Provides opportunity to observe and teach in an elementary school setting. Consult Education Department for placement information.

*Prerequisite: All professional education courses and courses in the major must be completed prior to enrollment in course.*

**EDU 49002 Elementary Student Teaching II**

Capstone field experience for elementary pre-service teachers. Provides opportunity to observe and teach in an elementary school setting. Consult Education Department for placement information.

*Prerequisite: All professional education courses and courses in the major must be completed prior to enrollment in course.*

**EDU 49005 Adult Program and Curriculum Development**

Andragogical approach to the analysis and application of theoretical models and practical methods for designing, implementing, and evaluating programs in adult education.

**EDU 49021 Secondary Student Teaching I**

Capstone field experience for secondary pre-service teachers. Gives opportunity to observe and teach in an elementary school setting. Consult Education Department for placement information.

*Prerequisite: All professional education courses and courses in the major must be completed prior to enrollment in course.*

**EDU 49022 Secondary Student Teaching II**

Capstone field experience for secondary pre-service teachers. Gives opportunity to observe and teach in an elementary school setting. Consult Education Department for placement information.

*Prerequisite: All professional education courses and courses in the major must be completed prior to enrollment in course.*

**ENG 10223 Contemporary Literature**

Consists of analytical and reflective reading of contemporary (since 1945) American fiction, poetry and drama. Attention to developing techniques for critical reading and writing. Basic course for literature majors and study in humanities and liberal arts.

**ENG 20123 World Literature**

Consists of critical readings of timeless and timely works of imaginative literature in translations. Principle aim is to bring students in contact with their western traditions. Substantial time spent on Greek mythology, as well as such authors as Cervantes, Flaubert, Dostoevsky, Tolstoy, Hamsun, Ibsen, Chekhov, Camus, and Garcia Marquez. Stresses skills of perceptive inferential reading and makes use of the interpretative essay incorporating insightful response.

**ENG 20223 Introduction to Literature**

Survey of major genres of literature (short story, poetry, drama) with emphasis on organizational principles that give artistic structure or integrity. Intensive studies of such elements as characterization, plot, setting, tone, symbolism, etc. conducted.

**ENG 20323 American Literature I**

Survey of important literature from colonial times through the mid-19th century. Emphasis on key American Renaissance writers such as Hawthorne, Melville, Whitman, and Dickinson.

**ENG 20423 American Literature II**

Survey of major literature from late 19th century to 1945. May include such figures as Twain, James, Chopin, Hemingway, Anderson, and Faulkner.

**ENG 20524 Writing Skills Development**

Development of basic writing skills. Practice of written language in argument, persuasion and critical analysis. Course objectives designed to meet individual students' needs.

**ENG 21923 Major British Writers I**

Surveys major British authors from the beginning through the 18th century. Helps examine individual works and their relationship to their historical-cultural contexts.

**ENG 22023 Major British Writers II**

Surveys major British writers from the 19th century to the modern period. Approaches works of various authors in their respective cultural-historical contexts.

**ENG 23723 Intermediate Writing**

Examines steps of the writing process from sight to insight: perceive, identify, analyze, discover, write, rewrite, and edit. Critical thinking, library research, peer conferencing, and art of argument integral to course.

**ENG 26023 From Homer to Herrick**

Engages in primary analysis and response to significant literature from antiquity through the Renaissance.

**ENG 27023 From Voltaire to Victoria**

Engages in primary analysis and response to significant literature from the era of Confucius and the Enlightenment through the late nineteenth century.

**ENG 28023 From Wilde to Wai-Lin**

Engages the student in primary analysis and response to significant literature from late nineteenth century Modernism through post-colonial and post-modern configurations.

**ENG 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 COM 30124.*

**ENG 30221 Library Skills**

Emphasizes skill building in library literature searches. Hands-on tour of Hayden or ASU West Library includes use of library catalogues, reference tools, indexes, periodicals, computer searches, and microfiche.

**ENG 30521 Classic Literature and Film**

Examines selected classic novels and their film representations.

**ENG 30623 Mythology**

Studies myths and legends from civilizations that have influenced literature and culture of Englishspeaking people.

**ENG 30721 Research Paper Preparation Skills**

Examines organization and production of the research paper including LAS 45014. Research skills covered are topic selection and development, use of appropriate style guides, in-text citation and referencing, and elements of style.

**ENG 30723 Research Paper Prep Skills II**

Examines the research process in depth, including library research, CD-ROM and Internet search engines, and the collection of primary research data. Students will produce a series of short research projects using correct in-text citations and bibliography listings, with an emphasis on APA style.

**ENG 30722 Writing APA-Style Research Papers**

Guides students to select focused topics and to organize and develop research papers. Topics include APA in-text citation, internet and online source citation, developing a library research strategy, and basic elements of effective research writing style.

**ENG 30824 Analysis of Children's Literature**

Examines selection, analysis and use of modern classic literature with young readers.

**ENG 30924 Adolescent Literature**

Examines a wide range of literary works appropriate to readers of middle school and high school age. Study of the types and themes of adolescent literature and issues related to its use in school programs. Designed for teachers, librarians and parents.

*CROSS LISTED WITH EDU 30932.*

**ENG 31023 Advanced Expository Writing**

Refinement of expository writing skills through analysis of models and writing practice.

**ENG 31723 Multicultural Literature**

Study of works by African-American, Hispanic, Native American, female, and other historically marginalized authors, specifically to

address issues of culture, value and self-development. Literature poses critical issues that arise in increasingly diverse societies of our shrinking world.

*Prerequisite: 20000-level English course or consent of instructor.*

**ENG 31924 Shakespeare Historical Plays**

Examines major dramas in their historical and cultural context to discover themes central to individual plays and entire works.

**ENG 32523 The English Language**

Treats history and development of the English language with special attention to grammar, syntax and phonetics. Applies various linguistic approaches to the task of understanding evolution and system of the language. Not designed to treat special problems in speaking or writing English.

**ENG 32723 Creative Writing**

Course development skills in writing drama, poetry and fiction. Develops critical skills and encourages students to develop tools to refine expression.

**ENG 32724 Creative Writing II**

Designed to assist in revising and completing a three-act play. Process includes weekly meetings with professor and production of text. Evaluation depends on completion of text by mid-term, revision of text and productive work.

**ENG 33023 Image and Text**

Explores how image and text work together to make meaning in contexts such as illustrated literature, film, advertising, visual poetry, performance art, and graphic novels. Readings from fields such as visual cultural studies, semiotics, art history, film criticism, postmodernism, and psychoanalytic theory will illuminate the relationships between image and text, language and representation.

**ENG 33523 Environmental Literature**

An examination of a variety of literary works from several genres, focusing on the portrayal of physical environments and the connections between these environments and human spheres of influence. This course will explore how human beings relate to the natural world, and how that relation influences the way we read texts and the world around us. Authors to be studied might include Leopold, Thoreau, Defoe, the Brontes, Wordsworth, Merwin, Snyder and Kingsolver.

**ENG 34023 Protest Literature**

A study of the literature of social protest, emphasizing the relationship between aesthetics and politics, or the political purposes of literature. This course will examine how various authors assault the status quo of an often inhumane, brutal, and repressive society. Readings might include works by Richard Wright, Upton Sinclair and Nelson Algren.

**ENG 34224 Readings in Literature**

Discussion and analysis of groups of readings from novels, poetry, plays, and nonfiction. Individually designed to meet student needs and interests.

**ENG 34324 Readings in Non-Fiction**

Read five non-fiction works and write an essay/review of each work. Essay/review is shaped around student's particular interests in history and biography. Essay/reviews then discussed in terms of relevance.

**ENG 34523 Literature and Spirituality/The Sacred**

Explores some of the ways spiritual experiences and understandings are expressed in a variety of literary forms. Students will discover how authors embrace or struggle with essential religious questions and issues, how they challenge and communicate themes from the major world religions and how religious identities can be shaped through these texts.

**ENG 35624 Journal Writing**

Emphasizes techniques in developing a resource book of personal and professional strengths in order to recognize lifestyle patterns, discover creative solutions to problems and increase confidence in decision-making.

**ENG 36023 Peace Literature**

Literature, from ancient to modern times, has taken up themes of peace and sought to examine the fragile dynamics of the human community. This course will explore the literature that offers reflections, sorrowful and hopeful, pragmatic and prophetic, on peace.

**ENG 37023 Literature of Personal Discovery**

Questions of identity and self-definition, from agonizing to liberating, in the work of such writers as Dante, Franz Kafka, Fyodor Dostoevsky, Kate Chopin, Simone de Beauvoir, Ralph Ellison and Anne Sexton.

**ENG 40123 Literary Criticism**

Identifies major trends in the history of critical thought from Plato to Derrida. Seeks to discover position of literary criticism and to apply various critical theories. Library research and writing required.

*Prerequisite: 30000-level English course.*

**ENG 40224 British and American Poets**

Analyzes works of major British and American poets.

**ENG 40323 Theory of Poetry**

Reflects on the poetic mode as it is represented by some of our most important modern writers. Includes analyzing and accounting for particular structures of poems read. Essays and library research required.

*Prerequisite: 30000-level English course.*

**ENG 40424 Women in Literature**

Emphasizes the struggle of women writers to assert their voices and visions. Works include Charlotte Bronte, Virginia Woolf and Kate Chopin.

**ENG 40524 Process Writing**

Teaches essential writing skills at both elementary and secondary levels. Evaluation techniques also emphasized.

*CROSS LISTED WITH EDU 40534.*

**ENG 40624 Modern Fiction**

Focuses on interpretation and evaluation, according to established forms, of selections from modern writers of short stories and novels.

**ENG 40724 Research Writing**

Emphasizes developing and communicating, in an organized and logical manner, ideas that result from academic searches. Includes selection and evaluation of sources especially professional journals, an understanding of bibliographic methods, and the interviewing process and its use in research.

**ENG 40924 The Literature of Peace**

Links the literature of peace through the ages, providing a solid resource for continuing to study and teach the genre of peace.

**ENG 41823 Shakespeare Seminar**

Examines major dramas to discover questions and themes central to individual plays and to the work as a whole. Attention is given to the historical and cultural context of the plays, but the course is primarily concerned with assisting students in reading and exploring the texts.

**ENG 45023 Seminar in American Literature**

Analyzes major American literature with emphasis on genre, period or author, to gain understanding of the critical approaches necessary for a thorough investigation of literature.

**ENG 45123 British Literature I**

Analyzes major British Literature with emphasis on genre, period or author, to gain understanding of the critical approaches necessary for a thorough investigation of literature.

**ENG 46023 Seminar in Genre Studies**

This course engages the student in a concerted study of the history, structure and theory of a particular genre (the novel, poetry, drama, short story).

**ENG 49023 Senior Comprehensive**

Examination or project designed to assess student's achievement of goals of his/her major program.

**ENG 49201 Integrative Seminar in Criticism**

Capstone course that guides student in development of an integrative project that demonstrates achievement of the learning outcomes in the English major. Course is organized around the major trends in critical thought and application of literary criticism theories within and across periods and genres.

**FRE 10124 Elementary French I**

Intensive introduction to present-day French focusing on basic patterns, pronunciation, beginning vocabulary, and idioms. Emphasis designed to develop balanced language skills as needed by a student who pursues an academic program in France or who wants an introduction and appreciation of the language and culture. Work in language laboratory required. Students with some previous knowledge of French should consult the instructor as to proper course enrollment.

**FRE 10224 Elementary French II**

Continuation of basic grammar, refinement of pronunciation, further vocabulary building, systematic practice in comprehension, use of normal conversational patterns, and increased emphasis on reading. Work in language laboratory required.

*Prerequisite: FRE 10124 Elementary French I or equivalent.*

**FRE 20123 Intermediate French I**

Systematic review of grammar and completion of basic structural patterns with expansion of vocabulary through grammar exercises and limited cultural or descriptive reading. Practice conversation and translation.

*Prerequisite: FRE 10224 Elementary French II or equivalent.*

**FRE 20223 Intermediate French II**

Completion of review of grammar with supplementary readings or practice in oral and written composition.

*Prerequisite: FRE 20123 Intermediate French I or equivalent.*

**FSM 30264 Fire Service Occupational Health and Safety**

Discusses management of integrated fire service, health and safety program. Includes coverage of related national and local regulations, standards, medical management, physical fitness, development and implementation of safety programs, statistical development and assessment, and gaining workforce commitment including related fire service health and safety issues.

**FSM 30464 Fire Service Human Resource Management**

Details human resource management requirements in fire service. Topics include hiring, legal issues, discipline, labor relations, performance appraisal, motivation, and elements of supervision.

**FSM 30664 Fire Service Environmental Issues**

Discusses fire service's role in protecting the environment from damage. Outlines potential environmental impact of various types of emergency incidents. Includes explanation of roles of various agencies in mitigating incidents that may be hazardous to the environment. Includes federal, state and local laws, regulations and ordinances.

**FSM 30864 Fire Service Fixed Resource Management**

Examines critical elements of managing a fire department's fixed resources, primarily stations and apparatus. Includes various phases of specification development, bid process, managing construction projects and placing facilities and apparatus into service, and aspects of fire services resource management including forecasting and warehousing.

**FSM 31264 Strategic Analysis and Planning for Fire Service**

Examines translation of local fire response data, growth trends, population shifts, demographics, population change, service demand strategies, strategic plan for future requirements of fire service organizations resource deployment issues, short and long range planning, impact of various codes, and evaluation of national trends.

**FSM 31464 Fire Protection Systems and Prevention Program**

Features and applications of fixed fire protection systems and applicable National Fire Protection Association standards governing such systems. Includes fire code development, political considerations in enforcement, permit regulations, plan review processes, public education programs, analyzes arson as a community problem, and other related aspects of fire prevention programs.

**FSM 31664 Fire Service Information Management Services**

Examines aspects of computer architecture, hardware and software used for information management including computer systems, operating systems, applications and database structures for public safety information management. Features major components of incident reporting requirements, Computer Aided Dispatching Systems, radio communications, and Mobile Data Terminal use in fire service operations. Details combine Computer Aided Dispatch/Records Management Systems, fire service incident reporting and other specialized computer applications in the fire services.

**FSM 40264 Fire Service and the Community**

Examines the role of fire service in the specific community it serves by forecasting the community profile, composition and politics, understanding different cultures, overcoming potential language and ethnic barriers, and interacting with various special interest groups. Studies delivery of effective service to the community as a whole and inherent challenges faced in doing so.

**FSM 40464 Fire Service Fiscal Management**

Emphasizes standard budgeting principles, nomenclature, methods and types of taxation, fee for service, special taxing districts, revenue sources, public/private sector funding partnerships, and other issues associated with public sector funding in public organizations.

**FSM 40664 Total Quality Management of Fire Services**

Addresses Total Quality Management as it relates to the wide range of fire services provided. Includes issues relating to customer service, organizational communication systems and measurement systems for program managers. Quality control intervention strategies, improvement programs and quality related issues also covered.

**FSM 40864 Disaster Preparation and Management**

Preparation necessary for management of a major disaster. Interaction with other agencies and effective coordination of roles and efforts within a structured incident management system. Addresses planning, resource management and other related issues.

**GER 10101 Elementary German I**

Presents sounds, vocabulary and basic structural patterns of German. Develop listening comprehension, speaking, reading, and writing skills.

**GER 10201 Elementary German II**

Continuation of vocabulary and basic structural patterns begun in GER 10101 Elementary German I with emphasis on listening comprehension, speaking, reading, and writing skills.

**HPS 10053 Introduction to World Geography**

Introduces concepts, facts and terminology of physical, cultural and economic geography. Topics include the application of spatial relationships to regional analysis and map studies.

**HPS 10153 World Regional Geography**

Survey of the developed and developing regions of the world, emphasizing regional differentiation, as well as concepts of location, place, human environment interaction, and cultural diffusion.

**HPS 11053 The American Experience I**

Introduces the study of American history and its cultural, intellectual, political, economic, religious, racial, and diplomatic topics. Emphasis on development of the country from discovery through Reconstruction.

**HPS 13053 The American Experience II**

Uses principle theme of the development of United States since reconstruction. Examines political, economic, social, and cultural development.

**HPS 13353 American Government**

Introduces American government and the philosophy, structure and operation of it. Studies performance and problems of American government with emphasis on the question of the citizen's knowledge, role and responsibility.

**HPS 20153 The Great Plains**

From northern Texas to the Canadian prairie provinces. Examines the physical environment, resources, land use patterns and ethnic cultures of the region. The historical and political development of Kansas plays a central role in the course.

**HPS 21052 Kansas History and Politics**

Study of settlement and development of Kansas from the time of Coronado's travels to the present. Introduces study of Kansas government. Keyed to students seeking teaching certification.

**HPS 23153 Human Geography**

The location and distribution of human cultural patterns throughout the world. Provides an overview of the spatial analysis of earth's human inhabitants, with a comprehensive view of settlement patterns and land use issues, and introduces the landscape as a cultural text.

**HPS 24053 Practicum in History**

Experience aspects of the discipline through a semester long practicum.

**HPS 25353 World Civilization I**

Introduces historical study of the beginnings and development of human culture and institutions, western and non-western. Basic introduction to historical study.

**HPS 25453 World Civilization II**

Examines development of civilization, western and non-western, in the modern era. Analysis of political, economic and cultural revolutions that have created contemporary culture and its tensions.

**HPS 30151 Arizona Constitution**

Overview of Arizona's history and constitution from territorial days to the present.

**HPS 30251 United States Constitution**

Overview of the history of the United States Constitution to establish a foundation of understanding.

**HPS 30254 Vietnam Retrospective**

Examines political and emotional impact of Vietnam on the nation and individuals caught up in this divisive conflict through fictional and non-fictional readings.

**HPS 30353 World Geography**

Study of geography. Discusses earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power. Studies developing environmental problems in the world and attempts to address those problems.

**HPS 30354 Women in Politics**

Historical and contemporary view of how women have been affected by politics and how they have influenced politics in a number of different nations including China, Eastern European countries and the United States. Develops a sense of relevance of politics to daily lives of women through reading biographies, autobiographies and journalistic works.

**HPS 30355 History of the American Presidency**

Focus on philosophical roots of power granted to the president by the Constitution and how the power has evolved, and explores relationships between the president and other branches of government. Encourages formation of individual views on the appropriate role of the president in the American system.

**HPS 30356 History of the Cold War**

Focus on major events that marked the philosophical conflict between the West and the communist world. Examines causes of the Cold War, arguments over its inevitability, principal crises and their resolutions, factors that contributed to its end, and various domestic consequences.

**HPS 30453 Geography of North America**

Introduces spatial processes and patterns with the context of North America. Focuses on the physical environment, exploration, mapping settlement patterns, population, migration, agriculture and transportation. Primary objective is to gain an understanding of the regional variation in various social and economic phenomena in the US.

**HPS 30554 United States History: A Multicultural Perspective**

Focuses on understanding and appreciation of history and diversity of the United States. Emphasis on contributions of ethnic, racial, religious, and other diverse groups from the colonial period to today. Topics include examination of political and other implications of how diverse groups have functioned in each period of national development.

**HPS 30560 Terrorism and Violence in the United States**

Explores American patterns of terrorism and violence. Begins with historical analysis of acts committed against minority groups and concludes with acts against the authority of state and national government. Special attention given to the social, economic and political environment in which different motivations for terrorism and violence have and do erupt in the United States.

**HPS 30653 American History: The Sixties**

Examines various conflicts during the 1960s, including Vietnam and protests in the U.S., civil rights, changing views of morality, and long-term effects on contemporary America.

**HPS 30654 Vietnam and the United States**

Examines historical, geographic and social aspects of American involvement in the war in Vietnam.

**HPS 30655 Women/The Civil Rights Movement**

Course explores role of women in the Civil Rights Movement in the United States. Students assess the impact of female activism in the 18th and 19th centuries as the foundation for accomplishments in the last century. Course focuses primarily on African American women. Also addresses contributions of women of other ethnic or religious groups.

**HPS 30658 19th Century European History**

Explore European history from the Congress of Vienna through the First World War. Survey political, economic, social and intellectual developments for a deeper understanding of this period.

**HPS 30754 America's Rise to World Power**

Examines factors leading to America's emergence as a world power with particular attention to those ideas, concepts and events that affect current affairs.

**HPS 30854 Arizona History**

Overview of Arizona from pre-historic times to the present.

**HPS 30754 America's Rise to World Power**

Examines factors leading to America's emergence as a world power with particular attention to those ideas, concepts and events that affect current affairs.

**HPS 30953 American Women's History**

Surveys women's history in America from pre-colonial history to the present, and explores the intersections of race, class, and ethnicity in structuring women's lives today.

**HPS 31053 Ethnicity in American History**

Considers the histories of a variety of immigrant groups arriving in the United States from colonial settlement through the twentieth century, and examines issues of nativism, patterns of acculturation and assimilation, and adjustment to the American economic and political systems, religious experiences, and other issues connected to the ongoing adaptation to life in the US.

**HPS 31254 Constitutional Law: Criminal Procedure**

Discusses Bill of Rights and Amendments IV, V and VI of the United States Constitution. Includes discussion of selected areas of criminal procedure with a basic knowledge of the case law created by the United States Supreme Court, brief judicial decisions, identifying legal issues and pertinent arguments, presenting case law arguments in a cogent and concise manner, and summarizing major trends of constitutional development in criminal procedures.

**HPS 31344 Natural History of the Southwest**

Studies the common plants and animals of the Southwest, including their distribution, adaptation, behavior, and ecology.

**HPS 31354 Constitutional Law: Equal Protection Law**

Reviews United States Supreme Court decisions considering equal protection issues such as school desegregation, housing discrimination and employment rights.

**HPS 31453 Religion in American Culture**

Examine and explore the prominent place of religion in this religiously pluralistic country. Explores institutional and non-institutional developments with Protestantism, Catholicism, Judaism and Islam. The course concludes with an examination of religion and material culture.

**HPS 31653 20th Century America**

Study of the political, social, intellectual, and other aspects of American civilization in this century. Special emphasis on the last half of the 20th century.

**HPS 31654 20th Century World History**

Overview of the history of Europe, Asia, Latin America, and Africa in the twentieth century, addressing globalization and its consequences, colonization versus nationalism, militarization, collective security, effects of technology on nations, consequences of global, regional and civil wars throughout the century, and subsequent shift in influence to emerging nations.

**HPS 32053 Seminar in Research of Math/Histriography**

Introduce traditional and emerging methods of historical research. Construct an extensive annotated bibliography as a purposeful entry into the Senior Comprehensive project.

*Prerequisite: Third-year status.*

**HPS 32253 Political Parties**

Studies American political party system, its organization, strengths, weaknesses, function, and techniques. Emphasis on post-World War II era and trends of the political party system.

**HPS 33253 International Relations**

Introduces international relations and foreign policy. Emphasis on causes of international conflict, the resolution of conflict and the study of war, particularly its prevention.

*Prerequisite: HPS 13353 American Government or consent of instructor.*

**HPS 34023 Legal Research**

Introduction to basic legal research skills, secondary and primary sources, methods of finding current primary law, computer aided legal research techniques, digests, legal treatises, periodicals, casebooks, and loose-leaf services.

**HPS 34024 International Law**

Introduces international law, the law of international institutions, international law sources, categories and types, NGO's, IGO's, and legal aspects of the structure and functions of international organizations such as the UN or EU.

**HPS 34025 Pivotal US Supreme Court Decisions**

Course will explore decisions made by the US Supreme Court in the last two centuries that have had tremendous social and political impact. Analyze the procedure to appeal a ruling to the Supreme Court.. The cases will range from Marbury v. Madison (1803) to Bush v. Gore (2000).

**HPS 34154 Southwest Culture**

Examines Southwestern cultures and their prehistoric roots through an overview of history, language, religion, social structure, and arts of contemporary Native American cultures of Arizona and New Mexico.

**HPS 34254 The Civil War**

Covers the Civil War with a special view of and from the perspective of Abraham Lincoln.

**HPS 34354 Seminar in American History and Government I**

Examines a selection of readings and topics on American history and government. Common theme, assigned readings and individual projects required. Inquire in advance for information on selected topics.

*Prerequisites: Junior or senior standing and one course in history or political science.*

**HPS 34454 Seminar in American History and Government II**

Examines a selection of readings and topics on American history and government. Common theme, assigned readings and individual projects required. Inquire in advance for information on selected topics.

*Prerequisites: Junior or senior standing and one course in history or political science.*

**HPS 34554 The Presidency**

Examines American presidency from perspectives of history and political science. Studies institution and some men who have held the office. Particular emphasis on development of modern presidency (the period since 1933), the last presidential campaign and election, and the current nomination campaigns.

**HPS 35054 Seminar in World History I**

Examines a selection of readings and topics in world history. Common theme, assigned readings and individual projects required.

*Prerequisites: Junior or senior standing and one course in history or political science.*

**HPS 35056 Frontier in American History**

Emphasis on factors that have affected the commercial, political and natural development of the United States.

**HPS 35057 Revolution in English History (1485-1830)**

Studies political, religious, economic, and social development of the English people from 1485-1830. Emphasis on Reformation, Glorious Revolution and Industrial Revolution.

**HPS 35058 The Cold War in Film**

Focuses on the Cold War as represented in films of the era and historical context in which they were made. Covers how film embodies political, psychological and social milieu.

**HPS 35154 Seminar in World History II**

Examines selection of readings and topics on American history and government. Common theme, assigned readings and individual projects required. Inquire in advance for information on selected topics.

*Prerequisites: Junior or senior standing and one course in history or political science.*

**HPS 35401 Field Research in Chicago**

Students travel to Chicago to learn about conditions of poverty, ethnicity in larger cities, race issues, everyday living for people who have been marginalized from mainstream society, communities in

Chicago, social welfare system, and the social work by Jane Addams and her work at Hull House.

**HPS 35555 History of America 1840-1890**

Examines selection of readings and topics in American history and government. Covers American's westward expansion, Civil War, Reconstruction and industrial and economic growth during this period.

**HPS 35556 The Early Republic**

Examines political, social, economic, and diplomatic development and westward expansion during formative period of American history including Washington, Jeffersonian and Jacksonian eras.

**HPS 36054 Asian History**

Studies major nations of Asia with special emphasis on modern development and economic, social and cultural factors.

**HPS 36154 Middle East History and Culture**

Examines politics, religions and economics of the Middle East including advent and spread of Islam, the Ottoman and Safavid empires, Western imperialism, and the modern period.

**HPS 36155 European History Renaissance/Revolution**

Course addresses the consequences of the Renaissance on Western Civilization. Students explore the revolutions in religion, industry, and political structure. Course culminates in a study of the French Revolution and the Napoleonic Wars.

**HPS 40053 United States History: The Democratic Experience**

Covers a full spectrum of United States history from the colonial period to the present by covering significant periods, events and personalities that molded and shaped this democratic society. Highlights topics that define and illustrate the essence of the American experience. Focuses on creation and maturity of political, social and economic institutions in the United States.

**HPS 40154 Philosophy and Ethics of Public Administrations**

Exposition and development of theoretical framework for administration of public organizations. Examines ethical decision-making guidelines for the public sector.

**HPS 40454 Comparative Political Systems**

Comparison and analysis of major political/economic systems operating in the world today.

**HPS 40654 Health Care Law and Ethics**

Explores case law affecting health care administration. Includes topics such as health care reimbursement, patient access to health care, organization and operation of the health care business, and medical staff relations. Examines ethical issues such as defining death and harvesting organs, withholding or withdrawing medical care, surrogate motherhood and maternal-fetal conflict, and patient confidentiality and AIDS.

**HPS 44000 Readings in the American Revolution Era**

Specialized study of the American Revolutionary Era. Focuses on military, political, social, and ideological questions of the 1754-1787 era.



**HPS 44001 Readings in American Criminal Law**

Introduction to case law involving American criminal law and procedure. Designed for senior level students planning to attend law school. Covers major decisions regarding American criminal law, important ideas and terms and how to prepare for law school.

**HPS 44002 Politics of the Novel**

Examines various literature, novels, and films as an approach to understanding the American political framework of different political eras.

**HPS 44003 Interwar Period in US History**

Course focuses on the Roaring Twenties and the Challenging Thirties. It addresses changes in society following World War I and economic factors leading to the Great Depression. Course also addresses consequences of the Depression on American culture and politics.

**HPS 49000 Advanced Legal Research and Writing**

Designed to expand legal research and writing skills of student. Content includes using legal resources on the Internet through such tools as directories, search engines and discussion groups.

**HPS 49053 Senior Comprehensive in History**

Involves written paper responses to examination questions with oral defense.

*Prerequisite: Senior standing.*

**HPS 49201 Integrative Seminar in History**

Capstone course that guides student in development of an integrative project that demonstrates achievement of learning outcomes in the biology major.

**HPS 49300 Public Policy**

Capstone course that guides student to the integration of political science, economics and sociology to increase understanding of policies and policy-making processes of the federal government.

**HPS 49400 Global Issues in Historical Perspective**

Capstone course that guides student in development of an integrative project that demonstrates achievement of learning outcomes in the History major. Integrates knowledge in the political, cultural, economic, social, geographic and global aspects of historical study. May be taken as an elective.

**HUS 20153 Issues in Child Welfare**

Emphasizes critical thinking skills necessary to understand complex issues surrounding child welfare and continuous preparation for meaningful adjustments to numerous crises encountered by children and families.

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology.*

**HUS 20553 Social Welfare: Introduction to Human Services**

Broad overview of the profession of Human Services and social welfare system. Examines historical developments of human services and social welfare and knowledge, values and skills required to function in the role of a human services professional. Allows participants to evaluate their strengths as a potential human services professional.

Introduces field experience.

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10153 Social Thought or SOC 10453 Introduction to Sociology.*

**HUS 21253 The Family**

Explores historical, anthropological and theoretical perspectives of family. Dynamics of family relationships, communication styles and interactions addressed, as well as issues relating to dating, love and friendship, human sexuality, relationships, life styles, divorce, child rearing, and other related issues.

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10153 Social Thought or SOC 10453 Introduction to Sociology.*

**HUS 26001 Issues in Advocacy**

Designed around special theories, practices or interests of an individual or group of students.

**HUS 26002 Issues in Case Management**

In-depth analysis of case management as a key responsibility in the human service field.

**HUS 30000 Social Welfare: Issues in Human Services**

Overview of emerging issues in social welfare. Topics include culture and diversity, social justice, privatization, and emerging technologies in the field of social welfare.

**HUS 30053 Human Services and the Community**

Aids in understanding dynamics of strengthening communities through action. Covers skills and knowledge to promote and influence community change to overcome or prevent adversity such as domestic violence, teenage pregnancy, inequality, or problematic services delivery system. Introduces topics in applied social research and policy.

**HUS 30153 Issues in Gerontology**

Examines aging from a broad perspective. Studies the causes and consequences of aging and its sociological and economic impacts.

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10153 Social Thought or SOC 10453 Introduction to Sociology.*

**HUS 30253 Social Policy and the Community**

Effect of social policy on practice, social policy analysis, and process of policy formulation as it relates to human services and other social welfare professions.

**HUS 30254 Seminar in Family Issues**

Identifies problems and issues that impact upon families in today's society. Provides strategies, programs and services for prevention, intervention and treatment.

**HUS 30353 Nurturing Education for a Family Unit**

Participation in comprehensive and validated educational and treatment program. Teaches how to guide families in establishing nurturing as a way of life and, thus, improving family relationships. Hands-on experience with parents and children provides insight into family dynamics, knowledge of positive and effective parenting, and opportunity to monitor and evaluate progress. Participants may choose to facilitate the following groups: children (4-7, 8-12), adolescents, teen parents, or adults.

### HUS 30654 Marriage and Family

Study of the function of marriage and family in contemporary American society including the "why" of intimate relationships, couple/parent/child adjustment, three generational relationships, and process of break-up and remarriage.

*CROSS LISTED WITH PSY 30654.*

### HUS 30953 Death and Dying

Confronts subject of death from new and alternative perspectives. Explores attitudes of death and the dying process, rituals, theories, and the social organization of death in many societies to gain knowledge in understanding feelings and attitudes toward death.

*CROSS LISTED WITH PSY 30954.*

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology.*

### HUS 31254 Understanding Families in Crisis

Examines backgrounds, needs and coping mechanisms of people faced with family crises. Identifies resources for meeting crises such as abuse in the home, chemical dependency, unwed parenthood, divorce and remarriage, unemployment, long-term illness or disability, and death of a family member.

### HUS 32253 Research Design and Analysis

Reviews basic research methods focusing on conceptual basis for experimentation. Includes basic design components such as control, sampling, data collection, and analysis.

*CROSS LISTED WITH PSY 32253.*

*Prerequisites: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology and MAT 32044 Statistics*

### HUS 38054 Family Dynamics and Substance Abuse Counseling

Primarily focuses on use of family systems perspective to examine treatment of families affected by substance abuse. Effects of substance abuse across the life span of the family considered. Additional topics include intervention and relapse prevention.

### HUS 38154 Nutrition and Health in Substance Abuse and Recovery

Covers physiological requirements of carbohydrates, lipids, proteins, vitamins, minerals, and water. Examines effects of abused substances on nutrition, nutritional adjustments necessitated because of abuse and effects of substance abuse on states of the life cycle. Evaluates nutritional factors on the development of chronic illness.

### HUS 38200 Grant Writing

Develops working knowledge of fund development process. Considers grant preparation and writing, annual and special appeals, board and donor relations, and issues in fundraising. Examines federal, state and private funding options; differences between for-profit and not-for-profit organizations; and management of grants, inclusive of budgets and evaluations of funded programs/projects.

### HUS 40053 Methods Seminar in Human Services Practice

Identifies set of basic skills for different settings in which helpers work. Describes wide array of human services intervention strategies with

particular focus on how to interview and/or counsel clients and make students aware of both technology and art of human services practice. *Prerequisites: HUS 20553 Social Welfare: Introduction to Human Service, HUS 30253 Social Policy and the Community, PSY 20153 Survey of Developmental Psychology.*

### HUS 40154 Addiction Studies in the Movies

Focuses on addiction to alcohol and other drugs that have been portrayed in American cinema for the past 40 years. Explores how addiction has been represented and assists in learning about assessment, intervention and treatment through watching and critiquing movies.

### HUS 40155 Intimacy and Addictions

Expands knowledge of relationship, romance and sex addictions. Present case presentation method review based on research and experience. Presentation includes hypothesis and intervention to address addiction.

### HUS 40454 Ethics in Human Services

Examines ethical theories and application to practice and management of social service agencies. Explores relationship between federal/state regulations and the effect on client and provider.

### HUS 40552 Counseling Theories and Dynamics

Introduces major systems and theories of counseling and psychotherapy including dynamics that contribute to an effective therapeutic approach. Use of didactic and experiential teaching methods.

*CROSS LISTED WITH PSY 40552.*

### HUS 40553 Skills and Techniques in Human Services I

Examine systems framework, skills, analysis of issues and current intervention strategies for working with individual clients and groups in diverse social service settings. Develop and enhance interviewing and effective communication skills. Opportunity for observation and participation in direct practice within a social service setting. Awareness of technology and art of human services practice.

### HUS 40554 Skills and Techniques in Human Services II

Emphasis on skill development working with individuals, groups, families, and community resources. Interviewing and/or counseling clients; in-depth analysis of case management in social service professions. Students will have the opportunity to begin direct practice in a social service setting as part of coursework.

### HUS 41053 Internship: Human Services

Practices and expectations include goal and objective setting, journal writing, site meeting with the on-site supervisor and academic supervisor, on-going monitoring, and final formal evaluation.

### HUS 42053 Internship: Human Services

Practices and expectations include goal and objective setting, journal writing, site meeting with the on-site supervisor and academic supervisor, on going monitoring, and final formal evaluation.

**HUS 44033 Research on Physiology and Addiction**

Course expands on addiction knowledge through reading and writing about addictions based on research found in literature review

**HUS 48054 Value and Ethics in Substance Abuse Counseling**

Examines ethical issues, ethical conduct and professional responsibility in addiction counseling. Topics include moral basis of ethical codes and assessment of values, attitudes and beliefs that influence decisions concerning professional and ethical issues.

**HUS 48154 Substance Abuse Counseling in a Diverse Society**

Develops awareness of culture and history through examination of student's personal beliefs and attitudes towards multiculturalism, preconditions for change in different groups and qualities necessary for culturally skilled counselors.

**HUS 48254 Substance Abuse Counseling Practicum**

No course description available.

**HUS 49000 Seminar in Human Services**

Capstone course that provides student opportunity to integrate and synthesize key concepts and theories through analysis and evaluation of current topics and issues impacting the human services profession and its clients. Examines policy and legislation, agency mandates, trends in treatment, and evaluates the same for sustainability in society from three areas: equity, economic and environmental.

**HUS 49053 Senior Comprehensive in Human Services**

Examination or project designed to assess student's achievement of goals of his/her major program.

**ITS 12063 Introduction to Information Technology Systems**

Introduces Window-based software including word processing, spreadsheets and databases with inclusion of graphic images. Overviews operating systems and graphical user interfaces.

**ITS 12100 Web Design**

Introduces web design using web development package and design concepts to create and maintain web pages. Covers emerging technologies such as Java script, cascading style sheets, dynamic content, dynamic formatting, and server scripting.

*Prerequisites: ITS 12063 Introduction to Information Technology Systems or consent of instructor.*

**ITS 16163 Computer Programming**

Overview of computer programming languages including PASCAL, COBOL and Visual Basic. Topics include I/O techniques, general rules and structured programming methodology.

**ITS 17163 Game Programming**

Introduction to game programming. Create customized game applications. Explanations include interface and required elements, game design, drawing graphics, player and computer actions, and logic required to create an effective game.

**ITS 20544 Introduction to Microcomputers**

Introduction to micro-computers, personal computers (PCs) and appropriate software applications to assist in future use of the computer to meet individual needs.

**ITS 20550 Basic Computer Skills**

Surveys major Microsoft tools including Word, Windows, PowerPoint, Excel, Access, and Outlook. Explores the Internet. No prior knowledge of computers required. Designed to assist user in meeting individual computer needs. Includes brief overview of the field of information technology.

**ITS 23410 Internet Webmaster Foundations**

Internet fundamentals covering viewing the internet, internet services, understanding internet search engines, plug-ins, security issues, and electronic commerce. Fundamentals of web authoring including web page authoring basics and HTML beginner to advanced. Network fundamentals including basics of networking, internetworking concepts, introduction to Local and Wide Area Networks, TCP/IP concepts, extending web server abilities and introduction to network security.

**ITS 23470 A+ Core Hardware**

Install, configure and upgrade microcomputers; Diagnose and troubleshoot microcomputers; Identify motherboard, processor and memory characteristics; Understand basic networking concepts; Know basic printing components, connections and configurations; Practice safe, preventative and performance maintenance procedures.

**ITS 23471 A+ Operating System Technologies**

Navigate MS-DOS, Windows 9.x, Windows Millennium, Windows NT 4.0, Windows 2000 and Windows XP interfaces; Install, configure and maintain Windows 9.x, Windows Millennium, Windows NT 4.0, Windows NT 4.0, Windows 2000 and Windows XP; Install, uninstall, run and repair Windows 9.x, Windows Millennium, Windows 2000 and Windows XP applications; Install, configure and maintain peripheral components; Identify preventative maintenance techniques and practices; Identify networking and internetworking hardware/software concepts; Troubleshoot customer's Windows 9.x, NT and 2000 hardware issues.

*Prerequisite: ITS 23470 A+ Core Hardware.*

**ITS 23472 Internet**

Identify basic internetworking concepts, components and infrastructure; Distinguish between internet protocols; Create and launch Websites; Understand search engines processes; Perform network troubleshooting and secure network processes; Understand Internet business concepts.

**ITS 23473 CCNA Routing and Switching**

CCNA certification designed to enable individuals new to networking technologies to understand terms, concepts, technologies, and devices commonly used in networking then apply knowledge to installation, configuration, and troubleshooting of Cisco switches and routers.

**ITS 23474 E-Commerce Designer**

Standards, technologies and practices for both business-to-business and business-to-consumer e-commerce models. Analysis and facilitation of

relationships among marketing, promotion, customer service, user interaction, purchasing methods, and secure transactions using SSL and SET, payment gateways, inventory control, shipping and order information, and site performance testing and evaluation.

*Prerequisite:* ITS 23472 *Internet.*

### ITS 23475 Site Designer

Create and manage Web sites using HTML, FrontPage, Dreamweaver, Flash, HomeSite, DHTML, XML and various multimedia and CSS standards. Implement latest strategies to develop third-generation Web sites, evaluate design tools, discuss future technology standards, and explore incompatibility issues surrounding current browsers.

Emphasizes theory, Web design and construction, information architecture concepts, Web project management, scenario development and performance evaluations.

*Prerequisite:* ITS 23472 *Internet.*

### ITS 30044 Advanced Database Systems

Examines design, development and administration of large-scale database applications on a scale appropriate to business organizations.

### ITS 30163 Database Management

Examines design, development and administration of large-scale database applications on a scale appropriate to needs of business organizations.

### ITS 33470 Networking

Identify basic networking concepts; Distinguish between network transmission types and connectivity devices; Understand TCP/IP components and NT/Novell protocol suites; Demonstrate network planning for hardware, cabling and operating systems; Assess network security and secure remote connectivity; Perform network troubleshooting.

*Prerequisites:* ITS 23470 *A+ Core Hardware and ITS 23471 A+ Operating System Technologies, or consent of instructor.*

### ITS 33474 Java Programmer

The Java platform is based on the idea that the same software should run on many different kinds of computers, consumer products, and other devices. This course is designed to give students an understanding of current Java programming languages. It provides the knowledge needed to compile, run and distribute simple Java applications.

*Prerequisite:* ITS 16163 *Computer Programming or consent of instructor.*

### ITS 33475 Oracle SQL

Introduction to Oracle relational database concepts; Use of SQL for storing, retrieving, and manipulating data in relational database; Access data from more than one table using joins; Aggregate data using group functions, write sub-queries, and create and populate Oracle database tables; Define, maintain, and modify other database objects; Use SQL's Data Manipulation Language and transaction controls; Control both user and object level security in an Oracle database; Use basic PL/SQL.

*Prerequisite:* ITS 30163 *Database Management, ITS 33470 Networking, or consent of instructor.*

### ITS 33476 Oracle Architecture and Administration

Introduction to concepts and procedures associated with Oracle architectural components. Topics include database administration

strategies and procedures provided in Oracle8i, managing Oracle instance and use database tools, storage structure components and tables, methods for loading and reorganizing data, and concepts and tasks associated with managing security.

*Prerequisite:* ITS 33475 *Oracle SQL.*

### ITS 33477 Oracle Performance and Tuning

Introduction to: Tools and techniques to improve performance of currently accepted Oracle server platforms; Files and events supporting tuning process; Application tuning issues impacting database performance; Tuning components and functions of shared pool and buffer cache. Monitor contents and usage of Redo Log buffer. Identify: Database configuration and I/O issues; SQL operations requiring sorts. Use: Direct writes for large sorts and allocate temporary space appropriately; Oracle tools to diagnose and resolve contention. Create tuning session; Gather, view and edit input data.

*Prerequisite:* ITS 33476 *Oracle Architecture and Administration.*

### ITS 33478 Oracle Backup and Recovery

Introduction to backup and recovery goals and functions, archive processing and maintaining recovery catalog, identifying concepts associated with performing physical backups with or without Recovery Manager (RMAN), planning and implementing database recovery strategies, identifying and handling different types of failures, diagnosing errors, detecting corruption, recovering from loss of Recovery Catalog and Control File, and managing standby database.

*Prerequisite:* ITS 33477 *Oracle Performance and Tuning.*

### ITS 33479 Oracle Network Administration

Comprehend and explain detailed architecture of Net8 and steps in which connections are established between peers. Implement basic connection between client and server node using various naming methods. Configure Names server, Multi-threaded Server and Connection Manager. Learn differing methods to determine network problems and security risks, Advanced Security Options (ASO) such as encryption and check summing, and Utilities such as logging, tracing, and Trace Assistant.

*Prerequisite:* ITS 33478 *Oracle Backup and Recovery.*

### ITS 33480 MCS D Desktop Applications with Visual Basic

Designing and developing custom business solutions with Microsoft development tools, technologies, and platforms. Build Web-based, distributed, and commerce applications using products such as Microsoft SQL Server, Microsoft Visual Studio and Microsoft Component Services.

*Prerequisites:* ITS 23470 *A+ Core Hardware, ITS 23471 A+ Operating System Technologies, ITS 33470 Networking.*

### ITS 33481 MCS D Distributed Applications with Visual Basic

Emphasizes client/server applications using networks in multi-tier architecture to distribute presentation services, business logic, and data services. Applications access different data sources and COM components contained in applications typically participated in transactions. Can be shared by multiple users and multiple applications.

*Prerequisite:* ITS 33480 *Microsoft Desktop Applications With Visual Basic.*

**ITS 33482 MCS D SQL Server Administration**

Implement, administer, and troubleshoot information systems that incorporate Microsoft Exchange 2000 Server.

*Prerequisites:* ITS 30163 Database Management, ITS 33470 Networking or consent of instructor.

**ITS 33483 MCS D SQL Server Database Design**

Design the SQL Server 2000 Environment, including: developing the logical database model, implementing the physical database, retrieving and modifying data, programming business logic, tuning and optimizing data access and implementing security scenarios.

*Prerequisite:* Consent of instructor.

**ITS 33484 MCS D Web Solutions With Visual InterDev 6.0**

Design and implement Web solutions with Microsoft Visual InterDev 6.0. Skills involved include analyzing business requirements, defining technical architectures, conceptual and logical design, designing user interface and user services, deriving physical design, establishing development environment, creating user and data services, testing solutions, developing Web applications, and managing a website.

*Prerequisite:* Consent of instructor.

**ITS 33485 Microsoft Windows Professional**

Identify key features of current Windows operating systems; Set up and administer user accounts; Use groups to organize user accounts and administer file and print resources; Remotely administer shared folders, monitor event logs, and backup and restore data.

*Prerequisites:* ITS 23470 A+ Core Hardware, ITS 23471 A+ Operating System Technologies, ITS 33470 Networking.

**ITS 33486 Microsoft Windows Server**

Design and implement infrastructure for business solutions based on current Windows platform and Microsoft server software. Implementation responsibilities include installing, configuring, and troubleshooting network systems.

*Prerequisite:* ITS 33485 Microsoft Windows Professional.

**ITS 33487 Microsoft Network Infrastructure Administration**

Install, manage, monitor, configure, and troubleshoot DNS, DHCP, Remote Access, Network Protocols, IP Routing, and WINS in a current Windows network infrastructure. Test measures skills required to manage, monitor, and troubleshoot Network Address Translation and Certificate Services.

*Prerequisite:* ITS 33486 Microsoft Windows Server.

**ITS 33488 Microsoft Directory Services Administration**

Install, configure, and troubleshoot current Windows Active Directory components, DNS for Active Directory, and Active Directory security solutions. Test measures skills required to manage, monitor, and optimize the desktop environment using Group Policy.

*Prerequisite:* ITS 33487 Microsoft Network Administration.

**ITS 33489 CCNP Scalable Cisco InterNetworks**

Exam addresses tasks that network managers and administrators perform when managing access and controlling overhead traffic in growing routed networks once basic connectivity has been established. Specifically, router capabilities used to control traffic over Local Area

Networks (LANs) and Wide Area Networks (WANs), as well as connecting corporate networks to an Internet Service Provider (ISP).

*Prerequisite:* ITS 23473 CCNA Routing and Switching.

**ITS 33490 CCNP Switching**

Exam addresses how to build campus networks using multilayer switching technologies over high-speed Ethernet. Explores how routing and switching technologies work together with such functions as network performance, security, or design.

*Prerequisite:* ITS 33489 CCNP Routing.

**ITS 33491 CCNP Remote Access Networks**

Build remote access network to interconnect central sites to branch offices and home office/telecommuters. Focus on using one or more available WAN technologies, permanent or dial-up, to connect the enterprise to branch offices and telecommuters. Control access to central site and maximize bandwidth utilization over remote links. Software commands, configuration, and hardware related to establishing remote connections.

*Prerequisite:* ITS 33490 CCNP Switching.

**ITS 33492 CCNP InterNetwork Troubleshooting**

Advanced exploration of troubleshooting processes on Cisco routers and catalyst switches for multi-protocol client hosts and servers.

*Prerequisite:* ITS 33491 CCNP Remote Access Networks.

**ITS 33493 MS Window Network Environment Management**

Develop skills in planning, implementing and maintaining a network infrastructure including network security, routing and remote access strategies, and planning and maintaining high server availability utilizing current Microsoft Windows network operating systems.

*Prerequisite:* ITS 33486 Microsoft Windows Server.

**ITS 37044 Operating Systems**

Study of microcomputer and minicomputer operating systems. Topics include batch processing, concurrent processing, memory management, and processor scheduling.

**ITS 41063 Internship: Information Technology Systems**

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

**ITS 42063 Internship: Information Technology Systems**

Further practical experience in major area of study. Arranged individually and taken after completion of major course work.

**ITS 43000 Information Technology Project Management**

Covers application of project management knowledge areas (project integration, scope, time, cost, quality, human resources, communications, risk, and procurement management) and process groups (initiating, planning, executing, controlling, and closing) to information technology projects.

*Prerequisites:* ACC 3xxxxx Survey course in Accounting, OAD 30063 Behaviors in Organizations, ITS 37044 Operating Systems, ITS 30163 Database Management or consent of instructor.

**ITS 43001 eLearning**

Examines adult learning theory principals including motivating adult learners, fostering adult learning programs and applying them to an

eLearning environment. Also examines various forms of eLearning, benefits and drawbacks.

### ITS 43031 Oracle: Database Fundamentals

Database administration strategies and procedures provided in current industry accepted Oracle database platforms; Introduction to the concepts and procedures associated with Oracle architectural component; Manage an Oracle instance and use database tools; Concepts associated with storage structure components and tables; Methods for loading and reorganizing data. Concepts and tasks associated with managing security.

*Prerequisite:* ITS 33475 Oracle SQL.

### ITS 43032 Oracle Database Fundamentals II

In this course, students learn to identify the key features of Oracle database backup, recovery, and the architecture and administration of Oracle Net Services.

*Prerequisite:* ITS 43031 Oracle Database Fundamentals I.

### ITS 43101 Security

Implementing and Administering security, including: communication security, infrastructure security, cryptography, access control, authentication, external attack and operational and organization security.

*Prerequisite:* ITS 43475 MS Windows Network Security.

### ITS 43214 MS Windows Security Implementation and Administration

Develop skills necessary to implement various security scenarios for small, medium and large scale companies including: managing security templates, implementing service packs and patches, configuring security for communication channels, including managing SMB, IPSec, SSL and Wireless networking security protocols, managing user access and to implement Encryption and a Public Key Infrastructure.

*Prerequisite:* ITS 43475 MS Windows Network Security.

### ITS 43305 MCS.D.NET Developing Web Applications

Preparation to pass the Microsoft 70-305 certification exam which measures one's ability to develop and implement Web applications using Web forms, ASP.NET, and the Microsoft .NET Framework. Covers numerous web-related technologies in relationship to the multi-tiered applications design concepts covered in prior courses on the MCAD program. Develop web applications that sustain high- performance, richly information-centric user experiences that are secure, scalable, and take advantage of the broad range of services provided by the .NET Framework.

*Prerequisite:* ITS 43310 MCS.D.NET Developing XML Web Services and Server Components.

### ITS 43306 MCS.D.NET Developing Windows-Based Applications

Design and develop custom business solutions with Microsoft development tools, technologies, and platforms; Build Web-based, distributed, and commerce applications using products such as MS SQL Server, MS Visual Studio.Net, and MS Component Services.

*Prerequisite:* ITS 33483 SQL 2000 Server Database Design.

### ITS 43310 MCS.D.NET Developing XML Web Services and Server Components

Creating and managing Microsoft Windows services and serviced components, using .NET remoting to implement client-activated and server-activated objects, building and consuming XML Web services, creating asynchronous Web methods and use of SOAP extensions, using Microsoft ADO.NET to work with XML and DataSets, configuring security -authorization, authentication, and identity management, testing and debugging components and XML Web Services, creating setup programs, configuring clients and servers, and implementing deployment.

*Prerequisite:* ITS 43306 MCS.D.NET Developing Windows-Based Applications.

### ITS 43474 Microsoft Directory Services Design

Analyze business requirements and design directory service architecture, including: Unified directory services such as Active Directory and Windows NT domains; Connectivity between and within systems, system components, and applications; Directory and database replication. Course measures skills required to analyze business requirements for desktop management and design solutions.

*Prerequisite:* ITS 33488 Microsoft Directory Services Administration.

### ITS 43475 Microsoft Network Security

Analyze business security requirements and design security solutions, including: Controlling access to resources; Auditing access to resources; Authentication and encryption.

### ITS 43476 Microsoft Exchange Server Administrator

Implement, administer, and troubleshoot information systems that incorporate Microsoft Exchange 2000 Server.

*Prerequisite:* ITS 43474 Microsoft Directory Services Infrastructure or ITS 43475 Microsoft Network Security.

### ITS 43478 MCS.D Defining Solution Architect

Analyze business requirements for a given scenario and define technical solution architectures that will optimize business results by using Microsoft development tools.

*Prerequisite:* ITS 33481 MCS.D Distributed Applications with Visual Basic.

### ITS 43479 CCDA Designing Cisco Networks

Focuses on designing small- to medium-sized networks (fewer than 500 nodes). Identify and analyze networking needs of customer, design network structure, identify appropriate network management solutions, and develop network prototype.

*Prerequisite:* ITS 23473 CCNA Routing and Switching.

### ITS 43480 Microsoft Exchange Server Design

Design and deploy messaging systems that incorporate current Microsoft Exchange messaging systems.

*Prerequisite:* ITS 43474 Microsoft Directory Services Design or ITS 43475 Microsoft Network Security.

### ITS 45566 Advanced Programming Techniques

Learn programming techniques using the object-oriented approach in the Visual Basic.NET environment. Covers development of user interfaces, coding, decision-making, and control structures. Advanced topics include class creation and usage, accessing databases, and creating web and console applications.

### ITS 48064 Management Information Systems

Critical examination of information systems that support management decision-making and problem solving. Topics include information systems management, data processing systems, decision support systems, office automation, expert systems, and organizational information systems.

### ITS 48163 Systems Analysis and Design

In-depth study of systems development life cycle. Utilizes blend of traditional development and current techniques. Systems Analyst Toolkit includes cross-phase coverage of communications, economic analysis and project management.

*Prerequisites:* ACC 3xxxx Survey course in Accounting, OAD 30063 Behaviors in Organizations, ITS 37044 Operating Systems, ITS 30163 Database Management or consent of instructor.

### ITS 49060 Comprehensive Information Technology Systems

Examination or project designed to assess student's achievement of goals of his/her major program.

### ITS 49100 Methodologies of Project Development

Capstone course that guides student to emphasize various methodological approaches to software acquisition, development, testing, and implementation, and understand relevance of methodologies to Capability Model Theory, interdependence of phase deliverables, quality control techniques and methods, and tools for testing.

*Prerequisites:* ITS 33470 Networking, OAD 30563 Management or consent of instructor.

### LAS 12513 Writing I: Entering the Disciplines

Taken in the first semester of the first year, this is a composition course that treats writing as a tool for learning and exploring content, as well as for expressing ideas. The course introduces students to the habits of mind and assumptions that inform the various disciplines. It also orients students to the Ottawa University plan of education and helps them to begin their own educational planning.

### LAS 30012 Proseminar

Proseminar is the first course in Ottawa University's degree completion program. In addition to introducing students to the four breadth areas, this course will address the task of educational planning, but do so in the larger context of self-examination in the course of which students will develop a "learning autobiography" in which they reflect on the history of their learning experiences (formal and informal) in relation to the four breadth areas, and assess the strengths and weaknesses of their preparation. Finally, the course will serve as an introduction to the Ottawa University program, allowing students to get a sense of the nature and level of the University's expectations and reintroducing students who have been away from formal education for some time to the character and rhythms of the academic enterprise.

### LAS 32513 Writing II: Integrating Disciplines

Taken in the junior year, and by all transfer students, this course explores the relationships among the subjects of knowledge, work and meaning. Students seek to integrate ideas and approaches of several disciplines in both individual and group projects.

*Prerequisite:* Completion of four distribution courses and junior status.

### LAS 39000 Cross Cultural Issues in International Business

Provides theoretical and practical resources to examine and understand international cross-cultural issues. Guides search for understanding and comprehension of the many dimensions of a culture, enabling greater insight into how societal considerations effect the conduct of social interactions both within specific organizations and countries and on an international basis. Includes analysis of how a country's history, culture, economic paradigms, legal system, spiritual heritage, and social development influence business, personal and inter-cultural relationships.

### LAS 39014 The Individual in Society

Reflects on the Social/Civic and Value/Meaning breadth areas. Begins to view these areas and places within society in critical vein. Relationships are made between values and ways one acts upon these values in society. Question rights and responsibilities of individual and how these conflict with rights and responsibilities to society.

### LAS 42515 Writing III: Applying the Disciplines

This interdisciplinary seminar gives seniors (classified as having earned 92 or more credit hours) the opportunity to bring their entire college experience to bear on a complex issue. Working in small groups (usually four or five), students first identify and define a significant problem or issue (e.g., child abuse, athletics and education, the energy crisis), and then articulate a way or ways to solve or cope with that problem or issue. The student group is given the major responsibility for the task. The tutor acts as a resource person and critic. Twice during the course, the group presents and defends its work before a "jury" of faculty and persons from the University community who have particular expertise in the areas of their research. The first presentation and defense occurs midway through the course, the second occurs during the last week of classes.

*Prerequisite:* LAS 32513 Writing II: Integrating the Disciplines, senior standing (92 credit hours or more) and an approved learning contract.

### LAS 45012 Graduation Review

As the final course in the LAS sequence, Graduation Review asks students to revisit the breadth areas first introduced in Proseminar exploring them this time in the context of globalization and cross-cultural concerns. As in Proseminar, students will respond in discussions and reflective papers to issues raised by readings and/or other media selected for their quality and relevance to the areas in question. Close attention will be paid to the students' communication skills as well as their mastery of the course's substantive content. As a culminating experience, Graduation Review will also ask students to assess their Ottawa program (both the major and the liberal arts components) in terms of the process of their education and in terms of their achievement of the Ottawa University LAS program outcomes.

### LAS 45513 Advanced Special Topics in Film

Advanced course pursues specific areas within art form.

*Prerequisite:* LAS 31214 Introduction to Film.

### MAT 10443 Intermediate College Algebra

Emphasizes algebraic skill development such as linear and quadratic equations, rational exponents, radicals, and systems of equations. Designed to prepare students for College Algebra.

*Prerequisite: Previous course in algebra, either high school algebra or college beginning level.*

### **MAT 10543 Topics in Math**

Covers number theory, geometries, introductory calculus, and introductory probability and statistics, with an emphasis on developing comprehension and familiarity with mathematical concepts.

### **MAT 10643 College Algebra**

Review of basic algebra including inequalities, functions and graphs, roots of polynomial equations, and the exponential and logarithmic functions.

*Prerequisite: Two years of high school algebra or MAT 10443 Intermediate College Algebra or consent of instructor.*

### **MAT 11143 Pre-Calculus**

Review of basic algebra and trigonometry with emphasis placed on skills and concepts needed in the calculus sequence. Includes study of polynomial, exponential, logarithmic, and trigonometric functions. Introduces sequences and series.

*Prerequisite: MAT 10443 Intermediate College Algebra or consent of instructor.*

### **MAT 11243 Mathematics for Elementary Teachers**

Designed to enhance mathematical skills and knowledge, as well as the pedagogical approach. Emphasis on mathematical content and methods of presentation. Learn to communicate mathematical ideas, organize and analyze information, solve problems readily, and construct logical arguments.

### **MAT 20043 Discrete Mathematics**

Emphasizes combinatorial problem-solving and graph theory. Presents modern point of view that not all applications arise in the analysis context. Concern with problem-solving in the discrete case. Includes graphs with models and applications, basic properties of graphs and digraphs, trees, combinatorial problems, elementary counting principles (especially in computer science), permutations and combinations, and formal languages.

### **MAT 20143 Business Mathematics**

Focuses on basic mathematics skills, business mathematics applications and problem-solving strategies. Concepts include properties of real numbers, fundamental operations of rational numbers, fractions, decimals, percents, numerical and graphical descriptions of data, basic probability, and logical thinking.

### **MAT 21044 Calculus I**

Studies basic notions of a derivative and integral with basic techniques and applications to elementary functions. Emphasis on intuitive understanding and theorem application. Includes computer laboratory component.

*Prerequisite: MAT 11143 Pre-Calculus or equivalent.*

### **MAT 21144 Calculus II**

Study of integration techniques of infinite series and applications of derivatives and integrals to a wide variety of geometric, physical and behavioral problems. Includes computer laboratory component.

*Prerequisite: MAT 21044 Calculus I or equivalent.*

### **MAT 21543 Math Content for Grades K-4**

Course is a review of arithmetic fundamental concepts. Skills covered include whole numbers and fractions, decimals, elementary algebra, word problem solving, data analysis, simple geometric concepts, and mean, median and mode.

### **MAT 21643 Math Content for Grades 5-8**

Course is a review of arithmetic fundamental concepts. Skills covered include ratio and proportions, real numbers/integers, word problem solving, data analysis, basic algebraic constructs, geometric spatial concepts, and mean, median and mode.

### **MAT 22043 Linear Algebra**

Introduces algebra and geometry of vectors, matrices and linear transformations. Designed for all students using simultaneous equations and matrices. Also introduces reading and writing rigorous mathematical proofs.

*Prerequisite/Corequisite: MAT 21044 Calculus I or consent of instructor.*

### **MAT 26043 College Geometry**

Reviews and further explores axiomatic foundations of high school Euclidean geometry. Explores development of Euclidean geometry from early Greek civilization to the present with particular attention to development of non-Euclidean geometries.

*Prerequisite: MAT 21044 Calculus I or consent of instructor.*

### **MAT 30143 History of Mathematics**

Covers mathematical concepts and personalities in their historical context. Topics include primes, continued fractions, diophantine equations, efforts to solve cubic quartic and quintic equations, geometric constructions, early attempts to approximate pi and graph coloring problems. Emphasis on interests and people of mathematics through the 1700s.

*Prerequisite/Corequisite: MAT 21144 Calculus II.*

### **MAT 31044 Calculus III**

Extension of study of differentiation and integration to vector function and functions of several variables. Emphasis on intuitive understanding of concepts and on applications. Includes computer laboratory component.

*Prerequisite: MAT 21144 Calculus II.*

### **MAT 31143 Mathematical Statistics**

Axioms and theorems of elementary probability, random variables, probability distributions, expectation, mean, variance, moment generating functions of probability distributions, multivariate distributions, and the central limit theorem. Designed to prepare student to take actuarial exam in probability and statistics. Intended for mathematics majors.

*Prerequisite: MAT 31044 Calculus III.*

### **MAT 32044 Statistics**

Introduces basic methods of research design and analysis of data including both descriptive and inferential statistics. Intended for non-mathematics majors.

*Prerequisites: MAT 10443 Intermediate College Algebra and PSY 12053 Principles of Psychology or ECO 20163 Macroeconomics or SOC 10453 Introduction to Sociology.*



**MAT 33043 Differential Equations**

Topics include various techniques for finding solutions of differential equations in one variable, general characteristics of solutions of first and second-order equations, boundary value problems, series solution techniques, and systems of linear equations. Studies historical development of the subject and applications to problems in sciences.

*Prerequisite: MAT 31044 Calculus III.*

**MAT 36043 Non-Euclidean Geometry**

Explores how Euclidean plane geometry is related to mathematics in general. Emphasis on geometry as logical system based on postulates and undefined terms. Covers fifth postulate of Euclid from a historical perspective and from attempts to prove the fifth postulate follows modern Non-Euclidean geometries.

**MAT 36141 Actuarial Seminar**

Focuses on preparing for actuarial exams given by actuarial societies. Work is done on old exams and other projects.

*Prerequisites: MAT 31044 Calculus III and MAT 31143 Mathematical Statistics.*

**MAT 40041 Statistics Lab**

Provides foundation for understanding of descriptive and inferential statistics, applications and statistical research.

**MAT 42143 Abstract Algebra**

Study of elementary number theory, groups, rings, and fields. Includes induction, fundamental theorem of arithmetic, congruence relations, isomorphism theorems, and quotient structures. Culminates with survey of Galois theory.

*Prerequisite: MAT 22043 Linear Algebra and MAT 31044 Calculus III.*

**MAT 43443 Numerical Methods**

Introduces numerical techniques and algorithms fundamental to scientific computer work including discussion of error, roots of equations, interpolation, systems of equations, numerical integration, and methods of solution of ordinary differential equations.

*Prerequisites: MAT 22043 Linear Algebra, MAT 31044 Calculus III, ITS 16163 Computer Programming.*

**MAT 45143 Introduction to Real Analysis**

Study of real number system and its application to limit concept. Includes proofs of basic theorems on derivatives, integrals and continuity. Emphasis on rigor.

*Prerequisites: MAT 22043 Linear Algebra, MAT 31044 Calculus III.*

**MAT 49201 Integrative Seminar in Mathematics**

Capstone course that guides student in development of an integrative project that demonstrates achievement of learning outcomes in the mathematics major.

**MUS 10123 Introduction to Creative Listening**

Development of understanding and enjoyment of music. Emphasizes aural approach and analyzes sounds that are applicable to all styles of music.

**MUS 10223 Popular Music in America**

Explores America's popular music from development of jazz through the 1950's as rock assumes prominence to emerging styles of the

1990's. Eminent musicians and groups reviewed for their contributions include Duke Ellington, Charlie Parker, Miles Davis, Elvis Presley, Buddy Holly, The Beatles, and Pink Floyd.

**MUS 10323 Jazz in America**

Introduction to the history of jazz from its development in America at the turn of the 20th century through the present. Emphasis on recognition of styles, prominent innovators and development of listening skills important for all forms of music.

**MUS 12922 Class Piano I**

Focuses on rudiments of music notations, scales and beginning keyboarding technique. Emphasis on preparation for music styles curriculum.

**MUS 13022 Class Piano II**

Continuation of Class Piano I.

**MUS 13121 Trumpet and Horn**

Develops understanding of brass instrument techniques and pedagogy. Includes development of performance skills and understanding of terminology related to brass instruments. Various methodologies employed and discussed.

**MUS 13221 Clarinet and Double Reed Instruments**

Develops understanding of woodwind instrument techniques and pedagogy. Includes development of performance skills and understanding terminology related to woodwind instruments. Various methodologies employed and discussed.

**MUS 13321 Violin and Viola**

Develops understanding of string instrument techniques and pedagogy. Includes development of performance skills and understanding of terminology related to string instruments. Various methodologies, including Suzuki, discussed.

**MUS 13421 Percussion and Instrument Repair**

Develops understanding of percussion instrument techniques and pedagogy. Includes development of performance skills and terminology related to percussion instruments. Various methodologies discussed. Snare drum, timpani and xylophone emphasized.

**MUS 13521 Trombone and Tuba**

Develops understanding of trombone and tuba techniques and pedagogy. Includes development of performance skills and understanding of terminology related to brass instruments. Various methodologies employed and discussed.

**MUS 13621 Flute and Saxophone**

Develops understanding of flute and saxophone techniques and pedagogy. Includes development of performance skills and terminology related to woodwind instruments. Various methodologies employed and discussed.

**MUS 13721 Cello and String Bass**

Develops understanding of cello and string bass techniques and pedagogy. Includes performance skills and terminology related to string instruments. Various methodologies employed and discussed.

**MUS 16121 Applied Piano**

Private lesson.

**MUS 16221 Applied Voice**

Private lesson.

**MUS 16321 Applied Organ**

Private lesson.

**MUS 16401 Applied Trumpet**

Private lesson.

**MUS 16402 Applied Horn**

Private lesson.

**MUS 16403 Applied Trombone**

Private lesson.

**MUS 16404 Applied Euphonium**

Private lesson.

**MUS 16405 Applied Tuba**

Private lesson.

**MUS 16421 Applied Brass**

Private lesson.

**MUS 16521 Applied Percussion**

Private lesson.

**MUS 16601 Applied Violin**

Private lesson.

**MUS 16602 Applied Viola**

Private lesson.

**MUS 16603 Applied Cello**

Private lesson.

**MUS 16604 Applied Bass**

Private lesson.

**MUS 16605 Applied Guitar**

Private lesson.

**MUS 16621 Applied Strings**

Private lesson.

**MUS 16701 Applied Flute**

Private lesson.

**MUS 16702 Applied Oboe**

Private lesson.

**MUS 16703 Applied Bassoon**

Private lesson.

**MUS 16704 Applied Clarinet**

Private lesson.

**MUS 16705 Applied Saxophone**

Private lesson.

**MUS 16721 Applied Woodwinds**

Private lesson.

**MUS 16821 Applied Guitar**

Private lesson.

**MUS 17221 University Concert Choir**

40-member select choir that performs for official University events throughout the school year. Membership determined through audition.

**MUS 17321 University Ringers**

Five-octave English hand bell ensemble.

**MUS 17421 Oratorio Choir**

Non-auditioned 30- to 60-member choir comprised of student and community vocalists that perform an oratorio one semester a year.

**MUS 17621 University Orchestra**

40-piece orchestra comprised of student and community musicians that performs one concert per semester and at Vespers.

**MUS 17721 Jazz Ensemble**

20-piece big band emphasizing jazz education and improvisation that performs several times throughout the school year.

**MUS 19221 Adelante Singers**

Select group of 16 to 20 students who perform a diversified choral repertoire. Must be a member of University Choir to be in Adelante Singers.

**MUS 19621 Wind Ensemble**

15- or more-member band comprised of students and community musicians that generally functions with Symphonette.

**MUS 19721 Pep Band**

Performs at basketball and football games.

**MUS 22823 Church Music**

Study of music, history and liturgy of the Christian Church, biblical relationships between music and Christian theology, roles of the organ, choir and congregation, planning and selection of liturgy and music for worship, and performance practices for worship.

**MUS 23823 Hymnology**

Studies from historical perspective hymns in the worship context. Includes study of hymn writers and hymn texts as found in chorales, psalms, traditional hymns, gospel songs, and contemporary hymns. Also focuses on use of hymns as a teaching medium and basis for other compositions.

**MUS 25124 Styles I**

Investigates principles of voice leading, root part-writing, harmonic progressions, and triads in first and second inversions. Includes initial procedures of form analysis through study of rhythm, melody, phrase and phrase groupings, progression of music from antiquity to Renaissance period with emphasis on liturgical music, rise of international European styles, emergence of imitative and non-imitative polyphonic music, development of and scoring for wind and string instruments, and the development of simple part forms. Discussion of music from Near and Far East provides a multi-cultural perspective.

Sight-singing and dictation skills furthered in the course and in coordination with computer software.

### MUS 25224 Styles II

Pursues further understanding of voice leading and part-writing principles with use of cadences, non-chord tones and diatonic seventh chords. Also includes music history from the Baroque era emphasizing polyphonic models and development of opera to the waning Classical era with advancements in composite part forms rondo, variation forms and sonata form. Emphasis on the development of the concerto, orchestration of string instruments, music from the Near and Far East providing a multicultural perspective, and sight-singing and dictation skills furthered both in the course and in coordination with computer software.

*Prerequisite: MUS 25124 Styles I or consent of instructor.*

### MUS 32023 Pre K-12 Music Methods

Course is designed to prepare music education majors to teach general music at all levels. Students will develop performance skills in singing, playing hand-held percussion instruments, autoharp, recorder and guitar. Students will examine materials and methods appropriate for teaching music in a diverse, multi-cultural environment. Emphasizes general music, instrumental ensembles, vocal ensembles, student development, motivation and managing behavior in the music classroom. Includes an overview of middle/secondary school music program administration. Students will study current educational policies at the state and national levels and their impact on music education.

### MUS 32123 Instrumental Ensembles Conducting, Methods and Literature

Emphasizes reading, analyzing and interpreting scores, integrating concepts from instrument method courses with ensemble settings and selecting sequential literature from various eras for instrumental ensembles. Opportunities for conducting ensembles provided.

### MUS 32223 Choral Conducting, Methods and Literature

Emphasizes reading, analyzing and interpreting scores, integrating concepts from techniques courses with ensembles and selecting sequential literature from various eras for vocal ensembles. Opportunities for conducting ensembles provided.

### MUS 32224 Styles III

Third semester of music theory and history in a comprehensive format. Progress with studies of secondary chord functions, modulation, mode mixture, the Neapolitan chord, and augmented sixth chords. Continued Assessment of form and further developments of multi-movement forms. Assessment of 19th century music with emphasis on tonal advancements, complexities of orchestral techniques as related to expanded usage of woodwinds and brass, augmentation of standardized forms, and the rise of nationalism. Sight-singing and dictation skills furthered both in the course and in coordination with computer software.

*Prerequisite: MUS 25524 Styles II or consent of instructor.*

### MUS 32324 Styles IV

Investigates enharmonic spellings, expansion of the harmonic vocabulary, tonal harmony in late nineteenth and early twentieth-century music and other innovative practices of the twentieth century.

Also examines the twentieth-century "isms" as applied to music including but not limited to impressionism, expressionism, atonalism, neo-classicism, serialism, electronicism, and minimalism. Study of orchestration with the inclusion of percussion instruments and sight-singing and dictation skills furthered both in the course and in coordination with computer software.

*Prerequisite: MUS 32224 Styles III or consent of instructor.*

### MUS 32825 Orchestration

Emphasis placed on score writing, range and registration characteristics of instrument in traditional orchestra and band settings. Actual products (scores) of arrangement and original composition produced and performed. Additional work with synthesizers and Finale music software expected.

*Prerequisites: MUS 25524 Styles II or higher, ensemble participation and time.*

### MUS 34723 Secondary Music Methods

Emphasizes general music, instrumental ensembles, vocal ensembles, student development, motivation, and classroom control. Focuses on overall administration of middle/secondary school music programs. Studies current educational policies at the national and state levels and their impact on music educators.

### MUS 34724 Secondary Choral Methods

Methods of instruction, organization and presentation of appropriate content in choral music courses.

### MUS 34725 Secondary Instrumental Methods

Methods of instruction, organization and presentation of appropriate content in instrumental music courses.

### MUS 41023 Internship: Music

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

### MUS 42023 Internship: Music

Further practical experience in major area of study. Arranged individually and taken after completion of major coursework.

### MUS 49023 Research and Performance

Independent research course leading to final competency projects that include presentation of senior recital and preparation of program notes. Culminates applied music studies and is a major component of the comprehensive.

*Prerequisite: MUS 32324 Styles IV.*

### OAD 10163 Personal Finance

Analysis of issues and techniques necessary to understand, plan and manage individual and family personal finances. Topics include opportunity costs, investment, taxes, cost/use of credit, cost/use of various types of insurance, housing and transportation decisions, and retirement and estate planning. Particular emphasis on personal cash flow forecasting and management.

### OAD 22563 Introduction to Health Care Delivery Systems

Introduces health care system in the United States. Stresses system's historical development, features, financing, management, resources, and politics.

**OAD 22564 Health Care and Social Behavior**

Analytic understanding of organizational, professional and interpersonal behavior that characterizes contemporary health care organizations. Topics include authority relations in health care settings, models of illness behavior and health services utilization, impact of organizational structure on employee and client attitudes and behavior, and culture of professional medicine in relation to patient care.

*Prerequisites: PSY 12053 Principles of Psychology, SOC 10453 Introduction to Sociology.*

**OAD 30010 E-Commerce**

Focuses on the role of E-commerce in global business, including implications for business strategy, marketing and global expansion. Included technical (IT) considerations.

**OAD 30020 Entrepreneurial Vision and Strategy**

Examines the role of personal values and insight in the creation of companies and their ongoing management. This course explores the meaning of being an entrepreneur and how to combine idea (vision) and action (strategy) for personal and business success.

**OAD 30030 Leadership of Creativity and Change**

Examines the role of an organizational leader. Assesses individual skills and discusses the role of a leader in managing teams through environmental and organizational change. Includes extensive application exercises designed to develop leadership skills.

**OAD 30040 Topics in Business Entrepreneurship**

Students work as a group on an extensive business project that synthesizes learning presented in the current term.

**OAD 30063 Behavior in Organizations**

Study of human behavior in work organizations. Focuses on individual satisfaction and motivation as related to organizational structure, nature of task and focus of power. Topics include small group formation, maintenance, organizational conflict, communications, and leadership.

**OAD 30064 Contemporary Labor Management Issues**

Examines major problems of society, workers and the labor movement including substance abuse and testing, minority and women's rights, safety, automation, unemployment, and government policies.

**OAD 30141 Emotional Intelligence in the Workplace**

Research shows emotional intelligence (EI) is more important than IQ in determining outstanding job performance. Examines variety of instruments and writings used to build EI in workplace.

**OAD 30161 Interpersonal Managing Skills**

Examines interpersonal skills in dealing with people in a work setting. Emphasis on understanding others and exploration of personality types.

**OAD 30261 Strategy for Career Advancement**

Emphasizes practical techniques in areas of personal marketing, resume writing, interviewing, and communicating for career advancement.

**OAD 30263 Theory of Negotiations**

Basic course in negotiation. Emphasizes fundamental use of time, information and power to effect positive results at the bargaining table.

Includes a review of the applicable employment laws affecting the collective bargaining process.

**OAD 30264 Employment Law and Policies**

Examines development and continuing changes in legislative and judicial influence on the workplace. Special emphasis given to NLRB, OSHA, EEOC, and DOL agencies.

**OAD 30364 Conflict Resolution**

Examines and develops skills in different dispute resolution methods. Topics include mediation, MED ARB, problem solving, grievance handling, listening skills, fact finding, and body language.

**OAD 30463 History of American Business**

Provides survey of United States history as the backdrop of America's importance as an industrial economic power. Introduces individuals who played important roles in the development of United States commerce. Explores concept of change in the understanding of history.

**OAD 30563 Management**

Discusses process for managing organizations including planning, organizing, leading, and evaluating. Examines administrative role in organizations and concepts relevant to its function and historical development of administrative thought.

*Prerequisite: PSY 12053 Principles of Psychology.*

**OAD 30663 Performance Productivity Management**

Examines performance in areas of productivity, creativity, wellness (physical, emotional, financial), relationship building, and life management.

**OAD 30664 Labor Relations**

Introduces labor relations. Topics include organized labor and management community, historical and legal framework, union behavior, and elements of collective bargaining.

**OAD 30763 Business Statistics**

Focuses on basic methods of research design and analysis of data including descriptive and inferential statistics. Topics include mean, median, mode, frequency distribution, range standard, deviation, probabilities of sampling selection, Z-value, T-value, regression and correlation, hypothesis testing, analysis of variance, and Chi-square analysis.

**OAD 30764 Arbitration**

Study of the function of arbitration in labor management relations including preparation for arbitration, conduct of hearing, ethics, evidence, grievance handling, and proof of standards used by arbitration in reaching a decision.

**OAD 30864 Employer and Employee Relations**

Examines multidisciplinary factors that are combined to create the current relationship between employers and employees including effects of competition in the global market.

**OAD 31063 Business Law**

Introduces American legal system as it relates to business. Includes contracts, commercial paper, sales, agency, and property.

**OAD 31564 Quantitative Methods in Business**

Introduces use of quantitative methods in business. Includes elements of matrix algebra, set theory, linear programming, and mathematical functions relating to law of supply and demand and finance.

**OAD 31664 Business Ethics**

Introduces development of personal and group norms required for work places. Topics include moral reasoning in business, employee rights and responsibilities of corporations.

**OAD 31863 Marketing**

Analysis of consumer behavior and configuration of target markets. Emphasis on management of organization activities designed to satisfy target market planning, pricing, promotion, and distribution of the product or service.

**OAD 32064 Women in Management**

Examines problems women encounter and present as managers. Topics include psychological and type differences between males and females, organizational and political barriers to women's progress and adapting and succeeding in male-dominated environments.

**OAD 32563 Human Resources Administration**

Focuses on process and management of personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal, and compensation.

**OAD 32864 Employment and Staffing**

Investigation of policies and procedures used for effective employment and staffing, consideration of external and internal recruitment, selection procedures, internal staffing process, application of job design, and analysis as related to procedures of employment.

**OAD 33064 Governmental Budgeting**

Examines governmental budgeting process, procedures and cycles. Includes consideration of legislative taxation and appropriation processes at state and local levels. Evaluates contemporary approaches such as zero-base budgeting, planning programming budgeting systems and cost/benefit analysis.

**OAD 33364 Strategic Management**

Strategic management and its importance to business, government and nonprofit organizations. Topics include identifying mission and objectives, assessing the environment, identifying critical success factors and generating and evaluating strategic alternatives.

**OAD 33560 Comparative Health Care Systems**

Provides critical examination of structure and function of health care systems in major, advanced, capitalist countries (e.g., Canada, Japan, United Kingdom, France, Germany, and Sweden) in comparison to each other and to the United States. Emphasis placed on cost control, quality access, reform efforts, and cultural values.

*Prerequisite: OAD 22563 Introduction to Health Care Delivery System.*

**OAD 35500 Bankruptcy Law**

Survey of bankruptcy law. Includes history of bankruptcy, sources of bankruptcy law, functions and roles of select individuals in the bankruptcy process, Bankruptcy Code Chapter 7 and Chapter 13 law and procedures including preparation of necessary documents, and Chapter 11 law.

**OAD 35564 Special Topics in Health Services**

An interdisciplinary exploration of special topics in the regulation of health care institutions.

**OAD 36064 Managing Integration of Health Care Systems**

Emphasizes multiple perspective approach to understanding management of complex, evolving health care delivery and reimbursement systems. Introduces basic functional areas and their integration, management roles and processes, organizational culture and politics, and interaction of organizations and their environments.

**OAD 36164 Health Care as Social Policy**

Examines development (and non-development) of health care as social policy in the United States and other countries and historical, social, economic and political context in which such policy evolves. Assesses health care reform proposals in light of current and forecasted societal need. Problem identification, analysis and solving skills emphasized.

**OAD 36264 Human Resources Applied in Health Care**

Examines and applies basic human resource management theory and principles to various health care settings. Concepts studied include planning, job analysis, recruitment, performance evaluation, compensation, training, employee rights, and labor law. Focuses upon current human resource issues in health care such as cost containment, downsizing, increased regulation, and nontraditional employment arrangements.

**OAD 36364 Leadership and Communication**

Focus on leadership as action and understanding others and interpersonal theory as the connection between leadership and communication in an organizational context. Both didactic and experiential teaching methods used.

**OAD 36464 Self-Care and Philosophy**

Evaluates personal self-care approaches and identifies methods to improve self-care interventions. Focuses on assessment of stress and tensions relative to personal, system and cultural value conflict. Emphasizes importance of effective self-care in contribution to overall personal and professional success.

**OAD 36664 Ethics in Health Care**

Examines a variety of ethical theories and their application to practice and management of health care. Explores ethical concerns and conflict among patients, providers, regulators, and reimbursement industry.

**OAD 36764 TQM and Cost Containment Strategies in Health Care**

Focuses on implementation of Total Quality Management (TQM) and cost containment strategies and frameworks in the health care workplace. Creates understanding of concepts such as team building, communications and analytical and creative thinking.

**OAD 36964 Principles of Advertising**

Overview of advertising function and its role in the marketing mix. Examines advertising objectives and strategies, client-agency relationships and production techniques for various media.

### OAD 37064 Long-Term Care Administration

Emphasizes basic managerial functions applied to long-term care settings. Examines role and structure of long-term care services within integrated delivery system and community. Introduces financing mechanisms, legal and ethical issues, and administrative skill building such as planning, organizing, communicating, delegating, and change management.

### OAD 38462 Communication and Change in Health Care

Examines change as part of organizational development. Applies behavioral sciences to create highperformance organizations. Emphasizes communication and working with conflict that accompanies change.

### OAD 38564 Behavior in Health Care Organizations

Explores theories and approaches used in managing employees and dynamics of formal and informal social units. Topics include individual perceptions and learning, employee motivation and job satisfaction, individual and cultural diversity in the workplace, group and organizational dynamics, organizational power and politics, and organizational culture.

### OAD 38565 Marketing for Health Services

Analyze consumer needs and behaviors as related to health care. Examine relationship to development and marketing of products and services. Learn basic marketing activities designed to satisfy target markets: product design, pricing, market placement, promotion and distribution.

### OAD 38663 Human Resources in Health Care Organizations

Examines relationships between employer and employee. Topics include development of appropriate and legally prescribed standards for measuring work performance, compensation, labor/employee relations, and recruitment, selection, training, development, and appraisal of employees.

### OAD 39564 Organizational Theory

Studies theories regarding organizations from sociology and social psychology perspectives. Develops understanding of theories presented in readings and ability to apply theories to organizational experiences.

### OAD 39664 Managing Organizational Conflict

Develops conceptual understanding of interpersonal and intergroup conflict in organizations and personal skills in resolving these conflicts as a principal party. Includes intervention strategies used by third parties to mediate conflicts, as well as participation in organizational simulation.

### OAD 39764 Public Relations Writing

Development and enhancement of skills for effective writing in public relations settings. Emphasis on standard written communication. Includes development of presentations, press releases, newsletters, and brochures.

### OAD 40059 Community-Based Administration

Examines development of leadership and management skills for employees of not-for-profit organizations, along with the relationship of management of a governing board. Topics include essential

functions of management, leadership skills, contemporary process practices, strategic planning, and ethical issues.

### OAD 40063 Financial Administration

Examines financing of an organization from the administrative viewpoint. Consideration of internal financial management, as well as external financing and capital structures.

*Prerequisites: ACC 20364 Accounting for Business Operations, ACC 20464 Accounting for Financing and Investing Activities.*

### OAD 40064 National Labor Relations Act, Board and Union

Covers background and application of the National Labor Relations Act (as amended) and its administration under the National Labor Relations Board and through courts. Includes review of applicable federal, state and local laws pertaining to the collective bargaining process. OAD 40163 Effective Grievance Procedures Provides formats, techniques and skills necessary for effective processing of grievances. Topics include system design, just cause and due process, investigative and research methods, contract interpretation standards, and methods of case presentation.

### OAD 40263 Introduction to Comparative Law

Introduces comparative legal traditions focusing on civil and common law. Topics include French and German Civil Codes, origins of Anglo-Saxon common law, and comparisons and contrasts between the United States legal system and Civil Code systems such as the French and German systems.

### OAD 40264 Planning and Budgeting

Overview of basic financial systems used in business settings. Includes business planning and budgeting tools and models such as balance sheets, income statements, cash flow analysis, time value of money concepts, and project planning techniques.

### OAD 40363 Advertising Strategies

Focuses on advertising from a managerial viewpoint. Includes administration, advertising research agency relationships, media selection, budget regulation, and campaign planning.

### OAD 40364 Practice of Negotiations

Advanced skill development emphasizing varied negotiations and ability to reach solutions. Students operate in teams and individually to bring about agreement involving at least four parties.

### OAD 40464 Selling: Personnel Principles and Practices

Utilizes experiences of sales and marketing practitioners to address topics related to selling techniques and management of sales personnel.

### OAD 40563 Public Relations

Survey of public relations including goal setting, attitude and opinion research, planning, implementation, evaluation, and change. Emphasis on communication theory as an integral part of the public relations process.

### OAD 40663 Total Quality Management

Examines total quality management (TQM) process, its principles and applications such as teamwork, the managing of change, quality as an organizational value, and customer focus.

**OAD 40764 Marketing Communication**

Emphasizes various elements of marketing communication and their integration into the marketing function. Elements include public relations, advertising, sales promotion, and support materials.

**OAD 40864 International Marketing**

Examines differences between domestic and international marketing and provides framework for analyzing major risks and opportunities (informed markets) to develop techniques for preparing and implementing successful international marketing plans.

**OAD 40964 International Finance**

Introduces international financial markets, theory of exchange rate determination, concepts and measurement of foreign risk exposure, financial instruments to hedge exchange risk, and financing of multinational enterprises.

**OAD 41063 Internship: Business**

Experience in major area of study. Arranged individually and taken after completion of major coursework.

*Prerequisite: Consent of academic advisor.*

**OAD 41064 International Business**

Examines international business, its processes and institutions, especially the multinational corporation, from several perspectives: historical, business, political, social, cultural, economic, and environmental. Attention given to impact and effect of multinational corporations upon traditional societies and nationalistic governments. Considers the future of rapidly changing economies and financial markets in the world.

**OAD 41065 Internship: Health Care**

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

**OAD 41164 International Management**

Investigation of management issues and concerns in international settings and exploration of the impact of cultural variables on management. Evaluates the assignment of expatriates, host country nationals and globally selected managers and employees. Considers the variability required in the implementation of major business functions in international settings.

**OAD 41264 Marketing Research**

Introduction to marketing research. Covers gathering information needed to solve marketing problems, problem identification, data analysis and interpretation, and reporting research results.

**OAD 41364 Consumer Behavior**

Behavioral science approach to analyzing, predicting and studying consumer purchasing behavior. Links consumer behavior to marketing research and decision-making.

**OAD 41464 Project Management**

Provides theory and application in project planning, implementation, control, and completion. Includes network planning, project evaluation and review techniques (PERT), critical path methods (CPM), management by objectives, management by exception, cost analysis, and resource allocation/leveling.

**OAD 41564 Compensation and Benefits**

Examines human resource functions of salary administration, job evaluation, compensation, legal requirements, and benefit designs (including medical, life, retirement, and flexible benefits). Emphasis on role of compensation and benefits in attracting, retaining and motivating employees.

**OAD 41664 Performance Appraisal**

Analysis of methods commonly used by organizations to evaluate human performance. Addresses relationship of performance appraisal to the overall management of an organization, salary administration, promotions, and training.

**OAD 41764 Training and Development**

Studies current principles and practices in personnel planning, employee training and development. Topics include skill assessment, recognition of organizational and individual needs, and establishing learning objectives and methodologies.

**OAD 41765 Brain Based Instruction**

Explores learning approaches that are aligned with how the brain naturally learns. Student examines roles that emotions, multiple intelligences, meaningfulness, attitudes, stress, music, and movement play in the learning process. Provides practical skills to develop effective training programs for adult learners.

**OAD 41864 Managing Cultural Diversity**

Examines impact of gender, ethnicity and other cultural diversity dimensions on the work organization and management and supervision of a diverse workforce for organizational effectiveness while encouraging individual professional development.

**OAD 42464 Concepts of Career Development**

Examines contemporary career theory. Topics include self-assessment inventories, traditional and nontraditional job search techniques, career change, and contract negotiation.

**OAD 42664 New Business Ventures**

Examines environments within which small business concerns operate, emphasizing a balance between business and managerial functions. Topics include impact of governmental regulation and entrepreneurial perspective.

**OAD 43264 Organizational Change**

Provides theoretical models and practical experience in the process of organizational change from the planning stage to implementation and evaluation.

**OAD 43464 Leadership**

Focuses on integration of functional content areas in field of professional management. Apply theories and techniques of leadership to problems, cases and current issues.

**OAD 43564 Administration of Public Organizations**

Examines management principles applied to governmental agencies and other public organizations especially at state and local levels, interfacing public organization with legislative process, regulatory process and public interest. Includes strategies for increasing organizational effectiveness.

**OAD 44264 Employee Assistance**

Examines standards, values and impact of employee assistance programs (EAP). Emphasis on current EAP trends and their benefit to employees, supervisory personnel and management in business and industry.

**OAD 45567 S.H.R.M. Certification Exam Preparation**

Provides detailed review of human resource management and Society of Human Resource Management Learning System Materials in preparation for the Human Resource Certification Institute certification examination.

**OAD 45664 Recruitment and Selection**

Focuses on issues and methods involved in recruiting employees effectively including topics related to selection techniques and work design.

**OAD 46064 Strategic Planning Market in Health Care**

Focuses on the importance of the strategic planning process as the foundation for health care business plans, goals, objectives, and performance appraisal. Special attention devoted to planning in the dynamic and volatile health care environment. Trace the development of the role of marketing in health care and work with the marketing process: product planning, pricing, promotion, and distribution.

*Prerequisites: OAD 31863 Marketing.*

**OAD 46164 Long-Term Care Policy and Regulation**

Studies development of social policy related to United States health care for elderly. Investigates predicted trends in care delivery and reimbursement relative to an aging population. Examines complex set of policies, rules and laws at federal and state levels that influence and regulate delivery and reimbursement.

**OAD 46264 Health Care Finance**

Principles and methods of health care finance applied to not-for-profit and for-profit settings. Studies valuation, analysis and management of assets. Introduces financial forecasting and financial decision making using computerized models. Emphasizes financial statement analysis and development of financial policy. Case study and applications discussed.

**OAD 46364 Comprehensive Long-Term Care**

Design and delivery of integrated long-term care services to meet psychological, physical, medical, and social needs of residents. Discuss strategies for managing interdisciplinary assessment, service delivery and reimbursement. Focuses on regulation, policy and procedure designed to protect resident interests, safety and well-being.

**OAD 46464 Understanding Complex Organizations and Evolving Health Care Delivery Systems**

Focuses on systems theory and applied systems models with particular attention to integrated delivery systems models and applications in the changing health care industry. Provides understanding of health care organizations. Identifies methods to simplify and improve operations.

**OAD 46964 Risk Management in Health Care**

Provides overview of risk management theory applied to health care settings. Includes risk management program design, roles of the risk manager and risk management information systems, summary of

health provider liability law, adverse occurrence scanning and investigation, and settlement techniques and litigation defense.

**OAD 48001 Finance and Regulation in Health Care Organizations**

Continues exploration of management in health care organizations focusing on financial and regulatory environments. Examines budgeting as an application of planning and controlling. Utilizes managerial accounting as a tool to understand financial health of the organization. Explores interaction of various regulatory agencies with the health care industry. Examines managed care, insurance and other reimbursement models.

**OAD 48362 Health Care Policy**

Examines political and economic environment as it affects health care organizations. Provides general framework for understanding the making of public policy and applying this framework to health care policy.

*Prerequisites: ECO 20163 Macroeconomics, ECO 20263 Microeconomics.*

**OAD 48563 Management of Health Care Organizations**

Provides overview of management in health organizations with attention to management functions of planning, controlling and organizing. Emphasis on budgeting as application of planning and controlling. Covers setting of objectives, formulation of strategies, decision-making techniques of control, and different approaches to establishing authority and responsibility in organizations.

**OAD 48664 Leadership in Health Care Organizations**

Encompasses the history of leadership theory, leadership styles and the relationship of leadership to ethics, culture, shared governance, individual differences, organizational socialization, technology, decision-making, and organizational viability.

**OAD 49000 Planning, Organizing and Leading in Health Care Organizations**

Capstone course that guides student of an overview of basic management functions performed in health care organizations. Utilizes health care specific examples and cases to explore processes involved in planning and executing strategy, organizing and controlling resources, and effective leadership. Attention given to characteristics of effective management and organizational situations and improvement of practice of management.

**OAD 49100 Strategies and Policies**

Capstone course that guides student to the integration of functional areas of a business firm and analysis of mission and objectives, external environment, and internal strengths and limitations of an organization. Includes formulation of strategies.

**OAD 49200 Seminar in Applied Human Resources**

Capstone course that guides student in the integration of functional content areas in the field of professional human resources. Addresses human resource issues and applies human resource theories and techniques to problems and cases through a process of decision-making.

*Prerequisite: Completion by human resources majors of all required core courses for human resources.*



**OAD 49300 Seminar in Applied Management**

Capstone course that guides student in the integration of functional content areas in the field of professional management. Addresses management issues and applying management theories and techniques to problems and cases through a process of decision-making.

*Prerequisite: Completion by management majors of all required core courses in management.*

**OAD 49400 Seminar in Applied Criminal Justice**

Course is designed for the student to demonstrate knowledge, skills and values relative to criminal justice. Outcomes culminate in research paper focused on a topic in the major and integrating material from major courses.

**OAD 49500 Seminar in Applied Health Care Management**

Capstone course that guides students in integration of functional content areas in the field of health care management. Addresses health care management issues and applies health care management theories and techniques to problems and cases through a process of decision-making.

*Prerequisite: Completion of all required courses in health care management or permission of advisor.*

**PAC 10131 Coed Weight Training**

Examines principles and techniques of strength training and application during active participation in weightlifting. Assists students with devising a personal weight training program consistent with health related fitness principles developed to meet their personal goals.

**PAC 10231 Coed Tennis**

Provides understanding of rules that govern play in tennis and development of skills and knowledge necessary for successful play in both singles and doubles. Students provide their own racket and tennis balls.

**PAC 10331 Body Conditioning**

Examines principles and techniques of strength and cardiovascular training. Various testing techniques applied during active participation in weightlifting and aerobic exercise. Focuses on application of health related fitness principles to personal fitness programs.

**PAC 10431 Racquetball**

Provides understanding of rules that govern play in singles, doubles and cutthroat games of racquetball. Develops skills and techniques necessary for successful play and strategies important at all levels of competition. Students provide racket, eye protectors and racquetball.

**PAC 10531 Racket Sports**

Introductory course teaching fundamentals, techniques, strategies and rules of racquetball, badminton, tennis, and pickleball. Taught as individual and team sports. Each sport given equal time in course.

**PAC 10631 Cycling**

Experience bicycling for improved cardio-respiratory endurance, bicycle safety and physical fitness.

**PAC 10931 Karate**

Korean style of karate, called "tae kwon." Physical training divided into three basic parts: Kibon, Kota and Kunita. Stresses proper behavior,

safety, conditioning, and attitudes. Actual ranking allowed. Student starts with white belt and, at the end of PAC 13091, is a 9th Kup or yellow tip belt.

**PAC 11031 Advanced Swimming**

An extension of the progression of knowledge acquired in beginning swimming as designed by the American Red Cross. Provides understanding of safety, basic survival and rescue skills, diving, and advanced strokes.

**PAC 11131 Lifetime Fitness**

Participate in a great variety of health-related aerobic activities designed to help develop a health-related fitness program. Activities include walking, stair stepping, jogging, aerobic dance, aerobic game play, and rope jumping. Studies current health and fitness concepts and basic nutrition concepts.

**PAC 11231 Nontraditional Team Sports I**

Introduces activities of a nontraditional nature. Games, such as ultimate Frisbee, earthball, flickerball and Olympic team handball, rely on basic fundamental skills. Used for purpose of examining values and beliefs related to moral and ethical behavior and responsible group membership. Because physical fitness is a secondary goal, all activities require students to be active throughout play.

**PAC 11331 Folk and Square Dancing**

Through active participation in beginning-level fold- and square dances, students explore concepts of responsible group membership, group dynamics and social interaction.

**PAC 11431 Intermediate Karate**

The Korean style of karate, called "toe kwon." Physical training is divided into three basic parts—Kibon, Kota and Kunita. Stresses proper behavior, safety, conditioning, and attitudes. Actual ranking is allowed; the student starts with a white belt and at the end of PAC 13091 is a 9th Kup or yellow tip belt.

**PAC 11631 Nontraditional Team Sports II**

Participate in activities and use them to generate further realizations about group processes, responsible group membership and moral and ethical behavior. In addition to the journal, variety of reading assignments required.

**PAC 11731 Golf**

Learn and understand rules that govern play and develop skills and techniques necessary for successful play. Green fees must be paid by students for off-campus play.

**PAC 11831 Bowling**

Learn fundamental skills of bowling including push away, approach, arm swing, and delivery. Spot bowling and use of the hook stressed. Participate in a handicap league learning to calculate their averages and handicaps, as well as proper bowling etiquette.

**PAC 12131 Walking for Fitness**

Experience walking for fitness, which results in improvement in cardio-respiratory endurance. Gain knowledge of how walking can prepare for a lifetime of physical fitness.

### PED 10001 Introduction to Technology in Physical Education

Develop skills needed to integrate technologies that facilitate learning and performance. Identify and understand training needs of teachers and coaches at different skill levels, assess proper technical support and develop plans to maximize available technologies.

### PED 10433 Personal and Community Health

Studies holistic health and lifetime wellness related to individual and community health. Focuses on stress, human sexuality, nutrition, exercise, impact of the environment, and death. Includes physical activity related to developing health-related physical fitness.

### PED 10732 First Aid

Emphasizes practical applications in resuscitation and emergency treatment of strokes, heart attacks, lifesaving for water emergencies, burns, cuts, abrasions, and broken bones. Red Cross certification in first aid and CPR is awarded upon completion of this course.

### PED 10932 Introduction to Stress Management

Recognizing stress and finding solutions.

### PED 11133 History and Principles of Health, Physical Education and Recreation

Studies the history, philosophy and principles of health, physical education and recreation based on resource materials, professional literature and current research.

### PED 13733 Principles of Officiating Fall Sports

Techniques, qualifications, skills, and philosophies governing the act of officiating sports commonly played in fall: volleyball, soccer and football. Detailed knowledge of rules of each activity required. Practical experience in officiating required.

### PED 14733 Principles Officiating Spring Sports

Techniques, qualifications, skills, and philosophies governing the act of officiating sports commonly played in spring: basketball, baseball and softball. Detailed knowledge of rules of each activity required. Practical experience in officiating required.

### PED 18731 Teaching Character Through Sports

Leadership skills based on the five core values of the NAIJA's Champions of Character Program (respect, responsibility, integrity, servant leadership and sportsmanship). Leads to Champions of Character Coaching Certification Program.

### PED 20533 Care and Prevention of Athletic Injuries

Introduces the prevention, care and rehabilitation of athletic injuries. Learn to evaluate injuries common to sports, as well as preventative taping and wrapping of different anatomical joints.

### PED 21433 Introduction to Nutrition

Covers fundamental principles of nutrition. Nutritional requirements of the human discussed for major segments of the life span. Interrelationship of various nutrients also discussed.  
*CROSS LISTED WITH BIO 21443.*

### PED 22732 Methods of Coaching Football

Theory of coaching, officiating and administering intramural, recreational and interscholastic football programs. Field work required.

### PED 22832 Methods of Coaching Volleyball

Theory of coaching, officiating and administering intramural, recreational and interscholastic volleyball programs. Field work required.

### PED 23733 Teaching Fall Sports

Covers principles of teaching rules, strategies and skill performance in badminton, volleyball, soccer, and soccer-type games.

### PED 23832 Methods of Coaching Track

Theory of coaching, officiating and administering intramural, recreational and interscholastic track programs. Field work required.

### PED 23932 Methods of Coaching Soccer

Theory of coaching, officiating and administering intramural, recreational and interscholastic soccer programs. Field work required.

### PED 24733 Teaching Spring Sports

Covers principles of teaching rules, strategies and skill performance in basketball, tennis, tumbling and gymnastics, and softball-type games.

### PED 24832 Methods of Coaching Basketball

Theory of coaching, officiating and administering intramural, recreational and interscholastic basketball programs. Field work required.

### PED 30032 Elementary and Secondary Principles and Practices of Rhythms and Dance

Introduces principles and practices of teaching various kinds of rhythmic activities.

*Prerequisite: PED 30833 Elementary Physical Education Methods or consent of instructor.*

### PED 30233 Psychology and Sociology of Sports

Essential component in professional preparation for careers in physical education, recreation and related areas. Examines centrality of sports in modern society. Topics include psychological effects of sports, roles of youth sports, team cohesion, and psychology of injury rehabilitation.

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10153 Social Thought.*

### PED 30333 Advanced Athletic Training

Detailed study of athletic injuries including physiology of injuries, theories of rehabilitation and the use of various modalities in treating athletes. Includes discussion of current issues in sports.

*Prerequisite: PED 20533 Care and Prevention of Athletic Injuries.*

### PED 30833 Elementary Physical Education Methods

Provides knowledge of physical development of the child and awareness of resources for the child's activity and recreation. Emphasis on materials and activities that provide optimal physical development for each individual.

*Prerequisite: PSY 12053 Principles of Psychology.*

### PED 30834 Practicum in Teaching Physical Education in the Elementary School

Provides observation and teaching experiences in physical education in elementary and preschool classes and/or youth sports or recreation programs. Requires work in school settings.

*Co-requisite: PED 30833 Elementary Physical Education Methods.*

### PED 30933 Health and Physical Education Methods for Elementary Classroom Teachers

Learn and use major concepts of health education, human movement and physical activity as central elements to foster active healthy lifestyles. Addresses integration of physical education and health concepts across curriculum instruction.

### PED 31833 Recreation and Sports Programming

Emphasis on development of personal philosophy of recreation and importance of recreation in modern life. Develop skills needed to administer recreation programs in schools, churches and community.

### PED 32533 Kinesiology

Study of the science of human motion and movement of the body and its parts. Emphasis on factors affecting the use of implements, such as force, friction, elasticity, projection, and angles, to analyze and improve performance.

*Prerequisites:* BIO 10043 *Principles of Biology*, BIO 20343 *Human Anatomy and Physiology* or consent of instructor.

### PED 33532 Adaptive Physical Education

Study of physical education adapted to those whose physical inadequacy or functional defect can be improved through physical activity. Develop and understand physical education program for gifted, retarded, handicapped, and disadvantaged students.

### PED 34533 Exercise Physiology

Studies the physical responses of the human body to the stress induced by physical activity. Prepares students interested in the physical training of both athletic and non-athletic population groups.

*Prerequisites:* BIO 10042 *Principles of Biology Lab* and BIO 10043 *Principles of Biology*, BIO 20342 *Human Anatomy and Physiology Lab* and BIO 20343 *Human Anatomy and Physiology* or consent of instructor.

### PED 34610 Coaching Practicum

Observe and work under guidance in a school or recreation setting. Volunteer coaching opportunities.

*Prerequisite:* One coaching methods course, consent of supervising coach.

### PED 34620 Sport Administration Practicum

Observe and work under guidance with game day management, sports information, athletic directors, area professional teams, or NAIA national office.

*Prerequisite:* Consent of supervisor.

### PED 34630 Athletic Training Practicum

Observe and work under guidance of certified athletic trainers in basic principles and skills of athletic training.

*Prerequisites:* PED 10732 *First Aid*, PED 20533 *Care and Prevention of Athletic Injuries*, consent of athletic trainer.

### PED 34640 Health and Fitness Practicum

Observe and work under guidance in facility supervision, fitness testing, programming, care and maintenance of equipment, etc.

*Prerequisites:* PAC 10131 *Coed Weight Training*, PAC 11131 *Lifetime Fitness*, PED 34533 *Exercise Physiology*.

### PED 34650 Recreation Administration Practicum

Observe and work under guidance with The College intramural program, Kansas Kids' Fitness Day, Student Activities Force, Ottawa

Recreation Commission, and Ottawa Retirement Village.

*Prerequisites:* PED 23733 *Teaching Fall Sports*, PED 31833 *Recreation and Sports Programming*.

### PED 35000 Preparation for the National Athletic Trainers Certification

Provides individual assistance to student's pursuit of certification as an athletic trainer. Provides strict planning that is required to study all domains covered in the National Athletic Trainers Association Board of Certification (NATABOC) examination. Assesses comprehension of material and assists in increasing comprehension. Provides time to ask questions and receive mock exams from two certified athletic trainers.

### PED 35033 Principles of Strength Training and Conditioning

Introduces professional field of strength training and conditioning whether working directly or indirectly with athletes. Demonstrates how to achieve maximum physical performance without incurring injury.

*Prerequisites:* BIO 20343 *Human Anatomy and Physiology*, PED 34533 *Exercise Physiology*.

### PED 35500 Human Anatomy of Exercise Science

Provides complete review of human anatomy in preparation for an exercise science/sports medicine profession. Covers eleven systems of the human body with emphasis on skeletal, muscular, nervous, cardiovascular and respiratory systems. Learn how the human body works during exercise and recovers after.

### PED 40433 Principles of Coaching

Domains include injuries; risk management; growth, development and learning; training, conditioning and nutrition; social and psychological aspects of coaching; skills, practice and strategies; teaching and administration; professional preparation and development. Successful completion of this course includes certification by the American Sport Education Program (ASEP).

*Prerequisites:* At least a junior classification, PAC 10131 *Coed Weight Training*, PAC 11131 *Lifetime Fitness*, PED 10732 *First Aid* or current CPR certification, PED 13733 *Principles of Officiating Fall Sports* OR PED 14733 *Principles of Officiating Spring Sports*, PED 20533 *Care and Prevention of Athletic Injuries*, and completion of one coaching methods course, or consent of instructor.

### PED 41031 Internship: Health

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

### PED 41033 Internship: Physical Education

Places student in a recreational dealing with program, management and leadership roles beyond formal course of study.

### PED 41733 Theory of Administration in Health, Physical Education and Recreation

Course includes study of administrative philosophies and processes including administrative behavior, leadership and organizational procedures. Includes theory and practice involving tests and measurements in physical education and sport, as well as program evaluation procedures. Off-campus work required.

**PED 42033 Internship: Physical Education**

Places student in a recreational setting dealing with program, management and leadership roles beyond formal course of study.

**PED 44033 Sports Pharmacology**

Study of pharmaceutical products used in athletics including anti-inflammatory, recreational, performance enhancers, pain inhibitors, anti-infection, and common over-the-counter drugs.

**PED 46000 Senior Seminar**

Various professional certifications, career opportunities and graduate school options covered. Current issues in health, physical education and recreation researched.

*Prerequisite: Senior standing.*

**PED 49033 Comprehensive in Physical Education**

Identifies and discusses various professional certifications, career opportunities and graduate schools options. Provides experience in fitness testing and programming. Includes research and preparation for senior comprehensives.

**PHL 11023 Basic Issues in Philosophy**

Introduces nature and purpose of philosophical reflection. Emphasis on questions concerning metaphysics, epistemology, religion, ethics, and social/political philosophy. Students encouraged to develop their own ideas in dialogue with selected readings and other class members.

**PHL 21723 Introduction to Logic**

Examines nature and structure of reason as it bears upon communication, inquiry and argument. Emphasis on normative and critical functions of reason, basic rules of clear thinking and speech, and evaluation of arguments.

**PHL 32024 Critical Thinking**

Introduces elements and techniques involved in critical thinking, where "critical thinking" means the ability to recognize and evaluate arguments as they appear in natural language. Does not address formal or symbolic logic.

**PHL 33024 Ethics and Society**

Overview of philosophical and religious ethical systems and their applications in personal and social contexts. Emphasis on understanding one's own ethical system.

**PHY 11041 Physical Science Lab**

*Corequisite: PHY 11043 Physical Science.*

**PHY 11043 Physical Science**

Basic method and principles of physical sciences, examining selected concepts in physics, chemistry, geology, and astronomy with emphasis on relating fundamental physical laws to current environmental and social issues.

*Corequisite: PHY 11041 Physical Science Lab.*

**PHY 22041 College Physics I Lab**

*Corequisite: PHY 22043 College Physics I.*

**PHY 22043 College Physics I**

Designed primarily for students with specific interest in sciences. Examine fundamental laws of physics with application to

contemporary problems. Topics include mechanics, relativity, heat, wave motion, and sound.

*Prerequisite: MAT 11143 Pre-Calculus.*

*Corequisite: PHY 22041 College Physics I Lab.*

**PHY 22141 College Physics II Lab**

*Corequisite: PHY 22143 College Physics II.*

**PHY 22143 College Physics II**

Topics include electricity and magnetism, light, optics, atomic and nuclear structure, and wave/particle duality.

*Prerequisite: PHY 22043 College Physics I.*

*Corequisite: PHY 22141 College Physics II Lab.*

**PHY 24741 University Physics I Lab**

*Corequisite: PHY 24743 University Physics I.*

**PHY 24743 University Physics I**

Calculus-based version of PHY 22043 College Physics I. Recommended for pre-engineering students.

*Prerequisite: MAT 21044 Calculus I.*

*Corequisite: PHY 24741 University Physics I Lab.*

**PHY 24841 University Physics II Lab**

*Corequisite: PHY 24843 University Physics II.*

**PHY 24843 University Physics II**

Calculus-based version of PHY 22143 College Physics II.

*Prerequisite: MAT 21044 Calculus I.*

*Corequisite: PHY 24841 University Physics II Lab.*

**PLS 30000 Examination of the Criminal Justice**

Designed to reinforce officer's knowledge and understanding of all facets of criminal justice system, subsystems and how they interrelate (police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and juvenile justice system). Emphasis on criminal justice system as a whole and necessity that its elements be integrated. Roles and interrelationships of local, county, state, and federal law enforcement agencies also examined.

**PLS 30100 Individual Rights: Practices and Systems**

Reviews major elements that comprise American law enforcement system including historical and contemporary development of the police role in society and common roots of different components of present structure. Major social, economic and political events that contributed to formation of American criminal justice system highlighted. Eternal balancing required to assure adherence to constitutional safeguards while maintaining social order, providing for public safety and delivering law enforcement services integrated throughout course. Full range of rights in American criminal justice system examined, not only in broad philosophical and social context but also in terms of specific application. Contrasts systems of policing in other countries with the American experience. Includes impact of case law on police policies and practices, discretion in administration of justice, due process, and contemporary influences in the justice system.

**PLS 30200 Police Responsibilities and Ethics**

Studies police responsibility within law enforcement agency and between criminal justice agencies and public and sources of police authority, both legal and moral examined. Emphasizes principles, values

and theories, which underpin and shape effective and ethical policing to promote sound decision making skills and moral vulnerability of those who practice policing is illustrated. Examines conflicts of interest, police corruption and abuse of power, individual and organizational strategies promoting high levels of integrity, and professionalism throughout police service. Provides review of applicable case law relating to police officer misconduct and resultant liability, history of civil service process, impact of labor efforts, and contemporary components of police personnel systems. Officer-agency labor relations, collective bargaining, police associations and unions, and relevant labor law examined.

### PLS 30300 Understanding Criminal Behavior

Studies dynamics of human behavior based on analysis of biological, cultural, sociological, and psychological factors. Examines socially deviant behavior, theoretical overviews and implications for social control, and the nature of social policy. Provides strategies for recognition and apprehension of serial offenders. Requires students to examine the field of criminology including theory, research and findings of biological, psychological and sociological studies of criminality through research and case studies. Includes crime as a form of deviant behavior, nature and extent of crime, societal reactions to crime, past and present theories and evaluation of prevention, control and treatment programs. Emphasis placed on police profession's experience in application of criminology theories, current trends and emerging research.

### PLS 40000 Race, Crime and Social Policy

Examines prejudice, discrimination and effects on police in changing society, Analyzes significance of race, class and ethnicity to crime perpetration and criminal justice processing, role of racism in treatment of minorities by various components of criminal justice system, evolving public policy resulting from increases in immigration, and impact on law enforcement. Examines hate crimes, laws enacted to combat, and multidisciplinary approaches to enforcement.

### PLS 40100 Public Safety Supervision

Emphasis on skills, traits and knowledge determined by police agencies as essential supervisory skills.

### PLS 40200 Policing in Today's Communities

Focuses particularly on police response to the community recognizing that delivery of police services is much more than law enforcement. Stresses the skills of communication, intervention, negotiation and mediation. Ties directly to the expectation that police maintain order and engage in conflict resolution. Includes dynamics of human relationships and understanding various cultural differences that affect policing. Provides overview of origins, meaning and development of community policing programs. Uses role-playing and case studies to enhance learning experience.

### PLS 40300 Leadership in Law Enforcement

Analysis of effective leadership in law enforcement by examining critical skills, knowledge and traits required to succeed at all levels within law enforcement. Emphasis placed on practices of exemplary law enforcement leaders including transforming organizational visions to applications.

### PLS 49000 Selected Contemporary Topics in Policing

Capstone course that guides student to explore in detail current trends and issues in law enforcement in order to provide student with relevant and timely coursework. Covers contemporary enforcement and prevention approaches and their theoretical underpinnings currently operational on a national basis. Identifies controversial issues and explores suggestions for resolutions. Special topics considered may vary in light of evolving theoretical, legal or technological issues. Includes current day case studies from a variety of jurisdictions.

### PSY 12053 Principles of Psychology

Introduces basic elements in understanding human behavior. Emphasis on basic concepts and terminology of psychology including the biological basis of behavior, sensation, perception, history of psychology, growth and development, motivation, learning, measurement and scientific methodology, emotion, personality, abnormal behavior, and psychotherapy.

### PSY 20053 Psychology of Religion

Examines psychosocial and phenomenological antecedents of religious experience. Looks at the nature of religious experience and behavioral consequences of religion from a position of "critical sympathy" rather than deconstruction. Emphasizes modern social science perspective and method in psychological theory. Readings taken from works of Weber, Durkheim, Jung, Douglas, Eliade, and James, among others.

### PSY 20153 Survey of Developmental Psychology

Study of child's developmental process from the prenatal stage to adulthood: physical, psychological and social changes a child goes through in order to adjust to his/her environment. Emphasis on areas of abuse and neglect and how they foster mental illness. Look at methods of changing behavior of children with problems.

### PSY 30153 Theories of Personality

Emphasizes modern psychoanalytic, behaviorist and humanistic theories of personality development.

*Prerequisite: PSY 12053 Principles of Psychology.*

### PSY 30254 Adolescent Psychology

Introduces concepts and theoretical positions underlying adolescent personality traits, stages of growth development, learning development, and cultural, family and peer relationships. Develops psychological perspectives in adolescent behaviors, motives and values.

### PSY 30353 Psychology of Abnormal Behavior

Study of biological, psychological and sociocultural influences contributing to abnormal behavior patterns. Includes history, identification, diagnosis, and treatment of various psychopathological disorders.

### PSY 30454 Child Development

Assists in developing understanding of stages of the development of the child and principle of research techniques to help develop socially, culturally, physically, emotionally, educationally, and mentally.

### PSY 30554 Introduction to Addiction and Co-Dependency

Introduces foundations of substance abuse and addiction studies including patterns of use, abuse and dependence, behavioral and biological indications of withdrawal syndromes, special populations, and techniques for prevention.

### PSY 30654 Marriage and Family

Study of the function of marriage and family in contemporary American society, including the "why" of intimate relationships, couple/parent/child adjustment, three generational relationships, and the process of break-up and remarriage.

*CROSS LISTED WITH HUS 30654.*

### PSY 30754 Adult Psychology

Study of contemporary issues of adulthood using psychological and sociological perspectives. Topics include identity crisis, male/female relationships, processes of creativity, and the implications of adult development for behavior at work and home.

### PSY 30853 History and Systems of Psychology

Review of the historical antecedents of contemporary psychology.

*Prerequisite: PSY 12053 Principles of Psychology or equivalent.*

### PSY 30954 Death and Dying

Confronts the subject of death from new and alternative perspectives. Explores attitudes of death and the dying process, rituals, theories, and the social organization of death in many societies to gain knowledge in understanding feelings and attitudes toward death.

*CROSS LISTED WITH HUS 30953.*

*Prerequisite: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology.*

### PSY 31154 Introduction to Human Sexuality

Focuses on psychological issues important for developing a healthy self-identity related to being sexual and to interaction with others. Topics include meaning of intimacy, making choices about sexual behavior and enhancement of sexual relationships.

### PSY 31254 Introduction to Community Psychology

Provides information about sub-field of psychology that focuses on environmental context of human behavior. Explores community psychology's concern with neighborhoods, communities and organizations as they influence quality of life for individuals who live and work within them.

### PSY 31353 Environmental Psychology

This course explores the field of environmental psychology as well as the historical, cultural, social, political, economical, and ethical aspects of ecological studies. Topics include aggression, crime, crowding, stress reduction, a sense of place, perception, learning, and well being.

### PSY 31354 Physiological Psychology

Examines physical basis of human behavior and experience, how the brain and nervous system work, information flow, and processing at higher levels of organization. Addresses issues of intelligence, consciousness, addictions, and deviant behavior from a neurophysiological standpoint.

### PSY 31554 Psychology of Women

Provides critical overview of issues relevant to the psychology of women. Topics include gender differences, socialization processes, relationships, stereotypes, sexuality, androgyny, women and the world of work, women and therapy, violence, and empowerment. Diversity issues (ethnicity/race, SES, sexual orientation, etc.) integrated throughout the course material.

*Prerequisites: PSY 12053 Principles of Psychology, SOC 10453 Introduction to Sociology.*

### PSY 31854 Theories of Learning

Introduces essential features of major learning theories. Emphasis on learning process, historical perspective of learning theory and examining relationships that exist between learning theory and educational practices.

### PSY 31954 Stress Management

Explores the physiological and psychological components of stress and stress reduction techniques such as meditation and psych-visualization.

### PSY 32053 Child and Adolescent Development

Covers child's physical, psychological and social development from the prenatal stage through adolescence. Topics include abuse, neglect and dysfunction.

### PSY 32153 Social Psychology

Examines social influences on human behavior including attitude formation and change, influence and persuasion, social attraction, theories of aggression, conformity, cultural impact, leadership styles, power and status, social roles, and environmental influences.

*Prerequisites: PSY 12053 Principles of Psychology.*

### PSY 32253 Research Design and Analysis

Reviews basic research methods focusing on conceptual basis for experimentation. Includes basic design components such as control, sampling, data collection, and analysis.

*CROSS LISTED WITH HUS 32253.*

*Prerequisites: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology and MAT 32044 Statistics.*

### PSY 32353 Developmental Psychology

Examines theory and research on issues of human growth and development.

### PSY 32454 Group Dynamics

Offers understanding of groups and group process. Emphasis on topics such as group discussion, group decision-making, participation in groups, power and authority, varieties of communication, preparing for meetings, and evaluating effectiveness of meetings.

### PSY 32554 Introduction to Research Methods

Helps students acquire knowledge and develop analytic skills to evaluate and do research. Covers purpose and process of science and research, different kinds of research, fundamental techniques of data analysis, measures instruments and tasks, problems in research design, and use of reference materials.

**PSY 32853 Personal Journeys Through Mask Making**

An experiential course using the art of mask making to aid in the development of personal growth.

**PSY 32854 Introduction to Art Therapy**

Examines theory and practice of art "in therapy" and art "as therapy".

**PSY 32951 The Suicide Syndrome**

Explores three different suicide types, their underlying pathologies and intervention strategies.

**PSY 33051 Family Systems Seminar**

Introduces systems theory to individuals who work with families and systems in a variety of contexts including schools, social agencies, hospitals, churches, and businesses. Explores rules and patterns of families that enable people working with systems to more effectively perceive the nature of problems and intervene with meaningful solutions.

**PSY 33154 Christian Counseling**

Explores traditional Christian counseling approaches to mental health disorders.

**PSY 33251 Spirituality and Psychotherapy**

Explores connections between the field of psychology and dimensions of spirituality and psychological healing.

**PSY 33351 Introduction to Gestalt Psychotherapy**

Introduces theoretical concepts of Gestalt Psychotherapy through readings and questioning exercises.

**PSY 33453 Tests and Measurements**

Surveys types of tests and other measurement tools. Includes construction, application and interpretation with various populations.

**PSY 33651 Healing Shame**

Examines the internalization process of shame, its effects and how to begin the journey of uncovering and healing it primarily through development of Affect Theory.

**PSY 34154 Adult Learning and Development**

Emphasizes developmental changes in adulthood and aging. Topics include biological, social, and psychological influences related to adult roles, lifestyles and problems in aging.

**PSY 40154 Dysfunctional Families**

Introduces family systems theory with emphasis on traits of dysfunctional relationships.

**PSY 40354 Introduction to Feminist Psychology**

Provides overview of feminist psychology with attention to theoretical position and methodological concerns. Analyzes the historical development and trends in feminist psychology and impacts on the general field.

**PSY 40454 The Aging Process**

Describes aging process including sociological, psychological and biological aspects of aging. Examines basic principles of aging and implications of current demographic trends.

*CROSS LISTED WITH SOC 40454.*

**PSY 40455 Intimate Relationships**

Major topics include marriage, divorce, cohabitation, and being single. Discuss research methods for collecting and analyzing data, issues of interpersonal attraction, love and romance, and sexuality, and elements of relationships including selfishness, communication, power, jealousy, conflict, loneliness, and friendship. Therapeutic interventions presented.

**PSY 40552 Counseling Theories and Dynamics**

Introduces major systems and theories of counseling and psychotherapy including dynamics that contribute to an effective therapeutic approach. Use of didactic and experiential teaching methods.

*CROSS LISTED WITH HUS 40552.*

**PSY 40554 Advanced Family Systems Seminar I**

Provides understanding and perspectives of Natural Family Systems Theory through field research as an approved issue of particular interest.

**PSY 40555 Advanced Family Systems Seminar II**

Demonstration of learning outcomes from previous field research in a final written project or oral or written exam.

*Prerequisites: PSY 40554 Advanced Family Systems Seminar I*

**PSY 40854 History and Systems of Psychology**

Reviews historical antecedents of contemporary psychology, critical analysis of selected psychological theories and discussion of application of these theories in contemporary psychology.

*Prerequisites: PSY 12053 Principles of Psychology.*

**PSY 41053 Internship: Psychology**

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

**PSY 41154 Theories Of Psychology**

Explores different theoretical perspectives in psychology. Integrates historical-theoretical perspectives with selected current issues and approaches in psychology including self-help psychology.

**PSY 42053 Internship: Psychology**

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

**PSY 42554 Behavioral Counseling**

Investigates a variety of models of behavioral counseling and interventions with emphasis on usage and techniques. Includes applications for parenting, educational counseling and rehabilitation.

**PSY 42654 Health Psychology**

Comprehensive study of contributions of psychology to health promotion and maintenance, illness prevention and treatment and related health issues.

**PSY 45564 Positive Psychology**

Identifies specific elements of positive mental health and how they can be increased, including self-esteem, self-confidence, optimism, hope, self-efficacy, resilience, and sense of life's meanings. Explores the work of Martin Seligman and other psychologists.

**PSY 45651 Psychology in Film**

The use of film to provide awareness of psychological issues and how these issues are portrayed within a cinematic context. Films chosen are relevant to a wide range of issues in psychology including psychological disorders, substance abuse, and family relationship and dysfunction.

**PSY 45652 Compassion and Caring**

Assists students in the exploration of compassion and caring from a social psychological perspective. Discover prosocial and altruistic behavior and identify situations and personality factors that influence development of compassion and caring.

**PSY 45653 Rational-Emotive Behavior Therapy**

Discusses treatment of commonly occurring emotional difficulties such as depression, anxiety, anger, and addictions through Rational-Emotive Techniques. Addresses applications for group therapy.

**PSY 45654 Psychopathology: Assessment and Treatment Issues**

Learn what psychopathology is, how to diagnosis and forms of interventions. Scope includes diagnosis, assessment, differential diagnosis, medication management, psychotherapy, treatment planning, collaboration with professionals, dual diagnosis, chemical dependency, hospitalization, day hospital, outpatient treatment, insurance, chronically mentally ill, and self-help groups. Students must be currently employed in a helping profession where experiential learning may be gained.

**PSY 49053 Senior Comprehensive**

Examination or project designed to assess student's achievement of goals of his/her major program.

*Prerequisites: Senior standing.*

**PSY 49201 Seminar in Psychology**

Capstone course that guides student in development of integrative written project that demonstrates personal achievement of learning outcomes in the psychology major. Culminates in a major theoretical paper, written in APA format, investigating and discussing a major issue or issues within the field and presented in seminar form in class.

**REL 11123 Introduction to the Old Testament**

History of the Hebrew nation. Addresses Old Testament in light of the historical situation and prophetic literature in its relation to Christian tradition.

**REL 11223 Introduction to the New Testament**

Addresses literature and teaching of the New Testament in light of the historical situation and authority of the New Testament for faith and practice.

**REL 30123 Biblical Book**

In-depth study of a particular Biblical book. Varies from year to year.

**REL 20224 Introduction to the Gospels**

Examines historical background to the Gospels, uniqueness of the genre and content of the four Gospels with sensitivity to particular theological emphasis of each of the evangelists.

**REL 20423 The Christian Spiritual Tradition**

Examines historical and contemporary manifestations of the Christian spiritual tradition, using academic study and spiritual experience to learn about Christian spirituality and ways the Church has and does experience the Spirit of God.

**REL 20623 Early Judaism**

Examines period of Jewish history from 587 B.C.E. to 70 C.E., focusing on biblical and non-biblical Jewish history and the application of period lessons to the Gospels and early Church.

**REL 21024 Christian Thought I**

Introduces basic theological categories traditionally included within Christian systematic theologies. Examines revelation, God, Christology (doctrine of Christ), and Ecclesiology (doctrine of the Church). Categories approached from historical and contemporary perspectives.

**REL 23723 Dimensions Of Faith**

Introduces some of the more significant themes of Christian thought today. Themes include both traditional concepts and more contemporary developments in religious thought. Emphasis on one's personal interaction with these themes.

**REL 30122 Philosophy of Religion**

Introduces basic concepts of philosophy of religion. Addresses meaning of religion in context of ritual, worship, morality, and the sacred.

**REL 30223 Jewish-Christian Relations**

Examines 2000 year-old relationship between Jews and Christians, including Jewish and Christian history after 30 C.E., issues surrounding the Christian Jesus, Anti-Semitism, the Holocaust, the nation of Israel today, the place of Israel in God's plan of salvation, and present day Jewish-Christian relations.

**REL 30323 The Pentateuch**

Survey of theologically central documents of the Hebrew bible. Designed to acquaint students with characters, concepts and events that lay foundations for Jewish, Christian and, in some cases, Muslim religious traditions.

**REL 30424 Myths, Symbols and Rituals**

Explores function of myth, ritual and symbol in anthropological and psychological thought through interdisciplinary framework.

**REL 30623 Christian Worldview and Challenge**

Examines concept of worldview and its importance. Surveys a number of viable contemporary worldview options (e.g., Marxist, Darwinian Evolutionistic, New Age, Postmodern) and analyzes them in light of their philosophical coherence and relationship to orthodox Christianity.

**REL 31023 Christian Thought II**

Promotes further reflection upon central Christian doctrines: Pneumatology (doctrine of the Holy Spirit), Anthropology (doctrine of Humanity), Soteriology (doctrine of salvation), and Eschatology (the doctrine of the last things).



**REL 31223 Introduction to Biblical Hebrew**

Introduces the Hebrew language, exploration of biblical texts in their original languages, and the pursuit of exegetical and interpretive work in those languages.

**REL 32923 Contemporary Issues in Biblical Studies**

Examines key issues relating to Biblical literature including historical uniqueness, reliability, historical Jesus, interpretation, and authority of the Bible.

**REL 33024 Religion in American Society**

Enables participants to increase their knowledge of Judaism, Catholicism and Protestantism. Develop awareness of own ultimate concerns. Analyze and identify way religion relates to modern societal issues. Provides biblical and historical investigation of origins and common roots of faiths, as well as distinct differences among them.

**REL 33023 Liberation Theology**

Liberation theology was born in the 1960s when Latin American theologians determined that the Gospel needed reexamination in light of Jesus' concern for and solidarity with the poor and marginalized. Drawing on similar concerns, feminist, womanist, black, third world, and ecotheologies have contributed much to the current theological landscape. This course will examine the beginnings, the development, and the current state of liberation theology in its various forms and explore a reading of the Biblical text that pays special attention to the oppressed and excluded.

*Prerequisite:* REL 21024 *Christian Thought I* or REL 20223 *Introduction to the Gospels*.

**REL 35925 Spiritual Transformation in Film**

Course explores the process of spiritual transformation and how its processes and elements are reflected in film.

**REL 36523 Christianity in Pluralistic Society**

Examine basic assumptions and beliefs of pluralism and Christianity. Investigate how worldviews interact, challenge, and confront one another. Study church history, modernity, post modernity, and Christianity and its liberal, evangelical and conservative components.

**REL 36623 Feminists and Womenists Theologies**

Introduce the formulation of theology from the perspective of women's experience. Feminist and womanist theology's contributions to the doctrine of God, atonement theories, scriptural interpretation, and spirituality are explored. Insights offered by women theologians from around the world and across religious traditions. Emphasizes equality, ecology, justice, and reading "lives as texts."

**REL 43823 World Religions**

Studies different ways human beings, throughout time and around the globe, have expressed what they regard as basic problems and meanings of existence and how to deal with them. Provides tools to use in unlocking experiences central to several "primitive", Oriental and Hebraic religious traditions. Lecture, slides, music, sacred texts, scholarly literature, and class discussion assists in relating personal experiences to themes of world's religions.

*Prerequisites:* REL 10223 *Introduction to the Gospels* and REL 11023 *Christian Thought I*, or consent of instructor.

**REL 34723 The Life and Meaning of Jesus**

Examines Gospel literature as it relates to Jesus. Considers various historical approaches to the life and ministry of Jesus. Explores the significance of Jesus.

**REL 35924 Exploring Religion**

Through videos, classroom discussions, lectures, demonstrations, projects, text readings, and visits to spiritual centers, explore questions such as: What is a spiritual quest? What does "holy" mean? How do individuals and groups encounter the holy? How does one use religious language, stories and scripture? What is the purpose of rites and how do they work? What problems arise with various ideas about God, good and evil, sex, healing, and human destiny? What is the future of religion?

**REL 40224 Christian Ethics**

Survey of various approaches to Christian ethics from the standpoint of various Christian traditions. Application will be made to contemporary issues such as abortion, euthanasia, and environmental and sexual ethics.

*Prerequisites:* REL 10223, REL 11023, and PHL 11023, or consent of instructor. 3 hrs.

**REL 41023 Internship: Religion**

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

**REL 41223 Introduction to the New Testament Greek**

Introduction to elements of grammar and vocabulary of Koine Greek. Includes reading and interpreting the New Testament Greek.

*Prerequisites:* REL 10223 *Introduction to the Gospels*, REL 11023 *Christian Thought I* and either ENG 23723 *Intermediate Writing* or ENG 31053 *Advanced Expository Writing*.

**REL 41224 Sacred Literature of Major Religions**

Covers basic teachings of sacred literature of Zoroastrianism, Islam, Christianity, Hinduism, Buddhism, and Daoism.

**REL 41225 Early Christians**

Introduces basic belief and traditions in early Christian thought. Includes history of the Hebrew nation and Old Testament.

**REL 41523 Issues in Science and Religion**

Explores scientific methodology, religious methodology and relationship between these domains of inquiry. Brief survey of historical relationship between science and religion (e.g., Christianity and the rise of western scientific method, the Galileo affair, etc.) and contemporary controversial issues such as Big Bang and evolution.

*Prerequisite:* Consent of instructor.

**REL 44823 The Life and Thought of Paul**

Examines the life of Paul in relation to his career and his epistles.

*Prerequisite:* REL 10223 *Introduction to the Gospels* or consent of instructor.

**REL 49023 Comprehensive in Religion**

Capstone course focuses on the development of integrative projects that demonstrate achievement of learning outcomes.

### SAC 41300 Introduction to Substance Abuse, Addiction, and Related Disorders

Introduction to patterns, causes, assessment and treatment of substance abuse and other addictive disorders. Student begins preparation of required portfolio. Cross listed with PYC 8142.

*Prerequisites: PSY 12053 Principles of Psychology and acceptance to SAC major.*

### SAC 41305 Psychophysiology and Pharmacology of Substance Abuse and Other Addictions

Covers biopsychosocial components of addiction, such as risk factors; physiology of cravings, withdrawal, detox; physical effects of substance abuse and other patterns of addiction; dual diagnoses; psychopharmacology and treatment options.

*Cross listed with PYC 8152.*

*Prerequisites: Acceptance into Substance Abuse Counseling major; and SAC 41300 Introduction to Substance Abuse, Addiction and Related Disorders.*

### SAC 41310 Prevention, Assessment, and Treatment of Substance Abuse and Related Addictions

Covers biopsychosocial components of addiction, such as risk factors; physiology of cravings, withdrawal, detox; physical effects of substance abuse and other patterns of addiction; dual diagnoses; psychopharmacology and treatment options.

*Cross listed with PYC 8152.*

*Prerequisites: Acceptance into Substance Abuse Counseling major; and SAC 41300 Introduction to Substance Abuse, Addiction and Related Disorders.*

### SAC 41315 Multicultural Competencies for Substance Abuse

Promotes an understanding and appreciation of social, cultural and ethnic differences among individuals, groups, and families, and the impact of such differences on the theory and practice abuse prevention and treatment. *Prerequisites:* Minimum of 8 hours in PSY, HUS, and/or SAC courses, including SAC 41300 Introduction to Substance Abuse or PSY 30554 Introduction to Addiction and Co-Dependency.

### SAC 41320 Group Dynamics and Substance Abuse

Provides training in theory and dynamics of group leadership as applied to substance abuse prevention and treatment.

*Prerequisites: Acceptance into Substance Abuse Counseling major; and SAC 41300 Introduction to Substance Abuse, Addiction and Related Disorders.*

### SAC 41325 Family Systems and Substance Abuse

Presents family systems perspectives on substance abuse and treatment.

*Prerequisites: Acceptance into Substance Abuse Counseling major; and SAC 41300 Introduction to Substance Abuse, Addiction and Related Disorders.*

### SAC 41330 Legal and Ethical Issues for Substance Abuse

Study of ethical and legal standards and issues related to substance abuse counseling.

*Prerequisites: Minimum of 8 hours in PSY, HUS, and/or SAC courses, including SAC 41300 Introduction to Substance Abuse or PSY 30554 Introduction to Addiction and Co-Dependency.*

### SAC 41400 Community Care I: Clinical FNDTNS

Training in models of care in community mental health/substance abuse treatment, including practice models for strength-based and

collaborative approaches used in Arizona public behavioral health agencies. In addition to academic credit, students will receive state certificate of training that will be accepted toward credentialing in the Arizona public behavioral health system. Students majoring in Psychology, Human Services or Substance Abuse Counseling may find this training helpful in preparation for employment in Behavioral Health Technician positions upon completion of their bachelor's degree. This course includes overview of mental health and substance-related DSM-IV-TR disorders.

*Prerequisites: PSY, HUS or SAC major who has completed a minimum of 12 hours in PSY, HUS and/or SAC courses.*

### SAC 41405 Community Care II: General Assessment

Training in models of care in community mental health/substance abuse treatment, including practice models for strength-based and collaborative approaches used in Arizona public behavioral health agencies. In addition to academic credit, students will receive state certificate of training that will be accepted toward credentialing in the Arizona public behavioral health system. Students majoring in Psychology, Human Services or Substance Abuse Counseling may find this training helpful in preparation for employment in Behavioral Health Technician positions upon completion of their bachelor's degree. This course includes protocols for evaluation and response.

*Prerequisites: PSY, HUS or SAC major who has completed a minimum of 12 hours in PSY, HUS and/or SAC courses; and SAC 41400 Community Care I: Clinical Foundations.*

### SAC 41410 Community Care III: ADBHS Clinical

Training in models of care in community mental health/substance abuse treatment, including practice models for strength-based and collaborative approaches used in Arizona public behavioral health agencies. In addition to academic credit, students will receive state certificate of training that will be accepted toward credentialing in the Arizona public behavioral health system. Students majoring in Psychology, Human Services or Substance Abuse Counseling may find this training helpful in preparation for employment in Behavioral Health Technician positions upon completion of their bachelor's degree. This course includes training on fraud and abuse, cultural competence and court-ordered treatment.

*Prerequisites: PSY, HUS or SAC major who has completed a minimum of 12 hours in PSY, HUS and/or SAC courses; and SAC 41400 Community Care I: Clinical Foundations and SAC 41405 Community Care II: Assessment/Clinical Liaison.*

### SAC 41415 Community Care IV: Service Planning

Training in models of care in community mental health/substance abuse treatment, including practice models for strength-based and collaborative approaches used in Arizona public behavioral health agencies. In addition to academic credit, students will receive state certificate of training that will be accepted toward credentialing in the Arizona public behavioral health system. Students majoring in Psychology, Human Services or Substance Abuse Counseling may find this training helpful in preparation for employment in Behavioral Health Technician positions upon completion of their bachelor's degree. This course discusses psychopharmacology, motivational interviewing, and strength-based approaches to care.

*Prerequisite: PSY, HUS or SAC major who has completed a minimum of 12*

hours in PSY, HUS and/or SAC courses; and SAC 41400 Community Care I: Clinical Foundations, and SAC 41405 Community Care II: General Assessment/Clinical Liaison.

### SAC 49000 Field Placement in Substance Abuse Counseling

Capstone course. Individual placement in a community substance abuse prevention/intervention setting. Student completes and submits final portfolio for evaluation.

### SOC 10153 Social Thought

Focus through sociological perspective on concepts fundamental to existence of society. Covers historical development and contemporary manifestation of ideas including freedom, inequality, ethnocentrism, belief, and individual responsibility as they relate to culture in the United States.

### SOC 10453 Introduction to Sociology

Introduces theory and method in social sciences as they relate to key concepts in the field of sociology including socialization, culture, status, stratification, conflict, and change.

### SOC 11753 Social Problems and American Values

Analysis of human maladjustments as they relate to culture of the United States, concentrating on the social factors operative in both personal and social problems. Additional analysis of programs to alleviate or eliminate social problems included.

### SOC 26052 Topics in Social Sciences

Designed around special theories, practices or interests of an individual or group of students.

### SOC 26053 Cultural Anthropology

Introductory course that surveys history, theory and method in the field through examination of basic concepts in anthropology including culture, adaptation, cooperation, social order, and change.

### SOC 30153 Indigenous People/Contemporary World

Illustrates the evolution of cultural practices of indigenous people as processes of adaptation with the contemporary world as they relate to the Oklahoma Ottawa.

### SOC 30354 Contemporary Social Problems

Analysis of contemporary social problems including race relations, poverty and unemployment. Examines such issues from a cross-cultural perspective.

### SOC 30653 Ethnic Relations and Multiculturalism

Focuses on intergroup and intragroup experiences of various ethnic populations within the United States. Includes impact of integration, discrimination, prejudice, and social dynamics of conflict and assimilation to various groups.

*CROSS LISTED WITH EDU 30634.*

*Prerequisite: SOC 10153 Social Thought or SOC 10453 Introduction to Sociology.*

### SOC 30753 Human Sexuality

Inter-disciplinary approach draws upon the scientific expertise of anthropologists, biologists, medical researchers, sociologists, social workers, and psychologists and the contributions of these fields to the

study of human sexuality. Interest in this topic is based on the fact that sexual behavior reflects our biological capabilities, our psychological characteristics and social and cultural influences. Covers core topics in the field of human sexuality including anatomy, physiology, arousal and response, gender roles, attraction, love, intimate relationships, sexual communication, sexual techniques, sexual orientation, conception, birth control, prenatal development, childbirth, sexual behavior across the life-span, sexual dysfunction and therapy, sexually transmitted diseases, atypical variations in sexual behavior, sexual coercion, and commercial sex. Focuses on critical thinking as a tool for learning and taking action through diverse literature in the field of study. In addition, addresses gender roles, sexual attitudes, sexual behaviors, sexual health, and sexually responsible decision-making.

### SOC 31553 Directions of Social and Cultural Change

Analysis of processes of social change at various levels of society. Covers application of sociological theory regarding cause, manifestation and consequence of change agents.

### SOC 32054 Individual and Community in American Society

Reading course built around Habits Of The Heart by Robert Bellah, et al., which examines middle class America's beliefs and commitments in such areas as finding oneself, love, marriage, work, politics, religion, and health of our society. Explores all breadth areas.

### SOC 32253 Research Design and Analysis

Review of basic research methods focusing on the conceptual basis of experimentation. Includes basis design components such as control, sampling, data collection, and analysis.

*Prerequisite: PSY 12053 Principles of Psychology, MAT 32044 Statistics.*

### SOC 34154 Feminist Theory

Examines various schools of feminist theory and impact on psychology, sociology and anthropology. Particular emphasis on neo-Marxist and psychoanalytical feminist theories of gender development and role designation.

### SOC 34854 Sociology of Marriage

Focuses on challenges and concerns of contemporary marriage. Topics include myths and realities of relationship development, love and romance, sexuality, communication, power, jealousy, and conflict dynamics. Resources include clinical, social science, media, and participant insights.

### SOC 40154 Gender Roles

Provides framework for investigating cultural and social processes of gender definition and identification in order that both genders achieve a sense of equality and attainment. Addresses socially constructed areas, stereotypical gender roles, communication, and deviant behavior.

### SOC 40254 Race, Class And Gender

Examines context of modern sociological and anthropological theory and manner in which race, class and gender interface and interact.

### SOC 40453 Values and Issues in Social Behavior

Examines our values in relation to social issues faced by our society, including what constitutes a social problem, causes of social problems, sociological understanding of social problems, manner of thinking

used to understand social problems, meaning of particular social problems for quality of life, and ways to resolve or lessen the severity of social problems.

### SOC 40454 The Aging Process

Describes aging process including sociological, psychological and biological aspects of aging. Examines basic principles of aging and implications of current demographic trends.

*CROSS LISTED WITH PSY 40454.*

### SOC 40753 Sociology of Deviance

Explores various theoretical definitions and explanations of frequency and extent of deviance and crime in society. Includes treatment of criminology with consideration of social characteristics of offenders, victims, crime rates, and various punishment strategies.

*Prerequisite: SOC 30653 Ethnic Relations and Multiculturalism.*

### SOC 40854 Field Research

Application of Social Science methods to a research question identified by the student in consultation with professor.

*Prerequisites: SOC 32253 Research Design And Analysis, SOC 30653 Ethnic Relations And Multiculturalism.*

### SOC 42053 Internship: Sociology

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

### SOC 49053 Senior Comprehensive in Sociology

Examination or project designed to assess student's achievement of goals of his/her major program.

*Prerequisite: Senior standing.*

### SOC 49500 Foundations of Social Science

Focuses on study of society from integrated, social science perspective. Examine cultural and social issues as presented in history and the present. Strengthen knowledge of social science as it interweaves political, economic and social issues.

### SPA 10124 Elementary Spanish I

Introduces pronunciation, basic language structure and vocabulary, simple conversation, reading, writing, and culture. Special emphasis on oral comprehension to serve as introductory model for speaking. Extensive practice with audiotapes outside of class.

### SPA 10224 Elementary Spanish II

Continuation of Elementary Spanish I.

### SPA 20123 Intermediate Spanish I

Advanced language structure, expanded vocabulary, intensive reading, continuing emphasis on oral comprehension and speaking, directed and free composition practice, and advanced study of Hispanic cultures. Extensive practice with audio tapes outside of class.

### SPA 20223 Intermediate Spanish II

Continuation of Intermediate Spanish I with supplementary work in discipline specific vocabulary and style. Optional introduction to Hispanic literature.

### SPH 10121 Intercollegiate Forensics

Provides students with active training in speech communications and includes traveling on competitive speech and debate teams. May be

taken up to eight semesters.

*Prerequisite: Consent of instructor.*

### SPH 10923 Voice and Diction

Study of speech organs and their functions, building awareness of the individual speaking voice. Study of International Phonetic Alphabet with goal of achieving Standard American speech. Training and development of articulation, projection, rhythm, and melody.

### SPH 11023 Speech Preparation and Delivery

Provides instruction and practice in speaking before a group. Practical study of processes of development of a speech and its delivery with oral practice in various forms of public address. Development of criteria for judging and evaluating effective speaking.

### SPH 20323 Debate and Forensics

Studies the principles of argumentation and practice in debate techniques with special emphasis on reasoning and research, case construction, refutation, and rebuttal. Uses collegiate debate question to give practical experience in various forms of debate.

*Prerequisite: SPH 11023 Speech Preparation and Delivery.*

### SPH 20523 Oral Interpretation

Development and understanding of prose, poetry and dramatic literature from selection through analysis to performance, both individually and in groups.

### THE 12221 Applied Performing Arts I

Provides skill assessment, practice and work toward a public performance. Students work with a professional to create a program, design costumes and sets, promote, and film their performance.

### THE 11421 Applied Theatre

Designed for students participating in, acting or backstage work, theatre productions of the University. Coursework arrangements made individually with theatre director.

### THE 14123 Stagecraft

Examines theory and practice of technical phases of play production including stagecraft, lighting, costuming, makeup, design, and theatre management. Understand coordination and management of all phases of production. Includes practical work on productions.

### THE 14623 Introduction to Theatre

Provides basic knowledge of theatre, its origins and development. Focuses on creative work and joy that are involved in theatre from playwright, director and actor, to designer, technician and critic. Introduces some of the world's great dramas with emphasis on modern plays.

### THE 20023 Acting I

Covers basic techniques for comprehension of theory and practice of acting. Explores both "inner" and "outer" techniques to create a role. Follows working steps from analysis of script to the creation in performance of a fully realized characterization. Designed as an introduction for beginning students and basis for advanced study.

### THE 22223 Applied Performing Arts II

Provides skill assessment, practice and work toward a public performance. Students work with a professional to create a program,

design costumes and sets, promote, and film their performance. Includes substantial independent group work to prepare and complete two public performances.

### THE 25523 Stage Makeup

Learn fundamental techniques used in creating successful makeup application for stage, including two- and three-dimensional processes.

### THE 31523 History of Theatre I

Study of origins and development of theatre from the Greeks to 17th century. Examines and analyzes major playwrights and plays with emphasis on European and Eastern works. Includes overview of the history of theatre criticism.

### THE 31623 History Of Theatre II

Focuses on development of theatre from the late 17th century and Realism through 20th century to contemporary movements. Examines and analyzes major playwrights and plays of Europe and America.

### THE 33023 Costume Design for the Theatre I

Topics include research of historically accurate clothing, elements of design, rendering of costume designs, following the concepts and style of a production to design appropriate costumes, developing creativity and imagination to enhance the artistic element, next step in progression of costumes for stage, and design of many costumes and productions. Final is a design product.

### THE 36000 Topic in Theatre

Designed around special theories, practices or interests of an individual or group of students.

### THE 40023 Acting II

Advanced acting course continuing development of skills acquired from Acting I. Emphasis on acting styles required for successful performance of historical period plays and genres and the techniques to interpret, analyze and portray roles from historic literature.

*Prerequisite: THE 20023 Acting I or consent of instructor.*

### THE 40624 Directing

Focuses on theory and practice of directing: composition, picturization, movement, rhythm, and pantomimic dramatization. Examines directing of last 100 years, from proscenium to central experimental staging. Requires final project.

*Prerequisites: THE 14123 Stagecraft, THE 14623 Introduction to Theatre, THE 20023 Acting I.*

### THE 41023 Internship: Theatre

Experience in theatrical production or internship. Requires definition of area of study and major project. May be taken for semester credit in Senior Comprehensive.

### THE 42023 Theatre Practicum

Experience in theatrical production or internship. Requires definition of area of study and major project. May be taken for semester credit in Senior Comprehensive.

*Prerequisite: Consent of instructor.*

### THE 45523 Playscript Analysis

Covers tools necessary to unpack and prepare a script for production. Focus on encouraging an engagement with the text through multiple

analytical frameworks, including both formalist and non-formalist approaches.

### THE 49023 Senior Comprehensive in Theatre

Presents senior theatre performance majors with an opportunity to demonstrate their maturity of performance skills and techniques.

*Prerequisites: Senior status and a declared and approved major in theatre.*

### UNV 22312 Understanding and Appreciating Types

Introduces Myers-Briggs Type Indicator through a one-day workshop and directed study. Assists in understanding how different learning patterns and attitudes toward life can lead to different communication styles, work preferences and other interests and behaviors. Students learn their type and how to be more effective in dealing with people of differing types.

### UNV 22412 Type in Organizations

Concentrates on organizational applications of Myers-Briggs Type Indicator for those already familiar with psychological type. Covers identifying personal leadership style, learning conflict reduction through the understanding of type and assessment of work-group strength and liabilities.

### UNV 22313 Globalization

Present students with aspects of broad topic of globalization.

Consideration of historical periods which experience surges in process of globalization. Recent globalization, immigration, trade and claims of proponents of economic globalization will be examined along with criticisms of this process.

### UNV 32314 Experiential Learning in Adult Education

Reviews history and patterns of experiential learning in adult education and enables clarification of the role that experiential learning plays in students' education. Provides criteria for preparing and evaluating claims for experiential learning and for designing future learning projects.

## GRADUATE COURSE DESCRIPTIONS

All courses are 3 semester credit hours unless otherwise indicated.

### BUS 7000 Organizational Behavior and Theory

Examines human behavior as it impacts the work organization. Includes theoretical foundations of motivation, group dynamics, leadership, decision-making, satisfaction, and performance.

*Cross listed with HRC 7611.*

### BUS 7001 Contemporary Issues in Business Leadership

This course provides an opportunity to explore new and emerging issues in business leadership. Students will identify and read contemporary topics in journals published in the past two years.

*Prerequisite: BUS 7000 Organizational Behavior and Theory or permission of Program Director.*

### BUS 7002 Foundations of Leadership

This course explores, analyzes, and compares key topics in developing leadership. Topics include: power, influence, values, motivation and coaching, contingency theories of leadership, leading change, and creating a culture of success.

*Prerequisite: BUS 7000 Organizational Behavior and Theory or permission of Program Director.*

### BUS 7003 Developing Leaders and Leadership Capability

Course focuses on strategic and tactical approaches to developing comprehensive leadership, talent management, and succession planning processes for an organization. It involves defining leadership capabilities needed by a company at the individual, team, and organizational level.

*Prerequisite: BUS 7000 Organizational Behavior and Theory or permission of Program Director.*

### BUS 7004 Leading Business to Create Value

Course focuses on how leaders create value for the organization and key stakeholders. Students will compare various "whole system" approaches to assessing organizations. Topics include strategy, values, norms of behavior, reward systems, decision-making and accountability, processes and systems, and the role the leader plays in managing and aligning those components to add value to the business. Dynamics within organizations, including those at a personal, interpersonal and organizational level, will be assessed. Various approaches a leader can use to align and focus and organization, such as strategic performance management or the Balanced Scorecard, will be considered for appropriate application and expected benefits to the business.

*Prerequisite: BUS 7000 Organizational Behavior and Theory or permission of Program Director.*

### BUS 7100 Human Resource Planning and Administration

Integration of human resources with strategic business functions and planning. Examines issues of structure, staffing, effectiveness, performance and assessment, and diversity within organizations.

*Cross listed with HRC 7411.*

### BUS 7200 Value Systems and Professional Ethics

Study of personal and corporate value systems. Investigates personal beliefs, purposes and attitudes and their effects on self and others. Examines role of human element in organizational structures.

*Cross listed with HRF 7001.*

### BUS 7450 Strategic Marketing

Covers the identification and selection of marketing opportunities, target markets and design, and implementation and evaluation of marketing programs.

### BUS 7452 E-Commerce & Internet Marketing

Course examines the explosive phenomena of the Internet and E-Commerce on the economy and industry, both domestic and international. It provides insight into managerial challenges created by this evolution in products and services.

*Prerequisite: BUS 7450 Strategic Marketing or permission of Program Director.*

### BUS 7453 Public Relations & Publicity

Course examines policy formulation and developing corporate image and identity by strategically disseminating ideas and information to the organization's public. Planning and executing public relations and publicity programs to address the concerns of the organizations' various public are examined. Topics addressed include message design, media selection, and audience differentiation.

*Prerequisite: BUS 7450 Strategic Marketing or permission of Program Director.*

### BUS 7454 Distribution & Supply Chain Management

Course examines integrated supply chain models synthesizing demand forecasting, supply management, production, and enterprise systems. This course also differentiates supply chain models and distinguishes key supply chain issues within various industries.

*Prerequisite: BUS 7450 Strategic Marketing or permission of Program Director.*

### BUS 7455 Marketing Research

Course explores data-driven strategies that evolve from diagnostic analysis of the issues facing organizations striving for competitive advantage with a complex, rapidly-changing environment. The course focus includes fundamental techniques of problem identification, research design and implementation, and preparation and presentation of a final report.

*Prerequisite: BUS 7450 Strategic Marketing or permission of Program Director.*

### BUS 7460 International Business

Examines business practices and decision-making from a global perspective. Topics include market entry, strategy and operations appropriate for both multinational corporations and entrepreneurial international start-up firms. Emphasizes business-government relations and suggests alternative strategies for working effectively with governments to achieve corporate goals.

### BUS 7500 Managerial Economics

Application of economic theory to managerial decision-making. Emphasis on both quantitative and qualitative application of microeconomic principles to business analysis.

*Prerequisite: Students are expected to have completed undergraduate coursework in fundamentals of economics.*

### BUS 7563 Quantitative Analysis for Business

Examines principles of business mathematics, algebra and statistics. Methods presented for applying quantitative problem-solving techniques to fundamental issues in business such as economic breakeven points, pricing with demand elasticities, financial ratios, capital asset pricing models, constructing budgets and analyzing accounting data.

### BUS 7600 Managerial Finance

Application of the theories and tools used in financial decision-making. Topics include present value and capital budgeting, financial analysis and forecasting, market efficiency, and capital structure.

*Prerequisite: Students are expected to have completed undergraduate coursework in the fundamentals of accounting and economics.*

### BUS 7681 Project Management

Examines project management principles, methods and tools for planning and organizing and controlling non-routine activities.

Develops skills needed to plan and execute projects to meet schedule, budget and performance objectives.

### BUS 7700 Management Information Systems

Examines the use of computer information systems in business organizations with emphasis on how information technology supports business functions and aids managerial decision-making. Explores current trends and emerging technologies.

### BUS 7702 Software Engineering

Course focuses on technology, operating systems, efficiencies and industry applications of various languages, operating systems evolving environments, and operating systems hardware/software environments, including support services and data centers. Speakers or field visits to company data centers or vendor sites may be incorporated.

*Prerequisite: BUS 7700 Management Information Systems or permission of Program Director.*

### BUS 7703 Database Systems and Data Mining

Course examines the explosive nature of data warehousing, data mining, and data management. It also incorporates Knowledge Management and leveraging data as a dynamic asset that must be managed toward profit contribution. Topics include data ethics, security, and data integrity, as well as the legal issues associated with maintaining databases.

*Prerequisite: BUS 7700 Management Information Systems or permission of Program Director.*

### BUS 7704 Networking and Telecommunications

Course explores fundamental concepts of data communications, networking, distributed applications, network management, and security as it relates to the business environment and business management. Additional topics include designing and implementing computer networks.

*Prerequisite: BUS 7700 Management Information Systems or permission of Program Director.*

### BUS 7705 Operating Systems Management

Course goes beyond standard coverage in operating systems and focuses on multiprocessing, networking distributed systems, performance, and security. Students will engage in extensive,

up-to-the-minute case studies on the latest operating systems.

*Prerequisite: BUS 7700 Management Information Systems or permission of Program Director.*

### BUS 7706 Enterprise Architecture

Course focuses on the unique nature of designing an enterprise-wide information system that is responsive to the needs and demands of diverse operating departments.

*Prerequisite: BUS 7700 Management Information Systems or permission of Program Director.*

### BUS 7800 Management Accounting

Explore use and application of accounting information for planning, control and decision-making. Topics include cost analysis and allocation, budgeting and behavioral aspects of accounting systems.

*Prerequisite: Students are expected to have completed undergraduate coursework in accounting fundamentals.*

### BUS 7801 Money and Capital Markets

Course provides a comprehensive understanding and working aptitude of the structures, tools, and functions of monetary systems, both domestic and international. Special attention will be give to the U.S. Federal Reserve System, the World Bank, the International Monetary Fund and other government agencies dealing with global capital markets.

*Prerequisites: BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.*

### BUS 7802 Working Capital Management

Course focuses on guidelines, objectives, and methodologies involved in managing corporate short-term assets, liabilities, and working capital. Liquidity levels, cash management, credit policies, bank relationships, factoring, inventory controls, and current asset and liability management will be emphasized.

*Prerequisites: BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.*

### BUS 7803 Security Analysis

Course provides a comprehensive comparison of security valuation techniques. Historical growth patterns and valuation models utilized in domestic and global securities markets are also examined.

*Prerequisites: BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.*

### BUS 7804 International Finance

Course presents advanced treatment and practice of financial theory and decision making in the international environment.

*Prerequisites: BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.*

### BUS 7805 Financial Modeling Methodologies

Course applies financial theory to real-world scenarios. Students will utilize different modeling tools and techniques to forecast financial data.

*Prerequisites: BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.*

### BUS 7806 Auditing

Students are introduced to guidelines, methodologies, and processes central to analyzing corporate operations and key financial functions.

The ongoing applications during this course involve advanced accounting standards, industry practices, documentation, and variation against standards in a practical case study environment. Particular attention will be paid to the impacts of changing ethics, government regulations, politics, and legal environments on auditing cases.

*Prerequisites:* BUS 7600 Managerial Finance and BUS 7800 Management Accounting or permission of Program Director.

### **BUS 7900 Social, Cultural, Legal, and Political Influences on Business**

Examination of social, legal, political, and cultural forces affecting organizations in both domestic and global environments. Emphasis on identification and development of strategies for dealing with threats and opportunities arising from the relationship between organizations and their operating environments.

### **BUS 7901 International Business Law**

Course focuses on the legal aspects of international trade, commercial law, private international law, and international arbitration as they affect conduct and capacity of multinational enterprises engaged in international business.

*Prerequisite:* BUS 7900 Social, Cultural, Legal, and Political Influences on Business or permission of Program Director.

### **BUS 7902 Managing in a Global Environment**

Course provides requisite knowledge and skills sets for managing multinational corporations dealing with different cultures and leading a diverse global work force. Topics examined include negotiations, strategic policy making, and best practices in global management.

*Prerequisite:* BUS 7900 Social, Cultural, Legal, and Political Influences on Business or permission of Program Director.

### **BUS 7903 International Marketing**

Course explores the application of advanced marketing concepts and techniques necessary in the resolution of global marketing issues. Exposure to challenges facing an international marketing manager and the development of a framework for solving marketing problems will also be examined. Particular attention will be paid to sensitizing students to special circumstances and situations encountered when marketing in various cultures.

*Prerequisite:* BUS 7900 Social, Cultural, Legal, and Political Influences on Business or permission of Program Director.

### **BUS 8000 Advanced Leadership Theory and Practice**

Covers theory and practice related to organizational leadership. Topics include organizational system thinking, living systems theory, leadership capacity development, and other advanced leadership theories. Includes application of theory to a variety of workplace settings.

### **BUS 8500 Graduate Seminar: Business Policies and Strategies**

Capstone course in which participants develop a major case study of business administration issues, programs and policies in a current organization. Draws from and utilizes concepts, theories and skills developed in previous courses.

*Prerequisite:* Completion of all core courses in the MBA program or approval of advisor.

### **EDC 7133 Counseling and the Helping Professions**

Examines the counseling process, instruction and practice in communication skills in counseling, history, development, and practice of counseling as a profession, and how and where counseling is provided.

*CROSS LISTED WITH PYF 7132.*

### **EDC 7153 Education Law**

Examines federal and state statutes, agencies, and court decisions in education, including administrative and teacher rights, responsibilities, relationships, and liabilities.

### **EDC 7173 Montessori Education: Philosophical Approach, Curriculum Design and Teaching Strategies (Early Childhood)**

Examines Montessori theories concerning the developing child and Montessori philosophy, principles and methods including words, events and people involved in the evolution of the philosophy. Integrates curriculum (mathematics, practical life, language, and sensorial) into the classroom for young children.

### **EDC 7183 Montessori Education: Philosophical Approach and Methods of Observation/Clinical Experiences (Elementary)**

Examines Montessori theories concerning the developing child and Montessori philosophy, principles and methods including words, events and people involved in the evolution of the philosophy. Other topics include developmental stages of children, observation as the basis of individual instruction and enhancement skills of parent-teacher communication, record keeping, observation, and classroom management.

### **EDC 7213 Classroom Management**

Exploration of various models, techniques and management systems that enhance teaching skills in the classroom. Focuses on adaptation of theories to develop an individualized classroom management plan for elementary or secondary classrooms. Must be taken concurrently with EDC 7214.

### **EDC 7214 Research and Field Activities: Classroom Management**

Includes assignments designed to increase student's awareness of the current practices and issues related to classroom management through field observation and research. Must be taken concurrently with EDC 7213.

*1 semester credit hour.*

### **EDC 7223 Educational Tests and Measurements**

Understand functions of testing and measurement in education. Emphasizes construction, selection, administration, and application of tests. Assessment instruments include aptitude, ability and intelligence measures and personality and interest inventories. Must be taken concurrently with EDC 7224.

### **EDC 7224 Research and Field Activities: Educational Tests and Measurements**

Includes assignments designed to increase student's awareness of current practices and issues related to education tests and



measurements through field observation and research. Must be taken concurrently with EDC 7223.

*1 semester credit hour.*

### EDC 7233 History and Philosophy of Education

Investigation of school and its relationship to society and the learner in the past, present and future. Includes historical and philosophical perspectives, as well as approaches of major educational philosophers. Must be taken concurrently with EDC 7234.

### EDC 7234 Research and Field Activities: History and Philosophy of Education

Includes assignments designed to increase student's awareness of current practices and issues related to history and philosophy of education through field observation and research. Must be taken concurrently with EDC 7233.

*1 semester credit hour.*

### EDC 7243 Educational Psychology

Psychological focus on the learning process and its relationship to a diverse student body, motivation, theories, and strategies of effective teaching, lesson planning, individualization, classroom management, cooperative learning, and appropriate assessment methods. Must be taken concurrently with EDC 7244

### EDC 7244 Research and Field Activities: Education Psychology

Includes assignments designed to increase student's awareness of current practices and issues related to education psychology through field observation and research. Must be taken concurrently with EDC 7243.

*1 semester credit hour.*

### EDC 7283 Methods of Observation/Clinical Experiences/Child Development

Examines developmental stages of children and observation as the foundation for individualized instruction. Enhances skills of parent-teacher communication, record keeping, observation, and classroom management.

### EDC 7293 Instructional Theory and Techniques

Integration of educational theories and methods of instructional management through paradigms of individual and organizational motivation and development. Incorporation of education psychology learning principles through personal inventory, and in-depth study into teacher-teaching and student-learning styles and their applicability to organizations. Introduction of organizational management and organizational assessment models, especially as they apply to principles of educational law.

*2 semester credit hours.*

### EDC 7343 Multicultural Concepts Impacting School and Community

Identification of socio-cultural concepts affecting school, community and family involvement of limited English proficient students.

### EDC 7363 Early Childhood/Montessori Methods

Understand Montessori practical life and sensorial materials through theories as they apply to the child. Examines the sequence of the

practical life and sensorial materials. Demonstrates ability to support sensory motor development.

### EDC 7373 Early Childhood Language and Reading Methods

Understand Montessori language and reading theories as they apply to the child. Examines the sequence of presentation and purpose of each piece of language and reading materials. Develop appreciation for the creative nature of these areas of study.

### EDC 7383 Early Childhood Math Methods

Understand Montessori mathematics theories as they apply to the child. Examines the sequence of presentation and purpose of each piece of mathematics materials. Develop appreciation for the creative nature of this area of study.

### EDC 7433 Social and Cultural Concerns in Counseling

Study of social, cultural and gender differences and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques.

*CROSS LISTED WITH PYC 7422.*

### EDC 7553 Special Topics in Education

Includes topics of investigation and study designed around special theories, practices or interests in the field of education.

### EDC 7563 Montessori Math and Geometry Methods

Continued exploration of characteristics of the 6-9 year-old child. Exposure to range and rationale and successful use and creation of Montessori methods in the area of mathematics and geometry. Effectively match the child's needs to available developmental aids.

### EDC 7573 Elementary Language Arts and Reading Methods

Examines approaches needed to assist speaking, listening, reading, and writing abilities of 6-9 year-old child in a Montessori environment including various language, literature and reading approaches as they are integrated into a cosmic curriculum focus. Understand development and investigate strategies as they apply to the use of language materials.

### EDC 7583 Montessori Cultural Subjects Methods

Develop appreciation of Dr. Maria Montessori's philosophy of Cosmic Education. Understand purpose of materials used and their relationship to the total development of the child. Studies students' lessons in cultural areas of history, geography, biology, and physical science.

### EDC 7603 Conflict Resolution in an Educational Environment

Develop knowledge and skills leading to identification and description of conflicts in an educational setting. Includes application of conflict resolution techniques and other communication approaches with students, parents and school personnel.

*CROSS LISTED WITH HRC 7961.*

### EDC 7613 Introduction to Educational Technology: Theory and Application

Presents historical overview of instructional technology, exploring different applications of technology ranging from primary grades through higher education. Reviews techniques in determining learning

needs, application of technology in meeting student needs, and outcome evaluation when using technology.

### EDC 7623 Foundations in Distance Learning

Focus on contemporary theoretical insights, research, and practices relating to the development and implementation of distance learning. Topics include application of current and accessible technology, wireless networking, and Internet use within a variety of academic situations and environments.

### EDC 7633 Administration of the Technology Program

Examines administrative planning, management and implementation of technology-enhanced educational programs. Major emphasis on legal and ethical parameters governing the use of technology in instruction, demonstration of skills in facilitating multimedia production by students and teachers, applying design principles to multimedia, and development of evaluation methods to determine instructional effectiveness.

### EDC 7643 Computer Assisted Instruction

Explores use of CAI to support traditional classroom instruction, with emphases on principles used to determine technology supported needs of students, implementation of CAI in meeting learning needs, evaluation methods in determining CAI effectiveness, and hands-on experience in developing CAI techniques.

### EDC 7653 Theory and Techniques for Education Intervention

Study of needs and theories underlying education intervention, role of the interventionist, and fundamental techniques in use. Includes relevant ethics, laws and policies.

### EDC 7663 Technology Integration in K-12 Schools

Explores use of technology in public and private schools from grades K-12, including use of the Internet and World Wide NET to examine instructional theory and application between students of another county, state or nation in providing more global perspectives in facilitating learning.

### EDC 7673 Curriculum Design and Teaching Strategies (Montessori Elementary)

Interpretation of child development and early education concepts to other staff, parents and community. Integrate elementary curriculum into the classroom. Demonstration of knowledge of varied learning styles and the ability to plan and implement group activities. Demonstrate listening and interaction skills with parents and others. Examines a variety of record keeping, evaluation processes and curriculum materials.

### EDC 7683 Instructional Theory and Strategy in Technology Integration

Focus on development and implementation of educational technological policies that systematize the integration of technology throughout classrooms, within schools and between schools. Demonstrate ability to evaluate technologies, identify strategies for evaluation, and examine current trends in technology use to support learning, with emphasis on policy evaluation and interpretation.

### EDC 7703 School and Community Resources for Education Intervention

Examine networks, directories and guides for the identification and utilization of intervention resources found within school systems and in the community at large.

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Examine networks, directories and guides for the identification and utilization of intervention resources found within school systems and in the community at large.

### EDC 7713 School and Community Relations

Examines the policies, practices and strategies in school and community relations. Topics include public information techniques and procedures.

### EDC 7723 Instructional Design and Evaluation

Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation, as well as curriculum revision and change.

### EDC 7733 The Principalship

Explores the principal's role and responsibilities as related to organizational development, information systems, faculty and staff selection, orientation supervision and evaluation, curriculum development and implementation, scheduling, budgeting, and plant/facilities use.

### EDC 7743 School Finance

Covers the economics of school finance relating to theories and principles of taxation, reimbursement, financial planning, and budgeting; governmental impact, court intervention and the effects on public and non-public schools. Practical applications using local school district situations are considered when possible.

### EDC 7753 Assessment Techniques for At-Risk Learners

Review and evaluate various instruments and techniques used for identification and assessment of at-risk learners. Includes integration of test results, educational history and other sources of student information into the learning plan.

### EDC 7773 Early Childhood Practicum (I) Ages 2 1/2-6

Experience teaching children in a Montessori early childhood environment. Review cosmic curriculum based on Montessori material, philosophy and observation. Strengthen curriculum in art, music, drama, and physical education. Understand developmental needs of children and understand positive qualities of early childhood teaching as it relates to classroom management and discipline.

### EDC 7783 Early Childhood Practicum (II) Ages 2 1/2-6

Learn practical knowledge through daily experiences in the Montessori early childhood learning environment. Demonstrate ability to diagnose children's learning needs through variety of vehicles (observation, case studies, tests, developmental scales, and classroom products).

### EDC 7793 Materials and Strategies for Success with At-Risk Learners

Development of materials and their strategic applications to facilitate success-oriented attitudes and behaviors among at-risk learners.

Integration of materials and strategies into curriculum, teaching methods and student-support services.

### EDC 7803 Psychological Testing

Examines use of standardized tests to study individuals including test development, selection, administration, and interpretation. Includes educational and mental health applications.

*CROSS LISTED WITH PYC 7802.*

### EDC 7804 Educational Testing Seminar

An overview of the tests used by the school psychologist in relation to emotional behavioral and learning disabilities of students in the elementary and high school settings.

### EDC 7823 Life Planning and Career Development

Focus on theory, research, techniques, and tools used in life planning and career development.

*CROSS LISTED WITH PYC 7822.*

### EDC 7824 Life Planning and Career Development for School Counselors

Focus on tools and techniques used in life planning and career development for elementary and high school students.

### EDC 7833 Human Growth and Development

Examination of psychological, social, intellectual, and physical influences on the development of personality and behavior patterns in children, adolescents and adults.

*CROSS LISTED WITH PYC 7832.*

### EDC 7863 Elementary Practicum (I) Ages 6-9

Practical experiences in a Montessori elementary environment. Plan for the continuity of learning experiences for children and demonstrate the ability to diagnose children's learning needs (through observation, case studies, tests, developmental scales, and classroom products). Develop suitable match between diagnosis and learning activities, demonstrate knowledge of various learning styles, demonstrate knowledge of environmental design and preparations, and provide opportunities for choice, problem-solving, decision-making, and responsibility for learning on part of the children.

### EDC 7883 Elementary Practicum (II) Ages 6-9

Practical experience in the Montessori elementary environment. Continuation of Practicum I. Emphasis on development of methods toward implementation of various skills and programs into curriculum including learning assessment, design adaptation and problem-solving and decision-making as it applies to responsible learning and behavior on the part of children. Includes parental involvement toward goal-orientation and goal-completion.

### EDC 7923 Counseling Theories

Examination of theories of personality development and therapeutic processes. Includes consideration of techniques for counseling applications and professional consultation.

*CROSS LISTED WITH PYC 7922.*

### EDC 7933 Group Counseling and Dynamics

Study of theories of group counseling and techniques of observation, assessment and leadership in therapeutic groups.

*CROSS LISTED WITH PYC 7932.*

### EDC 8013 Professional and Ethical Issues in Counseling

Study of ethical, legal and professional concerns in the practice of counseling including preparation for the first practicum.

*Prerequisites: At least 15 hours of coursework including PYF 7122, PYC 7922 and PYC 7932.*

*CROSS LISTED WITH PYF 8012.*

### EDC 8014 Professional and Ethical Issues in School Counseling

Study of the ethical, legal and professional concerns of school guidance counselors and preparation for the school guidance practicum.

### EDC 8073 Clinical Supervision/Assessment

Topics include principles of supervision, supervision theory, models, techniques of supervision, philosophical conflicts, teacher evaluation schemes, and research on supervision.

### EDC 8083 Fund/Thry Trauma, Abuse and Deprivation

Introduces integrated view of the effects on personality development of childhood trauma, abuse and deprivation. Examines therapeutic interventions.

### EDC 8113 Theory and Techniques in Marriage and Family Counseling

Examination of traditional and contemporary theories of family systems and approaches to marriage and family counseling.

*CROSS LISTED WITH PYC 8112.*

### EDC 8143 Introduction to Substance Abuse, Addiction and Related Disorders

Course focuses on theory and research. Biopsychosocial risk factors for addiction/compulsive disorders such as disease concept, dual diagnosis, social/cultural factors, and developmental issues are studied.

Biological/genetic models and processes of addiction are studied such as addictive behavior and depression, anxiety, ADHD, gender and age.

*Cross listed with PSY 41355.*

### EDC 8213 Family Systems Theory

In-depth study of major systems theories underlying family and relationship therapy.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

*CROSS LISTED WITH PYC 8212.*

### EDC 8273 Family and Societal Gender Issues

Examines sex-role stereotyping, and its origins and consequences within the family, culture, and society. Includes counseling issues related to sex and gender-based prejudice and discrimination.

*Prerequisites: Completion of 21 hours of coursework including PYC 7422 and PYF 8012.*

### EDC 8283 Child and Adolescent Therapy

In-depth didactic and experiential examination of family system-oriented therapies with children and adolescents.

*Prerequisite: PYC 8212.*

*CROSS LISTED WITH PYC 8282.*

**EDC 8284 Child and Adolescent Development**

In depth examination of child and adolescent development in relation to family systems for school guidance counselors.

**EDC 8303 Found Special Education Cross-Categorical**

Provides beginning graduate students with a knowledge of issues surrounding the fields of special education. Issues include legal; principles and concepts of assessment; principles of teaching and counseling. Students examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities which include mild/moderate mental retardation, learning/emotional and physical disability and other health impairment.

**EDC 8312 Observation and Participation in Special Education Programs**

Practical experiences with individuals having special needs with focus on psychological, educational, and service-related implications and practices.

**EDC 8313 Introduction to Behavioral Disabilities and Emotional Learning**

Issues in the education of students with mild-moderate mental retardation, learning disabilities, emotional or behavioral disorders, attention deficit disorders and physical disabilities. Topics include history, definitions, current issues, characteristics, theories, and educational programming.

**EDC 8322 Teaching Bilingual Exceptional Learners**

Instructional interventions and program development for exceptional students from culturally and linguistically diverse backgrounds. Emphasis on current intervention methods and practices.

**EDC 8323 Survey of Special Education**

Introduction to historical, legal, pedagogical, and social issues underlying services in special education and rehabilitation. Provides an overview of the characteristics of persons with exceptionalities and disabilities as well as the services available.

**EDC 8332 Teaching Children with Emotional and Behavioral Disabilities**

Assessment techniques, academic and behavioral intervention strategies, and classroom management with emotionally or behaviorally disordered children and youth.

**EDC 8333 Methods/Strategies for Teaching Students with Disabilities**

Remediation of academic areas and cognitive processes involving perception, integration and expression with emphasis on strategies for planning and implementing instructional programs.

**EDC 8342 Cultural and Linguistic Division of the Exceptional Learner**

Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields.

**EDC 8343 Special Services in Schools**

Information to aid teachers in dealing with responsibilities and concerns in school settings with regard to P.L. 94-142, Education for all Handicapped Children Action Section 504 of the Rehabilitation Act, Family Education Rights and Privacy Act, and other legal issues. Integration of methods of inclusion/assistive technology/working with paraprofessional.

**EDC 8353 Assess and Diagnosis Mild Disabilities**

Methods of assessing and developing age-appropriate, functional and inclusive programming, collaborative, community-based instruction, and integrative source delivery for students who have mild/moderate mental retardation, learning/emotional and physical disability and other health impairment.

**EDC 8363 Behavioral Principles and Disabilities**

Use of behavioral principles to positively support individuals with disabilities, especially those with mild/moderate mental retardation, learning/emotional and physical disability and other health impairment.

**EDC 8373 Best Practices for Educating Students with Disabilities**

The practical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principles.

**EDC 8383 Special Education Practicum**

Specialized work on an individual basis, consisting of student teaching and practice in actual service in a department, program, or discipline. Teaching formats must include teaching students with mild/moderate mental retardation, learning/emotional and physical disability and other health impairment.

**EDC 8453 Field Experience in Education**

Individually designed course offering opportunity to integrate course knowledge with practical experience in an educational setting. Approved written proposal required.

**EDC 8454 Wellness Counseling: Risk Factors, PRV, MODF**

Course examines health promotion models, preventive management techniques, and models and techniques for behavior change.

Comprehensive inquiry focusing on psychological processes, and individual behaviors and lifestyles which affect a person's physical, emotional and social health. Topics include stress and illness, personality and disease, high-risk populations and behaviors, and gender and cultural issues.

*Dual listed with PYC 8452.*

**EDC 8463 Practicum in School Guidance Counseling**

Individually designed course offering opportunity to practice individual and group counseling under professional supervision in an appropriate level school setting. Approved written proposal required.

*Prerequisite: 15 semester credit hours of counseling course work, including EDC 8013.*

**EDF 7103 Philosophy, Accountability and Change**

Contemporary and traditional philosophies of education related to diversity, school outcomes and change. Develop and assess learning

programs designed to integrate a philosophy of change with beliefs about learners, teachers, schools, and communities.

### EDF 7153 Methods and Models of Research

Examination of models of research and application of scientific methods to investigate, analyze and develop solutions relative to current issues in the field.

*CROSS LISTED WITH PYF 7162, HRF 7161.*

### EDF 7163 Research: Assessment and Evaluation

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

*Cross listed with HRF 7161.*

### EDF 7203 Diverse Community of Learners

In-depth study of variability among students in schools and other educational settings from preschool to adult learning. Special focus on the identification of and programming for at-risk students.

### EDF 7253 Educational Equity and Cultural Diversity for Multilingual Learners

In-depth study of variability among students in schools and other educational settings from preschool to adult learning. Special focus on the effects of cultural diversity and educational equity in the classroom. Provides overview of concepts from ESL/Bilingual courses, as well as an enrichment of new concepts through presentations and research. Includes concepts of instruction for cultural understanding to enhance student potential.

### EDF 7303 Leadership and Management of Change

Examines the role of the leader in assessing and responding to change and techniques of change management including consultation, site-based councils and conflict resolution. Topics also include organization, facilitation and communication for change.

### EDF 7403 School Counseling in a Changing Environment

Examination of the role of the counselor in elementary, secondary and community college settings including counselor, advisor, educator, advocate, and consultant. Study of exemplary models of school counseling programs effective with diverse and changing populations.

*CROSS LISTED WITH PYC 8022.*

### EDF 8503 Master's Research Project

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

### HRC 7000 Statistics Workshop

Examines fundamentals of descriptive and inferential statistics. Discuss advanced statistics topics such as hypothesis testing, small sample size statistics and analysis of variances (ANOVA). Includes lecture, class discussion and problem-solving using examples from education, human resources, counseling, and business administration.

*No semester credit.*

### HRC 7341 Emotional Intelligence in the Workplace

Research shows emotional intelligence (EI) is more important than IQ in determining outstanding job performance. Examines variety of instruments and writings used to build EI in workplace.

### HRC 7361 Managing Human Resource Costs

Monitor and assess financial achievements of human resources goals, as well as other financial planning and control mechanisms within the work organization.

### HRC 7411 Human Resource Planning and Administration

Integration of human resources planning with strategic business planning, issues of structure, staffing, effectiveness, performance and assessment.

*Cross listed with BUS 7100.*

### HRC 7461 Wage, Salary and Benefits Administration

Provides comprehensive overview of elements of compensation, legal ramifications, compensation design, and design of benefits programs and their impact on compensation and recruitment.

### HRC 7462 Employee Benefits: Design and Administration

Provides in-depth study in employee benefits planning and management, with focus on development, implementation, and management of employee benefits as a strategic component in a comprehensive human resources program. Topics include defining employee benefits, factors influencing benefits, historical and legal framework governing benefits, analysis and assessment of specific benefit programs, competitive issues, and communication and administration.

### HRC 7510 Professional Communication Styles, Tools and Techniques

Study of how organizations use a variety of communication tools to improve productivity and performance. Explore personal communication style and how to identify style of others. Other topics include facilitation, negotiation, and presentation skills.

### HRC 7511 Personnel and Labor Relations

Examines field of personnel and labor relations, problem aspects and external and internal factors that constrain and shape relationships. Includes labor management relations, union behavior, collective bargaining, and employee relations (non-union).

### HRC 7512 Workplace Leadership Coaching

Emphasis on theory and practice related to leadership coaching. Develop skills of personal and workplace coaching methods to create effective personal and workplace domains.

### HRC 7513 Learning Organizations

Examination of core concepts and principles essential to development of positive organizational culture. Emphasis on use of systems thinking and team learning to break through barriers to organizational change.

### HRC 7514 Business Skills for Human Resources Professionals

Examination of key business functions, processes and operations. Topics include basic accounting, finance, economics, leadership, decision-making, and role of HR as a strategic business partner.

**HRC 7515 Human Resource Information Systems**

Overview of human resource information systems and their role in human resource functions. Exploration of current research and practice in development, implementation and application of HRIS.

**HRC 7561 Recruitment, Selection and Placement**

Examine issues and methods for effective recruitment, employment selection and job placement. Compare various methods and procedures used as related to job requirements.

**HRC 7601 Training and Development**

Cover fundamentals, purpose and role of training and development function in human resources. Includes needs assessment, program development, methods and technologies, management development, and evaluation of interventions.

**HRC 7605 Training in Human Resource Development**

Surveys current theory and organizational models for human resource development with emphasis on selecting, organizing, evaluating, and managing training programs.

**HRC 7611 Organizational Behavior and Theory**

Study of human behavior as it impacts the work organization and theoretical foundations of motivation, group dynamics, leadership, decision-making, satisfaction and performance.

*Cross listed with BUS 7000.*

**HRC 7661 Organization Consultation Skills**

Emphasis on the consulting process in organizations including the role and skills of a consultant, internal versus external consulting, contracting for services, resistance to change, diagnosis, data collection, and interventions to improve organizational performance. Apply consulting skills to case simulation.

**HRC 7711 Organizational Change Theory and Strategy**

Examines strategic interventions to change organizations from planning through implementation and assessment and theoretical models for change including organization development and total quality management.

*Prerequisite: HRC 7611.*

**HRC 7721 Management and Development of Teams**

Discuss nature, function and creation of teams in the workplace. Includes implementation of team structure, communication and conflict management, managing team effectiveness, decision-making process, and impact of team structures on organizational culture.

**HRC 7741 Employment Law**

Examination of Equal Employment Opportunity, Americans With Disabilities Act, Family Leave Act and other recent and forthcoming legislation. Discuss impact for employee relations and management training for compliance.

*Prerequisite: HRC 7561 or equivalent work experience.*

**HRC 7771 Instructional Design**

Design training course, including needs assessment, objectives, training manual, and assessment for a work organization.

**HRC 7781 Strategies for Human Resource Development**

Experiential investigation of advanced instructional design strategies. Develop presentation skills, group facilitation skills and assessment methods for organizational effectiveness.

*Prerequisite: HRC 7601 or HRC 7771 or equivalent work experience.*

**HRC 7811 Career Development**

Studies issues and methods involved in career development, as well as the personal and organizational issues and practices relevant to individual careers. Examines career development methods and their application to specific work situations.

**HRC 7822 Life Planning and Career Development**

Focuses on theory, research, techniques and tools used in life planning, transitions and career development.

*CROSS LISTED WITH EDC 7823, PYC 7822.*

**HRC 7841 Managing a Culturally Diverse Workforce**

Study of how gender, ethnicity and other cultural diversity dimensions influence organizational behavior and outcomes. Includes theory and techniques for working with and leading diverse workforce in order to increase organizational effectiveness and to enable all members to reach their full potential.

**HRC 7861 Negotiation and Conflict Resolution**

Examines process of negotiations as the major method by which normal conflict both in business and in life can be resolved. Works on gaining skills in negotiations to increase overall effectiveness in dealing with situations where rules and procedures are non-existent or poorly defined. Considers variety of negotiation strategies and techniques in management and everyday life.

**HRC 7871 Employee Assistance and Counseling**

Exploration of issues, policies and practices related to employee assistance programs in business, education, health care, and other settings. Includes consideration of counseling theories and relevant counseling techniques for employee assistance programs.

**HRC 7911 Applying Statistics in Human Resources**

Introduces statistical measures and methods commonly used in human resources and total quality management. Hands-on experience using personal computer statistics program to gather, analyze, interpret, and display statistics.

**HRC 7961 Managing Organizational Conflict**

Develop practical skills through participation in an organizational simulation: a behavioral laboratory for the study of conflict. Develop theoretical and conceptual bases for the applied skills learned in the simulation.

*CROSS LISTED WITH EDC 7603.*

**HRC 8000 Advanced Leadership Theory and Practice**

Theory and practice related to organizational leadership. Topics include organizational systems thinking, living systems theory, leadership capacity development, and other advanced leadership theories.

Application of theory to a variety of workplace settings.

*CROSS LISTED WITH BUS 8000.*

**HRC 8512 Advanced Team Facilitation**

Study of theory and practice of group facilitation as applied to team development, training or other organizational intervention. Emphasis on multidisciplinary approaches to group and team leadership.

**HRC 8551 Advanced Special Topics in Human Resources**

Advanced elective graduate topics in the field of Human Resources.

**HRC 8552 Advanced Special Topics: SHRM Certification Preparation**

Provides detailed review of Human Resource Management and preparation for the Human Resource Certification Institute certification examination using the Society of Human Resource Management Learning System Materials.

**HRF 7001 Value Systems and Professional Ethics**

Study of personal and corporate value systems. Opportunity to investigate personal beliefs, purposes and attitudes and their effects on self and others. The role of the human element in organizational structures.

*Cross listed with BUS 7200.*

**HRF 7111 Trends, Issues and Perspectives in Human Resources**

Provides extended overview of the role of human resources in organizations and existing theory and practice, as well as new and emerging topics in the field.

**HRF 7161 Research: Assessment and Evaluation**

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

*Cross listed with EDF 7163*

**HRF 8451 Field Experience in Human Resources**

Individually designed course offering opportunity to integrate human resources knowledge from previous courses with experiences in a work-related setting. Approved written proposal required.

**HRF 8481 Applied Case Studies in Human Resources**

Seminar for graduating students in which participants develop a major case study of human resources issues, programs and policies in a current organization, most often their own. Draws from previous courses as issues are identified, analyzed and discussed.

*Prerequisite: Completion of minimum of 30 graduate program credits.*

**HRF 8501 Master's Research Project**

Prepare thesis or other major culminating scholarly project directly related to the program of study. Approved research proposal required.

*Prerequisite: HRF 7161.*

**PYC 7422 Social and Cultural Concerns in Counseling**

Study of social, cultural and gender differences, and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques.

*CROSS LISTED WITH EDC 7422.*

**PYC 7423 Practice Based Evidence**

A review of Evidence Based Treatment approaches in behavioral health. The course will cover the current trend in counseling practice to require Evidence Based Treatments. Research in counseling outcomes over the past 40 years will be reviewed. Practice Based Evidence as used in the Client Directed and Arizona Public Behavioral Health Clinical Practice Models will be presented as perhaps the strongest Evidence Based Approach.

**PYC 7552 Special Topics in Counseling**

Topics designed around special theories, practices or interests in the field of counseling.

**PYC 7802 Psychological Testing**

Examines use of standardized tests to study individuals, including test development, selection, administration, and interpretation. Includes educational and mental health applications.

*CROSS LISTED WITH EDC 7803.*

**PYC 7822 Life Planning and Career Development**

Focus on theory, research, techniques, and tools used in life planning, transitions and career development.

*CROSS LISTED WITH EDC 7823.*

**PYC 7832 Human Growth and Development**

Examination of psychological, social, intellectual, and physical influences on the development of personality and behavior patterns in children, adolescents and adults.

**PYC 7852 Abnormal Psychology**

Examination of major theories and systems pertaining to abnormal behavior. Studies implications for psychotherapy, treatment planning and diagnosis using DSM-IV.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

**PYC 7862 Biological Bases of Abnormal Behavior**

Examination of current and classic research linking biological factors to deviation of human development and behavior from what is considered to be the norm. Includes the impact of revolution in neuroscience on etiology, diagnosis and treatment of abnormal behavior. Study physiology of the central nervous system and how it triggers behaviors associated with a variety of DSM-listed disorders including depression, anxiety, addiction, and psychosis.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

**PYC 7922 Counseling Theories**

Examination of theories of personality development and therapeutic processes. Consideration of techniques for counseling applications and professional consultation.

*CROSS LISTED WITH EDC 7923.*

**PYC 7932 Group Counseling and Dynamics**

Theories of group counseling. Includes techniques of observation, assessment and leadership in therapeutic groups.

*CROSS LISTED WITH EDC 7933.*

### PYC 8022 School Counseling in a Changing Environment

Examination of the role of the counselor in elementary, secondary and community college settings including counselor, advisor, educator, advocate, and consultant. Study of exemplary models of school counseling programs effective with diverse and changing populations.

*CROSS LISTED WITH EDF 7403.*

### PYC 8032 Clinical Assessment

Development of individual diagnostic and assessment skills using a clinical/holistic approach. Includes use of MMPI-2, as well as other standardized measures of personality.

*Prerequisite: PYC 7802.*

### PYC 8040 Advanced Psychodiagnostic and Treatment Plan

Covers multi-axial system, DSM-IV/DSM-IV-TR diagnostic categories, differential diagnosis, and treatment planning in preparation for Clinical Internship. Emphasis placed on clinical interview and other initial assessment techniques, and skills critical to selecting and evaluating treatment options.

### PYC 8042 Family Dynamics and Shame

Examines individual and family shame: its development, reinforcement, effects, and treatment.

*Prerequisite: PYC 8212 or PYC 8112.*

### PYC 8062 Pre-Practicum in Counseling Skills

Explores adult learning pedagogy, service-learning, and role-playing experiences to bridge the theory/practice gap in the preparation of students for practicum/internship/professional practice.

### PYC 8082 Fundamental Theory for Treatment of Trauma, Abuse and Deprivation

Introductory course presenting an integrated view of effects on personality development of childhood trauma, abuse and deprivation. Therapeutic interventions examined.

*Prerequisite: 15 semester credit hours of PYC/PYF courses.*

### PYC 8092 Integration of Psychology and Christianity

Exploration of ways to integrate science and ethics of psychology with social, cultural and faith contexts of the Christian mental health professional. Emphasis on historical, philosophical and theological perspectives of spiritual formation and growth.

*Prerequisite: 15 semester credit hours of graduate counseling coursework.*

### PYC 8112 Theory and Techniques in Marriage and Family Counseling

Examination of traditional and contemporary theories of family systems and approaches to marriage and family counseling.

*Prerequisite: 15 semester credit hours of PYC/PYF courses.*

*CROSS LISTED WITH EDC 8113.*

### PYC 8122 Human Sexuality

Introduction to human sexual development, dysfunction and treatment.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

### PYC 8132 Expressive Arts Therapies

Examines theories, techniques and applications of play, art, music, dance and other expressive therapeutic approaches.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

### PYC 8142 Intro to Substance Abuse, Addiction and Related Disorders

Introduction to theories concerning addictive behavior: causes, assessment, intervention, and treatment.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

### PYC 8143 Current Trends in Addictions and Related Disorders

Reviews concepts in substance abuse assessment, intervention and diagnosis, including theoretical models for understanding and treating chemically dependent and addictive disordered clients, various screening and assessment tools, multicultural and population-specific needs, and treatment settings and interventions.

### PYC 8152 Psychophysiology and Pharmacology Addictions

Covers genetic/biophysical components such as risk factors, effects of substance abuse, starvation/binge/purging, and excessive exercise; physiology of cravings, withdrawal, detox, and nutrition; dual diagnoses-possible psycho-physiological common factors; and psychopharmacology of treatment options, including psychotropics and nutrition therapy.

*CROSS LISTED WITH PSY 41356.*

### PYC 8162 Prevention, Assessment and Treatment

Explores a multidisciplinary/multidimensional discussion, with emphasis on "best practices" and care for select populations, on risk factors, outreach services, pretreatment, community education, referral networks and prevention activities in schools, the workplace, community groups, and health care delivery organizations.

*CROSS LISTED WITH PSY 41357.*

### PYC 8172 Applications and Integration of Expressive Arts Therapy

Integration of counseling foundational coursework and expressive arts applications and approaches. Content from individual and group counseling, human development, multicultural awareness, abnormal behavior, assessment, and professional ethics and practice. Multi-arts expressions include, but are not limited to, art, play, music, dance/movement, drama, and writing.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

### PYC 8192 Introduction to Art Therapy: History and Theory

Introduces theoretical and experiential examination of the schools of art therapy and other expressive arts, presented in an historical context from early to contemporary practitioners. Includes settings in which art and other expressive therapies are utilized including case studies of typical applications.

*Prerequisite: 12 semester credit hours of PYC/PYF courses.*



### PYC 8202 Legal and Ethical Issues in Marriage and Family Therapy

Course provides knowledge and understanding of the ethical principles, laws, and regulations relating to the practice of marriage, family and child therapy.

### PYC 8212 Family Systems Theory

In-depth study of major systems theories underlying family and relationship therapy.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

*CROSS LISTED WITH EDC 8213.*

### PYC 8222 Advanced Techniques in Marriage and Family Therapy

Experiential course covering advanced assessment and therapeutic techniques used in marriage and family therapy.

*Prerequisites: PYC 8112, 8212.*

### PYC 8232 Clinical Issues and Techniques in Marriage and Family Therapy

Examination of theory and practice of techniques used to identify and treat special concerns encountered in marriage and family therapy, such as step parenting, divorce, addiction, chronic health, and loss issues within the family.

*Prerequisites: PYC 8112, 8212.*

### PYC 8242 Family of Origin Therapy

Includes techniques and applications of Family of Origin Therapy with individuals, families and couples. Students examine own family dynamics.

*Prerequisite: PYC 8112 or 8212.*

### PYC 8252 Time-Sensitive Family Interventions

Examination of problems encountered in managed care and other situations when number of sessions for family therapy is limited. Includes development and practice of effective interventions for such situations.

*Prerequisite: PYC 8112 or 8212.*

### PYC 8262 Advanced Group Counseling: A Systems Approach

In-depth study of systems theory applications to family and other therapy groups including brief review of traditional group counseling theories. Participation in group process is a significant part of the course.

*Prerequisites: PYC 7932 and PYC 8112 or 8212.*

### PYC 8272 Family and Societal Gender Issues

Examination of sex-role stereotyping and its origins and consequences within the family, culture and society. Includes counseling issues related to sex- and gender-based prejudice and discrimination.

*Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.*

### PYC 8282 Child and Adolescent Therapy

In-depth didactic and experiential examination of family system-oriented therapies with children and adolescents.

*Prerequisite: PYC 8212 or 8112*

*CROSS LISTED WITH EDC 8283.*

### PYC 8292 Spiritual Growth Through Individual and Family Interventions

Study of theories and techniques to foster individual spiritual development drawing from transpersonal psychology and family systems theories.

*Prerequisite: PYC 8112 or 8212.*

### PYC 8312 Principles, Techniques and Practice of Expressive Arts Therapy

Examines principles and techniques for clinical practice of art therapy in residential, outpatient and private practice settings. Includes potential in art for development of emotional, social, perceptual, and cognitive strengths in children and adults.

### PYC 8322 Advanced Principles, Techniques and Practice in Expressive Arts Therapy

Study of advanced study of traditional and innovative approaches in Expressive Arts Therapy. Emphasis on advanced applications in individual and group treatment settings.

*Prerequisites: Admission to Expressive Arts Therapy specialty, PYC 8312.*

### PYC 8332 Assessment Techniques in Expressive Arts Therapy

Examines tools and techniques used in diagnosis and treatment planning in Expressive Arts Therapy. Includes use of the current edition of the DSM-IV in clinical practice and interdependence and team membership between expressive arts therapists and other behavioral and mental health professionals.

*Prerequisites: Admission to the Expressive Arts Therapy specialty, PYC 8312.*

### PYC 8342 Clinical Issues in Expressive Arts Therapy

Advanced study of Expressive Arts Therapy assessment, treatment planning, and techniques as applied to selected client disorders and issues in education and clinical practice.

*Prerequisite: Admission to Expressive Arts Therapy specialty, PYC 8312.*

### PYC 8352 Expressive Arts Therapy Thesis/Portfolio

Capstone course covering development of professional portfolio demonstrating both a process of assessment and evaluation and creation of a product from experience as evidence of competency as a reflective practitioner. Portfolio integrates and utilizes concepts, theories, trainings and specialization gained in previous Expressive Arts Therapy courses as well as within the Practia and Internships.

*Prerequisite: Completion of all core courses in the Expressive Arts Therapy program.*

### PYC 8362 Counseling Adults I: Early to Middle Adulthood

Examines strategies for understanding, assessing, and counseling adults in young to middle adulthood, with attention to social, emotional and physical stressors specific to these adult life cycle stages and the transition between stages. Emphasis placed on the individual within a systems context (family, organization, community, culture, etc.).

### PYC 8372 Counseling Adults II: Late Adulthood

Examines strategies for understanding, assessing and counseling adults in late adulthood, with emphasis on social, emotional and physical stressors specific to this adult developmental stage and related transitions, as well as on understanding the individual within a systems context.

### PYC 8382 Brief Therapies

Covers clinical processes of select brief therapies (e.g., assessment, treatment planning and techniques); the application of specific brief therapies (e.g., Cognitive-Behavioral, Solution-Focused, Redecision Therapy, Narrative, Hypnosis and Strategic Therapy); and implications for the measurement of success while using brief intermediate therapy throughout the life cycle.

*Prerequisites:* MAPC student with a minimum of 20 hours completed in graduate counseling/psychology coursework.

### PYC 8412 Integrated Clinical Theory: Trauma, Abuse and Deprivation

Integration of traditional theories of personality, pathology and dysfunction emphasizing a model for understanding the effects of trauma, abuse and deprivation in children and adults.

*Prerequisite:* Admission to Trauma, Abuse and Deprivation specialty.

### PYC 8422 Clinical Assessment and Treatment TAD

Examines techniques for assessing emotional health, pathology and dysfunction and time-sensitive techniques for treatment. Includes student observation and participation.

*Prerequisite:* Admission to Trauma, Abuse and Deprivation specialty.

### PYC 8432 Advanced Clinical Theory TAD

Continuation of PYC 8412. Examines contemporary time-sensitive clinical theory for mental health therapists. Includes applications for families and couples, sexual dysfunction and addiction, other addictive behaviors, and pathologies including violent offenders.

*Prerequisite:* Admission to Trauma, Abuse and Deprivation specialty.

### PYC 8442 Advanced Clinical Application TAD

Focus on advanced techniques and resources for assessing and treating the effects of trauma, abuse and deprivation on children and adults.

Emphasis on holistic approach to recovery and growth.

*Prerequisite:* Admission to Trauma, Abuse and Deprivation specialty.

### PYC 8452 Wellness Counseling: Risk Factors, Prevention and Modification

Examines health promotion models, preventive management techniques, and models and techniques for behavior change, with focus on psychological processes and individual behaviors and lifestyles that affect a person's physical, emotional and social health. Covers stress and illness, personality and disease, high-risk populations and behaviors, and gender and cultural issues.

### PYC 8462 Employee Assistance and Counseling

Exploration of issues, policies and practices related to employee assistance programs in business, education, health care, and other settings, with consideration of counseling theories and relevant counseling techniques for employee assistance programs.

### PYC 8552 Advanced Special Topics in Counseling

Advanced elective graduate topics in the field of Counseling.

### PYC 8553 Therapeutic Communication

An examination of the communication process as the central agent in counseling psychology and mental healing; application of communication theories, processes, strategies and techniques to normal and pathological communicative behavior.

### PYC 8554 Counseling Applications of EEG Biofeedback Technology

Investigation of current applications of EEG biofeedback technology to selected non-psychotic physical, intellectual and emotional disorders.

### PYC 8555 Design Project/Grant/Program Proposal

Review of procedures for program development and evaluation, preparation of a proposal and evaluation plan, and initial development of tools for a project.

### PYF 7001 Graduate Counseling Seminar in Clinical Foundations

Provides an overview addressing necessary foundations in the content areas of abnormal psychology, developmental psychology and theories of personality Introduction to APA style and format.

### PYF 7132 Counseling and the Helping Professions

Examines counseling process, instruction and practice in communication skills in counseling, history, development, and practice of counseling as a profession, and how and where counseling is provided.

*CROSS LISTED WITH EDC 7133.*

### PYF 7162 Methods and Models of Research

Examination of models of research and application of scientific methods to investigate, analyze and develop solutions relative to current issues in the field.

*CROSS LISTED WITH EDF 7153, HRF 7151.*

### PYF 8012 Professional and Ethical Issues in Counseling

Study of ethical, legal and professional concerns in the practice of counseling including preparation for the first practicum.

*Prerequisites:* At least 15 hours of coursework including PYF 7122, PYC 7922 and PYC 7932.

*CROSS LISTED WITH EDC 8013.*

### PYF 8462 Practicum in Counseling

Individually designed course (of at least 120 client contact hours) offering opportunity to practice individual and group counseling under professional supervision. Approved written proposal required.

*Prerequisites:* 18 semester credit hours of coursework including PYF 8012. 2 to 6 semester credit hours (See page 22).

### PYF 8472 Internship in Counseling

Advanced field experience (of at least 240 client contact hours) under professional supervision, providing the opportunity to practice and apply the principles and techniques of professional counseling in a clinical setting. An approved written proposal is required.

*Prerequisite:* PYC 8462 or equivalent. 2 to 6 semester credit hours (See page 22).

### PFY 8482 Practicum in Counseling - Continuing

Continuation of PYF 8462 (or EDC 8463) Practicum in Counseling for students who are completing required contact hours over more than one semester/term. May be repeated for 1 semester credit hour.

*Prerequisite:* Permission of PYF 8462 (or EDC 8463) Group Supervisor.

### PYF 8492 Advanced Practicum/Internship in Counseling -Continuing

Continuation of PFY 8472 Advanced Practicum/Internship in Counseling for students who are completing required contact hours

over more than one semester/term. May be repeated for 1 semester credit hour.

*Prerequisite: Permission of PYF 8472 Group Supervisor.*

### PYF 8502 Master's Research Project

Prepare thesis or other major culminating scholarly project directly related to the program of study. Approved research proposal required.

*Prerequisite: PYF 7161.*

### PYF 8512 MA Comprehensive Examination

200-question, multiple-choice examination taken at the end of the Professional Counseling graduate program. Equal number of questions given to each of the following eight areas of study:

- » Human Growth and Development
- » Social and Cultural Foundations and Multicultural Counseling
- » Helping Relationships and Counseling Theories
- » Group Counseling and Dynamics
- » Career and Lifestyle Development
- » Appraisal and Psychological Testing
- » Research and Program Evaluation
- » Professional Issues, Ethics and Practice

Structure and content of examination is similar to the National Counselor Examination (NCE) used by the Arizona Board of Behavioral Health Examiners. Registration for PYF 8512 is done in person with advisor. No academic semester credit offered for examination and grading is P/NC. Examination usually offered Saturday morning. Four hours allowed for completion.

### PYF 8522 Comprehensive Examination and Portfolio in Expressive Arts Therapy

A 200 question multiple-choice examination (see PYF 8512), selected essay questions on the history, theory and application of Expressive Arts Therapy, and presentation of a comprehensive portfolio demonstrating the student's accomplishments in the skills and knowledge of the practice of Expressive Arts Therapy. No semester credit offered.

# UNIVERSITY ADMINISTRATION

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Business Manager  
Registrar  
Accounting Manager  
Director of Enrollment Management

**Provost, Kansas City**

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Tom Turner, President of the Alumni Association  
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Parsons, KS

Dr. Wilbur D. Wheaton  
Sedona, AZ

# FACULTY

## Active Faculty

Carol Adams (2003)

Assistant Professor of History (Kansas City); BA, University of Alabama, 1976; MA, University of Alabama, 1982; MA, University of Alabama, 1990, PhD, University of Alabama, 1997

Susan Andrade (2005)

Instructor in Music/Choral Director (The College); BS, Iowa State University, 1972; MM, University of Kansas, 2000; DMA, University of Kansas, 2004

Mary Ann Benner (1996)

Director of Teacher Education (Kansas City); BA, Webster University, 1969; MAT, Webster University, 1975; MA, Central Michigan State University, 1981; EdS, University of Missouri-Kansas City, 1984; EdD, University of Missouri-Columbia, 1991

Phillip Berra (2004)

Assistant Professor of Education and Director of Teacher Certification (Arizona); BA, Arizona State University, 1966; MA, Arizona State University, 1967; PhD, Arizona State University, 1978

James C. Billick (1968)

Professor of Political Science; University President (Interim) and Vice President for Academic Affairs (The College); BA, Ohio State University, 1963; MPIA, University of Pittsburgh, 1965; PhD, University of Pittsburgh, 1970; MHL, Ottawa University, 1972

Virginia Boyle (1992)

Professor of Education and Director of Professional Education Program (Arizona); BS, Youngstown State University, 1956; MEd, Westminster College, 1967; PhD, University of Pittsburgh, 1972

Gordon L. Brady (2003)

Professor of Economics and Angell Distinguished Chair of Economics (The College); BA, University of North Carolina-Chapel Hill, 1967; MA, University of North Carolina-Greensboro, 1973; MSL, Yale University Law School, 1981; PhD, Virginia Polytechnic Institute and State University, 1976

Martha J. Braly (2004)

Assistant Professor of Education and Director of Graduate Studies in Education (Arizona); BS, Eastern Montana University, 1966; MA, Arizona State University, 1984; EdD Southeastern University, 1993

Richard Brewington (2000)

Instructor in Business Administration and Budget Manager (International); BSBA, Pittsburgh State University, 1976; BS, DeVry Institute of Technology, 1996; MBA, Keller Graduate School, 1991

William A. Breytspraak (1977)

Professor of Social Ethics and Director of Graduate Studies (Kansas City); BA, Rhodes College, 1967; MDiv, Duke Divinity School, 1970; PhD, Duke University, 1974; MHL, Ottawa University, 1984

Maurice L. Bryan, Jr. (2003)

Assistant Professor of Education and Provost of The College (The College); BA, Ottawa University, 1971; Med, Western Washington University, 1993

Karen M. Bryson (2005)

Assistant Professor of Psychology & Human Services (Arizona); BS, Bradley University, 1988; MA, Bradley University, 1990; PhD, Saybrook Graduate School, 2005

Andrew R. Carrier (1990)

Associate Professor of Physical Education and Head Coach: Men's Basketball (The College); BA, Bethany College, 1981; MS, Emporia State University, 1986



Donald A. Clouser (1994)

Associate Professor of Anthropology and Director of Wisconsin (Wisconsin); BS, University of Wisconsin-Milwaukee, 1971; MS, University of Wisconsin-Milwaukee, 1973; PhD, University of Wisconsin-Milwaukee, 1980

Kim Coffman-Romero (1994-2003 and 2005)

Associate Professor of Education (Arizona); BABS, Western Michigan University, 1978; Med, Arizona State University, 1993; MHL, Ottawa University, 2001

Dean Colston (2004)

Assistant Professor of Human Resources (Arizona); BA, University of Missouri-Columbia, 1986; MA, Webster University, 1992

Arabie Conner (1996)

Assistant Professor of Physical Education, Athletic Director and Head Coach: Women's Basketball (The College); BA, William Jewell College, 1992; MS, University of Kansas, 1998

Gloria Creed-Dikeogu (2002)

Assistant Professor of Library Science and Director of Library Services (The College); BS, University of Cape Town, 1986; MLS, Emporia State University, 1999

Jacqueline Daly (1999)

Assistant Professor of Education (Wisconsin); BA, Alverno College, 1993; MS, University of Wisconsin - Milwaukee, 1996; MHL, Ottawa University, 2005

Barbara Dinneen (1996)

Professor of English and Academic Dean (The College); BA, Oberlin College, 1981; MA, Washington University, 1985; PhD, Washington University, 1990; MHL, Ottawa University, 2000

Shannon Dyer (2005)

Associate Professor of Communications (The College); BA, Southwest Baptist University, 1989; MS, Cornell University, 1993

Tom Edwards (2001)

Instructor in Business Administration and Academic Coordinator (Kansas City); BA, Ottawa University, 1994; MA, Ottawa University, 1999

Patricia Eisele (2001)

Instructor in Business Administration and Director of International Operations (International); BS, University of Kansas, 1983; MBA, University of Kansas, 1990

Blaine Finch (2005)

Instructor in History and Political Science (The College); BA, Ottawa University, 2000; JD Washburn University, 2002

Kelly K. Fish-Greenlee (1987)

Associate Professor of Sociology and Human Services and Faculty President (The College); BA, Ottawa University, 1981; MA, University of Kansas, 1989; MHL, Ottawa University, 1994

Steven Foulke (2004)

Assistant Professor of History (The College); BA, McPherson College, 1986; MA, University of Wyoming, 1988; PhD, University of Kansas, 1998

Elaine George (2000)

Assistant Professor of Business Administration (Wisconsin); BS, University of Illinois at Chicago, 1971; MS, University of Illinois, 1974; MBA, Aurora University, 1990

Terry W. Haines (2005)

Associate Professor of Education and Provost, Kansas (Kansas City); BS, Taylor University, 1980; MA, Ball State University, 1995; EdD, Pennsylvania State University, 1996

Dee Anne Harnden (2001)

Instructor in Education (The College); BA, Baker University, 1964; Emporia State University, 1990

Andy Hazucha (2004)

Associate Professor of English and Chair of the Division of Humanities (The College); BA, Lawrence University, 1982; MA, Washington University, 1985; PhD, Washington University, 1993

Rosalie R. Hedlund (1981)

Professor of Physical Education and Chair of the Division of Physical Education (The College); BS, Northern Illinois University, 1967; MS, Northern Illinois University, 1980; EdD, Northern Illinois University, 1985; Certificate in Educational Administration; MHL, Ottawa University, 1988

Gordon O. Henry (2006)

Assistant Professor of Psychology (Indiana); BS, Western Michigan University, 1985; MA Western Michigan University, 1990; PhD, Western Michigan University, 1994

Patricia Hernandez (2005)

Director of the Master of Arts in Professional Counseling Program (Arizona); BA, University of Akron, 1994; MA, The Arizona School of Professional Psychology, 2000; Psy. D. LISAC, Argosy University, 2003

Kayong Holston (2003)

Assistant Professor of Business Administration (Arizona); BS, Chosun University, 1978; MS, Central Michigan University, 1999; PhD, Nova Southeastern University, 2002

Amy Hogan (2005)

Instructor in Education and Acting Chair of the Division of Teacher Education (The College); BS, Baker University, 1991; MLA, Baker University, 1995

Douglas Holub (2002)

Instructor in Chemistry (The College), BA, University of Kansas; 1987; BS, University of Kansas, 1994

Gregory R. Jones (1995)

Associate Professor of Communication (Arizona); BA, Dartmouth College, 1968; MFA, Smith College, 1973; PhD, University of Massachusetts, 1986; MHL, Ottawa University, 2001

Jay E. Kahnt (2005)

Instructor in Physical Education and Head Coach: Softball and Assistant Coach: Men's Basketball (The College); BA, Ottawa University, 2000, MS, University of Kansas, 2002

Patricia A. Kempker (2005)

Assistant Professor of Professional Counseling and Coordinator of Graduate Counseling Practica (Arizona); BA, Canisius College, 1974; MA University of Phoenix, 1995

T. Kent Kessinger (2005)

Instructor in Physical Education and Head Coach: Football (The College); BA, Bethany College, 1992; MA, Minnesota State University, 1995

Paulette Krenke (1993)

Associate Professor of Education (Arizona); BA, Lea College, 1970; MS, Mankato State University, 1974; MHL, Ottawa University, 2005

Jan Lee (1967)

Associate Professor of Library Science and Associate Director of Library Services (The College); BA, Ottawa University, 1964; MLS, Kansas State Teachers College, 1970; MS, Emporia State University, 1985; MHL, Ottawa University, 1989.

Frank J. Lemp (1980)

Associate Professor of Art and Chair of the Division of Fine Arts (The College); BA, Ottawa University, 1972; MA, University of Kansas, 1980; MHL, Ottawa University, 1987

M. Donna Levene (1993)

Professor of Administration and Provost of Arizona (Arizona); BS, Southwest Missouri State University, 1968; MA, California State University, 1972; JD, University of Missouri - Kansas City, 1990; PhD, Claremont Graduate School, 1980; MHL, Ottawa University, 1996

Robin E. Liston (2002)

Instructor in Music (The College); BME, Ohio State University, 1986; MM, University of Kansas, 1992

Jerry Malizia (1994)

Associate Professor of Education and Philosophy (Arizona); BA, Aquinas Institute, 1961; MA, Aquinas Institute, 1962; MA, Ottawa University, 1996; PhD, University of Arizona, 1972; MHL, Ottawa University, 2000

Terrence P. Malloy, Jr. (2001)

Assistant Professor of Biology (The College); BA, Benedictine College, 1995; MS, Fort Hays State University, 1997; PhD, Oklahoma State University, 2001

Erika Marksbury (2003)

Instructor in Humanities (The College); BA, Ottawa University, 1999; MDiv., Princeton Theological Seminary, 2003

Christopher M. Massey (2005)

Theatre Director/ Instructor (The College); BA, Ottawa University, 1997

Wade A. Mauland (1996)

Associate Professor of Education and Administration (Wisconsin); BS, Illinois State University, 1983; MS, Illinois State University, 1986; PhD, University of Wisconsin - Milwaukee, 1996; MHL, Ottawa University, 2003

Sybil McClary (1999)

Professor of Organizational Behavior and Psychology (Kansas City); BS, University of Missouri - Columbia, 1967; MPA, University of Missouri - Kansas City, 1983; MA, University of Missouri - Kansas City, 1995; PhD, University of Missouri - Kansas City, 1988; MHL, Ottawa University, 2002

Richard E. Menninger (1998)

Associate Professor of Religion (The College); BS, University of Kansas, 1970; MA, University of Kansas, 1974; MDiv, Central Baptist Theological Seminary, 1981; PhD, Fuller Theological Seminary, 1991; MHL, Ottawa University, 2005

Rhoda R. Miller (2004)

Associate Professor of Psychology (Wisconsin); BA, Doane College, 1970; MA, University of Northern Colorado, 1975 & 1979; Ph.D., University of Wisconsin-Madison, 1987

Karen Mitchell (1976)

Associate Professor of Political Science (Kansas City); BA, Upsala College, 1963; MA, University of Missouri-Kansas City, 1976; MHL, Ottawa University, 1983

L. Murle Mordy (1973)

Professor of French (The College); BA, Kansas State University, 1963; MA, Kansas State University, 1965; MPh, University of Kansas, 1969; PhD, University of Kansas, 1979; MHL, Ottawa University, 1989

Tony Muscia (2004)

Associate Professor of Business Administration and Director of Graduate Business Programs (Arizona); BA, Duquesne University, 1971; MA, Duquesne University, 1984; MBA, Western International University, 1989; DBA, Nova Southeastern University, 1993

Karen Ohnesorge (2003)

Instructor in English (The College); BA and BFA, University of Tennessee, 1984; MA, New York University, 1986; PhD, University of Kansas, 2005

Jennifer R. Raybern (2003)

Instructor in Physical Education; Athletic Director (The College); BS, University of Kansas, 1996; MS, University of Kansas, 2003

Nikola Ristic (2006)

Instructor in Humanities (The College); BA, University of Belgrad, 1998; PhD, University of South Carolina, 2004

Frederick Romero (1988)

Associate Professor of Psychology and Human Services (Arizona); BA, Ottawa University, 1980; MA, Northern Arizona University, 1981; MHL, Ottawa University, 1995

Mark Roselli (1999)

Assistant Professor of Management (Kansas City); BA, Webster University, 1992; MBA, Avila College, 1995; PhD, University of Missouri-Kansas City, 1998

Tonia L. Salvini (1991)

Associate Professor of Human Services and Chair of the Division of Social Science (The College); BS, Baker University, 1979; MSW, University of Kansas, 1983; MHL, Ottawa University, 1997

Michael A. Sancho (1968)

Professor of Chemistry (Kansas City); BS, Massachusetts Institute of Technology, 1961; PhD, University of Kansas, 1967; MHL, Ottawa University, 1970

Peter G. Sandstrom (1968)

Professor of Philosophy (Kansas City); BA, Amherst College, 1960; BD, Yale Divinity School, 1963; MA, Yale University, 1963; PhD, Yale University, 1970; MHL, Ottawa University, 1971

Debra K. Smith (2004)

Instructor in Education (The College); BS, Friends University, 1996; MS, Emporia State University, 1998; EdD University of Kansas, 2005

Douglass P. Smith (2005)

Instructor in Information Technology (The College); BS, University of Michigan, 1990; MBA, Keller Graduate School of Management, 2003

Jan L. Stone (1986)

Associate Professor of Education (Arizona); BA, University of Oklahoma, 1969; MA, Ottawa University, 1990; MHL, Ottawa University, 1995

Bruce L. Tate (2005)

Instructor in Physical Education, Assistant Athletic Director and Assistant Coach: Women's Basketball (The College); BA, Ottawa University, 2000; MS, Emporia State University, 2005

Henry Tillinghast (1999)

Associate Professor of Biology and Chair of the Division of Natural Science and Mathematics (The College); BS, Kansas State University, 1971; MS, Kansas State University, 1973; PhD, Oxford University, 1985; MHL, Ottawa University, 2001

Lyn C. Wagner (2002)

Instructor in Business Administration-Accounting (The College); BS, University of Missouri, 1984; MS, University of Kansas, 1989

Randall H. Weiss (2002)

Assistant Professor of Mathematics (The College); BS, University of Illinois, 1976; MS, University of Illinois, 1979; PhD, University of Illinois, 1987

June Wiley (1990)

Assistant Professor of Human Services and Dean of Instruction (Arizona); BA, Marymount College, 1981; MSW, Arizona State University, 1986; MHL, Ottawa University, 1997; PhD, Arizona State University, 2004

Kirk Wren (1996)

Assistant Professor of Physical Education and Head Coach: Cross Country and Track (The College); BS, Fort Hays State University, 1989; MA, University of Missouri-Kansas City, 1994

Suzette Wright (2000)

Assistant Professor of Psychology (The College) BS, Southwest Missouri State University, 1991; MA, University of Missouri-Columbia, 1997; PhD, University of Missouri-Columbia, 2004

Kristine Young (1997)

Instructor in Education and Director of Indiana (Indiana); BA, Kansas State University, 1993; MA, Ottawa University, 2001

## Emeriti Faculty

Charles C. Anderson (1961-1996)

Professor Emeritus of Religion; BA, Bethel College, 1954; BD, Bethel Theological Seminary, 1957; PhD, University of Chicago, 1963; MHL, Ottawa University, 1972

Wayne D. Angell (1956-1986)

Professor Emeritus of Economics; BA, Ottawa University, 1952; MA, University of Kansas, 1953; PhD, University of Kansas, 1957; MHL, Ottawa University, 1971

Kenneth Arnold (1980-2000)

Assistant Professor Emeritus of Education; AB, Chico State College, 1952; MA, Chico State College, 1963; EdD, University of Pacific, 1980

Ronald A. Averyt (1961-1999)

Professor Emeritus of History and Political Science; BA, Texas Technological University, 1956; MA, Texas Technological University, 1958; PhD, University of Kansas, 1970; MHL, Ottawa University, 1972

Billy G. Ballinger (1965-1999)

Associate Professor Emeritus of Psychology; BA, Southwestern College, 1959; MS, Mankato State College, 1961; MHL, Ottawa University, 1972

Clifford E. Burke (1963-1994)

Assistant Professor Emeritus of Psychology and Religion and Dean of Students; BA, Ottawa University, 1955; BD, Berkeley Baptist Divinity School, 1958; MS, University of Kansas, 1967

George L. Chaney (1968-1995)

Professor Emeritus of Mathematics; BS, University of Kansas, 1953; MS, Kansas State College of Pittsburg, 1959; PhD, University of Kansas, 1967; MHL, Ottawa University, 1972

Stanley DeFries (1968-1988)

Professor Emeritus of Music; BM, Ottawa University, 1950; MMus, Indiana University, 1959; PhD, Indiana University, 1966; MHL, Ottawa University, 1972

Daniel L. Foxx, Jr. (1982)

Associate Professor Emeritus of History; BA, Brigham Young University, 1969; MA, Brigham Young University, 1970; MHL, Ottawa University, 1989

Ronald A. Frost (1990-2003)

Professor Emeritus of Psychology and Director of Graduate Studies-Counseling (Arizona); BA, Arizona State University, 1958; MA, Arizona State University, 1965; PhD, Arizona State University, 1973; MHL, Ottawa University, 1989

Harold D. Germer (1989-2000)

Professor Emeritus of Religion; BA, Denison University, 1957; BD, Andover Newton Theological School, 1961; MHL, Ottawa University, 1971; DEd, Alderson-Broadbudd College, 1988

Neil S. Harris (1969-1999)

Professor Emeritus of English; BA, Kalamazoo College, 1963; MA, University of Michigan, 1964; PhD, University of Michigan, 1974; MHL, Ottawa University, 1971

Wallace R. Johnson (1978-1980)

Professor Emeritus of Education; BS, University of Kansas, 1942; MS, University of Kansas, 1952

Tom B. Lewis (1965-2003)

Professor Emeritus of Chemistry; BA, William Jewell College, 1960; MS, University of Kansas, 1964; PhD, University of Kansas, 1967

William Maxwell (1993-2004)

Professor Emeritus of Education and Educational Psychology; BS, Oregon State University, 1952; EdM, Harvard University, 1964; EdD, Harvard University, 1967

Callistus W. Milan (1980-2000)

Associate Professor Emeritus of Education; BA, St. Vincent College, 1951; MA, Arizona State University, 1978; MHL, Ottawa University, 1987

J. Edward Morrissey (1968-1999)

Professor Emeritus of Biology; BA, St. Ambrose College, 1956; MS, Northwestern University, 1958; PhD, University of Missouri, 1968; MHL, Ottawa University, 1972

H. William Myers (1954-1985)

Professor Emeritus of Sociology; BA, William Jewell College, 1944; BD, Yale Divinity School, 1948; STM, Yale Divinity School, 1949; PhD, Yale University, 1959; MHL, Ottawa University, 1970

Lora K. Reiter (1969-2004)

Professor Emerita of English; BA, University of Kansas, 1961; BA, Ottawa University, 1983; MA, St. Louis University, 1965; PhD, University of Kansas, 1975; MHL, Ottawa University, 1972

J. Marion Rieth (1966-1988)

Assistant Professor Emeritus of Education and Librarian Emeritus; BA, Ottawa University, 1951; ME, University of Kansas, 1952; MLS, Kansas State Teachers College, 1972

Sherwin L. Snyder (1960-1998)

Professor Emeritus of Economics and Organization Administration; BS, Kent State University, 1955; MA, Ohio State University, 1958; DBA, Indiana University, 1969; MHL, Ottawa University, 1971

Joyce A. Stuermer (1971-95)

Assistant Professor Emerita of Music; BA, Ottawa University, 1952; MA, University of Kansas City, 1963

Frank Tunnell (1991-2002)

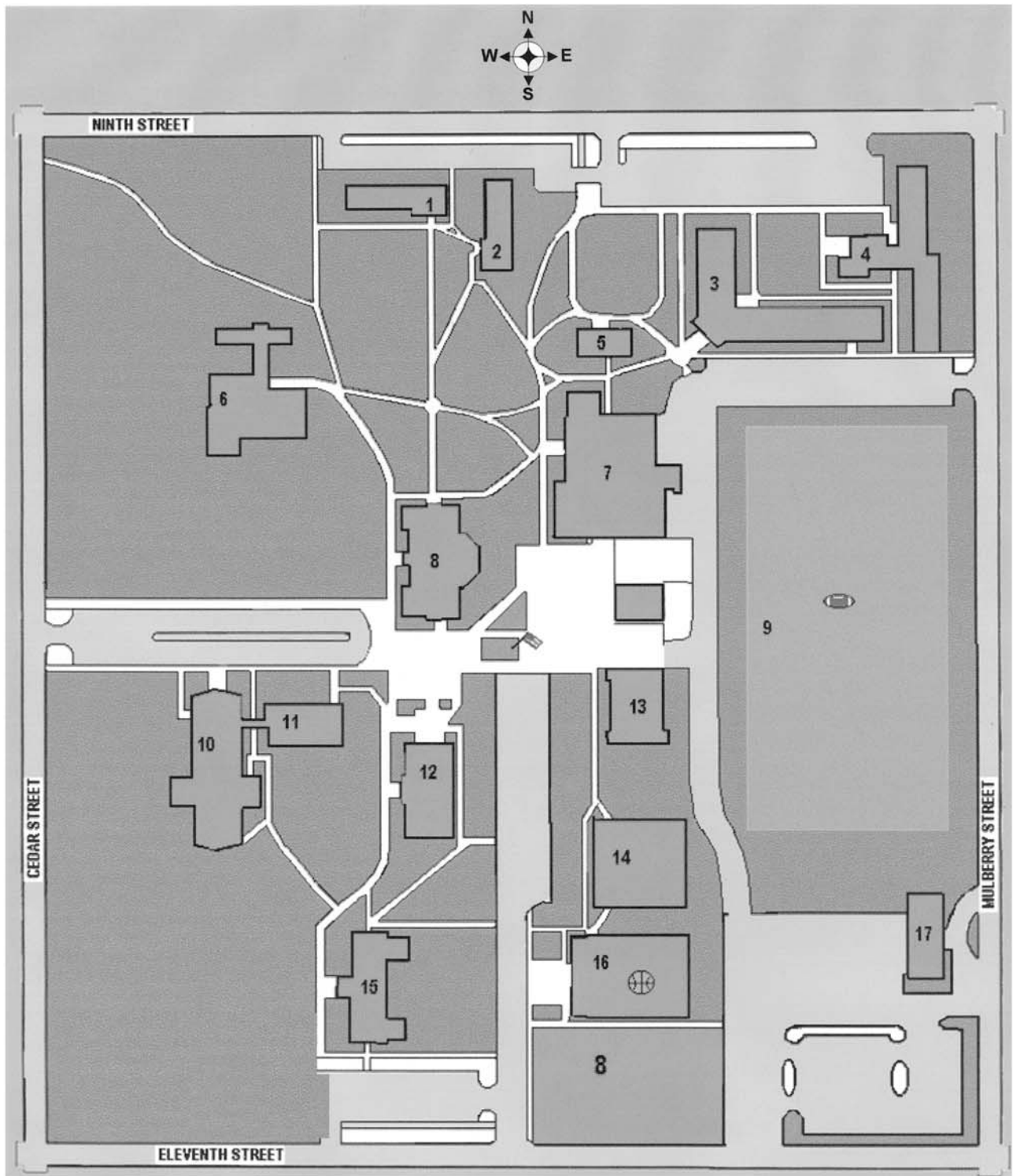
Assistant Professor Emeritus of Education; BS, Arizona State University, 1962; MA, Northern Arizona University, 1967

Wilbur D. Wheaton (1983-1992)

Professor Emeritus of Education; BA, Ottawa University, 1954; MEd, University of Kansas, 1957; EdD, University of Southern California, 1971

Fredric B. Zook (1967-2000)

Professor Emeritus of Education and Psychology; BBA, Western Michigan University, 1961; MA, Western Michigan University, 1964; PhD, Southern Illinois University, 1968; MHL, Ottawa University, 1973



- 1. Atkinson Hall
- 2. Behan Hall/Vera Wise Technology Center
- 3. Bennett Hall
- 4. Brown Hall
- 5. Tauy Jones Hall
- 6. Myers Library/Mammel Art Center
- 7. Mowbray Student Union

- 8. Administration Building
- 9. Cook Field
- 10. University Chapel
- 11. University Chapel Educational Wing
- 12. Ward Science Hall
- 13. Commons
- 14. Mabee Center

- 15. Martin Hall
- 16. Wilson Field House
- 17. Maintenance Building
- 18. Hull Center for Athletics