

OTTAWA UNIVERSITY CATALOG 2017-2018

Ottawa University Catalog

2017-2018

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The University reserves the right to change, modify, or alter, without notice, all course and program offerings, schedules, graduation requirements, policies, tuition, fees, charges of any kind, or any other information contained in the catalog, handbook, or other printed materials at their sole discretion.

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Ottawa University

1001 South Cedar

Ottawa, Kansas 66067

www.ottawa.edu

PRESIDENT'S MESSAGE

As President of Ottawa University, I would like to take this opportunity to congratulate you on your decision to pursue your education at OU. You will find Ottawa University to be a very friendly place, with many people who are devoted to helping you achieve your educational goals. Over our 150 plus year history, Ottawa University alumni have consistently made contributions in their communities and their professions. Your experience with us should be just as rewarding.

The information included in this catalog is designed to assist you in navigating the process of earning your degree. You will find contact information, curriculum requirements and other information necessary to make this process easier. If you have any questions, please do not hesitate to contact your professor, your advisor, or someone you may not have met. Everyone at OU is here to serve you. Our motto is: "Every student, Every day, Every way."

Stay ahead in your school work, stay positive in your outlook, and let us help you whenever you need it. You will be amazed at how quickly the semesters slip by. Before you know it, you will be walking across the stage and I will be handing you your diploma!

Sincerely,

Kevin C. Eichner; BA '73, MBA, LLD '08

President's Address

Tauy Jones Hall
Office of the President
1001 South Cedar Street
Ottawa, KS 66067-3399
785-248-2321

ABOUT OTTAWA UNIVERSITY

Mission Statement

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

Student-Expectations

Students enrolled in courses offered by Ottawa University should expect to be asked occasionally to participate in various measurement instruments. These may include, for example, tests, questionnaires, and surveys. Ottawa University appraises such factors as student services, subject matter proficiency, and comparability to sister institutions. Through such measurements, the university continually strives to improve the student experience.

Students are responsible for familiarizing themselves with the University's policies and fees as published in the catalog and student handbook. Students acknowledge that the University reserves the right to change, modify, or alter, without notice, all course and program offerings, schedules, graduation requirements, policies, tuition, fees, charges of any kind, or any other information contained in the catalog or handbook at its sole discretion.

Code of Conduct and Ethics

The Code of Conduct and Ethics interprets the University's Mission Statement as it applies to the everyday decisions, behaviors and actions of those within the Ottawa University Community.

GENERAL EXPECTATIONS

All members of the Ottawa University Community are responsible for sustaining the highest ethical standards of the University, and of the broader communities in which it functions. The University values honesty, trust, fairness, respect and responsibility and strives to integrate these values into its teaching, research and business practices. It is the intent of the Code of Conduct and Ethics to protect academic freedom, a collegial atmosphere, teaching and scholarship; to advance the mission of the University; and to help preserve the highest standard of business dealings.

The Code applies to administration, faculty, staff and students; vendors, contractors, and subcontractors of the University; and to volunteers elected or selected to serve in

University positions. It shall apply to conduct that occurs on University premises, off-campus teaching locations, University sponsored activities, and to off-campus conduct, ostensibly performed under University auspices, that affects the Ottawa University Community and/or the person's fitness to perform his or her responsibilities. All persons, regardless of their position, or status within the University or the community, shall be responsible for their conduct throughout their relationship with the University.

UNIVERSITY COMPLIANCE OFFICER

The University Compliance Officer is responsible for overseeing the process by which complaints are investigated within the University. The University Compliance Officer also serves as the Title IX coordinator and regularly reports to the President and the Chair of the Board of Trustees the categories of complaints brought forth and makes any recommendations for change. The current position is held by Carrie Stevens, who can be reached at 785-248-2326 or carrie.stevens@ottawa.edu.

REPORTING IMPROPER CONDUCT

The policies and procedures included in this catalog and relevant portions of the Faculty or Student Handbooks that are applicable are essential for establishing a Christ-inspired community of grace and open inquiry. Any questions related to policy should be referred to the University Compliance Officer.

Any person having reason to believe or who reasonably suspects that any member of the Ottawa University Community is engaged in a conduct contrary to any established University policy and/or procedures set forth herein, should report such conduct as quickly as possible after becoming aware of such conduct to their manager, a local unit Officer, or the University Compliance Officer. Anonymous reports may also be made through an external complaint hotline by calling 844-719-2846 or by filing a report online at www.ottawa.ethicspoint.com.

The Complaint Hotline is an externally managed call center independent of the University, staffed by intake specialist professionals. Individuals calling the hotline are not required to disclose who they are. This information is welcomed, however, only if a person wishes to do so. Calls are not recorded. The Intake Specialist takes notes of the conversation, summarizes the call, and forwards it to the University Compliance Officer for investigation. The goal of the hotline, for non-emergency situations, is to have an initial response back from the University in 5 business days so that the caller may call the hotline back for an update to the original call. The caller is able to do this anonymously using the case number assigned when he/she first called the hotline. At that time the caller may

be asked to provide additional information or to call back at a later date for an update.

The University Compliance Officer will oversee the prompt and thorough investigation of all reports and will make every effort to protect the identity of the person reporting the improper conduct. However, the University cannot guarantee confidentiality if identification of the person is necessary to institutional or law enforcement officials for the purposes of investigating the incident. In accordance with the nature of the complaint and the findings of the investigation, the University will take appropriate, corrective action. Emergency situations are expedited and will be addressed as quickly as possible.

RETALIATION

Ottawa University prohibits retaliation in any manner against anyone who, acting in good faith, has reported a suspected violation. A person feeling retaliated against may file a written complaint with the University Compliance Officer or contact the confidential Complaint Hotline service at 844-719-2846 or online at www.ottawa.ethicspoint.com. A retaliation complaint that the University, after investigation, reasonably determines to be true will result in disciplinary action, including student sanctions, the possible termination of employment, contractual relationship or other relationship of the offending party with the University, as it deems appropriate under the circumstances.

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 enables its faculty and students to investigate the World broadly and freely in order that its students develop and express their life philosophies and Values with awareness of and concern for others;

- study in undergraduate, graduate and other professional development programs enable students to gain the specific expertise they need to enter professions they can contribute to; and
- programs, teaching and learning 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, 312-263-0456, hlcommission.org.

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

Ottawa University education programs in Arizona are approved by the Arizona Department of Education and the Arizona State Board for Private Post Secondary Education, 1400 West Washington Street, Room 260, Phoenix, AZ 85007, 602-542-5709, <http://azppse.state.az.us>.

Ottawa University business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), www.acbsp.org.

Ottawa University's RN-BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu/ccne.

Ottawa University's Addiction Counseling program is accredited by the National Addiction Studies Accreditation Commission (NASAC), <https://nasacaccreditation.org/accreditation/nasac-accredited-programs/>

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.
- This institution is regulated by The Indiana Board on Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204, 317-232-1320 or 800-227-5695, www.in.gov/bpe.
- This institution is regulated and approved by the Educational Approval Board of the State of Wisconsin, 431 Charmany Dr., Suite 102, Madison, WI 53719, 608-266-1996, www.eab.state.wi.us.
- The institution is regulated and approved by the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Frankfort, KY 40601, 502-573-1555, www.cpe.ky.gov.
- The institution is authorized under federal law to enroll non-immigrant alien students.

Associations and External Relationships

Affiliated with the American Baptist Churches in the USA

American Association of Collegiate Registrars and Admissions Officers

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

NAFSA: 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 (Taui) 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 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 Taui Jones Hall. The first commencement was held in 1879, with the graduation of one student. Throughout its long 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 opened its second residential campus in Surprise, Arizona in 2017.

Ottawa University began its first graduate program in 1987 with the addition of the Master of Arts in Human Resources, offered at the Greater Kansas City campus. The online Master of Business Administration was initiated in 2001. These programs are now offered across APGS (Adult Professional and Graduate Studies) along with a Master of Arts in Counseling, Master of Arts in Education, Master of Accountancy, and Master of Arts in Leadership. Campuses in Arizona and Greater Kansas City 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 Ottawa campus athletic teams are known as the Braves. Members of our Surprise campus are known as Spirit.

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 residential campuses in Ottawa, Kansas, and Surprise, Arizona, and adult campuses in Overland Park, Kansas; Phoenix, Arizona; and Milwaukee, Wisconsin.

ACADEMIC CALENDARS

Adult Professional and Graduate Studies Calendar

		2017-2018	
TERM			
			Classes End 12/9/17
		Spring 1	1/8/18-3/3/18
Summer	6/26/17-8/19/17	Classes Begin	1/8/18
	Classes Begin	6/26/17	MLK Jr. Day - Classes will be held
	Last Day to Add/Drop	7/3/17	1/15/18
	Last Day to Withdraw	8/7/17	Last Day to Add/Drop
	Classes End	8/19/17	1/15/18
			Last Day to Withdraw
			2/19/18
			Classes End
			3/3/18
Fall 1	8/21/17-10/14/17	Spring 2	3/5/18-4/28/18
	Classes Begin	8/21/17	Classes Begin
	Last Day to Add/Drop	8/28/17	3/5/18
	Labor Day - No daytime or evening classes	9/4/17	Last Day to Add/Drop
	Last Day to Withdraw	10/2/17	3/12/18
	Classes End	10/14/17	Good Friday - No daytime or evening classes
			3/30/18
			Last Day to Withdraw
			4/16/18
			Classes End
			4/28/18
Fall 2	10/16/17-12/9/17	Early Summer	4/30/18-6/23/18
	Classes Begin	10/16/17	Classes Begin
	Last Day to Add/Drop	10/23/17	4/30/18
	Thanksgiving Break - No daytime or evening classes	11/23/17- 11/24/17	Last Day to Add/Drop
	Last Day to Withdraw	11/27/17	5/7/18
			Last Day to Withdraw
			6/11/18
			Classes End
			6/23/17

The College Calendar

		2017-2018		
			Last Day to Withdraw	3/25/18
TERM			Good Friday - No daytime or evening classes	3/26/18 3/30/18
Fall	8/21/17- 12/8/17		Final Exams	4/25/18- 4/27/18
	New Student Orientation	8/16/17- 8/20/17	Commencement 10:30 a.m.	5/5/18
	Classes Begin	8/21/17		
	Labor Day - No daytime or evening classes	9/4/17	Early Summer	4/30/18- 6/23/18
	Last Day to Add/Drop	9/5/17	Classes Begin	4/30/18
	Fall Break - No daytime or evening classes	10/5/17- 10/6/17	Last Day to Add/Drop	5/7/18
	Homecoming Weekend	10/21/17	Last Day to Withdraw	6/11/18
	Last Day to Withdraw	11/6/17	Last Day of Classes	6/23/18
	Thanksgiving Break	11/22/17- 11/26/17	Session A	4/30/18- 5/26/18
	Last Day of Classes	12/4/17	Last Day to Add	4/27/18
	Final Exams	12/6/17- 12/8/17	Classes Begin	4/30/18
			Last Day to Drop	5/7/18
			Last Day to Withdraw	5/21/17
Spring	1/8/18- 4/28/18		Last Day of Classes	5/26/18
	Classes Begin	1/8/18		
	MLK Jr. Day - No daytime or evening classes	1/15/18	Session B	5/28/18- 6/23/18
	Last Day to Add/Drop	1/22/18	Last Day to Add	5/25/18
	Spring Break	3/19/18-	Classes Begin	5/28/18

	Last Day to Drop	6/4/18		Labor Day - No daytime or evening classes	9/4/17
	Last Day to Withdraw	6/18/18			
	Last Day of Classes	6/23/18		Last Day to Add/Drop	9/5/17
				Fall Break	10/4/17- 10/8/17
OUAZ-Surprise Calendar				Last Day to Withdraw	11/6/17
		2017-2018		Thanksgiving Break	11/22/17- 11/26/17
TERM					
Pre-Fall		7/31/17- 8/19/17	Spring 1		1/8/18- 3/3/18
	Last Day to Withdraw	8/7/17		MLK Jr. Day - No daytime or evening classes	1/15/18
Fall 1		8/21/17- 10/14/17		Last Day to Add/Drop	1/16/18
	Last Day to Add/Drop	8/28/17		President's Day - No daytime or evening classes	2/19/18
	Labor Day - No daytime or evening classes	9/4/17		Last Day to Withdraw	2/20/18
	Last Day to Withdraw	10/2/17	Spring 2		
	Fall Break	10/4/17- 10/8/17		Spring Break	3/7/18- 3/11/18
Fall 2		10/16/17- 12/9/17		Last Day to Add/Drop	3/12/18
	Last Day to Add/Drop	10/23/17		Good Friday - No daytime or evening classes	3/30/18
	Thanksgiving Break	11/22/17- 11/26/17		Last Day to Withdraw	4/16/18
	Last Day to Withdraw	11/27/17	Post- Spring		4/30/18- 5/26/18
Full Fall		8/21/17- 12/9/17		Last Day to Drop	5/7/18

	Last Day to Withdraw	5/14/18
Full Spring		1/8/18- 4/28/18
	MLK Jr. Day - No daytime or evening classes	1/15/18
	Last Day to Add/Drop	1/22/18
	President's Day - No daytime or evening classes	2/19/18
	Spring Break	3/7/18- 3/11/18
	Last Day to Withdraw	3/26/18
	Good Friday - No daytime or evening classes	3/30/17
Summer 1		5/29/18- 6/23/18
	Last Day to Drop	6/4/18
	Last Day to Withdraw	6/11/18
Summer 2		6/25/18- 7/20/18
	Last Day to Drop	7/2/18
	4th of July - No daytime or evening classes	7/4/18
	Last Day to Withdraw	7/9/18

government of the United States exists to serve its citizens. For over two centuries the Constitution has remained in force because its framers wisely separated and balanced governmental powers to safeguard the interests of majority rule and minority rights, of liberty and equality, and of the federal and state governments. Since 1789, the Constitution has evolved through amendments to meet the changing needs of a nation now profoundly different from the eighteenth-century world in which its creators lived.

To encourage all Americans to learn more about the Constitution, Congress in 1956 established Constitution Week, to begin each year on September 17th, the date in 1787 when delegates to the Convention signed the Constitution. In 2004, Senator Robert C. Byrd of West Virginia included key provisions in the Consolidated Appropriations Act of Fiscal Year 2005 designating September 17th of each year as Constitution Day and requiring public schools and governmental offices to provide educational programs to promote a better understanding of the Constitution. Ottawa University campuses recognize Constitution Day with an activity or display of their choosing.

Constitution Day

September 17 is Constitution Day and Citizenship Day (Constitution Day). This day commemorates the September 17, 1787, signing of the United States Constitution. Written in 1787, ratified in 1788, and in operation since 1789, the United States Constitution is the world's longest surviving written charter of government. Its first three words — "We the People" — affirm that the

ACADEMIC POLICIES

Transfer Policy and Accreditations

Ottawa University values a student's previous coursework and is concerned that no student be penalized in the process of transferring.

Undergraduate Policies:

Students must submit official transcripts from all colleges and universities attended to the University Registrar. Courses completed successfully at regionally accredited institutions of higher education are accepted at face value. Courses completed successfully at other specific institutions with CHEA-recognition are also accepted at face value (see currently accepted listing below). A maximum of 80 credit hours of lower division credit is accepted in transfer towards a bachelor's degree. Credit is not accepted for credit by assessment from another institution. See the list below for accepted accreditations. Exceptions to accepted accreditations are covered through corresponding articulation agreements. Coursework is transferred as if it had been taken at Ottawa University. Semester credit hours are given for all passing grades, including D's. Although accepted in transfer, not all courses with D's fulfill specific degree requirements. Semester credit hours are not transferred for participation in varsity sports, remedial, or developmental courses. A maximum of four credits is accepted towards graduation requirements for courses deemed as skillbuilding (typing, word processing) or activity areas (softball, tennis, band, dance, etc.).

Ottawa University also recognizes the value of previous academic, professional, and community experiences. In addition to direct transfer, students may earn credit hours through other options such as credit by examination, credit by evaluation, military credit, and credit by assessment. Students utilizing veteran's educational benefits must submit all educational, vocational, and military transcripts for evaluation. Prior credit will be granted as appropriate.

Credits are awarded for 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 recommendation of the American Council on Education (ACE), wherever applicable. Students who seek to transfer credit by examination must request official score reports be sent directly to the University Registrar. A maximum of 32 credits is accepted for credit by examination.

Students may choose to earn credit for prior learning by working through a process established by the Council on

Adult and Experiential Learning (CAEL). A maximum of 40 credits is accepted for this type of credit by assessment.

Credits recommended from the American Council of Education (ACE) for non-collegiate training programs transfer directly, provided that the student submits official documentation of completion to the University Registrar.

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 training and registries and other professional training programs.

Ottawa University transfers directly all associate and baccalaureate military credit evaluated by ACE. Students should submit their AARTS or SMART transcript to the University Registrar.

Graduate Policies:

Students may transfer courses completed at a regionally-accredited institution with a grade of "B" or better and not older than 7 years as follows:

9 semester credit hours for a 36-44 hour degree; 12 semester credit hours for a 45-50 hour degree; and 15 semester credit hours for a 60 hour degree. Additional hours may be transferred into Ottawa University graduate programs of 50 semester credit hours or more with departmental approval.

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 professional counseling program.

Graduate credits recommended from the American Council of Education (ACE) for non-collegiate training programs transfer directly, provided that the student submits official documentation of completion to the University Registrar.

International Students:

Students with foreign credentials should have their credentials evaluated by a member of the National Association of Credential Evaluation Services or contact Kim Rieken, Assistant Director of International Programs at 913-266-8606.

ACCEPTED ACCREDITATIONS

Middle States Commission on Higher Education

New England Association of Schools and Colleges
Commission on Institutions of Higher Education

New England Association of Schools and Colleges
Commission on Technical and Career Institutions

The Higher Learning Commission

Northwest Commission on Colleges and Universities

Southern Association of Colleges and Schools
Commission on Colleges

Western Association of Schools and Colleges Accrediting
Commission for Community and Junior Colleges

Western Association of Schools and Colleges Accrediting
Commission for Senior Colleges and Universities

Association for Biblical Higher Education Commission on
Accreditation

Association of Advanced Rabbinical and Talmudic
Schools Accreditation Commission

The Association of Theological Schools in the United
States and Canada Commission on Accrediting

Transnational Association of Christian Colleges and
Schools Accreditation Commission

Accrediting Council for Independent Colleges and
Schools

Distance Education and Training Council Accrediting
Commission

American Board of Funeral Service Education

Transcripts

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

Transcripts will not be issued until the original, official, signed grade lists corresponding to the courses noted have been received by the University Office of the Registrar or grades have been entered by faculty through the My Ottawa portal.

Students may also request electronic transcripts to be sent to other institutions or recipients. All official transcripts may be ordered by clicking on the "Request Transcript" link found at www.ottawa.edu. Orders are processed through our transcript partner, Parchment.

\$10 is assessed for each electronic transcript and \$15 for mailed transcripts. Additional fees are charged for expedited processing and shipping. Processing time for

electronic transcripts is normally 1-2 business days and 2-3 business days for mailed transcripts.

Ottawa University Degrees

The University offers the following degrees:

Bachelor of Arts

Bachelor of Science

Bachelor of Science in Nursing

Bachelor of Music

Bachelor of Music Education

Master of Arts in Counseling

Master of Arts in Education

Master of Accountancy

Master of Arts in Human Resources

Master of Arts in Leadership

Master of Business Administration

Second OU Bachelor's Degree

Students may seek a second undergraduate degree from Ottawa University, after having received a Baccalaureate Degree from OU, if the degree and major are different from that originally earned. The student must:

1. Complete the application form and pay the requisite application fee;
2. Complete a minimum of 30 unduplicated semester credits in residence beyond the first bachelor's degree;
3. Complete all required courses and credits for the major;
4. Complete a minimum of 44 hours of upper division credit between the two degrees if not already fulfilled;
5. Successfully complete all courses required for the second degree with a grade of "C" or higher;
6. Successfully complete any other requirements for the degree as established by the governing School.

Multiple Majors

To earn multiple majors within the same Baccalaureate Degree classification, a student must:

- Complete all requirements in each major
- Complete all core courses for each major; and
- Complete a separate capstone course, senior

comprehensive examination, or portfolio for each of the majors.

To earn a double major when the second major is not within the same Baccalaureate Degree classification as the first major, a student must:

- Obtain a double major form from the registrar office and petition their academic advisors for each major to receive authorization to complete a second major
- Complete all requirements in each major
- Complete all core courses for each major [Courses may not be duplicated between majors, with the exception of business foundation courses.]; and
- Complete a separate capstone course, senior comprehensive examination, or portfolio for each of the majors.

Note: pursuit of a second major will not mean conferral of a second degree – BA, BS, BM, etc.

Example: A student wants to pursue a dual major in Accounting (BA) and Finance (BS).

The student would obtain the double major form from the registrar's office and would meet with the accounting academic advisor and the finance academic advisor for signatures.

In the course of this approval process, the student will identify the primary degree (BS or BA) and related major, which would be printed on the student's diploma.

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

Course Load

The College, OUAZ-Surprise, and

Adult Professional and Graduate Studies

Undergraduate Coursework

Full-time is at least 12 semester credit hours within the 16 week semester

Part-time is less than 12 semester credit hours within the 16 week semester.

Graduate Coursework*

Full-time is at least 9 semester credit hours within the 16 week semester

Part-time is less than 9 semester credit hours within the 16 week semester.

(*Students using the GI Bill® will be certified as full-time if enrolled in at least 4.5 credit hours during the 8-week term.)

Grading

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

Grade Quality Points

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
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

No Credit

A grade of No Credit (NC) may be assigned by the instructor of record when a student has participated in at least fifty-one per cent (51%) of a term/course. However, any subsequent change of the NC to a letter grade may only take place within one calendar year after the end of the term in which the course was originally offered and with the following criteria:

- Student was unable to complete the course requirements due to extreme circumstances beyond the student's control (death in the family, etc.) The NC can

also be applied to students approved for an ADA Disability Accommodation dealing with automatic time extensions past regular assignment deadlines that include the need for extended time beyond the end-of-the-term after verification of the accommodation with the Disabilities Services Coordinator.

- Sole responsibility to successfully complete and submit remaining class requirements for evaluation by the instructor of record belongs to the student.
- An "NC" means that the student has committed to finishing course requirements within one year after the completion of the term and has provided rationale in writing to the instructor prior to the end of the term in which they were enrolled.
- For a grade of "NC" to be changed to a letter grade the student must successfully complete all course requirements as determined by the instructor of record.
- If the grade of "NC" is not changed by the instructor of record within the one year deadline, then the grade of "NC" will become a permanent part of the student's academic record.

Grade Changes

Grade changes are allowed up to one year from the date of the original enrollment.

Attendance

Ottawa University believes that students who are actively engaged in their class(es) do better than those who are not. Because of this, instructors record attendance for all enrolled students and student grades may be negatively impacted due to lack of attendance. This is also done for financial aid purposes, since the institution is required to verify student attendance. If it is unavoidable that a class session or coursework is missed, students are expected to do the following:

- Contact the instructor prior to or immediately after the absence to discuss missed assignments and subsequent expectations.
- Make-up work is at the discretion of the instructor. If make-up work is allowed, it must be turned in as stipulated by the instructor.

Attendance at an Academically Related Activity is defined by the Department of Education as:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and student;
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction;

- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Just as important as defining what DOES qualify, is what does NOT:

- Living in institutional housing;
- Participating in the institutions meal plan;
- Logging into an online class without active participation; or
- Participating in academic counseling or advisement.

Note – a student's certification of attendance that is not supported by institutional documentation is not acceptable to establish a last date of attendance.

In order to gain the most benefit from the attendance information and to help identify and retain students who may be experiencing difficulties, the following action(s) will be taken by Ottawa University in the event that a student ceases to participate:

1.

Any student who has no attendance recorded during the first two weeks of a term will be administratively withdrawn as a no-show. All charges will be reversed and no record of the enrollment will appear on the transcript.

- a. Students who are enrolled in class(es) that start beyond the first two weeks will be administratively withdrawn if they fail to participate on the first night of class.

2.

Ottawa University will attempt to contact any student who begins attendance in a course but has no attendance recorded for 14 calendar days in order to determine the student's intentions.

- a. An email will be sent to the students reminding them of the attendance policy and encouraging them to re-engage in class.

Students who are not going to continue participating in their course(s) are encouraged to withdraw themselves at the earliest opportunity.

1.

Ottawa University will administratively withdraw any student who has no attendance recorded for 21 consecutive calendar days.

- a. An email will be sent to the students notifying them of their withdrawal from the course(s).
- b. Students whose last date of attendance is in the 5th week (or later) of an 8 week term will not be administratively withdrawn for lack of participation.
- c. Students whose last date of attendance is in the 12th week (or later) of a 15 week Semester will not be administratively withdrawn for lack of participation.

2.

The tuition charges assessed to the student will be determined using the students reported last date of attendance in accordance with the Ottawa University refund policy.

- a. Additional refund calculations may be necessary for any students receiving Federal Financial Aid.

Add/Drop Courses

The College and OUAZ-Surprise

Students should check the Calendar for applicable add/drop/withdrawal dates.

Adult Professional and Graduate Studies

Courses may be added or dropped, with advisor and/or instructor approval, if done within 6 business days of the beginning of the term. Students wanting to drop courses should first consult their instructor and their academic advisor. Drops may be done through the My Ottawa portal. Students may drop courses during the first 6 business days without a notation appearing on the official transcript. After the first 6 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. Students may not withdraw from courses after 75 percent of the term has elapsed.

Repeating Courses

University-wide

Students may repeat courses in an effort to improve their grade point average, or as necessary, to meet degree requirements. Courses that are similar in nature are reviewed for overlap in content and possible duplication and consideration as a repeat. The most recent attempt is calculated into the grade point average. All course entries remain on the transcript.

Withdrawal from the University

The College and OUAZ-Surprise

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 Professional and Graduate Studies

Students wishing to officially withdraw from the University's domestic locations should notify the University Registrar. International students should contact the Dean of International Programs.

Military Deployment

Ottawa University is committed to providing quality education and support to members of the military community. We recognize that military life is often unpredictable and there may be times when military obligation interferes with a student's ability to complete courses.

The following options exist for students called to active duty or deployed from their normal duty stations during an academic term/semester. Routine trainings and field exercises are NOT considered deployments under this policy.

COURSE DROPS

- Standard academic policy will be followed for students deployed during the published drop period for the term/semester.
 - Students may drop courses during the stated periods without incurring any charges. Dropped courses will not appear on the student's transcript.
 - Students are responsible for completing the Course Drop Form through the student portal, no additional documentation is required.
 - Service members using Federal Tuition Assistance must also notify their branch's Education Office.
- WITHDRAWAL AFTER DROP PERIOD**
- Note: The option to withdraw after 75% of the term/semester (Week 6 for 8-week terms and Week 11 for semesters) is only available to students under this policy.
 - Transcripts will indicate the withdrawal was due to Military obligation as a transcript note.

- The standard refund policy for the term/semester, found in the University Catalog, will be followed. The institutional refund policy for drops/withdrawals from scheduled courses is based on the student's Last Date of Attendance in the given course.
- Students using Federal Financial Aid need to be aware that upon withdrawal of all credits in a given term, Federal and Institutional refund calculations will be completed and pending financial aid disbursements canceled. Students should contact the Director of Financial Aid at 602-749-5120 with any questions regarding the Federal Financial Aid refund process.
- Service members using Federal Tuition Assistance must also notify their branch's Education Office.
- Required Documentation: students must submit a copy of deployment/mobilization orders and a signed copy of the Ottawa University Military Deployment Policy within 5 business days to their Academic or Adawee Advisor, who will notify the VA Certifying Official and the Registrar.
 - Documentation signed by student's Commanding Officer may be accepted if orders are unavailable. NO CREDIT (NC) OPTION
- A grade of "NC" may be assigned by the instructor when a student has participated in at least 51% of a term/course.
- For a grade of "NC" to be changed to a letter grade, the student must successfully complete all course requirements as determined by the instructor of record.
 - Sole responsibility for completing and submitting class requirements belongs to the student.
 - If the grade of "NC" is not changed by the instructor within one calendar year from the end of the original course, the "NC" will become a permanent part of the student's academic record.
 - Students using Federal Tuition Assistance through the Military need to be aware of the policy for their Branch of Service regarding the replacement of incomplete (No Credit) grades.
 - Army & Air Force: within 120 calendar days of course end date
 - Navy, Marine Corps & Coast Guard: within 6 months of original course completion date
 - Service members using Federal Tuition Assistance must also notify their branch's Education Office.
 - Required Documentation: students must submit a copy of deployment/mobilization orders and a signed copy of the Ottawa University Military Deployment Policy within 5 business days to

their Academic or Adawee advisor, who will notify the VA Certifying Official and the Registrar.

- Documentation signed by student's Commanding Officer may be accepted if orders are unavailable.

Graduate Standards of Progress

The term "standards of progress" defines a minimum standard of progress that the University expects graduate students to achieve as they work toward their educational goals. To be eligible for continued enrollment in good standing, a student must maintain the standards noted below:

- Grade Point Average (GPA)
 - Maintain a cumulative "B" (3.0) average in their graduate program. A satisfactory level of academic achievement is determined on the basis of the student's cumulative grade point average calculated on the basis of all graduate work attempted. A student is in academic good standing only if his or her cumulative grade point average is 3.0 or higher.
 - Students granted provisional admission due to GPA issues must successfully complete 12 semester credit 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 (see acceptance letter) must meet all other requirements outlined in their provisional acceptance by the completion of 12 semester credit hours in order to be granted full admission.
- Deficient Grades
 - A student may receive no more than two grades of "C." A graduate course in which a grade of "C" was received may be repeated, but a student must repeat any graduate course taken for which a grade of "D" or "F" was received. If a student withdraws from a "repeated" course, it may be taken again. In situations where the course needed to be repeated is no longer available or offered, a similar course may be substituted with the approval of the program director, however, the student's ability to retake a course may be limited by curriculum changes or academic policy changes. Regardless of the GPA, a student will not be allowed to graduate with a final grade of "D" or "F" in any course required for the degree or certificate.
- Sufficient Progress
 - Students must complete no less than six hours of applicable credit within each year after enrolling in the program to be considered an active student.

- The maximum time frame to complete a 36-semester credit hours program is five years.
- The maximum time frame to complete programs exceeding 36 semester credit hours is seven years.
- Inactive students wishing to re-enter the program must consult with the program director for approval and will be subject to any curriculum changes that have occurred since their last enrollment.
- A student who does not attempt any coursework in an academic year will be required to participate in an abbreviated reapplication process as outlined by the division.

Students who fall below the minimum standards of progress are subject to the following actions: academic probation, dismissal from the degree program, or be required to reapply to the degree program. Please see below for additional details regarding these actions. Students are advised to contact their financial aid advisor for information as to how these situations may potentially impact their financial aid.

Academic Probation

The following situations may be grounds for academic probation:

- A second “C” in the second course in the program
- A student who fails to maintain a cumulative “B” (3.0) average
- A student who earns a “D”
- A student who earns a “F”

A student may be placed on academic probation for no less than one semester or term. The student will remain on academic probation until he or she obtains a cumulative average of 3.0 or higher. A student who does not demonstrate academic progress will be dismissed. A student may be placed on probation a second time, but will be dismissed if a third probation would be necessary. The probationary status permits the student to continue in the program while working with his or her academic advisor to address deficiencies and take corrective action for improvement. A student placed on academic probation is considered active in his/her degree program; however, the student may not register for more than six semester credits per term while on probation. The student may be restricted to registration in fewer credits at the program director’s discretion.

Academic Warning, Probation, and Dismissal

The College and OUAZ-Surprise

A student’s academic performance is monitored to assure he/she is making satisfactory progress towards graduation. Students must meet the following criteria in order to be considered to be making satisfactory progress:

Total Number of Semester Credit Hours Attempted	Cumulative GPA
0 – 23.99	1.60
24 – 53.99	1.80
54+	2.00

Students who fall below the cumulative GPA criteria noted above or fail to earn 75% of the semester credits for which they have enrolled, will be placed on academic probation.

Students who meet the cumulative GPA criteria noted above, but whose session GPA is below a 2.00, will be placed on academic warning. Two consecutive semesters of academic warning will result in intensive advising requirements.

Students whose cumulative GPA falls below a 1.00 will be academically dismissed. Students who have been on probation and have failed to make the necessary improvements in their academic performance will be dismissed. Students may appeal dismissal decisions by petitioning the Academic Dean.

APGS: Undergraduate

A student’s academic performance is monitored to assure he/she is making satisfactory progress towards graduation. Students must meet the following criteria in order to be considered to be making satisfactory progress:

Total Number of Semester Credit Hours Attempted	Cumulative GPA
0 – 23.99	1.60
24 – 53.99	1.80
54+	2.00

Students who do not meet the criteria noted above will be placed on academic warning. Two consecutive semesters of academic warning will result in intensive advising requirements.

Students who have been on probation and have failed to make the necessary improvements in their academic performance will be dismissed. Students may appeal dismissal decisions by petitioning the Academic Dean.

Students who attempt LAS 30012 or LAS 20010 two times and do not successfully complete this initial class within

those attempts, will be dismissed from the program. If the student drops the course within the add/drop period, it is not considered an attempt. Withdrawals are considered valid attempts. Students may appeal their dismissal in writing to the Academic Dean.

Students who withdraw or fail all other course enrollments in any two consecutive terms will be placed on academic probation. Failure to earn any credit in the third term for which the student enrolls will result in dismissal from the University for a period of one year. Students wishing to return must appeal in writing to the Academic Dean.

Students whose cumulative GPA falls below a 1.00 will be academically dismissed if circumstances are other than those noted in the two preceding paragraphs.

Academic Reinstatement

The College and OUAZ-Surprise

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 fewer than 75 percent of the semester credit hours for which he/she enrolled for two consecutive semesters.

A student who has been dismissed for academic reasons may submit a petition for reinstatement to the Office of the Registrar for submission to the Academic Dean. 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 dismissal. Failure to remove probation in the time allotted may result in academic suspension from the University.

Adult Professional and Graduate Studies

A student who has been dismissed or withdrawn by action from the University may submit a petition for reinstatement to the Academic Dean. After review with the School Dean, 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 ability to resume successful study in the University.

Academic Renewal

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. This petition must be made and approved prior to entry/re-entry. For transfer students, only grades of A, B, and C will appear on the official transcript. Transfer credit accepted under this provision will be hours of credit only, with no calculation into the GPA. For students re-entering Ottawa University, all grades will remain on the transcript but grades of D and F will count in attempted and earned hours, as applicable, with no calculation for these grades into the GPA. This policy applies only to coursework from regionally accredited institutions and to degree-seeking students. Students should note that application of this policy may result in less earned hours towards graduation but will generally improve the overall GPA. However, all previous credits and grade points will be used in determining eligibility for honors.

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-level courses
7001 to 8993 are graduate-level courses

5000 to 6000 are dual-credit undergraduate/graduate credit

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:

0 – 23.99 semester credit hours	First Year
24 – 53.99 semester credit hours	Sophomore
54 – 91.99 semester credit hours	Junior
92 + semester credit hours	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 or semester credit limitations that may apply. Special students are not eligible to receive Title IV federal financial aid.

Complaints

In compliance with federal regulations as interpreted by the Higher Learning Commission, the University maintains a record of complaints sent by enrolled students to the president, vice presidents, provosts, and academic deans. 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

NOTE: Within 10 days of the final resolution of the grievance, the Academic Dean (or CE) must report the details of the grievance to the University Registrar. The University Registrar will maintain an official record of all grievances filed with the University.

Military students have an additional option, as follows:

The Department of Defense provides the Postsecondary Education Complaint System which provides a centralized online reporting system for service members and their families to use in reporting problems with education institutions. Agency partners including the Departments of Veterans Affairs and Education are also launching online feedback tools providing a centralized system for veterans, service members and eligible family members to file student complaints.

Students can submit a complaint if they believe their school is failing to follow the Principles of Excellence through the centralized online reporting system accessed via the Department of Defense website. Examples of education-related issues may include, but are not limited to, misrepresentation or deceptive actions with regards to private or institutional loans, high-pressure recruitment tactics, false representations about degree programs, and misleading statements regarding accreditation.

The complaint system is part of the President's Executive Order establishing Principles of Excellence for educational institutions serving Service Members, Veterans, Spouses, and other Family Members; designed to empower beneficiaries to report experiences related to misleading or unfair acts or practices by educational institutions serving veterans, service members and their families.

Military-connected students using Tuition Assistance (TA) or Military Spouse Career Advancement Accounts (MyCAA) Scholarships can submit feedback at: www.militaryonesource.mil/deployment-and-transition/separating-from-the-military?content_id=287986. Once a complaint is received, agency staff will contact both the student submitting the complaint as well as the referenced school, working with both parties to fully understand the issue raised and seek resolution.

All verified cases will be submitted to the Federal Trade Commission's Consumer Sentinel Network accessible by over 650 federal, state and local law enforcement agencies for use in enhancing and coordinating law enforcement investigations. Appropriate cases will be referred to the Department of Justice and/or Consumer Financial Protection Bureau.

State of Kansas Complaint Procedures

Should the institution not be able to resolve the student complaint, the student has the right to contact the state of Kansas and its appropriate agency to determine the course of action. Complaints can be filed with the following agencies in Kansas:

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (www.kansas.gov/agencies/ and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (<http://ag.ks.gov/in-your-corner-kansas/home>)

State of Arizona Complaint Procedures

If the student complaint cannot be resolved after exhausting the Institution's grievance procedures, the students may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The state Board Address is:

1400 W. Washington, Room 26

Phoenix, AZ 85007

Phone: 602-542-5709

Website: www.azppse.gov

State of Wisconsin Complaint Procedures

Educational Approval Board

431 Charmany Drive, Ste. 102

Madison, WI 53719

Phone: 608-266-1996

State of Indiana Complaint Procedures

101 West Ohio Street, Ste. 550

Indianapolis, IN 46204-1984

Phone: 317-464-4400

Email: complaints@che.in.gov

Higher Learning Commission (HLC)

Allegations regarding noncompliance with accreditation standards, policies, and procedures may be made to:

HLC

230 South LaSalle Street

Suite 7-500

Chicago, IL 60604

The Commission's complaint policy, procedure and the Complaint form may be found on their website, www.hlcommission.org/Student-Resources/complaints.html?highlight=WyJjb21wb.

Standards of Student Conduct

Academic Honesty, Academic Grievances, and Standards of Behavior

I. Academic Honesty

Academic Honesty means, at the minimum, that work submitted by a student or the taking of examinations by the student is the original work of that student. Ottawa University does not condone any form of dishonesty. Academic dishonesty includes cheating on examinations or assignments (including any attempt to give or obtain assistance in a formal academic exercise without prior authorization and due acknowledgment), using student's original work for more than one course without prior approval from the instructor; representing the work of another as one's own; plagiarism; the falsification of data, information, or citations in any formal academic exercise; providing false information to an instructor concerning a formal academic exercise, and/or supplying 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/ or dismissal from the University.

If academic dishonesty is suspected, the instructor of the course will make recommendation to the appropriate Academic Dean for action. The Dean will work with the instructor to seek resolution of the incident, including conference with the student to review evidence and related materials. The Dean will make the decision concerning penalties for the student accused of academic dishonesty, which may include failure in the course, withdrawal of semester credits, and/or dismissal from the University.

II. Academic Grievance Policy & Procedure:

Purpose and Philosophy

Ottawa University's academic grievance policy is established to create an atmosphere wherein concerns about whether or not students have been treated fairly in the academic environment can be resolved. The University endeavors to address both the letter and spirit of academic policies and procedures.

Ottawa University's philosophy concerning the academic grievance process advocates 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. If a student believes that an instructor has been unfair in grading, assessing student performance, or any area affecting academic performance, the matter should be resolved either informally or formally. Initially, when and wherever possible, parties should demonstrate a full and honest effort to resolve concerns informally, with minimal intervention by the University. Historically, at Ottawa University, most problems have and can be resolved through the two sequential steps described below through "informal resolution."

Informal Resolution

Students who believe their academic success has been compromised by a faculty member or other University instructor are encouraged to take the initiative to meet with the instructor to resolve the issue in question. The student should inform his/her Academic Advisor/Adawee Advisor/Mentor of this step. More than one meeting may be required to enable either the student or instructor to gather appropriate related data or materials. Every effort should be made to resolve any concerns at this level, as instructors have 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 should the student elect not to contact the instructor, the student should then contact his/her advisor for assistance. The student shall take this step promptly, preferably within one week of identifying the grievance. Assistance by the advisor may take a number of forms, including additional clarification to remedy miscommunication or misunderstandings. 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

Only after significant effort has been pursued to resolve the issue through the informal process, will a formal resolution be initiated. 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 will follow this grievance policy, as appropriately determined by the University and circumstances allow. Small campuses may need to modify the review process in order to serve the student effectively and in a timely fashion. The organization of the formal grievance procedure will proceed according to the general principles below:

- The procedure will be "user friendly."
- The procedure will preserve and protect the confidentiality, integrity and human dignity of all parties.
- The procedure will endeavor to ensure due process for all involved parties.
- The procedure will seek to prevent any conflicts of interest.
- The procedure will be designed to support fairness and impartiality.
- Formal grievances should be submitted in writing.
- The student should describe the circumstances surrounding the issue or incident and provide any evidence in support of the concern that the student has available.
- At the discretion of the Academic Dean a committee or panel of at least three University personnel will hear the case. The committee will not be authorized to make or develop University policy. The panel will typically include (1) the Dean or designee, (2) a member of the faculty and (3) a non-related student advisor. The Dean will identify a committee Chair out of the three committee members.
- At the discretion of the Dean, faculty members may be full-time faculty and/or adjunct faculty. As part of the process, the committee chair must ensure that members of the grievance review committee will review all aspects of the grievance in an impartial manner to allow fairness for all parties.
- The Grievance panel will function only as a body and its members will have no individual authority on the matter before the panel.
- A lack of timeliness on the part of a party will not interfere with the proper investigation of a concern or with appropriately resolving the matter in question.
- Any employee or contractor of the University who 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 may be subject to disciplinary action or termination.

Procedure for Formal Resolution

A student who wishes to pursue a formal grievance should submit a written formal grievance with the Academic Dean within ten (10) days of exhausting the informal resolution process.

Upon receiving the formal grievance, the Dean will appoint a grievance review committee as described above. The committee will contact (in writing) the involved parties explaining the process to be used in examining the grievance. In a timely fashion, after gathering the necessary information, the committee will begin its review of the issue. The student and faculty member will be provided an opportunity to present their individual perspectives of the circumstance either in person or in writing, and the committee will endeavor to make a decision in a timely fashion. The committee Chair will communicate the decision (in writing), to the involved parties. The chair will be responsible to maintain a log of all activities of the grievance review committee. This log will include minutes of meetings and all actions taken.

Appeal: Either party may submit a written petition to the Academic Dean appealing the committee decision. This should be done as soon as possible, typically within no more than ten (10) business days after the committee decision is made and communicated to the involved parties. The Dean will review the committee decision and gather any additional information found to be necessary for the appeal review.

Within 10 working days after completing the appeal review process, the Dean will make a final decision concerning the appeal and communicate it, in writing, to the involved parties.

The decision on appeal is final. In the event that the Dean is involved in the dispute, the process described above will be followed with the Campus Provost or Vice President of APGS appointing a university official to serve as the chair of the initial grievance review committee.

NOTE: Within 10 days of the final resolution of the grievance, the Academic Dean must report the details of the grievance to the University Registrar and University Complaints Officer. The University Registrar will maintain an official record of all grievances filed with the University.

If the student complaint cannot be resolved after exhausting the University's grievance procedure, the student may file a complaint with their respective state agency.

III. Student Standards of Behavior

Code-of-Conduct Policy

Education for individual development is the central focus of the University experience. The aims and objectives of the University permeate this general theme and provide the context for university regulations. The University maintains a "Code-of-Conduct Policy" to protect and support any member of the Ottawa community who believes he/she may have been compromised as described below:

Code of Conduct: All members of the Ottawa University Community are responsible for sustaining the highest ethical standards of the University, and of the broader communities in which it functions. The University values honesty, trust, fairness, respect and responsibility and strives to integrate these values into its teaching, research and business practices. It is the intent of the Code of Conduct and Ethics to protect academic freedom, a collegial atmosphere, teaching and scholarship; to advance the mission of the University; and to help preserve the highest standard of business dealings.

Student Behavior

Appropriate and orderly behavior is expected of all students. First, the University is a Christian liberal arts and professional studies institution. This definition particularizes the aims and expectations of the members of the University community and underlies the standards and policies of the institution. Second, the University regulations are designed to provide maximum opportunity for out-of-class learning and student development. Third, although the adult campuses are not residential in design, the University's 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 University 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:

1. To maintain order and not tolerate behavior that impinges upon the freedom, humanity, and privacy of other persons.

2. To maintain a way of student life that is physically and psychologically healthy.
3. To protect the University from behavior that threatens its ability to exercise its responsibility and to achieve its educational mission.
4. To preserve satisfactory relations with the larger University constituency so that The University can marshal the necessary resources to devote its attention to its primary mission and tasks.

With this in mind, The University assumes that students are responsible members of the University community. Students at the University 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 is inconsistent with the Christian or academic traditions and standards of the institution are subject to disciplinary action. Students whose behavior is disruptive, threatening, or compromises the safety, integrity, or humanity of others will not be tolerated. The University reserves the right to impose sanctions up to, and including, expulsion from the institution in these instances. Unless otherwise specified, the following actions are prohibited at any time during which the person is a student at the University regardless of whether or not classes are in session, whether on University property or at other places:

1. All forms of dishonesty including cheating, plagiarism and supplying false information, as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.
2. Theft of or damage to the property of another person or of the University, as well as receiving, retaining or disposing of the lost or mislaid property of another person or of the University.
3. Unauthorized entry, use or occupation of University facilities, as well as the unauthorized possession, duplication or use of keys to any University facility.
4. Physical, verbal or written harassment or abuse of another person, including sexual harassment, as well as threatening or attempting to inflict personal injury, or creating a substantial risk of such injury, to another person, or any violation of the University's policy regarding prohibited discrimination, harassment and/or retaliation.
5. Misusing or tampering with fire alarms, fire-fighting equipment or safety equipment.
6. The unauthorized or illegal selling, purchasing, producing, or possession of any lethal weapons, explosives, fireworks, or incendiary devices.
7. Engaging in illegal activity.
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. Any other violation of the University's policy regarding prohibited drug and/or alcohol 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 other unlawful deviant behavior.
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 University facilities, motor vehicles and off campus University events.
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. Using access codes or other telephone software elements to create harassing, threatening, racial, or lewd message received by others and/or enable the calling party to have a call inappropriately billed to another party.
16. Tobacco use in any building on campus except where authorized.
17. 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 Executive.

University Action and Student Due Process

If a student is believed to be in violation of any of these behavior policies, the student will be notified by the Residential Dean of Students or APGS Campus Manager or his/her designee of the alleged violations, the date and time for the conference meeting, and the appointment details to review the circumstances of the incident. A

Student Conduct Administrator will be appointed to determine if a violation has occurred. At the meeting or through documents presented in advance, the student is allowed to present information or evidence on his/her behalf. If the accused student should so desire, one additional person is allowed to attend the meeting for personal support; however, that additional person may not formally speak during the meeting. After the meeting, the Conduct Administrator will determine whether, by a preponderance of the information, a sanction is warranted, which may include remedies, resolutions, or penalties. The University reserves the right to suspend or dismiss a student for a specific period of time, or permanently separate the student from the University as a result of student behavior violation. Following the meeting, the student will be notified of the University's decision in a timely fashion, usually within 10 business days. The student is limited to one appeal. All student behavior-related disciplinary decisions or sanctions may be appealed one time. To do so, the student must submit the appeal in writing within three (3) business days of the decision to the Dean of Student (residential) or Associate Provost (APGS) or designee of either.

ADMISSION - UNDERGRADUATE

See Academic Policies for Transfer Policies

The College and OUAZ Surprise

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 with the requisite application fee (\$25 undergraduate, \$50 graduate). Applications are available online at www.ottawa.edu.
2. 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. Students applying for graduate programs should submit an official transcript from the institution where they earned their bachelor's degree only.
3. Students are required to report attendance at, and request official copies of transcripts, from all colleges/universities previously attended (including dual credit, or any college credit earned prior to graduation from high school) be sent directly to the registrar at their respective campus. Hand-delivered or transcripts issued to students are not considered official transcripts.
4. Although not required, students are encouraged to 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. These scores may be required for athletic eligibility.

First-Year Students

Factors considered for admission:

- College preparation course work and corresponding GPA
- ACT/SAT scores
- Class Ranking

First-year student athletes must meet two of the following: have a minimum high school GPA of 2.0, be ranked in the upper 50 percent of their class, or an 18 composite score on the ACT or SAT equivalent.

Transfer Students

Factors considered for admission:

- College coursework and corresponding GPA
- Academic earned-to-attempted percentage

Non-High School Graduates

Factors considered for admission:

- GED score.
- Alternative high school equivalency exams as accepted by the student's home state. Minimum scores determined by each individual state.
- ACT/SAT scores (required only for scholarship purposes)

Provisional Admission

Students who have applied for admission to Ottawa University and who do not meet standard admission requirements will be referred to the admissions committee for further review and action. Students granted provisional admission must meet requirements outlined in their provisional acceptance.

Re-admission of Former Students

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, Adawe Advisor, and Office of the Registrar is required for readmission. Any student returning after three years of non-attendance becomes subject to the catalog and program in effect at the time of the student's re-entry.

Admission Committee

The College admission committee is comprised of the Academic Dean and three faculty members. The OUAZ-Surprise admission committee consists of the Academic Dean, the Dean of Students, and a member of the faculty. The admission committee reviews applications from students who fail to meet admission standards and makes recommendations relevant to their admission.

Program for Occasional Students

Persons desiring to receive instruction in any particular department of The College or the Surprise residential campus 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, 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. Students enrolling under this status are considered non-degree seeking and are therefore not eligible for financial aid. Additional information as well as application forms may be obtained from the Office of Admissions.

Campus Visitation

Prospective students are encouraged to make a campus visit 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 Ottawa University for meals and lodging during their visits. Arrangements should be made by contacting the Office of Admissions at least a week in advance of a proposed visit. Special events 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 admission counselors can be arranged at the student's home, school or church.

Education - Admission - AZ and KS

Application/Exit Processes

Prospective education students are expected to apply to the School of Education within their first two terms at Ottawa. The School acceptance and denial will occur three times a year, October 1st, February 1st, and July 1st. Students who have not been fully accepted into the

Ed-School and continue to take courses are doing so at their own risk. Students will not be able to move forward into their methods core without School Dean or designee approval until fully accepted. Students who are initially denied can reapply one more time if deficiencies are met within one year.

The preferred first course for an education major is EDU 30731 Teaching Profession I or ECE 30100 Early Childhood Foundations. This introductory course provides an overview of the status of education today and affords an opportunity for the teacher candidate to apply for admission to the Teacher Education Program. In this course, the Teacher Education Program Handbook will be distributed and reviewed. Students may also enroll in EDU 31233 Educational Psychology or EDU 33035 Foundations of Schools in a Diverse Society as an entry point as well.

Complete the following:

1. An application to the Teacher Education Program.
2. A cumulative GPA of 3.0.
3. A Basic Skills Assessment.*

Options:

- a) ACT composite score of 24 >
- b) SAT composite score of 1100 >
- c) ETS Core Academic Skills for Educators Exam: Passing scores: Reading 156, Writing 162, Mathematics 150**
- d) CBASE (235 composite in each section English and math**)

Scores must be received by end of 2nd term in Teacher Education coursework to continue program. Students are responsible for scheduling the Core Academic Skills test or taking the CBASE as offered at the University sites. These scores are one element used to evaluate the required basic competencies for teacher preparation.

1. Provide two recommendations completed by a high school faculty member, college faculty member, or professional who can verify candidate's suitability to the teaching profession.
2. Provide faculty or academic advisor sponsorship with licensure/certification pathway understanding form.
3. Earn a grade of "B" or higher in Teaching Profession I or Early Childhood Foundations.
4. Submit background check. A second background check will be submitted prior to student teaching.
5. Submit official transcripts from all higher education institutions attended.
6. Provide a current health certificate to the Teacher Education office (KS).

*Candidates who have attained a Bachelor's degree are exempt from the basic skills assessments.

**If a passing score on the math section is not obtained, but is within 10 points (140 or 225) of the required score (150 or 235) on the first attempt, the student will be required to take a designated (by site) mathematics course immediately. This course will review concepts of math that will be applicable to the student's mathematical deficiencies. The candidate must earn a B or better in the course to be accepted into the Ed-School. If the candidate is below the (>139 224) 10 point passing score range, he/she must immediately take the designated math course, earn a B or better, and retake the math portion of the CORE or CBASE exam showing improvement from first attempt. This should be done within two eight weeks of the non-passing score, in conjunction with guidance from your adviser. Failure to follow through on this requirement will result in a hold on further coursework.

*Special note – CBASE: If the composite passing score is not met in English, the scores (reading and writing) will be examined individually. If one of the scores meets the passing requirement of 235, then only the sub score below 235 needs to be re-taken. If neither score meets the 235 mark, then both subsections will need to be re-taken. The writing section requires both sections be repeated as this score is developed with items from both sections. Please see your advisor for questions.

Transition 2: Admittance to Student Teaching

The teacher candidate at Ottawa University may student teach only after s/he has made application to her/his advisor and received final approval.

Prospective student teachers will attend an orientation meeting. Information will be posted on the portal regarding specific dates.

A teacher candidate's application will be accepted for student teaching if s/he has:

1. been accepted into the Teacher Education Program.
2. met Basic Skill exam requirements.
3. completed or will have completed all required coursework prior to the first day of Student Teaching.
4. a grade of "C" or better in all Pre-Professional/Professional Education and content area coursework, excluding Teaching Profession I/Early Childhood Foundations grade requirement of "B" or better.
5. a GPA of 3.0 or better in all Pre-Professional/Professional Education and content area coursework.
6. a cumulative GPA of 3.0 or above.
7. fingerprint clearance (AZ)/updated background check (KS) on file.
8. licensure/certification exams taken prior to the student teaching term. KS: take the PLT and required content area exam (PRAXIS II) as required for state licensing. AZ: take and pass the content area exam as required for state certification.
9. current health certificate (KS).
10. liability insurance.
11. completed 20 hours of community service and turned in appropriate form.
12. completed faculty reference form via survey.

Student Teaching Approval Process

Once a candidate makes application for student teaching, the following occurs:

- A candidate's file is reviewed by their advisor to determine if all requirements have been met.
- An application is presented to the Office of Field Placement (OFP) where a final decision is made on the application.
- A candidate is notified of action taken by the OFP.
- An applicant who is denied approval to student teach is requested to consult with their advisor.
- Candidates who fail to return all required forms or complete state exams prior to student teaching will not be allowed to continue in the clinical practice semester.

Transition 3: Exit from Student Teaching

Program Completion

A teacher candidate who wishes to receive a recommendation from Ottawa University for teaching certification/licensure must demonstrate that s/he has:

1. successfully completed the student teaching experience.
2. attained a minimum cumulative GPA of 3.0.
3. attained an Ottawa University major and Pre-Professional/Professional Education minimum GPA of 3.0.
4. attained grades of C or better in all content area courses and Pre-Professional/Professional Education courses, excluding Teaching Profession I which requires a grade of B or better.
5. completed all program requirements and degree requirements.
6. completed exit interview and evaluation.

Transition 4: Exit from Program

Upon exit from the program a letter and survey for feedback/reflection is sent to new graduates and program completers.

University Recommendation

Completing program or licensure requirements at Ottawa University does not mean that a recommendation for licensure is automatic, nor does it guarantee that licensure will be issued by the State of Arizona or Kansas. The Ottawa University faculty determines the minimal standards for receiving an Ottawa degree, but the Arizona and Kansas State Departments of Education regulate standards and issues the certificate/license. When a teacher candidate has completed all program requirements for a degree and/or licensure at Ottawa University, the University KS-Licensure Officer will submit the application to the Kansas State Department of Education.

Contact information on licensure from other states is available from the Department of Education of that state. www.teachersfirst.com/ed-depts.html

For Arizona Institutional Recommendation (IR) & Certification:

1. Copy of Passing test scores from NES or AEPA
2. IVP Fingerprint Clearance Card
3. Completed all course work based off of Audit
4. Successfully Completed Student Teaching (cannot receive IR if you didn't Student Teach)

For Kansas Recommendation & Licensure:

1. Submit fingerprint card and fee to KSDE for state-required background check
2. Earned and have on file official passing scores for the following required licensure exams: Principles of Learning and Teaching (PLT) exam and the appropriate content exam(s)
3. Complete KSDE licensure application form
4. Have a passing score on the KPTP
5. When a teacher candidate has completed all program requirements for a degree and/or licensure at Ottawa University, the University KS-Licensure Officer will submit the application to the Kansas State Department of Education.

The registrar of the University will be notified of the recommendation for certification/licensure and will note the recommendation on the teacher candidate's transcript.

Education - BA - Arizona**Programs****Programs offered for Arizona Certification**

Early Childhood Education (Dual certification in Early Childhood Special Education is available)

Elementary Education

Secondary Education - Business

Secondary Education - English

Secondary Education - History

Secondary Education - Mathematics

Secondary Education - Music - Choral Emphasis (in conjunction with Mesa Community College)

Secondary Education - Music - Instrumental Emphasis (in conjunction with Mesa Community College)

Teacher Certification Only Candidates

To assist with early field placement needs for the teacher education program, Teacher certification students must be admitted to the School of Education prior to starting course work. This process includes a university application, School of Education application, memo of understanding statements, background check, official transcripts, and two letters of reference.

Education - BA - Kansas**Programs****Programs offered for Kansas Licensure**

Elementary Education

PreK-12 Art

PreK-12 Choral Music

PreK-12 General Music

PreK-12 Instrumental Music

PreK-12 Physical Education

Secondary Education - Business

Secondary Education - Biology

Secondary Education - English/Language Arts

Secondary Education - History

Secondary Education - Mathematics

Teacher Certification Only Candidates

To assist with early field placement needs for the teacher education program, Teacher certification students must be

admitted to the School of Education prior to starting course work. This process includes a university application, School of Education application, memo of understanding statements, background check, official transcripts, two letters of reference, and a TB health form.

Adult Professional Studies: Undergraduate

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 enrollment 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 enrollment 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 (\$25 undergraduate, \$50 graduate).
- Documentation/self-verification of high school or GED completion if the student has no college transfer credit.
- Students are required to report attendance at, and request official copies of transcripts, from all colleges/universities previously attended (including dual credit, or any college credit earned prior to graduation from high school) be sent directly to the University Registrar. Hand-delivered or transcripts issued to students are not considered official transcripts. Therefore, to officially transfer semester credits, transcripts must be sent directly to Ottawa University from previous institutions attended.

Nursing RN to BSN

- A completed Ottawa University student application for admission.
- Current, unrestricted U.S. RN licensure (this must be maintained throughout the program). Licenses will be verified.
- Successful completion of a criminal background check.
- Two professional or academic letters of recommendation.
- Career Statement of professional experience and goals in nursing (no more than 2 pages). Please include current and previous work experience as an RN.

- A degree from an accredited associate degree or diploma-nursing program* with a minimum cumulative 2.5 GPA (per 4.0 scale) on previous coursework.
- Submission of official transcripts of all previous college/university coursework.
- A personal interview (arranged conveniently with the applicant) *may* be required at the discretion of the Nursing Program Admission Team.
- Provisional admission may be offered to applicants who are new nursing graduates contingent upon passage of the NCLEX exam and receiving their RN licensure. Receipt of licensure must be obtained and submitted by the end of the student's second term in the RN-BSN program. All other documents are required. Failure to comply with the provisional admission requirements will result in dismissal from the program.
- Provisional admission will be offered to approved applicants of concurrent nursing programs. Passage of the NCLEX exam and receipt of RN licensure are required to meet degree requirements.

Evidence of current immunizations and CPR (professional/healthcare) will be required before taking NRS 46006 Community Based Nursing and NRS 46009 Nursing Leadership and Management.

Effective Spring 2014 any student with ADN/diploma nursing credits that are more than ten years old must have their credential validated. This is accomplished by:

Successful completion of NRS 30000 Professional Nursing Theory, Roles, and Practice with a "C" or above and one other required nursing major course with a "C" or above (with a prefix of NRS).

Prior ADN/diploma nursing courses will be held in escrow until the successful completion of the courses noted above. Upon successful completion of these two courses, the prior ADN/diploma nursing course credits will be transcribed as transfer credit applicable toward the Ottawa University BSN degree.

*Regional, national faith-related, or national career-related institutions with CHEA-recognized accreditation.

Please Note: All previous college/university credits will be evaluated on an individual basis for transfer to Ottawa University.

ADMISSION - INTERNATIONAL

International Admissions Requirements

The International degree offerings follow all policies and procedures currently in effect for all other applicants to the University.

Requirements for all International Students

- Meet program-specific admission criteria for at least one academic program
- Submit an affidavit of financial support showing the ability to pay for one full year
- Submit a maximum two-page, double-spaced essay describing your "Sense of Purpose at Ottawa University." Please organize your thoughts around one of the following three components using specific experiences from your life: Personal, Intellectual or Civic/Social
- Verify English Language Proficiency

Additional Requirements

International High School Students

- A U.S.-Equivalent GPA of 2.5 or above (above-average grades in secondary school)
- Successful completion of a high school or secondary school diploma or certificate

International Undergraduate Transfer Students

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.

- A U.S.-Equivalent GPA of 2.0 or above (passing grades in college)
- A course completion rate (Earned-to-Attempted Percentage) of 70 percent

International Graduate Transfer Students

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.

- A U.S.-Equivalent GPA of 3.0 or above (passing grades in college)
- A course completion rate (Earned-to-Attempted Percentage) of 80 percent

Graduate Students with International 3-year Degrees

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.

For applicants with conferred 3-year degrees from India, Ottawa University follows the policy of WES, which accepts 3-year degrees from India only when both of the following conditions are met:

- The degrees have been earned in Division I.
- The awarding institutions have been accredited by India's National Assessment and Accreditation Council (NAAC) with a grade of "A" or better.

English Language Proficiency Requirements

- Three or more consecutive semesters at a high school in the United States.
- Take either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)
- Graduate students only - Provide documentable proof that Bachelors or first Masters degree medium of instruction was conducted in English.

Countries not required to submit TOEFL or IELTS scores include Antigua, Australia, Bahamas, Barbados, Barbuda, Belize, Bermuda, British Virgin Islands Canada (except Quebec), Dominica, England (Great Britain), Eritrea, Fiji, Ghana, Cayman Islands, Grenada, Guyana, Ireland, Israel, Jamaica, Kenya, Malawi, Montserrat, New Zealand, Papua New Guinea, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & Grenadines, Scotland, South Africa, Trinidad & Tobago, The Turks & Caicos, US Virgin Islands, & Wales.

TOEFL scores required:

- Paper-based test – 550
- Computer-based test – 213
- Internet-based test – 79

IELTS scores required:

- Overall Score – 6.0
- Minimum subsection scores – 5.0

- Skype interview required if any subsection score is below – 5.5

Foreign Credential Evaluation

Students with foreign credentials who are applying to Ottawa University must have their credentials evaluated by a member of the National Association of Credential Evaluation Services. Reports include information about the credential awarded and the U.S. equivalency. If you have not taken any college-level courses outside the U.S., you only need to submit a certificate of graduation from a high school. This certificate does not need to be evaluated by a credential evaluator.

Members of NACES can be found on their website at www.naces.org.

Below is a sampling of commonly used members:

- Educational Credential Evaluators (www.ece.org)
- Foreign Academic Credentials Service, Inc. (www.facsusa.com)
- Global Credential Evaluators, Inc. (www.gceus.com)
- World Education Services (www.wes.org)

Students are responsible for submission of the appropriate documents and fees required for this evaluation.

Exceptions are made at the discretion of the University Registrar.

ADMISSION - GRADUATE

Business - Graduate

Admission to the graduate business programs (MBA, MAHR, MAL, MAcc) at Ottawa University is limited. The minimum requirements for regular admission include the following:

- 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.
- Official transcripts of graduate coursework, if applicable.
- Application and \$75 application fee (waived for alumni).
- Current resume. Preference is given to applicants with at two years of relevant employment or volunteer experience.
- Essay of 300-500 words describing the applicant's development and expectations for graduate study and demonstrating the ability to organize thoughts in a clear, concise manner.
- International students interested in applying to the graduate program should consult the Dean of International Programs.

Provisional admission may be granted to a student under the following conditions:

- Junior/senior GPA is between 2.5 and 2.9.
- Student has not completed necessary preparatory coursework required for the program to which they are applying.
- Student lacks satisfactory grades in preparatory coursework.

Students granted provisional admission based on criterion must successfully complete 12 semester credit 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. Students admitted under provisional status may be required to submit professional letters of recommendation.

Education - Graduate

Admission to the graduate programs at Ottawa University is limited. The minimum requirements for regular

admission include the following (additional requirements and exceptions may vary by program or location as noted):

- 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 professional counseling program).
- Official transcripts of graduate coursework, if applicable.
- Three letters of recommendation from individuals familiar with the applicant's academic and professional abilities.
- Current resume. Preference is given to applicants with at two years of relevant employment or volunteer experience. A copy of a current state certificate or teaching license in good standing and a minimum of three years (Arizona) or 5 years (Kansas) of teaching experience is required for the Educational Leadership concentration.
- Essay of 300-500 words describing the applicant's development and expectations for graduate study and demonstrating the ability to organize thoughts a clear, concise manner.
- International students interested in applying to the graduate program should consult the Dean of International Programs.

Provisional admission may be granted to a student under the following conditions:

- Junior/senior GPA is between 2.5 and 2.9.
- Student has not completed necessary preparatory coursework required for the program to which they are applying.
- Student lacks satisfactory grades in preparatory coursework.
- Student lacks professional or interpersonal skills required for full admission into a program leading to licensure, based upon recommendation by the admissions.

Students granted provisional admission based on criterion must successfully complete 12 semester credit 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.

Arizona Teacher Education Certification (Program Exit)

At the end of the practicum and/or internship (the last requirement for education majors), candidates may obtain an Institutional Recommendation form that alerts the State Department of Teacher Certification that the teacher candidate has fulfilled all academic requirements associated with each of the programs requiring certification in the State of Arizona.

To obtain the Institutional Recommendation form, the candidate must have:

1. maintained a cumulative grade point average no less than a 3.0 in all coursework,
2. possess an Arizona State Department of Education valid IVP fingerprint card,
3. show proof of “passing performance” in the Arizona Educator Professional Assessment (AEPA), or National Evaluation Series (NES) where applicable
4. complete the program of study in which certification is sought and in be good standing with the university,
5. obtain a recommendation and audit clearance from his or her academic advisor,
6. receives audit clearance and signature from the AZ-Certification Officer.

At Ottawa University – Arizona, the institutional recommendation is issued by AZ Certification Officer. The academic advisor of the candidate certifies the program of study to be complete. With these documents in place signature on the Institutional Recommendation form, plus an exit appointment, and the valid IVP fingerprint card, the candidate is eligible to approach the Arizona State Department for Certification, where he/she presents the appropriate fee before receiving his/her first certification within 45 days of academic degree conferral.

Kansas Teacher Education Licensure (Program Exit)

To exit an advanced program (MAEd degree), the candidate must have:

1. maintained a cumulative grade point average no less than a 3.0 in all coursework,
2. complete the program of study in which the program is sought and in be good standing with the university,
3. obtain a recommendation and clearance from his or her academic advisor.

To exit the Education Leadership program as a candidate seeking an Initial Building School Leadership License, the candidate must have:

1. maintained a cumulative grade point average no less than a 3.25 in all coursework, complete the program of study in which certification is sought and in be good standing with the university,

2. obtain a recommendation and audit clearance from his or her academic advisor,
3. submit the appropriate school leadership assessment as determined by the state board with passing scores,
4. contact the KS Licensure Officer for Ottawa University for state application guidance.

Each applicant for an initial school leadership license shall submit to the state board the following:

- An official transcript verifying the granting of a graduate degree Verification from an accredited institution by the unit head or designee of completion of a graduate level school leadership program;
- Verification of a minimum 3.25 GPA in graduate coursework;
- Verification of successful completion of a school leadership assessment as determined by the state board;
- Verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
- An application for conditional school leadership license;
- The licensure fee; and
- Verification of five years of experience in a state-accredited school while holding a professional teaching license, a professional school specialist license, a professional clinical license, or a full vocational-technical certificate.

KSDE will seek validation of your five years of experience with your school district and then email your license to you or place it in a state portal system. Please allow 6-8 weeks for processing the application by KSDE.

The candidate secures a position as a principal or assistant principal. NOTE: The candidate must be in a position as a principal or assistant principal in order to complete the District Administered Mentoring Program.

Counseling - Graduate

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. 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 courses named above; if not, those admitted to the program will be required to complete the prerequisite courses at a regionally accredited university of their choice or a graduate clinical foundations course. 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 official transcripts for all undergraduate and post-graduate work.

Work Experience

Students who have volunteer and/or related work experience in 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. A current resume, outlining all work and volunteer experiences, and noting reasons for leaving positions, is required of all applicants.

Non-Academic Preparation

Personal preparation for graduate-level study in counseling assumes that the individual demonstrates sustained personal, emotional, relationship, and lifestyle stability. It is strongly encouraged that applicants have engaged in their own therapy.

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 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 sent to identified references using an online survey platform. Forms may be requested for others.

Personal Statement on Career Development

Applicants must submit a two-page essay. The topic of the essay should center on professional career development. The applicant should address how past experiences have influenced their current decision to pursue higher education. Ultimately, the essay should illustrate to the reader why the applicant wishes to be in the counseling profession. The essay should demonstrate the ability to organize thoughts in writing and present them in a clear manner.

Interview

An interview may be requested of some applicants.

Addictions Counseling

Students must have evidence of an earned bachelor's degree from a regionally-accredited university with a minimum 3.00 cumulative GPA. Students will be admitted on a conditional basis until they have successfully completed ACG 7000 with a grade of B or better. Once a grade of B or better is earned, the student will be fully accepted and eligible to continue in the program.

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 official transcripts; resume of work and volunteer experiences; two three letters of reference; completion of appropriate prerequisite coursework for courses selected in CAGS study; interview.

Special Students - Graduate

Individuals with a bachelor's degree from a regionally accredited college or university may apply to take individual courses as a special student. 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.

ALUMNI ASSOCIATION

The Ottawa University Alumni Association (OUAA) strives to enhance a lifelong relationship between Ottawa University, 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 Festival in fall and Reunion Celebration in spring.

To better reflect the worldwide, diversified institution Ottawa University has become, the OUAA adopted revised governing documents in 2004. All of the adult campuses have formed (or are currently forming) 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 alumni relations staff 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.

CONSUMER INFORMATION

Students may obtain information regarding the following topics by clicking on “Consumer Information” found on the website at https://myottawa.ottawa.edu/ics/Resources/Student_Consumer_Information:

- 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.
- 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 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
785-248-1016

Wisconsin Campus

245 South Executive Dr., Ste. 110
Brookfield, WI 53005
262-879-0200

Phoenix, Arizona Campus

9414 North 25th Avenue
Phoenix, AZ 85021
602-749-5120

Kansas City Campus

4370 West 109th St., Ste. 200

Overland Park, KS 66211

913-266-8613

Surprise, Arizona Campus

15950 North Civic Center Plaza

Surprise, AZ 85374

855-546-1342 or 623-546-4959

For additional help:

Financial Aid Information Page

www.finaid.org

U.S. Department of Education

www.ed.gov

Phone: 800-4-FED-AID

Student Guide

http://studentaid.ed.gov/students/publications/student_guide/index.html

FAFSA on the Web

www.fafsa.ed.gov

fastWEB (A free scholarship search)

www.fastweb.com

BOOKSTORE/FAN SHOP

Students on any Ottawa University campus may purchase textbooks and other school supplies from the University Fan Shop online (<http://oubookstore.ottawa.edu/>) or at their respective campus. The Fan Shop also offers clothing, novelties, supplies, and greeting cards. The store accepts cash, personal checks, Mastercard, Visa, and Discover for the amount of purchase only.

The University Fan Shop is open on the residential campuses Monday through Friday from 8:00 a.m. to 4:00 p.m. unless otherwise posted. Weekend and summer hours vary.

Textbook Orders

Ottawa University Bookstore offers a textbook pricing comparison function on its online bookstore. It is designed to allow students the ability to compare other retailer prices against Ottawa University website prices.

When entering the Ottawa University Bookstore website (<http://oubookstore.ottawa.edu/>), students will go to **TEXTBOOKS** on the left menu.

1. Select **GET TEXTBOOKS**.
2. Select the Term, Department, Course, and Section affiliated with your class.
3. Click the **ADD** button to add the class to your course list.
4. Repeat these steps as many times as you like to select books for multiple classes.
5. Click the **GET YOUR BOOKS** button to see a full list of your books for each selected class.
6. Student then choose the Term, Department, Course, Section, and Titles they wish to compare.

When the student chooses to "Begin Price Comparison" the screen shows the title in the top left, along with the store prices to the right. Beneath store prices is a listing of alternate prices from other vendors.

The student can then choose to add either the OU book, or the competitor's book to their cart. In both cases the items appear in their shopping cart within the Ottawa University site, thereby allowing them to complete the transaction, or continue shopping without having to leave the website.

Please note the Ottawa University student may be eligible to receive a book advance for purchasing textbooks (check with your Financial Aid Advisor for details). The book advance is only applicable to items purchased through the Ottawa University Bookstore.

Note: Some online courses may require e-textbooks.

Students will not need to purchase these textbooks from a vendor. Their cost will be charged automatically to the student's account when registering for the pertinent course. Instructions will be provided for download and usage.

CAMPUSES

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. Although students transfer from community colleges or from other four-year institutions, a majority of students are first-time, first year students.

The College is situated on 64 beautiful acres abundant with trees. At The College, we focus on broad learning and skills development. 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 proven to be quite successful in many fields and have held such positions as Federal Reserve Board, CEOs of Fortune 500 companies, business ownership, and are inventors, government leaders, medical researchers, doctors, lawyers, teachers, and ministers. A degree from Ottawa University prepares students to embark on challenges that lie before them and to prepare for a life of significance. The College offers majors leading to baccalaureate degrees and an MBA. The liberal arts program at The College is also 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 supportive atmosphere. Ottawa University boasts a large number of student organizations on campus, as well as more than 25 varsity teams in National Association of Intercollegiate Athletics (NAIA) Division II.

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 auditorium, and the following administrative offices: Admissions, Business Office, Provost for The College, Registrar, Student Affairs, and Financial Aid. The following academic departments

are also located in the administration building: Business, Education, English, Foreign Language, 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:

Sports Complex – home of the Braves baseball and softball teams.

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

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

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

Peoples Bank Field - home of the Braves football; Braves lacrosse; Braves soccer; and the Braves track and field teams.

Sand Volleyball Pits – located in the University Chapel/Martin Hall quad and adjacent to the Mabee Center.

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

Atkinson Hall

Atkinson Hall is the home of the communication and music departments, faculty offices, yearbook office, five classrooms, and seven practice music rooms for student use. Jazz Ensemble and other ensembles, Adelante Singers, and University Concert Choir all practice in Atkinson Hall.

Behan Hall and Vera Wise Hall

Behan Hall, built in 1955, completely remodeled in 1991, is currently home to the Vera Wise Technology Center, Recording Studio, Department of University Information Technology, academic faculty offices, and several classrooms. The Vera Wise Technology Center contains two computer labs for information technology students.

Lab Hours:

Monday - Thursday	8:00 – 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.

Hull Center for Athletics

The Hull Center for Athletics is located directly south of Wilson Field House and is connected through a breezeway on the east end. The center houses the Wellness Center which is the largest physical fitness area in the Kansas Collegiate Athletic Conference. The hours are posted on the front door. It also houses eight locker rooms for athletic teams, in addition to team offices, a training room, aerobics room, and classroom. The Braves Athletic Hall of Fame is also housed within the Center's lobby.

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.

Gibson Student Center

The Gibson Student Center is the hub of activities for The College. The Center 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. Center facilities include dining/food options, Copy Center, mailboxes, meeting/conference/class rooms, Ottawa University Bookstore, and the Gibson Student Center office.

Gangwish Library

The Gangwish Library serves the academic research needs of the campus, with thousands of bound and electronic resources, periodical subscriptions, audio and video tapes, and access to 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 Internet. Other services include interlibrary loan, photocopying and equipment checkout. 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.

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 Department of Facilities and Operations. 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 and women. Martin Hall, opened in 1947 and renovated in 1999, has the capacity to house 66 men and 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, dining was moved to the Mowbray Student Union and in 2015 to the Gibson Student Center. 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 still houses the softball and baseball offices, practice space for cheer, dance, and baseball batting, 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 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 President, Office of Human Resources, Office of University Advancement, Department of University Communications, and the University-wide Business Offices.

Fredrikson Chapel

The Fredrikson Chapel, built in 1965, holds 1,200 people and displays the flags representing the home countries of Ottawa University graduates. The chapel houses the campus ministries office, religion academic offices, and various classrooms in its east wing. The University Chapel is used for a variety of events, including commencement and music program events.

Ward Science Hall

A majority of classes are held in Ward Science Hall, including the department of mathematics, chemistry, engineering, and biology laboratories, as well as classrooms for most disciplines. In addition, Ward Science Hall houses the Counseling and Health Services offices.

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 and again in 2016 to house coaches for men's basketball, men's and women's soccer, volleyball, sports information director, cross-country and track, and athletic director. The Braves basketball games and the Braves volleyball games are played in the Wilson Field House.

For additional information on The College, please contact:
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

OUAZ-Surprise

In 2009, Ottawa University extended its Phoenix campus offerings to include courses at Rio Salado Community College's Communiversy building in Surprise, AZ. In 2017, Rio Salado ceased offering academic programs at the Communiversy and consequently Ottawa University expanded its operation at the Surprise site to include courses for both traditional age and adult students. Through collaboration with the City of Surprise, the site will be transformed into a residential campus offering strong liberal arts programs that prepare students to become leaders in all areas of the professional arena.

For additional information about the Surprise campus, please contact:

Ottawa University
Office of Admissions
15950 N. Civic Center Plaza
Surprise, AZ 85374
Phone: 785-546-4959
Toll Free: 855-546-1342

Fax: 623-546-1311
ouazadmiss@ottawa.edu

Adult Campuses

During the 1970's, 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 Greater Kansas City area. Ottawa 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 residential campus 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. Ottawa University offers programs leading to baccalaureate and master's degrees. Students may enter educational programs at various times throughout the year.

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

Kansas City is a metropolitan area about 45 minutes from The College in Ottawa, Kansas. Ottawa University opened its Greater 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 21,000-square-foot campus houses ten 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.

For additional information regarding Ottawa University's Greater Kansas City campuses, please contact:

Ottawa University
Office of Admissions
4370 West 109th Street, Suite 200
Overland Park, KS 66211
Phone: 913-266-8600
Toll Free: 888-404-6852
Fax: 913-451-0806
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. Multiple locations emphasize flexible scheduling, frequent course start dates and the delivery of educational resources at times and places accessible to adult learners.

The 28,000-square-foot Phoenix campus is strategically located along the I-17 corridor between Peoria and Dunlap Avenues. The campus houses 19 classrooms and a computer lab. Additional student services and administrative offices include admissions, advising, business office, registration, and student financial services.

For additional information regarding Ottawa University's Arizona adult campuses/locations, please contact:

Ottawa University
Office of Admissions
9414 North 25th Avenue
Phoenix, AZ 85021
Phone: 602-371-1188
Toll Free: 800-235-9566
Fax: 602-371-0035
Email: admiss.az@ottawa.edu

Ottawa University
Office of Admissions
21740 S. Ellsworth Rd.
Queen Creek, AZ 85142
Phone: 602-371-1188
Email: admiss.az@ottawa.edu

business office. A vending area is available within the building.

For additional information regarding Ottawa University's Wisconsin campus please contact:

Ottawa University
Office of Admissions
245 South Executive Drive, Suite 110
Brookfield, WI 53005
Phone: 262-879-0200
Toll Free: 866-228-4262
Fax: 262-879-0096
admiss.wi@ottawa.edu

Ottawa University's Wisconsin campus, est. 1992

In October 1992, Ottawa University opened a campus in the Milwaukee-metro area. Following the successful programs in Greater Kansas City and Arizona, the Wisconsin campus was also designed to serve the educational needs of adult students. The 18,000-square-foot campus includes 12 classrooms and the following student services and administrative offices: admissions, advising, student financial services, computer lab, and

COURSE DESCRIPTIONS - UNDERGRADUATE

ACC - Accounting

ACC 20364 - ACCOUNTING FOR BUSINESS OPERATIONS (4)

Introduces operating activities of business. Emphasis on using income statements to plan and evaluate the operations of a for-profit entity.

ACC 20464 - FINANCING AND INVESTING ACTIVITIES (4)

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 (4)

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 Financing and Investing Activities or concurrently with consent of advisor.

ACC 33164 - INTERMEDIATE ACCOUNTING I (4)

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 Financing and Investing Activities.

ACC 33264 - INTERMEDIATE ACCOUNTING II (4)

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 (4)

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. Prerequisite: ACC 20464 Financing and Investing Activities.

ACC 40164 - ADVANCED ACCOUNTING (4)

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. Prerequisite: ACC 33264 Intermediate Accounting II or consent of advisor.

ACC 40165 - ADVANCED ACCOUNTING II (4)

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: ACC 40164 Advanced Accounting or consent of advisor.

ACC 44163 - AUDITING (4)

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, MAT 20044 Introduction to Statistics or OAD 30763 Business Statistics.

ACC 49060 - SEMINAR IN APPLIED ACCOUNTING (4)

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.

ACC 5003 - Advanced Financial Accounting and Reporting (Dual Degree BA Accounting/MAcc Only) (3)

Analyzes and distinguishes between the reporting requirements of large, generally multinational, corporations focusing on foreign currency transactions, segment reporting, and business combinations, including an emphasis on International Financial Reporting Standards (IFRS). Further concentrates on the rational and

critical review of economic data presentation and emerging issues in financial accounting and reporting. Prerequisite: ACC 40164 Advanced Accounting.

ACC 5006 - Advanced Income Taxation (Dual Degree BA Accounting/MAcc Only) (3)

Analyzes and distinguishes between the studies of federal taxation as it applies to sole proprietorships, partnerships and corporations, including the tax implications and/or consequences of forming, operating, liquidating, and reorganizing such entities. The complex topics of financial tax accounting concepts (e.g., cash and accrual methods of tax accounting, time value of money effects, deferred tax assets/liabilities, permanent/temporary differences, net operating loss carryforwards/carrybacks, etc.), employee compensation, related party transactions, shareholder taxation, and tax planning are also addressed. Prerequisite: ACC 20464 Financing and Investing Activities.

ACC 5400 - Advanced Auditing and Forensic Accounting (Dual Degree BA Accounting/MAcc Only) (3)

An in-depth exposure and coverage of auditing and forensic accounting topics. Coverage will include examining and assessing the auditor's attest function and its practical application, emphasizing auditing standards (e.g. concepts of independence and professional judgement), auditing methodology and procedures as well as professional and reporting responsibilities. The mechanics of an external audit are covered, including documentation, evaluation of internal controls, and the design and implementation of corroborative substantive tests. Other topics include statistical methods, governmental, internal, and operational auditing, audit management, information systems auditing, and current issues. Prerequisites: ACC 33164 Intermediate Accounting I; ACC 36264 Federal Income Tax; MAT 20044 Discrete Mathematics; OAD 30763 Business Statistics.

ADC - Addictions Counseling

ADC 30000 - INTRO TO SUBSTANCE ABUSE DISORDERS AND ADDICTIONS COUNSELING (3)

Examines substance use disorders and process addictions inclusive of compulsive sexual behaviors, eating disorders, and pathological gambling.

ADC 30003 - HUMAN DEVELOPMENT AND ADDICTION (3)

Examines theories and research of human growth and development. Includes a focus on developmental diagnostic and assessment tools, strategies, and their application within addiction counseling.

ADC 40000 - THEORIES OF PERSONALITY AND ADDICTION (3)

Examines psychoanalytic, behaviorist, cognitive and humanistic theories of personality development. Emphasizes their application within addiction counseling.

ADC 40003 - PSYCHOPHARMACOLOGY AND ADDICTION (3)

Examines the psychoactive and addictive properties of major drug classifications. Includes psychopharmacology treatment interventions and their application within addiction counseling.

ADC 40006 - PSYCHOPATHOLOGICAL AND CO-OCCURRING DISORDERS (3)

Study of biological, psychological, and sociocultural influences contributing to abnormal behavior patterns including substance use disorders and co-occurring disorders. Includes a focus on intake, assessment, diagnosis, treatment, and case management of various psychopathological and co-occurring disorders.

ADC 40009 - CLINICAL ADDICTION COUNSELING ISSUES (3)

Examines the processes of client screening, intake, assessment, treatment planning, crisis interventions, case management reports, record keeping, and client education in addiction counseling.

ADC 40012 - MULTI-CULTURAL COMPETENCIES IN ADDICTION COUNSELING (3)

Study of multicultural issues to include integration, discrimination, prejudice, the social dynamics of conflict, and assimilation. Includes a focus on their application to addiction counseling.

ADC 40015 - PROFESSIONAL RESPONSIBILITY: LEGAL AND ETHICS ISSUES OF ADDICTION COUNSELING (3)

Examines addiction counseling professional responsibilities, legal standards, and ethics issues.

ADC 40018 - SPECIAL ISSUES IN ADDICTION COUNSELING (3)

Examines prevention and harm reduction in addiction counseling. Includes a focus on IV and sexually transmitted diseases, including AIDS/HIV and Hepatitis C.

ADC 40021 - FAMILIES AND ADDICTION (3)

Examines addiction and substance misuse in the family system. Emphasizes client education, prevention, as well

as individual and family system approaches to intervention. Includes a focus on issues specific to women.

ADC 40024 - GROUP COUNSELING IN ADDICTION (3)

Examines addiction counseling skills required to perform therapeutic group sessions. Focuses on types of groups, client placement, group development, stages of treatment, client confidentiality, client education, and the client referral process.

ADC 40027 - ADC PRACTICUM/INTERNSHIP I (3)

150 hours of clinical addiction counseling work experience in a supervised setting. Fifty percent of the practicum hours must be completed in direct client contact. The practicum is designed to develop addiction counseling skills through practical application in an addiction counseling setting. Students work under the direct supervision of an approved onsite supervisor and a faculty supervisor. Capstone assignments throughout Practicum I and II guide students in the development of an integrative e-portfolio project that demonstrates personal achievement of the learning outcomes in the addiction counseling major. Enrollment requires advisor approval.

ADC 40030 - ADC PRACTICUM/INTERNSHIP II (3)

150 hours of clinical addiction counseling work experience in a supervised setting. Fifty percent of the practicum hours must be completed in direct client contact. The practicum is designed to develop addiction counseling skills through practical application in an addiction counseling setting. Students work under the direct supervision of an approved onsite supervisor and a faculty supervisor. Capstone assignments throughout Practicum I and II guide students in the development of an integrative e-portfolio project that demonstrates personal achievement of the learning outcomes in the addiction counseling major. Enrollment requires advisor approval.

ADC 49000 - SEMINAR IN ADDICTIONS COUNSELING (3)

Capstone course that guides students in development of an integrative e-portfolio project that demonstrates personal achievement of learning outcomes in the addiction counseling major. Culminates in a major professional portfolio project, guided by licensure standards and includes investigating and discussing a major issue or issues within the field and presented in seminar form in class.

ART - Art

ART 10121 - CALLIGRAPHY (1)

Introduces calligraphy.

ART 10221 - WATERCOLOR (1)

Introduces watercolor.

ART 10321 - PHOTOGRAPHY (1)

Introduces photography.

ART 10421 - CARTOONING (1)

Introduces cartooning.

ART 10821 - ILLUSTRATION (1)

Introduces illustration.

ART 10921 - FIBERS (1)

Introduces fibers.

ART 11021 - COLLAGE (1)

Introduces collage.

ART 11121 - CRAFTS (1)

Introduces crafts.

ART 13023 - ART FUNDAMENTALS (3)

Introduction to the visual arts through careful observation, discussion and analysis students interpret significant works of art. Prerequisite to all upper level art classes.

ART 20623 - ART HISTORY I (3)

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 (3)

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

ART 22023 - DRAWING & COMPOSITION I (3)

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. Prerequisite: ART 13023 Art Fundamentals, previous drawing and sketching experience recommended.

ART 23023 - DESIGN I (3)

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 (3)

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. Prerequisite: ART 13023 Art Fundamentals and previous commercial art experience or ART 23023 Design I.

ART 23523 - PAINTING I (1)

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 (3)

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 (3)

Learn to use computer technology to produce art. Portfolio of work produced after introduction to tools and hands-on manipulation of software.

ART 30423 - PRE K-ELEMENTARY ART METHODS (3)

Provides art foundation to assist educators with establishing art curriculum for Pre K - Elementary.

ART 30523 - MIDDLE SCHOOL SECONDARY ART METHODS (3)

Provides art foundation to assist educators establishing art curriculum for Middle School - Secondary.

ART 33023 - DESIGN II (3)

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 33523 - PAINTING II (3)

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 (3)

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 a variety of glazing and firing techniques. Prerequisite: ART 23723 Ceramics I.

ART 45523 - SPECIAL TOPICS IN ART (3)

Designed around special theories, practices or interests in the field by an individual or group of students.

ART 49024 - ART COMPREHENSIVE (4)

Preparation of a 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.

BIO - Biology

BIO 10043 - PRINCIPLES OF BIOLOGY & LAB (4)

Introduces major biological processes occurring in animals and plants and basic concepts underlying the biology field. Includes corresponding lab.

BIO 12043 - GENERAL BIOLOGY I (4)

Introductory course for biology majors which studies the intricacies of living systems and research as process. Topics include scientific methodology, experimental design, data acquisition/manipulation, and presentation of findings. Students examine processes across the following levels of organization: molecules, cells, tissues, organs, organ systems, and organisms.

BIO 20003 - BIOLOGY OF PLANTS & LAB (3)

Introductory study of the evolutionary phylogeny, morphology, anatomy, and physiology of plants and related autotrophs. Lab component incorporated with lecture. Prerequisites: BIO 12043 General Biology I or BIO 10043 Principles of Biology & Lab, BIO 10063 Foundations of Cell Biology, or instructor consent.

BIO 20013 - BIOLOGY OF ANIMALS & LAB (3)

Introductory study of the evolutionary phylogeny, morphology, anatomy, and physiology of both invertebrate and vertebrate animals with pertinent discussion of other heterotrophs including fungi and protists. Lab component incorporated with lecture. Prerequisites: BIO 12043 General Biology I or BIO 10043 Principles of Biology & Lab, or instructor consent.

BIO 20043 - ORGANISMIC BIOLOGY (3)

Integrated study of the structure and function of plants and animals with special attention paid to the phylogenetic origins and relationships of taxonomic groups. Prerequisites: BIO 10043 Principles of Biology & Lab.

BIO 20342 - HUMAN ANATOMY & PHYSIOLOGY LAB (2)

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

Offered: .

BIO 20343 - HUMAN ANATOMY AND PHYSIOLOGY (3)

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 20433 - HUMAN ANATOMY & LAB (4)

Systems approach to introduce the anatomy of the human body addressing all organ systems but emphasizing skeletal, muscular, neural, circulatory, respiratory, and urinary systems. Prerequisite: BIO 10043 Principles of Biology and Lab or BIO 12043 General Biology I.

BIO 21443 - INTRODUCTION TO NUTRITION (3)

Covers fundamental principles of nutrition. Discusses nutritional requirements of the human for the major segments of the life-span. Interrelationship of various nutrients also discussed.

BIO 22043 - GENERAL BIOLOGY II (4)

A continuation of BIO 12043. Topics include the study of the mechanisms of evolution, geologic history, phylogeny, organismal diversity, ecology, and behavior.

BIO 30006 - FIELD ECOLOGY (2)

A stand-alone field ecology course focusing on common techniques, equipment, statistical design, and interpretations of plant and animal sampling. Prerequisite or concurrent requisite: BIO 30743 Ecology or instructor consent.

BIO 30242 - MICROBIOLOGY LAB (2)

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

BIO 30243 - MICROBIOLOGY (3)

Introduces microbiology with an 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 & Lab and at least sophomore standing.

BIO 30433 - HUMAN PHYSIOLOGY & LAB (4)

Course builds on content found in Human Anatomy. Systems approach used to introduce the physiology of the human body addressing all organ systems but emphasizing skeletal, muscular, neural, circulatory, respiratory, and urinary systems. Prerequisite: BIO 20433 Human Anatomy & Lab.

BIO 30643 - ENVIRONMENTAL BIOLOGY (3)

Examines relationship between human population and environment. Topics include: population growth, 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 31143 - ECOLOGY & LAB (4)

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. Includes corresponding lab.

BIO 31243 - GENETICS & LAB (4)

Course covers classical and modern genetics. Topics include the cellular basis for genetic variability; mendelian and non-mendelian transmission; molecular mechanisms of information flow; gene linkage; population genetics and cancer. Laboratory exercises focus on DNA isolation and analysis; biotechnology; proteomics and bioinformatics. Prerequisites: BIO 10043 Principles of Biology & Lab; BIO 12043 General Biology I.

BIO 31343 - NATURAL HISTORY OF KANSAS VERTEBRATES WITH LAB (4)

Emphasis of the course is identification, life history strategy and habitat requirements of vertebrate species within the major physiographic provinces of the state.

BIO 32100 - CELL BIOLOGY & IMMUNOLOGY (4)

Lecture course involving a detailed study of the 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 are representative of one differentiated cell-type. Prerequisite: BIO 30243 Microbiology.

32101 - CELL BIOLOGY & IMMUNOLOGY LAB

Corequisite Lab for BIO 32100 Cell Biology & Immunology.

BIO 35523 - BIOLOGY RESEARCH METHODS (3)

Course provides students with the tools necessary to plan, conduct, and present faculty-supervised, individual research. Students will perform literature reviews, submit a research proposal for a senior research project, learn to establish sound experimental methodologies, manage and analyze data, and to present findings in both written and oral venues. Prerequisite: MAT 32044 Inferential Statistics.

BIO 36000 - SPECIAL TOPICS IN BIOLOGY (3)

Students explore a particular area of interest through selected readings, assignments, lectures or field experiences.

BIO 40143 - BIOCHEMISTRY (3)

Introduces the structure of biomolecules. Topics include: protein, carbohydrates, lipid structure and metabolism, enzyme kinetics, photosynthesis and protein synthesis.

BIO 40350 - COMP ANATOMY VERTEBRATES & LAB (4)

Comparative study of the 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*), the mud puppy (*Necturus*), and dogfish shark (*Squalus*), an advanced vertebrate, the cat (*Felis catus*) and selected mammalian organs. Lab integrated with lecture. Prerequisites: BIO 10043 Principles of Biology & Lab, and BIO 20043 Organismic Biology. Includes corresponding lab.

41023 - ANIMAL PHYSIOLOGY (4)

A comparative study of animal physiology as adaptation. Topics include thermal regulation, osmoregulation, digestion, circulation, respiration, excretion, sensation, movement and energy metabolism in vertebrates and invertebrates.

BIO 41523 - ISSUES IN SCIENCE AND RELIGION (3)

Explores scientific methodology, religious methodology and the relationship between these domains of inquiry. Brief survey of the 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. Crosslisted with REL 41523, LAS 41523.

BIO 42543 - ANIMAL BEHAVIOR

Introduction to biological basis of animal behavior with emphasis on adaptive significance of behavioral phenomena. Topics include: genetic basis of behavior, perceptual and effectual systems, ethology,

neurophysiology, learning, animal communication, sexual behavior and the social systems. Prerequisites: BIO 20043 Organismic Biology and consent of instructor.

BIO 43000 - DEVELOPMENTAL BIOLOGY & LAB (4)

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. Includes corresponding lab.

BIO 44042 - MEDICAL TERMINOLOGY (2)

Directed-study course for students entering fields of professional medicine. Learn terminology applicable to the organ systems of the human body. Language acquisition will be enhanced by learning interchangeable word-bytes.

BIO 49041 - INTEGRATIVE SURVEY (1)

Integrative study and review of major concepts and principles of biology.

BIO 49043 - SENIOR RESEARCH & COMP EXAM (3)

Students conduct an individualized research project under faculty supervision. Results are submitted in the form of a final report and departmental seminar. Students will also take a written comprehensive exam over the curriculum. Prerequisite: BIO 35523 Biology Research Methods.

BIO 49301 - SENIOR THESIS: BIOLOGY (2)

A continuation of the capstone sequence for students seeking a BA in Biology. Students perform an independent, rigorous literature review of their chosen topic as approved in the research methods course. Project culminates in balanced original review manuscript and oral presentation. Prerequisites: Senior status and BIO 35523 Biology Research Methods. BA students may opt to take BIO 49401 as an alternate.

BIO 49401 - BIOLOGY: SENIOR RESEARCH (3)

Continuation of the capstone sequence for students seeking a BS in Biology. Students carry out their independent research project approved in BIO 35523 Biology Research Methods. Prerequisites: Senior standing and BIO 35523 Biology Research Methods.

CHE - Chemistry**CHE 10044 - CONCEPTS OF CHEMISTRY (3)**

For students without a chemistry background. Fundamental ideas of matter and energy, atomic structure and bonding, reactions and equations, electrochemistry acids, bases and salts are discussed.

CHE 12044 - GENERAL CHEMISTRY I & LAB (4)

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, thermodynamics. Prerequisites: High School chemistry and algebra or consent of instructor. Includes corresponding lab.

CHE 12144 - GENERAL CHEMISTRY II & LAB (4)

Continuation of CHE 12044 General Chemistry I & Lab. Topics include kinetics; equilibrium, electrochemistry, nuclear chemistry, selected non-metals. Includes corresponding lab. Prerequisites: CHE 12044 General Chemistry I & Lab.

CHE 32041 - ORGANIC CHEMISTRY I LAB (2)

Corequisite Lab for CHE 32043

CHE 32043 - ORGANIC CHEMISTRY I (3)

Structure, properties and reactions of organic molecules. Includes optical isomerism, spectral properties of organic compounds and reaction mechanisms.

CHE 33141 - ORGANIC CHEMISTRY II LAB (2)

Corequisite Lab for CHE 33143

CHE 33143 - ORGANIC CHEMISTRY II (3)

Study of nuclear magnetic resonance (NMR), infrared (IR), and mass spectroscopy (MS), aromatic chemistry, alcohols, phenols, ethers, carbon-containing compounds, amines, carbohydrates, amino acids and proteins. Includes corresponding lab.

COM - Communication**COM 10051 - PROMOTIONS AND CAMPAIGNS (1)**

Participation in target marketing, selling advertisement, sponsorship and producing advertisements for multiple forms of media. May be repeated for a total of eight credit hours (cumulative with COM 30051).

COM 10121 - INTERCOLLEGIATE FORENSICS (3)

Provides students with active training in speech communications and includes traveling on the competitive speech and debate teams. May be taken up to eight semesters. Prerequisite: Instructor permission.

COM 10163 - INTRO TO HUMAN COMMUNICATION (3)

Provides an example-based overview of interpersonal communication skills, including how these skills affect individuals and groups in society. Emphasis is on personal and interpersonal strategies for understanding, appreciating, and managing communication skills in personal and career relationships.

COM 11023 - SPEECH PREPARATION AND DELIVERY (3)

Provides instruction in speaking before a group. Development of speech content, organization, research, and delivery is emphasized. Includes practice of impromptu, persuasive, and informative speeches.

COM 12000 - MEDIA PRODUCTION (1)

Laboratory brings together student skills in order to produce content appropriate for a 21st century convergent media environment. Students work collaboratively to create and disseminate information and culture. Coursework includes journalism, videography, photography, web and graphic design, and audio engineering.

COM 20051 - DIGITAL MEDIA PRODUCTION (1)

Students participate in media production, editing, design, publication of various digital media including web writing, web design, as well as video and sound for online media outlets. Course may be repeated for a total of 8 semester credit hours.

COM 20123 - LAYOUT AND DESIGN (3)

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 20165 - MEDIA WRITING (3)

Covers fundamentals of news reporting and writing for broadcast media, public relations, advertising, and the Internet.

COM 20223 - ARGUMENTATION AND DEBATE (3)

Studies the principles of argumentation and practice in debate techniques with special emphasis on reasoning and research, case construction, refutation and rebuttal. Use of the collegiate debate question to give practical experience in various forms of debate. Prerequisite: COM 11023 Speech Preparation and Delivery.

COM 20361 - NEWSPAPER PRODUCTION (1)

Participation in news gathering, production, editing and publication of the campus newspaper. May be repeated for a total of eight credit hours (cumulative with COM 30361). Prerequisite/Corequisite: COM 23263 News and Feature Reporting or consent of instructor.

COM 20523 - PERFORMANCE STUDIES (3)

Development and understanding of prose, poetry and dramatic literature from selection through analysis to performance, both individually and in groups.

COM 20561 - VIDEO PRODUCTION (1)

Participation in pre-production, production, and post-production of film and visual media, video web streaming, broadcasting, pod casts, and other original video projects. May be repeated for 8 credit hours (cumulative with COM 40561). Prerequisite: Consent of instructor.

COM 23263 - NEWS AND FEATURE REPORTING (3)

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

COM 23563 - PERSONAL AND PROFESSIONAL PHOTOGRAPHY (3)

Introduction to basic photographic techniques with emphasis on technical skills and aesthetic principles.

COM 23633 - LANGUAGE OF FILM (3)

Examines the elements of cinema, terminology of film production, and introduces the field of film analysis. Focuses on film literacy including the awareness of the development of this medium and its genres, the audio and visual process of filmmaking, trends in the film industry and the analytic tools to learn to read films as informed and framed viewers.

COM 24003 - CRITICAL LISTENING (3)

Course examines how environments are constructed to inhibit listening. Poor listening habits lead to poor interpersonal and intercultural skills in both relational and leadership roles. This course does not address the biological process of listening (i.e. hearing) but topics instead focus on the social and communicative nature of how we come to know, embody, and share meaning as well as research in Listening Studies to discover factors that cause information to be passively backgrounded.

COM 30051 - ADVANCED PROMOTIONS AND CAMPAIGNS (1)

Participation in target marketing, selling advertisement, sponsorship and producing advertisements for multiple forms of media. May be repeated for a total of 8 credit hours (cumulative with COM 10051). Prerequisite: Permission of instructor or two credit hours of COM 10051 Promotions and Campaigns.

COM 30121 - ADVANCED INTERCOLLEGIATE FORENSICS (1)

Provides students with in-depth training in speech communications and includes a commitment to traveling on the competitive speech and debate team. May be repeated for a total of 8 credit hours (cumulative with COM 10121). Prerequisite: Permission of instructor.

COM 30163 - INTERPERSONAL COMMUNICATION (3)

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 30263 - SMALL GROUP COMMUNICATION (3)

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 30361 - ADVANCED NEWSPAPER PRODUCTION (1)

Participation in news gathering, leadership, production, editing, and publication of the campus newspaper. May be repeated for a total of 8 credit hours (cumulative with COM 20361). Prerequisite/Corequisite: COM 23263 News and Feature Reporting, consent of instructor, or two semesters of COM 20361 Newspaper Production.

COM 30363 - ORGANIZATIONAL COMMUNICATION (3)

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: COM 30163 Interpersonal Communication or consent of instructor.

COM 30563 - VISUAL COMMUNICATION (1)

Survey of the theory and practice of visual communication. Includes theoretical explanation, visual grammar and laboratory opportunities to apply and develop visual communication literacy. Provides strategies for effective visual communication.

COM 30566 - PUBLIC RELATIONS (3)

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.

COM 30663 - ADVANCED PUBLIC SPEAKING (3)

Theory and practice in delivering common forms of verbal presentations to the community, organizations and at work. Development of speech content, organization and delivery. Practice of broadcasting, impromptu, persuasive, humorous, and informative speeches and presentations.

COM 33263 - ADVANCED REPORTING & EDITING (3)

Instruction in intermediate and advanced newsgathering, reporting and writing techniques, editing for associated press style, grammar, quality, and elements of newspaper design and layout. Other topics include communication law and ethics. Work on campus student newspaper and/or yearbook provides laboratory component. Prerequisite: COM 23263 News and Feature Reporting.

COM 35563 - SPECIAL TOPICS IN COMMUNICATION (3)

Designed around special theories, practices or interests of an individual or group of students.

COM 36364 - LEADERSHIP AND COMMUNICATION (3)

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. Crosslisted with OAD 36364.

COM 36964 - PRINCIPLES OF ADVERTISING (3)

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. Crosslisted with OAD 36964.

COM 38000 - INTRODUCTION TO ONLINE RESEARCH (1)

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 39664 - MANAGING ORGANIZATIONAL CONFLICT (3)

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. Crosslisted with OAD 39664.

COM 39665 - CRISIS COMMUNICATION (3)

Following a strategic approach for public relations, students explore the different communication activities taken in the different stages of a crisis, including precaution, planning-prevention, crisis coping, and post-crisis.

COM 39764 - PUBLIC RELATIONS WRITING (3)

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. Crosslisted with OAD 36964.

COM 40051 - ADVANCED DIGITAL MEDIA PRODUCTION (1)

Provides student the opportunity to lead and manage the media production, editing, design, and publication of various digital media including media websites. Course may be repeated for a total of 6 semester credits.

COM 40163 - COMMUNICATION LAW AND ETHICS (3)

Examines the law governing mass media as well as ethical dilemmas in media. Explores the process of establishing high standards as well as understanding choices to be made when faced with legal and ethical decisions regarding mass media.

COM 40164 - INTERNATIONAL/INTERCULTURAL COMMUNICATION (3)

Examines the 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 (3)

Emphasizes central role of persuasion in developing professional presentations for live and media audiences.

COM 40363 - STRATEGIC COMMUNICATION (3)

Focuses on advertising from a managerial viewpoint. Includes administration, advertising research agency relationships, media selection, budget regulation and campaign planning.

COM 40464 - PERSUASIVE COMMUNICATION (3)

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 40561 - ADVANCED VIDEO PRODUCTION (1)

Participation in pre-production, production, and post-production of film, audio, visual media, video web streaming, broadcast, pod cast, and leadership in original video production. May be repeated for a total of 8 credit hours (cumulative with COM 20561). Prerequisite: Consent of instructor or 2 credit hours of COM 20561 Video Production.

COM 41063 - INTERNSHIP: COMMUNICATION I (3)

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 42063 - INTERNSHIP: COMMUNICATION II (3)

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

COM 43063 - COOPERATION AND COLLABORATION (3)

Course applies concepts of speech and conflict theory. Topics include enhancing skills in group facilitation, democratic deliberation, advanced argumentation strategies, and working with real communities to solve real problems through dialogue and deliberation.

COM 49100 - SEMINAR IN APPLIED COMMUNICATION (4)

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.

COM 49263 - SENIOR COMPREHENSIVE (4)

Capstone course culminating in a project or paper fulfilling senior comprehensive examination requirements for a specific communication emphasis area. Must be taken in final semester of attendance.

DST - Data Science and Technology

DST 20000 - NETWORK ARCHITECTURE (3)

A study of the TCP/IP and Network Architecture. Students will learn how processors work. Coverage of network architectures as well as basics of computer networks and the different protocol layers used for communication. Coverage of the concepts and fundamental principles that have contributed to modern network designs and implementation using TCP/IP. Topics to be addressed in this course are IP, ARP, RARP, and ICMP protocols; IP routing; TCP protocol, TCP/IP next-generation; OSI

network protocols and standards; and client/server networking and applications. Prerequisite: ITS 20263 Introduction to Networking.

DST 20003 - NETWORK SECURITY (3)

Principles of computer systems and network security. Topics include network attacks and defenses, botnet, malware, social engineering attacks, privacy, and digital rights management. Techniques for achieving security in multi-user computer systems and distributed computer systems; cryptography: secret-key, public-key, digital signatures; authentication and identification schemes; intrusion detection: viruses; firewalls; and risk assessment. Prerequisite: ITS 20263 Introduction to Networking.

DST 30000 - LEAN SIX SIGMA (3)

Understanding of Lean Six Sigma concepts and its methodologies with the goal of improved project management skills, problem solving, and more effective cross functionality. Defining a problem and implementing solutions that are linked to the underlying root causes and delivering improvements that are efficient, cost effective, consistent, reliable, and sustainable. Prerequisite: MAT 20044 Introduction to Statistics or OAD 30763 Business Statistics.

DST 30003 - DATA MINING (3)

This course introduces the major quantitative models designed for competitive, and system forecasting in today's complex and increasingly large data-gathering business environment. The course is useful for multiple disciplines, including marketing, finance, and health care. Topics include statistical quality control, exponential smoothing, and seasonally adjusted trend analysis. Emphasis is placed on a general understanding of theory, mechanics, application potential, available software packages, and templates. Prerequisite: MAT 20044 Introduction to Statistics or OAD 30763 Business Statistics.

DST 30006 - CYBER SECURITY (4)

This course explores advanced topics in cyber security. Students will be exposed to a wide spectrum of security activities, methods, methodologies, and procedures with emphasis on practical aspects of Information Security. Topics include security principles, threats, attacks, security models, security policies, an overview of authentication, encryption, and certifications, security detection, business risk analysis, protection of information assets, examination of pre- and post-incident procedures, and an overview of the information security evaluation. Prerequisite: DST 20003 Network Security.

DST 30009 - DATA VISUALIZATION (3)

An exposure to visual representation methods and techniques that facilitate the understanding of complex data. Students will be able to present a visual interpretation of data, and improve comprehension, communication, and decision making. The course covers how the human visual system processes and perceives images, good design practices for visualization, how to use existing tools to make visualizations, collecting data from web sites with Python, and programming interactive web-based visualizations. Prerequisites: ITS 16163- Introduction to Computer Programming

DST 40000 - INFORMATION FORENSICS (3)

A study of detection techniques to fight cyber-crime. This course combines business acumen and technology skills for recognizing and mitigating vulnerabilities. Students will address methods to properly conduct a computer and/or network forensics investigation including digital evidence collection and evaluation and legal issues involved in network forensics. Technical topics covered include detailed analysis of hard disks, files systems (including FAT, NTFS and EXT) and removable storage media, mechanisms for detecting hidden information, and the hands-on use of powerful forensic analysis tools. Prerequisite: ITS 30044- Advanced Database Systems

DST 49000 - SEMINAR IN APPLIED INFORMATION SCIENCE (4)

A capstone experience that provides an opportunity for students to use a number of common statistical analysis models to large databases in health services research. Emphasizes a conceptual understanding of appropriate modeling techniques and the use of statistical software packages. The course focuses on the application of methods to health services research questions, with an emphasis on regression design and interpretation. Prerequisites: DST 30000 Lean Six Sigma, DST 30006 Cyber Security, and DST 30009 Data Visualization.

ECE - Early Childhood Education**ECE 30100 - EARLY CHILDHOOD FOUNDATIONS (4)**

Course provides the student with a knowledge base of the history, theory, philosophies, and foundations of early childhood education (Birth - Age 8). Course also provides students with foundational knowledge regarding issues surrounding early childhood special education. Students examine family, community, and cultural influences on development of the young child and consider trends and threats to relationships and cultural identity. Topics also include the roles and responsibilities for the Early

Childhood Education professional, integrating the influences of history and philosophy with an emphasis on issues of professionalism, ethics, and program types.

ECE 30200 - CHILD DEVELOPMENT AND LEARNING (4)

Examination of age-appropriate physical, cognitive, adaptive, language, social/emotional and motor development of children prenatal to age eight years. Course explores both typical and atypical development and includes the importance of sensory and temperament awareness. Overview of public health, safety, and nutritional needs and physical well-being of young children birth to 8 years old is explored. Consideration of public health issues and safety procedures within early childhood settings is also examined.

ECE 30300 - EARLY CHILDHOOD TYPICAL/ATYPICAL QUALITY PRACTICES (4)

Overview of the exceptional learner (birth to age 8), one who differs from the average or the norm, with emphasis on observation, techniques, characteristics, identification, interventions, and programming. Topics include ethics, referral and reporting procedures, and collaboration with families and other professionals. Students learn about applicable federal and state laws and requirements for providing services to children with special needs including, but not limited to, the Individual with Disabilities Education Act, Americans with Disabilities Act, Individualized Family Service Plans, Individualized Education Plans, and 504 Plans.

ECE 30400 - EARLY CHILDHOOD SOCIAL AND EMOTIONAL DEVELOPMENT (4)

Overview of social and emotional development in the young child birth to age eight. Course provides research-based indicators for guiding young children in early care and a variety of education environments as it relates to child guidance and management of social and emotional behaviors. Course provides content knowledge of the exceptional learner birth to age eight who differs from the norm with emphasis on observation, characteristics, strategies, identification, as well as process and programs to assist young children with challenging behavior. Course includes observations, screening and assessment of children birth to age 8 who may have behavioral challenges compared to same aged peers.

ECE 30503 - EARLY CHILDHOOD MATH AND SCIENCE METHODS (4)

Course provides scope and sequence methods for teaching and learning math and science for students who are considered both regular education and students with special education needs birth to age eight. This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and

differentiating instruction for all students. Topics include use of knowledge and application skills to design a curriculum unit for a specific subject and age/grade level. Use of technology will be integrated into the course curriculum with an emphasis on linking objectives to developmentally appropriate practices (NAEYC, Common Core, and INTASC National Standards).

ECE 30506 - EARLY CHILDHOOD SOCIAL STUDIES AND ART METHODS (4)

Course provides scope and sequence methods for teaching and learning social studies and the arts for students who are considered both regular education and students with special education needs birth to age eight. This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and differentiating instruction for all students. Topics include use of knowledge and application skills to design a curriculum unit for a specific subject and age/grade level. Use of technology will be integrated into the course curriculum with an emphasis on linking objectives to developmentally appropriate practices (NAEYC, Common Core, and INTASC National Standards).

ECE 30600 - EARLY CHILDHOOD ASSESSMENT AND MONITORING (4)

Students learn the federal and state laws regarding the Individual with Disabilities Education Act (IDEA), rules and regulations regarding child find, identification, and evaluation of your children birth to age eight who may need special education services. Students examine the eligibility criteria for a young child to receive special education services under federal and state laws. Students are provided practice in screening, evaluation, and progress monitoring of a young child using a variety of developmentally appropriate instruments and practices. Focus is on writing an Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) linked to evaluation results. Students explore using informal/formal and on-going progress monitoring assessments to evaluate children's progress (with and without disabilities) and report this information to parents/guardians/caregivers.

ECE 30700 - EARLY LITERACY AND READING METHODS (4)

Course looks at research in language and literacy development, with an emphasis on effective strategies such as phonemic awareness and decoding in ages birth to age 8. Other topics include specific strategies and methods to assist the challenged learner.

ECE 49001 - EARLY CHILDHOOD STUDENT TEACHING BIRTH-PREK (4)

Supervised field placement in an approved Early Childhood site to further develop the knowledge, skills and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Enrollment in student teaching requires approval of faculty advisor.

ECE 49002 - EARLY CHILDHOOD STUDENT TEACHING K-3RD GRADE (4)

Supervised field placement in an approved Early Childhood site to further develop the knowledge, skills and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Enrollment in student teaching requires approval of faculty advisor.

ECE 49010 - EARLY CHILDHOOD PRACTICUM BIRTH-PREK (4)

Field placement in an approved Early Childhood site to further develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Covers ages 0-5 in an inclusive environment (NAEYC, Common Core, and INTASC National Standards). Enrollment requires approval by Director of K/12 Partnerships.

ECE 49012 - EARLY CHILDHOOD STUDENT TEACHING K-3RD GRADE (4)

Field placement in an approved Early Childhood site to further develop the knowledge, skills and attitudes necessary to be an effective teacher/caregiver in an Early Childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Enrollment in student teaching requires approval of faculty advisor. Covers K-3 in an inclusive environment.

ECE 49015 - EARLY CHILDHOOD STUDENT TEACHING K-3 SPECIAL EDUCATION (4)

Field placement in an approved early childhood site to further develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program. Direct training and supervision provided by the on-site mentor and university supervisor. Covers K-3 in a special education classroom. Prerequisite: Approval by faculty advisor.

ECO - Economics

ECO 20163 - MACROECONOMICS (3)

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 (3)

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

ECO 30163 - INTERMEDIATE MICROECONOMICS (3)

Further develops the topics in principles of microeconomics with a richer set of economic tools. Economic analysis is applied to the behavior of individuals, businesses and governments as these agents interact in the market economy. The social consequences regarding equity and efficiency of the production and distribution of final goods and services is analyzed considering both monetary and non-monetary gains. Prerequisite: ECO 20263 Microeconomics.

ECO 30363 - MONEY AND BANKING (3)

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 30463 - SPATIAL ECONOMICS (3)

Businesses, households and governments must all determine where they will partake in economic activity. This course explores the decisions by individuals on where to do business. The formation of cities and suburbs both rural and urban is analyzed with special attention paid to issues of land use, transportation, crime, housing and entrepreneurship. Prerequisite: ECO 20263 Microeconomics.

ECO 33063 - ENTREPRENEURIAL ECONOMICS (3)

Highlights the decision making of for-profit and non-profit entrepreneurs and the impact of those decisions on society. Unpacks the decisions by policymakers on how (or if) entrepreneurship should be encouraged to increase social welfare. Special attention is paid to the tensions created by those who support free-market policies versus

those who believe that governments must intervene to correct market failure. Prerequisite: ECO 20263 Microeconomics.

ECO 40664 - INVESTMENT FINANCE (3)

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. Prerequisites: ECO 20163 Macroeconomics and ECO 30363 Money and Banking or FIN 30000 Foundations of Finance.

ECO 40963 - INTERNATIONAL ECONOMICS (3)

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- size firms.

ECO 49003 - ECONOMICS OF MANAGERIAL DECISIONS (4)

Capstone course which analyzes decision-making related to business topics like pricing, production, human resources, and marketing using economic tools. Topics include an application of econometric procedures used to analyze data for the purpose of decision makers. Students compile evidence of learning outcomes gathered from previous courses within the major. Prerequisites: ECO 20263 Microeconomics, ECO 20163 Macroeconomics, ECO 30363 Money and Banking, and ECO 30163 Intermediate Microeconomics.

EDU - Education

EDU 20000 - TECHNOLOGY FOR EDUCATORS (2)

Develop skills needed to integrate technology into teaching and learning. Covers multimedia, word processing, spreadsheets, Internet searching, 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.

EDU 20033 - INTEGRATING THE FINE ARTS (2)

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 30030 - ELEMENTARY MATH METHODS (3)

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 30031 - ELEMENTARY MATH METHODS & PRACTICUM (3)

Focuses on learning how to teach mathematics in the elementary school. 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. 20 hours of field experience is required. Prerequisite or concurrent requisite: EDU 30030 Elementary Math Methods.

EDU 30731 - THE TEACHING PROFESSION I (3)

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.

EDU 31132 - THE EXCEPTIONAL CHILD (3)

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 (3)

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 32834 - ELEMENTARY SOCIAL STUDIES METHODS (3)

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 33000 - ELEMENTARY LANG ARTS AND SOC STUDIES METHODS (3)

Emphasis on approaches and methodologies used in teaching language arts in the elementary school. Learn to present techniques for teaching listening, oral language, writing, spelling, grammar, and handwriting through social science experiences (history, geography, social sciences, and other related areas) that are developmentally appropriate, meaningful and challenging for all students. Construct lessons that demonstrate ways for elementary students to become effective decision makers and responsible citizens in a culturally diverse democratic society and interdependent world.

EDU 33035 - FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)

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 (3)

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 33136 - ELEMENTARY PRIMARY READING METHODS/PRACTICUM (3)

Assists prospective elementary teachers in exploring and questioning how reading is taught. Develop skills in a variety of methods and approaches in reading programs in the primary classroom. Field experience is required.

EDU 33236 - ELEMENTARY INTERMEDIATE READING METHODS/PRACTICUM (3)

Assists prospective elementary teachers in exploring and questioning how reading is taught. Develop skills in a variety of methods and approaches to reading programs in the intermediate classroom. Field experience required.

EDU 34500 - SECONDARY METHODS AND RICA (3)

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/PRACTICUM (3)

Observe, develop, and practice skills under the guidance of a classroom teacher in the student's major area of interest.

EDU 36003 - FOUNDATIONS OF INSTRUCTION IN ENGLISH LANGUAGE LEARNERS CLASSROOM (3)

The study of philosophical and theoretical frameworks of English language learners (ELL), and includes aspects of SEI programs. The review of historical and legislative foundations, teaching strategies/methods, culture related factors used in determining educational strategies and interventions, assessment/placement, special education/gifted ELL programs, and parent/community programs.

EDU 36013 - LINGUISTICS FOR ESOL EDUCATORS (3)

The study of emergent language and linguistic development, including the processes of first and second language acquisition and the social cultural aspects of language. In addition, emphasis is placed on the role of linguistics in the acquisition of reading and writing skills and the implications for curriculum development.

EDU 36023 - ENGLISH LANGUAGE LEARNERS METHODS (3)

The teaching of English to speakers of other languages. The study of curriculum and program development, teaching strategies, assessment procedures and material selection for ELL introduction. Review of practical aspects on organizing and managing the ELL classroom, including the why and when to transition students.

EDU 36033 - ASSESSMENT METHODS FOR ENGLISH LANGUAGE LEARNERS (3)

Identification and implementation of a variety of assessment tools to determine the placement of English language learners (ELL).

EDU 36673 - TEACHING THROUGH FILM (3)

Explores film to promote understanding of cultural diversity. Examines the power of media effects and the use of cinematography as a catalyst for public dialogue and political change. Evaluates the practice of visual learning techniques and digital storytelling as a pedagogical tool. Crosslisted with COM 36673, LAS 36673.

EDU 40233 - THE DIFFERENTIATED CLASSROOM (2)

Learn to modify teaching and learning strategies in reading and mathematics.

EDU 40632 - MANAGING THE EDUCATIONAL ENVIRONMENT (4)

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 40932 - REFLECTIVE TEACHING & ACTION RESEARCH (1)

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 40934 - REFLECTIVE TEACHING/ACTION RESEARCH II (1)

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/certificate.

EDU 44033 - SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)

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 45033 - SEI METHODS FOR ENGLISH LANGUAGE LEARNERS III (3)

The 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 build upon the systemic foundation and skill development set forth in EDU 44033 and 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 46013 - ESOL PRACTICUM (3)

Supervised application of course content in a PreK - 12 setting. Emphasis on strategies for English language learner in lesson planning, implementation and evaluation for both small and large group instruction.

EDU 49001 - ELEMENTARY STUDENT TEACHING I (4)

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 4-6TH GRADE (4)

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 49003 - ELECTRONIC PORTFOLIO (1)

Students will create and submit an electronic portfolio, selecting from a variety of strategies for development, organization, storage, and presentation. The portfolio is a collection of material that demonstrates proficiencies in relation to national and state standards.

EDU 49004 - ISSUES IN EDUCATION (3)

Reviews literature on a current issue in education. Develop an annotated bibliography and write a summary of findings.

EDU 49021 - SECONDARY STUDENT TEACHING I (4)

Capstone field experience for secondary pre-service teachers. Gives opportunity to observe and teach in a secondary 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 (4)

Capstone field experience for secondary pre-service teachers. Gives opportunity to observe and teach in a secondary 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.

EGR - Engineering

EGR 10000 - INTRODUCTION TO ENGINEERING (3)

An introduction to engineering drawing and computer programming. Topics include hand drafting, computer-aided drafting, orthographics, isometrics, sections, dimensioning, algorithmic formulation of problem solving using computer software, designing, writing, and debugging programs with a high level computer language.

EGR 20000 - STATICS (3)

The study of elementary engineering forces in equilibrium. Topics include vector notation, forces, moments, equilibrium, free body diagrams, friction, frames, beams, trusses, centroids, and second moments. Prerequisite: EGR 10000 Intro to Engineering and MAT 21044 Calculus I.

EGR 20003 - CIRCUITS (4)

Course focuses on direct current (DC) and alternating current (AC) circuit analysis using mesh and nodal techniques. Topics include Resistive, capacitive, inductive and op-amp circuits, Kirchhoff's laws and network theorems, frequency domain and impedance, and sinusoidal steady-state analysis. Prerequisite: MAT 21044 Calculus I.

EGR 20006 - DYNAMICS (3)

Course focuses on the study of elementary engineering kinematics and kinetics. Topics include rectilinear and curvilinear motion, translation, rotation, relative motion, forces, mass, acceleration, momentum, work, and energy. Prerequisite: EGR 20000 Statics.

EGR 20009 - THERMODYNAMICS (3)

Study of the conservation of energy in open and closed systems. Topics include first and second laws of thermodynamics, thermodynamic properties of gases, vapors, and gas-vapor mixtures, and energy-systems analysis including power cycles, refrigeration cycles, and air-conditioning processes. Prerequisite: MAT 21044 Calculus I.

EGR 30000 - ELECTRONICS (3)

An introduction to the characteristics and applications of semiconductor devices and circuits. Topics include diodes, bipolar junction transistors, field effect transistors, linear models, biasing and load line analysis of transistors circuits. Prerequisite: EGR 20003 Circuits.

EGR 30003 - MICROPROCESSORS (3)

An introduction to the architecture, operation, and application of microprocessors. Topics include assembly language programming, addressing, system clock and timing, serial and parallel ports, input/output devices, and

interrupts. Prerequisites: EGR 10000 Introduction to Engineering, EGR 20003 Circuits, and MAT 20043 Discrete Math.

EGR 30006 - MECHANICS OF MATERIALS (3)

A study of the concepts of stress and strain. Topics include load effects, plane stress and strain, deformation of beams, shafts and axial members, and buckling. Prerequisites: MAT 31044 Calculus III, EGR 20000 Statics, and EGR 20006 Dynamics.

EGR 30012 - ENGINEERING LAB I (1)

An introduction to simple circuits and electrical instruments. Topics include applications of Kirchhoff's laws and network theorems, resistive circuits, series and parallel combinations, capacitors and inductors, voltage sources, function generators, digital multimeters, and oscilloscopes. Prerequisite: EGR 20003 Circuits

EGR 31003 - SIGNALS AND SYSTEMS (3)

An introduction to the time-domain representation of analog signals and systems. Properties of systems including linearity, time-invariance, causality, and stability. Topics include singularity functions, impulse response, and the convolution integral. Also explored are frequency domain techniques using the Laplace Transform, Fourier Transform, and Fourier Series, Bode Plots, and response to sinusoidal inputs. Prerequisites: EGR 20003 Circuits and MAT 21144 Calculus II.

EGR 40000 - DIGITAL SIGNAL PROCESSING (3)

An introduction to the analysis and representation of discrete-time signals. Explores aliasing, anti-aliasing filters, sampling continuous-time signals, quantization, and quantization noise. Topics include Discrete-time convolution, difference equations, the z-transform, the Discrete-Time Fourier Transform, the Discrete Fourier Transform, the Fast Fourier Transform, and FIR and IIR filters. Prerequisite: MAT 31044 Calculus III.

EGR 40003 - ENGINEERING LAB II (1)

An introduction to the fundamentals of mechanical and electronic measurement and instrumentation. Topics include instrument systems for measurements of pressure, temperature, displacement, force, strain, sound, vibration, and data collection and analysis to reinforce engineering concepts. Prerequisite: EGR 30012 Engineering Lab I.

EGR 40006 - ENGINEERING LAB III (1)

Basic concepts of the use of a microprocessor to control external devices is explored. Topics include assembly language programming, digital logic, subroutines, stacks, input/output techniques, bus structure, sampling analog signals, A/D and D/A conversion, and digital

filtering. Prerequisites: EGR 40000 Digital Signal Processing and EGR 30012 Engineering Lab I, Co-requisite EGR 30003 Microprocessors.

EGR 41003 - FLUID MECHANICS (4)

An introduction to the principle concepts and methods of fluid motion. Topics include pressure, control volume analysis, resistance of fluids, open-channel flow, fluid statics, and dimensional analysis. Prerequisites: EGR 20006 Dynamics, MAT 22043 Linear Algebra, and MAT 21144 Calculus II.

EGR 49000 - SEMINAR IN APPLIED ENGINEERING (3)

Capstone course in which students apply the skills acquired to the development of a technical solution to an open-ended problem. Topics include problem statement, specification, design process, building, implementation, testing, and documentation including a written report. Prerequisite: EGR 40003 Engineering Lab II.

ENG - English

ENG 10223 - CONTEMPORARY LITERATURE (3)

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 the humanities and liberal arts.

ENG 10323 - INTRODUCTION TO LITERATURE AND FILM (3)

Observes interactions between literature and film. Through writings, projects, and discussions, students analyze film versions of classical literature, prose and poetry through borrow filmic techniques and experimental films with literary features.

ENG 20223 - INTRODUCTION TO LITERATURE (3)

Survey of the major genres of literature (short story, poetry, drama) with emphasis on the organizational principles that give artistic structure or integrity. Intensive studies of such elements as characterization, plot, setting, tone, symbolism, etc., conducted.

ENG 20524 - WRITING SKILLS DEVELOPMENT (3)

Development of basic writing skills. Practice of written language in argument, persuasion and critical analysis. Course objectives designed to meet individual students' needs.

ENG 20623 - TECHNICAL WRITING (3)

Study of writing with technical and scientific purposes. Focuses on understanding scientific and technical discourse communities. Topics include writing effectively in appropriate genres and styles, developing a

personal writing-to-learn practice (e.g. STEM notebooks), presenting information in oral and online formats, corresponding with professionals, appealing to varying audiences, integrating graphics and data, reviewing and assessing scientific literature, editing, and collaborating. Prerequisite: LAS 13525 Research Techniques and Technology or permission of instructor.

ENG 23723 - INTERMEDIATE WRITING (3)

Examines steps of the writing process from sight to insight: perceive, identify, analyze, discover, write, re-write and edit. Critical thinking, library research, peer conferencing, and the art of argument integral to the course.

ENG 26023 - FROM HOMER TO HERRICK (3)

Engages in primary analysis and response to significant literature from antiquity through the Renaissance.

ENG 27023 - FROM VOLTAIRE TO VICTORIA (3)

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 WEILIN (3)

Engages the student in primary analysis and response to significant literature from late nineteenth century Modernism through post-colonial and post-modern configurations.

ENG 31023 - ADVANCED EXPOSITORY WRITING (3)

Refinement of expository writing skills through analysis of models and writing practice.

ENG 31723 - MULTICULTURAL LITERATURE (3)

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 the increasingly diverse societies of our shrinking world. Prerequisite: 20000-level English course or consent of instructor.

ENG 32523 - THE ENGLISH LANGUAGE (3)

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 (3)

Course development skills in writing drama, poetry and fiction. Develops critical skills and encourages students to develop tools to refine expression.

ENG 33023 - IMAGE AND TEXT (3)

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 (3)

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. Crosslisted with LAS 33523.

ENG 34000 - IDS:TOMBS/TALES ANCIENT SCOTLAND (3)

Course reviews the written and material record of continuous settlement in the Orkney Islands, dating back 5000 years. Topics include a select review of archeological evidence for Neolithic and Bronze Age sites as well as the contemporary socio-cultural structure of the Islands from a literary and anthropological perspective. Crosslisted with LAS 34000 and SOC 34000.

ENG 34023 - PROTEST LITERATURE (3)

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 34523 - LITERATURE & SPIRITUALITY/THE SACRED (3)

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 36023 - PEACE LITERATURE (3)

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 (3)

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 37223 - IDS: AESTHETICS (3)

A philosophical examination of the arts and aesthetic experience. This course explores theories of beauty and drama from ancient and contemporary theorists. Students apply aesthetic theories to analyze works of art in multiple domains from different perspectives. Crosslisted with ENG 37223 and LAS 37223.

ENG 37623 - MADNESS: MULTIFACETED APPROACH (3)

Interdisciplinary seminar which interrogates the literary, artistic, and cultural representations of madness across culture and time. Crosslisted with LAS 37623.

ENG 40123 - LITERARY CRITICISM (3)

Identifies major trends in the history of critical thought from Plato to Derrida. Seeks to discover the position of literary criticism and to apply various critical theories. Library research and writing. Prerequisite: 30000-level English course.

ENG 40524 - PROCESS WRITING (3)

Teaches essential writing skills at both elementary and secondary levels. Evaluation techniques also emphasized.

ENG 41823 - SHAKESPEARE SEMINAR (3)

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: AMERICAN LITERATURE (3)

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 - SEMINAR IN BRITISH LITERATURE (3)

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 49023 - SENIOR COMPREHENSIVE (3)

Examination or project designed to assess the student's achievement of the goals of his/her major program.

ENG 49201 - INTEGRATIVE SEMINAR IN CRITICISM (4)

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.

FIN - Finance**FIN 30000 - FOUNDATIONS OF FINANCE (3)**

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.

FIN 41000 - INVESTMENT THEORY (3)

Discussion of investment theory with a focus on the securities market related to the individual investor. Course focuses on trading, behavior of securities and pricing, the mechanics of trading, evaluation of securities, mutual funds, and evaluation of portfolio performance. Specific theories addressed include efficient market hypothesis, capital market theory, and stock valuation. Prerequisites: FIN 30000 Foundations of Finance and ECO 40963 International Economics.

FIN 41003 - REAL ESTATE FINANCE (3)

Introduction to finance as related to real estate. Course focuses on the methods of assessing value of real estate and various financing instruments related to real estate. Prerequisite: FIN 30000 Foundations of Finance

FIN 41006 - BEHAVIORAL FINANCE (3)

Course expands upon investment theory and the theory of efficient markets through psychological biases of individuals and how these impact financial decision-making. Evidence and research based course focuses on theory and empirical research as they relate to the behavior of asset pricing, corporate finance, and money management. Prerequisite: FIN 30000 Foundations of Finance.

FIN 49000 - SEMINAR IN APPLIED FINANCE (4)

Capstone course that guides student in the integration of functional content areas in the field of finance. Addresses financing issues and applies finance theories and techniques to problems and cases through a process of strategic decision-making. Prerequisite: Completion of all required core coursework or advisor permission.

FRE - French

FRE 10124 - ELEMENTARY FRENCH I (3)

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.

HPS - History - Political Science

HPS 10153 - WORLD REGIONAL GEOGRAPHY (3)

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 - AMERICAN EXPERIENCE I (3)

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 - AMERICAN EXPERIENCE II (3)

Uses principle theme of the development of United States since reconstruction. Examines political, economic, social, and cultural development.

HPS 13353 - AMERICAN GOVERNMENT (3)

Introduces American government 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 (3)

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 23153 - HUMAN GEOGRAPHY (3)

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 (3)

Experience aspects of the discipline through a semester long practicum.

HPS 25353 - WORLD CIVILIZATION I (3)

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 (3)

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 (1)

Overview of Arizona's history and constitution from territorial days to the present.

HPS 30251 - UNITED STATES CONSTITUTION (1)

Overview of the history of the United States Constitution to establish a foundation of understanding.

HPS 30453 - GEOGRAPHY OF NORTH AMERICA (3)

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 U.S.

HPS 30953 - AMERICAN WOMEN'S HISTORY (3)

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 (3)

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 U.S.

HPS 31453 - RELIGION IN AMERICAN CULTURE (3)

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 - TWENTIETH CENTURY AMERICA (3)

A study of the political, social, intellectual and other aspects of American civilization in this century. Special emphasis on the last half of the twentieth century.

HPS 31654 - TWENTIETH CENTURY WORLD HISTORY (3)

Course focuses on the history of Europe, Asia, Latin America and Africa in the twentieth century. Course will address globalization and consequences, colonization versus nationalism, militarization, collective security, and the effects of technology on nations. Students will assess the consequences of global, regional and civil wars throughout the century and the subsequent shift in influence to emerging nations.

HPS 32053 - SEMINAR RESEARCH METHODS/HISTORIOGRAPHY (1)

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 33253 - INTERNATIONAL RELATIONS (3)

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 34354 - SEMINAR: AMERICAN HISTORY & GOVERNMENT I (3)

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 35054 - SEMINAR IN WORLD HISTORY I (3)

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 49053 - SENIOR COMPREHENSIVE (3)

Involves written paper responses to examination questions with oral defense. Prerequisite: Senior standing.

HPS 49400 - GLOBAL ISSUES IN HISTORICAL PERSPECTIVE (4)

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 - Human Services**HUS 20153 - ISSUES IN CHILD WELFARE (3)**

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 - INTRODUCTION TO HUMAN SERVICES (3)

Broad overview of the profession of Human Services and the social welfare system. Examines historical developments of human services and social welfare and the 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 (3)

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 (3)

Designed around special theories, practices or interests of an individual or group of students.

HUS 30000 - SOCIAL WELFARE:ISSUES IN HUMAN SERVICES (3)

Overview of emerging issues in social welfare. Topics including culture and diversity, social justice, privatization and emerging technologies in the field of social welfare.

HUS 30063 - HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)

Study of theories and knowledge of human development across the lifespan within the wider context of a range of social systems. Social systems examined include individual, family, group, organizational, and community in which people live. The ways social systems promote or deter people in maintaining or achieving health and well-being are emphasized.

HUS 30153 - ISSUES IN GERONTOLOGY (3)

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 & THE COMMUNITY (3)

Effects of social policy on practice; social policy analysis; process of policy formulation as it relates to human services and other social welfare professions.

HUS 30654 - MARRIAGE AND FAMILY (3)

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 PSY 30654 Marriage and Family.

HUS 30953 - DEATH AND DYING (3)

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 Death and Dying. Prerequisite: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology.

HUS 31254 - UNDERSTANDING FAMILIES IN CRISIS (3)

Examines backgrounds, needs and coping mechanisms of persons 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 32000 - GROUP WORK IN HUMAN SERVICES (3)

Develops both knowledge and skills in facilitating group experiences used in the human services and helping professions. Particular emphasis on group processes for the psycho-emotional-social development of group participants.

HUS 35553 - SPECIAL TOPICS:HUMAN SERVICES (3)

Designed around special theories, practices, or interests of an individual or group.

HUS 36000 - STATISTICS FOR SOCIAL SCIENCES (3)

Introduction to descriptive and inferential statistical techniques used in the social sciences. Topics include data collection procedures, measures of dispersion, correlation designs, probability, statistical inference, and analysis of variance. Crosslisted with PSY 36000.

HUS 38200 - GRANT WRITING (3)

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 40154 - ADDICTION STUDIES IN MOVIES (3)

Focuses on addiction to alcohol and other drugs has been portrayed in the American cinema over numerous decades. Explores how addiction has been portrayed and assists in learning about assessment, intervention and treatment through watching and critiquing these movies.

HUS 40454 - ETHICS IN HUMAN SERVICES (3)

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 40551 - APPLIED SKILLS IN HUMAN SERVICES (3)

Examination and application of various content and skill sets appropriate to field work in human services including: case management; interviewing skills; data collection and management; grant writing; maintaining confidentiality and the appropriate use of technology; effective communication skills; working within community, state, and federal systems; maintaining healthy professional and client relationships; and promoting change. Course should be taken prior to internship semester. Prerequisite: HUS 20553 Social Welfare: Introduction to Human Services.

HUS 40553 - SKILLS & TECHNIQUES IN HUMAN SERVICES I (3)

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 & TECHNIQUES IN HUMAN SERVICES II (3)

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 class work.

HUS 40555 - SKILLS AND TECHNIQUES IN HUMAN SERVICES III (3)

Course focuses on continued skill development in working with groups and families. Students practice skills by role playing and receiving feedback from instructor and classmates. Topics include facilitating support and therapy groups as well as couples and family counseling sessions.

HUS 41053 - INTERNSHIP: HUMAN SERVICES (3-APGS) (6-College)

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 (3)

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 43053 - INTERNSHIP: HUMAN SERVICES (3)

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 49000 - SEMINAR IN HUMAN SERVICES (4)

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. Prerequisite: Most or all of the core required courses in the major must be completed or instructor permission.

HUS 49053 - SENIOR COMPREHENSIVE IN HUMAN SERVICES (3)

Examination or project designed to assess the student's achievement of the goals of his/her major program.

ITS - Information Technology Systems**ITS 12063 - INTRODUCTION TO INFORMATION TECHNOLOGY (3)**

Introduces Window-based software including word processing, spreadsheets and databases with inclusion of graphic images. Overviews operating systems and graphical user interfaces.

ITS 16163 - INTRODUCTION TO COMPUTER PROGRAMMING (3)

A broad overview of programming techniques, programming rules, basic I/O techniques and programming methods. A variety of programming languages will be introduced, including but not limited to Visual Basic, SQL Reporting, and Object Oriented Programming.

ITS 20163 - INTRODUCTION TO DATABASES (3)

Basic knowledge of how to collect, organize, and analyze data. An introduction to the concepts of querying, updating, and administration of databases. Topics covered include normalization, table structures, table relationships, and data integrity.

ITS 20263 - INTRODUCTION TO NETWORKING (3)

Identify basic networking concepts, distinguish between network transmission types and connectivity devices, understand TCP/IP components, demonstrate knowledge of network hardware, cabling, and operating systems.

ITS 20550 - BASIC COMPUTER SKILLS (3)

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 30044 - ADVANCED DATABASE SYSTEMS (3)

Covers advanced techniques of data and information. Topics include processing and optimization of queries, transactions, backup and recovery, self-tuning database systems, and data mining. Prerequisite: ITS 20163 Introduction to Databases.

ITS 33470 - NETWORKING (3)

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, wireless technologies and secure remote connectivity; Perform network troubleshooting. Prerequisites: None.

ITS 43101 - SECURITY (3)

Implementing and administering security, including: communication security, infrastructure security, cryptography, access control, authentication, external attack and operational and organization security.

ITS 47003 - ETHICAL HACKING AND INTRUSION DETECTION (3)

Course explores penetration-testing tools and techniques used to protect computer and cyber security. Topics include discovering vulnerabilities, detecting intrusion, networking security issues, and protecting data from potential intruders.

LAS - Liberal Arts Studies**LAS 12525 - FIRST-YEAR SEMINAR (3)**

The first-year seminar is designed to evoke questions, to develop habits of mind that lead to independent thinking, and to orient students to the academic realities of college. Discussion and small group work are emphasized. Reading and focused writing assignments will be required. The thematic focus for individual sections is determined by instructors; students rank their preferences and are assigned to one of their top three choices.

LAS 13525 - RESEARCH TECHNIQUES AND TECHNOLOGY (3)

Course focuses on the fundamental elements of information literacy and the concepts and skills involved with locating, evaluating, and using information from a variety of print and electronic sources in an effective and ethical manner. Students must have a minimum of 12 earned credit hours or successful completion of First Year Seminar to enroll. This requirement will be waived for students who score at 70% proficiency level on the SAILS exam.

LAS 20010 - COLLEGE SEMINAR I: EXPLORING THE LIBERAL ARTS (4)

The first of two foundational liberal arts courses introduces the breadth areas of the liberal arts and examines the importance and meaning of a liberal arts education that integrates learning across the disciplines. The course engages students in adult learning methods and emphasizes skills of critical self reflection for learning, reading for comprehension and deeper understanding, effective class participation, and thinking and writing at the higher levels of Bloom's Taxonomy.

LAS 20020 - COLLEGE SEMINAR II: DEVELOPING LEARNING TOOLS (4)

The second of two foundational liberal arts courses examines Ottawa's liberal arts breadth areas in greater

depth. Students acquire skills for learning in particular disciplines, including developing research questions and methods in the different breadth areas. Students learn to integrate and synthesize information as they read scholarly articles and develop a properly cited research paper. Prerequisite: LAS 20010 Seminar I: Exploring the Liberal Arts.

LAS 30003 - IDS: CONTRASTS IN THE ARTS (3)

An examination of subject areas from different historical periods in which the idea of variation is perceived in the fine arts, with an emphasis on visual arts, music, and dance. Also explored is the concept of improvisation as variation as found in painting, music, and film, as well as an examination of common themes with their various interpretations. Crosslisted with MUS 30003.

LAS 30012 - WRITING AND CRITICAL THINKING IN THE LIBERAL ARTS (4)

Engages students in exploring and understanding different ways of knowing through activities, readings, and discussion in four breadth areas. Students strengthen skills in reflective and critical thinking, written and oral communication, problem-solving, information literacy, and research writing as they explore knowledge and values in the interdisciplinary context of the liberal arts. Students apply new and experiential knowledge in everyday life as they learn to examine multiple points of view and evaluate sources.

LAS 32513 - INTEGRATING THE DISCIPLINES (4)

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.

LAS 33523 - IDS: ENVIRONMENTAL LITERATURE (3)

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. Crosslisted with ENG 33523.

LAS 34000 - IDS: TOMBS/TALES ANCIENT SCOTLAND (3)

Course reviews the written and material record of continuous settlement in the Orkney Islands, dating back 5000 years. Topics include a select review of archeological evidence for Neolithic and Bronze Age sites as well as the contemporary socio-cultural structure of the Islands from a literary and anthropological perspective. Crosslisted with ENG 34000 and SOC 34000.

LAS 35011 - EDUCATIONAL PLANNING (1)

States plans for current educational, personal and vocational goals, listing all completed and planned courses, outlining courses in major area of study and containing list of all courses fulfilling breadth areas in liberal arts education.

LAS 37223 - IDS: AESTHETICS (3)

A philosophical examination of the arts and aesthetic experience. This course explores theories of beauty and drama from ancient and contemporary theorists. Students apply aesthetic theories to analyze works of art in multiple domains from different perspectives. Crosslisted with ENG 37223 and LAS 37223. A philosophical examination of the arts and aesthetic experience. Includes aesthetic theories of Aristotle, Kant, Nietzsche, and Grey as well as direct experience in the arts such as literature, poetry, painting, cinema, theatre, and performance art. Crosslisted with ENG 37223 and PHL 37223.

LAS 37623 - IDS: MADNESS: MULTIFACETED APPROACH (3)

Interdisciplinary seminar which interrogates the literary, artistic, and cultural representations of madness across culture and time. Crosslisted with ENG 37623.

LAS 38123 - IDS: INTEGRAL THEORY (3)

An investigation of the body, mind and spirit in self, culture and nature as developed by Ken Wilber and the Integral Institute. Students explore truth in the domains of philosophy and eastern spirituality and consider ways to improve their well-being.

LAS 39000 - CROSS CULTURAL ISSUES INTERNATIONAL BUSINESS (4)

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 (4)

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 40023 - ENVIRONMENTAL ETHICS (3)

Course deals with classic and contemporary environmental ethics and focuses on the controversies shaping the relationship between humans and nature, both now and in the future. Topics include theories of intrinsic value of nature, wilderness preservation, deep ecology, ecofeminism, and nature friendly Native American spirituality. Crosslisted with PHL 40023.

LAS 41523 - IDS: ISSUES IN SCIENCE & RELIGION (3)

Explores scientific methodology, religious methodology and the relationship between these domains of inquiry. Brief survey of the 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. Crosslisted with BIO 41523, REL 41523.

LAS 42515 - GROUP PROBLEM SOLVING (5)

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: Senior standing (92 credit hours or more) and an approved learning contract.

LAS 45012 - GLOBAL ISSUES IN THE LIBERAL ARTS (4)

In this liberal arts capstone course, students reflect on experience, knowledge, and skills in each of four breadth areas and apply that learning as they examine current issues and concerns in global contexts. Students use critical thinking skills to recognize different values systems, cultural interpretations, and social constructs. They demonstrate research and writing skills in exploring a global issue.

LAS 45570 - SPECIAL TOPICS: GLOBAL BUSINESS PERSPECTIVES (3)

Students focus on a selected business perspective which culminates in a travel-abroad experience. Crosslisted with OAD 45570.

LAS 49000 - SEMINAR IN APPLIED LIBERAL ARTS (4)

Students apply critical thinking and appropriate research skills to demonstrate ability to confront an integrated problem, issue, or circumstance in the liberal arts. Research will reflect learning acquired through the business or liberal arts track.

MAT - Mathematics**MAT 10443 - INTERMEDIATE COLLEGE ALGEBRA (3)**

Emphasizes algebraic skill development such as linear and quadratic equations, rational exponents, radicals and systems of equations. Designed to prepare students for college level mathematics.

MAT 10543 - TOPICS IN MATHEMATICS (3)

Topics covered include number theory, geometries, introductory calculus, and introductory probability and statistics. Emphasis on developing student's skills with comprehending, gaining familiarity and working with mathematical concepts.

MAT 10643 - COLLEGE ALGEBRA (3)

Emphasizes problem solving techniques using algebraic concepts. The focus of the course is directed toward exploring how algebra is used in the social and physical sciences. Topics covered include fundamental concepts of algebra, equations, and inequalities, functions and graphs, systems of linear equations, exponential and logarithmic equations, composition and inverse functions. Prerequisite: Score of 16 on non-math track initial placement or MAT 10443 Intermediate Algebra (or equivalent).

MAT 10743 - FOUNDATIONS OF MATHEMATICS (3)

Offers a broad survey of mathematical topics stressing mathematical principle over an in-depth analysis. Topics covered include an introduction to problem solving and critical thinking, set theory, logic, consumer mathematics, counting methods and the fundamentals of probability, voting and apportionment, and an introduction to graph theory. Prerequisite: Score of 16 on non-math track initial placement or MAT 10043 Intermediate Algebra (or equivalent).

MAT 11143 - PRECALCULUS (3)

Offers an intuitive approach to the algebraic and trigonometric concepts used in calculus. Topics covered include functions and their graphs, zeros of polynomials, solving exponential and logarithmic equations, analytic trigonometry, and trigonometric application. Prerequisite: MAT 10443 Intermediate College Algebra or score of 7 on math placement exam - math track.

MAT 20043 - DISCRETE MATHEMATICS (3)

Offers an intuitive exposure to mathematical concepts useful in a wide variety of disciplines. The course focuses on concepts associated with propositional logic. Prerequisite: Score of 16 on math placement exam non-math track or Score of 7 on math placement exam math track or MAT 10443 Intermediate Algebra.

MAT 20044 - INTRODUCTION TO STATISTICS (4)

Offers the student an intuitive introduction to descriptive and inferential statistics. Topics covered include data organization, averages and variation, elementary probability theory, binomial and normal probability distributions, Central Limit Theorem, estimation, hypothesis testing, linear regression and correlation. Course Prerequisite: Score of 16 on non-math track initial placement or MAT 10443 Intermediate Algebra.

Prerequisite: .

MAT 20143 - BUSINESS MATHEMATICS (3)

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 (4)

First in a series of three courses that offers an intuitive approach to the major concepts and techniques of single-variable calculus. Topics include limits, continuity, derivatives of elementary functions and their application, extrema, optimization, elementary integration applications, the Fundamental Theorem of Calculus, and l'Hospital's rule. Prerequisite: Score of 16 on math-track initial placement OR a "C" or better in MAT 11143 Precalculus.

Prerequisite: .

MAT 21144 - CALCULUS II (4)

Second course in a series of three courses that offers an intuitive approach to the major concepts and techniques of single-variable calculus. Topics covered include techniques of integration, integration applications, first-order linear and first-order separable differential equations, sequences, series, convergence tests, power series, and the calculus of parametric and polar equations. Prerequisite: A C or better in MAT 21044 Calculus I (or equivalent).

Prerequisite: .

MAT 22043 - LINEAR ALGEBRA (4)

Developmental course on the abstraction of vector spaces and linear transformations. Topics to be covered include

vector spaces, linear transformations, systems of linear equations, matrices and their properties, determinants, quadratic forms, eigenvalues and eigenvectors, the Gram-Schmidt process, and the Jordan canonical form. Prerequisite: A C or better in MAT 21044 Calculus I (or equivalent).

Prerequisite: .

MAT 26043 - COLLEGE GEOMETRY (3)

Introduces the student of mathematics to formal proof using geometric properties. The course explores problem solving strategies using geometry, formal synthetic Euclidean geometry, and informal non-Euclidian geometrics. Prerequisite: A C or better in MAT 21044 Calculus I (or equivalent).

Prerequisite: .

MAT 30143 - HISTORY OF MATHEMATICS (3)

History of Mathematics is an online reading course for education majors and anyone with an interest in mathematics and mathematicians that have helped shape our world today. The reading examines how diverse cultures and history from antiquity to the eighteenth century have shaped the development of mathematical thought and how these mathematical ideas have influenced history and society.

MAT 30144 - FINANCIAL MATHEMATICS (4)

Offers a conceptual introduction to the fundamental concepts of interest theory and financial derivatives. Topics covered include present and accumulated values for various cash flows as a basis for reserving, valuation, pricing, asset liability management, investment income, capital budgeting, contingent cash flows, options, hedging strategies, and no-arbitrage derivations. Prerequisite: MAT 21144 Calculus II.

MAT 30243 - TRANSITION TO HIGHER MATHEMATICS (3)

Emphasizes the enhancement of the student's ability to write and comprehend mathematical proof. The course takes a rigorous look at standard methods of proof and their validity. Prerequisite: A C or better in both MAT 20043 Discrete Mathematics and MAT 21144 Calculus II.

MAT 31044 - CALCULUS III (4)

Third course in a series of three courses that offers an intuitive approach to major concepts and techniques of multi-variable calculus. Topics to be covered include differential and integral calculus of functions of several variables, partial differentiation, Lagrange multipliers, vector fields, line integrals, linear second-order differential equations and associated applications. Prerequisite: A C or better in MAT 21144 Calculus II.

MAT 31143 - PROBABILITY (4)

An intuitive study of calculus based probability and its application to inferential statistics. Topics covered include discrete, continuous, and bivariate random variables and their distributions, expectations, conditional expectation, Bayes' Rule, moment generating functions, covariance, variance, distributions for functions of random variables, order statistics and their distribution, correlation, and least squares regression modeling. Prerequisite: A C or better in MAT 21144 Calculus II (or equivalent).

MAT 32044 - INFERENCE STATISTICS (4)

Offers a calculus based intuitive treatment of inferential statistics structure. Applications include point estimation, single parameter and two-sample hypothesis testing, power, Neyman-Pearson Lemma, p-value, beta, ANOVA, randomized block analysis and design, Goodness-of-Fit, Wilcoxon Sign test, Mann-Whitney U test, Friedman Test, Kruskal-Wallis H Test, and rank correlation coefficient. Prerequisite: A "C" or better in MAT 31143 Probability (or equivalent).

MAT 33043 - DIFFERENTIAL EQUATIONS (3)

Explores various techniques for finding solutions to first- and second-order differential equations. Topics covered include first-order differential equations, first-order systems, linear systems, nonlinear systems, Laplace Transforms, and the Runge-Kutta numerical method. Prerequisite: A C or better in MAT 21144 Calculus II (or equivalent).

MAT 36141 - ACTUARIAL SEMINAR (3)

Actuaries in the U.S. and Canada achieve professional status by passing a set of examinations and other requirements prescribed by the Casualty Actuarial Society (CAS) or the Society of Actuaries (SOA). This capstone Actuarial Seminar course requires the student register for and successfully complete one of the first two preliminary exams: the P/1 Probability Exam or the FM/2 Financial mathematics Exam. Prerequisite: Consent of instructor.

MAT 42143 - ABSTRACT ALGEBRA (4)

Develops rigorous understanding of algebraic structures. Students construct and critique proof of properties concerning finite groups, finite simple groups, rings, integral domains, fields, polynomial rings, ring factorization, extension fields, finite fields, Sylow Theorems, and Lagrange's Theorem. Prerequisite: A "C" or better in MAT 30243 Transitions to Higher Mathematics.

MAT 43443 - NUMERICAL METHODS (3)

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. Prerequisite: MAT 21144 Calculus II.

Prerequisite: MAT 21144.

MAT 44143 - ADVANCED UNDERGRADUATE TOPIC (3)

Introduces the student of mathematics to university instruction of an advanced undergraduate mathematics course. The course offered will be chosen from the following and determined by mutual consent of instructor and students with interest at point of offering. Students in the online program take Complex Analysis. Prerequisite: A C or better in MAT 30243 Transition to Higher Mathematics.

Topic Choices:

- Complex Analysis
- Partial Differential Equations
- Topology
- Algebraic Number Theory
- Differential Geometry

MAT 45143 - INTRODUCTION TO REAL ANALYSIS (3)

Develops the theory of calculus carefully and rigorously from basic principles, giving the student of mathematics the ability to construct, analyze and critique mathematical proofs in analysis. Prerequisite: A C or better in MAT 30243 Transitions to Higher Mathematics.

MAT 49201 - INTEGRATIVE SEMINAR IN MATHEMATICS (4)

Capstone course that evaluates comprehensive knowledge of undergraduate mathematics. Assessment includes narrative from student describing his/her understanding of the program's learning objectives, comprehensive assessment of intuitive undergraduate mathematics, and a research component whereby the student submits some original mathematics. Prerequisite: Completion of all required major courses or instructor consent.

MIS - Management of Information Systems

MIS 13063 - FOUNDATIONS OF INFORMATION TECHNOLOGY (3)

Provides understanding of organizational systems, planning and decision processes and how information is used for decision support in organizations. Quality and decision theory, information theory, and practice essential for providing viable information to the organization.

Concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, Total Quality Management (TQM) and reengineering, project management and development of systems, and end-user computing.

MIS 20000 - INFORMATICS (3)

Introduction to the fundamental topics in informatics including a basic understanding of information theory. Topics include human-computer interaction, ownership of information and information sources, information representation, information life cycle, and the transformation of data to information.

MIS 30163 - DATABASE MANAGEMENT (3)

Examines design, development and administration of large-scale database applications on a scale appropriate to needs of business organizations.

MIS 30563 - ENTERPRISE ARCHITECTURE (3)

Explores the design, selection, implementation and management of enterprise IT solutions, focusing on applications and infrastructure and their fit within business organizations. Covers frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. Prerequisite: MIS 13063 Foundations of Information Technology.

MIS 41464 - PROJECT MANAGEMENT (3)

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.

MIS 47163 - INFORMATION TECHNOLOGY INFRASTRUCTURE (3)

Provides an introduction to IT infrastructure issues and covers topics related to both computer and systems architecture and communication networks. Includes an overall emphasis on the services and capabilities that IT infrastructure solutions enable in an organizational context. The course also focuses on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance. Prerequisite: MIS 13063 Foundations of Information Technology.

MIS 48163 - SYSTEMS ANALYSIS AND DESIGN (3)

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.

MIS 49100 - METHODOLOGIES OF PROJECT DEVELOPMENT (4)

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.

MUS - Music

MUS 10000 - CONCERT ATTENDANCE AND CONVOCATION (No Credit)

Required attendance at recitals and music convocations.

MUS 10223 - AMERICAN POPULAR MUSIC (3)

Course examines aspects of American popular music, as well as the influence of other American styles and European influences on the given subject. One general area per term is studied and topics may include The Swing Era, Music of the 1960's, The Jazz Age, American Music Theatre, and others. No prerequisite required, but basic musical terminology is helpful.

MUS 10323 - JAZZ IN AMERICA (3)

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 16121 - APPLIED PIANO (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16221 - APPLIED VOICE (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16401 - APPLIED TRUMPET (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides

the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16403 - APPLIED TROMBONE (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16405 - APPLIED TUBA (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16521 - APPLIED PERCUSSION (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16601 - APPLIED VIOLIN (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16602 - APPLIED VIOLA (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16603 - APPLIED CELLO (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour

lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

16604 - APPLIED BASS (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

16701 - APPLIED FLUTE (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

16702 - APPLIED OBOE (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16704 - APPLIED CLARINET (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16705 - APPLIED SAXOPHONE (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16821 - APPLIED GUITAR (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson provides the student a private one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16921 - APPLIED ELECTRIC BASS (1)

Beginning to intermediate level private instruction designed to develop technical skills requisite to artistic self-expression. Enrollment in a one credit lesson provides the student a private, 30 minute lesson per week. A two credit lesson, provides the student a private, one hour lesson per week. Juried examination at conclusion of each semester required. Private lesson fee is applicable.

MUS 16922 - DRUM LINE (1)

Drum line is open to any University student who plays a percussion instrument, or would like to learn to play drums. The drum line performs at all home football games, selected home basketball games, and off-campus events as selected by the director.

MUS 17221 - UNIVERSITY CONCERT CHOIR (1)

The premier large choral ensemble, Concert Choir is the major touring ensemble of the Music Department's choral division. It performs once or twice each semester in campus concerts, for official University events, and frequently appears in area churches. Membership is open by audition to University students who have previous choral experience and display fundamental vocal performance and musical reading skills. Concert Choir performs repertoire from the history of all choral traditions.

MUS 17621 - UNIVERSITY ORCHESTRA (1)

Membership is open to any university student who can display fundamental performance skills and musical proficiency on an orchestral string, brass, woodwind, or percussion instrument. The orchestra performs concerts on and off campus during the fall and spring semesters and is open to all university students through audition.

MUS 17721 - JAZZ ENSEMBLE (1)

Membership is open to any university student who can display fundamental performance skills and musical proficiency on trumpet, trombone, saxophone, drum kit, bass guitar or guitar. The jazz ensemble performs concerts on and off campus during the fall and spring semesters and is open to all university students through audition.

17731 - JAZZ COMBO (1)

An auditioned ensemble open to any University student. Jazz Combo specializes in the development of instrumental performance techniques, with specific emphasis on music reading skills, jazz improvisation, and familiarity with all standard repertoire and major recording artists. Performances are required.

MUS 18221 - JAZZ SINGERS (1)

Select group of 12-16 voices, Jazz Singers is open by audition only to sophomore, junior, and senior members of Concert Choir. The ensemble specializes in the performance of standard and contemporary jazz repertoire.

Performances are in campus concerts and by invitation for off-campus events.

MUS 19221 - DRUM ENSEMBLE (1)

The Ottawa University Drum Line is the percussion ensemble at Ottawa University. The line consists of OU music majors, non-music majors, and community members joining together to perform the demanding repertoire for both pitched and non-pitched percussion instruments. Original repertory form in the style of contemporary marching band and drum corps drum lines is performed. Traditional and contemporary percussion ensemble repertory is also prepared for public performance and provides learning and performance experiences. Participation in the OU University Drum Line is by audition and invitation.

MUS 19621 - UNIVERSITY BAND (1)

Membership is open to any university student who can display fundamental performance skills and musical proficiency on an instrument used in the band. During the fall semester, the band performs in the stands at all home football games, selected home varsity basketball games, and other performances. The drum line is selected by audition from students enrolled in the band. The band performs concerts on and off campus during the spring semester and is open to all university students though audition.

MUS 19721 - PEP BAND (1)

Non-auditioned band for brass, woodwind, and percussion players who perform at campus events as required.

MUS 20030 - THE MUSIC BUSINESS (3)

An examination of the diverse activities and components involved in the music industry, particularly those concerned with the development of professional musicians, generating and fulfilling the needs of an audience, and creation of services and products. An overview of the music marketplace, song-writing, publishing, copyright, business affairs, artist management, producing, merchandising, record production, concert production, and arts administration. Emphasis placed on business start-up and career development.

MUS 20040 - JAZZ PEDAGOGY (2)

A preparatory course for jazz educators. Designed to give students the skills and knowledge needed to direct and manage jazz ensembles. Topics include: conducting and rehearsal techniques, stylistic considerations, selection of music and equipment, use of P.A., concert programming and promotion, location of resources.

MUS 25324 - MUSIC THEORY AND AURAL SKILLS I (3)

Investigates principles of voice leading, root position part-writing, harmonic progressions, and triads in first and second inversions. Includes initial procedures of formal analysis through study of rhythm, melody, phrase and phrase groupings. Sight-singing and aural dictation skills furthered in class.

MUS 25325 - MUSIC THEORY AND AURAL SKILLS II (3)

Pursues further understanding of voice leading and part-time writing principles with use of cadences, non-chord tones, and diatonic seventh chords. Sight-singing and aural dictation skills further in class. Prerequisite: MUS 25324 Music Theory and Aural Skills I or permission of instructor.

MUS 28030 - JAZZ IMPROVISATION I (2)

A performance course of the study of jazz standard tunes into component parts. Students will master these performance components and then reconnect them into a complete improvisation of the formal structure. Emphasis on leaning assigned repertoire in all keys with the analysis and memorization of jazz solo transcriptions.

MUS 30003 - IDS: CONTRASTS IN THE ARTS (3)

An examination of subject areas from different historical periods in which the idea of variation is perceived in the fine arts, with an emphasis on visual arts, music and dance. Also explored is the concept of improvisation as variation as found in painting, music and film, as well as an examination of common themes with their various interpretations. Cross listed with LAS 30003.

MUS 31010 - BRASS METHODS AND PEDAGOGY (2)

Course for students seeking Pre-K -12 teacher licensure in instrumental music with a focus on basic performance skills on trumpet, horn, trombone, and euphonium. Methods and materials for teaching from beginning through advanced students will be examined along with pedagogical approaches to teaching woodwind instrument performance. Prerequisite: MUS 25325 Music Theory and Aural Skills II.

MUS 31020 - WOODWIND METHODS AND PEDAGOGY (2)

Course for students seeking Pre-K -12 teacher licensure in instrumental music with a focus on basic performance skills on flute, clarinet, saxophone, and either oboe or bassoon. Methods and materials for teaching from beginning through advanced students will be examined along with pedagogical approaches to teaching woodwind instrument performance. Prerequisite: MUS 25325 Music Theory and Aural Skills II.

MUS 31030 - PERCUSSION METHODS AND PEDAGOGY (2)

Course for students seeking Pre-K -12 teacher licensure in instrumental music with a focus on basic performance skills on snare drum and other percussion instruments. Methods and materials for teaching from beginning through advanced students will be examined along with pedagogical approaches to teaching percussion instrument performance. Prerequisite: MUS 25325 Music Theory and Aural Skills II.

MUS 31040 - ORCHESTRAL STRINGS METHODS AND PEDAGOGY (2)

Course for students seeking pre-K-12 teacher licensure in instrumental music with a focus on basic performance skills on violin and cello. Methods and materials for teaching beginning through advanced students will be examined along with pedagogical approaches to teaching orchestral strings performance.

MUS 32000 - INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)

A comprehensive course designed to develop conducting skills and pedagogical techniques appropriate for public school music ensembles. Score preparation and rehearsal planning for both instrumental and choral ensembles is emphasized. The historical study of conducting and conductors is studied.

MUS 32020 - GENERAL MUSIC METHODS AND MATERIALS (4)

Course for students seeking pre-K-12 teacher licensure in general music with an emphasis on the elementary level. Students develop fundamental skills in teaching and evaluating vocal and instrumental techniques utilized in teaching general music. Topics include the development of the skills necessary to perform written accompaniments on the music keyboard and other chord instruments and how to transpose accompaniments to appropriate keys. Prerequisite: MUS 32000 Instrumental and Choral Conducting Methods.

MUS 32024 - METHODS & MATERIALS ELEMENTARY MUSIC (4)

A comprehensive study of general music instruction at the elementary school level. Topics include the philosophy of music education, varied approaches for developing conceptual learning and music skills, creative applications, and analysis of materials.

MUS 32123 - INSTRUMENTAL CONDUCTING METHODS AND LITERATURE (4)

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 32133 - ATHLETIC & JAZZ BAND METHODS AND MATERIALS (2)

Course for students seeking Pre-K-12 teacher licensure in instrumental music with an emphasis on the secondary level. Students develop fundamental skills in teaching and evaluating instrumental techniques utilized in teaching public school marching bands and jazz ensembles. Prerequisite: MUS 32000 Instrumental and Choral Conducting Methods.

MUS 32223 - CHORAL CONDUCTING METHODS & LITERATURE (4)

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 33010 - GERMAN AND ENGLISH DICTION (2)

An in-depth introduction to the International Phonetic Alphabet (IPA), rules of use and application to strengthen the performance of German and English art songs and other repertoire.

MUS 33020 - ITALIAN AND FRENCH DICTION (2)

An in-depth introduction to the International Phonetic Alphabet (IPA), rules of use and application to strengthen the performance of Italian and French art songs and repertoire.

MUS 34010 - VOCAL PEDAGOGY (2)

An introduction to the teaching of singing. Emphasis placed on the science of teaching vocal technique with the study of the skeletal system and the physiology of phonation and breathing, vocal acoustics, methods and teaching strategies, and the literature utilized in teaching voice.

MUS 34723 - SECONDARY MUSIC METHODS (3)

Emphasizes general music, instrumental ensembles, vocal ensembles, student development, motivation and classroom control. 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 (4)

Methods of instruction, organization, and presentation of appropriate content in choral music classes.

MUS 34725 - SECONDARY INSTRUMENTAL METHODS (4)

Methods of instruction, organization, and presentation of appropriate content in instrumental music classes.

MUS 35000 - SPECIAL TOPICS IN MUSIC (3)

Designed around special theories, practices, or interests of an individual or group.

MUS 36121 - ADVANCED APPLIED PIANO (1)

Private lessons.

MUS 36221 - ADVANCED APPLIED VOICE (1)

Private lessons.

MUS 36324 - MUSIC THEORY & AURAL SKILLS III (3)

Studies of secondary chord functions, modulation, mode mixture, the Neapolitan chord, an augmented sixth chords. Sight-singing and aural dictation skills furthered in class. Prerequisite: MUS 25325 Music Theory and Aural Skills II or permission of instructor.

MUS 36325 - MUSIC THEORY & AURAL SKILLS IV (3)

Investigates enharmonic spellings, expansion of the harmonic vocabulary, tonal harmony in late 19th century and early 20th century music and other innovative practices of the 20th century. Sight-singing and aural dictation skills furthered in class. Prerequisite: MUS 36324 Music Theory and Aural Skills III or permission of instructor.

MUS 36401 - ADVANCED APPLIED TRUMPET (1)

Private lessons.

MUS 36403 - ADVANCED APPLIED TROMBONE (1)

Private lessons.

MUS 36405 - ADVANCED APPLIED TUBA (1)

Private lessons.

MUS 36521 - ADVANCED APPLIED PERCUSSION (1)

Private lessons.

MUS 36601 - ADVANCED APPLIED VIOLIN (1)

Private lessons.

MUS 36602 - ADVANCED APPLIED VIOLA (1)

Private lessons.

MUS 36603 - ADVANCED APPLIED CELLO (1)

Private lessons.

MUS 36604 - ADVANCED APPLIED BASS (1)

Private lessons.

MUS 36701 - ADVANCED APPLIED FLUTE (1)

Private lessons.

MUS 36702 - ADVANCED APPLIED OBOE (1)

Private lessons.

MUS 36703 - ADVANCED APPLIED BASSOON (1)

Private lessons.

MUS 36704 - ADVANCED APPLIED CLARINET (1)

Private lessons.

MUS 36705 - ADVANCED APPLIED SAXOPHONE (1)

Private lessons.

MUS 36821 - ADVANCED APPLIED GUITAR (1)

Private lessons.

MUS 36921 - ADVANCED ELECTRIC BASS (1)

Private lesson.

MUS 37221 - UNIVERSITY CONCERT CHOIR (1)

The premier large choral ensemble, Concert Choir is the major touring ensemble of the Music Department's choral division. It performs once or twice each semester in campus concerts, for official University events, and for frequent guest appearances at area churches. Membership is open by audition to University sophomores, juniors, and seniors who have previous choral experiences and can display fundamental vocal performance and musical reading skills. Concert Choir performs repertoire from the history of all choral traditions. Prerequisite: Four semesters of MUS 17221 or permission of instructor (based on audition of demonstration of upper division level performance skills).

MUS 37621 - UNIVERSITY ORCHESTRA (1)

The University Orchestra is open to juniors and seniors who demonstrate advanced-level skill on an orchestral instrument (strings, woodwinds, brass, and percussion). Membership and seating are determined by auditions which are held at the start of every semester. The Orchestra performs a wide range of repertoire from the orchestra/chamber orchestra literature, and also choral works with the University Choir. Concerts are held at least twice each semester, and frequently include combined programs with the Ottawa Suzuki Strings Institute, and with other area college orchestras. Membership includes OU students, faculty, community members and music students from area music schools. Prerequisite: Four semesters of MUS 17621 or permission of instructor

(based on audition demonstrating upper division level performance skills)

MUS 37721 - JAZZ ENSEMBLE (1)

The Jazz Ensemble is open to juniors and seniors who demonstrate advanced-level skill on the trumpet, trombone, saxophone, drum kit, bass guitar or guitar. Membership and seating are determined by auditions which are held at the start of every semester. The jazz ensemble performs concerts on and off campus during the fall and spring semesters and is open to university students through audition. Prerequisite: Four semesters of MUS 17721 or permission of instructor (based on audition demonstrating upper division level performance skills).

MUS 38010 - JAZZ THEORY (3)

A study of the harmonic, melodic, and formal structures of jazz music as they are applied to improvisation, composition and arranging. Including chord/scale relations, harmony and keys, the V7 cycle, voice-leading, swing feel and rhythms, reharmonization, blues, rhythm changes, and the interpretations of written music.

MUS 38030 - JAZZ IMPROVISATION II (2)

Performance course continuing the work done in Jazz Improvisation I. Establish mastery of three 'go-to' tunes which display modal, major ii-V-I and minor ii-V7alt-I characteristics. Learn these tunes in 12 keys and using them for placing new material (idiomatic licks and patterns) into musical context. A diary of patterns and licks will be kept. Memorization of two transcribed solos and composition of solos over these tunes.

MUS 38040 - JAZZ HISTORY (3)

An in-depth study of the careers and recordings of major jazz artists with intensive review of styles and eras. Focus on landmarks culminating in a well-documented research paper.

MUS 38221 - JAZZ SINGERS (1)

Select group of 12-16 voices, Jazz Singers is open by audition only to sophomore, junior, and senior members of the Concert Choir. The ensemble specializes in the performance of standard and contemporary jazz and chamber ensemble repertoire. Performances are in campus concerts and by invitation to off-campus events. Prerequisite: Four semesters of MUS 18221 or permission of instructor (based on audition demonstrating upper division level performance skills).

MUS 39023 - JUNIOR RECITAL (2)

Public recital with preparation of program notes. Juried recital generally given during junior year as a prerequisite requirement for the presentation of a Senior Recital. Course is required for Bachelor of Music candidates.

MUS 39621 - UNIVERSITY BAND (1)

Membership is open to any sophomore, junior, or senior level university student who can display advanced performance skills and musical proficiency on an instrument used in the band. The band performs concerts on and off campus during the spring semester and is open to all university students through audition. Prerequisite: Four semesters of MUS 19621 or permission of instructor (based on audition demonstrating upper division level performance skills).

MUS 40010 - JAZZ COMPOSITION (2)

Intended for advanced music students. Review and analysis of representative jazz melodic, rhythmic, harmonic, and formal structures, as found in the standard jazz repertoire, specifically blues, rhythm changes, major and minor ii-V7-I, modal, polytonal, and mixed meter. Students will generate original compositions.

MUS 40020 - JAZZ ARRANGING I (2)

Develops the writing and arranging skills required for multi-horn jazz combos. Emphasis given to rhythm section, trumpet, trombone, and saxophone. Imitative writing projects based upon analysis of classic small group jazz arrangements forms the basis of study.

MUS 40030 - JAZZ ARRANGING II (2)

Develops the writing and arranging skills required for 18 piece jazz ensembles. Emphasis given to rhythm section, trumpet, trombone, and saxophone writing. Imitative writing projects based upon analysis of selected class jazz ensemble arrangements.

MUS 43423 - MUSIC HISTORY I (3)

Survey of Western art music beginning with the Early Christian era, continuing through the Medieval and Renaissance periods, and culminating in the Baroque. Major composers, styles, genres, and representative works are examined and analyzed, all within the context of historical and cultural developments. Prerequisite: MUS 25324 or permission of instructor.

MUS 46324 - MUSIC THEORY AND AURAL SKILLS IV (3)

Investigates enharmonic spellings, expansion of the harmonic vocabulary, tonal harmony in late 19th century and early 20th century music and other innovative practices of the 20th century. Sight-singing and aural dictation skills furthered in class. Prerequisite: MUS 36324 Music Theory and Aural Skills III or permission of instructor.

MUS 46423 - MUSIC HISTORY II (3)

Survey of Western art music from the Classical and Romantic periods, and continuing through the Twentieth

century and current developments. Major composers, styles, genres, and representative works are examined and analyzed, all within the context of historical and cultural developments. Prerequisite: MUS 43423 Music History I or permission of instructor.

MUS 49023 - RESEARCH AND PERFORMANCE (4)

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 process. BA candidates at The College may select an alternative option of the preparation of a research paper on a topic approved by the student's primary applied teacher and department chair.

NRSNG - Nursing

NRSNG 30000 - PROFESSIONAL NURSING THEORY, ROLES & PRACTICE (3)

Introduces foundational concepts and essential components of the professional baccalaureate prepared nurse role. Examines nursing theory, quality practice, and ethical/legal issues. Analyzes historical nursing advocates/issues as well as professional nursing topics/trends of today.

NRSNG 30003 - NURSING AND CULTURAL DIVERSITY IN HEALTH CARE (3)

Course focuses on improving cultural awareness, cultural sensitivity, and cultural competency among health care professionals. Serves to expand understanding of cultural diversity in relation to health care beliefs and practices. Prepares students to better implement and evaluate individualized plans to improve health care delivery in diverse settings and population groups, including the underserved.

NRSNG 30006 - HEALTH CARE COMMUNICATION (3)

Examines effective communication skills needed in today's complex health care environment. Introduces theoretical principles and applications to enhance productive interaction with internal and external customers, as well as interdisciplinary and multidisciplinary team members, in a variety of diverse health care settings.

NRSNG 32000 - CLINICAL INFORMATICS AND TECHNOLOGY (3)

Explores the impact of the vast amount of technology used in today's health care organizations. Focuses on information technology as related to health care safety, quality improvement, resource utilization, and data management to improve outcomes. Other topics include the ethical and legal issues impacting the use of technology in health care.

NRSNG 32003 - HEALTH PROMOTION ACROSS THE LIFE CYCLE (3)

Examines age-specific/transcultural strategies to promote and improve healthy life styles across the life span. Explores effective risk assessment screening and health care educational resources in a variety of diverse settings. Global health concerns/trends are also evaluated.

NRSNG 32006 - HUMAN PATHOPHYSIOLOGY (3)

Course explores cellular functions and pathology and the changes that occur within the human body as a response to various disease processes. Discusses the role of the professional nurse in the management of specific health problems across the lifespan. Prerequisites: Chemistry, Anatomy and Physiology, Microbiology, and NRSNG 30000 Professional Nursing Theory, Roles, and Practice.

NRSNG 32009 - HEALTH ASSESSMENT (3)

Focuses on expanding and refining knowledge and assessment skills needed in performing a complete nursing health assessment across the life span. Students will describe and analyze assessment findings. Techniques explored: Interviewing, observation, percussion, palpation, inspection, and auscultation utilizing selected volunteers and/or simulated experiences. Prerequisite: NRSNG 32006 Human Pathophysiology.

NRSNG 46000 - HEALTH CARE POLICY AND REGULATIONS (3)

Examines the development of health care policy in the U.S. and the influences of societal, political, and economic environments on the health care industry. Explores the interaction of government and other regulatory agencies within the health care industries. Crosslisted with OAD 46000.

NRSNG 46003 - NURSING RESEARCH AND EVIDENCE BASED PRACTICE (3)

Course serves as an introduction to the concepts of nursing research methods and theoretical principles. Focuses on providing students with the knowledge base to define and critically analyze and evaluate clinical research problems and develop techniques to practically implement the evidence in leadership or professional practice roles. Prerequisite: SOC/PSY 36000 Statistics for Social Sciences or equivalent statistics course.

NRSNG 46006 - COMMUNITY BASED NURSING (3)

Examines health issues, disease prevention, and current trends in public health within diverse urban and rural settings. Topics include evaluation of evidence-based nursing and various epidemiological principles to develop an effective understanding of the role of the professional nurse in the community setting. Prerequisites: NRSNG 32003 Health Promotion Across the Life Cycle, NRSNG 46003 Nursing Research and Evidence Based Practice, and

SOC/PSY 36000 Statistics for Social Sciences or equivalent.

NRSG 46009 - NURSING LEADERSHIP AND MANAGEMENT (3)

Course utilizes theoretical principles of management to provide the student with the foundation to become an effective change agent/leader/manager in today's complex health care setting. Topics include strategic planning, quality improvement, and organizational/system leadership. Prerequisites: NRSG 46003 Nursing Research and Evidence Based Practice and NRSG 46000 Health Care Policy and Regulations.

NRSG 49003 - PROFESSIONAL NURSING: INTEGRATION CONCEPTS (3)

Capstone course that provides the opportunity to reflect, integrate, and synthesize key concepts from previous courses as well as observations from "real-world" experiences. Students prepare a written proposal on an approved topic of their choice which addresses a plan related to a relevant and timely nursing/health care concern. Proposal incorporates knowledge obtained from previous program courses to include such areas as evidence-based research, patient safety, performance improvement, cultural competence, ethical leadership, and health care access.

OAD - Organizational Admin

OAD 10163 - PERSONAL FINANCE (3)

Analysis of issues and techniques necessary to understand, plan and manage individual and family personal finances. Topics covered 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 30010 - E-COMMERCE (3)

Focuses on the role of E-commerce in global business, including implications for business strategy, marketing, and global expansion. Included technical (IT) considerations.

OAD 30013 - PRODUCTION OPERATIONS MANAGEMENT (3)

Introduction to the theory and practice of production management as a functional area in the strategic management of operations and manufacturing in domestic and international companies. Examines problems encountered in planning, operating, and controlling production of goods and services. Other topics include the two major areas of production and operations management,

operation system design, and operation and control of systems.

OAD 30020 - ENTREPRENEURIAL VISION & STRATEGIES (4)

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 & CHANGE (4)

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 30063 - BEHAVIOR IN ORGANIZATIONS (3)

Study of human behavior in work organizations. Focuses on individual satisfaction and motivation as related to organizational structure, nature of task and locus of power. Topics include small group formation, maintenance, organizational conflict, communications and leadership.

OAD 30141 - EMOTIONAL INTELLIGENCE IN THE WORKPLACE (4)

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 30264 - EMPLOYMENT LAW AND POLICIES (4)

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 (4)

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 30563 - MANAGEMENT (3)

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.

OAD 30763 - BUSINESS STATISTICS (4)

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-score, T-value, regression and correlation, hypothesis testing, analysis of variance and Chi-square analysis.

OAD 31063 - BUSINESS LAW (3)

Introduces American legal system as it relates to business. Includes contracts, commercial paper, sales, agency, and property.

OAD 31564 - QUANTITATIVE METHODS IN BUSINESS (3)

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 (3)

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 - PRINCIPLES OF MARKETING (3)

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 (4)

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 (4)

Focuses on process and management of the personnel function including task specialization, selection and placement, development and training, collective bargaining, appraisal and compensation.

OAD 32864 - EMPLOYMENT AND STAFFING (4)

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 35563 - SPECIAL TOPICS IN BUSINESS (3)

Designed around special theories, practices, or interests of an individual or group.

OAD 36000 - INTRO TO MEDICAL TERMINOLOGY (1)

Introduces students to the specific vocabulary used by health care professionals.

OAD 36010 - INTRO TO HEALTH CARE DELIVERY SYSTEMS (4)

Introduction to the U.S. health care system, major components of the system, and historical development of current health care systems.

OAD 36020 - PLANNING & BUDGETING IN HEALTH CARE (4)

Addresses basic budgeting and management systems applicable to various health care industries. Examines development of business budgets using tools and models such as balance sheets, income statements, cash flow analysis, time value of money concepts and project planning techniques specific to health care organizations.

OAD 36064 - MANAGING INTEGRATION OF HEALTH CARE SYSTEMS (4)

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 the interaction of organizations and their environments.

OAD 36364 - LEADERSHIP AND COMMUNICATION (3)

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. Crosslisted with COM 36364.

OAD 36964 - PRINCIPLES OF ADVERTISING (3)

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. Crosslisted with COM 36964.

OAD 38663 - HUMAN RESOURCES IN HEALTH CARE ORGANIZATIONS (4)

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 39664 - MANAGING ORGANIZATIONAL CONFLICT (4)

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 an organizational simulation. Crosslisted with COM 39664.

OAD 39764 - PUBLIC RELATIONS WRITING (3)

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. Crosslisted with COM 39764.

OAD 40063 - FINANCIAL ADMINISTRATION (4)

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 40264 - PLANNING & BUDGETING (4)

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 (4)

Focuses on advertising from a managerial viewpoint. Includes administration, advertising research agency relationships, media selection, budget regulation and campaign planning. Prerequisite: OAD 31863 Principles of Marketing

OAD 40464 - SELLING: PERSONAL PRINCIPLES & PRACTICE (3)

Utilizes experiences of sales and marketing practitioners to address topics related to selling techniques and management of sales personnel.

OAD 40563 - PUBLIC RELATIONS (3)

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 40654 - HEALTH CARE LAW & ETHICS (4)

Explores case law affecting health care administration. Includes subjects 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.

OAD 40764 - MARKETING COMMUNICATIONS (4)

Emphasizes various elements of marketing communications and their integration into the marketing function. Elements include public relations, advertising, sales promotion and support materials.

OAD 40864 - INTERNATIONAL MARKETING (3)

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 (4)

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 (3)

Experience in major area of study. Arranged individually and taken after completion of major coursework. Prerequisite: Consent of academic advisor.

OAD 41064 - INTERNATIONAL BUSINESS (4)

Examines international business, its processes and institutions, especially the multi-national corporation, from several perspectives: historical, business, political, social, cultural, economic, and environmental. Attention given to impact and effect of multi-national corporations upon traditional societies and nationalistic governments. Considers the future of rapidly changing economies and financial markets in the world.

OAD 41164 - INTERNATIONAL MANAGEMENT (3)

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 AND ANALYSIS (3)

Introduction to marketing research. Covers gathering information needed to solve marketing problems, problem identification, data analysis and interpretation and reporting research results.

OAD 41334 - INTEGRATED MARKETING COMMUNICATION (3)

Students learn about the components of integrated marketing communications plans such as public relations, advertising and promotion, selling and direct marketing, customer relationship management, and electronic and digital media.

OAD 41364 - CONSUMER BUYING BEHAVIOR (3)

Consumer buying behavior describes the consumer's attitudes, preferences, intentions and decisions in the marketplace when purchasing a product or service. Students are introduced to the concepts of consumer behavior, processes and models that help to explain the differences in consumption and choice. Course also draws on concepts from marketing, economics, and behavioral sciences

OAD 41434 - SUPPLY CHAIN MANAGEMENT AND LOGISTICS (4)

Students learn how to use analytical tools and to compare and contrast the different modes of transportation and how they may be used in getting products to market in a cost effective and timely manner.

OAD 41464 - PROJECT MANAGEMENT (3)

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 41534 - DIGITAL MARKETING (3)

Students are introduced to multi-channel marketing using the internet and develop technical/technological skills to enable them to identify and engage and develop relationships with customers in the digital environment. Topics also include effective online marketing strategies, user generated content, search engine optimization, social media and networks, mobile media, and web analytics.

OAD 41564 - COMPENSATION & BENEFITS (4)

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 41764 - TRAINING AND DEVELOPMENT (4)

Studies current principles and practices in personnel planning, employee training and development. Topics include skill assessment, recognition of organizational and

individual needs, establishing learning objectives and methodologies.

OAD 41864 - MANAGING CULTURAL DIVERSITY (4)

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 42364 - WEB MARKETING (4)

Students study the digital footprint for both the consumer and business marketplace; understand the transformation from static content to social networking and e-commerce; and learn about nontraditional online marketing strategies including search engine optimization (SEO), Pay per Click (PPC), and Cost per Impression (CPI). Prerequisite: OAD 31863 Principles of Marketing

OAD 42463 - SOCIAL MEDIA MARKETING (3)

Students learn to target diverse audiences by utilizing business strategies when leveraging LinkedIn, Facebook, Twitter, Blogs, email, and other social media. Research web analytics are explored to identify current and prospective buyers through browsing history and converted online commerce. Other topics include monitoring social media sites and how to be responsive to trends, concerns, and perception issues. Prerequisite: OAD 31863 Principles of Marketing

OAD 42563 - MOBILE MEDIA MARKETING (3)

Students learn to improve efficiencies on consumer engagement and understand the social and shopping habits of mobile phone users. Other topics include exploring tools such as QR codes, customized apps, and geo-targeting as integrated marketing strategies. Prerequisite: OAD 31863 Principles of Marketing.

OAD 42663 - CORPORATE COMMUNICATION (3)

Students learn to use communication programs and campaigns to improve and influence public opinion and public policy on behalf of various organization types. Course also focuses on internal communication, reputation management, crisis management, and how to effectively use advertising to create and build organizational identity.

OAD 42763 - MEDIA RELATIONS AND CAMPAIGNS (3)

Course is designed to create an understanding of how media works and how to effectively manage communication through the media. Students learn key skills, including how to develop press releases, planning messages to respond to unexpected organizational crisis, and how to effectively interact with media personnel including reporters and advertising executives.

OAD 43264 - ORGANIZATIONAL CHANGE (4)

Provides theoretical models and practical experience in the process of organizational change, from the planning stage to implementation and evaluation.

OAD 43464 - LEADERSHIP (3)

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 45570 - SPECIAL TOPICS: GLOBAL BUSINESS PERSPECTIVES (3)

Students focus on a selected business perspective which culminates in a travel-abroad experience. Crosslisted with LAS 45570.

OAD 46000 - HEALTH CARE POLICY AND REGULATIONS (4)

Examines the development of health care policy in the U.S. and the influences of societal, political, and economic environments on the health care industry. Explores the interaction of government and other regulatory agencies within the health care industries. Crosslisted with NRS 46000.

OAD 48400 - QUALITY IN HEALTH CARE (4)

Examines the various aspects of quality: measurement, management, and improvement and how these are conducted in health care organizations. Describes the relationship between quality and reimbursement, particularly in Medicare and Medicaid reimbursement, as well as the growing linkage to commercial payers. Focuses on the theory of quality as well as the process, including studying examples of quality initiatives and organizations that promote quality efforts in health care organizations.

OAD 48563 - MANAGEMENT OF HEALTH CARE ORGANIZATIONS (4)

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 (4)

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 49100 - STRATEGIES AND POLICIES (4)

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. Prerequisites: FIN 30000 Foundations of Finance, OAD 30563 Management, and OAD 31863 Marketing.

OAD 49200 - SEMINAR IN APPLIED HUMAN RESOURCES (4)

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 (4)

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 of all required core courses in the major.

OAD 49500 - SEMINAR IN APPLIED HEALTH CARE MANAGEMENT (4)

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.

OAD 49700 - STRATEGIC MARKETING (4)

Capstone course that guides students in the integration of functional content areas in the field of marketing. Addresses marketing issues and applies marketing theories and techniques to problems and cases through a process of strategic decision-making. Prerequisite: All core marketing coursework.

PAC - Physical Activity

PAC 10131 - WEIGHT TRAINING (1)

Examines principles and techniques of strength training and their 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 11131 - LIFETIME FITNESS (1)

Participation in a variety of health related aerobic and anaerobic activities designed to help learn different fitness programs. Topics include current health and fitness concepts as well as basic nutrition for a lifetime.

PAC 11231 - NONTRAD TEAM SPORTS I (1)

Introduces traditional and non-traditional activities in a learning environment. Examines rules, values, beliefs, as well as moral and ethical behaviors with different games and activities.

PAC 11531 - YOGA (1)

Course introduces studies to the Hatha Yoga system which integrates body, mind, emotion, breath and intention in a series of gentle postures.

PAC 12131 - WALKING FOR FITNESS (1)

Experience walking for fitness, which results in improvement in cardio-respiratory endurance. Gain knowledge of how walking can prepare them for a lifetime of physical fitness.

PAC 12431 - INTRODUCTION TO DANCE (1)

Course covers the basic principles of American dance: ballet, tap, and jazz, with a focus on strength, balance, foot control, agility, and fluidity.

PAC 15501 - SPECIAL TOPICS: PHYSICAL ACTIVITY (1)

Students will explore a physical activity of interest through participation and directed assignments.

PED - Physical Education**PED 10433 - PERSONAL AND COMMUNITY HEALTH (3)**

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 10932 - INTRODUCTION TO STRESS MANAGEMENT (2)

Recognizing stress and finding solutions.

PED 13733 - PRINCIPLES OF OFFICIATING FALL SPORTS (2)

Techniques, qualifications, skills, and philosophies governing the act of officiating sports commonly played in the fall: volleyball, soccer, and football. Detailed

knowledge of rules of each activity required. Practical experience in officiating is required.

PED 14733 - PRINCIPLES OF OFFICIATING SPRING SPORTS (2)

Techniques, qualifications, skills, and philosophies governing the act of officiating sports commonly played in the spring: basketball, baseball, and softball. Detailed knowledge of rules of each activity required. Practical experience in officiating is required.

PED 18731 - TEACHING CHARACTER THROUGH SPORT (2)

Examination of leadership skills based on the five core values of the NAIA's Champions of Character Program (respect, responsibility, integrity, servant leadership, and sportsmanship). Topics include how character affects athletes, coaches, parents, officials, and spectators.

PED 20533 - CARE AND PREVENTION OF ATHLETIC INJURIES (3)

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 22732 - METHODS COACH FOOTBALL (2)

Theory of coaching, officiating and administering intramural, recreational and interscholastic football programs. Field work required.

PED 24832 - METHODS OF COACHING BASKETBALL (2)

Theory of coaching, officiating and administering intramural, recreational and interscholastic basketball programs. Field work required.

PED 30233 - PSYCHOLOGY AND SOCIOLOGY OF SPORTS (3)

Examines aspects and skills of psychology of sports including personality, motivation, goal setting, mental skills, team building, and coaching styles and strategies. Scrutinizes the centrality of sports in society and how sport reflects society in key areas including race/culture/religion, youth/parenting, socioeconomics, media, violence, gender, and sexuality.

PED 30303 - SPORTS NUTRITION (3)

Course is designed to teach students the roles of the three energy yielding nutrients as they contribute to physical conditioning. Topics include the effect of eating habits on the energy necessary to maintain body functions at rest and during a variety of physical activities and will include lab experiences.

PED 30333 - ADVANCED ATHLETIC TRAINING (3)

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 Athletic Injuries.

PED 30400 - SPORT FACILITY AND EVENT MANAGEMENT (3)

Course designed to provide the student with a comprehensive understanding of the concepts, theories, principles, and procedures involved in the design, planning, and furnishing of sports facilities. Topics also include aspects associated with the development, implementation, and operations of sporting events.

PED 30403 - LEGAL ISSUES IN RECREATION AND SPORT (3)

Course is designed to address legal issues in physical education, recreation, and sport management. Areas covered include the history of law in sport, negligence, tort as well as constitutional and labor laws as they apply to physical education, recreation, and sport.

PED 30406 - FACILITY/EVENT MANAGEMENT PRACTICUM (1)

Students observe and work under the guidance of professionals in the fields of sport, fitness, or recreation. Topics addressed include daily operations and special considerations in facility or event management. Prerequisite: PED 11133 History and Principles of HPER.

PED 30732 - FIRST AID INSTRUCTOR TRAINING (2)

Emphasizes practical applications for all age ranges in resuscitation and emergency treatment of strokes, heart attacks, burns, cuts, abrasions and broken bones. Detailed application of an AED is also emphasized. Red Cross certification in First Aid and Adult, Child, Infant CPR and AED is awarded upon completion. Students are certified as Red Cross instructors in these areas. Prerequisite: Junior or Senior standing.

PED 30833 - ELEMENTARY PHYSICAL EDUCATION METHODS (3)

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 30933 - HEALTH/PHYSICAL EDUCATION METHODS ELEMENTARY CLASSROOM TEACHERS (2)

Learn and use major concepts of health education, human movement and physical activity of central elements to foster active healthy lifestyles. Address integration of physical education and health concepts across curriculum instruction.

PED 31833 - RECREATION & SPORTS PROGRAMMING (3)

Study of current recreation programs in both large and small communities. Topics include the development of a personal philosophy of recreation as well as the leadership skills needed to administer recreation programs in a variety of settings. Fieldwork and collaborative group work required.

PED 32533 - KINESIOLOGY (3)

Study of the science of human motion and movement of the body with an emphasis on factors affecting the body and the use of implements. Topics include development of the ability to apply knowledge of functional anatomy, motor development, and outside forces to analyze movement, increase performance, and reduce injury.

PED 33532 - ADAPTIVE PHYSICAL EDUCATION (3)

Examination of current concepts and trends in adapted physical education, including the ability to assess, plan, and modify physical education programs to meet the unique needs of individuals. Explore settings with persons needing adaptive physical education support.

PED 34533 - EXERCISE PHYSIOLOGY (3)

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 nonathletic 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 34534 - EXERCISE PHYSIOLOGY LAB (1)

Lab experiences used to study the physical responses of the human body to the stress induced by physical activity. Includes testing, interpretation of results, and exercise prescription.

PED 34610 - COACHING PRACTICUM (1)

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/LEADERSHIP PRACTICUM (1)

Observe and work under guidance of professionals in sports administration and sports leadership positions including athletic directors, eligibility, sports information, sport governance bodies, compliance, athletic advancement, academic support, and student athlete development. Topics include how these roles work together to lead a sports program. Students exposed to the different disciplines and their relationship under the umbrella of sports administration/leadership. Prerequisite: PED 11133 History and Principles of HPER.

PED 34630 - ATHLETIC TRAINING PRACTICUM (1)

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 34633 - ATHLETIC TRAINING PRACTICUM II: ADMIN & REHAB (1)

Provides the student with hands-on experience and observations of an allied health exercise science professional. Practicum focuses on rehabilitation techniques and theories and basic administrative duties for a healthcare facility.

PED 34650 - RECREATION PROGRAMMING PRACTICUM (1)

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 35034 - STRENGTH AND CONDITIONING PRACTICUM (1)

Observe and work under the guidance of a certified strength and conditioning specialist, performance enhancement specialist, or certified personal trainer. Student performs tasks including fitness testing, creating, implementing and evaluating programs, and coaching and supervising clients.

PED 35500 - HUMAN ANATOMY EXERCISE SCIENCE (3)

Complete study of human anatomy in preparation for an allied health/exercise science/teaching profession. Covers eleven systems of the human body with an emphasis on skeletal, muscular, nervous, cardiovascular and respiratory systems. Explores how the human body works during exercise and recovery.

PED 35501 - SPECIAL TOPICS IN HEALTH, PE, REC (3)

Students explore a particular area of interest through selected readings, assignments, lectures or field experiences.

PED 35502 - HUMAN ANATOMY OF EXERCISE SCIENCE LAB (1)

Lab experiences used to study the anatomy of the human body. Designed to increase understanding of locations of structures and their functions during exercise and recovery.

PED 40033 - ESSENTIALS STRENGTH & CONDITIONING (2)

Students learn about the strength and conditioning profession and prepare for certification exams in this field. Content includes learning how to train athletes for the primary goal of improving athletic performance, learning to conduct sport-specific testing sessions, learning to design and implement safe and effective strength training and conditioning programs, and learning to provide guidance about nutrition and injury prevention.

PED 40233 - ESSENTIALS OF PERSONAL TRAINING (2)

This course addresses the personal training and corporate training profession and prepares students for certification examinations. Students learn to use an individualized approach to assess, motivate, educate, and train clients regarding their health and fitness needs. Students learn to design safe and effective exercise programs, to respond appropriately in emergency situations, and to provide clients guidance in achieving personal goals.

PED 40433 - PRINCIPLES OF COACHING (2)

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 40533 - PROGRAM DESIGN PRACTICUM (1)

Students gain practical experience by working with professionals in the fields of personal training/strength and conditioning.

PED 41033 - INTERNSHIP:PED (3)

Places student in a recreational dealing with program, management and leadership roles beyond the formal course of study.

PED 41043 - INTERNSHIP:EXERCISE SCIENCE (3)

Student experiences the field of exercise science in a program, management, and leadership role beyond the formal course of study.

PED 41733 - THEORY OF ADMIN IN HPE&R (3)

Examination of administrative philosophies and processes including administrative behavior, leadership, and organizational procedures. Topics include theory and practices in physical education, sport and recreation, as well as program evaluation procedures.

PED 42033 - INTERNSHIP:PHYSICAL EDUCATION (3)

Places student in a recreational setting dealing with program, management and leadership roles beyond the formal course of study.

PED 46000 - SENIOR SEMINAR (1)

Various professional certifications, career opportunities, and graduate school options are identified and discussed. Guest lectures and field trips explore career opportunities and expand professional network. Major focus on research and preparation for the senior comprehensive.

PHL - Philosophy

PHL 11023 - BASIC ISSUES IN PHILOSOPHY (3)

Introduces philosophy as a discipline, and focuses on the nature and purpose of philosophical reflection. Emphasis on questions concerning metaphysics, epistemology, and social/political philosophy. Students are encouraged to develop their own ideas in dialogue with selected readings and other class members.

PHL 21723 - INTRODUCTION TO LOGIC (3)

Examines nature and structure of reason as it bears upon argument. Emphasis on normative and critical functions of

reason, the basic rules of clear thinking and speech, and the evaluation of arguments.

PHL 33024 - ETHICS AND SOCIETY (3)

Introduces key issues in ethics and moral philosophy. This course explores issues concerning the nature of well being, the different forms ethical theories can take, and the status of moral claims. Students apply ethical theories to contemporary ethical problems.

PHL 37223 - IDS: AESTHETICS (3)

A philosophical examination of the arts and aesthetic experience. This course explores theories of beauty and drama from ancient and contemporary theorists. Students apply aesthetic theories to analyze works of art in multiple domains from different perspectives. Crosslisted with ENG 37223 and LAS 37223.

PHL 38123 - IDS: INTEGRAL THEORY (3)

An investigation of the body, mind and spirit in self, culture and nature as developed by Ken Wilber and the Integral Institute. Students explore truth in the domains of philosophy, psychology and eastern spirituality and consider ways to improve their well-being. Crosslisted with LAS 38123.

PHL 38223 - EXISTENTIALISM IN PHILOSOPHY AND ARTS (3)

An examination of key existentialist thinkers. Readings include Kierkegaard, Nietzsche, Sartre, and others. After a survey of existentialist philosophers, students explore works of art from an existentialist perspective. . Cross listed with ENG 38223, LAS 38223.

PHL 40023 - ENVIRONMENTAL ETHICS (3)

Course deals with classic and contemporary environmental ethics and focuses on the controversies shaping the relationship between humans and nature, both now and in the future. Topics include theories of intrinsic value of nature, our duties toward the environment, and animal rights. Cross listed with LAS 40023.

PHY - Physics

PHY 11043 - PHYSICAL SCIENCE & LAB (4)

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, energy and other societal problems. Includes corresponding lab.

PHY 22043 - COLLEGE PHYSICS I & LAB (4)

Designed primarily for students with specific interest in the sciences. Examine fundamental laws of physics with application to contemporary problems. Topics include:

mechanics, relativity, heat, wave motion and sound. Includes corresponding lab. Prerequisite: MAT 11143 Pre-Calculus

PHY 22143 - COLLEGE PHYSICS II & LAB (4)

Topics include electricity and magnetism, light, optics, atomic and nuclear structure and wave/particle duality. Includes corresponding lab. Prerequisite: PHY 22043 College Physics I.

PHY 22553 - SPECIAL TOPICS PHYSICS: CALCULUS-BASED RECITATION (No Credit)

A recitation session for PHY 24743 University Physics that allows for expanded discussions of physics concepts covered in PHY 24743 with a focus on applying Calculus to the problem-solving technique.

PHY 24743 - UNIVERSITY PHYSICS I & LAB (4)

Calculus based version of PHY 22043 College Physics I. Recommended for pre-engineering students. Includes corresponding lab. Prerequisite: MAT 21044 Calculus I.

PHY 24843 - UNIVERSITY PHYSICS II & LAB (4)

Calculus based version of PHY 22143 College Physics II. Includes corresponding lab. Prerequisite: MAT 21044 Calculus I.

PLS - Police Science

PLS 30000 - EXAMINATION OF CRIMINAL JUSTICE (4)

Designed to reinforce officer's knowledge and understanding of all facets of criminal justice system, sub-systems and how they interrelate (police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and the 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: PRACTICE & SYSTEMS (4)

Reviews major elements that comprise the 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 the 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. Contrast

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 (4)

Studies police responsibility within a law enforcement agency, and between criminal justice agencies and the public, and sources of police authority, both legal and moral responsibilities 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 (4)

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 (4)

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 multi-disciplinary approaches to enforcement.

PLS 40100 - PUBLIC SAFETY SUPERVISION (4)

Emphasis on skills, traits, and knowledge determined by police agencies as essential supervisory skills.

PLS 40200 - POLICING IN TODAY'S COMMUNITIES (4)

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 (4)

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 - SELECT CONTEMPORARY TOPICS IN POLICING (4)

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.

Public Safety**PSA 30000 - EXAMINATION OF CRIMINAL JUSTICE (4)**

Designed to reinforce officer's knowledge and understanding of all facets of criminal justice system, sub-systems and how they interrelate (police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and the 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.

PSA 30100 - SERVANT LEADERSHIP IN PUBLIC SAFETY (4)

Provides public safety leaders with the knowledge, skills, and tools for effective leadership within their chosen fields, with a focus on the Servant Leadership model and demonstrating how serving first and leading second, evolves seamlessly.

PSA 30200 - ETHICS, LIABILITIES AND RIGHTS IN PUBLIC SAFETY (4)

Examines ethics from a public safety profession perspective, including the application of ethical theories to those professions. Academic themes include public safety prudence, recuperative and restorative justice, legal applications and procedures, sentencing, research, community crime control policies.

PSA 30300 - INDIVIDUAL RIGHTS: PRACTICES AND SYSTEMS IN PUBLIC SAFETY (4)

Examines legal theory behind individual rights and their practices and systems application as connected to the public safety profession. Examines the U.S. constitution as it relates to the public safety function, including statutory law and judicial decisions governing the areas of arrest, search and seizure, interrogations and confessions, self-incrimination, and other constitutional guarantees.

PSA 30500 - MENTAL ILLNESS RESPONSES AND STRATEGIES (4)

Develops an understanding of the observable symptoms in common types of mental illness and associated criminal behavior. Explores proper techniques for handling and transporting people who are mentally disturbed and the legal procedures for both emergency and routine mental illness related cases. Examines the risk factors and warning signs to effectively respond to individuals experiencing mental illness trauma events.

PSA 30600 - PUBLIC SAFETY ADMINISTRATION AND LEADERSHIP (4)

Examines public safety administration and organizational problem solving, including the concept that leaders must become skilled in navigating the "change process" which drives organizational vision and assists in its ability to be implemented within the culture of an organization. Explores topics of employee engagement, resistance to change, and strategies for effective leadership.

PSA 40000 - RACE, CRIME, AND SOCIAL POLICY (4)

Examines prejudice, discrimination, systems and structures of oppression and effects on public safety in a 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 public safety professions. Examines hate crimes, laws enacted to combat, and multi-disciplinary approaches to community relations

PSA 40100 - COMMUNICATION SKILLS FOR PUBLIC SAFETY PROFESSIONS (4)

Examines the importance of acquiring proficient knowledge of and utilization of effective communication skills while working within the public safety profession. Includes a combination of instructional and interactive learning techniques designed to enhance students' knowledge and understanding of the importance of communication. Students will learn active listening methods as well as diverse measures of effective communication.

PSA 40200 - POLICING IN TODAY'S COMMUNITIES (4)

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. Used role-playing and case studies to enhance learning experience.

PSA 40300 - UNDERSTANDING VICTIMOLOGY FOR PUBLIC SAFETY (4)

Examines the concept of victimology and provides information on the fears, emotional distress, physical suffering, and financial loss suffered by victims and witnesses of crime. Explores victimization, including relations between victims and offenders, interactions between victims and the criminal justice system, that is, the Public Safety profession, courts, and corrections officials, and the connections between victims and other social groups and institutions, such as the media, businesses, and social movements.

PSA 40600 - HUMAN RESOURCES IN PUBLIC SAFETY (4)

Examines the larger human resources functions of recruitment, hiring, retention, and training for the public safety agency sector, including the intersection of planning, budgeting, personnel, external and internal pressures, and performance expectations of a public safety agency. Focuses on larger human relations planning processes within the context of the general movement to "reform" public safety agencies and improve performance in an effort to serve communities more effectively and enhance the public good.

PSA 49000 - SEMINAR IN APPLIED PUBLIC SAFETY (4)

Capstone course that guides student in the integration of functional content areas in the field of public safety. Addresses public safety issues and applying public safety theories and techniques to problems and cases through a process of decision-making that demonstrates achievement of the learning outcomes. Prerequisite: Completion of all required courses in the major or permission of advisor.

PSY - Psychology

PSY 12053 - PRINCIPLES OF PSYCHOLOGY (3)

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 20153 - SURVEY DEVELOPMENTAL PSYCHOLOGY (3)

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 (3)

Emphasizes modern psychoanalytic, behaviorist and humanistic theories of personality development. Prerequisite: PSY 12053 Principles of Psychology.

PSY 30254 - ADOLESCENT PSYCHOLOGY (3)

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 (3)

Study of biological, psychological and sociocultural influences contributing to abnormal behavior patterns. Includes history, identification, diagnosis, and treatment of various psychopathological disorders.

PSY 30654 - MARRIAGE AND FAMILY (3)

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 30954 - DEATH AND DYING (3)

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 31354 - PHYSIOLOGICAL PSYCHOLOGY (3)

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 32153 - SOCIAL PSYCHOLOGY (3)

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 (3)

Reviews basic research methods focusing on conceptual basis for experimentation. Includes basic design components such as control, sampling, data collection, and analysis. Prerequisites: PSY 12053 Principles of Psychology or SOC 10453 Introduction to Sociology and MAT 32044 Statistics.

PSY 32353 - DEVELOPMENTAL PSYCHOLOGY (3)

Examines theory and research on issues of human growth and development.

PSY 36000 - STATISTICS FOR SOCIAL SCIENCES (3)

Introduction to descriptive and inferential statistical techniques used in the social sciences. Topics include data collection procedures, measures of dispersion, correlation designs, probability, statistical inference, and analysis of variance. Crosslisted with HUS 36000.

PSY 40552 - COUNSELING THEORIES AND DYNAMICS (3)

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.

PSY 40854 - HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

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 (3)

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

PSY 42053 - INTERNSHIP: PSYCHOLOGY (3)

Practical experience in major area of study. Arranged individually and taken after completion of major coursework.

PSY 45650 - PSYCHOLOGICAL EXPERIENCE OF MUSIC (3)

Examination of psychological experience of music and its impact. Explore music and emotions, music through the lifespan, psychology of music performance, clinical and therapeutic uses of music, and relationship between music and society.

PSY 45651 - PSYCHOLOGY IN FILM (3)

The use of film to provide awareness of psychological issues and how these issues are portrayed within a cinematic context. Films chosen will be relevant to a wide range of issues in psychology including psychological disorders, substance abuse and family relationships and dysfunction.

PSY 49053 - SENIOR COMPREHENSIVE (3)

Examination or project designed to assess student's achievement of goals of his/her major program. Prerequisites: Senior standing.

PSY 49201 - SEMINAR IN PSYCHOLOGY (4)

Capstone course that guides students 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 - Religion

REL 11123 - INTRODUCTION TO OLD TESTAMENT (3)

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 NEW TESTAMENT (3)

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 15553 - SPECIAL TOPICS IN RELIGION (3)

Course designed around special theories, practices, or areas of interest of an individual or group.

REL 20224 - THE GOSPELS (3)

Examines historical background to the Gospels, the uniqueness of the genre and the content of the four Gospels with sensitivity to the particular theological emphasis of each of the evangelists. Chapel attendance required.

REL 21024 - CHRISTIAN THOUGHT I (3)

Examines the overall history and doctrine of Christianity, with the intent of examining beliefs in their historical context.

REL 22003 - EXPLORATION OF PERSONAL MINISTRY (3)

Course explores the call to ministry. Topics include the work of the church, the definition of a church ministry, and skills necessary to carry out a calling from God. Experiential component in mentoring situation required.

REL 23723 - DIMENSIONS OF FAITH (3)

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 30123 - BIBLICAL BOOK (3)

An in-depth study of a particular Biblical book, varies from year to year.

REL 30323 - PENTATEUCH (3)

Survey of the theologically central documents of the Hebrew bible. Designed to acquaint students with the characters, concepts and events which lay the foundations for the Jewish, Christian (and in some cases, Muslim) religious traditions.

REL 31023 - CHRISTIAN THOUGHT II (3)

Explores the concept of the Call of God in combination with studying the classical Disciplines. Through self-examination and personal reflection, student concentrate on what it means to be summoned by God to a life of service and commitment, while contemplating the means for a closer walk with God.

REL 33823 - WORLD RELIGIONS (3)

A study of the main religions of the world set in historical perspective and their relationship to Christianity.

REL 35925 - SPIRITUAL TRANSFORMATION IN FILM (3)

Course will explore the process of spiritual transformation and how its processes and elements are reflected in film.

REL 36523 - CHRISTIANITY IN A PLURALISTIC SOCIETY (3)

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 40224 - CHRISTIAN ETHICS (3)

Survey of various approaches to Christian ethics from the standpoint of various Christian traditions. Applications made to contemporary issues such as abortion, euthanasia, environmental, and sexual ethics.

REL 41023 - INTERNSHIP: RELIGION (3)

Supervised field work in a church, religious, or social organization. Designed to provide opportunity for those desiring a vocation to confirm their calling, to gain practical experience in a ministry setting, and to put moral and theological paradigms into practice.

REL 41223 - INTRODUCTION TO NEW TESTAMENT GREEK (3)

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 41523 - ISSUES IN SCIENCE AND RELIGION (3)

Explores scientific methodology, religious methodology and the relationship between these domains of inquiry. Brief survey of the 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. Crosslisted with BIO 41523, LAS 41523.

REL 44823 - LIFE AND THOUGHT OF PAUL (3)

Examines the life of Paul in relation to his career and his epistles.

REL 45523 - TOPICS IN RELIGIOUS THOUGHT (3)

Encourages students to become better acquainted with the theology of their own tradition (if they understand themselves as being in a particular tradition) and better acquainted with the theology of the wider Christian community. Can be offered as an overview course or specialized course concentrating on particular issues or theologians.

REL 49023 - COMPREHENSIVE IN RELIGION (4)

Comprehensive in Religion capstone course that guides student in development of integrative projects that demonstrate achievement of learning outcomes.

SOC - Sociology

SOC 10153 - SOCIAL THOUGHT (3)

Focus through the 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 (3)

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 (3)

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 20153 - INTERVIEWING SKILLS (2)

Applied interviewing skills course. Topics include the study and application of non-directive interview techniques, development of fieldwork skills, teamwork, and contribution to university projects. University projects may require student travel.

SOC 25553 - SPECIAL TOPICS IN SOCIOLOGY (3)

Designed around special theories, practices of interest of an individual or group of students.

SOC 26052 - TOPICS IN SOCIAL SCIENCES (3)

Designed around special theories, practices or interests of an individual or group of students.

SOC 26053 - CULTURAL ANTHROPOLOGY (3)

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 (3)

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 30653 - ETHNIC RELATIONS & MULTICULTURALISM (3)

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. Prerequisite: SOC 10153 Social Thought or SOC 10453 Introduction to Sociology.

SOC 30753 - HUMAN SEXUALITY (3)

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 (3)

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 32253 - RESEARCH DESIGN AND ANALYSIS (3)

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 34000 - IDS: TOMBS/TALES ANCIENT SCOTLAND (3)

Course reviews the written and material record of continuous settlement in the Orkney Islands, dating back 5000 years. Topics include a select review of archeological evidence for Neolithic and Bronze Age sites as well as the contemporary socio-cultural structure of the Islands from a literary and anthropological perspective. Crosslisted with ENG 34000 and LAS 34000.

SOC 35553 - SPECIAL TOPICS: SOCIOLOGY (3)

Designed around special theories, practices, or interests of an individual or group.

SOC 40753 - SOCIOLOGY OF DEVIANCE (3)

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 (4)

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 49053 - SOCIOLOGY: COMPREHENSIVE (3)

Examination or project designed to assess the student's achievement of the goals of his/her major program.

SPA - Spanish

SPA 10124 - ELEMENTARY SPANISH I (4)

Spanish I and Lab. Introduction to pronunciation, basic language structure and vocabulary, simple conversation, reading, writing and culture. Special emphasis on oral comprehension to serve as an introductory model for speaking.

SPA 10224 - ELEMENTARY SPANISH II (4)

With lab. Continuation of Elementary Spanish I.

SPA 20123 - INTERMEDIATE SPANISH I (3)

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.

SPA 20223 - INTERMEDIATE SPANISH II (3)

Continuation of Intermediate Spanish I with supplementary work in discipline specific vocabulary and style. Optional introduction to Hispanic literature.

UNV - University Program Series

ORIENTATION (No Credit)

UNV 1 - NEW STUDENT ORIENTATION (No Credit)

Non-credit orientation to Ottawa University.

UNV 11000 - SEMINAR FOR SIGNIFICANCE: ORIENTATION (2)

Course runs concurrently with the student's first course at Ottawa University and is facilitated by the student's academic advisor to provide the foundation for a successful academic experience. Topics include the exploration of the mission and history of the university, student support services, student responsibilities, the degree planning process, and the examination of their own stewardship of time, money, gifts, and skills.

UNV 12000 - BE THE CHANGE COLLOQUIUM (1)

Enrichment course consisting of analytical and reflective reading, discussion, and problem solving regarding contemporary social issues and potential solutions. Required for all first-year Top Scholars. Enrollment limited to Top Scholar recipients.

UNV 30000 - CAREER CROSSROADS: EXPLORATION OF IDEAL AND ALTERNATE CAREERS (1)

Using information from the Journey Assessment, online resources, and their own experiences, students will research a desirable career in their field. They will also research an alternative career that utilizes the same abilities and skills. Students will reflect on personal characteristics and education that will contribute to their success in ideal and alternate careers, and how their choices will contribute to a lifetime of personal significance. Students will apply what they have learned through creation of a resume and participate in a mock interview by phone, in person, or via video conference.

COURSE DESCRIPTIONS - GRADUATE

ACC - Accounting

ACC 7000 - ACCOUNTING THEORY (3)

Examines and evaluates the theories underlying the practice of accounting and financial reporting. The conceptual basis of U.S. generally accepted accounting principles (U.S. GAAP) is reviewed within the context of policy setting, the economics of reporting regulation, and in comparison with International Financial Reporting Standards (IFRS). A historical perspective on the evolution of the theories is provided as part of the rationale for the treatment of the financial statement elements.

ACC 7100 - ADVANCED FINANCIAL ACCOUNTING AND REPORTING (3)

Analyzes and distinguishes between the reporting requirements of large, generally multinational, corporations focusing on foreign currency transactions, segment reporting, and business combinations, including an emphasis on International Financial Reporting Standards (IFRS). Further concentrates on the rational and critical review of economic data presentation and emerging issues in financial accounting and reporting.

ACC 7200 - ADVANCED INCOME TAXATION (3)

Analyzes and distinguishes between the studies of federal taxation as it applies to sole proprietorships, partnerships and corporations, including the tax implications and/or consequences of forming, operating, liquidating, and reorganizing such entities. The complex topics of financial tax accounting concepts (e.g., cash and accrual methods of tax accounting, time value of money effects, deferred tax assets/liabilities, permanent/temporary differences, net operating loss carryforwards/carrybacks, etc.), employee compensation, related party transactions, shareholder taxation, and tax planning are also addressed.

ACC 7250 - PROFESSIONAL RESPONSIBILITIES AND BUSINESS LAW

Examines and analyzes elements of the legal environment relevant to the accounting profession. Topics of study include professional, ethical, and legal responsibilities in accounting practice applicable to partnerships, corporations and other business organizations, contracts (e.g., debtor-creditor relationships), government regulation, and aspects of the uniform commercial code (UCC) including negotiable instruments and secured transactions.

ACC 7300 - ACCOUNTING FOR DECISION MAKING AND CONTROL (3)

Examines the use of accounting information to assist management planning, analyzing, and implementing

processes for business and strategic decision making. Analyzes and evaluates cost information for management planning and control, including a study of traditional management accounting systems (e.g. job order and process costing, standard costing, and activity-based costing systems) and their limitations. The application of analysis techniques to assist in finding solutions to accounting management issues are emphasized.

ACC 7400 - ADVANCED AUDITING AND FORENSIC ACCOUNTING (3)

An in-depth exposure and coverage of auditing and forensic accounting topics. Coverage will include examining and assessing the auditor's attest function and its practical application, emphasizing auditing standards (e.g. concepts of independence and professional judgement), auditing methodology and procedures as well as professional and reporting responsibilities. The mechanics of an external audit are covered, including documentation, evaluation of internal controls, and the design and implementation of corroborative substantive tests. Other topics include statistical methods, governmental, internal, and operational auditing, audit management, information systems auditing, and current issues.

ACC 7600 - ACCOUNTING INFORMATION SYSTEMS (3)

Provides an overview of the development, implementation, and evolution of accounting information systems (AIS). Relevant theoretical and applied research are integrated into topical coverage to further provide the conceptual, analytical, and technical knowledge and understanding necessary for accounting professionals to work efficiently and productively in a computer-based information environment. Topics discussed include the impact of technology, control issues, and behavioral aspects of the AIS process, including the relationship between the AIS and the flows of accounting information (both internal and external to business operations) for decision-making. In addition to AIS auditability concerns, other attributes of internal and external auditing, such as professional ethics, evidence gathering and evaluation, risk assessment, and reporting options will be examined.

ACC 8500 - GRADUATE SEMINAR: APPLIED ACCOUNTING (3)

This is the capstone course in the MAcc program. It concentrates on case study analysis not only to apply knowledge from previous accounting coursework, but also to develop and improve critical thinking and analytical skills in the use of accounting information for decision-making purposes. The course will discuss applied accounting issues surrounding five themes including (a)

the role of accounting, (b) the importance of professional research, (c) emerging and contemporary issues, (d) professional auditing, and (e) consulting and other accounting services. This capstone course will provide the foundation for a broad-based, comprehensive business analysis of accounting and its practical application.

ACG - Grad Addictions Counseling

ACG 7000 - GRADUATE SEMINAR: CLINICAL AND ADDICTIONS FOUNDATIONS (3)

Provides an overview of necessary foundations in the content areas of abnormal psychology, developmental psychology, and theories of personality. Introduces the core functions of addictions counseling from the U.S. Department of Health and Human Services Substance Abuse and Mental Health Administration's Technical Assistance Publication (TAP) 21 series. Other topics include introduction to APA style and format.

ACG 7100 - INTRODUCTION TO ADDICTIONS (3)

Introduction to the patterns, causes, prevention, assessment, and treatment of addictions. Introduces core functions of addictions counseling from the U.S. Department of Health and Human Services Substance Abuse and Mental Health Administration's Technical Assistance Publication (TAP) 21 series.

ACG 7200 - MULTICULTURAL CONCERNS IN ADDICTIONS COUNSELING (3)

Study of social, cultural, and gender differences and issues related to counseling clients with various backgrounds, beliefs, and concerns. Includes a focus on addictions counseling theories and techniques and how they are applied to addictions counseling clients.

ACG 7300 - LAW AND ETHICS IN ADDICTIONS COUNSELING (3)

Study of the ethical, legal, and professional concerns in the practice of addictions counseling.

ACG 7400 - THEORIES AND PRACTICES OF GROUPS IN ADDICTIONS COUNSELING (3)

Examines group theories and techniques of observation, assessment, and facilitation in therapeutic groups.

ACG 7500 - METHODS AND MODELS OF RESEARCH IN ADDICTIONS COUNSELING (3)

Examination of the research and application of scientific methods to investigate, analyze, and develop solutions relative to addictions counseling.

ACG 8100 - APPRAISAL, ASSESSMENT AND TREATMENT PLANNING IN ADDICTIONS COUNSELING (3)

Preparation for the clinical practicum. Students expand their knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), diagnostic categories, differential diagnosis, and treatment planning. Emphasis on the clinical interview and other initial assessment techniques and skills critical to selecting and evaluating treatment options for clients, including relapse and recovery planning.

ACG 8200 - PSYCHOPHARMACOLOGY AND ADDICTIONS COUNSELING (3)

Study of the pharmacology of drug abuse/addiction concerns with additional examination of the use of medication in treatment interventions.

ACG 8300 - CO-OCCURRING DISORDERS (3)

Examines the current research on psychopathology and co-occurring disorders to include relapse and recovery, and how they impact addictions counseling.

ACG 8400 - FUNDAMENTALS OF TREATMENT OF TRAUMA, ABUSE, AND DEPRIVATION (3)

Introductory course presenting an integrated view of effects on personality development of childhood trauma, abuse and deprivation. Therapeutic interventions examined. Crosslisted with PYC 8082.

ACG 8500 - ADDICTIONS COUNSELING IN FAMILY SYSTEMS (3)

Examines addiction in the context of the family system, including relapse and recovery. Emphasis on family systems theories and techniques of addictions counseling.

ACG 8600 - PRACTICUM IN ADDICTIONS COUNSELING (3)

Students participate in a seminar led by a faculty member. Provides the opportunity for the student to perform the activities of a regularly scheduled employee in an addictions counseling setting and complete 150 contact hours, of which half will be direct contact.

ACG 8610 - PRACTICUM IN ADDICTIONS COUNSELING CONTINUED (No Credit)

Continuation of ACG 8600. Students participate in a seminar led by a faculty member. Provides the opportunity for the student to perform the activities of a regularly scheduled employee in an addictions counseling setting and complete 150 contact hours, of which half will be direct contact.

BUS - Business - Grad

ORIENTATION (No Credit)

BUS 1 - MBA ORIENTATION (No Credit)

Non-credit orientation to Ottawa University.

BUS 7000 - ORGANIZATIONAL BEHAVIOR AND THEORY (3)

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 (3)

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.

BUS 7002 - FOUNDATIONS OF LEADERSHIP (3)

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 (3)

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.

BUS 7004 - DEVELOPING LEADERS TO CREATE VALUE (3)

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 an organization, such as strategic performance management or the Balanced Scorecard, will be considered for appropriate application and expected benefits to the business.

BUS 7006 - SERVANT LEADERSHIP (3)

Course explores the philosophy of life and leadership dedicated to the growth of others as well as values-driven institutions that contribute to just, caring, and sustainable societies. Topics include enhancement of student awareness of their values and how those values are reflected in their decisions and actions, the gap and tension between stated individual and organizational values that drive behavior, identification of points of leverage to affect change in operational systems, leadership philosophies, styles, and strategies, and contemporary concepts of values and system-level thinking integration.

BUS 7015 - THE CREATIVE ORGANIZATION (3)

Course covers methods for stimulating creativity and innovation, why context matters, and processes for making effective decisions with a focus on sustainable competitive advantage. Topics include practice in creative problem solving through in-class exercises and the creation of a plan to move the students' own organizations to the next level of creativity.

BUS 7018 - CORPORATE STRATEGY (3)

Course focuses on the strategic, organizational, and leadership challenges faced by multi-business organizations. Topics include vision formulation, resource allocation strategies, and the development and evaluation of synergistic effects using case studies.

BUS 7100 - HUMAN RESOURCE PLANNING & ADMINISTRATION (3)

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 (3)

Study of personal and corporate value systems and decision making. Investigation of personal beliefs, purposes and attitudes, and their effects on self and others. Examines the ethical dimensions of organizational structures and practices. Cross listed with HRF 7001.

BUS 7300 - GLOBAL HEALTH CARE DELIVERY SYSTEMS (3)

Course provides a comprehensive overview of the current status of the health care delivery system nationally, as well as internationally. Topics include factors which influence health status, the effects of utilization on health services, the organization and finance of health care systems, service deployment, and future issues in the US and global health systems.

BUS 7303 - LEGAL, ETHICAL AND POLITICAL ASPECTS OF HEALTH CARE MANAGEMENT (3)

Examines the legal, ethical, and political forces and their impact on health care organizations. Explores principles and practical applications of laws affecting the operational decisions of health care providers, health plans, and third-party payors and managers, as well as health care products and services.

BUS 7305 - REGULATORY SYSTEMS AND QUALITY ASSESSMENT IN THE HEALTH CARE ENVIRONMENT (3)

Course provides insight into a variety of regulatory bodies commonly found in the US health system and explores their function, standards, and impact on quality assessment procedures. Other topics include the meaning of quality as it relates to health and health care, the various roles and responsibilities of regulatory boards, and the application of quality improvement within the medical care sector.

BUS 7307 - PRODUCT LINE AND PROFITABILITY IN HEALTH CARE (3)

Course is designed to aid the student in exploring the relationship between product line and profit. Topics include analyses of profitability by product line, payor, and physician, as well as cost determination of products and services.

BUS 7309 - COMMUNICATING CHANGE IN HEALTH CARE ORGANIZATIONS (3)

Course explores the relationship between change and effective communication within the health care organization. Topics include the impact of change on internal and external environments and working with conflict in order to accomplish strategic goals within a health care environment.

BUS 7450 - STRATEGIC MARKETING (3)

Covers the identification and selection of marketing opportunities, target markets and design, and implementation and evaluation of marketing programs.

BUS 7451 - ADVERTISING AND PROMOTIONAL STRATEGIES (3)

Course concentrates on design and development of advertising and promotional strategies within the context of branding. The purpose is to create differentiation for organizations by trying to develop competitive advantage. Prerequisite: BUS 7450 Strategic Marketing or permission of Program Director.

BUS 7452 - E-COMMERCE AND INTERNET MARKETING (3)

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 AND PUBLICITY (3)

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 AND SUPPLY CHAIN MANAGEMENT (3)

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 7456 - PRODUCT MANAGEMENT (3)

Best practices and solutions for effective product management, marketing, product positioning, and understanding how to manage the product throughout the life cycle are examined. Other topics include how to conduct competitive market analyses, prepare marketing briefs, develop skills in customer relationship management, and create and manage lead generation programs.

BUS 7500 - MANAGERIAL ECONOMICS (3)

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 7600 - MANAGERIAL FINANCE (3)

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 7700 - MANAGEMENT OF INFORMATION SYSTEMS (3)

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 7713 - QUALITY SYSTEMS (3)

Introduction to quality management concepts and their use in enhancing organizational performance and profitability. Topics include history of the quality movement, application in key economic sections, philosophical perspectives of major quality leaders, contemporary quality issues in services and manufacturing, guidance in organizational decision-making, and various well-known approaches and associated statistical tools,

BUS 7800 - MANAGEMENT ACCOUNTING (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 7810 - POPULATION HEALTH MANAGEMENT (3)

Provides an in-depth overview of Population Health Management as a discipline, its components, and business applications. Covers the PHM paradigm, principles of behavior changes, health system navigation and continuity of care. Course addresses the business case for PHM, IT decision support, policy implication and ethical dimensions, using models of care management and research as its basis.

BUS 7813 - HEALTH INFORMATICS (3)

Explores the use of health information technology from a system perspective. Utilizes a case-study approach to illustrate the use of large data sets to identify at-risk populations and to segment defined populations by health states and cultural characteristics.

BUS 7816 - PROGRAM DEVELOPMENT FOR IMPROVED OUTCOMES (3)

Provides practical applications of strategies to improve the health status and outcomes of defined populations.

BUS 7819 - RETURN ON INVESTMENT FOR HEALTH CARE PROGRAMS (3)

Examines methodologies for managing and evaluating programs in Population Health Management (PHM) using an actuarial approach.

BUS 7900 - SOCIAL, POLITICAL, CULTURAL, AND LEGAL INFLUENCES ON BUSINESS (3)

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 (3)

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 (3)

Course provides requisite knowledge and skill sets for managing multinational corporations dealing with different cultures and leading a diverse global work force. Topics examined include negotiation, 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 7990 - GRADUATE INTERNSHIP (3)

Supervised work experience set up by the student for the purpose of increasing the student's understanding and the application of the field of study in an organizational setting. Supervision is provided by the instructor and the cooperating agency. Enrollment is subject to approval by the program director. Crosslisted with HRC 7990.

BUS 8000 - ADVANCED LEADERSHIP THEORY AND PRACTICE (3)

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. Prerequisite: BUS 7000 Organizational Behavior and Theory or permission of Program Director.

BUS 8600 - ADVANCED LEADERSHIP THEORY AND PRACTICE (3)

Capstone course 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 through extensive case analysis.

BUS 8100 - SPECIAL TOPICS: BUSINESS (3)

Designed around special theories, practices or interests in the field by an individual or group of students.

BUS 8500 - GRADUATE SEMINAR: BUSINESS POLICIES AND STRATEGIES (3)

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.

BUS 8600 - ADVANCED LEADERSHIP THEORY AND PRACTICE (3)

Capstone course 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 through extensive case analysis.

BUS 8601 - CURRICULUM PRACTICAL TRAINING PRACTICUM I (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

BUS 8602 - CURRICULUM PRACTICAL TRAINING PRACTICUM II (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks). Prerequisite: BUS 8601

BUS 8603 - CURRICULUM PRACTICAL TRAINING PRACTICUM III (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks). Prerequisite: BUS 8602

BUS 8604 - CURRICULUM PRACTICAL TRAINING PRACTICUM IV (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks). Prerequisite: BUS 8603

BUS 8605 - CURRICULUM PRACTICAL TRAINING PRACTICUM V (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks). Prerequisite: BUS 8604

8606 - CURRICULUM PRACTICAL TRAINING PRACTICUM VI (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to management directly or management processes. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in a management position and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks). Prerequisite: BUS 8605

BUS 8610 - CURRICULUM PRACTICAL TRAINING PRACTICUM CONTINUED (No Credit)

CPT Practicum continued.

EDC - Education Concentration - Grad**EDC 7013 - BEHAVIORAL METHODS AND INTERVENTIONS (3)**

Course explores strategies and specific interventions to assist professionals in school settings. Emphasis is placed on remediation of academic areas, cognitive processes, and behavioral deficits.

EDC 7102 - PROFESSIONAL AND HISTORICAL ISSUES IN SCHOOL PSYCHOLOGY (3)

An introduction to the field of school psychology, including its history, the roles and functions of school psychologists, professional issues, and ethics and law for school psychologists.

EDC 7112 - ISSUES & TRENDS IN EXCEPTIONAL CHILDREN (3)

An advanced diagnostic course which focuses on the assessment and diagnoses of exceptional children. Specific diagnostic populations include mentally retarded, learning disabled, emotionally disturbed and gifted children. Attention is also given to low incidence handicaps such as vision impaired, hearing impaired, multiple handicapped, etc.

EDC 7122 - ASSESSMENT AND INTERVENTION: ACADEMICS AND ALTERNATIVE (3)

Principles and methods of performing individual psychological evaluations of school-age children and youth. Administering, scoring, and interpreting Wechsler Intelligence Scales, Stanford Binet, and other assessment instruments.

EDC 7132 - ASSESSMENT AND INTERVENTION: SOCIAL AND BEHAVIORAL (3)

Provides applied learning for the administration, scoring and interpretation of behavioral and personality measures, such as parent teacher child interviews, youth self-report measures, standardized rating scales, and projective techniques. Encompasses written and oral reports to integrate results relevant to psychological services in educational settings; for example, identification of emotional handicaps, intervention planning and crisis intervention.

EDC 7133 - COUNSELING AND THE HELPING PROFESSIONS (3)

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.

EDC 7142 - EDUCATION AND PSYCHOLOGICAL MEASUREMENT (3)

Psychological testing theory, clinical and practical aspects of individual test administration, educational and clinical diagnosis, interpretation, and non-discriminatory and controversial issues in testing.

EDC 7152 - EDUCATIONAL STATISTICAL METHODS I (3)

Overview of common statistical techniques used in educational research, including univariate and bivariate descriptive statistics, chi square, and linear regression.

EDC 7153 - EDUCATION LAW (3)

Examination of federal and state statutes, agencies, and court decisions in education; including administrative and teacher rights, responsibilities, relationships, and liabilities.

EDC 7162 - EDUCATIONAL STATISTICAL METHODS II (3)

Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics included correlation and regression, test of significance, and introduction to analysis of variance. Both parametric and non-parametric approaches are covered. Prerequisite: EDC 7152.

EDC 7172 - SPECIAL EDUCATION LAW (3)

Legal issues and challenges facing the field of Special Education with emphasis on topics such as non-biased assessment, mainstreaming, non-categorical vs. categorical special education, effects of labeling multicultural, special education, and evaluation programs for the school psychologist. Additionally, includes the special education referral and delivery system according to the law, individual education plans and legislation affecting special education.

EDC 7192 - CONSULTATION STRATEGIES FOR SCHOOL PSYCHOLOGISTS (3)

Concepts and practice of consultation in a variety of settings, including child-centered, teacher-centered and system-centered techniques.

EDC 7202 - SOCIAL AND CULTURAL BASIS OF ASSESSMENT (3)

This course will examine issues in the assessment of bilingual students, including the appropriate use of standardized measures, non-discriminatory assessments, alternative approaches to the assessment of cognitive functioning, and social adaptive behavior of linguistically diverse students. Students will learn when and how to conduct evaluations in the child's first and/or second language. Student will administer tests, make case presentations and write reports.

EDC 7203 - THEORIES OF LEARNING IN SCHOOL PSYCHOLOGY (3)

Provides an in-depth review of major learning theories with an emphasis on how this impacts the practice of school psychology. Course explores learning processes, historical perspectives of learning theory and examines relationships that exist between learning theory and educational and psychological practices.

EDC 7222 - ACADEMIC & ALTERNATIVE TEST PRACTICUM (3)

Students spend 45 hours in a school setting working with a school psychologist practicing academic and alternative testing procedures and report writing.

EDC 7232 - PERSONALITY, BEHAVIOR, SOCIAL, AND EMOTIONAL TESTING PRACTICUM(3)

Students spend 45 hours in a school setting working with a school psychologist practicing personality, behavior, social, and emotional testing procedures and report writing.

EDC 7253 - INTRODUCTION TO LEARNING TECHNOLOGIES (1)

Overview of the field of educational technology in a variety of organizational settings. Examines the role of the educational technology professional in various

organizational models. Introduces requirements of the program.

EDC 7263 - FOUNDATIONS IN EDUCATIONAL TECHNOLOGY (3)

Course explores foundational elements required for study of educational technology, such as the history of educational technologies and their implementation worldwide, learning theories and their relationship to educational technology implementation, learning technologies terminology, and the relationships between learning technologies and power and privilege.

EDC 7273 - PRACTICUM IN EDUCATIONAL TECHNOLOGY (2)

Students engage in a learning technologies project that applies their learning in a school, business, or organizational setting. Students must complete 40 hours of supervised work per credit, develop at least one artifact for inclusion in their Personal Portfolio that results from the practicum experience, and reflect on the experience (in writing or via another creative form approved by the instructor) in their Personal Portfolio. May lay groundwork for an applied project in EDF 8503 Master's Research Project, but must be independent of that project. Approval required before practicum begins.

EDC 7291 - DIFFERENTIATED INSTRUCTION (3)

Course explores challenges of teachers in evaluating the needs of individual students in the diverse and inclusive classroom. Students will explore innovative possibilities for differentiating instruction to enhance learning for all students.

EDC 7293 - INSTRUCTIONAL THEORY AND TECHNIQUE (3)

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.

EDC 7295 - THEORY AND PRACTICE CURRICULUM DEVELOPMENT (3)

Focus of this course is on application of curriculum theory to classroom practice. Topics include historical roots of current curriculum issues and practices, changing concepts, curriculum conflicts, curriculum reform and reconstruction, as well as curriculum research and improvement.

EDC 7297 - CURRICULUM EVALUATION (3)

This course investigates the background and current status of assessment principles, purposes, and procedures used to evaluate curriculum and gauge pupil progress. Emphasis will be on effective interpretation of evaluative data and methods of recording and reporting progress.

EDC 7299 - CURRICULUM DESIGN AND CONTENT STANDARDS (3)

Course explores the integration of current theories of curriculum design with state content standards in the planning of mathematics, language arts, science, and social studies instruction in the classroom.

EDC 7303 - THEORIES OF TRAUMA, GRIEF, AND LOSS (3)

Examination of the dynamics of grief, loss, and trauma and the role of the counselor in elementary, secondary, and community college settings in supporting students who have experienced loss or trauma.

EDC 7313 - GAMES AND SIMULATIONS IN EDUCATION (3)

This course explores the history, current landscape, and future of gamification in teaching and learning for all ages and abilities. Students discuss learning theory as it applies to games, simulations, and virtual environments in teaching and learning. Additional topics including methods for evaluation of their effectiveness, potential ethical dilemmas, and socio-cultural ramifications of gamification of learning.

EDC 7323 - GLOBAL, CULTURAL, AND ETHICAL PERSPECTIVES IN EDUCATIONAL TECHNOLOGY (3)

Course explores the impact and implementation of learning technologies outside of the United States. Students examine the promises and challenges of educational technologies worldwide as well as the perspectives of those critical of educational technology. Students learn about inequalities and ethics surrounding educational technologies and educational technology implementations around the world.

EDC 7433 - SOCIAL AND CULTURAL CONCERNS IN COUNSELING (3)

Study of social, cultural and gender differences and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques.

EDC 7553 - SPECIAL TOPICS IN EDUCATION (3)

Includes topics of investigation and study designed around special theories, practices or interests in the field of education.

EDC 7603 - CONFLICT RESOLUTION IN EDUCATION (3)

Develops 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 EDUCATION TECHNOLOGY: THEORY AND APPLICATION (3)

Course offers a historical overview of instructional technology. Students explore different applications of technology ranging from primary grades through higher education. Techniques in determining learning needs, application of technology in meeting student needs and outcome evaluation in using technology are reviewed.

EDC 7623 - FOUNDATIONS IN DISTANCE LEARNING (3)

Course focuses 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 (3)

Administrative planning, management and implementation of technology-enhanced educational programs are explored. Students will examine legal and ethical parameters governing the use of technology in instruction; demonstrate skills in facilitating multimedia production by students and teachers; apply designing principles to multimedia design; and develop evaluation methods to determine instructional effectiveness.

EDC 7663 - TECHNOLOGY INTEGRATION K-12 SCHOOLS (3)

Course explores the use of technology in public and private schools from grades K - 12. Study 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 7693 - EMERGING TRENDS IN LEARNING TECHNOLOGIES (3)

Course explores emerging topics and trends in learning technologies, including technologies not originally designed for teaching and learning but that can be leveraged for this purpose. Students explore use-cases for new technologies, examine and develop frameworks for evaluating new technologies and their relevance for the needs of their learners, and explore means for staying

abreast of the ever-changing world of learning technologies.

EDC 7705 - ADVANCED SECONDARY METHODS AND RICA (3)

Course examines the planning, implementation, and assessment of resources and instructional techniques for middle and high school students. Topics include assessing readability of materials, guiding English language arts skills, facilitating vocabulary, comprehension, study skills, and integration across the disciplines. Field experience based course in a classroom setting.

EDC 7713 - SCHOOL AND COMMUNITY RELATIONS (3)

Examines the policies, practices, and strategies in school and community relations. Topics include public information techniques and procedures.

EDC 7723 - INSTRUCTIONAL DESIGN & EVALUATION (3)

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 (3)

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 (3)

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 will be considered when possible.

EDC 7813 - STRUCTURED ENGLISH IMMERSION FOR ENGLISH LANGUAGE LEARNERS (3)

Course examines the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards in listening, speaking, reading, and writing. Other topics include the legal, historical, and educational reasons for SEI.

EDC 7824 - LIFE PLAN AND CAREER DEVELOPMENT SCHOOL COUNSELING (3)

Focus on tools and techniques used in life planning and career development for elementary and high school students.

EDC 7933 - GROUP COUNSELING AND DYNAMICS (3)

Study of theories of group counseling and techniques of observation, assessment and leadership in therapeutic groups.

EDC 8014 - PROFESSIONAL AND ETHICAL ISSUES OF SCHOOL COUNSELORS (3)

Study of the ethical, legal and professional concerns of school guidance counselors and preparation for the school guidance practicum.

EDC 8023 - DESIGNING AND LEADING CCBP (3)

This source examines several aspects of the school reform movement, including an in-depth look at the criticism of school guidance counseling programs. Students will study the implications for the Comprehensive School Counseling Programs by focusing on the models that may be used to design and implement school counseling programs. The course will focus on The Comprehensive School Counseling Model and the ASCA National Model. Students will learn how to organize comprehensive school programs and address the process of redesigning school counseling programs.

EDC 8073 - CLINICAL SUPERVISION/ASSESSMENT (3)

Topics include principles of supervision, supervision theory, models, techniques of supervision, philosophical conflicts, teacher evaluation schemes, and research on supervision.

EDC 8100 - ADVANCED SPECIALIZED METHODS AND PRACTICUM (3)

Observe, develop, and practice skills under the guidance of a supervisor within the major area of interest. Field experience based course in a classroom setting.

EDC 8102 - INTERNSHIP IN SCHOOL PSYCHOLOGY I (3)

The internship requirements are equivalent to four semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a University-based supervisor. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences, and professional meetings is required. Students will evaluate children, write reports and practice short-term consultation under the supervision of the on-site psychologist.

EDC 8122 - INTERNSHIP IN SCHOOL PSYCHOLOGY II (3)

Continuation of Internship II in the same school setting as Internship I.

EDC 8222 - ADVANCED ASSESSMENT AND INTERVENTION: ACADEMIC AND ALTERNATIVE (3)

Course extends skills in academic and alternative testing, including report writing, selection, use, and interpretation of academic instruments, as well as ways to summarize and report test results to other professionals and parents. Topics include current issues and trends in ability testing, ethical practices, theories of intelligence, working with linguistically and culturally different children, and environmental effects on intelligence.

EDC 8284 - CHILD AND ADOLESCENT DEVELOPMENT (3)

Examines theory and principles of development from conception through adolescence. Topics include an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development. Students examine various theories, including Piaget, Erikson, Vygotsky, Skinner and others. Explores development in the context of gender, family culture, and society, with an emphasis on implications for professional practice.

EDC 8305 - FOUNDATIONS OF SPECIAL EDUCATION MILD-MODERATE DISABILITIES (3)

Provides evidence-based principles as overview of trends regarding current issues in understanding and working with students with mild-moderate disabilities. Emphasis includes overcoming challenges of human diversity and the impact on families, cultures, schools, and the influence and delivery of special education services. Current principles and concepts of assessment, pedagogical practices, program evaluation, policy, and laws set a foundation for students to examine their own personal philosophies and understanding regarding assessment of, services to, and intervention with individuals with mild-moderate disabilities.

EDC 8313 - INTRODUCTION TO BEHAVIOR, DISABILITIES AND & EMOTIONAL LEARNING (3)

Study of the biological, physical, etiological, psychological, and educational characteristics of individuals demonstrating significant differences in learning and behavior development. Includes the diagnosis, instruction, and research-based strategies to support children and youth classified as having emotional disturbance and behavior disorders.

EDC 8333 - METHODS/STRATEGY FOR TEACHING STUDENTS WITH DISABILITIES (3)

Remediation of academic areas and cognitive processes involving perception, integration, and expression with emphasis on strategies for planning and implementing instructional programs.

EDC 8353 - ASSESSMENT & DIAGNOSIS OF MILD TO MODERATE DISABILITIES (3)

Designed to assist students in understanding the process of collecting, analyzing, and interpreting data from a variety of relevant sources (both informal and formal) to use for educational and instructional programming decisions for students K-12. Emphasis is on assessment and diagnosis of students who may have mild/moderate learning, social/emotional, intellectual, physical disability and/or health impairments and to collaborate with others to carry out research-based, effective interventions.

EDC 8363 - BEHAVIORAL PRINCIPLES AND DISABILITIES (3)

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 8400 - SECONDARY STUDENT TEACHING I: CLINICAL (3)

Individually designed course offering opportunity to integrate course knowledge with practical experience in an educational setting. School of Education approval is required.

EDC 8403 - SECONDARY STUDENT TEACHING II: CLINICAL EXPERIENCE (3)

Individually designed course offering opportunity to integrate course knowledge with practical experience in an educational setting. School of Education approval is required.

EDC 8413 - INSTRUCTIONAL DESIGN FOR TECHNOLOGY-MEDIATED LEARNING (3)

Students explore the impact of the integration of technology on instructional design. They examine how learning theory influences instructional design from a variety of perspectives: student-centered learning (including experiential learning), content presentation, learning activities, accessibility, and assessment. Students explore and apply a variety of instructional design models and evaluate the merits and suitability of each within specific learning contexts.

EDC 8423 - TEACHING AND LEARNING AT A DISTANCE (3)

Students examine evidence-based practices in teaching and learning via various distance technologies and with various target audiences (e.g. K-12, post-secondary, and corporate/government/non-profit). Students explore online teaching tools, learning management systems, video conferencing systems, online collaboration tools, learner engagement theory and practice, issues of identity verification, assessment in an online environment, and individualized instruction.

EDC 8453 - FIELD EXPERIENCE IN EDUCATION I (3)

Individually designed course offering opportunity to integrate course knowledge with practical experience in an educational setting. Approved written proposal required.

EDC 8463 - PRACTICUM IN SCHOOL COUNSELING (3)

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 8023.

EDC 8473 - FIELD EXPERIENCE IN EDUCATION II (3)

Continuation of EDC 8453.

EDC 8493 - PRACTICUM IN SCHOOL COUNSELING II (3)

Individually-designed course offering opportunity to practice individual and group counseling under professional supervision in an appropriate school setting. Prerequisite: EDC 8463 School Counseling Practicum I.

EDC 8503 - TEACHING AND LEARNING MATHEMATICS (3)

This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem solving.

EDC 8543 - TEACHING AND LEARNING LANGUAGE ARTS (3)

The purpose of this course is to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, and cultural basis of language and to learn how to use that framework to individualize curriculum instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content areas through children's literature, such as expressive/transactional/poetic, written discourse, and the creative arts.

EDC 8613 - ADVANCED STRUCTURED ENGLISH IMMERSION FOR ENGLISH LANGUAGE LEARNERS (3)

Course identifies and uses multiple strategies to improve student achievement through the integration of comprehensible input, ongoing, specific and immediate

feedback, group structures and techniques, building background and vocabulary development, and student engagement. Topics include development of specific content lesson plans that incorporate all the above aspects to improve student achievement.

EDF - Education Foundations - Grad**EDF 7023 - LANGUAGE DEVELOPMENT AND DISORDERS (3)**

Course introduces the candidate to the nature and structure of language, current theories of language, normal first and second language development, language disorders, multicultural issues in language assessment, and contemporary classroom management of language deficits. Topics are examined from an educational perspective to enhance the teacher's knowledge of language and to facilitate classroom management of language deficits exhibited by exceptional children in grades PreK-12.

EDF 7033 - SPECIAL EDUCATION SERVICE COORDINATION (3)

Course focuses on the practices and problems associated with the development, monitoring, and organization of multiple school based special education services. Course addresses how to link evaluation results to writing the Multidisciplinary report and the IEP, as well as exploring the differences in using the Individual Family Service Plan for early childhood settings. Emphasis placed on collaborative relationships within the school community and the development of consultation and communication skills.

EDF 7043 - EXCEPTIONAL CHILDREN FROM DIVERSE COMMUNITIES (3)

Focus of course is to explore the impact of cultural and linguistic diversity in communication, learning, and behavior. Special emphasis on the contrast between what is considered normal language/learning development in the presence of culturally and linguistically diverse special needs PreK-12 students. Other topics include differentiating instruction and lesson planning based on individual needs with a focus on adaptation, accommodation, and modification.

EDF 7103 - PHILOSOPHY, ACCOUNTABILITY AND CHANGE (3)

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 7133 - FOUNDATIONS OF EDUCATION: PHILOSOPHY AND PSYCHOLOGY (3)

Provides candidate with understanding of historical, philosophical, social, legal, and ethical foundations of education. Topics include educational policy and impact on schools and classrooms as well as the aspects of child-to-late adolescence development (cognitive, social, emotional).

EDF 7153 - METHODS AND MODELS OF RESEARCH (3)

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.

EDF 7163 - RESEARCH: ASSESSMENT AND EVALUATION (3)

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

EDF 7203 - DIVERSE COMMUNITY OF LEARNERS (3)

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 7303 - LEADERSHIP AND MANAGEMENT OF CHANGE (3)

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 7305 - EXCEPTIONAL CHILDREN FROM DIVERSE COMMUNITIES (3)

Course studies the impact of cultural and linguistic diversity on communication, learning, and behavior. Topics include the contrast between what is considered normal language/learning development with special emphasis on the culturally and linguistically diverse special needs of P-12 students. Also covered are differentiating instruction and lesson planning based on individual needs and focusing on adaptations, accommodations, and modifications. Field experience required.

EDF 7403 - SCHOOL COUNSELING IN A CHANGING ENVIRONMENT (3)

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.

EDF 7703 - DATA-DRIVEN LEADERSHIP PRACTICES (3)

Course examines how school leaders can create an atmosphere for improved student achievement based on data-driven systems. Topics include increased external accountability and data demands, as well as the ability to accurately interpret the data and implement positive learning opportunities based on the analysis of said data.

EDF 7753 - HUMAN RELATIONS FOR LEADERS IN DIVERSE COMMUNITIES (3)

Course examines skills and knowledge needed for a school leader to effectively work with others in the problem solving process within diverse populations. Topics include analysis and implementation of effective consensus-building as well as the exploration of one's own assumptions, beliefs, and practices. Analysis and development of effective lines of communication and partnerships with decision makers outside the school community are also explored.

EDF 8503 - MASTER'S RESEARCH PROJECT (3)

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

HRC - Human Resources - Grad**HRC 7341 - EMOTIONAL INTELLIGENCE IN THE WORKPLACE (3)**

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 (3)

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 (3)

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 BUS 7100.

HRC 7461 - WAGE SALARY AND BENEFIT ADMINISTRATION (3)

Provides comprehensive overview of the elements of compensation, legal ramifications and compensation

design and design of benefits programs and their impact on compensation and recruitment.

HRC 7561 - RECRUITMENT SELECTION AND PLACEMENT (3)

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 (3)

Cover fundamentals, purpose and role of the training and development function in human resources. Includes needs assessment, program development, methods and technologies, management development, and evaluation of interventions.

HRC 7611 - ORGANIZATIONAL BEHAVIOR AND THEORY (3)

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 BUS 7000.

HRC 7661 - ORGANIZATION CONSULTATION SKILLS (3)

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 - ORGNIZATIONAL CHANGE THEORY/STRATEGY (3)

Examines strategic interventions to change organizations from planning through implementation and assessment and theoretical models for change including organization development and total quality management.

HRC 7741 - EMPLOYMENT LAW (3)

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.

HRC 7811 - CAREER DEVELOPMENT (3)

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 7841 - MANAGING A CULTURALLY DIVERSE WORKFORCE (3)

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 (3)

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 7961 - MANAGING ORGANIZATIONAL CONFLICT (3)

Develop practical skills through participation in an organizational simulation: a behavior laboratory for the study of conflict. Develops theoretical and conceptual basis for applied skills learned in the simulation. Cross listed with EDC 7603.

HRC 7990 - GRADUATE INTERNSHIP (3)

Supervised work experience set up by the student for the purpose of increasing the student's understanding and the application of the field of study in an organizational setting. Supervision is provided by the instructor and the cooperating agency. Enrollment is subject to approval by the program director. Crosslisted with BUS 7990.

HRC 8552 - ADVANCED SPECIAL TOPICS: SHRM CERTIFICATE PREP (3)

Course covers a detailed review of Human Resource Management and preparation for the Human Resource Certification Institute certification examination. Students will study particular facets of HR management in detail and prepare students for the HRCI examination using the Society of Human Resource Management Learning System Materials.

Human Resources Foundation -Grad

HRF 7001 - VALUE SYSTEMS & PROFESSIONAL ETHICS (3)

Study of personal and corporate value systems and decision making. Investigation of personal beliefs, purposes and attitudes and their effects on self and others. Examines the ethical dimensions of organizational structures and practices. Cross listed with BUS 7200.

HRF 7111 - TRENDS, ISSUES AND PERSPECTIVES IN HUMAN RESOURCES (3)

Extended overview of the role of human resources in organizations. Existing theory and practice as well as new and emerging topics in the field.

HRF 7161 - RESEARCH: ASSESSMENT AND EVALUATION (3)

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

HRF 8481 - APPLIED CASE STUDIES/HUMAN RESOURCES (3)

Seminar for graduating students in which participants develop a major case study of human resource 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 30 semester credit hours of program.

IT - Information Technology**IT 7000 - SYSTEMS ANALYTICS AND ENTERPRISE MANAGEMENT (3)**

Students learn to manage and perform activities throughout an information systems development life cycle from the analysis of system requirements and system design to system implementation and operation. Advanced system development processes and the latest enterprise management methods and tools are presented.

IT 7003 - NETWORKING ESSENTIALS AND SECURITY (3)

Topics in this course include networking hardware and software, switches and routers, and network design technologies. Includes concepts of cyber security and security risks that affect computers and networks and explores methods and security options available to successfully protect the IT environment.

IT 8000 - DATA ANALYTICS (3)

Course covers the essential exploratory technique for summarizing data. Modeling techniques covered include predictive modeling, also known as predictive analysis; cluster analysis, segmenting, affinity analysis, and applied predictive analytics. Course is dependent on a sound understanding of statistical analysis techniques, such as regression analysis and hypothesis testing. Prerequisite: Undergraduate statistics course.

IT 8003 - CLOUD COMPUTING (3)

Course provides end-to-end coverage of cloud computing topics as they pertain to both technology and business considerations. Topics include fundamental cloud

computing terminology and concepts; challenges and risks of contemporary cloud computing platforms and cloud services; cloud delivery and calculating cloud on premise solution costs and service level agreements (SLAs) for cloud based IT resources. Course includes hands-on exercises in topical areas.

IT 8100 - DATABASE ARCHITECTURE AND DESIGN (3)

Course focuses on the design, development, and structuring of programs that store large collections of data. Topics include the development and implementation of software solutions to enhance business needs. Several types of databases may be used, including relational and multimedia. Also covered are programming languages such as Python and Structured Query Language (SQL) to create databases, manipulate big data sets, and generate reports.

IT 8601 - CURRICULUM PRACTICAL TRAINING PRACTICUM I (1)

Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8602 - CPT PRACTICUM II (1)

Continuation of IT 8602. Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8603 - CPT PRACTICUM III (1)

Continuation of IT 8602. Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8604 - CPT PRACTICUM IV (1)

Continuation of IT 8603. Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8605 - CPT PRACTICUM V (1)

Continuation of IT 8604. Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8606 - CPT PRACTICUM VI (1)

Continuation of IT 8605. Students participate in a seminar led by a faculty member. Student is also required to work a minimum of 5 hours per week in a training position related to IT directly or management of IT services. Coursework in the seminar is directly tied to the performance of activities of a regularly scheduled employee in the information technology field and the student must complete a minimum of 80 contact hours with the employer during the course of the practicum and its continuation (16 weeks).

IT 8610 - CPT PRACTICUM CONTINUED (No Credit)

Continuation of previous CPT practicum.

MUS - Music**MUS 7000 - ADVANCED MUSIC PEDAGOGY I (3)**

An investigation of advanced inquiry learning theories and curriculum design related to choral, general, and instrumental music teaching situations. Field experience provides opportunities for observation of area teachers and implementation of curriculum with area students.

MUS 7003 - ADVANCED MUSIC PEDAGOGY II (3)

A continuation of applied practice and investigation of advanced inquiry learning theories and curriculum design related to choral, general, and instrumental music teaching situations. Field experience provides opportunities for observation of practicing teachers and implementation of curriculum with area students.

MUS 7100 - ADVANCED MUSIC PERFORMANCE STUDIES I (3)

Research and analyze music through performance. Topics covered will change each term. Study will be divided among historical and analytical readings, conversation, historical and theoretical analysis of recorded and live music performances, and in-class performance. A final project will combine scholarly work, synthesis, and performance in the form of a lecture-recital or collaborative innovative project.

MUS 7103 - ADVANCED MUSIC PERFORMANCE STUDIES II (3)

A continuation of research and analyze music through performance. Topics covered will change each term. Study will be divided among historical and analytical readings, conversation, historical and theoretical analysis of recorded and live music performances, and in-class performance. A final project will combine scholarly work, synthesis, and performance in the form of a lecture-recital or collaborative innovative project.

MUS 7200 - TECHNOLOGY TRENDS IN MUSIC EDUCATION (3)

Course examines theoretical and new trend uses of technology for music teaching, including student interaction with technology, multimedia principles, and technology-infused music curricula. Design a technology enhanced curricular unit of music study and implement that unit in an applied context.

MUS 8000 - ADVOCACY AND POLICY IN MUSIC EDUCATION (3)

Examination of the current issues influencing and guiding music education in schools, with a focus on the interpretation, implementation, and development of policy. Topics include community engagement, public policy, politics, advocacy, diversity, assessment, and cross curriculum development.

PYC - Counseling/Psychology Concentration - Grad**PYC 7392 - PERSPECTIVES ON AGING (3)**

This course, through the use of the final two stages of Erickson's developmental model, facilitates the development of a framework which is utilized to assess the experiences and needs of the older adult and their families. Course requires a minimum of 25 volunteer hours with older adults.

PYC 7422 - SOCIAL/CULTURAL CONCERNS IN COUNSELING (3)

Study of social, cultural and gender differences and issues related to counseling clients with various backgrounds,

beliefs and concerns. Includes multicultural counseling techniques.

PYC 7552 - SPECIAL TOPICS: COUNSELING (3)

Topics designed around special theories, practices or interests in the field of counseling.

PYC 7802 - PSYCHOLOGICAL TESTING (3)

Examines use of standardized tests to study individuals, including test development, selection, administration and interpretation. Includes educational and mental health applications.

PYC 7822 - LIFE PLANNING AND CAREER DEVELOPMENT (3)

Focus on theory, research, techniques and tools used in life planning, transitions and career development.

PYC 7832 - HUMAN GROWTH AND DEVELOPMENT (3)

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 (3)

Examination of major theories and systems pertaining to abnormal behavior. Studies implications for psychotherapy and treatment planning and diagnosis using DSM-IV. Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.

PYC 7922 - COUNSELING THEORIES (3)

Examination of theories of personality development and therapeutic processes. Consideration of techniques for counseling applications and professional consultation.

PYC 7932 - GROUP COUNSELING AND DYNAMICS (3)

Theories of group counseling. Includes techniques of observation, assessment and leadership in therapeutic groups.

PYC 8040 - ADVANCED PSYCHODIAGNOSTIC AND TREATMENT PLAN (3)

As a preparation for Clinical Internship, students will expand their knowledge of the multi-axial system, DSM-IV/DSM-IV-TR diagnostic categories, differential diagnosis, and treatment planning. Emphasis will also be placed on the clinical interview and other initial assessment techniques, as well as skills critical to selecting and evaluating treatment options.

PYC 8082 - FUNDAMENTALS OF TREATMENT OF TRAUMA, ABUSE, AND DEPRIVATION (3)

Introductory course presenting an integrated view of effects on personality development of childhood trauma,

abuse and deprivation. Therapeutic interventions examined. Cross listed with ACG 8400.

PYC 8092 - INTEGRATION OF PSYCHOLOGY AND CHRISTIANITY (3)

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 & FAMILY COUNSELING (3)

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.

PYC 8122 - HUMAN SEXUALITY (3)

Course provides students with knowledge and skills necessary to understand issues related to human sexuality. The course will explore the application of major human sexuality models in different cultures and worldviews.

PYC 8132 - EXPRESSIVE ARTS THERAPIES (3)

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 - INTRODUCTION TO SUBSTANCE ABUSE, ADDICTION AND RELATED DISORDERS (3)

Introduction to patterns, causes, assessment and treatment of substance abuse and other addictive disorders. Student begins preparation of required portfolio. Prerequisites: PYF 7132, and PYC 7922

PYC 8152 - PSYCHOPHYSIOLOGY AND PHARMACOLOGY OF SUBSTANCE ABUSE (3)

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. Prerequisite: PYC 8142

PYC 8162 - PREVENTION, ASSESSMENT, TREATMENT OF SUBSTANCE ABUSE (3)

Course provides a multidisciplinary/multidimensional discussion. Topics include risk factors, outreach services, pretreatment, community education, referral networks and prevention activities in schools, the workplace, community groups, health care delivery organizations and others. Information is presented on best practices and care for select populations. Prerequisite: PYC 8142

PYC 8172 - APPLICATIONS AND INTEGRATION OF EXPRESSIVE ARTS THERAPIES (3)

Integration of counseling foundational coursework and art 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 8202 - LEGAL AND ETHICAL ISSUES IN MARRIAGE/FAMILY THERAPY (3)

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 (3)

In-depth study of major systems theories underlying family and relationship therapy. Prerequisite: Minimum of 15 semester credit hours of graduate counseling coursework.

PYC 8222 - ADVANCED TECHNIQUES IN MARRIAGE AND FAMILY THERAPY (3)

Experiential course covering advanced assessment and therapeutic techniques used in marriage and family therapy. Prerequisites: PYC 8112, and 8212

PYC 8262 - ADVANCED GROUP COUNSELING: SYSTEMS APPROACH (3)

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 (3)

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 (3)

In-depth didactic and experiential examination of family system-oriented therapies with children and adolescents. Prerequisite: PYC 8212 or 8112

PYC 8312 - PRINCIPLES, TECHNIQUES, AND PRACTICES IN EXPRESSIVE ARTS THERAPY (3)

Examines principles and techniques for clinical practice of art therapy in residential, out-patient and private practice settings. Includes potential in art for the development of

emotional, social, perceptual and cognitive strengths in children and adults.

PYC 8342 - CLINICAL ISSUES IN EXPRESSIVE ARTS THERAPY (3)

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, and PYC 8312.

PYC 8362 - COUNSELING ADULTS I: EARLY/MIDDLE ADULTHOOD (3)

Strategies will be studied 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 is placed on the individual within a systems context (family, organization, community, culture, etc.).

PYC 8372 - COUNSELING ADULTS II:LATE ADULTHOOD (3)

Specific strategies will be studied for understanding, assessing and counseling adults in late adulthood. Emphasis placed 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 8392 - SEX THERAPY (3)

This course incorporates the diagnosis and treatment of sexual dysfunctions. Behavioral and non-behavioral methods and strategies are explored. Other topics include sexual abuse treatment with children and adults, medical factors related to sexuality and sexual functioning, and dynamics of interpersonal intimacy.

PYC 8410 - CHILDREN AND COMPLEX TRAUMA (3)

This course delineates theoretical and practical integration of eco-developmental approaches to psychological trauma. Consequences of early traumatic experience are mapped in the context of psychosocial developmental processes, including attachment, social interaction, emotional expression, and cognitive construction of worldview. The impact of repeated trauma in the lives of children and adolescents is explored in the context of developmental transformations and in relationship to psychopathology, gender, and bio-physiology.

PYC 8422 - CLINICAL ASSESSMENT TRAUMA (3)

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 8424 - ASSESSMENT AND TREATMENT OF TAD CHILDREN (3)

This course prepares the student to carry out complex assessment and interventions within a family setting and with children. The primary focus is to stimulate reflection on and discussion of clinical work with traumagenic families, gain experience of and confidence in formulating and facilitating constructive clinical interventions. Topics also include strengthening the theory-practice link and increased skill in effective traumagenic family collaborative recovery.

PYC 8442 - ADVANCED CLINICAL APPLICATION (3)

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, PREVENTION AND MODIFICATION (3)

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.

PYC 8462 - EMPLOYEE ASSISTANCE AND COUNSELING (3)

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.

PYC 8552 - ADVANCED SPECIAL TOPICS: COUNSELING (3)

Advanced elective graduate topics in the field of Counseling.

PYF - Counseling Foundation - Grad

PYF 7001 - GRAD COUNSELING SEMINAR IN CLINICAL FOUNDATIONS (3)

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 (3)

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.

PYF 7160 - METHODS AND MODELS OF RESEARCH: MARRIAGE AND FAMILY THERAPY (3)

Examination of models of research and application of scientific methods to investigate, analyze, and develop solutions relative to current issues in the field of Marriage and Family Counseling.

PYF 7162 - METHODS AND MODELS OF RESEARCH (3)

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.

PYF 8012 - PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING (3)

Study of ethical, legal and professional concerns in the practice of counseling.

PYF 8512 - MA COMPREHENSIVE EXAM (No Credit)

PYF 8600 - FIELD PLACEMENT (3)

Course designed to develop counseling skills through practical application in a counseling setting. Students work under the direct supervision of an approved onsite supervisor and faculty supervisor. Classroom component allows student to share learning experiences from placement activities as well as guide the integration and synthesization of learned knowledge into practical application.

PYF 8610 - FIELD PLACEMENT CONTINUED (No Credit)

Continuation of field placement experience.

EXPENSES

Charges

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

Adult Professional and Graduate Students (APGS)

Prepayment

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

Undergraduate	\$50
Graduate	\$75

Price of Attendance

Adult Professional and Graduate Studies campus designations charge tuition on a per credit hour basis. No residential facilities are available for these locations, so no room and board charges are applicable.

Fiscal Year 2017-18

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
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Per Credit Hour

Bachelor Level Courses

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$49	\$43	\$49	\$499	N/A
Onli ne	\$49	\$49	\$49	\$499	\$49

Bachelors Military Rate

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$25	\$25	\$25	\$250	N/A
Onli ne	\$25	\$25	\$25	\$250	\$25

Bachelor of Science Nursing (RN-BSN)

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$39	\$39	\$39	\$399	\$39

Maricopa Concurrent Nursing

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$31	N/A	N/A	N/A	N/A

Addiction Counseling

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$36	\$36	\$36	N/A	\$36

Teacher Certification (Post-BAC)

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$45	N/A	\$45	N/A	N/A

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$46	N/A	\$46	N/A	N/A

Master of Business Administration

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$59	\$59	\$63	\$635	N/A

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$63	\$63	\$63	\$635	\$63

Master of Arts in Human Resources

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$59	\$59	\$63	\$635	N/A

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$63	\$63	\$63	\$635	\$63

Master of Arts in Education

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$47	N/A	N/A	N/A	N/A

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$48	\$48	\$39	\$480	\$48

Master of Arts in Counseling

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$59	N/A	N/A	\$635	N/A

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Onli ne	\$63	N/A	N/A	\$635	\$63

Professional Education

	Ariz ona	Indi ana	Kan sas	Wisco nsin	Onli ne
Gro und	\$14	N/A	\$12	N/A	N/A

Program							GRAD Courses)						
(PEP)	Online	\$145	N/A	\$145	N/A	N/A	DANTE	\$15	\$15	\$15	\$155	N/A	
	Audit	\$50	N/A	\$30	N/A	N/A	S Testing Fee	5	5	5		A	
			Arizona	Indiana	Kansas	Wisconsin	Online						
		Additional Fees											
Application Fee	UN DG	\$50	\$50	\$50	\$50	\$50							
	GR AD	\$75	\$75	\$75	\$75	\$75							
Conferral Fee	UN DG	\$175	\$175	\$175	\$175	\$175							
	GR AD	\$175	\$175	\$175	\$175	\$175							
Technology Fee (Per Term)	UN DG	\$35	\$35	\$35	\$35	\$35							
	GR AD	\$35	\$35	\$35	\$35	\$35							
Student Teaching Fee	UN DG	\$175	N/A	\$175	N/A	N/A							
Teacher Certification Fee	UN DG	\$75	N/A	N/A	N/A	N/A							
Class Audit Fee (All UN DG &		\$50	\$50	\$50	\$50	\$50							

Estimated Cost of Books and Supplies

The cost of books and supplies is dependent upon the course(s) being taken. Books may be purchased through the Ottawa University Bookstore or through a vendor of the student's choice. Some courses may require e-books.

Guidelines for Payment of Tuition, Fees, and Other Charges

- Tuition, fees and other applicable charges are all due at the time of registration. The student must have been financially cleared 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 30 days after the end of the term. The service does require a non-refundable administrative fee of \$60 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.

Student Account Balances

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

Financial Clearance

All tuition and fees have been paid in full by 5 p.m. CST on the second Monday of the term or the statements below have been satisfactorily completed:

If a third party pays tuition and/or fees, verification of agreement with invoicing instructions must have been submitted to unit business office;

If deferring tuition according to the University's defined deferred tuition plan, a deferred tuition form, \$50 deferred

payment fee, and employer reimbursement policy and approval must have been submitted to unit business office;

If receiving federal financial aid, the FAFSA data, Institutional Application for Financial Aid, loan application, and entrance counseling must be received at the University by the 5 p.m. Monday deadline;

Tuition Management System Plan has been received by College business office (Ottawa KS residential campus students only).

A student will be administratively dropped on the second Tuesday of the term if the student is not financially cleared by the deadline noted above. There will be no reinstatements for students that have been dropped due to financial clearance.

OUAZ-Surprise

Prepayment – New Students

Undergraduate Application Fee - \$25 (non-refundable)

Graduate Application Fee - \$75 (non-refundable)

To confirm an offer of admission and reserve student housing, a non-refundable enrollment fee deposit of \$100 and a housing reservation deposit of \$50 is credited to the students account.

Summer School Tuition Per Cr Hr (4 Hours And Over)	\$487	\$487
Teacher Certification Per Cr Hr	\$450	\$450
Master of Business Administration Per Cr Hr	\$590	\$590
Master of Arts in Counseling Per Cr Hr	\$590	\$590
Master of Arts in Education Per Cr Hr	\$475	\$475
Master of Arts in Human Resources Per Cr Hr	\$590	\$590

STUDENT FEES

Price of Attendance

2017 - 2018 EDUCATIONAL COSTS

TUITION	Semester	Year
Full Time Tuition (12-18)	\$13,000	\$26,000
Part Time Tuition Per Cr Hr (1 to 11 hrs)	\$1,083	\$1,083
Overload Tuition Per Cr Hr	\$722	\$722
Occasional Tuition Per Cr Hr (one course per semester)	\$542	\$542
Summer School Tuition Per Cr Hr (Under 4 Hours)	\$542	\$542

RESIDENCE HALL CHARGES

HOTEL

Student Benefit Fee - Full Time (12 or more hrs)	\$375	\$750
Student Benefit Fee - Part Time (under 12 hrs) Per Cr Hr	\$30	\$30
Facility Fee	\$43	\$86
Technology Fee	\$52	\$104
Temporary University Housing		
Double/Triple/Quadruple Occupancy	\$3,000	\$6,000

University Apartments (4 and 6 person units)	Single/Double Occupancy	\$3,100- \$3,500	\$6,200- \$7,000
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Dining Club Memberships

Full	All Access Membership	\$2,400	\$4,800
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Commuter Plan	100 Swipes Per Semester, \$100 Dining Dollars	\$875	\$1,750
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INSURANCE

Student Health Insurance (Estimate)	\$1,250
Athletic Participation Fee	\$550

OTHER CHARGES

Application Fee	\$25
Enrollment Deposit (credited to student account)	\$100
Housing Deposit (credited to student account)	\$50
Science Course Lab Fee (varies by course)	\$45-\$80
Teacher Ed Course Lab Fee	\$55
Student Teaching Fee	\$250
Conferral Fee	\$250
Applied Music Fee (Per 1/2 hour	\$350

lesson)

Estimated Cost of Books and Supplies

Students can expect to pay an estimated \$600 per semester for books and supplies depending on the courses taken. Books and supplies information is available in the Ottawa University Fan Shop and are available directly from multiple vendors of the student's choosing.

Estimated Cost of Personal Expenses

Students can expect to pay an estimated \$1,000 per semester for personal items.

Estimated Transportation Costs

Students can expect to pay an estimated \$765 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.

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 prior to matriculation. The balance due is reflected on the student account statement.

- Tuition, fees, room, board, and other applicable charges are all due prior to matriculation.
- 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 before matriculation, without being charged any interest. The service requires a small 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 released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

Student Account Balances

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

Audit Tuition Rate

Audit tuition rate is \$50 per credit for undergraduate courses and \$75 per credit for graduate courses. Students must have the consent of the instructor. Students enrolled under these special enrollment tuition rates are not eligible for federal financial aid.

Special Charges

Special fees apply in the following categories:

Replacement or Lost ID

A \$10 fee is assessed for a broken/replacement student ID card. A \$25 fee is assessed for a lost student ID card.

Student Benefit Fee

The student benefit fee is used to help fund student clubs and organizations, provide travel opportunity and to upgrade equipment and facilities.

No refunds of this fee can be given after first day of classes.

1 – 11 credits	\$30 per credit hour
12 + credits	\$375 per semester

Private Music Instruction

The cost of private music instruction for voice or instrument is \$350 per semester. Private instruction normally consists of 14 30-minute private lessons per 16 week semester for one credit hour and 14 one-hour private lessons per 16 week semester for two credit hours. Use of practice rooms (if available) is included in the above charge.

Student Teaching

Students having a practice teaching assignment (ECE 49012, EDU 49001, EDU 49002, EDU 49021, EDU 49022) pay an additional fee of \$250 for added coordination expenses. Special placement of student teachers may result in a higher charge.

Conferral Fee

The University assesses a conferral fee of \$250 at the time the student registers for their culminating class in their respective program (undergraduate or graduate capstone courses). This fee covers the costs associated with graduation (diploma, diploma cover, cap, gown, etc.) for

graduates. This fee is assessed whether or not the student chooses to participate in a commencement ceremony.

Replacement Diploma/Certificate Fee

Students may request a replacement diploma/certificate by contacting the Registrar Specialist at 913-266-8641. Cost is \$25 fee per diploma/certificate. The diploma/certificate will be replaced with the current style and with current signatures. Name changes will require a valid documentation as indicated under Name/Address Changes.

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 \$30 is assessed for all returned checks.

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. \$10 is assessed for each electronic transcript. \$15 is assessed for each mailed transcript. Additional fees are charged for expedited processing and shipping.

Financial Clearance

All tuition and fees must have been paid in full by 5 p.m. (Arizona time) on the financial clearance deadline date. For the Fall 2017 semester, the financial clearance deadline is July 31, 2017. For the Spring 2018 semester, the financial clearance deadline is December 31, 2017.

- If a third party pays tuition and/or fees, verification of agreement with invoicing instructions must have been submitted to the business office.
- If receiving federal financial aid, the FAFSA data, Institutional Application for Financial Aid, loan application, and entrance counseling, and master promissory note (if applicable) must be received at the University by the 5 p.m. financial clearance deadline.
- If using the Tuition Management System, a Payment Plan must have been received by the OUAZ financial aid office (OUAZ-Surprise residential campus students only).

The university reserves the right to administratively withdraw any student from the university at any time for non-payment of all tuition, fees, room and board due to the university.

The College

Prepayment – New Students

Undergraduate Application Fee - \$50 (non-refundable)

Graduate Application Fee - \$75 (non-refundable)

To confirm an offer of admission and reserve student housing, a non-refundable enrollment fee deposit of \$100 and a housing reservation deposit of \$50 is credited to the students account.

Price of Attendance

OTTAWA UNIVERSITY

2016 - 2017 EDUCATIONAL COSTS

TUITION	Semester	Annual
Full Time Tuition (12-18)	\$13,685	\$27,370
Part Time Tuition (per hour/1 to 11 hours)		\$1,140
Overload Tuition (per hour over 18 hours)		\$760
Occasional Tuition (one course per semester)		\$570
Summer School Tuition (Under 6 hours)		\$570
Summer School Tuition (6 hours and over)		\$512
Master of Business Administration (per credit hour)		\$635

STUDENT FEES

Master of Arts in Education (per credit hour)		\$385
Teacher Licensure Students		\$440
Student Benefit Fee - full time (over 12 hours)	\$300	\$600
Student Benefit Fee - part time (1 to 11 hours; per credit hour)	\$25	\$25
Technology Fee	\$72	\$144
Parking Fee	\$55	\$110
Student Health Insurance (estimated)		\$1,390
Application Fee		\$25
Applied Music Fee (per half hour lesson)		\$350
Athletic/Cheer/Dance Participation Fee		\$560
Capstone Course Proficiency Exam Fee (one time)		\$15
Enrollment Deposit (credit to student account)		\$100
Conferral Fee		\$250

Housing Reservation Deposit (credit to student account)	\$50		Single Occupancy (if available)	\$3,515	\$7,030
			Apartment	\$3,080	\$6,160
Media Workshop Fee	\$50		Single Apartment (if available)	\$3,975	\$7,950
Red Cross First Aid Fee	\$100		Brown Hall:		
SAIL Assessment Fee	\$15		Double Occupancy	\$1,900	\$3,800
Science Course Lab Fee (per lab, varies by course)	\$45-\$80		Single Occupancy (if available)	\$3,075	\$6,150
			Small Double	\$1,775	\$3,550
Student Teaching Fee	\$250		University Apartments:		
Teacher Ed Course Lab Fee	\$55		Single Occupancy	\$3,825	\$7,650
RESIDENCE HALL CHARGES			Blue Mountain Apartments:		
Martin Hall:			Double Occupancy	\$3,250	\$6,500
Double Occupancy	\$2,370	\$4,740			
Small Double	\$2,250	\$4,500	Dining Club Memberships		
Single Occupancy (if available)	\$3,615	\$7,230			
Apartment (double occupancy)	\$3,100	\$6,200	Platinum	26 Swipes per week (\$400 Dining Dollars)	\$2,675 \$5,350
Single Apartment (if available)	\$3,995	\$7,990	Gold	21 Swipes per week (\$300 Dining Dollars)	\$2,565 \$5,130
Bennett Hall:			Silver	14 Swipes per week (\$200 Dining Dollars)	\$2,435 \$4,870
Double Occupancy	\$2,360	\$4,720	Bronze	100 Swipes per	\$850 \$1,700

semester (\$100
Dining Dollars)

Estimated Cost of Books and Supplies

Students can expect to pay an estimated \$550 per semester for books and supplies depending on the courses taken. Books and supplies may be purchased from the Ottawa University Bookstore or from a vendor of the student's choosing.

Estimated Cost of Personal Expenses

Students can expect to pay an estimated \$1,000 per semester for personal items.

Estimated Transportation Costs

Students can expect to pay an estimated \$765 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.

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 prior to matriculation. The balance due is reflected on the student account statement.

- Tuition, fees, room, board, and other applicable charges are all due prior to matriculation.
- 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 before matriculation, without being charged any interest. The service requires a small 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 released until accounts are fully paid. Ottawa University reserves the right to dismiss a student for non-payment of the student account.

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

Audit Tuition Rate

Audit tuition rate is \$50 per credit for undergraduate courses and \$75 per credit for graduate courses. Students must have the consent of the instructor. Students enrolled under these special enrollment tuition rates are not eligible for federal financial aid.

Special Charges

Special fees apply in the following categories:

Replacement or Lost ID

A \$10 fee is assessed for a broken/replacement student ID card. A \$25 fee is assessed for a lost 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 Force (SAF), Student Senate, and the Whole Earth Club.

If a part-time student, 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.

1 – 11 credits	\$25 per credit hour
12 + credits	\$300 per semester

Private Music Instruction

The cost of private music instruction in voice, piano, organ, orchestral strings, band guitar, woodwinds, brass, or percussion is \$350 per semester. Private instruction normally consists of 14 30-minute private lessons per semester for one credit hour and 14 one-hour private lessons per semester for two credit hours. Use of practice rooms is included in the above charge.

Student Teaching

Students having a practice teaching assignment (ECE 49012, EDU 49001, EDU 49002, EDU 49021, EDU

49022) pay an additional fee of \$250 for added coordination expenses. Special placement of student teachers may result in a higher charge.

Conferral Fee

The University assesses a conferral fee of \$250 at the time the student registers for their culminating class in their respective program (LAS 45012, LAS 42515, HRF 8481, BUS 8500, EDF 8503, PYF 8600, ACG 8600). This fee covers the costs associated with graduation (diploma, diploma cover, cap, gown, etc.) for graduates. This fee is assessed whether or not the student chooses to participate in a commencement ceremony.

Replacement Diploma/Certificate Fee

Students may request a replacement diploma/certificate by contacting the Registrar Specialist at 913-266-8641. Cost is \$25 fee per diploma/certificate. The diploma/certificate will be replaced with the current style and with current signatures. Name changes will require a valid documentation as indicated under Name/Address Changes.

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 \$30 is assessed for all returned checks.

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. \$10 is assessed for each electronic transcript. \$15 is assessed for each mailed transcript. Additional fees are charged for expedited processing and shipping.

Financial Clearance

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If a third party pays tuition and/or fees, verification of agreement with invoicing instructions must have been submitted to unit business office;

If deferring tuition according to the University's defined deferred tuition plan, a deferred tuition form, \$50 deferred payment fee, and employer reimbursement policy and approval must have been submitted to unit business office;

If receiving federal financial aid, the FAFSA data, Institutional Application for Financial Aid, loan application, and entrance counseling must be received at the University by the 5 p.m. Monday deadline;

Tuition Management System Plan has been received by College business office (Ottawa KS residential campus students only).

A student will be administratively dropped on the second Tuesday of the term if the student is not financially cleared by the deadline noted above. There will be no reinstatements for students that have been dropped due to financial clearance.

FACULTY

Active Faculty

Steven R. Boese (2007)

Professor of Biology (The College); BA, University of Minnesota, 1983; MS, University of Missouri, 1986; PhD, University of Western Ontario, 1991, MHL, Ottawa University, 2011.

Kirk Bowden (2016)

Professor in Charge, Addictions Counseling; BA Interpersonal Communication; MA Counseling; PsyD Psychology.

Karen M. Bryson (2005)

Associate Professor of Psychology and Human Services; BS, Bradley University, 1988; MA, Bradley University, 1990; PhD, Saybrook Graduate School, 2005; MHL, Ottawa University, 2011.

Lisa Buccigrosse (2017)

Assistant Professor of Teacher Education, Adawe Mentor; BA, Spanish, Rutgers University 2002; MS, Elementary Education, Saint Joseph's University, 2004.

Joyce A. Caldwell (2007)

Associate Professor of Human and Organizational Systems, Associate University Provost, Academic Dean for APGS (University); BS, University of Wisconsin-Milwaukee, 1973; MA, Marquette University, 1983; PhD, Fielding Graduate University, 2009.

Andrew R. Carrier (1990)

Associate Professor of Physical Education and Director of Coaching Institute (The College); BA, Bethany College, 1981; MS, Emporia State University, 1986.

Kim E. Coffman-Romero (1994-2003 and 2005)

Professor of Education and Dean, School of Education; BA, Western Michigan University, 1978; MEd, Arizona State University, 1993; MHL, Ottawa University, 2001; PhD, Arizona State University, 2004.

Arabie R. Conner (1996)

Associate Professor of Physical Education and Director of Athletics (The College); BA, BA, William Jewell College, 1992; MS, University of Kansas, 1998.

Denise M. Cook (1995)

Assistant Professor of Teacher Education (The College) and Education Licensure Specialist (Kansas); BS, University of Kansas, 1975 and 1977, MS, University of Kansas, 1987.

Gloria F. Creed-Dikeogu (2002)

Associate Professor of Library Science and Director of Library Services (The College); BLIS, University of Cape Town, 1986; MLS, Emporia State University, 1999; MA, Ottawa University, 2006; MBA, Ottawa University, 2008.

Christine D. Currier (2015)

Instructor in Psychology (The College); BA, Psychology, Ottawa University, 1984; MS, Education, University of Kansas, 1991.

Lily Davidov (2016)

Assistant Professor in Business, Adawe Mentor; BS, Global Business, Arizona State University, 2006; MBA, University of Phoenix, 2007; DBA, University of Phoenix, 2014.

Marylou DeWald (2006)

Associate Professor of Business Administration and International Programs, Director of International Program Development (University), and Division Chair of Business Administration and Public Policy (The College); BA, Winthrop College, 1979; MBA, Emporia State University, 1984; DBA, University of Newcastle, 2007; MHL, Ottawa University, 2012.

Diann DeWitt (2017)

Associate Professor of Nursing (University); BS, Northern Illinois University, 1973; MS, University of Illinois, 1986; PhD, Indiana University, 2001.

Barbara Dinneen (1996)

Professor of English (The College); BA, Oberlin College, 1981; MA, Washington University, 1985; PhD, Washington University, 1990; MHL, Ottawa University, 2000.

Shannon S. Dyer (2005)

Associate Professor of Communication (The College); BA, Southwest Baptist University, 1989; MS, Cornell University, 1993; MHL, Ottawa University, 2008.

Kevin C. Eichner (2008)

President and Professor of Business Administration and Organizational Development (University); BA, Ottawa University, 1973; MBA, Harvard Business School, 1977; LLD, Ottawa University, 2008.

Lloyd G. Eshnaur (2012)

Instructor in Arts and Sciences (Online); BS, Emporia State University, 2009; MA, Emporia State University, 2011; MBA, Ottawa University, 2015.

Amanda Fields (2017)

Teaching Staff, Biology Department (The College); BA, Biology, Ottawa University, 2001; MS, Biology, University of Nebraska, 2011.

Kelly K. Fish-Greenlee (1987)

Professor of Sociology and Human Services (The College); BA, Ottawa University, 1981; MA, University of Kansas, 1989; MHL, Ottawa University, 1994; PhD, University of Kansas, 2009

Steven V. Foulke (2004)

Professor of History (The College); BA, McPherson College, 1986; MA, University of Wyoming, 1988; PhD, University of Kansas, 1998; MHL, Ottawa University, 2008.

Jessica L. Freyermuth (2016)

Instructor in Music and Director of Music Program Outreach (The College); BM, Kansas State University, 2008; MM, Kansas State University, 2010.

Jo A. Gibson-Lucas (2012)

Instructor in Communication Studies and Adawe LifePlan Center Advisor (The College); BS, University of Central Missouri, 1975; MA, University of Kansas, 1987.

Mary Alice Grosser (2016)

Professor in Charge, Human and Community Service; BSW Social Work; MSW Social Work.

Terry W. Haines (2005)

Professor of Education (University), Executive Vice President and University Provost (University), Provost (The College); BS, Taylor University, 1980; MA, Ball State University, 1984; DEd, Pennsylvania State University, 1996; Institute for Educational Management, Harvard University, 1998.

Andy W. Hazucha (2004)

Professor of English and Division Chair of Arts and Humanities (The College); BA, Lawrence University, 1982; MA, Washington University, 1985; PhD, Washington University, 1993; MHL, Ottawa University, 2007.

Patricia M. Hernandez (2005)

Associate Professor of Professional Counseling and Director of the Graduate Studies in Counseling (Arizona); BA, University of Akron, 1994; MA, The Arizona School of Professional Psychology, 2000; Psy. D., LISAC, Argosy University, 2003.

Amy S. Hogan (2005)

Associate Professor of Education, Academic Dean, Arizona and OUAZ-Surprise Campuses; BS, Baker University, 1991; MLA, Baker University, 1995; PhD, Capella University, 2011.

Kayong L. Holston (2003)

Professor of Business Administration (Arizona); MS, Central Michigan University, 1999; DBA, Nova

Southeastern University, 2002; MHL, Ottawa University, 2009.

Karen Hutter (2015)

Professor in Charge, Early Childhood, Elementary, and Secondary Education; BA Elementary Education; ME Elementary Education.

Teresa L. Kelley (2010)

Associate Professor of Education, Academic Dean (The College); BS, Southwest Missouri State University, 1987; MS, Southwest Missouri State University, 1992; PhD, University of Kansas, 2009.

Kathleen M. Kump (2012)

Associate Professor of Nursing and Director of Nursing (Kansas City): AS, Kansas City Kansas Community College, 1985; BS, University of Kansas, 1987; MS, University of Kansas 1996 and 2007.

Frank J. Lemp (1980)

Associate Professor of Art (The College); BA, Ottawa University, 1972; MA, University of Kansas, 1980; MHL, Ottawa University, 1987.

Ryan Louis (2008)

Assistant Professor of Speech/Forensics and Director of Forensics (The College); BA, Webster University, 2003; MA, Hofstra University, 2009.

Philip J. McClintock (2015)

Instructor in Education and Assistant Coach (The College); BA, Ottawa University, 2010; MED, William Woods University, 2012.

Jeffrey A. McCreight (2010)

Associate Professor of Mathematics (The College); BS, Southern Illinois University—Carbondale, 1992; MS, Southern Illinois University, 1994; PhD, Illinois University, 2003; MHL, Ottawa University, 2014.

Russ K. McCullough (2011)

Associate Professor of Economics and Wayne Angell Chair of Economics (The College); AA, Anoka-Ramsey Community College, 1991; BA, St. Cloud State University, 1993; PhD, Iowa State University, 2003.

Angela R. Mendez (2010)

Instructor in Education and Academic Student Services Advisor; AA, Dodge City Community College; BA, Ottawa University, 2010; MAEd, Ottawa University, 2012.

Richard E. Menninger (1998)

Professor of Religion, Andrew B. Martin Distinguished Chair of Religion, and Dean, School of Arts and Sciences (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.

Kristen E. Moore (2011)

Associate Professor of Business (Online); BS, Colorado State University, 1992; MA, Colorado State University, 1993; PhD, St. Louis University, 2014.

L. Murle Mordy (1973)

Professor of Foreign Language (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.

Karen J. Ohnesorge (2003)

Professor of English (The College); BA and BFA, University of Tennessee, 1984; MA, New York University, 1986; PhD, University of Kansas, 2005; MHL, Ottawa University, 2009.

Michael Pagan (2011)

Associate Professor of Music (The College); BM, Kent State University, 1982; MA Kent State University, 1985; DMA, Northwestern University, 1990.

Jennifer R. Raybern (2003)

Assistant Professor of Physical Education and Head Athletic Trainer (The College); BS, University of Kansas, 1996; MS, University of Kansas, 2003.

Briley J. Rivers (2015)

Instructor in Education and Director of Campus Ministries (The College); BA Ottawa University, 2001; ME Mid-America Nazarene University, 2014.

Frederick Romero (1988)

Associate Professor of Psychology and Human Services (Online); AA, Gateway Community College, 1972; BA, Ottawa University, 1980; MA, Northern Arizona University, 1981; MHL, Ottawa University, 1995.

Kristina Schmallen-Montano (2017)

Instructor in Health Performance Science, Adawe Mentor; BA, University of New Mexico, 2006; MS, Fort Hays State University, 2008.

Leslie Sherlin (2017)

Assistant Professor of Psychology; BA, Psychology, University of Tennessee, 2000; MS, Clinical Psychology, Capella University, 2003; PhD, Psychology, Capella University, 2008; PhD, Sports Psychology, Capella University, 2013.

Aaron B. Siebenthall (2006)

Assistant Professor of Teacher Education (The College); BS, University of Kansas, 2002; MA, Ottawa University, 2009.

Janet Simon (2014)

Professor in Charge, Healthcare Management/MBA Population Health Management; AS; BA Secondary Education; MHSA Health Services Administration.

Jeffrey A. Thomas (2013)

Assistant Professor of Counseling and Field Placement Coordinator Graduate Counseling Program (Arizona);

BA, University of Denver; MA, University of Northern Colorado, 1987; Psy.D., University of Northern Colorado, 1995.

William C. Towns (2011)

Assistant Professor of Education, Adawe LifePlan Center Senior Advisor (The College); BS, University of Kansas,

1975, MA, University of Kansas, 1995, PhD, University of Kansas, 2005.

Dennis Tyner (2007)

Professor of Science, Vice President and Provost, OUAZ-Surprise (Surprise); BS, Northeastern University, 1985; MS, Northeastern University, 1986; PhD, Northeastern University, 1992.

Carine E. Ullom (2005)

Instructor in Education and Director of Instructional Design and Academic Technology (University); BS, McPherson College, 1984, MA, University of Wyoming, 1988.

Lyn C. Wagner (2002)

Assistant Professor of Accounting (The College); BS, University of Missouri, 1984; MS, University of Kansas, 1989; MHL, Ottawa University, 2012.

Joanna L. Walters (1992)

Instructor in Human Resources and Director of Human Resources/Career Development/Placement (University); BA, Ottawa University, 1991; MAHR, Ottawa University, 1997.

Stephen M. Weiss (2013)

Assistant Professor of Business and Academic Administrator (Wisconsin); BS, Eastern Illinois University, 2009; MBA, Keller Graduate School of Management-DeVry University, 2009; PhD, Capella University, 2016.

Thomas J. Wiese (2015)

Associate Professor of Biology (The College); BS, University of Wisconsin, 1986; PhD, University of North Dakota, 1990.

Todd R. Wilkinson (2010)

Associate Professor of Music (The College); BM, Arizona State University, 1983; MA, Austin State University, 1986; DA, University of Northern Colorado, 1988; DMA, University of Kansas, 2007.

Norma Wolf (2014)

Professor of Program, Specialist - Nursing; AS Nursing; BS Nursing; MBA; MS Nurse Administrator.

Kirk J. Wren (1996)

Associate Professor of Physical Education (The College); AA, Cloud County Community College, 1985; BS, Fort Hays State University, 1989; MA, University of Missouri-Kansas City, 1994.

Emeriti Faculty

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.

Billy G. Ballinger (1965-1999)

Associate Professor Emeritus of Psychology; BA, Southwestern College, 1959; MS, Mankato State College, 1961; MHL, Ottawa University, 1972.

James C. Billick (1968-2007)

Professor Emeritus of Political Science; BA, Ohio State University, 1963; MPIA, University of Pittsburgh, 1965; PhD, University of Pittsburgh, 1970; MHL, Ottawa University, 1972.

William A. Breyspraak (1977)

Professor Emeritus of Social Ethics (Greater Kansas City); BA, Rhodes College, 1967; MDiv, Duke Divinity School, 1970; PhD, Duke University, 1974; MHL, Ottawa University, 1984.

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.

Donald A. Clauser (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.

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.

Elaine George (2000)

Associate Professor Emerita of Business Administration (Wisconsin); BS, University of Illinois at Chicago, 1971; MS, University of Illinois, 1974; MBA, Aurora University, 1990; MHL, Ottawa University, 2007.

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.

Rosalie R. Hedlund (1981)

Professor Emerita 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.

Wallace R. Johnson (1978-1980)

Professor Emeritus of Education; BS, University of Kansas, 1942; MS, University of Kansas, 1952.

Paulette Krenke (1993)

Associate Professor Emeritus of Education (Arizona); BA, Lea College, 1970; MS, Mankato State University, 1974; MHL, Ottawa University, 2005.

Jerry Malizia (1994)

Associate Professor Emeritus of Education and Philosophy (Arizona); BA, Aquinas Institute, 1961; MA, Aquinas Institute, 1962; MA, Ottawa University, 1996; PhD, Aquinas Institute, 1969; PhD, University of Arizona, 1972; MHL, Ottawa University, 2000.

William Maxwell (1993-2004)

Professor Emeritus of Education and Educational Psychology; BS, Oregon State University, 1952; EdM, Harvard University, 1964; EdD, Harvard University, 1967.

Karen Mitchell (1975-2011)

Professor Emeritus of Political Science, BA Upsala Colleg, 1963; MA, University of Missouri-Kansas City, 1976; MHL, Ottawa University, 1983; PhD, University of Missouri-Kansas City, 2006.

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.

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.

Tonia L. Salvini (1991)

Associate Professor Emerita of Human Services (The College); BS, Baker University, 1979; MSW, University of Kansas, 1983; MHL, Ottawa University, 1997.

Michael A. Sancho (1968)

Professor Emeritus of Chemistry (Greater Kansas City); BS, Massachusetts Institute of Technology, 1961; PhD, University of Kansas, 1967; MHL, Ottawa University, 1970.

Peter G. Sandstrom (1968)

Professor Emeritus of Philosophy (Greater Kansas City); BA, Amherst College, 1960; BD, Yale Divinity School, 1963; MA, Yale University, 1963; PhD, Yale University, 1970; MHL, Ottawa University, 1971.

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.

Jan L. Stone (1986)

Associate Professor Emerita of Education; BA, University of Oklahoma, 1969; MA, Ottawa University, 1990; MHL, Ottawa University, 1995.

Henry S. Tillinghast (1999)

Professor Emeritus of Biology; BS, Kansas State University, 1971; MS, Kansas State University, 1973; PhD, Oxford University, 1985; MHL, Ottawa University, 2001.

Frank Tunnell (1991-2002)

Assistant Professor Emeritus of Education; BS, Arizona State University, 1962; MA, Northern Arizona University, 1967.

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.

FINANCIAL AID

Many students find it necessary to obtain financial assistance to attend Ottawa University. With this in mind, the University offers financial aid to qualified accepted applicants. The types of financial aid available vary by student and location. 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 materials to determine eligibility. Students are urged to submit these materials well in advance of matriculation dates, as processing a student's aid may require several weeks. The priority application deadline for students attending the traditional residential campuses 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 their aid.

Federal financial aid is awarded on the basis of financial need (except for Direct unsubsidized and PLUS Loans). When a student applies for federal student aid via the Free Application for Federal Student Aid (FAFSA), the information reported is used in a formula, known as the Federal Methodology (FM), established by the U.S. Congress.

The FM 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, and is used to calculate the expected family contribution (EFC), which is the amount the student and family are expected to contribute toward the student's education. Students may receive a booklet describing the FM 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:

$$\text{Cost of Attendance} - \text{Expected Family Contribution} = \text{Financial Need}$$

The EFC is instrumental in determining eligibility for certain federal and state financial aid programs. Other financial resources received (e.g. scholarships, employer reimbursement, etc.) must be taken into consideration and may affect eligibility for federal and state aid. The Department of Financial Aid will review and 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.

Financial Aid Application Procedures

1. Complete application for admission and submit all high school and/or college transcripts.
2. If applying for federal and state aid, complete the Free Application for Federal Student Aid (FAFSA) on the Web at www.fafsa.ed.gov. Be sure to list Ottawa University (school code 001937) as a college to receive the results. March 15 is the priority deadline to file.
3. First time loan applicants should complete the online entrance interview and master promissory note using the links provided in the Financial Aid section of the University website (www.ottawa.edu).
4. Submit completed financial aid to the Department of Financial Aid.

Financial Assistance at the Residential Campuses

The University has a program of scholarships. This is gift aid that does not have to be repaid. Institutional aid is awarded in a nondiscriminatory fashion, for recognition in academics and activity participation. The criteria for receiving an award are each student's prior academic performance or an audition or tryout for the director/coach of a campus activity. Financial need may be considered for a scholarship from the University. Scholarships are renewable each academic year provided the recipient maintains the appropriate grade point average (GPA) for their scholarship and/or continues participation in their activity. The following are some examples of the types of scholarships offered to residential students. Additional scholarships may be available and may vary by campus.

American Baptist Church Award

Recipient must be a member of an American Baptist Church (ABC), verified in writing by the pastor or a church official.

Alumni Award

Recipients are students who are children or grandchildren of Ottawa University graduates.

Franklin County Award

Recipients must have graduated from a Franklin County, Kansas, high school. The students must reside on-campus.

City of Surprise Award

Recipients must be high school seniors who have resided in Surprise, AZ for a minimum of one year or who are graduating from a Surprise, AZ high school.

Sibling Award

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

Endowed Scholarships

Endowed scholarships are gifts given to Ottawa University by a donor that help fund merit scholarships. 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. It is an honor for Ottawa University students to receive such a scholarship.

Need-Based Assistance

Kansas Comprehensive Grant (The College only)

This grant is awarded on the basis of demonstrated financial need to residents of Kansas (residency must have been established one year prior to attending Ottawa University) who attend colleges in the state. In order to receive a Kansas Comprehensive Grant, a student must submit the FAFSA by April 1, be enrolled full-time, show a demonstrated level of financial need and maintain a 2.00 cumulative GPA. A student may be awarded KCG for a maximum of eight (8) semesters while earning their first undergraduate degree.

Perkins Student Loan (The College only)

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 \$5,500 for each year of undergraduate study. The total amount a student can borrow for their undergraduate work is \$27,500.

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.

Awarding Policy

The following describes the institutional methodology for awarding aid. This information is current as of this academic year and is 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. Please note not all aid programs are available at all locations.

Awarding Priority:

1. Federal Pell Grant
2. Federal Supplemental Education Opportunity Grant (FSEOG)
3. Ottawa University Awards and Scholarships
4. Kansas Comprehensive Grant (The College only)
5. TEACH Grants
6. Outside Gift Aid (e.g. scholarships)
7. Federal Direct Subsidized Loan
8. Federal Work Study
9. Federal Perkins Loan
10. Federal Direct Unsubsidized Loan
11. Federal Parent Loan for Undergraduate Students (PLUS)

If total gift aid to any student exceeds cost of attendance, Ottawa University awards and scholarships will be reduced, with the exception of academic scholarships. Other aid will be reduced after all OU funds are fully reduced.

Students who are approved and elect to live at home with parents prior to age 21 will have their Ottawa University funding reduced.

Financial Assistance at All Campuses

Federal Pell Grant

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

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.

Teacher Education Assistance for College and Higher Education (TEACH) Grant Program

This financial aid program can provide up to \$4,000 each year to students enrolled in specific educational programs at some OU campuses who, within eight years of leaving school, will be considered a “highly qualified” teacher willing to work full-time for four years in a “low income” school in a designated “high need” field. Failure to meet these service requirements will result in the grant funds being converted to an unsubsidized loan and the interest back-dated to the day of disbursement. Because of this caveat, students are strongly encouraged to give this careful consideration before proceeding with the application process.

Ottawa Tribal Grant

Any certified and documented member of the Ottawa Indian Tribe of Oklahoma seeking a degree is eligible to receive an Ottawa University Grant. The University will fully supplement any federal, state and private gift aid provided for the Ottawa Tribe member’s education at the University so all tuition charges and regular student fees are at no charge to the member. In addition, for any Ottawa Tribe member enrolled and residing in housing provided by the University, dormitory charges (double occupancy) and Gold-level board will be provided at no charge for as long as the member is an enrolled OU student and taking courses at a residential campus.

This grant is a continuing recognition of the long-established relationship 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.

Outside Scholarships and Grants

Students may be eligible for a specialized scholarship or grant from their church or an outside civic, educational, non-profit, or business organization. Please notify the Department of Financial Aid if you will be receiving this type of aid.

Military and Veterans’ Benefits

Benefits are available to military personnel in a variety of eligibility circumstances. The University Registrar’s office has a 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.

Student Loans

Federal Direct Loan

Low-interest Federal Direct Loan funds are available to help students and their families finance the cost of education. Eligibility for each of these types of loans is determined by the student’s financial need. The amounts listed below are the maximum annual amounts a student can borrow in both Subsidized and Unsubsidized Direct Loans. A student may receive less than these annual maximum amounts if he/she receives other financial aid that is used to cover a portion of their cost of attendance. The descriptions here are current as of the date of printing and are subject to change.

Dependent Undergraduates	Maximum Subsidized	Total
(Subsidized and Unsubsidized)		
First Year	\$3,500	\$5,500
Second Year	\$4,500	\$6,500
Third Year and Beyond	\$5,500	\$7,500
Independent Undergraduates		
(and dependents whose parents are unable to borrow under the PLUS program)		
First Year	\$3,500	\$9,500
Second Year	\$4,500	\$10,500
Third Year and Beyond	\$5,500	\$12,500
Graduate and Professional Students	NA	\$20,500
Aggregate Limits		
Dependent Undergraduates	\$23,000	\$31,000
Independent Undergraduates	\$23,000	\$57,500

(and dependents whose parents are unable to borrow under the PLUS program)

Graduate and Professional Students \$ 65,500 \$138,500

For periods of study that are less than an academic year, the amount a student can borrow will be prorated. 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 loan servicer to make alternative payment arrangements, update change of address information or if there is any difficulty in repaying the loan. Subsidized Direct Loans are interest-free for the student while enrolled at least half-time. A student must have remaining financial need, as determined by the Federal Methodology, to qualify for a Direct Subsidized Loan. Direct Unsubsidized Loans accrue interest when loan funds are 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 a Direct Unsubsidized Loan, but the total cannot exceed program limits as illustrated in the chart above.

Federal Direct 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.

Creditworthiness is an important qualifying criterion and endorsers may be required under some circumstances.

Federal Direct Grad PLUS Loan

This is a federal loan program available to students enrolled in graduate programs. 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 endorsers may be required under some circumstances.

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 Direct

Loans in many ways. Creditworthiness is an important qualifying criterion and endorsers may be required most circumstances. Contact the Department of Financial Aid for more information about these types of loans.

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 loan servicer can provide more information about loan consolidation and the refinancing options available.

Loan Deferment Options

Deferment may be available in the case of unemployment, enrolling in school, 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, loan servicers 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 Direct and Federal Perkins Loans are eligible for "loan consolidation." Loan consolidation is a plan that allows borrowers to repay existing student loans by creating a new single 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 loan servicer may then take legal action (e.g. wage garnishment) to collect this debt. During the time the student is in default, the servicer may continue to charge interest on the loan. In addition, the servicer 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 the Federal Direct Loan Program, 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 servicer or school of anything that affects ability to repay the loan.
- Informing the servicer of a change in name, address or social security number.
- Informing the servicer 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 U.S. Department of Education hires a servicer to handle the account. It is critical that students know who services their loan.

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 servicer 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 servicer is not obligated to grant forbearance or a delay in repayment.

With a subsidized Federal Direct 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 servicer to pay the interest on all Unsubsidized Federal Direct Loans.

If the servicer transfers the right to receive payment on a Federal Direct Loan, the student must be notified. The student has the right to an honest and complete answer to any question about Federal Direct 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. All periods of the student's enrollment will be evaluated one time per year. The policies and procedures found herein only pertain to students receiving Title IV funding.

This rate of progress is measured using two criteria: cumulative grade point average (GPA) and maximum time frame (MTF). Students who fail to meet the satisfactory academic progress criteria will be placed on a financial suspension status and will not be eligible to receive further financial aid until the minimum progress criteria are met.

Students with extenuating circumstances do have the right to appeal. Contact the Office of Financial Aid for a personal review and information about appealing a financial aid suspension.

Progress Criteria

Students must maintain an adequate rate of progress toward graduation as defined below. All periods of the student's enrollment will be evaluated after the Spring II enrollment period (e.g. May).

This rate of progress is measured using two criteria: Grade Point Average (GPA) and Maximum Time Frame (MTF). Students who fail to meet the satisfactory academic progress criteria will not be eligible to receive Title IV Federal Financial Aid until the minimum eligibility criterion are met or until the student has had an appeal approved by the Director of Financial Aid (see below for more information on appeals).

GRADE POINT AVERAGE CRITERIA

Students enrolled in an undergraduate program must meet the following GPA criteria. Progress measurements for the student's GPA are based on a 4.0 scale and are reflective of all credits attempted by the student, including credits that are accepted for transfer toward the student's Ottawa University program of study.

Total # Undergraduate Credits

Cumulative

Attempted	GPA
0-23.99	1.60
24-53.99	1.80
54+	2.00

Students enrolled in the undergraduate post-baccalaureate teacher certification program must maintain a 2.0 minimum cumulative GPA throughout the entire program length.

Students enrolled in a graduate program must meet the following GPA criteria:

Total # Graduate Credits Attempted	Cumulative GPA
0-6	2.0
7-12	2.50
13+	3.0

MAXIMUM TIME FRAME CRITERIA

Maximum Time Frame (MTF) is defined as 150% of the program length measured in credit hours attempted. An undergraduate student who needs 128 credits to graduate must do so within 192 credit attempts. Likewise, a graduate student who needs 36 credits to graduate must do so within 54 credit attempts. A student will lose eligibility for financial aid once it is determined that s/he is mathematically incapable of completing their program of study within the defined maximum time frame.

Undergraduate and undergraduate post-baccalaureate Teacher certification students will be placed on a Financial Aid suspension if they fail to meet the minimum time frame requirement as shown below:

Total # Undergraduate Credits Attempted	Minimum MTF
0-29.99	50%
30-53.99	60%
54+	66.7%

Graduate students will be placed on a Financial Aid suspension if they fail to meet the minimum time frame requirement as shown below:

Total # Graduate Credits Attempted	Minimum MTF
0-12	50%
13+	66.7%

Calculation Example: If an undergraduate student attempts 40 cumulative credits at the time of measurement, s/he

must have earned at least 24 credits ($40 \times 60\% = 24$) toward the program completion.

No credits and withdrawals are considered credits attempted but not earned. Grade changes and updates of no credit grades would constitute re-evaluation and would be reflected in the new hours earned and/or hours graded total.

TRANSFER CREDITS

For the purposes of measuring satisfactory academic progress, all transfer credits accepted toward the student's Ottawa University program of study will be used in calculating the Ottawa GPA and MTF.

PROGRAMS LESS THAN AN ACADEMIC YEAR IN LENGTH

Students who are enrolled in a program of study that is less than an academic year in length (24 undergraduate credits or 18 graduate credits) will be evaluated at the end of each term. Failure to meet the minimum requirements will result in the immediate suspension of financial aid eligibility.

APPEALS

Students have the opportunity to appeal the loss of federal financial aid eligibility by submitting a written appeal with supporting documentation to the Director of Financial Aid (or designee). Appeals should include information and supporting documentation regarding why the student failed to make SAP (e.g. death of a relative, injury or illness of the student or some other special circumstance) and what has changed in the student's situation that would allow the student to successfully complete the program of study.

The student should also provide details of what steps will be taken to prevent further SAP issues. The decision by the Director of Financial Aid (or designee) will be communicated to the student in writing and is considered final.

Students who have changed programs may have their transcripts re-evaluated so that only courses applicable to their current program of study are considered.

ACADEMIC PLANS, PROBATION, AND DENIAL STATUS

In some cases, an appeal will be approved and an academic plan may be developed that, if followed, will enable the student to meet minimum SAP criterion and be removed from Financial Aid suspension. The student's academic performance will be monitored after grades are posted each term to ensure compliance with the plan. Because there can be a delay in the timing of grades and SAP evaluations, the financial aid disbursements will be delayed pending confirmation that satisfactory progress is being maintained. Failure to comply with the terms of the academic plan can/will result in the student losing Title IV eligibility at Ottawa University.

If an appeal is approved, the student will be placed on Financial Aid Probation. The student must improve his/her cumulative GPA and/or complete enough hours to meet the minimum standards stated above within the terms of the probation or risk being denied further Federal Financial Aid funding. If a student is denied Federal Financial Aid due to unsatisfactory academic progress, he or she may be reinstated upon request once the minimum standards are met, or if another appeal is approved.

Students denied Federal Financial Aid because of unsatisfactory academic progress are responsible for any resulting financial obligations to Ottawa University.

Simple Repayment Costs at 6.8 Percent Interest

Total Indebtedness	Number of Payments	Monthly Payment	Total Interest
\$4,000	107	\$50.00	\$1,344.00
\$8,000	120	\$92.00	\$3,048.00
\$10,000	120	\$115.00	\$3,810.00
\$20,000	120	\$230.00	\$7,619.00
\$40,000	120	\$460.00	\$16,079.00

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 following pages 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. Federal Direct Unsubsidized loans
2. Federal Direct Subsidized loans
3. Federal Perkins loans
4. Federal Direct PLUS/GPLUS loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants
7. Teach Grant
8. Other Federal, State, private or institutional aid

9. The student

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

The College

Students who withdraw from a course (with or without attendance) after the course has started will be required to pay for tuition per the following schedules. Other expenses are not refunded.

SEMESTER

Prior to the first day of classes	100% refund
During the 1st week of classes	80% refund of tuition
During the 2nd week of classes	60% refund of tuition
During the 3rd week of classes	40% refund of tuition
During the 4th week of classes	20% refund of tuition
After the 4th week of classes	No refund

8-WEEK TERMS

Prior to the first day of classes	100% refund
During the 1st week of classes tuition	70% refund of tuition
During the 2nd week of classes tuition	30% refund of tuition
After the 3 rd week of classes	No refund

OUAZ-Surprise

Students who withdraw from the University (with or without attendance) after the semester has started will be required to pay for tuition per the following schedules. Other expenses are not refunded.

SEMESTER

Prior to first day of classes	100% refund
During 1st week of classes of 1st 8-week term	85% refund
During 2nd week of classes of 1st 8-week term	65% refund
After 2nd week of classes of 1st 8-week term	50% refund
During 1st week of classes of 2nd 8-week term	35% refund
During 2nd week of classes of 2nd 8-week term	15% refund
After 2nd week of classes of 2nd 8-week term	No refund

term

Adult Professional and Graduate Studies

The institutional refund policy in effect when a student drops a single course or completely withdraws from all courses during a period of enrollment is based on a combination of the student's last date of attendance (LDA) in the given course and the length of that course.

3 Weeks & Under Course:

If the student attends any portion of the course (LDA recorded) = NO Refund

If the student does NOT attend the course (no LDA recorded) = 100% Refund

4 to 8 Weeks Course:

The refund will be calculated based on the LDA with the following WEEKLY schedule:

Through Drop Period (Monday of Week 2) = 100% Refund

Week 2 of Course (Tue -Sun) = 75% Refund

Week 3 of Course (Mon-Sun) = 50% Refund

Remainder of term (Mon-through end of course) = NO Refund

Any outstanding balances owed to Ottawa University will be deducted prior to issuance of any credit balance refund to the student.

'No Show' Refund policy:

Students who have never attended any sessions of a pre-registered class or submitted a withdrawal form constitutes a No-Show withdrawal and 100% tuition will be refunded.

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 or NC. 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.

Consortium Agreements

Consortium agreements allow the use of some federal aid based on enrollment at a Title IV approved institution. Federal Regulations allow for your aid to be administered by only one institution called the "home institution." As your home institution, Ottawa University can consider your enrollment at another "host institution" (including study abroad) in determining your eligibility for financial aid provided you first obtain confirmation that the courses taken at that institution will apply toward your Ottawa degree program. All standard federal regulatory requirements and all Ottawa University academic progress standards apply. As the home institution, Ottawa University will maintain all records related to the student's aid and disburse the funds as deemed appropriate. Awards are based on the actual cost of attendance at the host institution and Ottawa University. Requests for consortium agreements are approved on a case-by-case basis.

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, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. No person with a known disability will be intentionally excluded from participation in, be denied 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 as required by law.

Ottawa University offers a wide range of accommodations and services for students with disabilities. Examples include extended testing times, accessible parking, accessible housing, and interpreters for the deaf. Students wishing to receive an accommodation for a disability should contact the Disabilities Services coordinator. The Disabilities Services Coordinator at the Ottawa, Kansas location is Kelsey Foss and can be reached at 785-248-2582 or kelsey.foss@ottawa.edu; for all other campuses and online students, please contact Fred Romero at 602-749-5150 or fred.romero@ottawa.edu. Students will be assisted in completing the request form and advised on the medical documentation required for an accommodation to be made. The file of the materials submitted by the student will be kept confidential. Only those employees required to know of a student's disability will be privy to this information. For the complete policy and forms, go to <http://www.ottawa.edu/footer/disability-services>.

Nondiscrimination Statement – Students

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

Individuals who believe they may have been discriminated against should contact their Academic Dean or the University's Title IX Coordinator, Carrie Stevens at 785-248-2326 or carrie.stevens@ottawa.edu.

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 campus Dean of Instruction or University Registrar 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
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
800-872-5327

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. A school official is defined as:

- A person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff and coaches).
- A person or company with whom the university has entered into a contract or agreement to provide a service instead of using university employees or officials (such as an attorney, auditor, collection agency, National Student Clearinghouse) to perform said service.
- A member of the Board of Trustees.
- A student serving on an official committee or assisting another school official in performing his or her tasks (including student tutors).

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 non-institutional 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.

Health and Safety

The Family Educational Rights and Privacy Act (FERPA) prohibits a school from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception to FERPA's general consent rule applies. In some emergency situations, schools may only need to disclose properly designated "directory information" on students that provide general contact information. In other scenarios, school officials may believe that a health or safety emergency exists and more specific information on students should be disclosed to appropriate parties. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise. FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of students.

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 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 university's governance structure. 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, and have related work experience.

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 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 and professional development.
- Model Ottawa University values and culture by practicing respect, encouragement and support within and the learning community.

Academic Advisement

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

Policy on Student Impairment, Ethical Misconduct, Problematic Behavior, and Incompetence

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the graduate programs at Ottawa University, and to describe the procedures for identifying, assessing, and addressing issues related to impairment, ethical misconduct, problematic behavior, and incompetence.

This policy of conduct applies to all students who enroll in graduate courses, independent of their degree/certificate program.

Impairment is 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

Formal Intervention

Initial formal, written reports of suspected unethical or unprofessional conduct should be made to the appropriate program director. The written statement should address the following questions:

1. What are the actual behaviors that are of concern and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors been manifested?
3. What were the negative consequences for the program, training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (other students, clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. 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?
8. How serious is this behavior on the continuum of ethical and professional behavior?(adapted from Lamb, Cochran, and Jackson, 1991)

Determining Appropriate Action

The program director or a review team appointed by the program director will take appropriate action to evaluate the nature and severity of the issues raised in the complaint. Faculty, site 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 program director and the review team will schedule a meeting with the student within ten 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 above. 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.

Remediation

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

1. The student does not acknowledge, understand or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by personnel is required.
7. Behavior that does not change as a function of feedback.
8. 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 the 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 appropriate program director 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 program director.

The written report of the review team will be reviewed in a second meeting with the student within thirty days of the first meeting.

Team findings and recommendations may include, but are not limited to:

1. Student continues in program activities while completing, under monitoring, a recommended plan for remediation.
2. Student continues in program but with a limitation on program activities while completing, under monitoring, a recommended plan of remediation.
3. Student is temporarily suspended from program activities (leave of absence) while completing, under monitoring, a recommended plan of remediation.
4. 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 program director.

Regardless of the outcome of the meeting, the student and the program director (and the director of the student's undergraduate or graduate program, if appropriate) will schedule a follow-up meeting to evaluate the student's progress, and to recommend potential sources of guidance and assistance when necessary.

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 responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual assistance. Progress may be reviewed periodically until the situation is considered remedied. Additional reviews may be scheduled as necessary.

Emergency Dismissal

The program director may impose an emergency dismissal when a student's behavior constitutes a grave breach of professional ethics, when behaviors place other people's welfare in jeopardy, or threatens to disrupt the educational process of the school. Students placed on emergency dismissal will not be permitted to continue to participate in some or all of the activities related to undergraduate or

graduate study (e.g., to take examinations or submit papers or other course work, engage in practicum/internship activities) without written permission from the program director. Emergency dismissals will remain in effect until the review team recommends another course of action.

Student Rights and Responsibilities

Student rights and responsibilities are fully described in the Ottawa University student handbooks, which are available online or may be obtained from your advisor.

GRADUATE OFFERINGS

Ottawa University offers the following graduate programs. Unless designated by a specific location, the program is available at all campuses via online, with some ground offerings.

Programs

MASTER OF ACCOUNTANCY

The Master of Accountancy (MAcc) program is a specialized degree designed to help prepare students for careers as professional accountants in public practice, industry, government, and not-for-profit organizations. The program will enhance students accounting knowledge, develop strong analytical, written and oral communication skills, augment interpersonal skills, and provide more career opportunities while helping meet the 150-hour educational requirement for the CPA examination in most states. The program comprises of 30 semester credit hours with courses ranging from auditing and attestation, business environment and conceptual understanding to financial accounting, reporting, and analysis, and business regulation.

Although the MAcc program is open to students without a prior degree in accounting, the program is also designed as a combined degree program for students to complete both a bachelor's degree and Master of Accounting degree in five years. Students whose undergraduate education is not equivalent to that of Ottawa University's must overcome any deficiencies by taking the prerequisite courses. All students are required to meet with the MAcc graduate advisor prior to beginning course work to determine if there are any deficiencies for the student's intended outcomes.

*Beginning in the 2017-2018 academic year, the ASSB began offering the Master of Accountancy. The following note is included with respect to this degree program:

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS

Required Courses

ACC 7000	ACCOUNTING THEORY (3)
ACC 7100	ADVANCED FINANCIAL ACCOUNTING AND REPORTING (3)
ACC 7600	ACCOUNTING INFORMATION SYSTEMS (3)
ACC 8500	GRADUATE SEMINAR: APPLIED

BUS 7200	ACCOUNTING (3) VALUE SYSTEMS AND PROFESSIONAL ETHICS (3)
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Core Electives

Choose two of the following courses (6 credit hours):

ACC 7200	ADVANCED INCOME TAXATION (3)
ACC 7250	PROFESSIONAL RESPONSIBILITIES AND BUSINESS LAW
ACC 7300	ACCOUNTING FOR DECISION MAKING AND CONTROL (3)
ACC 7400	ADVANCED AUDITING AND FORENSIC ACCOUNTING (3)

Business Courses

Choose three of the following courses (9 credit hours):

BUS 7500	MANAGERIAL ECONOMICS (3)
BUS 7600	MANAGERIAL FINANCE (3)
BUS 7801	MONEY AND CAPITAL MARKETS (3)
BUS 7802	WORKING CAPITAL MANAGEMENT (3)

MASTER OF ARTS IN EDUCATION

Concentrations Available:

- Curriculum and Instruction
- Educational Leadership
- Learning Technologies
- Music Education
- School Guidance Counseling
- School Psychology
- Secondary Education

The Master of Arts in Education is a variable semester credit hour program depending on one's 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.

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN CURRICULUM AND INSTRUCTION

The concentration in curriculum and instruction is designed to broaden professional knowledge to enhance the curriculum development process. The program analyzes contemporary practices and theories to improve curricular design, institutional effectiveness and learner achievement related to knowledge acquisition.

DEGREE REQUIREMENTS

Foundation Courses

EDF 7103	PHILOSOPHY, ACCOUNTABILITY AND CHANGE (3)
EDF 7163	RESEARCH: ASSESSMENT AND EVALUATION (3)
EDF 7203	DIVERSE COMMUNITY OF LEARNERS (3)
EDF 7303	LEADERSHIP AND MANAGEMENT OF CHANGE (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7291	DIFFERENTIATED INSTRUCTION (3)
EDC 7295	THEORY AND PRACTICE CURRICULUM DEVELOPMENT (3)
EDC 7297	CURRICULUM EVALUATION (3)
EDC 7299	CURRICULUM DESIGN AND CONTENT STANDARDS (3)

Concentration Electives

Nine credits from approved EDC courses. Contact Academic Advisor for approval.

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN EDUCATIONAL LEADERSHIP - ARIZONA AND KANSAS

The educational leadership concentration is designed for teachers interested in becoming school administrators. This program is designed to meet the ISLCC standards

(Interstate School Leaders Licensure Consortium) required for state certification/licensure.

Must have three years of validated teaching experience to meet Arizona requirements. Five years of validated teaching experience is needed to meet Kansas requirements.

DEGREE REQUIREMENTS

Foundation Courses

EDF 7163	RESEARCH: ASSESSMENT AND EVALUATION (3)
EDF 7703	DATA-DRIVEN LEADERSHIP PRACTICES (3)
EDF 7753	HUMAN RELATIONS FOR LEADERS IN DIVERSE COMMUNITIES (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7153	EDUCATION LAW (3)
EDC 7713	SCHOOL AND COMMUNITY RELATIONS (3)
EDC 7723	INSTRUCTIONAL DESIGN & EVALUATION (3)
EDC 7733	THE PRINCIPALSHIP (3)
EDC 7743	SCHOOL FINANCE (3)
EDC 8073	CLINICAL SUPERVISION/ASSESSMENT (3)

Concentration Electives

EDC 8453	FIELD EXPERIENCE IN EDUCATION I (3)
EDC 8473	FIELD EXPERIENCE IN EDUCATION II (3)
	OR
	Six credits of EDF or EDC courses approved by program director or designee

EDC 8453 and EDC 8473 are required for Arizona students.

One field experience is recommended for Kansas students.

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN LEARNING TECHNOLOGIES

This concentration promotes the incorporation of theory and application of learning technologies in educational, business, and organizational settings. Coursework emphasizes self-directed, student-centered, and project-based learning and includes a two-credit practicum. Students are expected to take an active role in their learning throughout the program. Students will consider global perspectives in learning technologies, evaluate the efficacy of learning technologies, engage with

professionals in the field, and develop a personal portfolio to document and showcase their learning.

DEGREE REQUIREMENTS

Foundation Courses

EDF 7103	PHILOSOPHY, ACCOUNTABILITY AND CHANGE (3)
EDF 7163	RESEARCH: ASSESSMENT AND EVALUATION (3)
EDF 7203	DIVERSE COMMUNITY OF LEARNERS (3)
EDF 7303	LEADERSHIP AND MANAGEMENT OF CHANGE (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7253	INTRODUCTION TO LEARNING TECHNOLOGIES (1)
EDC 7263	FOUNDATIONS IN EDUCATIONAL TECHNOLOGY (3)
EDC 7273	PRACTICUM IN EDUCATIONAL TECHNOLOGY (2)

Concentration Electives

15 credits are required. Select from the following plus an approved EDC elective.

EDC 7313	GAMES AND SIMULATIONS IN EDUCATION (3)
EDC 7693	EMERGING TRENDS IN LEARNING TECHNOLOGIES (3)
EDC 8413	INSTRUCTIONAL DESIGN FOR TECHNOLOGY-MEDIATED LEARNING (3)
EDC 8423	TEACHING AND LEARNING AT A DISTANCE (3)

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN MUSIC EDUCATION

The Master of Arts in Education with a concentration in music education is designed for persons interested in learning more about music in higher education and/or being community advocates for music education instruction and program development. This program is also designed to help current music educators learn and grow through teaching and performance practice. Courses will engage students in the Music Teachers National Association (MTNA) standards.

DEGREE REQUIREMENTS

Foundation Courses

EDF 7103	PHILOSOPHY, ACCOUNTABILITY AND CHANGE (3)
EDF 7163	RESEARCH: ASSESSMENT AND EVALUATION (3)

EDF 7203	DIVERSE COMMUNITY OF LEARNERS (3)
EDF 7303	LEADERSHIP AND MANAGEMENT OF CHANGE (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

MUS 7000	ADVANCED MUSIC PEDAGOGY I (3)
MUS 7003	ADVANCED MUSIC PEDAGOGY II (3)
MUS 7100	ADVANCED MUSIC PERFORMANCE STUDIES I (3)
MUS 7103	ADVANCED MUSIC PERFORMANCE STUDIES II (3)
MUS 7200	TECHNOLOGY TRENDS IN MUSIC EDUCATION (3)
MUS 8000	ADVOCACY AND POLICY IN MUSIC EDUCATION (3)

Concentration Electives

Approved EDC elective 3 credits

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN SCHOOL GUIDANCE COUNSELING - ARIZONA

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.

Note: EDC 8014 must be taken prior to the practicum, which must be taken last.

DEGREE REQUIREMENTS

Foundation Courses

EDC 7133	COUNSELING AND THE HELPING PROFESSIONS (3)
EDF 7163	RESEARCH: ASSESSMENT AND EVALUATION (3)
EDC 7303	THEORIES OF TRAUMA, GRIEF, AND LOSS (3)
EDF 7403	SCHOOL COUNSELING IN A CHANGING ENVIRONMENT (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7433	SOCIAL AND CULTURAL CONCERNS IN COUNSELING (3)
EDC 7824	LIFE PLAN AND CAREER

	DEVELOPMENT SCHOOL COUNSELING (3)
EDC 7933	GROUP COUNSELING AND DYNAMICS (3)
EDC 8014	PROFESSIONAL AND ETHICAL ISSUES OF SCHOOL COUNSELORS (3)
EDC 8023	DESIGNING AND LEADING CCBP (3)
EDC 8463	PRACTICUM IN SCHOOL COUNSELING (3)
EDC 8493	PRACTICUM IN SCHOOL COUNSELING II (3)

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN SCHOOL PSYCHOLOGY - ARIZONA

School psychology will follow the requirements of the Arizona Department of Education. Students are required to complete the required credit hours and hours of a paid internship in a school setting. The MA in Ed with a concentration in school psychology will prepare candidates to facilitate the educational, social, and emotional development of children and adolescents in school settings.

School psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards.

DEGREE REQUIREMENTS

Foundation Courses

EDC 8102 Internship in School Psychology I and EDC 8122 Internship in School Psychology II must both be taken twice (6 credits each). They should be taken as the last courses and require a letter of intent.	
EDC 7102	PROFESSIONAL AND HISTORICAL ISSUES IN SCHOOL PSYCHOLOGY (3)
EDC 7133	COUNSELING AND THE HELPING PROFESSIONS (3)
EDF 7163	RESEARCH: ASSESSMENT AND EVAUATION (3)
EDC 7202	SOCIAL AND CULTURAL BASIS OF ASSESSMENT (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7013	BEHAVIORAL METHODS AND INTERVENTIONS (3)
EDC 7122	ASSESSMENT AND

	INTERVENTION: ACADEMICS AND ALTERNATIVE (3)
EDC 7132	ASSESSMENT AND INTERVENTION: SOCIAL AND BEHAVIORAL (3)
EDC 7142	EDUCATION AND PSYCHOLOGICAL MEASUREMENT (3)
EDC 7152	EDUCATIONAL STATISTICAL METHODS I (3)
EDC 7162	EDUCATIONAL STATISTICAL METHODS II (3)
EDC 7172	SPECIAL EDUCATION LAW (3)
EDC 7192	CONSULTATION STRATEGIES FOR SCHOOL PSYCHOLOGISTS (3)
EDC 7203	THEORIES OF LEARNING IN SCHOOL PSYCHOLOGY (3)
EDC 7222	ACADEMIC & ALTERNATIVE TEST PRACTICUM (3)
EDC 7232	PERSONALITY, BEHAVIOR, SOCIAL, AND EMOTIONAL TESTING PRACTICUM(3)
EDC 7303	THEORIES OF TRAUMA, GRIEF, AND LOSS (3)
EDC 8102	INTERNSHIP IN SCHOOL PSYCHOLOGY I (3)
EDC 8122	INTERNSHIP IN SCHOOL PSYCHOLOGY II (3)
EDC 8222	ADVANCED ASSESSMENT AND INTERVENTION: ACADEMIC AND ALTERNATIVE (3)
EDC 8284	CHILD AND ADOLESCENT DEVELOPMENT (3)

MASTER OF ARTS IN EDUCATION WITH A CONCENTRATION IN SECONDARY EDUCATION - KANSAS

The Master of Arts in Education with a concentration in secondary education is designed for persons interested in becoming a high school or middle school teacher. This program is designed to meet the Interstate Teacher Assessment and Support Consortium (InTASC) standards as required for Kansas state licensure.

Candidates enrolled in this program need to adhere to the requirements for student teaching (clinical placement) as indicated in the undergraduate program. Prior to entering this program, the candidate must pass the Kansas state content exam for teacher licensure. This program is only offered in Kansas.

DEGREE REQUIREMENTS

Foundation Courses

EDF 7103	PHILOSOPHY, ACCOUNTABILITY
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EDF 7163	AND CHANGE (3) RESEARCH: ASSESSMENT AND EVALUATION (3)
EDF 7303	LEADERSHIP AND MANAGEMENT OF CHANGE (3)
EDF 7305	EXCEPTIONAL CHILDREN FROM DIVERSE COMMUNITIES (3)
EDF 8503	MASTER'S RESEARCH PROJECT (3)

Concentration Courses

EDC 7291	DIFFERENTIATED INSTRUCTION (3)
EDC 7693	EMERGING TRENDS IN LEARNING TECHNOLOGIES (3)
EDC 7705	ADVANCED SECONDARY METHODS AND RICA (3)
EDC 7813	STRUCTURED ENGLISH IMMERSION FOR ENGLISH LANGUAGE LEARNERS (3)
EDC 8100	ADVANCED SPECIALIZED METHODS AND PRACTICUM (3)
EDC 8400	SECONDARY STUDENT TEACHING I: CLINICAL (3)
EDC 8403	SECONDARY STUDENT TEACHING II: CLINICAL EXPERIENCE (3)

MASTER OF ARTS IN COUNSELING

Ottawa University offers several distinct educational opportunities. The Master of Arts in Counseling (MAC) meets the educational requirements in Arizona for licensure as an associate counselor. The MAC also meets the educational requirements in Wisconsin for licensure as a professional counselor in training. Arizona students have the option of completing concentrated areas of study. The post-master's certificates of advanced graduate studies (CAGS) is a program reserved for master's level professionals who have received a master's degree in counseling or a related field.

Concentrations Available:

- Addictions Counseling
- Christian Counseling
- Expressive Arts Therapy
- Gerocounseling
- Treatment of Trauma, Abuse and Deprivation
- Professional Counseling

Graduates of Ottawa University's Master of Arts in 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 Counseling is to graduate well-qualified, competent, caring individuals who are prepared to:

- Achieve professional licensure as a licensed associate counselor (LAC) in Arizona or as a professional counselor in training in Wisconsin.
- 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 and to qualify for positions of greater responsibility. Independently licensed counselors may work in educational/university, health care, business, mental health agency counseling, and private practice settings, and/or may provide consulting, supervision, and training services.

Additional Information**Professional Certification/Licensure**

All the programs offered in the Master of Arts in Counseling are designed to meet the education requirements of the Arizona Board of Behavioral Health Examiners in Professional Counseling and the Wisconsin Department of Safety and Professional Services, Professional Counselor section. Final decisions regarding licensure rest with a respective state's licensing Board. Students interested in certification in a specialized area (e.g., expressive art 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.

Field Placement: Practicum and Internship

Field placement is an 8 term experiential component of the MAC degree program. This is where the counselor in training (CIT) provides behavioral health services in a community behavioral health agency under the direct supervision of a licensed professional. In addition to participating at the clinical site, CIT's are required to participate in a weekly seminar on campus. The seminar, led by an Ottawa University Faculty Supervisor, provides a training opportunity for the CIT to exercise new skill sets, focus in on particular areas of interest, and refine theoretical integration utilizing case conceptualization.

While field placement is often the most anticipated component of the degree program it is the least flexible part of the program. There is a defined process for application to field placement. CIT's are encouraged to work closely with their academic advisor to determine the best time to begin field placement. CIT's may begin field placement in the Spring 1, Early Summer, and Fall 1 terms.

Eligibility

Counselors in Training (CITs) are required to have completed no less than 18 semester credit hours in the degree program, be in "good standing" and have completed the following courses earning a "B" or better (1) Counseling Theories, (2) Counseling and the Helping Professions, (3) Professional and Ethical Issues in Counseling, and (4) Advanced Psychodiagnostics.

Field Placement Process and Procedures

The following paragraphs outline the process and requirements for a CIT to be considered for a field placement start. These procedures are subject to change at the departments' discretion.

Intent Form - This form provides advance notice to the department that a CIT anticipates being ready for field placement for a specific term. This notice allows the department to begin a training file.

Field Placement Orientation (FPO) - Provides the opportunity for CITs to better understand the process, requirements, and allows a forum for questions to be addressed.

Field Placement Proposal - The proposal is a narrative outlining the specifics of how the CIT will be able to successfully complete their field placement. The proposal

will be reviewed by MAC faculty and may be returned to the CIT for revision as needed.

Field Placement Site Agreement - The site agreement is the contract between the CIT, the clinical site and the MAC department.

Malpractice Insurance

Payment Receipt and Intent to Graduate Form - on average 98-99% of those who begin field placement complete their degree program as intended. Completing the form and submitting the fee allows a single collection point for MAC CITs. Once the forms are received, reviewed, and approved the CIT will receive an electronic registration/enrollment form to complete and return. *All forms are to be sent to the designated email address: mapcfieldplacement@ottawa.edu*

Supervision

The clinical site assigns a clinical supervisor who provides weekly supervision to the counselor trainee. The site supervisor must be licensed as an independent practitioner at the master's level or above in an area covered by the respective state. In addition to the site supervision, each student is assigned to a field placement course which meets with an Ottawa University faculty supervisor member.

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 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 counselors in training remain open to learning about the humanness of their potential clients. A counselor in training 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 counselors in training to have a means to excuse themselves from a course activity that may be personally disturbing. The procedure to follow in such cases is as follows:

- If anticipated, notify the instructor in advance to obtain a substitute assignment.

- Take responsibility to have a fellow counselor in training collect hand-out materials and share notes for the part of the class missed.
- If a counselor in training 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 counselor in training also should notify the instructor at break or after class about the general reason for leaving and should seek a substitute assignment.

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.

The progress of each counselor in training will be reviewed once a year by MAC administration and faculty. The review will focus on the development of the student's character and academic process. The criteria for the review is based upon the goals of the counseling programs.

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 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 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:

- 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 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 and 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 and Jackson, 1991.)

Determining Appropriate Action

The director and/or assistant director of graduate studies in 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.

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.

DEGREE REQUIREMENTS

Core/Foundation Courses

PYF 7001	GRAD COUNSELING SEMINAR IN CLINICAL FOUNDATIONS (3)
PYC 7922	COUNSELING THEORIES (3)
PYC 7422	SOCIAL/CULTURAL CONCERNS IN COUNSELING (3)
PYF 7132	COUNSELING AND THE HELPING PROFESSIONS (3)
PYC 7832	HUMAN GROWTH AND DEVELOPMENT (3)
PYC 7932	GROUP COUNSELING AND DYNAMICS (3)
PYF 7162	METHODS AND MODELS OF RESEARCH (3)

PYF 8012	PROFESSIONAL AND ETHICAL ISSUES IN COUNSELING (3)
PYC 7802	PSYCHOLOGICAL TESTING (3)
PYC 7822	LIFE PLANNING AND CAREER DEVELOPMENT (3)
PYC 8112	THEORY AND TECHNIQUES IN MARRIAGE & FAMILY COUNSELING (3)
PYC 8040	ADVANCED PSYCHODIAGNOSTIC AND TREATMENT PLAN (3)
PYC 8142	INTRODUCTION TO SUBSTANCE ABUSE, ADDICTION AND RELATED DISORDERS (3)
PYF 8512	MA COMPREHENSIVE EXAM (No Credit)
PYF 8600	FIELD PLACEMENT (3)
PYF 8610	FIELD PLACEMENT CONTINUED (No Credit)

PYF 8600, 8610 Field Placement - 9 credit hours

Students may not begin field placement until 18 credit hours have been completed, including PYC 7922 Counseling Theories, PYC 8040 Advanced Psychodiagnostics, PYF 8012 Professional and Ethical Issues in Counseling and PYF 7132 Counseling and the Helping Professions. PYF 7132 and PYC 7922 must have been completed with a grade of "B" or better. Students in provisional or probationary status are not eligible to begin field placement.

Students who did not meet the program prerequisite courses of abnormal psychology, developmental psychology/human development, theories of personality, or equivalents at admission may be required to complete additional coursework.

Additionally, 36 hours of Professional Growth Seminars are required for degree completion.

Christian Counseling

This cooperative program with Phoenix Seminary is designed for students who are interested in a program that meets educational requirements in counseling combined with coursework providing a focus for Christians who works 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 the Phoenix Seminary programs. The program consists of significant coursework from both schools. Upon successful completion of all requirements for each school, graduates are awarded the Ottawa University Master of Arts in Counseling (MAC) and the Phoenix Seminary graduate diploma in Christian Counseling (GDCC) by their respective institutions. The following courses are required for Ottawa University's degree.

Required Core Courses:

PYF 7001 Graduate Seminar in Clinical Foundations (If required per acceptance letter)

PYC 7422 Social and Cultural Concerns in Counseling

PYC 7922 Counseling Theories

PYC 7832 Human Growth and Development

PYC 7932 Group Counseling and Dynamics

PYF 7162 Methods and Models of Research

PYF 8012 Professional and Ethical Issues in Counseling

PYC 7802 Psychological Testing

PYC 7822 Life Planning and Career Development

PYC 8040 Advanced Psychodiagnostics, Treatment, Planning, and Program Evaluation

PYF 8600 Field Placement

PYF 8610 Field Placement

Required Concentration Courses:

CF 500 Counseling Skills

PYC 7862 Biological Bases of Abnormal Behavior

CF 508 Marriage and Family Counseling

CF 509 Integration of Psychology and Christianity

CF 510 Human Sexuality: A Christian View

CF 511 Addictive Disorders

CF 503 Counseling Issues and Strategies (Christian Counseling Workshop)

CF 530 Counseling Pre-Practicum (100 hours)

Select two from the following:

CF 512 Counseling Adults from Dysfunctional and Abusive Families

CF 513 Trauma, Loss, and Grief

CF 514 Child and Adolescent Counseling

Total of 6 hours for PYF 8600 and PYF 8610

Expressive Arts Therapy

This area of study offers an opportunity for students to develop and integrate clinical skills with therapeutic art. Expressive arts can be utilized with a variety of populations and within a wide range of settings. Expressive arts therapy approaches include art therapy, music therapy, dance therapy, phototherapy, poetry/writing, as well as other expressive arts mediums.

Prerequisites for entry into the program:

Application and interview with portfolio approval

12 semester credit hours of studio arts courses

18 semester credit hours in degree program

Required Core Courses:

Core/Foundation (p. 151)

Required Concentration Courses:

PYC 8132 Expressive Arts Therapy

PYC 8172 Applications and Integration of Expressive Arts

PYC 8312 Principles, Techniques, and Practice in Expressive Arts Therapy

PYC 8342 Clinical Issues in Expressive Arts

PYC 8552 Advanced Special Topics in Counseling or approved elective

Treatment of Trauma Abuse and Deprivation

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.

Core/Foundation (p. 151)

Required Concentration Courses:

PYC 8082 FUNDAMENTALS OF TREATMENT OF TRAUMA, ABUSE, AND DEPRIVATION (3)

PYC 8132 EXPRESSIVE ARTS THERAPIES (3)

PYC 8410 CHILDREN AND COMPLEX TRAUMA (3)

PYC 8422 CLINICAL ASSESSMENT TRAUMA (3)

PYC 8442 ADVANCED CLINICAL APPLICATION (3)

Gerocounseling

According to the US Census Bureau (2007), the population of people 65 and older is projected to increase by 200 percent by the year 2025. As the segment of the population of older adults continues to grow, the demand for competent mental health professionals to provide treatment interventions to this population will also grow. A concentration in gerocounseling allows students to graduate with a competency and increased marketability for employment.

Core/Foundation (p. 151)

Required Concentration Courses:

PYC 7392 PERSPECTIVES ON AGING (3)

PYC 8132 EXPRESSIVE ARTS THERAPIES (3)

PYC 8372 COUNSELING ADULTS II:LATE ADULTHOOD (3)

PYC 8452 WELLNESS COUNSELING: RISK, PREVENTION AND MODIFICATION

(3)
 PYC 8552 ADVANCED SPECIAL TOPICS:
 COUNSELING (3)

Additional Information

The counseling programs share the MAC Blackboard shell. Students are encouraged to regularly check the MAC Blackboard for announcements, Professional Growth Seminar schedules, program information, etc. Blackboard is accessible from the main Ottawa website (www.ottawa.edu) under the hyperlink "Student" which is located in the top right hand corner.

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.html.

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

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.

A schedule of upcoming seminars is available on the MAC Blackboard. Reservations may be made by downloading the PGS order form from blackboard, completing the form, and either mailing or faxing the form to the designated address/fax. Students are responsible for submitting copies of the certificates to the Office of Graduate Studies. PGS hours are reviewed and sent to the Office of the Registrar for transcript posting. Students are encouraged to keep copies of all materials which are submitted for later re-verification.

MASTER OF ARTS IN COUNSELING WITH A CONCENTRATION IN ADDICTIONS COUNSELING

The Master of Arts in Counseling - Addictions Counseling degree program prepares learners to pursue careers as addiction counseling professionals, treating individuals with substance abuse/dependency disorders. The curriculum integrates theory, research, and practice. Graduates may work in a variety of settings including private practice, substance abuse clinics, group practices, and hospital settings.

A master's degree is a required by most states for individuals seeking the highest level of licensing and/or certification. This degree program meets the educational

requirements for licensure in Arizona for the Licensed Associate Substance Abuse Counselor (LASAC). The Addictions Counseling program meets the educational requirements, in most states, for licensure or certification. Licensure or certification requirements vary from state-to-state, therefore, it is the responsibility of the student to contact their state licensure or certification authority to assure that the degree requirements meet their state's requirements.

The Master of Arts - Addictions Counseling program is accredited by the California Association for Alcohol/Drug Educators (CAADE). Graduates will have fulfilled the CAADE classroom and practicum requirements and will be prepared to take the certification examination offered by the Addiction Counselor Certification Board of California (ACCBC). Once students pass the certification exam and complete the required supervised internship hours (2,240), they will be eligible for the CATC III (Certified Addictions Treatment Counselor III) offered by CAADE.

The Master of Arts in Counseling - Addictions Counseling program is also accredited by the National Addiction Studies Accreditation Commission (NASAC). Ottawa University is an Approved Academic Education Provider through the Association for Addiction Professionals (NAADAC)

DEGREE REQUIREMENTS

Requirements List

ACG 7000	GRADUATE SEMINAR: CLINICAL AND ADDICTIONS FOUNDATIONS (3)
ACG 7100	INTRODUCTION TO ADDICTIONS (3)
ACG 7200	MULTICULTURAL CONCERNS IN ADDICTIONS COUNSELING (3)
ACG 7300	LAW AND ETHICS IN ADDICTIONS COUNSELING (3)
ACG 7400	THEORIES AND PRACTICES OF GROUPS IN ADDICTIONS COUNSELING (3)
ACG 7500	METHODS AND MODELS OF RESEARCH IN ADDICTIONS COUNSELING (3)
ACG 8100	APPRAISAL, ASSESSMENT AND TREATMENT PLANNING IN ADDICTIONS COUNSELING (3)
ACG 8200	PSYCHOPHARMACOLOGY AND ADDICTIONS COUNSELING (3)
ACG 8300	CO-OCCURRING DISORDERS (3)
ACG 8400	FUNDAMENTALS OF TREATMENT OF TRAUMA, ABUSE, AND DEPRIVATION (3)

ACG 8500	ADDICTIONS COUNSELING IN FAMILY SYSTEMS (3)
ACG 8600	PRACTICUM IN ADDICTIONS COUNSELING (3)
ACG 8610	PRACTICUM IN ADDICTIONS COUNSELING CONTINUED (No Credit)

HRF 7161	PERSPECTIVES IN HUMAN RESOURCES (3)
HRF 8481	RESEARCH: ASSESSMENT AND EVALUATION (3)
	APPLIED CASE STUDIES/HUMAN RESOURCES (3)

•Must have completed 30 semester credit hours before enrolling in the capstone course: HRF 8481 Applied Case Studies in Human Resources

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. 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.

Concentrations are available in Population Health/Health Care Management and Leadership Development.

DEGREE REQUIREMENTS

Required Courses

HRC 7361	MANAGING HUMAN RESOURCE COSTS (3)
HRC 7411	HUMAN RESOURCE PLANNING AND ADMINISTRATION (3)
HRC 7461	WAGE SALARY AND BENEFIT ADMINISTRATION (3)
HRC 7561	RECRUITMENT SELECTION AND PLACEMENT (3)
HRC 7601	TRAINING AND DEVELOPMENT (3)
HRC 7611	ORGANIZATIONAL BEHAVIOR AND THEORY (3)
HRC 7741	EMPLOYMENT LAW (3)
HRF 7001	VALUE SYSTEMS & PROFESSIONAL ETHICS (3)
HRF 7111	TRENDS, ISSUES AND

Elective Course

Three credit hours from the following:
Approved HRC or BUS courses

Students interested in preparing for the SHRM SCP (Society for Human Resource Management Senior Certified Professional) should take HRC 8552 as the elective in this program.

MASTER OF ARTS IN LEADERSHIP

This program is designed to prepare leaders to make a difference in their organizations immediately following graduation. Through the use of human resource foundational concepts, examination of contemporary and classic leadership theories, investigation of successful leadership behaviors across a wide range of environments, application of leadership principles to create value, and discovery of the strengths and development needs of their personal leadership style, students will develop the skills to lead their organizations to new levels of performance.

*Beginning in the 2017-2018 academic year, the ASSB began offering the Master of Arts degree in Leadership. The following note is included with respect to this degree program:

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS

Required Courses

BUS 7001	CONTEMPORARY ISSUES IN BUSINESS LEADERSHIP (3)
BUS 7003	DEVELOPING LEADERS AND LEADERSHIP CAPABILITY (3)
BUS 7004	DEVELOPING LEADERS TO CREATE VALUE (3)
BUS 7006	SERVANT LEADERSHIP (3)
BUS 7015	THE CREATIVE ORGANIZATION (3)
HRC 7341	EMOTIONAL INTELLIGENCE IN THE WORKPLACE (3)
HRC 7411	HUMAN RESOURCE PLANNING AND ADMINISTRATION (3)

HRC 7661	ORGANIZATION CONSULTATION SKILLS (3)
HRC 7711	ORGANIZATIONAL CHANGE THEORY/STRATEGY (3)
HRC 7841	MANAGING A CULTURALLY DIVERSE WORKFORCE (3)
BUS 8600	ADVANCED LEADERSHIP THEORY AND PRACTICE (3)

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. Students are offered a selection of programs with concentrations geared to a variety of interests that best meets their individual goals and needs.

DEGREE REQUIREMENTS

Students are highly encouraged to take their courses in this recommended sequence:

Complete accounting and economics prerequisites if required (Undergraduate course(s), or MBA Math)

Module I

BUS 7000 Organizational Behavior and Theory
 BUS 7200 Value Systems and Professional Ethics
 Concentration Course #1

Module II

BUS 7450 Strategic Marketing
 BUS 7500 Managerial Economics
 BUS 7600 Managerial Finance
 BUS 7700 Management Information Systems
 BUS 7800 Management Accounting
 Concentration Course #2

Module III

BUS 8500 Grad Seminar: Business Policies and Strategies
 Concentration Course #3
 Concentration Course #4

MBA-Accounting Concentration

ACC 7000 ACCOUNTING THEORY (3)
 ACC 7100 ADVANCED FINANCIAL

ACCOUNTING AND REPORTING (3)
 ACC 7300 ACCOUNTING FOR DECISION MAKING AND CONTROL (3)
 ACC 7400 ADVANCED AUDITING AND FORENSIC ACCOUNTING (3)

MBA-Strategic Innovation Concentration

MBA-Finance Concentration

BUS 7801 MONEY AND CAPITAL MARKETS (3)
 BUS 7802 WORKING CAPITAL MANAGEMENT (3)
 BUS 7804 INTERNATIONAL FINANCE (3)
 BUS 7805 FINANCIAL MODELING METHODOLOGIES (3)

MBA-Health Care Concentration

BUS 7300 GLOBAL HEALTH CARE DELIVERY SYSTEMS (3)
 BUS 7303 LEGAL, ETHICAL AND POLITICAL ASPECTS OF HEALTH CARE MANAGEMENT (3)
 BUS 7305 REGULATORY SYSTEMS AND QUALITY ASSESSMENT IN THE HEALTH CARE ENVIRONMENT (3)
 BUS 7309 COMMUNICATING CHANGE IN HEALTH CARE ORGANIZATIONS (3)

MBA-Human Resources Concentration

HRC 7411 HUMAN RESOURCE PLANNING AND ADMINISTRATION (3)
 HRC 7461 WAGE SALARY AND BENEFIT ADMINISTRATION (3)
 HRC 7561 RECRUITMENT SELECTION AND PLACEMENT (3)
 HRC 7741 EMPLOYMENT LAW (3)

MBA-Leadership Development Concentration

BUS 7003 DEVELOPING LEADERS AND LEADERSHIP CAPABILITY (3)
 BUS 7004 DEVELOPING LEADERS TO CREATE VALUE (3)
 BUS 7006 SERVANT LEADERSHIP (3)
 HRC 7341 EMOTIONAL INTELLIGENCE IN THE WORKPLACE (3)

MBA-Marketing Concentration

BUS 7451 ADVERTISING AND PROMOTIONAL STRATEGIES (3)
 BUS 7452 E-COMMERCE AND INTERNET MARKETING (3)
 BUS 7453 PUBLIC RELATIONS AND PUBLICITY (3)
 BUS 7456 PRODUCT MANAGEMENT (3)

MBA-Population Health/Health Care Concentration

BUS 7303 LEGAL, ETHICAL AND POLITICAL ASPECTS OF HEALTH CARE

BUS 7305	MANAGEMENT (3) REGULATORY SYSTEMS AND QUALITY ASSESSMENT IN THE HEALTH CARE ENVIRONMENT (3)
BUS 7810	POPULATION HEALTH MANAGEMENT (3)
BUS 7816	PROGRAM DEVELOPMENT FOR IMPROVED OUTCOMES (3)

MBA-School Business Operations Concentration

EDC 7153	EDUCATION LAW (3)
EDC 7713	SCHOOL AND COMMUNITY RELATIONS (3)
EDC 7743	SCHOOL FINANCE (3)
EDC 8453	FIELD EXPERIENCE IN EDUCATION I (3)

**MASTER OF BUSINESS
ADMINISTRATION - INFORMATION
TECHNOLOGY CONCENTRATION -
EXECUTIVE -RESTRICTED
ENROLLMENT**

DEGREE REQUIREMENTS**Requirements List**

BUS 7000	ORGANIZATIONAL BEHAVIOR AND THEORY (3)
BUS 7200	VALUE SYSTEMS AND PROFESSIONAL ETHICS (3)
BUS 7500	MANAGERIAL ECONOMICS (3)
BUS 7600	MANAGERIAL FINANCE (3)
BUS 7700	MANAGEMENT OF INFORMATION SYSTEMS (3)
BUS 7800	MANAGEMENT ACCOUNTING (3)
BUS 8500	GRADUATE SEMINAR: BUSINESS POLICIES AND STRATEGIES (3)
IT 7000	SYSTEMS ANALYTICS AND ENTERPRISE MANAGEMENT (3)
IT 7003	NETWORKING ESSENTIALS AND SECURITY (3)
IT 8000	DATA ANALYTICS (3)
IT 8003	CLOUD COMPUTING (3)
IT 8100	DATABASE ARCHITECTURE AND DESIGN (3)
IT 8601	CURRICULUM PRACTICAL TRAINING PRACTICUM I (1)
IT 8602	CPT PRACTICUM II (1)
IT 8603	CPT PRACTICUM III (1)
IT 8604	CPT PRACTICUM IV (1)
IT 8605	CPT PRACTICUM V (1)
IT 8606	CPT PRACTICUM VI (1)
IT 8610	CPT PRACTICUM CONTINUED (No Credit)

DUAL DEGREES MBA-MAHR**DEGREE REQUIREMENTS**

Students completing the MBA with a concentration in Human Resources are not eligible to complete this dual degree.

Requirements List - Strategic Innovation Track

Students completing a dual degree must complete a minimum of 66 credits between the two programs and should complete one program before beginning the second program. BUS 7000/HRC 7611 Organizational Behavior and Theory and BUS 7200/HRF 7001 Value Systems and Professional Ethics are the only two courses to be transferred from one program to the other.

BUS 7000	ORGANIZATIONAL BEHAVIOR AND THEORY (3) OR HRC 7611 ORGANIZATIONAL BEHAVIOR AND THEORY (3) BUS 7200 VALUE SYSTEMS AND PROFESSIONAL ETHICS (3) OR HRF 7001 VALUE SYSTEMS & PROFESSIONAL ETHICS (3) BUS 7015 THE CREATIVE ORGANIZATION (3) BUS 7018 CORPORATE STRATEGY (3) BUS 7450 STRATEGIC MARKETING (3) BUS 7500 MANAGERIAL ECONOMICS (3) BUS 7600 MANAGERIAL FINANCE (3) BUS 7700 MANAGEMENT OF INFORMATION SYSTEMS (3) BUS 7800 MANAGEMENT ACCOUNTING (3) BUS 7900 SOCIAL, POLITICAL, CULTURAL, AND LEGAL INFLUENCES ON BUSINESS (3) BUS 8500 GRADUATE SEMINAR: BUSINESS POLICIES AND STRATEGIES (3) HRC 7361 MANAGING HUMAN RESOURCE COSTS (3) HRC 7411 HUMAN RESOURCE PLANNING AND ADMINISTRATION (3) HRC 7461 WAGE SALARY AND BENEFIT ADMINISTRATION (3) HRC 7561 RECRUITMENT SELECTION AND PLACEMENT (3) HRC 7601 TRAINING AND DEVELOPMENT (3) HRC 7741 EMPLOYMENT LAW (3) HRF 7111 TRENDS, ISSUES AND PERSPECTIVES IN HUMAN RESOURCES (3) HRF 7161 RESEARCH: ASSESSMENT AND EVALUATION (3) HRF 8481 APPLIED CASE STUDIES/HUMAN RESOURCES (3)
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An approved HRC or HRF elective

Requirements List - Leadership Development Track

Students completing a dual degree must complete a minimum of 66 credits between the two programs and should complete one program before beginning the second program. BUS 7000/HRC 7611 Organizational Behavior and Theory and BUS 7200/HRF 7001 Value Systems and Professional Ethics are the only two courses to be transferred from one program to the other.

BUS 7000	ORGANIZATIONAL BEHAVIOR AND THEORY (3) OR
HRC 7611	ORGANIZATIONAL BEHAVIOR AND THEORY (3)
BUS 7200	VALUE SYSTEMS AND PROFESSIONAL ETHICS (3) OR
HRF 7001	VALUE SYSTEMS & PROFESSIONAL ETHICS (3)
BUS 7003	DEVELOPING LEADERS AND LEADERSHIP CAPABILITY (3)
BUS 7004	DEVELOPING LEADERS TO CREATE VALUE (3)
BUS 7006	SERVANT LEADERSHIP (3)
BUS 7450	STRATEGIC MARKETING (3)
BUS 7500	MANAGERIAL ECONOMICS (3)
BUS 7600	MANAGERIAL FINANCE (3)
BUS 7700	MANAGEMENT OF INFORMATION SYSTEMS (3)
BUS 7800	MANAGEMENT ACCOUNTING (3)
BUS 8500	GRADUATE SEMINAR: BUSINESS POLICIES AND STRATEGIES (3)
HRC 7361	MANAGING HUMAN RESOURCE COSTS (3)
HRC 7341	EMOTIONAL INTELLIGENCE IN THE WORKPLACE (3)
HRC 7411	HUMAN RESOURCE PLANNING AND ADMINISTRATION (3)
HRC 7461	WAGE SALARY AND BENEFIT ADMINISTRATION (3)
HRC 7561	RECRUITMENT SELECTION AND PLACEMENT (3)
HRC 7601	TRAINING AND DEVELOPMENT (3)
HRC 7741	EMPLOYMENT LAW (3)
HRF 7111	TRENDS, ISSUES AND PERSPECTIVES IN HUMAN RESOURCES (3)
HRF 7161	RESEARCH: ASSESSMENT AND EVALUATION (3)
HRF 8481	APPLIED CASE STUDIES/HUMAN RESOURCES (3)

An approved HRC or HRF elective

CERTIFICATES OF ADVANCED GRADUATE STUDIES (CAGS)

The certificate of advanced graduate studies (CAGS) is designed for professionals who have earned a master's degree from a regionally accredited school and are seeking additional professional training. The CAGS is awarded upon the completion of the approved coursework.

Concentrations Available:

- Behavioral Health Counseling
- Expressive Arts Therapy
- Gerocounseling
- Treatment of Trauma, Abuse, and Deprivation

DEGREE REQUIREMENTS

Behavioral Health Counseling

Requires a minimum of 15 semester credit hours from PYC coursework. Coursework is approved in consultation with the Program Director.

Expressive Arts Therapy

Requires a minimum of 15 credit hours.

Additional hours (PYF 8600) may be required if student does not hold licensure or have counseling experience.

PYC 8132	EXPRESSIVE ARTS THERAPIES (3)
PYC 8172	APPLICATIONS AND INTEGRATION OF EXPRESSIVE ARTS THERAPIES (3)
PYC 8312	PRINCIPLES, TECHNIQUES, AND PRACTICES IN EXPRESSIVE ARTS THERAPY (3)
PYC 8342	CLINICAL ISSUES IN EXPRESSIVE ARTS THERAPY (3)
PYC 8552	ADVANCED SPECIAL TOPICS: COUNSELING (3)

Gerocounseling

Requires a minimum of 15 semester credit hours.

PYC 7392	PERSPECTIVES ON AGING (3)
PYC 8132	EXPRESSIVE ARTS THERAPIES (3)
PYC 8372	COUNSELING ADULTS II:LATE ADULTHOOD (3)
PYC 8452	WELLNESS COUNSELING: RISK, PREVENTION AND MODIFICATION (3)
PYC 8552	ADVANCED SPECIAL TOPICS: COUNSELING (3)

Treatment of Trauma Abuse and Deprivation

Requires a minimum of 15 semester credit hours.

PYC 8082	FUNDAMENTALS OF TREATMENT OF TRAUMA, ABUSE, AND
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	DEPRIVATION (3)
PYC 8132	EXPRESSIVE ARTS THERAPIES (3)
PYC 8410	CHILDREN AND COMPLEX TRAUMA (3)
PYC 8422	CLINICAL ASSESSMENT TRAUMA (3)
PYC 8424	ASSESSMENT AND TREATMENT OF TAD CHILDREN (3)
	OR
PYC 8442	ADVANCED CLINICAL APPLICATION (3)

GRADUATION POLICIES

Students close to completing degree requirements must complete and return an intent to graduate form to the Registrar's office. Receipt of this form initiates a degree audit and students are advised of any outstanding requirements needed to complete their degree.

Graduation Requirements

Students are expected to complete degree requirements in accordance with the catalog under which they matriculated. Returning students who have been out 3 or more years are expected to complete requirements in accordance with the catalog under which they re-enter. All transcripts from other post-secondary institutions must have been received in order to be conferred an Ottawa University degree.

Undergraduate - Adult Studies

Graduation requirements at the adult campuses are largely consistent with those at the residential campuses 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 students must complete:

- A minimum of 30 semester credit hours in residence with Ottawa University, including required semester credits in the LAS sequence (LAS 20010 and LAS 20020 or LAS 30012 and LAS 45012), UNV 11000 Seminar for Significance, and at least 12 semester upper division credit hours in the major (does not include semester credit hours earned through credit by assessment).
- Completion of 24 semester credit hours in breadth areas (see below).
- Completion of all required courses for the student's major(s). Completion of all required courses for elective minors or concentrations.
- A minimum of 44 semester credit hours of upper-division coursework (300- and 400-level).
- A minimum of 28 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. The university is responsible for the validity and relevance of the academic degrees it awards. Therefore, students returning after an absence of three years will be required to complete the requirements for

their major under the current catalog year in which they return.

- A cumulative grade point average of 2.00 or better.
- A minimum of 124 earned semester credit hours. Students may transfer elective credits from other institutions or sources of credit to meet this minimum threshold, or take elective credits in residence.
- A grade of “C” or better in all required LAS coursework.

Breadth Area Requirements

The breadth area requirement for 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/or evaluated 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 at least six credit hours in each of these areas. These hours may be documented by transcribed coursework. Courses are allocated to the various breadth areas as follows:

Area I: Art/Expression

As part of a breadth of knowledge, each adult should have an understanding of and an appreciation for art in its many manifestations. The student should have a basic understanding of the various qualities inherent in any artistic expression and have the ability to discuss the nature and bases for aesthetic judgments. Along with this comes the ability to express oneself in a variety of domains, cognitive, affective or psychomotor. Expression is often revealed through communication in its various forms, including written, oral and interpersonal skills. It can also be demonstrated through other areas such as dance, music, art in its various representations, and creative writing.

Area II: Social/Civic

There is a body of knowledge usually associated with the social and behavioral sciences that each educated person needs to function effectively within relationships and to make a positive contribution to other persons and the social order. This area emphasizes the understanding of human behavior whether as individuals and/or groups.

Area III: Science/Description

A basic understanding of science and technology enhances a person's ability to function effectively in a variety of responsibilities — at home, at work, and as a citizen and

participant in society. With an understanding of science, the ability to discuss the nature and purposes of science as a way of interacting with the world and one's experience of it is broadened. Logic and certain methods of science allows one to describe reality through symbols, numbers, and other concepts leading to a greater clarity of awareness and increased problem-solving skills.

Area IV: Value/Meaning

Socrates said that "the unexamined life is not worth living." Ottawa University seeks to have each student confront values and demonstrate the ability to recognize and analyze values in a reflective and even creative way. Formal study in the humanities typically applies here.

Undergraduate - The College

College students must complete the following:

- A minimum of 30 semester credit hours in residence with Ottawa University and at least 12 semester upper division credit hours in the major (does not include semester credit hours earned through credit by assessment).
- Completion of the additional areas (see below).
- Completion of all required courses for the student's major(s). Completion of all required courses for elective minors or concentrations.
- A minimum of 44 semester credit hours of upper-division coursework (300- and 400-level).
- A minimum of 28 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. The university is responsible for the validity and relevance of the academic degrees it awards. Therefore, students returning after an absence of three years will be required to complete the requirements for their major under the current catalog year in which they return.
- A cumulative grade point average of 2.00 or better.
- A minimum of 124 earned semester credit hours. Students may transfer elective credits from other institutions or sources of credit to meet this minimum threshold, or take elective credits in residence.

Seminar Requirements

Students must satisfactorily complete the liberal arts seminars:

LAS 14525 Seminar: Orientation to the Academy (for entering freshman students only).

LAS 15525 Writing in the Disciplines (required of all freshmen).

LAS 3XXXX Interdisciplinary Seminar (3 credit hours) required from approved courses (examples following).

LAS 4XXXX Interdisciplinary Seminar (capstone).

INTERDISCIPLINARY COURSES

DEGREE REQUIREMENTS

Sample Course Options:

BIO 30643	ENVIRONMENTAL BIOLOGY (3)
BIO 41523	ISSUES IN SCIENCE AND RELIGION (3)
ENG 33523	ENVIRONMENTAL LITERATURE (3)
ENG 34000	IDS:TOMBS/TALES ANCIENT SCOTLAND (3)
ENG 37023	LITERATURE OF PERSONAL DISCOVERY (3)
ENG 37223	IDS: AESTHETICS (3)
ENG 37623	MADNESS:MULTIFACETED APPROACH (3)
HPS 31453	RELIGION IN AMERICAN CULTURE (3)
LAS 30003	IDS: CONTRASTS IN THE ARTS (3)
LAS 33523	IDS: ENVIRONMENTAL LITERATURE (3)
LAS 34000	IDS: TOMBS/TALES ANCIENT SCOTLAND (3)
LAS 37223	IDS: AESTHETICS (3)
LAS 37623	IDS: MADNESS: MULTIFACETED APPROACH (3)
LAS 38123	IDS: INTEGRAL THEORY (3)
LAS 39000	CROSS CULTURAL ISSUES INTERNATIONAL BUSINESS (4)
LAS 41523	IDS: ISSUES IN SCIENCE & RELIGION (3)
LAS 45570	SPECIAL TOPICS: GLOBAL BUSINESS PERSPECTIVES (3)
OAD 45570	SPECIAL TOPICS: GLOBAL BUSINESS PERSPECTIVES (3)
PHL 37223	IDS: AESTHETICS (3)
PHL 38123	IDS: INTEGRAL THEORY (3)
PHL 38223	EXISTENTIALISM IN PHILOSOPHY AND ARTS (3)
PHL 40023	ENVIRONMENTAL ETHICS (3)
REL 41523	ISSUES IN SCIENCE AND RELIGION (3)
SOC 34000	IDS: TOMBS/TALES ANCIENT SCOTLAND (3)

Religion Requirement

Each student must satisfactorily complete the following course:

REL 20224 The Gospels

Breadth Area Requirement

Students choose at least one course in each of the eight breadth areas. Breadth areas include creative and performing arts, historical and cultural perspectives, social and behavioral sciences, mathematical and logical systems, natural sciences, language and communication, health and wellness, and theological and philosophical perspectives. Although one course may inhabit more than one breadth area, it cannot count more than once to fulfill this requirement. First-year students should not enroll in 300- or 400-level courses. Acceptance of transfer equivalencies for these areas is determined by the student's advisor in conjunction with the University Registrar.

Competency Requirements

Writing competency is demonstrated by achieving a score of 21 or higher on the English portion of the ACT (or the SAT equivalent), receiving a grade of "C" or better in LAS 15525 Writing in the Disciplines, or ENG 31023 Advanced Expository 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 4 Mathematical and Logical Systems. In the case of transfer students, a passing grade in College Algebra or a more advanced mathematics course meets the requirement. Education students may demonstrate skills competency in reading and writing by achieving an adequate score on the Pre-professional Skills Test (PPST).

Undergraduate-OUAZ-Surprise

OUAZ-Surprise undergraduate students must complete the following:

- A minimum of 30 semester credit hours and at least 12 semester upper division credit hours in the major in residence with Ottawa University (does not include semester credit hours earned through credit by assessment).
- Completion of the additional areas (see below).
- Completion of all required courses for the student's major(s). Completion of all required courses for elective minors or concentrations.
- A minimum of 44 semester credit hours of upper-division coursework (300- and 400-level).

- A minimum of 28 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. The university is responsible for the validity and relevance of the academic degrees it awards. Therefore, students returning after an absence of three years will be required to complete the requirements for their major under the current catalog year in which they return.
- A cumulative grade point average of 2.00 or better.
- A minimum of 124 earned semester credit hours. Students may transfer elective credits from other institutions or sources of credit to meet this minimum threshold, or take elective credits in residence.

Seminar Requirements

Students must satisfactorily complete the liberal arts interdisciplinary seminars:

- LAS 14525 Orientation to the Academy (1 credit hour). This one-hour, eight week seminar orients students to the OU philosophy of education, outlines the expectations of academic life, and introduces students to information literacy. This course is required of all first-year students. It may be taken as an elective by other students.
- LAS 15525 Writing in the Disciplines (3 credit hours). This course includes critical reading of, and analytical writing in response to representative texts from across the disciplines (e.g. humanities, social sciences, natural sciences).
- LAS 3XXXX Interdisciplinary Seminar (3 credit hours).
- LAS 4XXXX Interdisciplinary Seminar Capstone (3 credit hours).

Breadth Area Requirements

Students at the Surprise campus are required to complete a minimum of 6 credits hours of coursework in each of the four breadth areas: value/meaning; social/civic, science/description, and art/expression.

Courses are allocated to the various breadth areas as follows:

Area I: Art/Expression

As part of a breadth of knowledge, each student should have an understanding of and an appreciation for art in its many manifestations. The student should have a basic understanding of the various qualities inherent in any

artistic expression and have the ability to discuss the nature and bases for aesthetic judgments. Along with this comes the ability to express oneself in a variety of domains, cognitive, affective or psychomotor. Expression is often revealed through communication in its various forms, including written, oral and interpersonal skills. It can also be demonstrated through other areas such as dance, music, art in its various representations, and creative writing.

Area II: Social/Civic

There is a body of knowledge usually associated with the social and behavioral sciences that each educated person needs to function effectively within relationships and to make a positive contribution to other persons and the social order. This area emphasizes the understanding of human behavior whether as individuals and/or groups.

Area III: Science/Description

A basic understanding of science and technology enhances a person's ability to function effectively in a variety of responsibilities — at home, at work, and as a citizen and participant in society. With an understanding of science, the ability to discuss the nature and purposes of science as a way of interacting with the world and one's experience of it is broadened. Logic and certain methods of science allows one to describe reality through symbols, numbers, and other concepts leading to a greater clarity of awareness and increased problem-solving skills.

Area IV: Value/Meaning

Socrates said that "the unexamined life is not worth living." Ottawa University seeks to have each student confront values and demonstrate the ability to recognize and analyze values in a reflective and even creative way. Formal study in the humanities typically applies here.

Religion Requirement

Each student must enroll in, and satisfactorily complete, (at Ottawa University) one of the following two religion courses:

- REL 23723 Dimensions of Faith (3 credit hours)
- REL 33823 World Religions (3 credit hours) If a student has received transfer credit for both REL 23723 and REL 33823, the student must enroll in and satisfactorily complete another REL course at Ottawa University as approved by the Academic Dean.

Beyond Classroom Learning Requirement

Students who first enroll at the OUAZ-Surprise campus with fewer than 30 credits are required to complete 6 BCL courses. Students who first enroll at the OUAZ-Surprise

campus as a transfer student with 30 or more college credits are required to complete 4 BCL courses.

Writing Competency Requirement

Each student must fulfill the writing competency requirement by satisfying one of the following:

1. Scored a minimum of 21 on the English portion of the ACT (or equivalent on the Reading portion of the SAT);
2. Successfully completed LAS 15525 with a grade of C or better;
3. Transferred English Composition II from another institution with a grade of C or better;
4. Successfully completed ENG 31023 with a grade of C or better.

Graduate - All Campuses

- A cumulative grade point average of 3.00 or better.
- No more than two grades of "C".
- Completion of all required credits. Program lengths vary, see specific program for credit hour details.

Graduation Honors

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. Honors are only applicable to undergraduate programs. Students with a documented incident of academic misconduct which has resulted in probation or suspension, will not be eligible for honors.

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 must achieve the following on a 4.00 scale:

- 3.50 to 3.79 grade point average - Cum Laude
- 3.80 to 3.89 grade point average - Magna Cum Laude
- 3.90 or higher grade point average - Summa Cum Laude.

Distinction in the comprehensive examination or project may be earned by students as judged by the faculty.

Conferral Dates and Commencement Ceremonies

Conferral dates refer to the date on which the student's degree is posted to their official transcript.

Commencement refers to the ceremony at which this accomplishment is celebrated. Each campus holds its own commencement ceremony. Students should check with their advisor regarding dates specific to their campus. Students complete an application for graduation that specifies the timeline for coursework and other sources of credit to be received. Students must meet all noted deadlines to be conferred for a specific date.

A student may participate in a commencement ceremony if they are within eight credits of meeting degree requirements at the time of the ceremony and verified by the University Registrar. No degrees will be conferred until all requirements have been met.

The following indicates the conferral dates based on the term when all required coursework was completed:

<u>Coursework Completed</u>	<u>Conferral Date</u>
Summer (All Campuses)	September 30
Fall 1 (APGS Campuses)	November 30
Fall (The College and OUAZ-Surprise)	January 31
Fall 2 (APGS Campuses)	January 31
Fall 2 (Licensure-seeking students only)	December 31
Spring 1 (APGS Campuses)	April 15
Spring (The College and OUAZ-Surprise)	May 31
Spring 2 (APGS Campuses)	May 31
Early Summer (All Campuses)	July 31

LIBRARY

Gangwish Library Overview

The Gangwish Library, located on the grounds of The College in Ottawa, Kansas, serves not only The College but also OUAZ-Surprise and the adult campuses throughout the United States through the electronic delivery of many resources and services.

The Gangwish Library collection currently contains over 53,262 books and other printed materials, over 97,772 e-books, and 1,030 multimedia materials. In addition, the library maintains subscriptions to 105 electronic databases that offer indexes, abstracts, 362,000 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 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, (libguides) - 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.

Gangwish Library Contact Information

Gangwish Library Address:

1001 South Cedar Street, # 56
Ottawa, KS 66067-3399

Library Telephone Number: 785-248-2538 or 800-755-5200

Circulation Desk Extension: x12538

Library Director's Direct Extension: x12536

Library E-mail: library@ottawa.edu

Interlibrary Loans Extension: x12535

Interlibrary Loans E-mail: ill@ottawa.edu

Library Director's E-mail:
gloria.creeddikeogu@ottawa.edu

Regular Library Hours:

Monday – Thursday	7:45 a.m. – 12:00 a.m.
Friday	7:45 a.m. – 5:00 p.m.
Saturday	CLOSED
Sunday	1:00 p.m. – 12:00 a.m.

Summer Library Hours:

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

Gangwish Library Vision

The vision of the Gangwish 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.

Online Databases

The Gangwish Library provides access to the online databases through the Gangwish Library website. All 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.

Full Text Finder

The Ebsco Full Text Finder is a search tool located on the library webpage that provides access to searching the library's full-text databases by subject or journal title and can be found on the Gangwish Library Page on the portal under the "Search for Journals" tab.

Ebsco Linksource

The EbscoHost database includes an OpenURL Resolver called LinkSource which links out to full-text resources when only an abstract is available in this database.

Students may access full-text resources through linksource in GoogleScholar and a variety of full-text web resources using this resolver tool.

Ebscohost Flipster Collection

Students may also read 27 of the latest popular magazines digitally via Flipster by logging into Flipster with their OUID and password. Access to Flipster is available at the bottom of the Gangwish Library page or by logging into the Online Library databases.

PRE-PROFESSIONAL PROGRAMS

PRE-MED, PRE-HEALTH PROFESSIONS AND GRADUATE STUDIES

(This section references preparatory curriculum for these areas. These are not majors offered by Ottawa University.)

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:

DEGREE REQUIREMENTS

Courses to Consider for the Pre-Ministerial Program

COM 30163	INTERPERSONAL COMMUNICATION (3)
ENG 23723	INTERMEDIATE WRITING (3)
ENG 31023	ADVANCED EXPOSITORY WRITING (3)
ITS 12063	INTRODUCTION TO INFORMATION TECHNOLOGY (3)
PHL 21723	INTRODUCTION TO LOGIC (3)
PSY 32153	SOCIAL PSYCHOLOGY (3)

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:

DEGREE REQUIREMENTS

Recommended Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ACC 20464	FINANCING AND INVESTING ACTIVITIES (4)

ECO 20163	MACROECONOMICS (3)
ENG 23723	INTERMEDIATE WRITING (3)
ENG 31023	ADVANCED EXPOSITORY WRITING (3)
ITS 12063	INTRODUCTION TO INFORMATION TECHNOLOGY (3)
PHL 21723	INTRODUCTION TO LOGIC (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
PSY 32153	SOCIAL PSYCHOLOGY (3)
SOC 10153	SOCIAL THOUGHT (3)

PROGRAM OFFERINGS BY LOCATION

The College

UNDERGRADUATE PROGRAMS

Accounting - BA
Art - BA
Art Education - BA
Biology - BA
Biology - BS
Business Administration - BS
Business Economics - BA
Christian Studies and Ministry - BA
Communication - BA
Elementary Education - BA
Engineering - BS
English - BA
Exercise Science - BA
Finance - BS
History - BA
Human Services - BA
Leadership and Management - BA
Management of Information Systems - BA
Marketing - BA
Mathematics - BA
Music Education - BME
Music - BA
Music-Jazz Studies Concentration - BM
Music-Vocal Performance Concentration - BM
Physical Education - BA
Psychology - BA
Secondary Education
 Biology - BA
 Business - BA
 English - BA
 History - BA
 Mathematics - BA

Sociology - BA
Sport Studies - BA

GRADUATE PROGRAMS

Master of Arts in Education w/ concentrations
 Curriculum and Instruction
 Educational Leadership
 Learning Technologies
 Secondary Education
Master of Accountancy
Master of Arts in Human Resources
Master of Arts in Leadership
Master of Business Administration w/concentrations
 Finance
 Population Health/Health Care Management
 Human Resources
 Leadership Development
 School Business Operations
 Strategic Innovation

OUAZ-Surprise

UNDERGRADUATE PROGRAMS

Biology - BS
Business Administration - BS
Christian Studies and Ministry - BA
Communication - BA
Early Childhood/Special Education - BA
Elementary Education - BA
English - BA
Exercise Science - BA
Healthcare Management: Non-Clinical Track - BA
History - BA
Human Resources - BA
Human and Social Services - BA

Leadership and Management - BA
 Mathematics - BA
 Psychology - BA
 Secondary Education - BA
 Sport Studies - BA

Population Health/Health Care Management
 Human Resources
 Leadership Development
 School Business Operations
 Strategic Innovation

Adult Professional and Graduate Studies

UNDERGRADUATE PROGRAMS

Accounting - BA
 Addictions Counseling - BS (Not offered in WI)
 Business Administration - BS
 Business Economics - BA
 Communication - BA
 English - BA
 Finance - BS
 Health Care Management (Clinical & Non-Clinical) - BA
 History - BA
 Human Resources - BA
 Human and Social Services - BA
 Leadership and Management - BA
 Management of Information Systems - BA
 Mathematics - BA
 Nursing (RN-to-BSN) - BSN
 Psychology - BA
 Public Safety - BS

GRADUATE PROGRAMS

Master of Arts in Education w/ concentrations
 Curriculum and Instruction
 Learning Technologies
 Master of Accountancy
 Master of Arts in Human Resources
 Master of Arts in Leadership
 Master of Business Administration w/concentrations
 Finance

PROGRAMS SPECIFIC TO APGS LOCATIONS:

Early Childhood/EC Special Education – AZ only
 Early Childhood Studies – AZ only
 Elementary Education – AZ/KS/Online
 Secondary Education:
 Business – AZ/KS/Online
 English - AZ/KS/Online
 History - AZ/KS/Online
 Mathematics – AZ/KS/Online
 Music – AZ
 Master of Arts in Counseling – AZ/WI/Online
 Concentration in Addictions Counseling – AZ/Online
 Concentration in Christian Counseling – AZ only
 Concentration in Expressive Arts Therapy – AZ only
 Concentration in Treatment of Trauma Abuse and Deprivation – AZ only
 Concentration in Gerocounseling – AZ only
 Master of Arts in Education w/ concentrations
 Educational Leadership – AZ & KS
 Music – AZ/KS/Online
 School Guidance – AZ only
 School Psychology – AZ only
 Secondary Education – KS and AZ only

REGISTRATION

The College and OUAZ-Surprise

The first step of the registration process is a meeting with the student's Adawe mentor to plan the student's academic schedule. With the exception of the student's first semester at the school, students have an opportunity each semester to register for courses for the following semester.

Web Registration

Current students in undergraduate programs may register for courses on their own initiative and convenience via the student web portal within published time frames noted in the academic calendar. Registration will require the submission of written forms after the dates noted.

Online Courses (College only)

First-year students may not enroll in online courses. Students must have a session grade point average of 2.50 in the preceding semester in order to enroll in an online course. Students are allowed only one online course per semester and need written permission of their academic advisor in order to enroll.

Adult Professional and Graduate Studies

Each student must officially register before beginning a course. A student registers for courses each term by registering online via the My Ottawa web portal within published time frames or by submitting a form for Advisor Registration. Registration is not considered complete until the student has been financially cleared by the financial records office. Registrations placed on hold for financial or academic reasons are not processed, and students may not attend classes until the problem is resolved.

Registration for independent and directed studies requires a special registration form, with approval by the student's academic advisor.

SCHOOLS AT OTTAWA UNIVERSITY

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

Angell Snyder School of Business

The Angell Snyder School of Business mission is to deliver an integrated and disciplined educational experience that develops global leaders who exercise innovative and critical thinking, impact their communities, and lead lives of significance.

Dr. Kirk Wessel, Dean

kirk.wessel@ottawa.edu

School of Arts and Sciences

The School of Arts and Sciences serves as the cornerstone for liberal arts education at Ottawa University. Through open inquiry, expression, reflection and action, the School prepares graduates to pursue advanced studies and evolving careers of significance.

Dr. Richard Menninger, Dean

richard.menninger@ottawa.edu

School of Education

The School of Education is committed to educating innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a diverse, pluralistic world.

The Ottawa University Teacher Education Program's mission is to be a learning community in which committed teachers are reflective inquirers/reflective practitioners with knowledge and skills to use best practices in order to provide every student a quality education.

Dr. Kim Coffman-Romero, Dean

kim.romero@ottawa.edu

STUDENT LIFE - THE COLLEGE AND OUAZ-SURPRISE

Standards of Conduct

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

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

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

Third, The College and OUAZ-Surprise campuses are distinctly residential and their 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 University 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 residential campuses can marshal the necessary resources to devote attention to their primary tasks.

With this in mind, the University assumes that residential students are responsible members of the University community. Students at the residential campuses 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 University 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 University regardless of whether or not classes are in session, whether on University property or at other places:

1. All forms of dishonesty including cheating, plagiarism and supplying false information, as well as forgery or use of documents or instruments of identification with intent to mislead or defraud.
2. Theft of or damage to the property of another person or of the University, as well as receiving, retaining or disposing of the lost or mislaid property of another person or of the University.
3. Unauthorized entry, use or occupation of University facilities, as well as the unauthorized possession, duplication or use of keys to any University facility.
4. Physical, 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, or any violation of the university's policy regarding prohibited discrimination, harassment, and/or retaliation.
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 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 all university facilities.
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.
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.

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.

Residential Life - The College

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 31 for fall semester or January 31 for spring semester.
 - Is living with a parent or legal guardian who lives within 60 miles of The College. Verification is required. (Note: Institutional aid will be reduced)
- Is classified as a senior (92 semester credit hours or more) prior to the start of the entering semester and has an approved educational plan for graduation on file in the Office of the Registrar at the time of application.
 - Special circumstances, (Note: Institutional aid may be reduced)

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 three co-educational residence halls 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 the Ottawa, KS campus.

Co-Educational Hall: Brown Hall

Co-Educational 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 - 12:00 a.m. Friday -
Saturday 10:00 - 2:00 a.m.

Food Services

The College provides residential dining services through a variety of quality food service options, to meet student, faculty and staff needs. All dining services are available in the Gibson Student Center. The College also offers catering arrangements for meetings, activities or programs within the Ottawa University community.

Mail Systems

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

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.

Student Activities and Organizations

The College offers a wide variety of opportunities for students to become involved outside the classroom, including clubs, campus government, professional groups, campus ministries, intramurals, and varsity athletics. Various clubs and organizations include activities that benefit other people.

Clubs, Organizations, and Student Senate

Archery Club is dedicated to the education and enjoyment of archery.

Be Brave was established to cultivate Agents of Change within the Ottawa University community. The purpose is to 1) Critically examine social issues impacting college students; 2) Develop resources to educate, empower, and assist members of the Ottawa Community; 3) Promote personal responsibility and ownership in situations where it is important to take action; 4) Advocate respect, kindness, and healthy interactions.

Biology Club increases interest in the field of biology through discussion of relevant topics and taking field trips to educate participants, at the same time raising awareness in the community.

Black Student Union unites OU students, increases awareness of Black culture, and supports Black students. The group plans activities to promote diversity, friendship, and understanding.

Champions of Character encourages the exercise of sportsmanship and integrity in OU athletics.

Campus Activities Board (CAB) plans activities to develop a well-rounded social, educational, and multi-cultural environment for OU students, faculty, and staff.

DECA helps members increase their leadership abilities through resources provided by DECA, Inc. The organization also provides a real world experience through competitive events, projects, and community service as well as connections to DECA Inc.'s wide range of partner corporations.

Diversity Activities Board facilitates a shared knowledge of diversity and cultural competency on the Ottawa Campus and in the Ottawa Community.

Hungry for Change encourages students, faculty, and the community to join the fight against domestic and global hunger through service and programming that highlight OU's vision and goals.

Math Club provides a social outlet for intellectual members studying and/or relatively interested in mathematics.

Public Relations Student Society of America (PRSSA) is a national organization for students interested in public relations and communications. Membership will help students from all fields enhance their education, broaden their networks, and launch their careers.

Student Senate represents the students' voice to the faculty and administration. The membership of the Senate is comprised of a total of 12 senators and a four member executive team. The Student Body Vice-President presides over the Senate. The Student Body President serves as the liaison among faculty, administrators, and students.

The Student Senate meets regularly to discuss and take action on issues facing OU students. Student Senators work in a committee format to serve the interest of all OU students.

Student Welcoming and Affirming Network (SWAAN) works to enhance the cultural and social climate at Ottawa University and to improve and enrich the lives of those who are Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ), and straight allies of the community by organizing successful educational, social, outreach, advocacy, and cultural programs and serving as an effective supportive environment for these programs and the organization's targeted populations.

The Whole Earth Club provides opportunities for cross-cultural experiences on campus and at the same time to promote closer relationships between all students. The club is open to any student, faculty, or staff member of Ottawa University.

Volunteer Services: Many individuals and organizations benefit from OU students who give of their time. The OU campus encourages students to apply their faith through involvement in service opportunities; thus, they are found working with Boy and Girl Scout troops, Big Brothers and Big Sisters organizations, social agencies, nursing homes, churches, etc.

National Scholastic Honor Societies

Each year national honor societies elect eligible Ottawa University students into their membership. The national honor societies with chapters at OU are:

Pi Kappa Delta

Ottawa University proudly continues as the Alpha Chapter of this national forensic skills society. Established in 1913, this society represents OU at speech and debate competitions in the state, region, and nation. Typically, the team competes at the Kansas State Individual Events Championship (KASIE) and the Pi Kappa Delta National Comprehensive Tournament.

Kappa Delta Pi

The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence in and recognizing outstanding contributions to education, and advancing scholarship, leadership, and service.

Sigma Alpha Honor Society

Ottawa University established this honor society in 1941 to encourage high academic achievement by electing to membership students at The College who rank in the top 10 percent of the senior class or the top two percent of the junior class.

Sigma Beta Delta

The mission of Sigma Beta Delta is to encourage and recognize scholarship and accomplishment among students of business, management, and administration, and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Sigma Beta Delta was established to honor students who have attained superior records in business programs in schools and colleges with regional accreditation.

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 University. The University makes an effort to encourage individual growth and community interaction as issues of faith are explored. Events and activities include contemporary issues and time-honored traditions.

The Director of Campus Ministries oversees each program, along with the help a campus ministries intern and student leaders. Events and activities range from chapel services to concerts and from campus mixers to mission trips. Activities and programs are open to any OU student desiring fellowship with God and other students.

Ottawa University enjoys a close relationship with community churches, whose ministers and lay people actively participate in campus ministry programs. Worship services are held in the University Chapel on Sunday evenings at 8:00 p.m. and students are encouraged to seek fellowship in a local church for their ongoing worship needs.

Chapel Services are held weekly on Thursdays at 11:00 a.m.

Fellowship of Christian Athletes (FCA) reaches out to student-athletes by sponsoring activities and events. The group meets Wednesday evenings to discuss issues dealing with teams, relationships, and character on and off the field.

Braving Discipleship is a weekend retreat for high school students from Kansas and surrounding states. OU students plan and administer this program, which takes place the first weekend in November. Students have opportunities to lead committees and small group workshops. The event focuses on service ministry and training for discipleship.

Summer Camp Ministry Teams are sent each summer to various American Baptist summer camps around the Midwest. Summer camp teams attend a training session that emphasizes all aspects of summer camp ministry, including how to lead small group Bible studies, music, craft activities, games, devotionals, and team building activities.

Praise Band is a student-led worship team which provides worship in music at Chapel on Thursdays and at special events.

Escape is a spring retreat for OU students and serves as a time of renewal and refocus.

Spring Break Mission Trip provides OU students the opportunity to travel regionally to do mission work during The College's annual spring break.

Music, Theatre, and Communication

The College maintains active co-curricular programs in music, theatre, and related activities. Music ensembles are open by audition to any interested student. The majority of ensemble members are non-music majors. Ensembles include the University Orchestra, University Concert Choir, Jazz Singers, and Jazz Ensemble. 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 University's co-curricular 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. The productions offer students a wide variety of opportunities to experience theatre and become involved.

In addition to music and theatre, the students at The College create and publish their own newspaper, which is the oldest student newspaper in Kansas.

Athletics

Intramurals

Intramurals offer a voluntary program that allows students, regardless of degree or skills, to participate in competitive

activities on campus. The program's aim is to contribute to the health and fitness of each student, and develop wholesome recreational skills, constructive attitudes, and desirable social relationships.

Intramurals is recreation by participation. The program organizes activities such as basketball, flag football, volleyball, video games, corn hole, racquet-ball, table tennis, Frisbee, and more.

Intercollegiate Athletics

Ottawa University is a member of the National Association of Intercollegiate Athletics (NAIA) and is one of twelve member institutions in the Kansas Collegiate Athletic Conference (KCAC) and offers the following varsity-level sports:

Men:

- Baseball
- Basketball
- Bowling
- Cross Country
- Football
- Golf
- Lacrosse
- Soccer
- Track & Field
- Tennis
- Volleyball
- Wrestling

Women:

- Basketball
- Bowling
- Cross Country
- Golf
- Lacrosse
- Soccer
- Softball
- Track & Field
- Tennis
- Volleyball
- Wrestling

Co-ed:

- Competitive Cheer
- Competitive Dance

Eligibility Requirements

The rules and regulations of NAIA apply to both men's and women's athletics. A first-time entering first-year student must 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 high school graduating class

Complete eligibility regulations are published in the official NAIA Handbook.

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:

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

Residential Life - OUAZ-Surprise

The OUAZ-Surprise campus is a residential campus that requires all full-time students to participate in a University meal plan. A full-time student is also required to reside in University-sponsored housing, provided it is available, unless such student meets one or more of the following criteria:

- is married;
- has legal custody of a child who resides with them at least 50% of the time;
- is a transfer student who has already earned an Associate's degree, or higher, with a minimum of two years of full-time enrollment beyond high school graduation.
- has attained a legal age of 22 prior to August 1 for the fall semester or January 1 for the spring semester;
- has lived in Ottawa University-sponsored housing for 6 or more semesters (Fall or Spring).

Students who for personal reasons desire to reside with a parent/legal guardian may apply for an exception. Such exceptions will be considered for reasons of financial strain, a need to aide in the care of a family member in the house, or other circumstances deemed appropriate by the Dean of Student Affairs in her/his sole discretion. All requests to live off campus must be submitted as a formal appeal letter to the Office of Student Affairs for consideration by the appropriate deadline. All documentation supporting the reason for the appeal must be submitted with the letter.

Residence Halls

All residence halls are closed during the Christmas break. 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 occupying their room. 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 fireworks of any kind

-

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 gender may visit the room during scheduled times that are posted in advance.

Mail Systems

All students living on campus, faculty, and staff are assigned a mailbox, which is used for normal mail distributions, as well as official University communications. Box numbers and keys are distributed through the mail room.

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.

Religious Life at OUAZ-Surprise

The religious life programs and activities of Ottawa University are designed to strengthen the faith of students, faculty and staff in keeping with the mission statement. 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 Director of Student Ministries administers the formal program of religious activities in conjunction with student groups.

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 NCCAA.

NCCAA Affiliation Statement

The OUAZ-Surprise campus of Ottawa University is affiliated with the National Christian College Athletic Association (NCCAA). The purpose of the NCCAA is to promote "outreach and ministry," and to maintain, enhance, and promote "intercollegiate athletic competition with a Christian perspective."

Men's Intercollegiate Programs

Varsity competition for men is available in:

- Baseball
- Basketball
- Cheer
- Football
- Golf
- Tennis
- Track and Field
- Soccer
- Volleyball

Women's Intercollegiate Programs

Varsity competition for women is available in:

- Basketball
- Cheer

- Cross-country
- Dance
- Golf
- Soccer
- Softball
- Tennis
- Track and Field
- Volleyball

Eligibility Regulations

The rules and regulations of the NCCAA 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:

- Earn a minimum composite score of 18 on the ACT or 860 on the SAT.
- Achieve an overall high school GPA of at least a 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 NCCAA. See the Director of Athletics at the OUAZ-Surprise campus for further information.

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.

Career Services

Career advising and resources are available with assistance from the Director of Career Development and Placement. While the responsibility for career planning is the student's, help is available for students to obtain and process career information; including 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.

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. To schedule an appointment or for a referral, see the contact information below:

Kelsey Foss, LPC

University Counselor

785-248-2582

kelsey.foss@ottawa.edu

Health Services

The health center at The College is staffed by a part-time registered nurse who is on duty approximately 30 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. 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 (additional fee applies). Health insurance

information is available through the Office of Student Affairs.

Learner Services

The Adawe Life Plan Center seeks to help students strengthen all aspects of their college-level work. Tutors are available to help students within various departments, or, if necessary, one-on-one tutoring sessions are available. A dedicated writing center is also available to students.

Student Employment Services

The purpose of the program is to provide part-time work positions for students while attending college.

STUDENT SERVICES AT OUAZ-SURPRISE

Ottawa University provides a variety of services in addition to those listed below in an effort to support and integrate students into campus life.

Career Services

Career advising and resources are available with assistance from the Director of Career Development and Placement. While the responsibility for career planning is the student's, help is available for students to obtain and process career information; including career counseling, computerized career guidance, workshops, seminars, fairs, job vacancy listings (on-campus, part-time, full-time, and summer), and much more.

Career Planning and Preparation

OUAZ-Surprise offers a holistic approach to career planning that is designed to prepare today's students for lives of significance. At the beginning of the educational journey at OUAZ-Surprise, each undergraduate student in the traditional program is paired with a Mentor through the Adawe LifePlan Center. One of the first steps is, in fact, for each student to begin to write their life plan narrative. The LifePlan Center is a place where students can engage in discussions with their mentor to help develop their ideas and their passions. The Adawe Mentor remains with the student throughout their time at school.

The new paradigm at OUAZ-Surprise for career planning and preparation is further differentiated through Personal Growth Days (PGD's). Wednesdays are set aside for students to participate in PGD events, which include chapels, a community meal, and workshops and seminars that aim at helping students develop skills that employers prize. OUAZ-Surprise prepares students to enter the workforce with work-ready, marketable skills and to lead a life of significance.

Learner Services

The Adawe Life Plan Center seeks to help students strengthen all aspects of their college-level work. Tutors are available to help students within various departments, or, if necessary, one-on-one tutoring sessions are available.

Student Employment Services

The purpose of the program is to provide part-time work positions for students while attending college. In addition to numerous other experiences, such as through Professional Growth Days and internships, student employment provides students the opportunity to gain valuable experience and training for future employment.

Counseling Services

Students should contact the Director of Campus Ministries for referrals to receive assistance for personal concerns.

Health Services

The office of Student Affairs maintains a list of local health service providers for typical illnesses and minor injuries. All students are required to have health insurance and all health service expenses are the responsibility of the student. For those who do not have personal health insurance, a private health insurance policy is available (additional fee applies).

UNDERGRADUATE PROGRAMS

The requirements for an Ottawa University Bachelor's 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: "Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity." 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 programs focus 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 programs at Ottawa University are 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

At Ottawa University, we understand the liberal arts as an interdisciplinary discourse that blends focus and breadth, connecting the major/professional field with wider contexts and larger wholes, extending to the global community. To this end, Ottawa University's liberal arts studies program provides all students a shared core curriculum that develops critical thinking and long-term

value for intellectual and ethical interrogation. The liberal arts have a history that we seek to honor, albeit in a way responsive to contemporary reality.

One feature that distinguishes Ottawa University from other universities that offer liberal arts and pre-professional education is Ottawa's unique Liberal Arts Studies program (LAS). Virtually all colleges and universities that grant a Bachelor's degree require students to complete some kind of general education program. These institutions often ask students to take courses in a variety of disciplines to ensure breadth, with the expectation that graduates will leave the University with more at their intellectual disposal than the knowledge of their major. At Ottawa University, the curriculum provides opportunity for students to study elements of multiple disciplines, while at the same time reinforcing critical thinking skills through a sequence of interdisciplinary courses.

Critical thinking is the primary skill of the liberally educated person. It is achieved, in an academic setting, via:

- Exposing oneself to a variety of disciplines and points of view
- Posing questions—and answering them
- Developing a comfort with ambiguity
- Requiring evidence for assertions
- Delaying judgment
- Developing and wielding a variety of strategies to engage thinking (reading, writing, seeing, listening, speaking)
- Engaging in the study of "the best that is known and thought in the world . . . irrespective of practice, politics, and everything of the kind". From the *Function of Criticism in the Present Time* by Matthew Arnold (1865).

• ***Instructional Practice*** of a liberal arts education at Ottawa University:

Practice at the residential campuses (The College and QUAZ-Surprise): At the residential campuses of Ottawa University, liberal arts education is understood as an integrated discourse that blends focus and breadth, crucially grounded in critical thinking. To this end, all students at the residential campuses experience a shared core curriculum consisting of an orientation to academic culture, three interdisciplinary seminars, and an array of course choices with each of eight breadth areas. The eight breadth area courses and four LAS core courses comprise 34 credit hours toward graduation—which means that when students leave Ottawa University, whether with a

degree in business or education or human services or biology, they have had an education grounded in the liberal arts. This further communicates to future employers that our graduates have a nimble mind, are not afraid to wrestle with complex ideas, and can adapt to the demands of a diverse and changing workplace.

Practice within Adult Professional and Graduate Studies (APGS): The Adult Professional and Graduate Studies of Ottawa University are also deeply committed to graduating students who are liberally educated. Students on the adult campuses are required to complete at least two courses in each of four-breadth areas: Value/Meaning, Social/Civic, Art/Expression, and Science/Description. Undergraduate students graduating from APGS will have a total of 32 credit hours of liberal arts course work as part of their degree. These four breadth areas combined with the two required liberal arts core courses reflect a strong emphasis on integrated learning and ways of knowing that foster the art of critical thinking.

Ottawa University seeks to prepare its graduates with a breadth of knowledge and ability to integrate that knowledge, as well as to see how knowledge and questions from across different disciplines can enrich understanding of academic fields of study and professional careers.

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:

Breadth

Students will articulate their understanding of various ways of knowing, including the scientific, aesthetic, cultural, historical, ethical, and religious.

Communication

In oral and written forms, students will construct and deliver reasoned arguments from multiple perspectives, provide evidence to support assertions, and develop content in keeping with conventions of genre and discipline.

Critical Thinking

Students will examine assumptions, delay judgments, deconstruct arguments, integrate multiple perspectives, and demonstrate comfort with ambiguity.

Problem Posing

Students will gather the tools necessary to be agents of social change, examining their own cultural contexts, challenging biases and habits of thinking, and working across difference to solve problems.

LAS at the Residential Campuses

The liberal arts core program consists of interdisciplinary seminars throughout the student's years of study and breadth area courses.

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

LAS Seminars at The College and OUAZ-Surprise

LAS 14525 Seminar: Orientation to the Academy

This one-hour seminar orients students to the OU philosophy of education, outlines the expectations of academic life, introduces student to information literacy, and urges the value of liberal arts education.

LAS 15525 Writing in the Disciplines

This course includes critical readings of and analytical writing in response to, representative text across the disciplines, introducing students to the habits of mind of the major disciplines and the stylistic norms that guide written discourse.

LAS 3XXXX Interdisciplinary Seminar

As sophomores or juniors, students choose one among several offerings of intentionally interdisciplinary courses that engage multiple disciplinary lenses to unpack a theme or an idea.

LAS 4XXXX Interdisciplinary Seminar (Capstone)

In a second, team-taught interdisciplinary seminar taken in the final semesters of study, students undertake in-depth study of a multifaceted topic and reflect on - and demonstrate - the extent to which they have achieved the outcomes of OU's liberal arts mission.

Breadth Area 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 breadth area requirement. Students at The College are required to take at least one course in each of eight breadth areas: creative and performing arts, historical and cultural perspectives, social and behavioral sciences, mathematical and logical systems, natural sciences (with lab), language and communication, health and wellness, and theological and philosophical perspectives. Arts and cultural events enrich the opportunities for growth and development beyond the formal classroom by offering lectures, concerts, drama, film, and religious presentations.

Breadth Area Requirements at OUAZ-Surprise

To assure that students have exposure to a rich range of human knowledge and inquiry, the LAS program also has a breadth area requirement. Students at the Surprise campus are required to have six credits of coursework in each of the four breadth areas: value/meaning, social/civic, science/description, and art/expression as aligned with APGS.

LAS at 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 consciously designed to encourage and guide both written and oral communication skills, including an introduction to basic research strategies and conventions.

LAS/UNV Courses at the APGS Campuses

LAS 20010 College Seminar I: Exploring the Liberal Arts

The first of two foundational LAS courses introduces the breadth areas of the liberal arts and examines the importance and meaning of a liberal arts education that integrates learning across the disciplines. The course engages students in adult learning methods and emphasizes skills of critical self-reflection for learning, reading for comprehension and deeper understanding, effective class participation, and thinking and writing at the higher levels of Bloom's Taxonomy.

LAS 20020 College Seminar II: Developing Learning Tools

This second of two foundational LAS courses examines Ottawa's liberal arts breadth areas in greater depth. Students acquire skills for learning in particular disciplines, including developing research questions and methods in different breadth areas. Students learn to integrate and synthesize information as they read scholarly articles and develop a properly cited research paper.

LAS 30012 Writing and Critical Thinking in the Liberal Arts

Engages students in exploring and understanding different ways of knowing through activities, readings, and

discussion in four breadth areas. Students strengthen skills in reflective and critical thinking, written and oral communication, problem-solving, information literacy, and research writing as they explore knowledge and values in the interdisciplinary context of the liberal arts. Students apply new and experiential knowledge in everyday life as they learn to examine multiple points of view and evaluate sources.

LAS 45012 Global Issues in the Liberal Arts

In this liberal arts capstone course, students reflect on experience, knowledge, and skills in each of four breadth areas and apply that learning as they examine current issues and concerns in global contexts. Students use critical thinking skills to recognize different values systems, cultural interpretations, and social constructs. They demonstrate research and writing skills in exploring a global issue.

UNV 11000 Seminar for Significance

Course runs concurrently with the student's first course at Ottawa University and is facilitated by the student's academic advisor to provide the foundation for a successful academic experience. Topics include the exploration of the mission and history of the university, student support services, student responsibilities, the degree planning process, and the examination of their own stewardship of time, money, gifts, and skills.

Breadth Area Requirement at APGS

The breadth area requirement for APGS is applied with the flexibility appropriate to the adult student experience and transcribed academic history. Students at the adult campuses are required to have coursework 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.

Courses are allocated to the various breadth areas as follows:

Area I: Art/Expression:

As part of a breadth of knowledge, students should have an understanding of and an appreciation for art in its many manifestations. The student should have a basic understanding of the various qualities inherent in any artistic expression and have the ability to discuss the nature and bases for aesthetic judgments. Along with this comes the ability to express oneself in a variety of domains, cognitive, affective or psychomotor. Expression is often revealed through communication in its various forms, including written, oral and interpersonal skills. It can also

be demonstrated through other areas such as dance, music, art in its various representations, and creative writing. Examples are courses in Art/Music; Creative Writing, Composition; Dance; Foreign Language; Literature; and Oral, Interpersonal, Persuasive Communication. Courses not acceptable in this area are applied science courses such as welding, HVAC, word processing, etc.

Area II: Social/Civic

There is a body of knowledge usually associated with the social and behavioral sciences that each educated person needs to function effectively within relationships and to make a positive contribution to other persons and the social order. This area emphasizes the understanding of human behavior whether as individuals and/or groups. Examples are courses in Psychology, Sociology, Political Science, Anthropology, History, and Economics. Courses not acceptable in this area are computer networking and technology-related courses.

Area III: Science/Description

A basic understanding of science and technology enhances a person's ability to function effectively in a variety of responsibilities — at home, at work, and as a citizen and participant in society. With an understanding of science, the ability to discuss the nature and purposes of science as a way of interacting with the world and one's experience of it is broadened. Logic and certain methods of science allows one to describe reality through symbols, numbers, and other concepts leading to a greater clarity of awareness and increased problem-solving skills. Courses reported in this area should have elements that foster analysis, synthesis, and evaluation. Examples are courses in Accounting, Biological Sciences, computer languages, Health and Nutrition, Mathematics/Statistics/Logic, Physics/Chemistry. Courses not acceptable in this area are skills classes such as Introduction to Computers, Excel, Powerpoint, etc.

Area IV: Value/Meaning

Socrates said that “the unexamined life is not worth living.” Ottawa University seeks to have each student confront values and demonstrate the ability to recognize and analyze values in a reflective and even creative way. Formal study in the broad area of Humanities usually applies in this area. Examples are courses in Art, Ethics, Cultural Studies, Ethnic Relations, Languages, Music/Dance/Literature, Philosophy, and Religion.

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.

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 major consists of a minimum of 28 credit hours, of which a minimum of 12 credit hours must be upper division credit taken in residence.

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.

The university is responsible for the validity and relevance of the academic degrees it awards. Therefore, students returning after an absence of three years will be required to complete the requirements for their major under the current catalog year in which they return.

Learning Outcomes for 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:

1. Describe the significance and value of the major in meeting the needs of a global community.
2. 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.

Concentrations

Ottawa University offers a variety of concentrations. 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 a minimum of four courses, of which at least 12 semester credits 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 concentration 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 regarding the availability of the concentration at your campus.

Minors

Ottawa University offers a variety of minors. These programs allow students to expand their knowledge in a specific area of interest not related to their major.

1. A minor requires a minimum of six courses and a minimum of 12 upper division credits. At least three courses in the minor must be taken in residence at Ottawa University.
2. Elective or required courses in the minor cannot duplicate courses in any other major, minor, or concentration.
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.

Performance-based minors (Art, Music) only require a minimum of nine upper division credits.

Consult your advisor regarding the availability of the minor at your campus.

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 academic 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 advisor. Each student has an Adawee or Academic 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 advisors and 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, practicums, 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.

Major Requirement

Each student is required to plan a major program in cooperation with their advisor, involving at least 28 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/capstone

course 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.

Each student is required to select breadth area courses consistent with his/her educational goals and approved by the 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 required areas of academic pursuit. Courses that are designated as satisfying these requirements are reviewed regularly and identified in the course schedule each year.

UNDERGRADUATE OFFERINGS

Ottawa University offers the following undergraduate programs. Corresponding degrees are notated. Check program offerings by location for availability of majors.

About Undergraduate Majors

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 or his/her designee. Individualized majors have been designed in areas such as: 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. The individualized major may not be used to circumvent degree requirements that have not been met.

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, under specific conditions, 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 undergraduate and graduate levels. Some programs are totally online, while others are blended, combining face-to-face interaction with online interaction and instruction. Consult your advisor for availability of online programs at your campus.

Majors

ACCOUNTING - BA

The Accounting major helps students understand and master the conceptual framework used to measure and report an organization's economic 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 professional accountability. Communication skills in conveying information to both internal and external stakeholders are developed. In addition, 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.

Completion of this major does not guarantee eligibility to sit for CPA exams due to differences in state requirements. Students planning to sit for a CPA exam should work closely with their advisor on specific/additional requirements prior to graduation.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

ACC 20464	FINANCING AND INVESTING ACTIVITIES (4)
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ACC 30163	COST ACCOUNTING (4)
ACC 33164	INTERMEDIATE ACCOUNTING I (4)
ACC 33264	INTERMEDIATE ACCOUNTING II (4)
ACC 36264	FEDERAL INCOME TAX (4)
ACC 40164	ADVANCED ACCOUNTING (4)
ACC 40165	ADVANCED ACCOUNTING II (4)
ACC 44163	AUDITING (4)
ACC 49060	SEMINAR IN APPLIED ACCOUNTING (4)
FIN 30000	FOUNDATIONS OF FINANCE (3)

If Federal Income Tax is transferred from another university, the course must have been completed within the last five years

Dual-Degree Option

Eligible students may apply for Ottawa University's Five-Year Combined Bachelor of Arts in Accounting/Master of Accountancy (MAcc) program.

Current OU accounting majors who meet the following criteria may apply to the MAcc program:

- Junior standing or higher (at least 90 credit hours)
- A minimum cumulative OU grade point average of 3.0

Admission in to the program as an OU undergraduate does not require the GMAT, essays, or any letters of recommendation. OU students should apply for admission to the MAcc program while enrolled in ACC 33264 Intermediate Accounting II or ACC 40164 Advanced Accounting.

As a senior in the Five-Year Combined BA Accounting/MAcc Program, students will enroll in three graduate classes that will count toward the BA in Accounting as indicated below. These courses will replace specific courses offered in the BA Accounting degree. A special course number has been assigned (see below) to these courses taken by students in the Five-Year Combined program. Students will need to understand the requirements for these courses are more rigorous.

ACC 5003 Advanced Financial Accounting and Reporting (replaces ACC 40165; prerequisite ACC 40164)

ACC 5006 Advanced Income Taxation (replaces ACC 36244; prerequisite ACC 20464)

ACC 5400 Advanced Auditing and Forensic Accounting (replaces ACC 44163; prerequisites ACC 33164; ACC 36264; MAT 20044 or OAD 30763)

Elective Concentrations Available:

Actuarial Science

Economics

Finance

Leadership and Management

Marketing

ADDICTIONS COUNSELING - BS

The Addictions Counseling major is focused on the integration of research, theories of addiction, and counseling theories. Students gain an understanding of factors that influence the delivery of addiction counseling and substance use disorder services. They also learn how to assist addicted individuals in obtaining long-term recovery through curriculum which guides them through screening, intake, assessment, treatment planning, orientation, treatment, case management, crisis intervention, client education, consultation, client referral, and documentation.

Upon graduating from Ottawa University's Addictions Counseling program, students have a solid foundation for graduate studies in addiction counseling, mental health counseling, clinical psychology, social work, counselor education, law enforcement, law, and human services.

Ottawa University is an approved NAADAC education provider.

This program academically prepares graduates to meet the licensure/certification requirements in many states. Because these requirements vary from state-to-state, it is the responsibility of the student to contact his/her licensure or certification authority for assurance that the program meets that state's requirements.

DEGREE REQUIREMENTS

Requirements List

ADC 30000	INTRO TO SUBSTANCE ABUSE DISORDERS AND ADDICTIONS COUNSELING (3)
ADC 30003	HUMAN DEVELOPMENT AND ADDICTION (3)
ADC 40000	THEORIES OF PERSONALITY AND ADDICTION (3)
ADC 40003	PSYCHOPHARMACOLOGY AND ADDICTION (3)
ADC 40006	PSYCHOPATHOLOGICAL AND CO-OCCURRING DISORDERS (3)
ADC 40009	CLINICAL ADDICTION COUNSELING ISSUES (3)
ADC 40012	MULTI-CULTURAL COMPETENCIES IN ADDICTION COUNSELING (3)
ADC 40015	PROFESSIONAL RESPONSIBILITY: LEGAL AND ETHICS ISSUES OF

ADC 40018	ADDICTION COUNSELING (3) SPECIAL ISSUES IN ADDICTION COUNSELING (3)
ADC 40021	FAMILIES AND ADDICTION (3)
ADC 40024	GROUP COUNSELING IN ADDICTION (3)
ADC 49000	SEMINAR IN ADDICTIONS COUNSELING (3)
	OR
ADC 40027	ADC PRACTICUM/INTERNSHIP I (3) AND
ADC 40030	ADC PRACTICUM/INTERNSHIP II (3)

ADC 40033 Practicum/Internship III and ADC 40036 Practicum/Internship IV may be taken if additional hours are needed for licensure/certification.

ART - BA - THE COLLEGE

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.

DEGREE REQUIREMENTS

Required Major Courses for Drawing/Painting/Design Emphasis

ART 13023	ART FUNDAMENTALS (3)
ART 20623	ART HISTORY I (3)
ART 20723	ART HISTORY II (3)
ART 22023	DRAWING & COMPOSITION I (3)
ART 23023	DESIGN I (3)
ART 23523	PAINTING I (1)
ART 24000	COMPUTER GRAPHICS (3)
ART 33023	DESIGN II (3)
ART 45523	SPECIAL TOPICS IN ART (3)
ART 49024	ART COMPREHENSIVE (4)
	Select two from the following:
ART 23423	GRAPHIC ART (3)
ART 33523	PAINTING II (3)

Special Topics in Art (Two courses required)

Required Major Courses for Sculpture/Crafts/Design Emphasis

ART 13023	ART FUNDAMENTALS (3)
ART 20623	ART HISTORY I (3)
ART 20723	ART HISTORY II (3)
ART 22023	DRAWING & COMPOSITION I (3)
ART 23023	DESIGN I (3)
ART 23723	CERAMICS I (3)
ART 24000	COMPUTER GRAPHICS (3)
ART 33023	DESIGN II (3)
ART 33723	CERAMICS II (3)
ART 45523	SPECIAL TOPICS IN ART (3)
ART 49024	ART COMPREHENSIVE (4)

Special Topics in Art (Three courses required)

ART EDUCATION - BA - THE COLLEGE

The Art Education major prepares teachers to teach art and art appreciation programs at various levels (Pre-K through grade 12). In addition to art fundamentals, art history, and teaching art methods, students will explore a variety of mediums that also aid in their development as an artist and fosters and inspires the creative processes.

DEGREE REQUIREMENTS

Education Course Requirements

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49001	ELEMENTARY STUDENT TEACHING I (4)
EDU 49021	SECONDARY STUDENT TEACHING I (4)

Licensure Requirements

ART 10321	PHOTOGRAPHY (1)
ART 10921	FIBERS (1)
ART 11121	CRAFTS (1)
ART 13023	ART FUNDAMENTALS (3)
ART 20623	ART HISTORY I (3)
ART 20723	ART HISTORY II (3)
ART 22023	DRAWING & COMPOSITION I (3)
ART 23023	DESIGN I (3)
ART 23523	PAINTING I (1)
ART 23723	CERAMICS I (3)
ART 24000	COMPUTER GRAPHICS (3)
ART 30423	PRE K-ELEMENTARY ART METHODS (3)
ART 30523	MIDDLE SCHOOL SECONDARY

	ART METHODS (3)
ART 33023	DESIGN II (3)
ART 45523	SPECIAL TOPICS IN ART (3)
ART 49024	ART COMPREHENSIVE (4)

Special Topics in Art (2 courses required)

General Education Licensure Requirements

BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4) OR
PHY 11043	PHYSICAL SCIENCE & LAB (4)
ENG 23723	INTERMEDIATE WRITING (3)
HPS 11053	AMERICAN EXPERIENCE I (3)
MAT 10743	FOUNDATIONS OF MATHEMATICS (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)

BIOLOGY - BA - THE COLLEGE

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.

DEGREE REQUIREMENTS

Requirements List

BIO 12043	GENERAL BIOLOGY I (4)
BIO 20003	BIOLOGY OF PLANTS & LAB (3)
BIO 20013	BIOLOGY OF ANIMALS & LAB (3)
BIO 30743	ECOLOGY LECTURE (3)
BIO 30242	MICROBIOLOGY LAB (2) AND
BIO 30243	MICROBIOLOGY (3) OR
BIO 32100	CELL BIOLOGY & IMMUNOLOGY (4)
BIO 35523	BIOLOGY RESEARCH METHODS (3)
BIO 49041	INTEGRATIVE SURVEY (1)
BIO 49301	SENIOR THESIS: BIOLOGY (2) OR
BIO 49401	BIOLOGY: SENIOR RESEARCH (3)
CHE 12044	GENERAL CHEMISTRY I & LAB (4)
CHE 12144	GENERAL CHEMISTRY II & LAB (4)
MAT 20044	INTRODUCTION TO STATISTICS (4)

6 hours of upper-level electives (including 1 lab)

BIOLOGY - BS

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.

DEGREE REQUIREMENTS

Requirements List

BIO 12043	GENERAL BIOLOGY I (4)
BIO 20003	BIOLOGY OF PLANTS & LAB (3)
BIO 20013	BIOLOGY OF ANIMALS & LAB (3)
BIO 30242	MICROBIOLOGY LAB (2) AND
BIO 30243	MICROBIOLOGY (3) OR
BIO 32100	CELL BIOLOGY & IMMUNOLOGY (4) AND
BIO 30006	FIELD ECOLOGY (2)
BIO 30743	ECOLOGY LECTURE (3)
BIO 35523	BIOLOGY RESEARCH METHODS (3)
BIO 49041	INTEGRATIVE SURVEY (1)
BIO 49401	BIOLOGY: SENIOR RESEARCH (3)
CHE 12044	GENERAL CHEMISTRY I & LAB (4)
CHE 12144	GENERAL CHEMISTRY II & LAB (4)
CHE 32041	ORGANIC CHEMISTRY I LAB (2)
CHE 32043	ORGANIC CHEMISTRY I (3)
MAT 20044	INTRODUCTION TO STATISTICS (4) OR
MAT 31143	PROBABILITY (4)
MAT 11143	PRECALCULUS (3) OR
MAT 21044	CALCULUS I (4)
PHY 22043	COLLEGE PHYSICS I & LAB (4) Nine credits of upper level electives

BUSINESS ADMINISTRATION - BS

The Business Administration major is designed to provide an understanding of the core functional areas of a

company, while also allowing for focused concentration in a particular area of interest. Through rigorous case study and practical application, students study the challenges and opportunities facing existing companies as well as new ventures. Students learn how a business can achieve its objectives in a competitive environment while maintaining a culture of sound and ethical principles and practices. They learn to analyze and evaluate business systems in terms of their efficiency, effectiveness, productivity, and profitability, and they learn to make convincing presentations to all levels of business management. Students gain an appreciation of how responsible business practices can improve economic standards, social stability, and international trade. Business Administration graduates leave with developed integrative critical-thinking skills and a proven ability to execute informed decision making processes. Graduates are prepared for a range of career opportunities in both for-profit and nonprofit private entities as well as in the public sector.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

ACC 20464	FINANCING AND INVESTING ACTIVITIES (4)
MIS 20000	INFORMATICS (3)
OAD 30013	PRODUCTION OPERATIONS MANAGEMENT (3)
OAD 30563	MANAGEMENT (3)
OAD 31063	BUSINESS LAW (3)
OAD 31863	PRINCIPLES OF MARKETING (3)
OAD 32563	HUMAN RESOURCES ADMINISTRATION (4)
OAD 41464	PROJECT MANAGEMENT (3)
OAD 49100	STRATEGIES AND POLICIES (4)
FIN 30000	FOUNDATIONS OF FINANCE (3)

Elective Concentrations Available:

Actuarial Science
Economics
Educational Business Services
Finance
Health Care Management
Human Resources
Leadership and Management
Marketing

BUSINESS ECONOMICS - BA

The Business Economics major highlights the decision making of people in a business ---entrepreneurs, managers, employees, executives, shareholders, etc. --- as well as the impact of those decisions on society. Graduates will have critical thinking skills well rounded in the liberal arts tradition to be successful in providing solutions to problems found in business and life. These skills will include the ability to analyze existing systems or institutions, find economic data and other existing knowledge to apply it to a problem and then form recommendations to enhance efficiency and/or equity. Oral and written communication skills coupled with the economic way of thinking will provide graduates with the necessary skills to effectively impact their work and personal lives as well as their community and society.

*Beginning in the 2013-2014 academic year, the ASSB began offering the Bachelor of Arts degree in Business Economics. The following note is included with respect to this degree program.

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ACC 20464	FINANCING AND INVESTING ACTIVITIES (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)

OAD 31664 BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

ECO 30163 INTERMEDIATE MICROECONOMICS (3)
 ECO 30363 MONEY AND BANKING (3)
 ECO 30463 SPATIAL ECONOMICS (3)
 ECO 33063 ENTREPRENEURIAL ECONOMICS (3)
 ECO 40664 INVESTMENT FINANCE (3)
 ECO 49003 ECONOMICS OF MANAGERIAL DECISIONS (4)
 OAD 30563 MANAGEMENT (3)
 FIN 30000 FOUNDATIONS OF FINANCE (3)

Recommended Courses

ACC 30163 COST ACCOUNTING (4)
 ECO 40963 INTERNATIONAL ECONOMICS (3)
 LAS 45570 SPECIAL TOPICS: GLOBAL BUSINESS PERSPECTIVES (3)
 SOC 10453 INTRODUCTION TO SOCIOLOGY (3)
 OR
 SOC 26053 CULTURAL ANTHROPOLOGY (3)
 PSY 12053 PRINCIPLES OF PSYCHOLOGY (3)

Elective Concentrations Available:

Finance

Human Resources

Leadership and Management

Marketing

CHRISTIAN STUDIES AND MINISTRY - BA

The Christian Studies and Ministry major promotes an investigation of the basic questions of human existence: origin, meaning, purpose and end. It focuses on Christianity and encourages a comprehension of Christian beliefs and practices and how they interact with other religions and worldviews throughout the world. Students analyze sacred literature (primarily but not exclusively Christian) and historical contexts to understand the interactions of religion and culture. Students 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 worldviews, and develop a personal sense of responsibility that creates a need to minister to others in a holistic manner. Students 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.

DEGREE REQUIREMENTS

Elective Courses

Choose two from the following:

REL 22003 EXPLORATION OF PERSONAL MINISTRY (3)
 REL 41223 INTRODUCTION TO NEW TESTAMENT GREEK (3)
 REL 41523 ISSUES IN SCIENCE AND RELIGION (3)
 REL 45523 TOPICS IN RELIGIOUS THOUGHT (3)

Required Major Courses

REL 20224 THE GOSPELS (3)
 REL 21024 CHRISTIAN THOUGHT I (3)
 REL 30123 BIBLICAL BOOK (3)
 REL 30323 PENTATEUCH (3)
 REL 31023 CHRISTIAN THOUGHT II (3)
 REL 33823 WORLD RELIGIONS (3)
 REL 36523 CHRISTIANITY IN A PLURALISTIC SOCIETY (3)
 REL 40224 CHRISTIAN ETHICS (3)
 REL 41023 INTERNSHIP: RELIGION (3)
 REL 44823 LIFE AND THOUGHT OF PAUL (3)
 REL 49023 COMPREHENSIVE IN RELIGION (4)

Recommended Course

PHL 11023 BASIC ISSUES IN PHILOSOPHY (3)

COMMUNICATION - BA

The Communication program combines the liberal arts philosophy of Ottawa University with knowledge within the discipline of communication to help students perform effectively in a wide range of personal, professional and educational settings. It promotes analysis, synthesis and evaluation of communication theory such as interpersonal, small group, organizational, and intercultural. Students in this major develop critical-thinking skills and an awareness of cultural and social diversity; students develop their communication abilities and learn processes to achieve desired outcomes in a variety of settings and audiences. As part of the major, students will develop a philosophy for ethical, moral and lawful treatment of communication stakeholders. The major prepares students for graduate study and/or a variety of careers.

DEGREE REQUIREMENTS

Required Courses

COM 11023	SPEECH PREPARATION AND DELIVERY (3) OR
COM 10163	INTRO TO HUMAN COMMUNICATION (3)
COM 20165	MEDIA WRITING (3) OR
COM 23263	NEWS AND FEATURE REPORTING (3)
COM 24003	CRITICAL LISTENING (3)
COM 30163	INTERPERSONAL COMMUNICATION (3)
COM 30263	SMALL GROUP COMMUNICATION (3)
COM 30363	ORGANIZATIONAL COMMUNICATION (3)
COM 30563	VISUAL COMMUNICATION (1)
COM 40163	COMMUNICATION LAW AND ETHICS (3)
COM 40164	INTERNATIONAL/INTERCULTURAL COMMUNICATION (3)
COM 49100	SEMINAR IN APPLIED COMMUNICATION (4) OR
COM 49263	SENIOR COMPREHENSIVE (4) Six credits of COM electives

ELECTIVE CONCENTRATIONS AVAILABLE:

Speech

EDUCATION - BA - ARIZONA

Programs offered for Arizona Certification

Early Childhood Education (Dual certification in Early Childhood Special Education is available)

Elementary Education

Secondary Education

The Elementary, Early Childhood/Early Childhood Special Education, and Secondary Education programs are designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Candidates complete methods courses, professional education courses, field experiences, observations, and clinical experiences.

They develop critical thinking skills through an analysis of educational history, philosophy and psychology, an evaluation of the assessment of learning, and application of classroom management. They gain awareness of cultural

diversity, ethics appropriate teaching dispositions, and the social and political contexts of education. Elementary and early childhood majors must also demonstrate ability in liberal arts areas including mathematics, communication, inquiry, wellness, science, social studies, and the fine arts. The education major is based on state, regional, and national certification criteria and testing competencies. The Ottawa University teacher education programs are state approved in Arizona.

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

The Ottawa University teacher education programs are defined in detail in the Ottawa University Teacher Education Handbook according to the agreement between the Arizona State Department of Education and Ottawa University-Arizona. Programs leading toward teacher certification must be aligned with content and outcomes as noted in a program of study. Major/program outcomes are provided to candidates by their academic advisor.

Admission to the Teacher Education Program

Admission and exit requirements for the Teacher Education program may be found under Undergraduate Admissions.

Teacher certification/licensure candidates will be responsible for pedagogical knowledge, content knowledge, and clinical practice coursework under the guidance of a program director or designee. Course needs may vary due to recency, state requirements, and previous degrees.

EDUCATION - BA - KANSAS

Programs offered for Kansas Certification

Elementary Education

PreK-12 Education

Secondary Education

The Elementary, PreK-12 Education, and Secondary Education programs are designed to produce teachers who have the knowledge, social competencies, methods, communication skills, and sensitivity to be effective in the school environment. Candidates complete methods courses, professional education courses, field experiences, observations, and clinical experiences.

They develop critical thinking skills through an analysis of educational history, philosophy and psychology, an

evaluation of the assessment of learning, and application of classroom management. They gain awareness of cultural diversity, ethics appropriate teaching dispositions, and the social and political contexts of education.

All education majors must also demonstrate ability in liberal arts areas including mathematics, communication, inquiry, wellness, science, social studies, and the fine arts. The education major is based on state, regional, and national certification criteria and testing competencies. The Ottawa University teacher education programs are state approved in Kansas and the Kansas Unit (Overland Park, Online, and the Residential Campus) is accredited by NCATE/CAEP (The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation).

Candidates are encouraged to declare their intent to pursue teacher licensure as part of their program of study during the initial coursework associated with their first course (the first formal course taken by all incoming undergraduate candidates). During the first education course, the candidate will work in consultation with his/her advisor to put together a program of study that will guide and direct the candidate through the required courses leading to student teaching and licensure.

The Ottawa University teacher education programs are defined in detail in the Ottawa University Teacher Education Handbook according to the agreement between the Kansas State Department of Education and Ottawa University-Kansas. Programs leading toward teacher licensure must be aligned with content and outcomes as noted in a program of study. Major/program outcomes are provided to candidates by their academic advisor.

Admission to the Teacher Education Program

Admission and exit requirements for the Teacher Education program may be found on the Undergraduate Admissions page.

Teacher certification/licensure candidates will be responsible for pedagogical knowledge, content knowledge, and clinical practice coursework under the guidance of a program director or designee. Course needs may vary due to recency, state requirements, and previous degrees.

EARLY CHILDHOOD EDUCATION/DUAL CERTIFICATION EC SPECIAL EDUCATION - BA - ARIZONA

The program outlined below is designed for those seeking to obtain the course work necessary for Arizona dual-certification in Early Childhood (ECE) and Early Childhood Special Education (ECSE), birth to age 8 years old.

Students not seeking dual certification will not need to take ECE 49015.

DEGREE REQUIREMENTS

Required Courses:

- ECE 30100 EARLY CHILDHOOD FOUNDATIONS (4)
- ECE 30200 CHILD DEVELOPMENT AND LEARNING (4)
- ECE 30300 EARLY CHILDHOOD TYPICAL/ATYPICAL QUALITY PRACTICES (4)
- ECE 30400 EARLY CHILDHOOD SOCIAL AND EMOTIONAL DEVELOPMENT (4)
- ECE 30503 EARLY CHILDHOOD MATH AND SCIENCE METHODS (4)
- ECE 30506 EARLY CHILDHOOD SOCIAL STUDIES AND ART METHODS (4)
- ECE 30600 EARLY CHILDHOOD ASSESSMENT AND MONITORING (4)
- ECE 30700 EARLY LITERACY AND READING METHODS (4)
- EDU 44033 SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
- ECE 49010 EARLY CHILDHOOD PRACTICUM BIRTH-PREK (4)
- ECE 49012 EARLY CHILDHOOD STUDENT TEACHING K-3RD GRADE (4)
- ECE 49015 EARLY CHILDHOOD STUDENT TEACHING K-3 SPECIAL EDUCATION (4)
- HPS 30151 ARIZONA CONSTITUTION (1)
- HPS 30251 UNITED STATES CONSTITUTION (1)

EARLY CHILDHOOD EDUCATION STUDIES - BA - ARIZONA

The program outlined below prepares students to work with children birth to age 8 years old but does not meet licensure requirements for teaching in a classroom.

DEGREE REQUIREMENTS

Required Courses:

- ECE 30100 EARLY CHILDHOOD FOUNDATIONS (4)
- ECE 30200 CHILD DEVELOPMENT AND LEARNING (4)
- ECE 30300 EARLY CHILDHOOD TYPICAL/ATYPICAL QUALITY PRACTICES (4)
- ECE 30400 EARLY CHILDHOOD SOCIAL AND

	EMOTIONAL DEVELOPMENT (4)
ECE 30503	EARLY CHILDHOOD MATH AND SCIENCE METHODS (4)
ECE 30506	EARLY CHILDHOOD SOCIAL STUDIES AND ART METHODS (4)
ECE 30600	EARLY CHILDHOOD ASSESSMENT AND MONITORING (4)
ECE 30700	EARLY LITERACY AND READING METHODS (4)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49004	ISSUES IN EDUCATION (3)
HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)

ELEMENTARY EDUCATION - BA - ARIZONA - KANSAS - ONLINE

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. Graduates of the elementary education major are prepared to serve in a variety of school settings, both public and private.

Students admitted to this program at the adult and online locations must reside in Arizona, Kansas, or Missouri.

DEGREE REQUIREMENTS

Required Courses

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 20033	INTEGRATING THE FINE ARTS (2)
EDU 30030	ELEMENTARY MATH METHODS (3)
EDU 30031	ELEMENTARY MATH METHODS & PRACTICUM (3)
EDU 33000	ELEMENTARY LANG ARTS AND SOC STUDIES METHODS (3)
EDU 33132	ELEMENTARY SCIENCE METHODS (3)

EDU 33136	ELEMENTARY PRIMARY READING METHODS/PRACTICUM (3)
EDU 33236	ELEMENTARY INTERMEDIATE READING METHODS/PRACTICUM (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49001	ELEMENTARY STUDENT TEACHING I (4)
EDU 49002	ELEMENTARY STUDENT TEACHING II 4-6TH GRADE (4)
PED 30933	HEALTH/PHYSICAL EDUCATION METHODS ELEMENTARY CLASSROOM TEACHERS (2)

General Education Licensure Requirements

HPS 11053	AMERICAN EXPERIENCE I (3)
HPS 31654	TWENTIETH CENTURY WORLD HISTORY (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
MAT 10443	INTERMEDIATE COLLEGE ALGEBRA (3)
BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4)
PHY 11043	PHYSICAL SCIENCE & LAB (4)
ENG 23723	INTERMEDIATE WRITING (3)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

State-Specific - Arizona

HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)

ENGINEERING - BS

The Engineering major is designed to educate students within a liberal arts environment so that they will develop the skills necessary to make significant contributions in the field of engineering, while also having a positive impact on society. Rather than specializing in a particular field in engineering, Ottawa's general program offers students a broader perspective and provides them with a solid foundation of the engineering principles needed to analyze and solve the technical challenges of the future. Significant coursework in both applied and theoretical mathematics prepares students for entry into engineering graduate programs, while the program's emphasis on oral, written, and interpersonal communication prepares students with the non-technical skills that are critically important in the engineering profession.

DEGREE REQUIREMENTS

Requirements List

COM 11023	SPEECH PREPARATION AND DELIVERY (3)
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COM 30163	INTERPERSONAL COMMUNICATION (3)
CHE 12044	GENERAL CHEMISTRY I & LAB (4)
ECO 20263	MICROECONOMICS (3)
EGR 10000	INTRODUCTION TO ENGINEERING (3)
EGR 20000	STATICS (3)
EGR 20003	CIRCUITS (4)
EGR 20006	DYNAMICS (3)
EGR 20009	THERMODYNAMICS (3)
EGR 30000	ELECTRONICS (3)
EGR 30003	MICROPROCESSORS (3)
EGR 30006	MECHANICS OF MATERIALS (3)
EGR 30012	ENGINEERING LAB I (1)
EGR 31003	SIGNALS AND SYSTEMS (3)
EGR 40000	DIGITAL SIGNAL PROCESSING (3)
EGR 40003	ENGINEERING LAB II (1)
EGR 40006	ENGINEERING LAB III (1)
EGR 41003	FLUID MECHANICS (4)
EGR 49000	SEMINAR IN APPLIED ENGINEERING (3)
ENG 20623	TECHNICAL WRITING (3)
MAT 11143	PRECALCULUS (3)
MAT 20043	DISCRETE MATHEMATICS (3)
MAT 21044	CALCULUS I (4)
MAT 21144	CALCULUS II (4)
MAT 22043	LINEAR ALGEBRA (4)
MAT 30243	TRANSITION TO HIGHER MATHEMATICS (3)
MAT 31044	CALCULUS III (4)
MAT 31143	PROBABILITY (4)
MAT 32044	INFERENCE STATISTICS (4)
MAT 33043	DIFFERENTIAL EQUATIONS (3)
PHY 24743	UNIVERSITY PHYSICS I & LAB (4)
PHY 24843	UNIVERSITY PHYSICS II & LAB (4)

ENGLISH - BA

The English major promotes interrogation, analysis, and evaluation of a wide range of authors, characters, themes, plots, and styles in world literature. By studying and applying literary criticism, students learn to appreciate the power of written language and the ways in which literature articulates and reflects social, political, and cultural contexts. Students are encouraged to relate literary insights to their own lives as they become sensitive and ethical problem-solvers. Students reflect on their values and, ideally, discover something about what it means to be a socially responsible citizen. They are exposed to varied worldviews that help them to value diversity and to consider the opinions of others. Students learn to identify the techniques of professional writers, inculcate habits of critical thinking, and discover their own voices and styles through the written word. Literary studies are therefore

crucial to a liberal arts curriculum both in the development of a student's expressive abilities and the cultivation of intellectual inquiry. Graduates may deploy their acquired talents in a broad range of careers in law, journalism, advertising, public relations, publishing, communications, library science, technical writing, government, business, and education.

DEGREE REQUIREMENTS

SPECIAL NOTE: All English courses require the style guidelines for written assignments established by the Modern Language Association of America, or what is commonly referred to as MLA style. The American Psychological Association, or APA guidelines for published works are "not" used in English courses listed below.

Introductory Course

Choose one from the following:

ENG 10223	CONTEMPORARY LITERATURE (3)
ENG 20223	INTRODUCTION TO LITERATURE (3)

Survey Courses

ENG 26023	FROM HOMER TO HERRICK (3)
ENG 27023	FROM VOLTAIRE TO VICTORIA (3)
ENG 28023	FROM WILDE TO WEILIN (3)

Linguistics Course

ENG 32523	THE ENGLISH LANGUAGE (3)
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Writing Course

Choose one from the following:

ENG 31023	ADVANCED EXPOSITORY WRITING (3)
ENG 32723	CREATIVE WRITING (3)

Theme-Based Courses

Choose three from the following:

ENG 31723	MULTICULTURAL LITERATURE (3)
ENG 33523	ENVIRONMENTAL LITERATURE (3)
ENG 34023	PROTEST LITERATURE (3)
ENG 40123	LITERARY CRITICISM (3)

Seminar Courses

Choose two from the following:

ENG 41823	SHAKESPEARE SEMINAR (3)
	OR
ENG 45123	SEMINAR IN BRITISH LITERATURE (3)
ENG 45023	SEMINAR: AMERICAN LITERATURE (3)

Capstone Course

ENG 49201	INTEGRATIVE SEMINAR IN CRITICISM (4)
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ENGLISH - BA - THE COLLEGE

The English major promotes interrogation, analysis, and evaluation of a wide range of authors, characters, themes, plots, and styles in world literature. By studying and applying literary criticism, students learn to appreciate the power of written language and the ways in which literature articulates and reflects social, political, and cultural contexts. Students are encouraged to relate literary insights to their own lives as they become sensitive and ethical problem-solvers. Students reflect on their values and, ideally, discover something about what it means to be a socially responsible citizen. They are exposed to varied worldviews that help them to value diversity and to consider the opinions of others. Students learn to identify the techniques of professional writers, inculcate habits of critical thinking, and discover their own voices and styles through the written word. Literary studies are therefore crucial to a liberal arts curriculum both in the development of a student's expressive abilities and the cultivation of intellectual inquiry. Graduates may deploy their acquired talents in a broad range of careers in law, journalism, advertising, public relations, publishing, communications, library science, technical writing, government, business, and education.

DEGREE REQUIREMENTS

Introductory Course

Choose one from the following:

- ENG 10223 CONTEMPORARY LITERATURE (3)
 ENG 10323 INTRODUCTION TO LITERATURE AND FILM (3)

Survey Courses

- ENG 26023 FROM HOMER TO HERRICK (3)
 ENG 27023 FROM VOLTAIRE TO VICTORIA (3)
 ENG 28023 FROM WILDE TO WEILIN (3)

Linguistics Course

- ENG 32523 THE ENGLISH LANGUAGE (3)

Writing Course

Choose one from the following:

- ENG 31023 ADVANCED EXPOSITORY WRITING (3)
 ENG 32723 CREATIVE WRITING (3)

Seminar Courses

- ENG 40123 LITERARY CRITICISM (3)
 ENG 41823 SHAKESPEARE SEMINAR (3)
 OR
 ENG 45123 SEMINAR IN BRITISH LITERATURE (3)
 ENG 45023 SEMINAR: AMERICAN LITERATURE (3)

Theme-Based Courses

Choose three from the following:

- ENG 33023 IMAGE AND TEXT (3)
 ENG 33523 ENVIRONMENTAL LITERATURE (3)
 ENG 34023 PROTEST LITERATURE (3)
 ENG 34523 LITERATURE & SPIRITUALITY/THE SACRED (3)
 ENG 37623 MADNESS: MULTIFACETED APPROACH (3)

Capstone

- ENG 49023 SENIOR COMPREHENSIVE (3)

EXERCISE SCIENCE - BA

The Exercise Science major prepares students with the knowledge, skills, attitudes, and values to become effective professionals. Students are encouraged to engage in creative thinking and problem solving to help them become lifelong learners and reflective practitioners. Pre-professionals are provided theoretical education and are then frequently challenged to apply this knowledge in real world, professional settings with diverse groups of people. Graduates are prepared for further study for professions such as physical therapy, occupational therapy, athletic training, sports nutrition, massage therapy, personal training, strength and conditioning, coaching, biomechanics, and exercise physiology.

DEGREE REQUIREMENTS

Required Major Courses

- BIO 20433 HUMAN ANATOMY & LAB (4)
 BIO 30433 HUMAN PHYSIOLOGY & LAB (4)
 PED 11133 HISTORY & PRINCIPLES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION (3)
 PED 20533 CARE AND PREVENTION OF ATHLETIC INJURIES (3)
 PED 30233 PSYCHOLOGY AND SOCIOLOGY OF SPORTS (3)
 PED 30303 SPORTS NUTRITION (3)
 PED 30333 ADVANCED ATHLETIC TRAINING (3)
 PED 30732 FIRST AID INSTRUCTOR TRAINING (2)
 PED 32533 KINESIOLOGY (3)
 PED 33532 ADAPTIVE PHYSICAL EDUCATION (3)
 PED 35500 HUMAN ANATOMY EXERCISE SCIENCE (3)
 PED 41043 INTERNSHIP: EXERCISE SCIENCE

	(3)
PED 41733	THEORY OF ADMIN IN HPE&R (3)
PED 46000	SENIOR SEMINAR (1)
PAC 10131	WEIGHT TRAINING (1)
PAC 11131	LIFETIME FITNESS (1)
PAC 11231	NONTRAD TEAM SPORTS I (1)
PED 34533	EXERCISE PHYSIOLOGY (3)
PED 34534	EXERCISE PHYSIOLOGY LAB (1)
PED 35502	HUMAN ANATOMY OF EXERCISE SCIENCE LAB (1)

Required Supporting Courses

BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4)
BIO 21443	INTRODUCTION TO NUTRITION (3)
CHE 10044	CONCEPTS OF CHEMISTRY (3)
	OR
CHE 12044	GENERAL CHEMISTRY I & LAB (4)
COM 10163	INTRO TO HUMAN COMMUNICATION (3)
	OR
COM 11023	SPEECH PREPARATION AND DELIVERY (3)
ENG 23723	INTERMEDIATE WRITING (3)
	OR
ENG 31023	ADVANCED EXPOSITORY WRITING (3)
OAD 30563	MANAGEMENT (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)

Elective Concentrations Available:

- Coaching/Admin
- Personal Training and Strength and Conditioning
- Pre-Allied Health

FINANCE - BS

The Finance major will prepare students to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Graduates will leave with knowledge in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

*Beginning in the 2014-2015 academic year, the ASSB began offering the Bachelor of Science degree in Finance. The following note is included with respect to this degree program:

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP

accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

ACC 20464	FINANCING AND INVESTING ACTIVITIES (4)
ECO 30363	MONEY AND BANKING (3)
ECO 40664	INVESTMENT FINANCE (3)
ECO 40963	INTERNATIONAL ECONOMICS (3)
FIN 30000	FOUNDATIONS OF FINANCE (3)
FIN 41000	INVESTMENT THEORY (3)
FIN 41003	REAL ESTATE FINANCE (3)
FIN 41006	BEHAVIORAL FINANCE (3)
FIN 49000	SEMINAR IN APPLIED FINANCE (4)

HEALTH CARE MANAGEMENT - BA

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. The Health Care Management major offers two tracks. The Clinical Track will enable those who currently have a registry or license (e.g., radiologist, registered nurse, etc.) to apply prior learning and complete the core courses. A minimum of 30 clinical/laboratory hours or registry/certifications are required to pursue the clinical

track. The Non-Clinical Track is designed to assist individuals interested in health care management/administration who do not hold a clinical license or registry. Individuals interested in administrative, management, sales, insurance, and reimbursement professions related to health care will find valuable preparation in the Non-Clinical Track.

DEGREE REQUIREMENTS

Foundation Courses for the Non-Clinical Track

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Courses for the Non-Clinical Track

OAD 36010	INTRO TO HEALTH CARE DELIVERY SYSTEMS (4)
OAD 36020	PLANNING & BUDGETING IN HEALTH CARE (4)
OAD 38663	HUMAN RESOURCES IN HEALTH CARE ORGANIZATIONS (4)
OAD 40654	HEALTH CARE LAW & ETHICS (4)
OAD 46000	HEALTH CARE POLICY AND REGULATIONS (4)
OAD 48400	QUALITY IN HEALTH CARE (4)
OAD 48563	MANAGEMENT OF HEALTH CARE ORGANIZATIONS (4)
OAD 49500	SEMINAR IN APPLIED HEALTH CARE MANAGEMENT (4)

Required Courses for the Clinical Track

OAD 36020	PLANNING & BUDGETING IN HEALTH CARE (4)
OAD 38663	HUMAN RESOURCES IN HEALTH CARE ORGANIZATIONS (4)
OAD 40654	HEALTH CARE LAW & ETHICS (4)
OAD 46000	HEALTH CARE POLICY AND REGULATIONS (4)
OAD 48400	QUALITY IN HEALTH CARE (4)
OAD 48563	MANAGEMENT OF HEALTH CARE ORGANIZATIONS (4)
OAD 49500	SEMINAR IN APPLIED HEALTH CARE MANAGEMENT (4)

Elective Concentrations Available:

Economics

Finance

Human Resources

Leadership and Management

Marketing

HISTORY - BA

The History major studies past human activity and the nature, purpose, and principles of governmental systems throughout the world. Students develop an understanding of major events and trends in both national and international spheres. Political, social, and economic interactions are evaluated in the context of religious, philosophical, geographic, and cultural influences throughout the centuries. Students analyze the impact of past events on contemporary problems and issues, including the interrelationships between humans and the environment, scarcity vs. abundance of resources, and movements for social and political change. Courses engage complex issues of policy, politics, and civic priorities in order to help students develop critical thinking skills and analytical abilities. The program also prepares students for a variety of careers in government, geography, librarianship, law, teaching, politics, business, administration, diplomacy, research, and journalism.

DEGREE REQUIREMENTS

Required Major Courses

HPS 10153	WORLD REGIONAL GEOGRAPHY (3)
HPS 11053	AMERICAN EXPERIENCE I (3)
HPS 13053	AMERICAN EXPERIENCE II (3)
HPS 25353	WORLD CIVILIZATION I (3)
HPS 25453	WORLD CIVILIZATION II (3)
HPS 34354	SEMINAR: AMERICAN HISTORY & GOVERNMENT I (3)
	OR
HPS 35054	SEMINAR IN WORLD HISTORY I (3)
HPS 49400	GLOBAL ISSUES IN HISTORICAL PERSPECTIVE (4)

Additional Required Courses

Choose 12 credit hours from the following:

HPS 13353	AMERICAN GOVERNMENT (3)
HPS 30251	UNITED STATES CONSTITUTION (1)
HPS 30953	AMERICAN WOMEN'S HISTORY (3)
HPS 31053	ETHNICITY IN AMERICAN HISTORY (3)
HPS 31453	RELIGION IN AMERICAN CULTURE (3)
HPS 31654	TWENTIETH CENTURY WORLD

HISTORY (3)

HISTORY - BA - THE COLLEGE

The History major studies past human activity and the nature, purpose, and principles of governmental systems throughout the world. Students develop an understanding of major events and trends in both national and international spheres. Political, social, and economic interactions are evaluated in the context of religious, philosophical, geographic, and cultural influences throughout the centuries. Students analyze the impact of past events on contemporary problems and issues, including the interrelationships between humans and the environment, scarcity vs. abundance of resources, and movements for social and political change. Courses engage complex issues of policy, politics, and civic priorities in order to help students develop critical thinking skills and analytical abilities. The program also prepares students for a variety of careers in government, geography, librarianship, law, teaching, politics, business, administration, diplomacy, research, and journalism.

DEGREE REQUIREMENTS

Required Major Courses

- HPS 10153 WORLD REGIONAL GEOGRAPHY (3)
- HPS 11053 AMERICAN EXPERIENCE I (3)
- HPS 13053 AMERICAN EXPERIENCE II (3)
- HPS 20153 THE GREAT PLAINS (3)
- HPS 24053 PRACTICUM IN HISTORY (3)
- HPS 25353 WORLD CIVILIZATION I (3)
- HPS 25453 WORLD CIVILIZATION II (3)
- HPS 32053 SEMINAR RESEARCH METHODS/HISTORIOGRAPHY (1)
- HPS 34354 SEMINAR: AMERICAN HISTORY & GOVERNMENT I (3)
- OR
- HPS 35054 SEMINAR IN WORLD HISTORY I (3)
- HPS 49053 SENIOR COMPREHENSIVE (3)

Select 12 hours from among the following courses:

- HPS 13353 AMERICAN GOVERNMENT (3)
- HPS 23153 HUMAN GEOGRAPHY (3)
- HPS 30251 UNITED STATES CONSTITUTION (1)
- HPS 30453 GEOGRAPHY OF NORTH AMERICA (3)
- HPS 30953 AMERICAN WOMEN'S HISTORY (3)
- HPS 31053 ETHNICITY IN AMERICAN HISTORY (3)
- HPS 31453 RELIGION IN AMERICAN CULTURE (3)
- HPS 31654 TWENTIETH CENTURY WORLD HISTORY (3)
- HPS 33253 INTERNATIONAL RELATIONS (3)

Required Supporting Courses

- COM 11023 SPEECH PREPARATION AND DELIVERY (3)
- ENG 23723 INTERMEDIATE WRITING (3)
- OR
- ENG 31023 ADVANCED EXPOSITORY WRITING (3)

One 3 semester credit hour course in economics.

One 3 semester credit hour course in sociology or psychology.

HUMAN RESOURCES - BA

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, as well as for graduate study.

DEGREE REQUIREMENTS

Foundation Courses

- ACC 20364 ACCOUNTING FOR BUSINESS OPERATIONS (4)
- ECO 20163 MACROECONOMICS (3)
- ECO 20263 MICROECONOMICS (3)
- MAT 10643 COLLEGE ALGEBRA (3)
- OR
- MAT 20043 DISCRETE MATHEMATICS (3)
- OR
- MAT 20143 BUSINESS MATHEMATICS (3)
- OAD 30763 BUSINESS STATISTICS (4)
- OAD 31664 BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

- OAD 30264 EMPLOYMENT LAW AND POLICIES (4)

OAD 32563	HUMAN RESOURCES ADMINISTRATION (4)
OAD 32864	EMPLOYMENT AND STAFFING (4)
OAD 41564	COMPENSATION & BENEFITS (4)
OAD 41764	TRAINING AND DEVELOPMENT (4)
OAD 49200	SEMINAR IN APPLIED HUMAN RESOURCES (4)
OAD 40264	PLANNING & BUDGETING (4)
OAD 30063	BEHAVIOR IN ORGANIZATIONS (3) OR
OAD 30563	MANAGEMENT (3)

Elective Concentrations Available:

Economics

Finance

Health Care Management

Leadership and Management

Marketing

HUMAN AND SOCIAL SERVICES - BA

Students in the Human and Social Services major will be introduced to policies and programs designed to meet community needs among varied populations. Students will be asked to think critically about issues of diversity and social equity, and will learn to help people cope with personal challenges such as poverty, substance abuse, mental health, and relational crisis. Students will 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, skills, and values needed by professionals who plan to commit their lives to serving others. The major prepares students to pursue careers in private and public sectors including 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. Graduates are prepared to pursue a master's degree in fields such as Social Work, Public Health, Public Administration, and Urban Studies.

DEGREE REQUIREMENTS

Required Major Courses

ADC 30000	INTRO TO SUBSTANCE ABUSE DISORDERS AND ADDICTIONS COUNSELING (3)
HUS 20553	INTRODUCTION TO HUMAN SERVICES (3)
HUS 30000	SOCIAL WELFARE:ISSUES IN HUMAN SERVICES (3)
HUS 30063	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)
HUS 30253	SOCIAL POLICY & THE COMMUNITY (3)
HUS 36000	STATISTICS FOR SOCIAL SCIENCES (3)
HUS 30654	MARRIAGE AND FAMILY (3)
HUS 32000	GROUP WORK IN HUMAN SERVICES (3)
HUS 40454	ETHICS IN HUMAN SERVICES (3)
HUS 40553	SKILLS & TECHNIQUES IN HUMAN SERVICES I (3)
HUS 40554	SKILLS & TCHNIQUES IN HUMAN SERVICES II (3)
HUS 49000	SEMINAR IN HUMAN SERVICES (4)
PSY 30353	PSYCHOLOGY OF ABNORMAL BEHAVIOR (3)
SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)

Wisconsin Social Worker Training Certificate

Students applying for the Social Worker Training Certificate must also have the following courses:

HUS 40555	SKILLS AND TECHNIQUES IN HUMAN SERVICES III (3)
HUS 41053	INTERNSHIP: HUMAN SERVICES (3-APGS) (6-College)
HUS 42053	INTERNSHIP: HUMAN SERVICES (3)
HUS 43053	INTERNSHIP: HUMAN SERVICES (3)

400 Hours of Internship Required

(HUS 32000 Group Skills in Human Services is not required for students pursuing the Wisconsin Social Worker Certification Track.)

HUMAN SERVICES - BA - THE COLLEGE

Students in the Human Services major will be introduced to policies and programs designed to meet community needs among varied populations. Students will be asked to think critically about issues of diversity and social equity, and will learn to help people cope with personal challenges such as poverty, substance abuse, mental health, and relational crisis. Students will 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, skills, and values needed by professionals who plan to commit their lives to serving others. The major prepares students to pursue careers in private and public sectors including 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. Graduates are prepared to pursue a master's degree in fields such as Social Work, Public Health, Public Administration, and Urban Studies.

DEGREE REQUIREMENTS

Required Major Courses

HUS 20553	INTRODUCTION TO HUMAN SERVICES (3)
HUS 21253	THE FAMILY (3)
HUS 30253	SOCIAL POLICY & THE COMMUNITY (3)
HUS 40551	APPLIED SKILLS IN HUMAN SERVICES (3)
HUS 41053	INTERNSHIP: HUMAN SERVICES (3-APGS) (6-College)
HUS 49053	SENIOR COMPREHENSIVE IN HUMAN SERVICES (3)
PSY 20153	SURVEY DEVELOPMENTAL PSYCHOLOGY (3)
PSY 30353	PSYCHOLOGY OF ABNORMAL BEHAVIOR (3) OR
SOC 40753	SOCIOLOGY OF DEVIANCE (3)
SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
SOC 11753	SOCIAL PROBLEMS AND AMERICAN VALUES (3)
SOC 26052	TOPICS IN SOCIAL SCIENCES (3)
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)

Minimum requirement for internship is 6 credits taken in a single semester.

Required Supporting

SPA 10124 ELEMENTARY SPANISH I (4)

Recommended Courses

SOC 30753 HUMAN SEXUALITY (3)
PHL 33024 ETHICS AND SOCIETY (3)

LEADERSHIP AND MANAGEMENT - BA

The Leadership and Management major promotes the conceptual awareness and practical abilities needed to lead and manage 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, and set priorities. By enhancing key skills such as communication, problem-solving, decision making, and conflict resolution, they are better equipped to manage and lead others as well as formulate strategic approaches to operational implementation. Students gain insights into how to manage a diverse workforce, lead change, foster creativity, and inspire entrepreneurial vision. They understand how a manager's personal responsibility, integrity, and empathy can help motivate a diverse workforce and influence others to work towards meeting organizational goals. Graduates are prepared for a wide range of leadership careers in business, government, and all types of organizations.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

OAD 30020	ENTREPRENEURIAL VISION & STRATEGIES (4)
OAD 30030	LEADERSHIP OF CREATIVITY & CHANGE (4)
OAD 30063	BEHAVIOR IN ORGANIZATIONS (3)
OAD 30364	CONFLICT RESOLUTION (4)
OAD 30563	MANAGEMENT (3)
OAD 36364	LEADERSHIP AND

	COMMUNICATION (3)
OAD 40264	PLANNING & BUDGETING (4)
OAD 41864	MANAGING CULTURAL DIVERSITY (4)
OAD 49300	SEMINAR IN APPLIED MANAGEMENT (4)

Elective Concentrations Available:

Economics

Finance

Human Resources

Marketing

MANAGEMENT OF INFORMATION SYSTEMS - BA

The Management of Information Systems (MIS) major provides the knowledge and skills to understand both the technical and organizational factors to aid a company, non-profit or governmental organization in defining and achieving its goals using information systems. It is also concerned with the processes that an enterprise can implement and improve using information systems, and helps an organization determine how information, people and technology-enabled business processes can provide a foundation for superior organizational performance. Students develop their technical and organizational skills needed to analyze, design, implement, and administer information systems. Modes of instruction include case studies, projects and business simulations to build effective technical, analytical, oral communication and writing skills, as well as the ability to work independently or in teams. A graduate of MIS serves as a bridge between the technical and management communities within an organization, in roles such as business analysts, business application developers, business intelligence, database analysts, project managers, IT auditors, IT consultants, systems analysts, and management consultants.

*Beginning in the 2017-2018 academic year, the Bachelor of Arts in Management of Information Systems moved to the Angell Snyder School of Business. The following note is included with respect to this degree program:

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS**Foundation Courses**

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

COM 30363	ORGANIZATIONAL COMMUNICATION (3)
MIS 13063	FOUNDATIONS OF INFORMATION TECHNOLOGY (3)
MIS 30163	DATABASE MANAGEMENT (3)
MIS 30563	ENTERPRISE ARCHITECTURE (3)
MIS 41464	PROJECT MANAGEMENT (3)
MIS 47163	INFORMATION TECHNOLOGY INFRASTRUCTURE (3)
MIS 48163	SYSTEMS ANALYSIS AND DESIGN (3)
MIS 49100	METHODOLOGIES OF PROJECT DEVELOPMENT (4)
OAD 30063	BEHAVIOR IN ORGANIZATIONS (3)
OAD 30563	MANAGEMENT (3)

MIS 41464 Project Management: Cross listed with OAD 41464

Elective Concentrations Available:

Economics

Finance

Leadership and Management

Marketing

MARKETING - BA - THE COLLEGE

The marketing major is designed to provide an understanding of the basic concepts of marketing. It offers students an opportunity to think critically and apply learned principles to the marketing function. OU marketing graduates leave prepared to practice marketing in changing and competitive environments. As the major offers some flexibility in curriculum, students can gain specific areas of professional knowledge in sales, public

relations, e-commerce and advertising, as well as international and sports markets.

*Beginning in the 2013-2014 academic year, the ASSB began offering the Bachelor of Arts degree in Marketing. The following note is included with respect to this degree program:

*This program is not yet accredited by ACBSP, as a new business program, it cannot be considered for ACBSP accreditation until the program has been in place for at least two years and has graduates.

DEGREE REQUIREMENTS

Foundation Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
MAT 10643	COLLEGE ALGEBRA (3)
	OR
MAT 20043	DISCRETE MATHEMATICS (3)
	OR
MAT 20143	BUSINESS MATHEMATICS (3)
OAD 30763	BUSINESS STATISTICS (4)
OAD 31664	BUSINESS ETHICS (3)

MAT 20043 is recommended to fulfill foundation requirement.

Required Major Courses

OAD 31863	PRINCIPLES OF MARKETING (3)
OAD 40864	INTERNATIONAL MARKETING (3)
OAD 41264	MARKETING RESEARCH AND ANALYSIS (3)
OAD 41334	INTEGRATED MARKETING COMMUNICATION (3)
OAD 41364	CONSUMER BUYING BEHAVIOR (3)
OAD 41434	SUPPLY CHAIN MANAGEMENT AND LOGISTICS (4)
OAD 41534	DIGITAL MARKETING (3)
OAD 49700	STRATEGIC MARKETING (4)

Elective Concentrations Available:

Digital Media Marketing

Public Relations

MATHEMATICS - BA

Mathematics is a powerful and versatile major. Students with degrees in mathematics are highly sought after as employers and graduate schools know that success in mathematics requires strong problem solving abilities and outstanding analytical thinking skills. The mission of the undergraduate program in mathematics at Ottawa University is to provide the student with an understanding of mathematical thought and knowledge and to prepare the student for the application of these skills towards advanced degree programs and/or careers requiring mathematical expertise. Graduates are prepared for a wide range of career opportunities from a variety of fields including professional graduate study, mathematics, operations research, computer science, statistics, elementary or secondary education, federal, state, or local governments, or actuary science.

DEGREE REQUIREMENTS

Required Major Courses

MAT 20043	DISCRETE MATHEMATICS (3)
MAT 21044	CALCULUS I (4)
MAT 21144	CALCULUS II (4)
MAT 22043	LINEAR ALGEBRA (4)
MAT 30243	TRANSITION TO HIGHER MATHEMATICS (3)
MAT 31044	CALCULUS III (4)
MAT 31143	PROBABILITY (4)
MAT 32044	INFERENTIAL STATISTICS (4)
MAT 33043	DIFFERENTIAL EQUATIONS (3)
MAT 42143	ABSTRACT ALGEBRA (4)
MAT 43443	NUMERICAL METHODS (3)
	OR
MAT 44143	ADVANCED UNDERGRADUATE TOPIC (3)
MAT 45143	INTRODUCTION TO REAL ANALYSIS (3)
MAT 49201	INTEGRATIVE SEMINAR IN MATHEMATICS (4)

MUSIC EDUCATION - BME - THE COLLEGE

This program prepares students to teach music at PreK-12 levels, with an emphasis on instrumental, choral-vocal, or general music. Students complete coursework approved by the state as well as professional knowledge and methods courses prior to the student teaching field experience.

Prospective teachers learn to be sensitive and compassionate to the unique needs, challenges and learning styles of a diverse adolescent student population. 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. Graduates of the secondary education licensure program are prepared to serve in a variety of school settings, both public and private.

This program is based on state, regional, and national licensure criteria and testing competencies. Specific subject-matter courses, developed in collaboration with lead faculty in the discipline, build connections between theory and practice. Preparations in the subject major along with education courses, including field experiences, assist in leading to licensure.

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/Council for the Accreditation of Educator Preparation (NCATE/CAEP). The requirements outlined here meet licensure standards for the state of Kansas. Completion of this program does not guarantee licensure or certification in other states.

For students acquiring their first bachelor degree in Secondary and PreK-12 programs, they will need to complete or have the equivalent of the following coursework associated with the licensure area they are seeking in addition to the education coursework for the program. In addition, they will need one mathematics course, one psychology course, and one science course with a lab.

DEGREE REQUIREMENTS

Required Education Courses

Requirements List

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 49001	ELEMENTARY STUDENT TEACHING I (4)
EDU 49021	SECONDARY STUDENT TEACHING I (4)

Music Licensure - Instrumental PreK-12

Required Major Courses

MUS 10000	CONCERT ATTENDANCE AND CONVOCATION (No Credit)
MUS 25324	MUSIC THEORY AND AURAL SKILLS I (3)
MUS 25325	MUSIC THEORY AND AURAL SKILLS II (3)
MUS 36324	MUSIC THEORY & AURAL SKILLS III (3)
MUS 36325	MUSIC THEORY & AURAL SKILLS IV (3)

MUS 43423	MUSIC HISTORY I (3)
MUS 46423	MUSIC HISTORY II (3)
MUS 49023	RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

Required Licensure Courses

MUS 31010	BRASS METHODS AND PEDAGOGY (2)
MUS 31020	WOODWIND METHODS AND PEDAGOGY (2)
MUS 31030	PERCUSSION METHODS AND PEDAGOGY (2)
MUS 31040	ORCHESTRAL STRINGS METHODS AND PEDAGOGY (2)
MUS 32000	INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
MUS 32123	INSTRUMENTAL CONDUCTING METHODS AND LITERATURE (4)
MUS 32133	ATHLETIC & JAZZ BAND METHODS AND MATERIALS (2)

Music Licensure - Choral-Vocal PreK-12

Required Major Courses

MUS 10000	CONCERT ATTENDANCE AND CONVOCATION (No Credit)
MUS 25324	MUSIC THEORY AND AURAL SKILLS I (3)
MUS 25325	MUSIC THEORY AND AURAL SKILLS II (3)
MUS 36324	MUSIC THEORY & AURAL SKILLS III (3)
MUS 36325	MUSIC THEORY & AURAL SKILLS IV (3)
MUS 43423	MUSIC HISTORY I (3)
MUS 46423	MUSIC HISTORY II (3)
MUS 49023	RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

Required Licensure Courses

- MUS 16121 APPLIED PIANO (1)
- MUS 32000 INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
- MUS 32223 CHORAL CONDUCTING METHODS & LITERATURE (4)
- MUS 33020 ITALIAN AND FRENCH DICTION (2)
- MUS 33010 GERMAN AND ENGLISH DICTION (2)
- MUS 34010 VOCAL PEDAGOGY (2)

Music Licensure - General PreK-12

Required Major Courses

- MUS 10000 CONCERT ATTENDANCE AND CONVOCATION (No Credit)
- MUS 25324 MUSIC THEORY AND AURAL SKILLS I (3)
- MUS 25325 MUSIC THEORY AND AURAL SKILLS II (3)
- MUS 36324 MUSIC THEORY & AURAL SKILLS III (3)
- MUS 36325 MUSIC THEORY & AURAL SKILLS IV (3)
- MUS 43423 MUSIC HISTORY I (3)
- MUS 46423 MUSIC HISTORY II (3)
- MUS 49023 RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

Required Licensure Courses

- MUS 16121 APPLIED PIANO (1)

- MUS 16821 APPLIED GUITAR (1)
- MUS 32000 INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
- MUS 32020 GENERAL MUSIC METHODS AND MATERIALS (4)
- MUS 32223 CHORAL CONDUCTING METHODS & LITERATURE (4)
- MUS 34010 VOCAL PEDAGOGY (2)

MUSIC - BACHELOR OF ARTS - THE COLLEGE

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. 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.

DEGREE REQUIREMENTS

Required Major Courses

- MUS 10000 CONCERT ATTENDANCE AND CONVOCATION (No Credit)
- MUS 25324 MUSIC THEORY AND AURAL SKILLS I (3)
- MUS 25325 MUSIC THEORY AND AURAL SKILLS II (3)
- MUS 36324 MUSIC THEORY & AURAL SKILLS III (3)
- MUS 36325 MUSIC THEORY & AURAL SKILLS IV (3)
- MUS 43423 MUSIC HISTORY I (3)
- MUS 46423 MUSIC HISTORY II (3)
- MUS 49023 RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

MUSIC - JAZZ STUDIES CONCENTRATION - BM - THE COLLEGE

This program seeks to serve the needs of our current and future students who seek to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the musician based on the educational foundation of the liberal arts. To successfully engage the professional world, the musician must exhibit not only technical competence but also broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and insight into the role of music in the broader context of intellectual and cultural life.

The Jazz Studies concentration leverages the historic roots of jazz music in metropolitan Kansas City and draws on the talents of contemporary jazz performers in the area.

DEGREE REQUIREMENTS

Required Major Courses

MUS 10000	CONCERT ATTENDANCE AND CONVOCATION (No Credit)
MUS 25324	MUSIC THEORY AND AURAL SKILLS I (3)
MUS 25325	MUSIC THEORY AND AURAL SKILLS II (3)
MUS 36324	MUSIC THEORY & AURAL SKILLS III (3)
MUS 36325	MUSIC THEORY & AURAL SKILLS IV (3)
MUS 43423	MUSIC HISTORY I (3)
MUS 46423	MUSIC HISTORY II (3)
MUS 49023	RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

Required Concentration Courses

MUS 20030	THE MUSIC BUSINESS (3)
MUS 20040	JAZZ PEDAGOGY (2)
MUS 28030	JAZZ IMPROVISATION I (2)
MUS 38010	JAZZ THEORY (3)
MUS 38030	JAZZ IMPROVISATION II (2)
MUS 38040	JAZZ HISTORY (3)
MUS 39023	JUNIOR RECITAL (2)
MUS 40010	JAZZ COMPOSITION (2)
MUS 40020	JAZZ ARRANGING I (2)
MUS 40030	JAZZ ARRANGING II (2)

MUS 36121 Advanced Applied Piano (4 semester credit hours)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

MUS 17731 Jazz Combo (4 semester credit hours)

MUSIC - VOCAL PERFORMANCE CONCENTRATION - BM - THE COLLEGE

This program seeks to serve the needs of our current and future students who seek to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the musician based on the educational foundation of the liberal arts. To successfully engage the professional world, the musician must exhibit not only technical competence but also broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and insight into the role of music in the broader context of intellectual and cultural life.

The Voice Performance concentration offers opportunities for expanding the reach of music into the current culture of the institution. The university's historical commitment to voice performance is expressed through the numerous choral music programs, which serve as a key bridge to alumni, communities, and churches, both locally and nationally.

DEGREE REQUIREMENTS

Required Major Courses

MUS 10000	CONCERT ATTENDANCE AND CONVOCATION (No Credit)
MUS 25324	MUSIC THEORY AND AURAL SKILLS I (3)
MUS 25325	MUSIC THEORY AND AURAL SKILLS II (3)

MUS 36324	MUSIC THEORY & AURAL SKILLS III (3)
MUS 36325	MUSIC THEORY & AURAL SKILLS IV (3)
MUS 43423	MUSIC HISTORY I (3)
MUS 46423	MUSIC HISTORY II (3)
MUS 49023	RESEARCH AND PERFORMANCE (4)

MUS 16121 Applied Piano (2 credits - continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - lower division (4 semester credit hours)

Applied Lessons in Primary Performance Area - upper division (4 semester credit hours)

Conducted Ensemble Participation - lower division (4 semester credit hours)

Conducted Ensemble Participation - upper division (4 semester credit hours)

MUS 10000 (4 semesters)

Required Concentration Courses

MUS 32000	INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
MUS 38221	JAZZ SINGERS (1)
MUS 33010	GERMAN AND ENGLISH DICTION (2)
MUS 33020	ITALIAN AND FRENCH DICTION (2)
MUS 34010	VOCAL PEDAGOGY (2)
MUS 39023	JUNIOR RECITAL (2)

MUS 16121 Applied Piano (1 credit per semester until proficiency passed)

MUS 16221 Applied Voice (4 semester credit hours)

MUS 36221 Applied Voice (4 semester credit hours)

NURSING - BSN

The RN-to-BSN Online Nursing Program is specifically designed for the registered nurse (RN) who has graduated from an accredited associate degree or diploma nursing program and wishes to complete a Bachelor of Science in Nursing (BSN) degree. The program offers courses to develop and enhance the student’s professional skills in order to prepare them for opportunities in nursing leadership and empower them with the ability to address the challenges that will be faced in the current and future health care industry. Students will examine topics related to health care policy and ethical practice, and will discover opportunities to refine their competencies in health care communication and health care promotion. Students will also acquire a deeper understanding of the value of

incorporating evidence-based research into “real world” practice and gain a greater appreciation for the commitment to lifelong learning in this dynamic profession. This BSN completion educational program provides the foundation that will prepare graduates to further their professional career in nursing working in roles/locations that may include: Nursing management; case management; risk management; the legal field; occupational/public health; or other health care specialty areas.

The online RN-to-BSN Completion Program at Ottawa University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

DEGREE REQUIREMENTS

Foundation Courses

The following may be taken at Ottawa or equivalencies/substitutions transferred in. Please note not all foundation courses may be available online.

BIO 20342	HUMAN ANATOMY & PHYSIOLOGY LAB (2)
BIO 20343	HUMAN ANATOMY AND PHYSIOLOGY (3)
BIO 30242	MICROBIOLOGY LAB (2)
BIO 30243	MICROBIOLOGY (3)
CHE 10044	CONCEPTS OF CHEMISTRY (3)
PSY 36000	STATISTICS FOR SOCIAL SCIENCES (3)

Major Required Courses

NRSNG 30000	PROFESSIONAL NURSING THEORY, ROLES & PRACTICE (3)
NRSNG 30003	NURSING AND CULTURAL DIVERSITY IN HEALTH CARE (3)
NRSNG 32000	CLINICAL INFORMATICS AND TECHNOLOGY (3)
NRSNG 32003	HEALTH PROMOTION ACROSS THE LIFE CYCLE (3)
NRSNG 32006	HUMAN PATHOPHYSIOLOGY (3)
NRSNG 32009	HEALTH ASSESSMENT (3)
NRSNG 46000	HEALTH CARE POLICY AND REGULATIONS (3)
NRSNG 46003	NURSING RESEARCH AND EVIDENCE BASED PRACTICE (3)
NRSNG 46006	COMMUNITY BASED NURSING (3)
NRSNG 46009	NURSING LEADERSHIP AND MANAGEMENT (3)
NRSNG 49003	PROFESSIONAL NURSING: INTEGRATION CONCEPTS (3)

PHYSICAL EDUCATION - BA - THE COLLEGE

The physical education major prepares students to teach at PreK-12 levels. Students complete coursework approved by the state as well as professional knowledge and methods courses prior to the student teaching field experience.

Prospective teachers learn to be sensitive and compassionate to the unique needs, challenges and learning styles of a diverse adolescent student population. 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. Graduates of the secondary education licensure program are prepared to serve in a variety of school settings, both public and private.

This program is based on state, regional, and national licensure criteria and testing competencies. Specific subject-matter courses, developed in collaboration with lead faculty in the discipline, build connections between theory and practice. Preparations in the subject major along with education courses, including field experiences, assist in leading to licensure.

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/Council for the Accreditation of Educator Preparation (NCATE/CAEP). The requirements outlined here meet licensure standards for the state of Kansas. Completion of this program does not guarantee licensure or certification in other states.

For students acquiring their first bachelor degree in Secondary and PreK-12 programs, they will need to complete or have the equivalent of the following coursework associated with the licensure area they are seeking in addition to the education coursework for the program. In addition, they will need one mathematics course, one psychology course, and one science course with a lab.

DEGREE REQUIREMENTS

Required Education Courses

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49001	ELEMENTARY STUDENT TEACHING I (4)
EDU 49021	SECONDARY STUDENT TEACHING

I (4)

Required PAC Courses

PAC 10131	WEIGHT TRAINING (1)
PAC 11131	LIFETIME FITNESS (1)
PAC 11231	NONTRAD TEAM SPORTS I (1)
PAC 12431	INTRODUCTION TO DANCE (1)

Additional PAC Courses

Select one additional physical activity course

Required PED Courses

PED 10433	PERSONAL AND COMMUNITY HEALTH (3)
PED 11133	HISTORY & PRINCIPLES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION (3)
PED 20533	CARE AND PREVENTION OF ATHLETIC INJURIES (3)
PED 30233	PSYCHOLOGY AND SOCIOLOGY OF SPORTS (3)
PED 30732	FIRST AID INSTRUCTOR TRAINING (2)
PED 30833	ELEMENTARY PHYSICAL EDUCATION METHODS (3)
PED 30834	PRACTICUM IN TEACHING PHYSICAL EDUCATION ELEMENTARY SCHOOL (1)
PED 33532	ADAPTIVE PHYSICAL EDUCATION (3)
PED 34533	EXERCISE PHYSIOLOGY (3)
PED 34534	EXERCISE PHYSIOLOGY LAB (1)
PED 41733	THEORY OF ADMIN IN HPE&R (3)

Required Supporting Courses

BIO 20433	HUMAN ANATOMY & LAB (4)
	OR
PED 35500	HUMAN ANATOMY EXERCISE SCIENCE (3)
	AND
PED 35502	HUMAN ANATOMY OF EXERCISE SCIENCE LAB (1)

PSYCHOLOGY - BA

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 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 course work 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, social work, and life coaching.

DEGREE REQUIREMENTS

Required Major Courses

MAT 20044	INTRODUCTION TO STATISTICS (4) OR
PSY 36000	STATISTICS FOR SOCIAL SCIENCES (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
PSY 20153	SURVEY DEVELOPMENTAL PSYCHOLOGY (3) OR
PSY 32353	DEVELOPMENTAL PSYCHOLOGY (3)
PSY 30153	THEORIES OF PERSONALITY (3)
PSY 30353	PSYCHOLOGY OF ABNORMAL BEHAVIOR (3)
PSY 31354	PHYSIOLOGICAL PSYCHOLOGY (3)
PSY 32153	SOCIAL PSYCHOLOGY (3) OR
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)
PSY 32253	RESEARCH DESIGN AND ANALYSIS (3)
PSY 40854	HISTORY AND SYSTEMS OF PSYCHOLOGY (3)
PSY 49053	SENIOR COMPREHENSIVE (3) OR
PSY 49201	SEMINAR IN PSYCHOLOGY (4)

Recommended Courses

COM 30163	INTERPERSONAL COMMUNICATION (3)
HUS 21253	THE FAMILY (3)
SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
SOC 30753	HUMAN SEXUALITY (3)

PUBLIC SAFETY - BS

This major promotes the canopy topic of Public Safety and focuses upon knowledge and skills necessary to maintain social order, protect individual rights, meet public needs, and uphold the laws and institutions of democracy and

combat and respond to Terrorism, Forensics and Victim Services as well. Full knowledge and understanding of the cultural paramilitary structure of the Public Safety professions, is essential for functioning within this structural system or guiding others towards a long and satisfying career path. An understanding of law, justice, governance and working within an ever changing society will enable the student to acquire realization on a variety of community, legislative, judicial, political, and social economic systems.

DEGREE REQUIREMENTS

Required Major Courses

PSA 30100	SERVANT LEADERSHIP IN PUBLIC SAFETY (4)
PSA 30200	ETHICS, LIABILITIES AND RIGHTS IN PUBLIC SAFETY (4)
PSA 30300	INDIVIDUAL RIGHTS: PRACTICES AND SYSTEMS IN PUBLIC SAFETY (4)
PSA 40000	RACE, CRIME, AND SOCIAL POLICY (4)
PSA 40100	COMMUNICATION SKILLS FOR PUBLIC SAFETY PROFESSIONS (4)
PSA 40300	UNDERSTANDING VICTIMOLOGY FOR PUBLIC SAFETY (4)
PSA 49000	SEMINAR IN APPLIED PUBLIC SAFETY (4)

Requirements List Law Enforcement Track

PSA 30000	EXAMINATION OF CRIMINAL JUSTICE (4)
PSA 30500	MENTAL ILLNESS RESPONSES AND STRATEGIES (4)
PSA 40200	POLICING IN TODAY'S COMMUNITIES (4)

Requirements List Public Safety Leadership Track

PSA 30600	PUBLIC SAFETY ADMINISTRATION AND LEADERSHIP (4)
PSA 30700	LEADERSHIP ISSUES AND THE FIRST-LINE SUPERVISOR (4)
PSA 40600	HUMAN RESOURCES IN PUBLIC SAFETY (4)

SECONDARY EDUCATION CERTIFICATION /LICENSURE ONLY - ARIZONA AND KANSAS

Secondary Education (grades 6-12) is an academic major for students who wish to teach at the secondary level in a specific content area. Students must complete this coursework in addition to all other degree requirements to earn a bachelor of arts degree. Students seeking licensure only must complete just the coursework outlined within.

Prospective high school teachers learn to be sensitive and compassionate to the unique needs, challenges and learning styles of a diverse adolescent student population. 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. Graduates of the secondary education licensure program are prepared to serve in a variety of school settings, both public and private.

The secondary education programs are based on state, regional, and national licensure criteria and testing competencies. Specific subject-matter courses, developed in collaboration with lead faculty in the discipline, build connections between theory and practice.

The Ottawa University teacher education program is state approved in Arizona and Kansas. The program is also accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). The requirements outlined here meet licensure/certification only standards for the state of Arizona and Kansas. Completion of this program does not guarantee licensure or certification in other states.

DEGREE REQUIREMENTS

Art Content PreK-12 (The College)

Students must complete a major in Art that also includes the following:

ART 10321	PHOTOGRAPHY (1)
ART 10921	FIBERS (1)
ART 11121	CRAFTS (1)
ART 13023	ART FUNDAMENTALS (3)
ART 20623	ART HISTORY I (3)
ART 20723	ART HISTORY II (3)
ART 22023	DRAWING & COMPOSITION I (3)
ART 23423	GRAPHIC ART (3)
ART 23523	PAINTING I (1)
ART 23723	CERAMICS I (3)
ART 24000	COMPUTER GRAPHICS (3)
ART 30423	PRE K-ELEMENTARY ART METHODS (3)
ART 30523	MIDDLE SCHOOL SECONDARY ART METHODS (3)
ART 33023	DESIGN II (3)

Education Requirements

All students seeking secondary licensure (6-12) must complete these requirements in addition to the requirements in their content area.

EDU 30731	THE TEACHING PROFESSION I (3)
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EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49021	SECONDARY STUDENT TEACHING I (4)
EDU 49022	SECONDARY STUDENT TEACHING II (4)

Biology Content 6-12 - Kansas

Students must complete a major in Biology that includes the following or the equivalents to the following:

Select two courses from the following:

BIO 30243	Microbiology
BIO 31343	Natural History of KS Vertebrates with Lab
BIO 40143	Biochemistry
BIO 40350	Comp Anatomy Vertebrates & Lab
BIO 41023	Animal Physiology
BIO 43000	Developmental Biology & Lab

The following are all required:

BIO 12043	GENERAL BIOLOGY I (4)
BIO BIO 20043	ORGANISMIC BIOLOGY (3)
BIO 22043	GENERAL BIOLOGY II (4)
BIO 30243	MICROBIOLOGY (3)
	OR
BIO 32100	CELL BIOLOGY & IMMUNOLOGY (4)
BIO 31143	ECOLOGY & LAB (4)
BIO 31243	GENETICS & LAB (4)
BIO 35523	BIOLOGY RESEARCH METHODS (3)
CHE 12044	GENERAL CHEMISTRY I & LAB (4)
MAT 32044	INFERENCE STATISTICS (4)
	OR
MAT 20044	INTRODUCTION TO STATISTICS (4)

Business Content 6-12 - Arizona and Kansas

Students must complete a major in Accounting or Business Administration that also includes the following:

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ITS 12063	INTRODUCTION TO INFORMATION TECHNOLOGY (3)
	OR
ITS 20550	BASIC COMPUTER SKILLS (3)
OAD 30563	MANAGEMENT (3)

- OAD 31063 BUSINESS LAW (3)
- OAD 31664 BUSINESS ETHICS (3)
- OAD 31863 PRINCIPLES OF MARKETING (3)
- OAD 40063 FINANCIAL ADMINISTRATION (4)
- OAD 49100 STRATEGIES AND POLICIES (4)

English Content 6-12 - Arizona and Kansas

Choose three courses from the following:

- ENG 33523 Environmental Literature
- ENG 34023 Protest Literature
- ENG 34523 Literature and Spirituality/The Sacred
- ENG 40123 Literary Criticism
- ENG 41823 Shakespeare Seminar or ENG 45123 Seminar in British Literature

Remaining courses are required:

- ENG 10323 INTRODUCTION TO LITERATURE AND FILM (3)
OR
- ENG 33023 IMAGE AND TEXT (3)
- ENG 31023 ADVANCED EXPOSITORY WRITING (3)
OR
- ENG 32723 CREATIVE WRITING (3)
- ENG 26023 FROM HOMER TO HERRICK (3)
- ENG 27023 FROM VOLTAIRE TO VICTORIA (3)
- ENG 28023 FROM WILDE TO WEILIN (3)
- ENG 32523 THE ENGLISH LANGUAGE (3)

History Content 6-12 - Arizona and Kansas

Students must complete a major in History that also includes the following:

Choose one course from the following ethnic/diversity-related courses:

- HPS 30953 American Women's History
- HPS 31053 Ethnicity in American History
- HPS 31453 Religion in American Culture

Remaining courses are required:

- ECO 20163 MACROECONOMICS (3)
- HPS 10153 WORLD REGIONAL GEOGRAPHY (3)
- HPS 11053 AMERICAN EXPERIENCE I (3)
- HPS 13053 AMERICAN EXPERIENCE II (3)
- HPS 20153 THE GREAT PLAINS (3)
- HPS 25353 WORLD CIVILIZATION I (3)
- HPS 25453 WORLD CIVILIZATION II (3)
- HPS 33253 INTERNATIONAL RELATIONS (3)
- SOC 10453 INTRODUCTION TO SOCIOLOGY (3)

Mathematics Content 6-12 - Arizona and Kansas

Students must complete a major in Math that also includes the following or equivalents to the following:

- MAT 20043 DISCRETE MATHEMATICS (3)
- MAT 20044 INTRODUCTION TO STATISTICS (4)
OR
- MAT 31143 PROBABILITY (4)
AND
- MAT 32044 INFERENTIAL STATISTICS (4)
- MAT 21044 CALCULUS I (4)
- MAT 21144 CALCULUS II (4)
- MAT 22043 LINEAR ALGEBRA (4)
- MAT 26043 COLLEGE GEOMETRY (3)
- MAT 30243 TRANSITION TO HIGHER MATHEMATICS (3)
- MAT 33043 DIFFERENTIAL EQUATIONS (3)
OR
- MAT 43443 NUMERICAL METHODS (3)
- MAT 42143 ABSTRACT ALGEBRA (4)

Music Content General PreK-12 (The College)

Students must complete a major in music that also includes the following or equivalents of the following:

- Applied Piano (2 credits or continuous study until proficiency passed)
- Applied Lessons in Primary Performance Area - 4 credit hours of lower division hours
- Applied Lessons in Primary Performance Area - 4 credit hours of upper division hours
- Conducted Ensemble Participation - 4 credit hours of lower division hours
- Conducted Ensemble Participation - 4 credit hours of upper division hours

The following are required:

- MUS 16121 APPLIED PIANO (1)
- MUS 16821 APPLIED GUITAR (1)
- MUS 25324 MUSIC THEORY AND AURAL SKILLS I (3)
- MUS 25325 MUSIC THEORY AND AURAL SKILLS II (3)
- MUS 32000 INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
- MUS 32020 GENERAL MUSIC METHODS AND MATERIALS (4)
- MUS 34010 VOCAL PEDAGOGY (2)
- MUS 36324 MUSIC THEORY & AURAL SKILLS III (3)
- MUS 32223 CHORAL CONDUCTING METHODS & LITERATURE (4)
- MUS 36325 MUSIC THEORY & AURAL SKILLS IV (3)
- MUS 43423 MUSIC HISTORY I (3)

MUS 46423 MUSIC HISTORY II (3)
 MUS 49023 RESEARCH AND PERFORMANCE
 (4)

Music-Content-Instrumental PreK-12 (The College)

Students must complete a major in music that also includes the following or equivalents of the following:

Applied Piano (2 credits or continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - 4 credit hours of lower division hours

Applied Lessons in Primary Performance Area - 4 credit hours of upper division hours

Conducted Ensemble Participation - 4 credit hours of lower division hours

Conducted Ensemble Participation - 4 credit hours of upper division hours

The following are required:

MUS 16121 APPLIED PIANO (1)
 MUS 25324 MUSIC THEORY AND AURAL SKILLS I (3)
 MUS 25325 MUSIC THEORY AND AURAL SKILLS II (3)
 MUS 31010 BRASS METHODS AND PEDAGOGY (2)
 MUS 31020 WOODWIND METHODS AND PEDAGOGY (2)
 MUS 31030 PERCUSSION METHODS AND PEDAGOGY (2)
 MUS 31040 ORCHESTRAL STRINGS METHODS AND PEDAGOGY (2)
 MUS 32000 INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
 MUS 32123 INSTRUMENTAL CONDUCTING METHODS AND LITERATURE (4)
 MUS 32133 ATHLETIC & JAZZ BAND METHODS AND MATERIALS (2)
 MUS 36324 MUSIC THEORY & AURAL SKILLS III (3)
 MUS 36325 MUSIC THEORY & AURAL SKILLS IV (3)
 MUS 43423 MUSIC HISTORY I (3)
 MUS 46324 MUSIC THEORY AND AURAL SKILLS IV (3)
 MUS 49023 RESEARCH AND PERFORMANCE (4)

Music-Content-Vocal PreK-12 (The College)

Students must complete a major in Music that also includes the following or equivalent of the following:

Students must complete a major in music that also includes the following or equivalents of the following:

Applied Piano (2 credits or continuous study until proficiency passed)

Applied Lessons in Primary Performance Area - 4 credit hours of lower division hours

Applied Lessons in Primary Performance Area - 4 credit hours of upper division hours

Conducted Ensemble Participation - 4 credit hours of lower division hours

Conducted Ensemble Participation - 4 credit hours of upper division hours

The following are required:

MUS 16121 APPLIED PIANO (1)
 MUS 25324 MUSIC THEORY AND AURAL SKILLS I (3)
 MUS 25325 MUSIC THEORY AND AURAL SKILLS II (3)
 MUS 32000 INSTRUMENTAL AND CHORAL CONDUCTING METHODS (3)
 MUS 32223 CHORAL CONDUCTING METHODS & LITERATURE (4)
 MUS 36324 MUSIC THEORY & AURAL SKILLS III (3)
 MUS 36325 MUSIC THEORY & AURAL SKILLS IV (3)
 MUS 33010 GERMAN AND ENGLISH DICTION (2)
 MUS 33020 ITALIAN AND FRENCH DICTION (2)
 MUS 34010 VOCAL PEDAGOGY (2)
 MUS 43423 MUSIC HISTORY I (3)
 MUS 46423 MUSIC HISTORY II (3)
 MUS 49023 RESEARCH AND PERFORMANCE (4)

SECONDARY EDUCATION - BIOLOGY - BA- THE COLLEGE

DEGREE REQUIREMENTS

Education Course Requirements

EDU 30731 THE TEACHING PROFESSION I (3)
 EDU 31132 THE EXCEPTIONAL CHILD (3)
 EDU 31233 EDUCATIONAL PSYCHOLOGY (3)
 EDU 33035 FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
 EDU 34500 SECONDARY METHODS AND RICA (3)
 EDU 34600 SPECIALIZED METHODS/PRACTICUM (3)
 EDU 44033 SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
 EDU 49021 SECONDARY STUDENT TEACHING

I (4)
 EDU 49022 SECONDARY STUDENT TEACHING
 II (4)

Content Requirements

BIO 12043 GENERAL BIOLOGY I (4)
 CHE 12044 GENERAL CHEMISTRY I & LAB (4)
 MAT 20044 INTRODUCTION TO STATISTICS (4)
 BIO 22043 GENERAL BIOLOGY II (4)
 BIO 31143 ECOLOGY & LAB (4)
 BIO 31243 GENETICS & LAB (4)
 BIO 32100 CELL BIOLOGY & IMMUNOLOGY
 (4)
 OR
 BIO 30243 MICROBIOLOGY (3)
 BIO 35523 BIOLOGY RESEARCH METHODS (3)
 Select one from the following:
 BIO 31343 NATURAL HISTORY OF KANSAS
 VERTEBRATES WITH LAB (4)
 BIO 40143 BIOCHEMISTRY (3)
 BIO 40350 COMP ANATOMY VERTEBRATES
 & LAB (4)
 41023 ANIMAL PHYSIOLOGY (4)
 BIO 43000 DEVELOPMENTAL BIOLOGY &
 LAB (4)

General Education Requirements

HPS 11053 AMERICAN EXPERIENCE I (3)
 OR
 HPS 31654 TWENTIETH CENTURY WORLD
 HISTORY (3)
 PSY 12053 PRINCIPLES OF PSYCHOLOGY (3)
 ENG 23723 INTERMEDIATE WRITING (3)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

**SECONDARY EDUCATION - BUSINESS -
 BA - ARIZONA AND KANSAS**

DEGREE REQUIREMENTS

Education Course Requirements

EDU 30731 THE TEACHING PROFESSION I (3)
 EDU 31132 THE EXCEPTIONAL CHILD (3)
 EDU 31233 EDUCATIONAL PSYCHOLOGY (3)
 EDU 33035 FOUNDATIONS OF SCHOOLS
 DIVERSE SOCIETY (3)
 EDU 34500 SECONDARY METHODS AND RICA
 (3)
 EDU 34600 SPECIALIZED
 METHODS/PRACTICUM (3)
 EDU 44033 SEI METHODS FOR ENGLISH
 LANGUAGE LEARNERS II (3)
 EDU 49021 SECONDARY STUDENT TEACHING
 I (4)
 EDU 49022 SECONDARY STUDENT TEACHING

II (4)

Content Requirements

ITS 12063 INTRODUCTION TO INFORMATION
 TECHNOLOGY (3)
 OR
 ITS 20550 BASIC COMPUTER SKILLS (3)
 OR
 MIS 13063 FOUNDATIONS OF INFORMATION
 TECHNOLOGY (3)
 ACC 20364 ACCOUNTING FOR BUSINESS
 OPERATIONS (4)
 OAD 30563 MANAGEMENT (3)
 OAD 31063 BUSINESS LAW (3)
 OAD 31664 BUSINESS ETHICS (3)
 OAD 31863 PRINCIPLES OF MARKETING (3)
 OAD 40063 FINANCIAL ADMINISTRATION (4)
 OAD 49100 STRATEGIES AND POLICIES (4)

General Education Requirements

HPS 11053 AMERICAN EXPERIENCE I (3)
 OR
 HPS 31654 TWENTIETH CENTURY WORLD
 HISTORY (3)
 PSY 12053 PRINCIPLES OF PSYCHOLOGY (3)
 MAT 10443 INTERMEDIATE COLLEGE
 ALGEBRA (3)
 BIO 10043 PRINCIPLES OF BIOLOGY & LAB
 (4)
 OR
 PHY 11043 PHYSICAL SCIENCE & LAB (4)
 ENG 23723 INTERMEDIATE WRITING (3)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

State-Specific Requirements (Arizona Only)

HPS 30151 ARIZONA CONSTITUTION (1)
 HPS 30251 UNITED STATES CONSTITUTION
 (1)

**SECONDARY EDUCATION - ENGLISH -
 BA - ARIZONA AND KANSAS**

DEGREE REQUIREMENTS

Education Course Requirements

EDU 30731 THE TEACHING PROFESSION I (3)
 EDU 31132 THE EXCEPTIONAL CHILD (3)
 EDU 31233 EDUCATIONAL PSYCHOLOGY (3)
 EDU 33035 FOUNDATIONS OF SCHOOLS
 DIVERSE SOCIETY (3)
 EDU 34500 SECONDARY METHODS AND RICA
 (3)
 EDU 34600 SPECIALIZED
 METHODS/PRACTICUM (3)
 EDU 44033 SEI METHODS FOR ENGLISH
 LANGUAGE LEARNERS II (3)

EDU 49021	SECONDARY STUDENT TEACHING I (4)
EDU 49022	SECONDARY STUDENT TEACHING II (4)

Content Requirements

ENG 10323	INTRODUCTION TO LITERATURE AND FILM (3) OR
ENG 33023	IMAGE AND TEXT (3)
ENG 26023	FROM HOMER TO HERRICK (3)
ENG 27023	FROM VOLTAIRE TO VICTORIA (3)
ENG 28023	FROM WILDE TO WEILIN (3)
ENG 31023	ADVANCED EXPOSITORY WRITING (3)
ENG 32723	CREATIVE WRITING (3)
ENG 32523	THE ENGLISH LANGUAGE (3)
ENG 41823	SHAKESPEARE SEMINAR (3) OR
ENG 45123	SEMINAR IN BRITISH LITERATURE (3)
ENG 45023	SEMINAR: AMERICAN LITERATURE (3) Select one from the following:
ENG 33523	ENVIRONMENTAL LITERATURE (3)
ENG 34023	PROTEST LITERATURE (3)
ENG 34523	LITERATURE & SPIRITUALITY/THE SACRED (3)
ENG 40123	LITERARY CRITICISM (3)

General Education Requirements

HPS 11053	AMERICAN EXPERIENCE I (3) OR
HPS 31654	TWENTIETH CENTURY WORLD HISTORY (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
MAT 10443	INTERMEDIATE COLLEGE ALGEBRA (3)
BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4) OR
PHY 11043	PHYSICAL SCIENCE & LAB (4)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

State-Specific Requirements - (Arizona Only)

HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)

SECONDARY EDUCATION - HISTORY - BA - ARIZONA AND KANSAS

DEGREE REQUIREMENTS**Education Course Requirements**

EDU 30731	THE TEACHING PROFESSION I (3)
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EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49021	SECONDARY STUDENT TEACHING I (4)
EDU 49022	SECONDARY STUDENT TEACHING II (4)

Content Requirements

SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
HPS 10153	WORLD REGIONAL GEOGRAPHY (3)
HPS 11053	AMERICAN EXPERIENCE I (3)
HPS 13053	AMERICAN EXPERIENCE II (3)
HPS 25353	WORLD CIVILIZATION I (3)
HPS 25453	WORLD CIVILIZATION II (3)
HPS 30251	UNITED STATES CONSTITUTION (1)
HPS 33253	INTERNATIONAL RELATIONS (3)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3) Select one from the following:
HPS 30953	AMERICAN WOMEN'S HISTORY (3)
HPS 31053	ETHNICITY IN AMERICAN HISTORY (3)
HPS 31453	RELIGION IN AMERICAN CULTURE (3)

General Education Requirements

PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
MAT 10443	INTERMEDIATE COLLEGE ALGEBRA (3)
ENG 23723	INTERMEDIATE WRITING (3)
BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4) OR
PHY 11043	PHYSICAL SCIENCE & LAB (4)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

State Specific Requirements (Arizona Only)

HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)

SECONDARY EDUCATION - MATHEMATICS - BA - ARIZONA AND KANSAS

DEGREE REQUIREMENTS

Education Course Requirements

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)
EDU 49021	SECONDARY STUDENT TEACHING I (4)
EDU 49022	SECONDARY STUDENT TEACHING II (4)

Content Requirements

MAT 20043	DISCRETE MATHEMATICS (3)
MAT 21044	CALCULUS I (4)
MAT 21144	CALCULUS II (4)
MAT 22043	LINEAR ALGEBRA (4)
MAT 26043	COLLEGE GEOMETRY (3)
MAT 31143	PROBABILITY (4)
MAT 30243	TRANSITION TO HIGHER MATHEMATICS (3)
MAT 32044	INFERENCE STATISTICS (4)
MAT 33043	DIFFERENTIAL EQUATIONS (3)
MAT 42143	ABSTRACT ALGEBRA (4)

General Education Requirements

HPS 11053	AMERICAN EXPERIENCE I (3) OR
HPS 31654	TWENTIETH CENTURY WORLD HISTORY (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
ENG 23723	INTERMEDIATE WRITING (3)
BIO 10043	PRINCIPLES OF BIOLOGY & LAB (4) OR
PHY 11043	PHYSICAL SCIENCE & LAB (4)

Courses listed are examples only. Relevant substitutions may be made with advisor approval.

State-Specific Requirements (Arizona Only)

HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)

SECONDARY EDUCATION - MUSIC - BA - ARIZONA

This program is a partnership between Ottawa University and Mesa Community College. This program prepares students to teach music (choral or instrumental) at the

secondary level, as the program is written to meet Arizona teacher certification requirements for grades 7-12.

DEGREE REQUIREMENTS

All students must complete the required education, emphasis, and state-specific courses for licensure. Fingerprint clearance and passing of the appropriate National Evaluation Series (NES) are also required for licensure. (See AZ Education and Exit descriptions)

Required Courses

EDU 30731	THE TEACHING PROFESSION I (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
EDU 34500	SECONDARY METHODS AND RICA (3)
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
EDU 49021	SECONDARY STUDENT TEACHING I (4)
EDU 49022	SECONDARY STUDENT TEACHING II (4)
MUS 49023	RESEARCH AND PERFORMANCE (4)

Required Courses - Choral Emphasis

REQUIRED COURSES FROM MESA COMMUNITY COLLEGE

- MUP 209 Elements of Conducting
- MUP 250AB Italian Diction
- MUP 250AC German Diction
- MUP 250AD French Diction
- 16 semester credit hours in music theory and aural perception
(MTC 105, MTC 106, MTC 155, MTC 156, MTC 205, MTC 206, MTC 255, MTC 256)
- 6 semester credit hours in music history
(MHL 241 and MHL 242)
- 7 semesters of private lessons and 7 semesters of ensemble work
- 4 semesters of piano proficiency and successful completion of exit exam

The following courses must be taken at Ottawa University:

MUS 32024	Methods & Materials for Elementary Music (Only if seeking K-12 licensure)
MUS 32223	CHORAL CONDUCTING METHODS & LITERATURE (4)
MUS 34724	SECONDARY CHORAL METHODS (4)

Required Courses - Instrumental Emphasis**REQUIRED COURSES FROM MESA COMMUNITY COLLEGE**

16 semester credit hours in music theory and aural perception

(MTC 105, MTC 106, MTC 155, MTC 156, MTC 205, MTC 206, MTC 255, MTC 256)

6 semester credit hours in music history

(MHL 241 and MHL 242)

7 semesters of private lessons and 7 semesters of ensemble work, 1 semester of piano and 1 semester of voice OR

2 semesters of regular piano and 1 semester of jazz piano

The following must be taken at Ottawa University:

MUS 32024	Methods & Materials for Elementary Music (Only if seeking K-12 licensure)
MUS 32123	INSTRUMENTAL CONDUCTING METHODS AND LITERATURE (4)
MUS 34725	SECONDARY INSTRUMENTAL METHODS (4)

State-Specific Requirements

HPS 30151	ARIZONA CONSTITUTION (1)
HPS 30251	UNITED STATES CONSTITUTION (1)
EDU 44033	SEI METHODS FOR ENGLISH LANGUAGE LEARNERS II (3)

SOCIOLOGY - BA - THE COLLEGE

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.

DEGREE REQUIREMENTS**Required Major Courses**

SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
SOC 11753	SOCIAL PROBLEMS AND AMERICAN VALUES (3)
SOC 26052	TOPICS IN SOCIAL SCIENCES (3)
SOC 26053	CULTURAL ANTHROPOLOGY (3)
SOC 30153	INDIGENOUS PEOPLE/CONTEMPORARY WORLD (3)
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)
SOC 30753	HUMAN SEXUALITY (3)
SOC 32253	RESEARCH DESIGN AND ANALYSIS (3)
SOC 40753	SOCIOLOGY OF DEVIANCE (3) OR
PSY 32153	SOCIAL PSYCHOLOGY (3)
SOC 40854	FIELD RESEARCH (4)
SOC 49053	SOCIOLOGY: COMPREHENSIVE (3)

Required Supporting Courses

ECO 20163	MACROECONOMICS (3)
MAT 20044	INTRODUCTION TO STATISTICS (4)
SPA 10124	ELEMENTARY SPANISH I (4)

SPORT STUDIES - BA

The Sport Studies major prepares students with the knowledge, skills, attitudes and values to become effective professionals in the field. Students complete a curriculum with strong foundational courses that include the social sciences, history of sport, exercise science, business, and methods courses. The major challenges students to apply this curriculum to real life experiences through practica and internships with working professionals. Students majoring in Sport Studies are prepared for careers or further study in professions including sports administration, recreation, coaching, facility and event management and sports communication and information.

DEGREE REQUIREMENTS**Required Major Courses**

PAC 10131	WEIGHT TRAINING (1)
PAC 11131	LIFETIME FITNESS (1)
PAC 11231	NONTRAD TEAM SPORTS I (1) Additional PAC
PED 11133	HISTORY & PRINCIPLES OF HEALTH, PHYSICAL EDUCATION, AND RECREATION (3)
PED 13733	PRINCIPLES OF OFFICIATING FALL

- SPORTS (2)
- OR
- PED 14733 PRINCIPLES OF OFFICIATING SPRING SPORTS (2)
- PED 18731 TEACHING CHARACTER THROUGH SPORT (2)
- PED 20533 CARE AND PREVENTION OF ATHLETIC INJURIES (3)
- PED 30400 SPORT FACILITY AND EVENT MANAGEMENT (3)
- PED 30403 LEGAL ISSUES IN RECREATION AND SPORT (3)
- PED 30233 PSYCHOLOGY AND SOCIOLOGY OF SPORTS (3)
- PED 30732 FIRST AID INSTRUCTOR TRAINING (2)
- PED 31833 RECREATION & SPORTS PROGRAMMING (3)
- PED 33532 ADAPTIVE PHYSICAL EDUCATION (3)
- PED 41033 INTERNSHIP:PED (3)
- PED 41733 THEORY OF ADMIN IN HPE&R (3)
- PED 46000 SENIOR SEMINAR (1)

Required Supporting Courses

- BIO 10043 PRINCIPLES OF BIOLOGY & LAB (4)
- OR
- PHY 11043 PHYSICAL SCIENCE & LAB (4)
- COM 10163 INTRO TO HUMAN COMMUNICATION (3)
- OR
- COM 11023 SPEECH PREPARATION AND DELIVERY (3)
- ENG 23723 INTERMEDIATE WRITING (3)
- OR
- ENG 31023 ADVANCED EXPOSITORY WRITING (3)
- OAD 30563 MANAGEMENT (3)
- OAD 31863 PRINCIPLES OF MARKETING (3)
- PSY 12053 PRINCIPLES OF PSYCHOLOGY (3)

Required Concentration

Students must complete one concentration from the following:

- Coaching
- Sports Leadership
- Recreation

Minors

A minor requires a minimum of 6 courses and a minimum of 12 upper division credits. At least 3 courses in the

minor must be taken in residence at Ottawa University. Elective or required courses in the minor cannot duplicate courses in any other major or minor. A minimum grade of C must be earned in all courses in a minor. Courses for a minor may require additional prerequisite courses.

Performance-based minors (Art, Music) only require a minimum of 9 upper division credits.

Check with your advisor about the availability of minors at your campus.

ACCOUNTING

DEGREE REQUIREMENTS

Required Courses

- ACC 20364 ACCOUNTING FOR BUSINESS OPERATIONS (4)
- ACC 20464 FINANCING AND INVESTING ACTIVITIES (4)
- ACC 30163 COST ACCOUNTING (4)
- ACC 33164 INTERMEDIATE ACCOUNTING I (4)
- ACC 33264 INTERMEDIATE ACCOUNTING II (4)

One Elective Course from the following:

- ACC 36264 FEDERAL INCOME TAX (4)
- ACC 40164 ADVANCED ACCOUNTING (4)
- ACC 44163 AUDITING (4)

BIOLOGY

DEGREE REQUIREMENTS

Choose one course from each category. Some courses may have prerequisite or concurrent requirements. Must have a total of 12 upper division credits to complete this minor.

Basics of Biology

- BIO 10043 PRINCIPLES OF BIOLOGY & LAB (4)
- BIO 12043 GENERAL BIOLOGY I (4)

Organismal Biology

- BIO 20003 BIOLOGY OF PLANTS & LAB (3)
- BIO 20013 BIOLOGY OF ANIMALS & LAB (3)

Inheritance and Evolution

- BIO 31243 GENETICS & LAB (4)

Micro- and Cellular Biology

- BIO 30242 MICROBIOLOGY LAB (2)
- AND
- BIO 30243 MICROBIOLOGY (3)
- BIO 32100 CELL BIOLOGY & IMMUNOLOGY (4)
- AND
- 32101 CELL BIOLOGY & IMMUNOLOGY LAB

BIO 43000	DEVELOPMENTAL BIOLOGY & LAB (4)
Ecology and Evolutionary Biology	
BIO 30643	ENVIRONMENTAL BIOLOGY (3)
BIO 31143	ECOLOGY & LAB (4)
BIO 31343	NATURAL HISTORY OF KANSAS VERTEBRATES WITH LAB (4)
BIO 36000	SPECIAL TOPICS IN BIOLOGY (3)
BIO 42543	ANIMAL BEHAVIOR

Special topics categories: Evolution or Wildlife and Public Lands Management

Structure and Function

BIO 20433	HUMAN ANATOMY & LAB (4)
BIO 21443	INTRODUCTION TO NUTRITION (3)
BIO 30433	HUMAN PHYSIOLOGY & LAB (4)
BIO 40350	COMP ANATOMY VERTEBRATES & LAB (4)
BIO 44042	MEDICAL TERMINOLOGY (2)

BUSINESS ADMINISTRATION

DEGREE REQUIREMENTS

Required Courses

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
OAD 30563	MANAGEMENT (3)

Elective Courses

Select three from the following:

OAD 30013	PRODUCTION OPERATIONS MANAGEMENT (3)
OAD 31863	PRINCIPLES OF MARKETING (3)
OAD 32563	HUMAN RESOURCES ADMINISTRATION (4)
OAD 41464	PROJECT MANAGEMENT (3)
FIN 30000	FOUNDATIONS OF FINANCE (3)

CHRISTIAN STUDIES AND MINISTRY

DEGREE REQUIREMENTS

Required Courses

REL 20224	THE GOSPELS (3)
REL 21024	CHRISTIAN THOUGHT I (3)
REL 31023	CHRISTIAN THOUGHT II (3)
REL 33823	WORLD RELIGIONS (3)
REL 40224	CHRISTIAN ETHICS (3)

Elective Courses

Choose two from the following:

REL 30123	BIBLICAL BOOK (3)
REL 36523	CHRISTIANITY IN A PLURALISTIC

	SOCIETY (3)
REL 41023	INTERNSHIP: RELIGION (3)
REL 41223	INTRODUCTION TO NEW TESTAMENT GREEK (3)
REL 41523	ISSUES IN SCIENCE AND RELIGION (3)
REL 44823	LIFE AND THOUGHT OF PAUL (3)
REL 45523	TOPICS IN RELIGIOUS THOUGHT (3)

COMMUNICATION

DEGREE REQUIREMENTS

Required Courses

COM 11023	SPEECH PREPARATION AND DELIVERY (3)
	OR
COM 10163	INTRO TO HUMAN COMMUNICATION (3)
COM 24003	CRITICAL LISTENING (3)
COM 30163	INTERPERSONAL COMMUNICATION (3)
COM 30263	SMALL GROUP COMMUNICATION (3)
COM 30363	ORGANIZATIONAL COMMUNICATION (3)
COM 30563	VISUAL COMMUNICATION (1)
COM 40164	INTERNATIONAL/INTERCULTURAL COMMUNICATION (3)

ECONOMICS

DEGREE REQUIREMENTS

Required Courses

ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
ECO 30163	INTERMEDIATE MICROECONOMICS (3)

Electives

Minimum of an additional 9 credits of upper division ECO courses.

An upper division OAD course may be permitted if only 2 ECO courses are taken as electives.

ENGLISH

DEGREE REQUIREMENTS

Introductory Course

Choose one from the following:

- ENG 10223 CONTEMPORARY LITERATURE (3)
- ENG 10323 INTRODUCTION TO LITERATURE AND FILM (3)

Survey Course

Choose one from the following:

- ENG 26023 FROM HOMER TO HERRICK (3)
- ENG 27023 FROM VOLTAIRE TO VICTORIA (3)
- ENG 28023 FROM WILDE TO WEILIN (3)

Writing Course

Choose one from the following:

- ENG 31023 ADVANCED EXPOSITORY WRITING (3)
- ENG 32723 CREATIVE WRITING (3)

Theme-Based Courses

Choose two from the following:

- ENG 33023 IMAGE AND TEXT (3)
- ENG 33523 ENVIRONMENTAL LITERATURE (3)
- ENG 34023 PROTEST LITERATURE (3)
- ENG 34523 LITERATURE & SPIRITUALITY/THE SACRED (3)
- ENG 36023 PEACE LITERATURE (3)
- ENG 37023 LITERATURE OF PERSONAL DISCOVERY (3)
- ENG 37623 MADNESS: MULTIFACETED APPROACH (3)

Seminar Course

Choose one from the following:

- ENG 40123 LITERARY CRITICISM (3)
- ENG 41823 SHAKESPEARE SEMINAR (3)
- ENG 45123 SEMINAR IN BRITISH LITERATURE (3)
- ENG 45023 SEMINAR: AMERICAN LITERATURE (3)

HEALTH CARE MANAGEMENT

DEGREE REQUIREMENTS

Required Courses

- OAD 36010 INTRO TO HEALTH CARE DELIVERY SYSTEMS (4)
- OAD 36020 PLANNING & BUDGETING IN HEALTH CARE (4)
- OAD 38663 HUMAN RESOURCES IN HEALTH CARE ORGANIZATIONS (4)
- OAD 40654 HEALTH CARE LAW & ETHICS (4)
- OAD 48400 QUALITY IN HEALTH CARE (4)
- OAD 48563 MANAGEMENT OF HEALTH CARE

ORGANIZATIONS (4)

HUMAN RESOURCES

DEGREE REQUIREMENTS

Required Courses

- OAD 30264 EMPLOYMENT LAW AND POLICIES (4)
- OAD 32563 HUMAN RESOURCES ADMINISTRATION (4)
- OAD 32864 EMPLOYMENT AND STAFFING (4)
- OAD 40264 PLANNING & BUDGETING (4)
- OAD 41464 PROJECT MANAGEMENT (3)
- OAD 41764 TRAINING AND DEVELOPMENT (4)

HUMAN SERVICES

DEGREE REQUIREMENTS

Required Courses

- HUS 20553 INTRODUCTION TO HUMAN SERVICES (3)
- HUS 30253 SOCIAL POLICY & THE COMMUNITY (3)
- HUS 40454 ETHICS IN HUMAN SERVICES (3) OR
- PHL 33024 ETHICS AND SOCIETY (3)
- HUS 40553 SKILLS & TECHNIQUES IN HUMAN SERVICES I (3)
- SOC 30653 ETHNIC RELATIONS & MULTICULTURALISM (3)

Elective Course - One from HUS or PSY

LEADERSHIP AND MANAGEMENT

DEGREE REQUIREMENTS

Required Courses

- OAD 30563 MANAGEMENT (3)
- OAD 40264 PLANNING & BUDGETING (4)
- OAD 41864 MANAGING CULTURAL DIVERSITY (4)

Elective Courses

Select 3 from the following:

OAD 30020	ENTREPRENEURIAL VISION & STRATEGIES (4)
OAD 30030	LEADERSHIP OF CREATIVITY & CHANGE (4)
OAD 30063	BEHAVIOR IN ORGANIZATIONS (3)
OAD 30364	CONFLICT RESOLUTION (4)
OAD 36364	LEADERSHIP AND COMMUNICATION (3)

MARKETING

DEGREE REQUIREMENTS

Required Courses

OAD 31863	PRINCIPLES OF MARKETING (3)
OAD 40363	ADVERTISING STRATEGIES (4)
OAD 40563	PUBLIC RELATIONS (3)
OAD 41264	MARKETING RESEARCH AND ANALYSIS (3)
OAD 41364	CONSUMER BUYING BEHAVIOR (3)
OAD 41534	DIGITAL MARKETING (3)

MATHEMATICS

DEGREE REQUIREMENTS

Required Courses

MAT 20043	DISCRETE MATHEMATICS (3)
MAT 21044	CALCULUS I (4)
MAT 21144	CALCULUS II (4)
MAT 31044	CALCULUS III (4)
MAT 31143	PROBABILITY (4)
MAT 32044	INFERENCE STATISTICS (4)

Electives - One from the following

MAT 30144	FINANCIAL MATHEMATICS (4)
MAT 30243	TRANSITION TO HIGHER MATHEMATICS (3)
MAT 33043	DIFFERENTIAL EQUATIONS (3)
MAT 42143	ABSTRACT ALGEBRA (4)

MUSIC

DEGREE REQUIREMENTS

Requirements List

MUS 25324	MUSIC THEORY AND AURAL SKILLS I (3)
MUS 25325	MUSIC THEORY AND AURAL SKILLS II (3)
MUS 43423	MUSIC HISTORY I (3)
MUS 46423	MUSIC HISTORY II (3)
	Two Credits of Applied Private Lessons
	Four credits of Music Ensembles

PHILOSOPHY

DEGREE REQUIREMENTS

Required Courses

PHL 11023	BASIC ISSUES IN PHILOSOPHY (3)
PHL 33024	ETHICS AND SOCIETY (3)
PHL 37223	IDS: AESTHETICS (3)
PHL 38123	IDS: INTEGRAL THEORY (3)
PHL 38223	EXISTENTIALISM IN PHILOSOPHY AND ARTS (3)
PHL 40023	ENVIRONMENTAL ETHICS (3)

PSYCHOLOGY

DEGREE REQUIREMENTS

Required Courses

PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
PSY 32353	DEVELOPMENTAL PSYCHOLOGY (3)
PSY 30353	PSYCHOLOGY OF ABNORMAL BEHAVIOR (3)
PSY 30153	THEORIES OF PERSONALITY (3)
PSY 40854	HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Elective Course - One from PSY or HUS

SOCIOLOGY

DEGREE REQUIREMENTS

Required Courses

SOC 10453	INTRODUCTION TO SOCIOLOGY (3)
SOC 26053	CULTURAL ANTHROPOLOGY (3)
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)
SOC 32253	RESEARCH DESIGN AND ANALYSIS (3)
SOC 40753	SOCIOLOGY OF DEVIANCE (3)

Elective Course

One related to content course or approved interdisciplinary seminar.

THEOLOGICAL STUDIES

DEGREE REQUIREMENTS

Requirements List

REL 11123	INTRODUCTION TO OLD TESTAMENT (3)
REL 11223	INTRODUCTION TO NEW TESTAMENT (3)

REL 36523	CHRISTIANITY IN A PLURALISTIC SOCIETY (3)
REL 41523	ISSUES IN SCIENCE AND RELIGION (3)
REL 44823	LIFE AND THOUGHT OF PAUL (3)
HPS 31453	RELIGION IN AMERICAN CULTURE (3)

All courses are required

COACHING

RELATED MAJOR: Sport Studies

Concentrations

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. It requires a minimum of 4 courses and a minimum of 12 upper division semester credits.

Half of the credits must be taken in residence at Ottawa University. A minimum grade of “C” is required for all courses. Requiring additional courses and course mix to complete a concentration is at the discretion of the campus but must be in keeping with the University policy. The concentration cannot contain courses used also for a major or for a minor. The following courses are required as identified and are illustrative of the courses necessary to complete the concentration.

Check with your advisor regarding availability at your campus.

ACTUARIAL SCIENCE

Business Administration majors complete all math courses to avoid duplication and meet requirements for the concentration. Mathematics majors complete all business-related courses to avoid duplication and meet requirements for the concentration.

REQUIREMENTS

ACC 20364	ACCOUNTING FOR BUSINESS OPERATIONS (4)
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
ECO 30363	MONEY AND BANKING (3)
MAT 20043	DISCRETE MATHEMATICS (3)
MAT 21044	CALCULUS I (4)
MAT 21144	CALCULUS II (4)
MAT 22043	LINEAR ALGEBRA (4)
MAT 30144	FINANCIAL MATHEMATICS (4)
MAT 31044	CALCULUS III (4)
MAT 31143	PROBABILITY (4)
MAT 32044	INFERENCE STATISTICS (4)
OAD 31564	QUANTITATIVE METHODS IN BUSINESS (3)
OAD 31863	PRINCIPLES OF MARKETING (3)

DEGREE REQUIREMENTS

Requirements List

PED 30303	SPORTS NUTRITION (3)
PED 34610	COACHING PRACTICUM (1)
PED 35500	HUMAN ANATOMY EXERCISE SCIENCE (3)
PED 35502	HUMAN ANATOMY OF EXERCISE SCIENCE LAB (1)
PED 40033	ESSNTLS STRENGTH & CONDITIONING (2)
PED 40433	PRINCIPLES OF COACHING (2) Additional Methods of Coaching Class

COACHING/ADMINISTRATION

RELATED MAJORS: Exercise Science

DEGREE REQUIREMENTS

Requirements List

PED 30403	LEGAL ISSUES IN RECREATION AND SPORT (3)
PED 34610	COACHING PRACTICUM (1)
PED 40033	ESSNTLS STRENGTH & CONDITIONING (2)
PED 40433	PRINCIPLES OF COACHING (2)
PED 40533	PROGRAM DESIGN PRACTICUM (1) OR
PED 35034	STRENGTH AND CONDITIONING PRACTICUM (1) OR
PED 34650	RECREATION PROGRAMMING PRACTICUM (1)
PED 30400	SPORT FACILITY AND EVENT MANAGEMENT (3) OR
PED 31833	RECREATION & SPORTS PROGRAMMING (3)

DIGITAL MEDIA MARKETING

Related Major

- Marketing

REQUIREMENTS

OAD 40363	ADVERTISING STRATEGIES (4)
OAD 42364	WEB MARKETING (4)
OAD 42463	SOCIAL MEDIA MARKETING (3)
OAD 42563	MOBILE MEDIA MARKETING (3)

ECONOMICS

REQUIREMENTS

Required Course

ECO 30163	INTERMEDIATE MICROECONOMICS (3)
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Elective Courses

Choose three from the following:

ECO 30363	MONEY AND BANKING (3)
ECO 30463	SPATIAL ECONOMICS (3)
ECO 33063	ENTREPRENEURIAL ECONOMICS (3)
ECO 40664	INVESTMENT FINANCE (3)
ECO 40963	INTERNATIONAL ECONOMICS (3)

EDUCATIONAL BUSINESS SERVICES

REQUIREMENTS AND COURSE OPTIONS

All the following are required courses:

EDU 31233	EDUCATIONAL PSYCHOLOGY (3)
EDU 31132	THE EXCEPTIONAL CHILD (3)
EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
OAD 32563	HUMAN RESOURCES ADMINISTRATION (4)
OAD 43464	LEADERSHIP (3)

All courses are required

FINANCE

REQUIREMENTS

Required Course

FIN 30000	FOUNDATIONS OF FINANCE (3)
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Elective Courses

Select three from the following:

ECO 30363	MONEY AND BANKING (3)
ECO 40664	INVESTMENT FINANCE (3)
ECO 40963	INTERNATIONAL ECONOMICS (3)
FIN 41000	INVESTMENT THEORY (3)
FIN 41003	REAL ESTATE FINANCE (3)
FIN 41006	BEHAVIORAL FINANCE (3)

HEALTH CARE MANAGEMENT

REQUIREMENTS

Required Course

OAD 48563	MANAGEMENT OF HEALTH CARE ORGANIZATIONS (4)
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Elective Courses

Select three from the following:

OAD 36020	PLANNING & BUDGETING IN HEALTH CARE (4)
OAD 36064	MANAGING INTEGRATION OF HEALTH CARE SYSTEMS (4)
OAD 40654	HEALTH CARE LAW & ETHICS (4)
OAD 46000	HEALTH CARE POLICY AND REGULATIONS (4)

HUMAN RESOURCES

REQUIREMENTS

Required Course

OAD 32563	HUMAN RESOURCES
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ADMINISTRATION (4)

Elective Courses

Select three from the following:

- OAD 30264 EMPLOYMENT LAW AND POLICIES (4)
- OAD 30364 CONFLICT RESOLUTION (4)
- OAD 32864 EMPLOYMENT AND STAFFING (4)
- OAD 41564 COMPENSATION & BENEFITS (4)
- OAD 41764 TRAINING AND DEVELOPMENT (4)

LEADERSHIP AND MANAGEMENT

REQUIREMENTS

Required Courses

- OAD 30063 BEHAVIOR IN ORGANIZATIONS (3)
- OAD 43464 LEADERSHIP (3)

Elective Courses

- OAD 30030 LEADERSHIP OF CREATIVITY & CHANGE (4)
- OAD 30563 MANAGEMENT (3)
- OAD 36364 LEADERSHIP AND COMMUNICATION (3)
- OAD 41464 PROJECT MANAGEMENT (3)

MARKETING

REQUIREMENTS

Required Course

- OAD 31863 PRINCIPLES OF MARKETING (3)

Elective Courses

Select three from the following:

- OAD 36964 PRINCIPLES OF ADVERTISING (3)
OR
- OAD 40363 ADVERTISING STRATEGIES (4)
- OAD 43264 ORGANIZATIONAL CHANGE (4)
OR
- OAD 40563 PUBLIC RELATIONS (3)
- OAD 40464 SELLING: PERSONAL PRINCIPLES & PRACTICE (3)
- OAD 40864 INTERNATIONAL MARKETING (3)
- OAD 41264 MARKETING RESEARCH AND ANALYSIS (3)

OAD 41364 CONSUMER BUYING BEHAVIOR (3)

PERSONAL TRAINING AND STRENGTH AND CONDITIONING

RELATED MAJORS

Exercise Science

DEGREE REQUIREMENTS

Requirements List

- PED 30403 LEGAL ISSUES IN RECREATION AND SPORT (3)
- PED 35034 STRENGTH AND CONDITIONING PRACTICUM (1)
- PED 40033 ESSENTLS STRENGTH & CONDITIONING (2)
- PED 40233 ESSENTIALS OF PERSONAL TRAINING (2)
- PED 40533 PROGRAM DESIGN PRACTICUM (1)
- OAD 31863 PRINCIPLES OF MARKETING (3)

PRE-ALLIED HEALTH

RELATED MAJORS

Exercise Science

DEGREE REQUIREMENTS

Requirements List

- PED 34630 ATHLETIC TRAINING PRACTICUM (1)
- PED 34633 ATHLETIC TRAINING PRACTICUM II: ADMIN & REHAB (1)
OR
- PED 40233 ESSENTIALS OF PERSONAL TRAINING (2)
- PHL 33024 ETHICS AND SOCIETY (3)
- PSY 30353 PSYCHOLOGY OF ABNORMAL BEHAVIOR (3)
- PED 30403 LEGAL ISSUES IN RECREATION AND SPORT (3)

PUBLIC RELATIONS

Related Major

- Marketing

DEGREE REQUIREMENTS

Requirements List

- COM 39764 PUBLIC RELATIONS WRITING (3)
- OAD 40563 PUBLIC RELATIONS (3)
- OAD 42663 CORPORATE COMMUNICATION (3)
- OAD 42763 MEDIA RELATIONS AND

CAMPAIGNS (3)

RECREATION

RELATED MAJOR: Sport Studies

DEGREE REQUIREMENTS

Requirements List

EDU 33035	FOUNDATIONS OF SCHOOLS DIVERSE SOCIETY (3)
PED 30833	ELEMENTARY PHYSICAL EDUCATION METHODS (3) AND
PED 30834	PRACTICUM IN TEACHING PHYSICAL EDUCATION ELEMENTARY SCHOOL (1) OR
EDU 34600	SPECIALIZED METHODS/PRACTICUM (3)
PED 34610	COACHING PRACTICUM (1) OR
PED 30406	FACILITY/EVENT MANAGEMENT PRACTICUM (1)
PED 34650	RECREATION PROGRAMMING PRACTICUM (1)
PED 40433	PRINCIPLES OF COACHING (2)
OAD 40563	PUBLIC RELATIONS (3)

SPEECH

Related Major

- Communication

DEGREE REQUIREMENTS

Requirements List

COM 10121	INTERCOLLEGIATE FORENSICS (3)
COM 20223	ARGUMENTATION AND DEBATE (3)
COM 20523	PERFORMANCE STUDIES (3)
COM 30663	ADVANCED PUBLIC SPEAKING (3)
COM 40464	PERSUASIVE COMMUNICATION (3)
COM 43063	COOPERATION AND COLLABORATION (3) Select two from the following:
ECO 20163	MACROECONOMICS (3)
ECO 20263	MICROECONOMICS (3)
ENG 20623	TECHNICAL WRITING (3)
HPS 13353	AMERICAN GOVERNMENT (3)
HPS 23153	HUMAN GEOGRAPHY (3)

HUS 26001	ISSUES IN ADVOCACY (3)
OAD 30030	LEADERSHIP OF CREATIVITY & CHANGE (4)
PED 10433	PERSONAL AND COMMUNITY HEALTH (3)
PHL 33024	ETHICS AND SOCIETY (3)
PSY 12053	PRINCIPLES OF PSYCHOLOGY (3)
SOC 30653	ETHNIC RELATIONS & MULTICULTURALISM (3)

SPORTS LEADERSHIP

RELATED MAJOR: Sport Studies

DEGREE REQUIREMENTS

Requirements List

OAD 31063	BUSINESS LAW (3)
OAD 31664	BUSINESS ETHICS (3) OR
PHL 33024	ETHICS AND SOCIETY (3)
OAD 40563	PUBLIC RELATIONS (3)
PED 30406	FACILITY/EVENT MANAGEMENT PRACTICUM (1)
PED 34610	COACHING PRACTICUM (1)
PED 34620	SPORT ADMINISTRATION/LEADERSHIP PRACTICUM (1)

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Lyons, KS
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Dr. Roy W. Browning, Jr. '50
Retired Education Administrator
U.S. Air Force Chaplain
Topeka, KS
Eff: 1981

Mrs. Karla Dye '79
Homemaker

Summerfield, NC
Eff: 1995

Dr. Robert Froning '43
Retired
AMOCO
Bixby, OK
Eff: 1978

Dr. Mercile J. Lee
Retired Asst. Vice Chancellor
University of Wisconsin-Madison
Madison, WI
Eff: 1992

Mrs. Dorothy Matthew '52
Retired RN & Nursing Professor
Tampa, FL
Eff: 1982

Mrs. Anne J. Mills
President
Loring Consulting Company
Highlands Ranch, CO
Eff: 1974

Mr. James O'Dell '57
Banker
Brighton, CO
Eff: 1980

Dr. Wayne M. Paulsen
Retired Minister
American Baptist Churches
Franklin, OH

Eff: 1990

Dr. Ramon Schmidt '61
Retired Physician and Surgeon
Ottawa, KS
Eff: 1977

Mr. Ross L. Talbott '58
Landowner and Developer
Talbott Enterprises, Inc.
New Castle, CO
Eff: 1984

Mr. Gary Wall
Funeral Director
Carson-Wall Funeral Home
Parsons, KS
Eff: 1983

Dr. Marvin H. Wilson '60
Retired Physician and Surgeon
Topeka, KS
Eff: 1978

Term Trustees

Mr. Greg Burger '73
Owner/Operator
Minnesota Bank Consulting, LLC
Luverne, MN
Eff: 2017

Mr. John Coen
President
Ottawa Chamber of Commerce
Ottawa, KS
Eff: 2013

Mr. Lucky DeFries '75, *Chair*
Lawyer
Coffman, DeFries & Nothern
Topeka, KS
Eff: 1998

Mr. Wayne Duderstadt '79
Chief Administrative Officer
Peoples Bank
Ottawa, KS
Eff: 2012

Mr. Robert Evans '73
President & CEO
Evans Consulting
Fort Collins, CO
Eff: 2017

Dr. Kathleen Greene '68
Director, Education & Personal Dev.
Kansas State University
Manhattan, KS
Eff: 2016

Dr. David Greenhaw
President
Eden Theological Seminary
St. Louis, MO
Eff: 2008

Mr. Joe Greenhaw '73, *Treasurer*
Executive Vice President
Cohen Financial
Colleyville, TX
Eff: 2012

Mr. Steve Hasty

President

Hasty Awards

Ottawa, KS

Eff. 2012

Mr. Michael Hetrick '68, *Vice Chair*

Retired

ARAMARK

Ocean Isle Beach, NC

Eff. 2010

Mr. Ed Hoskins, Jr. '00 *AZ*

Retired

GateWay Community College

Phoenix, AZ

Eff. 2013

Mr. Robert Innes '71

Retired

American Fiber Network, Inc

Overland Park, KS

Eff. 2017

Mrs. Janet Kincaid '87

Assistant Regional Director

FDIC

Olathe, KS

Eff. 2017

Mrs. Jeanne Krug '80

Director, Human Resources

Seaboard Corporation

Shawnee Mission, KS

Eff. 2014

Mrs. Wynndee Lee '89

Director of Community Development

City of Ottawa

Ottawa, KS

Eff. 1999

Ms. Kathleen Madden '06, '10 *WI*

Clerk, Circuit Court

Waukesha County

Dousman, WI

Eff. 2012

Ms. Susan Neff '73

CEO, Retired

Vanderbilt Stallworth Rehabilitation Hospital Nashville, TN

Eff. 2016

Mr. Barry Pelton '73

President & CEO

Pelton Painting

Ottawa, KS

Eff. 2012

Ms. Donna Petrocco '82

President

Valley View Bank & Trust

Brighton, CO

Eff. 2016

Mr. Michael Ruchensky '80

CIO

Knight-Swift Transportation

Phoenix, AZ

Eff. 2017

Dr. Henry H. (Hank) Scherich '60

President and CEO

Eff: 2013

Measurement, Inc.

Durham, NC

Eff: 2004

Mrs. Pamela Woodward '70

Retired Financial Advisor

Palos Park, IL

Eff: 2012

Ms. Diane Sexton '05, '08 (WI)

Group Senior Financial Analyst

West Bend, WI

Eff: 2014

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Ex Officio

Dr. Kevin Eichner '73

President

Ottawa University

Ottawa, KS

Eff: 1992

Ms. Kristy Cannon Stallings '82

Deputy City Manager

City of Overland Park, KS

Overland Park, KS

Eff: 2014

Dr. John Williams

Executive Minister

American Baptist Churches/Central Region

Topeka, KS

Eff: 2008

Mr. Danny Trent, *Secretary*

Lawyer

Perry and Trent, LLC

Bonner Springs, KS

UNIVERSITY CONTACT INFORMATION

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SCHOOLS

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Dr. Kirk Wessel, Dean	602-749-5108
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School of Education

Dr. Kim Coffman-Romero, Dean	602-749-5171
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School of Arts & Sciences

Dr. Rich Menninger, Dean	785-248-2576
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The College

Academic Matters

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Courtney McConico, Director of Auxiliary and Event Services	785-248-2322
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Financial Aid

Gary Bateman, Associate Director of Financial Aid	785-248-2346
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International Students

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Kimberly Rieken, Assistant Director of International Programs 913-266-8606

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Donna Washington, Associate Dean of Student Affairs 785-248-2317

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