



It has been widely understood that if the United States of America expects greater returns on its investments in education, we are going to need to put highly qualified, innovative minds in teaching and administrative positions. A Master of Arts in Education is a prerequisite for many education positions and is recognized by school districts as a valuable credential. A master's degree in education gives educators the knowledge and skills to inspire and encourage a love of learning and the techniques to handle diverse classrooms and learning styles. Master's degree programs in education prepare educators to utilize high-level teaching methodologies and provide the tools to make work in the field of education more effective and efficient.

At Ottawa University

This program provides the skills and knowledge necessary to:

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

The concentration in school 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 counseling requirements for certification in Arizona. In Arizona, neither teaching experience nor teacher certification is required to be a school counselor.

Education and Qualifications

The traditional route to becoming a public school teacher involves completing a bachelor's degree from a teacher education program and then obtaining a certificate/license in a specific state. Those who have a college degree in other fields may meet state guidelines by completing a teacher certification/licensure program. For supervisory or other advanced education positions, a master's degree may be required.

Graduate Master of Arts in Education - School Counseling

Foundation Courses

The following represent foundation courses for the School Counseling concentration.

EDC 7133 Counseling & The Helping Professions

Examines the counseling process, instruction and practice in communication skills in counseling, history, development, and practice of counseling as a profession, and how and where counseling is provided.

EDF 7410 Foundation of Educational Research and Assessment

Evaluate the relevance of educational research to curriculum improvement, federal and state policies, systematic processes, and instructional and assessment strategies. Apply various research methods within educational environments at multiple levels.

EDC 7303 Theories of Trauma, Grief, and Loss

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.

EDF 7403 School Counseling Changing Environment

Examination of the role of the counselor in elementary, secondary and community college settings including counselor, advisor, educator, advocate and consultant. Study of exemplary models of school counseling programs effective with diverse and changing populations.

EDF 8503 Master's Research Project

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

Concentration Courses

The following represent concentration courses that are required.

EDC 7433 Social and Cultural Concerns in Counseling

Study of social, cultural and gender differences and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques.

EDC 7824 Life Planning and Career Development School Counseling

Focus on tools and techniques used in life planning and career development for elementary and high school students.

EDC 7933 Group Counseling and Dynamics

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

Study of the ethical, legal and professional concerns of school counselors and preparation for the school counseling practicum.

EDC 8023 Designing and Leading CCBP

This source examines several aspects of the school reform movement, including an in-depth look at the criticism of school 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 8463 Practicum in School Counseling

Individually designed course offering opportunity to practice individual and group counseling under professional supervision in an appropriate level school setting. Approved written proposal required. All coursework must be complete with the exception of EDF 8503 Master's Research Project, which can be taken concurrently or subsequently.

EDC 8493 Practicum in School Counseling II

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.

