



University of the Ozarks  
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## Academic Years 2004-05

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# Nondiscrimination

The University of the Ozarks employs, advances, admits, and treats in its employment and educational programs all persons without regard to their race, color, national or ethnic origin, sex, age, religion, handicap, or status as a veteran.

# Accreditation

The University of the Ozarks is fully accredited by

- North Central Association of Colleges and Schools  
30 N. LaSalle Street, Suite 2400 Chicago, IL 60602-2504  
(800) 621-7440

Its teacher-education curriculum is fully accredited by

- National Council for the Accreditation of Teacher Education  
2010 Massachusetts Ave., NW, Suite 500 Washington, DC 20036-1023  
(202) 466-7496
- Arkansas State Department of Education.

Its Division of Business, Communications, and Government has the following degree programs accredited by the International Assembly for Collegiate Business Education, P.O. Box 25217, Overland Park, Kansas 66225, (913) 631-3009: Bachelor of Arts in Business Administration, and Bachelor of Science degrees in Accounting, Business Administration, Business Education, Economics, Management, and Marketing.

# Family Rights and Privacy Act

The University of the Ozarks follows all procedures as required by the Family Rights and Privacy Act.

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# 2004-2005 Academic Calendar

| <b>August 2004</b> |           |           |           |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Su                 | Mo        | Tu        | We        | Th        | Fr        | Sa        |
| 1                  | 2         | 3         | 4         | 5         | 6         | 7         |
| 8                  | 9         | 10        | 11        | 12        | 13        | 14        |
| 15                 | 16        | 17        | <b>18</b> | <b>19</b> | <b>20</b> | <b>21</b> |
| <b>22</b>          | <b>23</b> | <b>24</b> | 25        | 26        | 27        | 28        |
| 29                 | 30        | <b>31</b> |           |           |           |           |

| <b>September 2004</b> |          |           |    |    |    |    |
|-----------------------|----------|-----------|----|----|----|----|
| Su                    | Mo       | Tu        | We | Th | Fr | Sa |
|                       |          |           | 1  | 2  | 3  | 4  |
| 5                     | <b>6</b> | 7         | 8  | 9  | 10 | 11 |
| 12                    | 13       | <b>14</b> | 15 | 16 | 17 | 18 |
| 19                    | 20       | 21        | 22 | 23 | 24 | 25 |
| 26                    | 27       | 28        | 29 | 30 |    |    |

| <b>October 2004</b> |    |    |    |           |           |           |
|---------------------|----|----|----|-----------|-----------|-----------|
| Su                  | Mo | Tu | We | Th        | Fr        | Sa        |
|                     |    |    |    |           | 1         | 2         |
| 3                   | 4  | 5  | 6  | 7         | <b>8</b>  | <b>9</b>  |
| 10                  | 11 | 12 | 13 | 14        | <b>15</b> | <b>16</b> |
| <b>17</b>           | 18 | 19 | 20 | 21        | <b>22</b> | 23        |
| 24                  | 25 | 26 | 27 | <b>28</b> | <b>29</b> | 30        |
| 31                  |    |    |    |           |           |           |

| <b>November 2004</b> |          |          |           |           |           |    |
|----------------------|----------|----------|-----------|-----------|-----------|----|
| Su                   | Mo       | Tu       | We        | Th        | Fr        | Sa |
|                      | 1        | <b>2</b> | 3         | 4         | 5         | 6  |
| 7                    | <b>8</b> | 9        | 10        | 11        | 12        | 13 |
| 14                   | 15       | 16       | 17        | 18        | 19        | 20 |
| 21                   | 22       | 23       | <b>24</b> | <b>25</b> | <b>26</b> | 27 |
| 28                   | 29       | 30       |           |           |           |    |

| <b>December 2004</b> |           |           |           |           |           |    |
|----------------------|-----------|-----------|-----------|-----------|-----------|----|
| Su                   | Mo        | Tu        | We        | Th        | Fr        | Sa |
|                      |           |           | 1         | 2         | 3         | 4  |
| 5                    | 6         | 7         | 8         | 9         | <b>10</b> | 11 |
| 12                   | <b>13</b> | <b>14</b> | <b>15</b> | <b>16</b> | 17        | 18 |
| 19                   | 20        | <b>21</b> | 22        | 23        | 24        | 25 |
| 26                   | 27        | 28        | 29        | 30        | 31        |    |

| <b>Fall Semester</b>                     |            |
|--|------------|
| Orientation                              | Aug. 20-23 |
| Registration                             | Aug. 23    |
| Classes Begin                            | Aug. 24    |
| Last Day to Register                     | Aug. 31    |
| Labor Day Holiday                        | Sept. 6    |
| Assessment Day                           | Sept. 14   |
| Board of Trustees Weekend                | Oct. 8-9   |
| Mid-Term                                 | Oct. 15    |
| Family Weekend                           | Oct. 15-17 |
| Mid-Term Grades to Students              | Oct. 22    |
| Fall Break                               | Oct. 28-29 |
| Last Day to Drop a Class                 | Nov. 2     |
| Advising and Preregistration Week Begins | Nov. 8     |
| Thanksgiving Holiday                     | Nov. 24-26 |
| Last Day of Classes                      | Dec. 10    |
| Final Exams                              | Dec. 13-16 |
| Grades Due                               | Dec. 21    |

| <b>Spring Semester</b>               |             |
|--------------------------------------|-------------|
| Martin Luther King Holiday           | Jan. 17     |
| Registration                         | Jan. 18     |
| Classes Begin                        | Jan. 18     |
| Assessment Day                       | Feb. 8      |
| Mid-Term                             | March 11    |
| Mid-Term Grades to Students          | March 18    |
| Spring Break                         | March 21-25 |
| Good Friday Holiday                  | March 25    |
| Last Day to Drop                     | March 28    |
| Portfolio Advisor Review Week Begins | April 4-8   |
| Advising and Preregistration Begins  | April 11    |
| Alumni Weekend                       | April 15-17 |
| Earth Day Chapel                     | April 19    |
| Student Leadership Awards            | April 21    |
| Awards Day                           | April 26    |
| Board of Trustees Weekend            | April 22-23 |
| Last Day of Classes                  | May 6       |
| Final Exams                          | May 9-12    |
| Graduation                           | May 14      |
| Grades Due                           | May 17      |

| <b>Summer Term</b>            |         |
|-------------------------------|---------|
| Classes Begin Summer I and II | May 16  |
| Memorial Day Holiday          | May 30  |
| Summer School I Ends          | June 3  |
| Summer III Begins             | June 6  |
| Summer School II and III Ends | June 24 |

| <b>January 2005</b> |           |           |    |    |    |    |
|---------------------|-----------|-----------|----|----|----|----|
| Su                  | Mo        | Tu        | We | Th | Fr | Sa |
|                     |           |           |    |    |    | 1  |
| 2                   | 3         | 4         | 5  | 6  | 7  | 8  |
| 9                   | 10        | 11        | 12 | 13 | 14 | 15 |
| 16                  | <b>17</b> | <b>18</b> | 19 | 20 | 21 | 22 |
| 23                  | 24        | 25        | 26 | 27 | 28 | 29 |
| 30                  | 31        |           |    |    |    |    |

| <b>February 2005</b> |    |    |          |    |    |    |
|----------------------|----|----|----------|----|----|----|
| Su                   | Mo | Tu | We       | Th | Fr | Sa |
|                      |    |    | 1        | 2  | 3  | 4  |
| 5                    | 6  | 7  | <b>8</b> | 9  | 10 | 11 |
| 12                   | 13 | 14 | 15       | 16 | 17 | 18 |
| 19                   | 20 | 21 | 22       | 23 | 24 | 25 |
| 26                   | 27 | 28 |          |    |    |    |

| <b>March 2005</b> |    |           |           |           |           |           |
|-------------------|----|-----------|-----------|-----------|-----------|-----------|
| Su                | Mo | Tu        | We        | Th        | Fr        | Sa        |
|                   |    |           | 1         | 2         | 3         | 4         |
| 5                 | 6  | 7         | 8         | 9         | 10        | <b>11</b> |
| 12                | 13 | 14        | 15        | 16        | 17        | <b>18</b> |
| 19                | 20 | <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> |
| 26                | 27 | <b>28</b> | 29        | 30        | 31        |           |

| <b>April 2005</b> |           |           |          |           |           |           |
|-------------------|-----------|-----------|----------|-----------|-----------|-----------|
| Su                | Mo        | Tu        | We       | Th        | Fr        | Sa        |
|                   |           |           |          |           | 1         | 2         |
| 3                 | <b>4</b>  | <b>5</b>  | <b>6</b> | <b>7</b>  | <b>8</b>  | 9         |
| 10                | <b>11</b> | 12        | 13       | 14        | <b>15</b> | <b>16</b> |
| <b>17</b>         | 18        | <b>19</b> | 20       | <b>21</b> | 22        | 23        |
| 24                | 25        | <b>26</b> | 27       | 28        | 29        | 30        |

| <b>May 2005</b> |          |           |           |           |          |           |
|-----------------|----------|-----------|-----------|-----------|----------|-----------|
| Su              | Mo       | Tu        | We        | Th        | Fr       | Sa        |
| 1               | 2        | 3         | 4         | 5         | <b>6</b> | 7         |
| 8               | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | 13       | <b>14</b> |
| 15              | 16       | <b>17</b> | 18        | 19        | 20       | 21        |
| 22              | 23       | 24        | 25        | 26        | 27       | 28        |
| 29              | 30       | 31        |           |           |          |           |

# The University

## History

The University of the Ozarks has undergone several changes of name and ownership in its 170-year history. It was founded by Cumberland Presbyterians as Cane Hill School at Cane Hill, Arkansas, in 1834. Cane Hill School closed in early 1891, and its successor, Arkansas Cumberland College, was established in Clarksville, Arkansas, in September 1891. The university experienced another name change in 1920 when it became The College of the Ozarks. To acknowledge its anticipated expansion to a master's degree granting institution, The College of the Ozarks became University of the Ozarks in 1987.

The university has always had a relationship with the Presbyterian Church. At one time, the university was owned by the Oklahoma-Arkansas Synod of the United Presbyterian Church (U.S.A.). In 1960, the Board of National Missions of the United Presbyterian Church (U.S.A.) assumed ownership and operating responsibility for the college. When the Board of National Missions ended its relationship with its mission colleges in 1973, an elected board of trustees assumed administrative responsibility and ownership. The university currently operates under this board.

Throughout its history, the University of the Ozarks has consistently provided creative, student-oriented innovation in private education. It has also preserved its history of dedication to Christian values and service and of personal concern by the faculty and staff for the full development of each student. Within the state of Arkansas, the university was the first college to graduate a woman (1872) and was the first historically white college to admit an African-American (1957). Though these are common practices in higher education today, it took courage for a small, southern college to take these first steps toward equal educational opportunities. Continuing this tradition, the university established the first program in America to educate college students with learning disabilities. Begun in 1971 with a handful of students and a few dedicated faculty members, the program has grown to eighty students in the impressively equipped and staffed Jones Learning Center.

## Campus

The university is located in Clarksville, Arkansas, a town of approximately 7,500 people and county seat of Johnson County. Clarksville is in the Arkansas River Valley, 60 miles east of Fort Smith and 100 miles west Little Rock on Interstate 40. The tree-shaded and beautifully landscaped campus, consisting of thirty acres, is laid out along a central mall. Located on College Hill on the north edge of town, it affords an excellent view of the Ozark Mountains, which, along with its great oaks and maples, give a distinctive air to the campus.

BAGWELL-JONES HALL (2000), provides living space for 20 upper-level students. It features home-style kitchen, dining, and living room spaces. Second floor rooms feature vaulted ceilings and balconies. Ground level rooms open on to patios.

BOREHAM BUSINESS BUILDING (1996), a 23,872 square foot facility that houses the Division of Business, Communications, and Government, includes classrooms, study rooms, conference rooms, and computer labs.

CARY-WORTZ HALL (2000), provides living space for 20 upper-level students. It features home-style kitchen, dining, and living room spaces. Second floor rooms feature vaulted ceilings and balconies. Ground level rooms open on to patios.

HARVEY AND BERNICE JONES LEARNING CENTER (1989) houses the Ben D. Caudle Learning Program, a support service for students with specific learning disabilities.

HURIE FIELD (1929), renovated with community resources in 1978, provides soccer, softball, and baseball fields, student activity fields, two asphalt tennis courts, basketball court, and a stadium. In addition, four lighted tennis courts are located adjacent to the campus.

KING RESIDENCE HALL (1971), renovated in 1999, provides living quarters for 157 first-year students. It features both lounge and recreational facilities.

L. S. AND HAZEL C. ROBSON LIBRARY (1996), a 37,833 square foot facility, houses a collection of over 70,000 books, 40,000 federal and state government documents, 10,000 microform units, 10,000 bound periodicals, and 480 current periodical subscriptions. It also features 24-hour study rooms, conference rooms, a computer lab, and continuing education rooms and houses the Student Support Services Center and the Career-Placement Center.

MABEE ADMINISTRATION BUILDING (1963), formerly Dobson Memorial Library, was renovated in 1997 to provide administrative space for the president, the vice president for academic affairs, the registrar, the offices of admissions, financial aid, university advancement, alumni relations, and computer services, and the business office.

MABEE HALL (2001), provides living space for 20 upper-level students. It features home-style kitchen, dining, and living room spaces. Second floor rooms feature vaulted ceilings and balconies. Ground level rooms open on to patios.

MABEE SPORTS COMPLEX (1958), renovated in 1972 and 1987. It includes classrooms, handball courts, a swimming pool, and a basketball court with a seating capacity of 2,200.

MACLEAN RESIDENCE HALL (1927), renovated in 2001 provides living quarters for 165 upper-level students, a large formal lounge, and a kitchen. Most rooms are arranged in suites for two students, the bedrooms opening off a central study room.

RAYMOND MUNGER MEMORIAL CHAPEL (1933) is the center of religious life on the campus. In it are held chapel services, religious exercises, concerts, baccalaureate, and other official

ceremonies. It also houses The Great Hosanna, a thirty-nine rank Reuter pipe organ.

SEAY STUDENT CENTER (1966) was enlarged and renovated in 1996 to house the student life offices, health services, food service, post office, and the bookstore.

SMITH RESIDENCE HALL (1964), remodeled in 2000, provides living quarters for 80 upper-level students. It features lounge facilities, a kitchenette, and many rooms can be arranged as suites.

SMITH-BROYLES SCIENCE CENTER (1969), renovated in 1996, houses the Division of Sciences and Mathematics. It includes classrooms, laboratories, a computer lab, and a greenhouse.

VOORHEES HALL (1940), renovated in 1988, has served over the years as the university relations office, the art building, and even the student center. It currently houses the International Studies Program.

WALTON FINE ARTS CENTER (1987) houses the Division of Humanities and Fine Arts. This 76,000 square foot facility includes Seay Theatre, Rowntree Recital Hall, a blackbox theatre, classrooms, and a computer lab.

WALKER HALL (2002) houses Communications and the Wiley Lin Hurie Teacher Education Center. This new 36,000 square foot facility includes a television studio, distance learning room, smart classrooms, radio station, offices, computer labs, Dr. Robert H. Basham Micro Teaching Laboratory, and classrooms.

## Mission

True to our Christian heritage, we prepare those who seek to live life fully, those who seek the richness of life provided by study of the liberal arts and the quality of life provided by professional preparation. We provide a uniquely supportive, academically sophisticated and challenging environment on a beautiful campus adjacent to the Ozark Mountains. Our first priority is the education of students who come to us from diverse religious, cultural, educational, and economic backgrounds.

### **GOALS**

**STUDENT INTELLECTUAL DEVELOPMENT:** Stimulate the students intellectually through a full offering of studies in the liberal arts and professional preparation in selected areas.

**STUDENT SOCIAL DEVELOPMENT:** Promote student interaction on campus and in the community, capitalizing on the university's setting in the beautiful Ozarks.

**STUDENT SPIRITUAL DEVELOPMENT:** Encourage students both to learn and to practice Christian values, while respecting individual beliefs.

STUDENT SUPPORT: Support students and the growth of the university through following sound financial strategies.

The University of the Ozarks commits its administration, faculty, students, and programs to the fulfillment of its mission.

### **Assessment of Student Development**

As the goals indicate, the development of each student is at the heart of our mission. We employ student-outcome-centered assessment of our academic and co-curricular programs to evaluate and improve our efforts to provide ongoing intellectual, social, and spiritual development of students.

Meaningful assessment at the University of the Ozarks involves identifying Intended Student Outcomes (ISOs); measuring student achievement of these ISOs; sharing the results of such measurements with constituents and decision makers; and using the result to improve pedagogy, content, curricula, advising, allocation of resources, and assessment practices. Effective assessment is a structured, systematic, and ongoing process that leads to better institutional programs and enhanced student development.

Formal assessment occurs at two levels: at the level of the institution as a whole and at the level of programs or majors. The four Intended Student Outcomes of an education at Ozarks are:

- 1) Students will communicate effectively
- 2) Students will think critically
- 3) Students will have knowledge of human culture
- 4) Students will be aware of their responsibilities to themselves, to humanity, to their planet and to their creator

The University provides the opportunity for students to achieve these ISOs by participating in the general education curriculum, a major curriculum, and co-curricular activities. We employ three instruments annually to collect information relevant to student achievement of these ISOs: student-maintained portfolios of coursework (see “Other Degree Requirements”); a national, standardized objective test and essay; and a national survey. While individual student results are confidential, summaries of these studies are shared with the members of the university community (including the student body and the Board of Trustees) who recommend and implement justified changes.

The ISOs for majors are published in the University Catalog with the description and requirements of the major. Each major maintains its own assessment plan, conducts its own assessment activities, and reports its findings to its student majors, Division Chair, and the Assessment Steering Committee.

The Student Life Office publishes the co-curricular ISOs in the student handbook,

*The Talon.* The Student Life Office conducts assessment of the co-curricular programs and reports its findings to the Student Government Association, the Dean of Students, University Senate, and the Assessment Steering Committee.

### **Attributes of the ISOs**

The University expects that students who have mastered each ISO will exhibit the following attributes associated with the ISO. While we hope that students gain more than we list below, we will study the results from surveys, standardized tests, and portfolios to assess our general effectiveness in helping students acquire these traits. While not all instruments measure all of our attributes, at least one instrument provides information relevant to each attribute, and two instruments address most attributes.

- 1) Students will communicate effectively
  - a) consider the purpose and the audience for a message
  - b) use effective strategies to organize their thoughts, develop a message, and document their sources
  - c) present a message skillfully
  - d) clearly and effectively express ideas and actively listen to the ideas of others in discussions
- 2) Student will think critically
  - a) read with comprehension
  - b) transfer and apply knowledge and skills to new situations
  - c) solve multi-step and non-routine problems involving a range of reasoning skills
  - d) evaluate and analyze arguments from more than one perspective
  - e) recognize and form interpretations, generalizations, or causal explanations appropriate to academic disciplines
- 3) Students will have knowledge of human culture
  - a) identify, describe, and use the salient methods, skills, or ways of knowing in the fine arts, humanities, social sciences, mathematics, and natural sciences
  - b) identify, describe, and compare the political, social, economic, and religious structures within a given culture
  - c) identify, describe, and compare the aesthetic values in the literature, art, and spirituality of a given culture
  - d) compare structures and values across cultures
  - e) use available technologies to gather and process information effectively
- 4) Students will be aware of their responsibilities to themselves, to humanity, to their planet and to their creator
  - a) examine personal lifestyle, ethics, integrity, values, and priorities
  - b) respect individuals with beliefs, backgrounds, or abilities different from their own
  - c) contribute to the welfare of their community and ecosystem
  - d) explore multiple perspectives on the spiritual significance of life, including perspectives found within the Judeo-Christian tradition

# Admission

Ozarks seeks to admit students of diverse cultural, economic, and social backgrounds. Admission is not limited by sex, race, color, disability, creed, or national origin. Past academic performance, character, and potential for success in the university's academic programs are major factors in deciding whether a student will be admitted. This decision is made by the Admissions Committee, which consists of six faculty members, a representative of the Jones Learning Center, the director of student services, and the director of admissions. The Admissions Committee normally makes an admissions decision within three weeks of the completion of an applicant's file. To hold their place in the incoming class, new students must make a deposit of \$50 thirty days after being admitted. This deposit, refundable until May 1, applies to the first semester's tuition and will be refunded after registration for students with a full financial-aid package. Applications for scholarships and other forms of financial aid will be considered only after a student has been officially admitted to the university.

Students with learning disabilities who seek admission to the Jones Learning Center must follow a supplemental application process, which is described in a later section of this catalog. All students admitted to the Jones Learning Center are considered admitted to the university. However, some students may be admitted to the university only if they are also admitted to the Jones Learning Center.

## Entering Students

Students applying to college for the first time must submit the following materials: 1.) a completed application form, 2.) an official high-school transcript valid through the sixth semester, 3.) scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT), and 4.) a health record including, as required by law, evidence of immunization for two rubeola, one rubella, tetanus, and a tuberculosis skin test. Students who have not completed high school may apply for admission based on their General Education Development (GED) certificate. (A minimum GED score of 45 in each testing area is required for consideration.)

In evaluating applications, the Admissions Committee may schedule interviews with applicants or may ask them to submit writing samples or other supporting materials. Some of the factors routinely involved in such evaluations include quality of high-school course work, grades in academic courses, standardized-test scores, letters of recommendation, and evidence of leadership or participation in extracurricular activities. Students seeking to enroll at Ozarks should complete sixteen or more academic units while in high school, including at least four units of English, three units of social studies, four units of mathematics, physical science and two units of laboratory science, and two units of a foreign language.

# Transfer Students

Students who have previously attended another college or university but have attempted or earned fewer than thirty semester credit hours must follow the same admissions process as entering students and, in addition, must submit an official transcript of all college work attempted. In considering the applications of such students, the Admissions Committee will evaluate their performance both in high school and in college.

Students who have earned thirty hours or more need only complete an application form and submit official transcripts from all previous institutions. Such students must have a 2.00 grade point average in all previous college work. Courses in which students have earned grades of C- or higher may transfer but will not be counted in a student's cumulative grade point average at Ozarks. No student may transfer more than sixty-six hours from junior or community colleges.

Students seeking to transfer to Ozarks may be denied admission if they did not leave their previous institution in good standing. Failure to report attendance at another institution, regardless of whether credit was granted, may result in dismissal from Ozarks.

# International Students

Students from countries other than the United States are encouraged to attend Ozarks. To apply for admission, such students must submit 1.) a completed international-student application form, 2.) an English translation of official transcripts of all secondary and postsecondary work, 3.) evidence of a minimum score of 500 (paper-based test), or 173 (computer-based test) on the TOEFL (Test of English as a Foreign Language) and/or a personal interview with the director of international studies and an English proficiency examination, 4.) evidence of full financial support for the duration of their studies in the United States, and 5.) \$2000.00 advance payment toward the first semester cost, with the balance, minus scholarships, due upon arrival. This payment is not refundable after a student attends class. In the event that a student does not attend the university, this payment will be returned, less the \$1000.00 application fee.

Incoming freshman or transfer students are required to make the \$1,000 non-refundable deposit and payment of \$2,500 prior to the issue of Form I-20. The balance of the semester fees will be due before July 1<sup>st</sup>.

Returning students are required to make payment of \$2,500 prior to March 1<sup>st</sup> for the fall semester and October 1<sup>st</sup> for the spring semester. If payment is not received by those deadlines, the student will not be allowed to pre-register. The balance of the semester fees will be due prior to the registration of each semester. Credit card payments may be made through AMS by calling (800) 635-0120.

Students that have a balance due at the end of the spring semester will not be issued an I-20 for the following academic year.

## Students Admitted Conditionally

Students who do not meet minimum admissions standards may be admitted conditionally. Students so admitted will be assigned for advisement both to a faculty member and to the director of student support services. For such students, advisors may stipulate enrollment in development courses or in a limited number of hours, grade point averages which are higher than regular university requirements, and mandatory use of the Student Services Center. At the end of their first semester, students admitted conditionally will be evaluated by the director of student services, who will recommend any changes in their enrollment or admissions status.

## Special Students

Students who wish to take classes at Ozarks for personal enrichment but who are not pursuing degrees may apply for admission as special students. Such students may enroll in no more than four hours per semester. Special students who later decide to pursue degrees must follow the regular admissions process. Forms for admission as special students are available in the admissions office.

## Concurrent High School Students

Students who are enrolled in a high school in Johnson County, or who are home-schooled in Johnson County, may enroll concurrently at Ozarks. To do so, they must submit a letter of recommendation from their high-school principal, or parents; standardized-test scores of 24 or higher on the ACT, or 1090 on the SAT; and a high-school transcript indicating a grade point average of at least 3.50. Students may submit for individual evaluation evidence of other performance criteria if recommended by the high school principal.

# Financial Affairs

Obtaining a first-rate college education requires a significant financial investment. Ozarks attempts to make such an education affordable to students from diverse economic backgrounds. Thus, tuition provides for only around half of the cost of an Ozarks education. The rest is funded through endowment income and through the generous gifts of alumni and friends of the university.

## Expenses

Expenses listed below are for the 2004-05 academic year. The university reserves the right to revise these expenses at the beginning of any semester or summer term.

### Tuition, Room, Board, and General Fees

Expenses listed below are for the 2004-05 academic year. The university reserves the right to revise these expenses at the beginning of any semester or summer term.

|   | Per Semester | Per Year  |
|---|--------------|-----------|
| Tuition (12-17 hours)                     | \$ 6,451     | \$ 12,902 |
| Room: King, Smith, MacLean                | 1,115        | 2,230     |
| Board: Full 19 meal plan, or 15 meal plan | 1,325        | 2,650     |
| Room: Bagwell-Jones/Cary-Wortz/Mabee      | 1,275        | 2,550     |
| Board: 7 meal plan                        | 1,095        | 2,190     |
| Residence Hall Activity Fee               | 5            | 10        |
| Activity Fee                              | 40           | 80        |
| Computer Use Fee                          | 125          | 250       |
| Media Fee                                 | 40           | 80        |
| Post Office Box Fee                       | 2            | 4         |

### Miscellaneous Fees

|                                |    |     |
|--------------------------------|----|-----|
| Admission Deposit <sup>1</sup> | \$ | 50  |
| Application Fee                | \$ | 10  |
| Applied Music                  | \$ | 275 |
| Bowling Fee                    | \$ | 45  |
| Communications Practicum Fee   | \$ | 25  |
| Course Change Fee              | \$ | 5   |

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<sup>1</sup> To hold their place in the incoming class, new students must make a deposit of \$50 thirty days after being admitted. This deposit, refundable until [May 1](#), applies to the first semester's tuition and will be refunded after registration for student with a full financial-aid package.

|   |    |      |
|---|----|------|
| Directed Teaching Fee                             | \$ | 25   |
| Golf Fee  | \$ | 20   |
| Graduation Fee                                    | \$ | 35   |
| Gymnastics Fee                                    | \$ | 160  |
| Housing Deposit                                   | \$ | 75   |
| International Student Fee                         | \$ | 1000 |
| Late Registration Fee <sup>3</sup>                | \$ | 5    |
| Outdoor Education Fee                             | \$ | 10   |
| Payment Arrangements Fee                          | \$ | 40   |
| Reinstatement Fee                                 | \$ | 50   |
| Returned Check Fee                                | \$ | 25   |
| Science Lab Fee (not including breakage)          | \$ | 25   |
| Scuba Fee   | \$ | 250  |
| Transcript Fee                                    | \$ | 5    |
| Tuition Fee (per credit hour and in excess of 17) | \$ | 540  |
| Withdrawal Fee                                    | \$ | 100  |

#### ADDITIONAL FEES FOR JONES LEARNING CENTER

|                          |    |       |    |        |
|--------------------------|----|-------|----|--------|
| Regular Fee              | \$ | 7,050 | \$ | 14,100 |
| Application Fee          |    |       | \$ | 75     |
| Payment Arrangements Fee |    |       | \$ | 100    |
| Two Day Testing Fee      |    |       | \$ | 750    |

## Payment Policies

Payment for tuition, room, board, and fees is due at registration each semester. Students will not be officially registered until their accounts are paid or satisfactory arrangements for deferred payment are made. Students not officially registered at the end of the ninth week will be dismissed. If students have outstanding balances, all compensation due them, except for work performed under the Federal College Work Study Program, will be applied to their accounts. All students in university housing are required to participate in the campus meal plan. No university records (including grades, transcripts, and diplomas) will be released to students with outstanding balances.

Through arrangements made with Academic Management Services (1-800-635-0120), students may pay off their accounts in ten monthly installments beginning on July 1. Students who fall behind in the payment schedule they arrange will not be permitted to continue in classes, to remain in university housing, or to make use of the cafeteria.

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<sup>3</sup> Per day, up to \$25.

# Financial-Aid Policies

**APPLICATION PROCESS** Students applying for financial aid should complete the admissions process as soon as possible. All such students should also complete the federally-approved Free Application for Federal Student Aid (FAFSA) and designate Ozarks as one of its recipients. (These forms are available from the financial-aid office or from high-school guidance counselors.) For aid to be renewed, FAFSA forms must be filed each year by February 1.

**TYPES OF FINANCIAL AID** Students eligible for financial aid will receive a package which may include scholarships, grants, loans, and work study. Since institutional funds are limited in supply and must meet as many needs as possible, students should not expect to receive cash payments from institutional sources. If the verification process alters the amount of financial aid for which a student is eligible, that student must repay any aid released in excess of the eligible amount. All types of financial aid are subject to change during the period this catalog is in effect. The following are forms of financial assistance currently available to Ozarks students:

## FEDERAL AND STATE AID

FEDERAL PELL GRANTS AND FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANTS are provided by the federal government to students who demonstrate exceptional financial need.

FEDERAL PERKINS LOANS, which are based on need and availability of funds, allow students to borrow up to \$4,000 per year at the rate of 5 percent per annum. Repayment begins nine months after a student leaves college, or is enrolled less than half-time, and must be completed within ten years.

FEDERAL FAMILY EDUCATION LOANS are offered to eligible students through banks or other lending agencies. Repayment begins six months after a student leaves college or is enrolled less than half-time.

FEDERAL WORK STUDY allows students to gain valuable work experience while attending classes full time. Although work loads vary according to need and availability of funds, most students are assigned between ten and twelve hours per week. (Because students are expected to use these funds for educational expenses, cash payments can be made only after all university accounts are paid.)

VETERANS ADMINISTRATION BENEFITS are available to veterans, their widowed spouses, and the children of those who have lost their lives in service or who are totally disabled as a result thereof. Those eligible should contact the nearest Veterans Administration Regional Office well in advance of enrollment for assistance in securing benefits. Information regarding such benefits is available in the registrar's office.

ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIPS are available to Arkansas residents who attend any Arkansas public or private university. Eligibility is based on high school gpa, ACT or SAT score, and financial need.

ARKANSAS STUDENT ASSISTANCE GRANTS help financially eligible students attend institutions of higher education in Arkansas.

DISTINGUISHED GOVERNOR SCHOLAR AND GOVERNOR SCHOLARSHIPS are given to Arkansas students who score at least 27 on the ACT, or 1100 on the SAT, or hold a gpa of 3.6.

### INSTITUTIONAL AID

ACADEMIC SCHOLARSHIPS range in value from \$2,000 to the total of all academic costs. These scholarships are available to new freshmen with a GPA of at least a 3.0 in a college preparatory curriculum and an ACT composite score of at least 21 or an SAT composite score of at least 990. The following cumulative gpas for work done at Ozarks are required for renewal of these various scholarships:

ACADEMIC DISTINCTION SCHOLARSHIPS: 3.00

THE HURIE SCHOLARSHIP: 3.00 at the end of the first year, 3.25 at the end of the second year, 3.50 at the end of the third year; in addition, 10 hours of community service work are required each semester

PRESIDENTIAL SCHOLARSHIPS: 3.00 at the end of the first and second years, 3.25 at the end of the third year; in addition, 10 hours of community service work are required each semester

DEAN'S SCHOLARSHIPS: 2.75 at the end of the first year, 3.00 gpa at the end of the second year, 3.25 at the end of the third year

COMMITMENT TO EXCELLENCE SCHOLARSHIPS: 2.75 at the end of the first year, 3.00 at the end of the second and third years

TRANSFER RECOGNITION SCHOLARSHIPS ranging from \$2,000 to \$5,000 are offered to transfer students. These scholarships are available to students transferring in at least 12 hours with an appropriate gpa. A cumulative gpa of 3.00 at Ozarks is required for renewal.

THE MULTI-CULTURAL SCHOLARSHIP PROGRAM is available to persons of color who have an ACT score of at least 18, or SAT score of at least 870, and a gpa of 2.5. Scholarship amounts range from \$1,000 to \$3,000. A cumulative gpa of 2.50 at Ozarks is required for renewal.

ACHIEVEMENT AWARDS range in value from \$1,000 to \$4,500 and are available to students who have demonstrated potential through participation in school, community, church, or civic activities. A cumulative gpa of 2.50 at Ozarks is required for renewal. These awards also require 10 hours of community service work each semester.

PRESBYTERIAN SCHOLARSHIPS are available to children of Presbyterian ministers and to Presbyterian students active in their church. Dependent children of Presbyterian ministers within

the Synod of the Sun who have a 3.00 cumulative gpa may receive an amount equivalent to half-tuition. A cumulative gpa of 3.00 at Ozarks is required for renewal. Other Presbyterian students who are admitted to the University can receive \$1,500 per year for up to four years. They must provide a letter of recommendation from their pastor, youth leader, or church elder. A cumulative gpa of 2.50 at Ozarks is required for renewal.

THE JOHNSON COUNTY SCHOLARSHIP is available to any entering student who graduates from a high school in Johnson County, Arkansas. The student must have a minimum ACT score of 18 (or SAT score of 850) and a cumulative, as well as, core high school gpa of no less than 2.50. A cumulative gpa of 2.50 at Ozarks is required for renewal.

ALL OTHER OZARKS GRANTS: 2.0 gpa (these also require a completed FAFSA each year.)

INSTITUTIONAL LOANS of up to \$200 per year may be made in emergency situations. These loans carry different rates of interest and must be repaid over relatively short periods of time.

SCHOLARSHIPS have been established by many alumni and friends of the university to provide need based and merit based grants. The following list represents scholarships currently available.

Lavinia Woods Adams Scholarship  
Alpha Theta Conclave of Kappa Kappa Iota  
Scholarship  
Altes Fine Arts Scholarship  
Alumni Association Scholarship  
Alumni Board Memorial Scholarship Award  
Andrews-Lambrecht Scholarship  
Dr. Charles E. Angell Memorial Scholarship  
Ardmore First Presbyterian Church Scholarship  
Frank Bagsby Memorial Scholarship  
Scevoy D. Barnes-Carol Barnes Joyce Memorial  
Scholarship  
Harry L. Bartlett Memorial Endowment Scholarship  
Iladean Basham Memorial Scholarship  
John Harold "Harry" Basham Scholarship  
Lou Riddle Basham Scholarship  
Professor Robert H. Basham Scholarship  
Charles & Nadine Baum Presidential Scholarship  
Irving T. Beach Award in Chemistry  
Bella Vista Church Appreciation Scholarship for  
Ministry  
Sula Kate Benson Endowed Scholarship  
Bentonville First Presbyterian Church Scholarship  
Black Alumni University of the Ozarks Scholarship  
Loraine S. Black & Olive M. Black Memorial  
Scholarship  
Blakemore Family Scholarship Endowment  
John E. and Joyzelle Bock Memorial Scholarship  
R.S. Boreham Endowed Scholarship  
William E. Borland Piano Scholarship

Edna Ralston Bowman Scholarship  
Bristow, Oklahoma Presbyterian Scholarship  
Cleon & Homer Brown Endowed Scholarship  
Helen Frances Brown Scholarship  
Milton W. Brown Scholarship  
Dr. Alvin C. Broyles Scholarship  
Travis Bryan Business Scholarship  
Faye J. Bullock Endowed Scholarship for  
Preministerial Students  
Dr. Florence L. Burger Scholarship  
John K. & Grace Bennett Burney Endowed  
Scholarship  
Dr. Thomas E. Burrow Scholarship  
Mom & Pop Bush Endowed Memorial Scholarship  
Bush-Dobbins Christian Service Scholarship  
Marian Riddell Cargile Memorial Music  
Scholarship  
W.F. Catlett Endowed Scholarship  
Champlin Grandchildren Endowed Scholarship  
Chapter "Q" P.E.O. Scholarship  
Cimarron Presbyterial Scholarship  
Class of 1935 Scholarship  
Coal Hill VFW-Jim Pat Mills Scholarship  
Frank P. Collins Scholarship  
Conger-Talton Memorial Scholarship  
Howard E. and Eileen A. Covington Endowed  
Scholarship  
Pearl H. Crickard General Scholarship  
Pearl H. Crickard Learning Disabilities Scholarship  
Pearl H. Crickard Music Scholarship

Florence Pickering Cully Memorial Fund  
Mr. and Mrs. Joe Curtis Memorial Scholarship  
William & Adelia Daniel Scholarship  
Martha Ann Davidson Honorary Scholarship  
Don E. Davis Endowed Memorial Scholarship  
Dillard's Department Stores Scholarship Award  
William H. Drake Scholarship  
Winslow & Dorothy Drummond Memorial  
Scholarship  
Fontaine Earle Endowed Scholarship  
Kermit A. Eggenperger Scholarship  
Fritz & Juanita Ehren Scholarship  
Elisabeth M. Eisenmayer Memorial Scholarship  
Gregg Parker & Georgia Parker Ellsworth  
Scholarship  
Mitchell S. Epperson Scholarship  
Elizabeth H. and Stanley E. Evans Scholarship  
Ethel Adkins Farmer Memorial Scholarship  
Joseph H. & Virginia Field Scholarship  
Fife Memorial Scholarship  
Jeff & Agness Fincher Scholarship  
Ford Foundation Scholarship  
Reuben Hartsel Fraley Scholarship Endowment  
Charles A. Frueauff Foundation Scholarship  
Wesley Garrett Memorial Scholarship  
Sarah Alston Garside Scholarship  
Lura Waters Gillispie Scholarship Endowment  
Lucille Riddle Goldsmith Memorial Scholarship  
Arch Gould Scholarship  
Sarah Carlin Graves Endowed Scholarship Fund  
Otha H. Grimes Foundation Scholarship  
Haddonfield, New Jersey First Presbyterian Church  
Scholarship  
Ida E. Harber Scholarship

Harmony Presbyterian Church Scholarship  
Paul W. Hawkins Endowed Scholarship  
William Randolph Hearst Foundation Scholarship  
Lieutenant Commander Peter Davidson Herlin  
Memorial Scholarship  
Marilyn Hiatt Hudgens Endowment Fund in Music  
Earle and Marie Hughes Scholarship  
Norman N. Huneycutt Endowed Family Scholarship  
George M. Hunt, Jr. Endowed Scholarship Fund for  
Exceptional Students  
Wiley Lin Hurie Memorial Scholarship  
Frank Ingram Award  
Johnson County Alumni Scholarship  
Earle K. and Norma M. Johnson Communication  
Program Endowment  
Whitney & Hazel Johnson Memorial Scholarship  
Johnson-Knoop Foundation Scholarship  
Harvey and Bernice Jones Scholarship  
Keith Kilcrease Memorial Marketing Scholarship  
Willie and Carolyn Kimbrell Scholarship  
Era King Award  
Kneeland Award for Theological Study  
Colonel Erwin T. Koch Award  
Eugene Kraus Scholarship  
Shelli Stewart Lamberson Memorial Endowed  
Scholarship  
Dr. Arnold and Luella Langenberg Scholarship  
Ronald King Laster Scholarship  
Tom & Frances Leach Endowed Scholarship  
Learning Center 25th Anniversary Scholarship  
George H. Lee Endowed Music Scholarship  
Woodrow W. and Vivien G. Magness Scholarship  
May Scholarship of Second Presbyterian Church,  
Little Rock

Information about applying for, and renewal of, financial aid programs is available in the financial aid office.

**CONTINUED ELIGIBILITY** A student must make satisfactory academic progress in order to remain eligible for financial aid. This involves both a qualitative measurement (cumulative grade point average) and a quantitative measurement (credit hour completion). A student must satisfy both requirements to remain eligible for financial aid. This policy does supercede renewal criteria for particular scholarships.

**Cumulative GPA Requirement** Grade point averages will be figured on a 4.00 scale and will be based on the total number of courses completed at the University of the Ozarks with the following exception. If a student repeats a course, only the higher grade will be used in computing the gpa. Below are the minimum gpas required:

|                       |      |
|-----------------------|------|
| 29 GPA Hours or Below | 1.50 |
| 30 - 59 GPA Hours     | 1.75 |
| 60 GPA Hours or Above | 2.00 |

**Course Completion Requirements** At the end of each increment (two semesters), the number of hours attempted will be compared to the number of hours completed. Students must pass the following percentage of work attempted:

|                       |            |
|-----------------------|------------|
| 59 GPA Hours or Below | 65 percent |
| 60 GPA Hours or Above | 75 percent |

Students should note that summer hours will not be included in the total hours attempted and may be used to make up deficits from previous fall and spring terms. A course for which a student receives a grade of I or R will not be counted toward the course completion requirements, nor will it be counted in the attempted hours until a letter grade replaces the I or R. A course that a student is auditing will not be counted in attempted or completed hours. A course in which a student receives a W, WP, or WF will count as hours attempted but not as hours completed. A course that is repeated will not count as hours attempted or completed. Developmental courses will count toward course completion requirements. No student may receive financial aid after attempting 186 credit hours or earning 165 credit hours, whichever comes first. Any transfer hours accepted by the institution will count in total hours earned.

Students who fail to maintain satisfactory academic progress are placed on probation before they lose eligibility. While on probation, a student is expected not only to meet the requirements for satisfactory academic progress but also to reduce any credit hour deficiencies and obtain the required cumulative gpa. Probationary status will continue for a student who makes progress toward reducing his or her credit hour deficiency and/or increasing his or her cumulative gpa. Any semester in which a probationary student fails to make satisfactory academic progress will make that student ineligible for financial aid for the next semester. If a student receiving financial aid is academically suspended, administratively withdrawn from all classes due to nonattendance, or voluntarily withdrawn from all classes, that student will not be eligible to receive financial aid for the next semester. A student may appeal a decision about satisfactory academic progress to the Financial Aid Committee.

**WITHDRAWAL FROM THE UNIVERSITY** If a student withdraws from Ozarks, the student or the school may be required to return some of the federal funds awarded to the student. The federal Return of Title IV Funds formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the student and the school. The federal formula is applicable to a student receiving federal aid (exclusive of Federal College Work Study) if that student withdraws on or before the 60% point in time in the semester.

The federal formula requires that the percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

Refunds due to federally funded Title IV programs will be made in the following order:

1.) Unsubsidized Federal Stafford Loan, 2.) Subsidized Federal Stafford Loan, 3.) Perkins Loan, 4.) Federal PLUS Loan, 5.) Federal Pell Grant, 6.) Federal Supplemental Education Opportunity Grant, 7.) other Title IV programs. If a refund is due one of the Federal Loan programs, it will be returned to the lender within thirty days of a student's withdrawal.

If students who withdraw are receiving state-funded scholarships or grants, these will be refunded on a basis consistent with the refund calculation method, not to exceed the total amount of the calculated refund. If they are receiving private scholarships, these will not be refunded unless specifically required by the donor. If they are receiving any forms of institutional aid, these will be forfeited, and students will be required to repay the full amount at the time of withdrawal. If they cannot do so, the business manager may make reasonable arrangements for repayment.

**OZARKS REFUND POLICY** applies to students enrolled fall or spring semester and who officially withdraw from the university. Students who withdraw during the first seven calendar days will be charged 20 percent of tuition; those who withdraw during the 8th to 14th calendar days, 40 percent; those during the 15th to 21st calendar days, 60 percent; and those during the 22nd to 28th calendar days, 80 percent. On the 29<sup>th</sup> calendar day and after, students withdrawing will be charged full tuition. During a summer term, those who withdraw after a single class will be charged 50 percent of tuition. Thereafter, students will be charged full tuition. No refunds will be given for room charges, fees (including fees for the Jones Learning Center), or miscellaneous expenses. Board charges will be prorated according to the date of official withdrawal.

NOTE: If funds are released to a student because of a credit balance on the student's account prior to the student withdrawing, then the student may be required to repay some of the federal grants.

Policies in this section are subject to change as dictated by federal regulations.

# Campus Life

Ozarks believes that education occurs outside the classroom as well as inside. To encourage the extracurricular growth of its students, the university provides a well-rounded student-life program. A complete guide to this program is published each year in the student handbook, *The Talon*. Available in the Student Life office, this handbook should be consulted for more specific information about matters discussed in this section of the catalog.

## Religious and Cultural Life

**CONVOCATIONS** Ozarks supports the idea that a university community should come together for cultural, religious, and educational enrichment. Thus, the university schedules events which provide for such enrichment and which support its academic programs, including chapel services, lectures, concerts, theatrical productions, and art exhibits. Students are required to attend a certain number of these events each semester. For freshmen and sophomores, the requirement is eight; for juniors, six; for seniors, four. The university's convocation policy is reviewed periodically, and more specific details are available in *The Talon*.

**RELIGION** Although Ozarks is a Presbyterian-related school, its students represent many different religious backgrounds, and religious programs on campus attempt to honor this diversity while emphasizing our Presbyterian heritage. Chapel services, which reach out to all parts of the university community, are held each Tuesday, at 11:00 a.m., in Raymond Munger Memorial Chapel. Bible studies and a variety of fellowship activities are also provided. In addition, several other denominations sponsor campus ministries, including the Alpha and Omega, Baptist Student Union, the Catholic Campus Ministry, the Methodist Campus Ministry, and the Presbyterian College Connection.

**MUSIC** All students interested in music are encouraged to explore their talents in performance groups and/or through private music lessons. The University Chorus, open to all students, gives two major on-campus performances each semester and frequently provides music for chapel services. Female singers may audition for the Women's Select Ensemble. Private lessons in voice, piano, and organ are available to all students as space permits.

**THEATRE** University Theatre produces three main-stage shows each season, participates in The American College Theatre Festival, and presents a series of student-directed one-acts. All students with an interest in lighting, sound, properties, scenery, costume, make-up, publicity, or performance are encouraged to become active in University Theatre, for no prior experience is required. Auditions and crew assignments are publicized three weeks prior to audition dates. Students participating in productions can earn up to three hours of credit through the Play Production course. In addition, University Players, a social and service organization for students interested in theatre, visits professional theatres several times a year and participates in The Arkansas College Theatre Festival, a state preliminary for The American College Theatre Festival.

**BROADCASTS AND PUBLICATIONS** The campus television station, Channel 6, is an educational access channel on the TCA Cable system, with studios in the lower level of the Walton Fine Arts Center. Weekly newscasts and interview programs are produced entirely by students, and all students

are invited to participate in production of these programs. In addition to Channel 6, students can also have a part in the production of three campus publications, the *Mountain Eagle*, the university's official student newspaper; the *Aerie*, its yearbook; and *Falstaff*, its literary magazine.

## Athletics

Ozarks participates in the American Southwest Conference, fielding teams in basketball, baseball, fastpitch softball, soccer, cross-country, tennis, as well as cheerleading squad. Participation in intercollegiate athletics is governed by conference regulations, by the regulations of the National Collegiate Athletic Association (Division III), and by our athletic mission statement.

The mission of the University of the Ozarks is to guide and encourage the intellectual, spiritual, social, and physical development of each student. In pursuit of this mission, the university emphasizes personal development based on moral, ethical, and spiritual values and challenges every student to reinforce the qualities of self-reliance, self-determination, personal responsibility, and respect for the individual. The University of the Ozarks is committed to a representative athletic program, both intercollegiate and intramural. The program is expected to support the general mission of the university and should reflect the basic philosophy of equal treatment of athletes of both genders. The university believes that athletics represents an important part of the total educational experience.

The spirit of competition uniquely found in intercollegiate athletics fosters the growth of self-reliance and self-determination among competitors. Through fair play on the field and court, students have the opportunity to formulate personal value systems based on moral and ethical principles.

The University of the Ozarks expects that its student athletes are participating in intercollegiate athletics for the educational and recreational value of participation; therefore, the university does not award scholarships or financial assistance on the basis of athletic ability. Student athletes and their coaches are widely recognized as representing the institution; therefore, they are expected to maintain the highest ethical and moral standards, and their conduct, both on and off the playing fields, should be above reproach.

The University of the Ozarks believes that it is beneficial to participate in athletics with institutions of similar missions, both educationally and athletically. Consequently, the university is a member of the NCAA Division III, and the American Southwest Conference. Furthermore, the institution insists that its athletes meet the eligibility standards set forth by those organizations and that its coaches abide by their rules and regulations.

In addition to its program in intercollegiate athletics, the university provides an intramural program designed to encourage all students to develop physical skills, a life-long commitment to exercise, and good sportsmanship. Both team and individual sports are offered throughout the school year, and all students are encouraged to participate.

## Residence Life and Dining Services

The university provides housing in five residence halls. King Hall, built in 1971, and remodeled in 1999, houses freshmen. MacLean Hall, built in 1927, and renovated in 2001, and Smith Hall, built in 1964, and fully renovated in 2000, house upper-level students. Each residence hall is staffed with a hall director and with resident assistants, and all feature formal and informal lounges, recreation areas, and study rooms that provide pleasant living environments and that foster academic success. In addition, Cary-Wortz, Bagwell-Jones, and Mabee Halls offer an intimate living style for upper-level students. Each houses 20 students.

## Residence Halls

An important part of the Ozarks philosophy is that education is not confined to the classroom. Students learn to live cooperatively with others and to adapt to independent living through our residential life program. For that reason, students under twenty-one are required to reside in university housing. Exceptions are made for married students or those with children, for part-time students, for students living with their parents, and for students who have received special permission from the Dean of Residential and Campus Life.

## Dining Service

All students living in university residence halls must participate in an available meal plan through the campus food service. (Students with special diets prescribed by a doctor should inform the food service director of their dietary requirements.) On weekdays, breakfast, lunch, and dinner are served; on weekends, brunch and dinner. At most meals, five concepts are available, in addition to self-service salad, soup, potato, and desert bars.

## Health Service

A registered nurse, whose office is located on the first floor of Seay Student Center, keeps regular office hours Monday through Friday. Also available for emergency illnesses or accidents, the nurse can refer students to local physicians as necessary.

## Support Services for Students with Disabilities

Qualified students with disabilities must have equal access to all university programs. Attention is given to assisting, rather than providing for, students with disabilities; the university strives to promote independence and dignity, to create an accessible physical environment, and to provide a supportive learning atmosphere. The University of the Ozarks complies with the provisions of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student who has a physical or mental impairment that limits one or more major life activities is expected to present appropriate documentation to the Liaison for Students with Disabilities in Student Support Services (SSS) or to the Director of the Jones Learning Center so that steps can be taken to access reasonable accommodations for each student on a case-by-case basis. It is the student's responsibility to self-identify and to provide adequate written documentation. Although there is no time limit on self-identification, the student must allow time for services to be arranged; therefore, early identification is encouraged. If a student feels that he/she has not received adequate assistance in regard to the

documented disability or has been treated unfairly in regard to his/her disability, a detailed grievance procedure is outlined in the Student Handbook.

## Orientation, Student Support Services, and Career Development

Ozarks sponsors an orientation program for all new students to provide necessary information, to develop social skills, and to encourage habits that will foster success in college. All freshmen and transfer students are required to participate. Although an intensive four-day session is held at the beginning of the fall semester, orientation activities continue throughout the student's first year.

To further assist students in making a successful transition to college, Ozarks conducts a mentors program through its Freshman Seminar. A professor and peer mentors work with a small group of new freshman in an environment which combines academic and social support. The Freshman Seminar is designed to help students develop active listening, analytical reading, and vocabulary and study skills to succeed in advanced academic work. It also helps students broaden their familiarity with current issues, and it provides a close social bond to support them in their transition to college life. An important component of the seminar is to provide information to help students with developing their portfolios, meeting the computer literacy requirement, and other important activities.

The Student Support Services Center, located on the first level of Robson Library, provides to eligible students those services that will help them reach their full academic potential, including tutoring, academic advising, personal, and career counseling. Specific needs are identified through standard assessment tools and personal interviews, and these needs may be met through a combination of individual attention and group programs.

The Career Development Center is also located on the first level of Robson Library. This office provides information on career planning, job searching, and graduate school admissions. Resources include books, videos, cd-roms and computer programs that assist students in developing a career plan, obtaining an internship, writing resumes and cover letters, developing interviewing skills and graduate test preparation. All students are encouraged to visit the Career Development Center early in their college education so they can register for services that will be provided throughout their time at Ozarks. Alumni can also receive assistance by contacting the office.

### **Intended Student Outcomes for Student Support Services**

1. Students will utilize academic support for courses in which they find individual weaknesses. As a result of these academic support sessions, they will develop a mastery over these identified weaknesses.
2. Students will demonstrate in a learning community (SI) the ability to clearly and effectively express ideas and attentively listen to the ideas of others.
3. Students will become proficient in basic skills necessary for success in reading and writing intensive entry-level courses.
4. Students will know about (be aware of) professional career opportunities including internships, graduate school, and job acquisition.

5. Students with disabilities will demonstrate independent behavior that will allow them to comfortably advocate for themselves upon graduation.
6. Students will learn to respect others with abilities different from their own and contribute to the welfare of the University community by assisting students with disabilities through a variety of methods.
7. Students will utilize academic technology and use it to gather and process information effectively.

## Student Organizations and Activities

The Student Government Association (SGA) is recognized by the university as the representative body for all students. Through the SGA, students may make known their ideas, opinions, and grievances. The organization holds campus-wide elections each spring, and all students are eligible to vote or to run for office. The president of the SGA is an ex-officio member of the university's board of trustees. SGA elects two members to attend meetings of University Senate.

Many other clubs and organizations are available to students. The Campus Activities Board (CAB) is a student organization whose purpose is to provide leadership in all campus activities and programs. CAB plans, organizes, and implements such major programs as Aqua Fest, Miss U of O, Christmas Formal, and the Ozarks Coffeehouse Ordeal (OCHO's). All students are invited to get involved in one or all of the many committees created by the Board. Visit the Student Life Office for more information.

### University Sponsored Groups:

Residence Hall Association, Student Foundation Board

### Honor Societies:

Alpha Chi, Kappa Delta Pi, Phi Alpha Theta, Who's Who

### Special Interest Groups:

Astronomy Club, BACCHUS, Climbing Club, Future Business Leaders of America – Phi Beta Lambda, Health Professions Club, Knit-Wits Civic Organizations, Martial Arts Club, Ozarks Student Education Association, Planet Club, Rotaract, Screaming Eagles Forensic Club, Social Science Club, Students in Free Enterprise, and WA Press.

# Academic Affairs

When students enter Ozarks for the first time, the university establishes a curricular contract based upon the catalog in effect at that time. If curricular requirements are changed, students are encouraged to meet the new standards; however, they may remain under the original requirements. If a required course is no longer offered by the university and students have not yet satisfied that requirement, the university will accept a reasonable substitute. When the university changes the intent of a course in such a way that credit is no longer acceptable in a certain program, the university will continue to permit those students who had that course as a part of their initial catalog to receive credit for it. The ability for students to maintain their curricular contract with the university depends on their being enrolled during any one of the terms (fall, spring, or summer) during a calendar year.

## Degrees

**BACHELOR OF ARTS** degrees may be earned by students with majors in art, biology, business administration, communications, English, history, mathematics, music, political science, psychology of human behavior, religion and philosophy, or theatre.

**BACHELOR OF SCIENCE** degrees may be earned by students with majors in accounting, biology, business administration, business education, chemistry, composite science, early childhood education, economics, environmental studies, management, marketing, mathematics, middle-level education, physical education, political science, psychology, respiratory therapy, social sciences, or sociology.

**BACHELOR OF GENERAL STUDIES** degrees may be earned by students who wish to tailor their course of study to their own academic interests. There are no major or minor requirements, but all other degree requirements must be met. Of the 124 credit hours required for graduation, a minimum of forty must be upper level with a C- or better grade.

**SECOND DEGREES** Students with a degree from Ozarks who wish to obtain a second degree must complete twenty-four additional hours of work in residence and must satisfy all other requirements for the degree. Students with degrees from other institutions who wish to obtain a second degree from Ozarks must complete at least thirty hours in residence, of which at least eighteen must be at the upper level. In some cases, the chair of the division in which the second degree is being pursued will require work in addition to the requirements for the major. Students working toward a second degree are bound by the catalog in effect when they first began pursuit of the second degree. All students seeking a second degree must obtain permission from the vice president for academic affairs.

# Degree Requirements: An Overview

The following list contains an overview of all degree requirements. See the pages indicated for details.

- Complete 124 college-level\* credit hours (p. 27)
- Fulfill core and distribution requirements (pp. 28-30)
- Complete all courses in the major with a minimum of C- (or P in courses offered only on a P/F basis). (p. 30)
- Complete all courses in the minor, if any, with a minimum grade of C- (or P) (p. 30, 32)
- Complete all requirements for the second major, if any (p. 30)
- B.A.: complete six-twelve hours of the same foreign language as determined by the major program pursued (p. 30)
- Pass the computer literacy exam (p. 30)
- Complete the portfolio requirement (p. 31)
- Complete a minimum of forty upper-level hours (p. 31); for the BGS, a minimum grade of C- (or P) is required for all courses counted in these forty upper-level hours (p. 27)
- Complete the last 30 hours in residence at Ozarks (p. 31)
- Attain a 2.00 or higher grade point average on all college-level\* work attempted at Ozarks\*\*\* (pp. 32-33, 11-12, 36)
- Make formal application for the degree to the registrar at least one semester prior to expected graduation (p. 31)

## Credit-Hour Requirements

All students seeking bachelor's degrees must complete 124 college-level credit hours, fulfill core and distribution requirements, and satisfy the other requirements for graduation outlined above. Please note that developmental courses (those that begin with a 0) do not count toward the 124 hours. These courses are listed on pp. 62-64. Students seeking a bachelor of arts or a bachelor of science degree must also complete the requirements of an academic major. No more than four hours of physical education activity classes may be applied toward any degree except in programs which specify more.

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\* “College-level” courses are those whose first digit is 1, 2, 3, or 4. Hence, developmental courses and their grades are excluded from meeting graduation requirements. However, developmental courses and their grades *are* included in computing semester and cumulative grade point averages, “good academic standing” (pp. 45-46), satisfactory progress, “academic classification” (p. 51), and eligibility for financial aid and athletics.

\*\* Only courses taken at Ozarks count in the grade point average. However, approved courses taken elsewhere in which the student earns a grade of C- or higher may fulfill course and curricular requirements and may count toward total hours for graduation (pp. 15, 49).

# Core Requirements

Core requirements (34 hours) give students preparation in the liberal arts and introduce a frame of reference for further study. The following are required of all students receiving bachelor's degrees:

Critical Inquiry (IND 1003\*)  
Basic Oral Communication (COM 1003)  
Composition I (ENG 1013)  
Composition II (ENG 1213)  
Introduction to Literature (ENG 2003)  
American History I (HIS 2113) *or* American National Government (PLS 2013)  
World Civilization I (HIS 2013) *or* Humanities I (HUM 2013)  
World Civilization II (HIS 2023) *or* Humanities II (HUM 2023)  
Old Testament (REL 1003) *or* New Testament (REL 1013)  
College Algebra (MTH 1033)  
Four hours of activity courses in physical education

Successful completion of the computer literacy exam is also required.

\*The Critical Inquiry requirement is waived for students with transfer credit of 24 hours or more. Students with transfers of less than 24 hours may petition the VPAA for a waiver of the Critical Inquiry requirement.

## Distribution Requirements

In addition to the core requirements, students seeking a bachelor's degree must choose two courses from each of three specified areas of study. This requirement enables students to shape their studies according to their interests and objectives while assuring an exposure to a broad range of scholarship. No course taken to fulfill a core requirement may fulfill a distribution requirement. Courses in each area must be chosen from disciplines other than a student's major and from the approved courses listed below or by approval by the appropriate division chair:

### Area One: Humanities and Fine Arts (6 hours)

|          |                           |
|----------|---------------------------|
| ART 1013 | Basic Design              |
| ART 2113 | Art History I             |
| ART 2123 | Art History II            |
| ART 4093 | History of Modern Art     |
| COM 2093 | The Art of Watching Films |
| ENG 2113 | World Literature I        |
| ENG 2123 | World Literature II       |
| ENG 4043 | American Novel            |

|          |                            |
|----------|----------------------------|
| ENG 4053 | Shakespeare                |
| ENG 4083 | British Novel              |
| FRE 1013 | Elementary French I        |
| FRE 1023 | Elementary French II       |
| GER 1013 | Elementary German I        |
| GER 1023 | Elementary German II       |
| MUS 1003 | Music Appreciation         |
| PHL 2013 | Introduction to Philosophy |
| PHL 2043 | Logic                      |
| PHL 4013 | History of Philosophy I    |
| PHL 4023 | History of Philosophy II   |
| REL 2003 | World Religions            |
| SPN 1013 | Elementary Spanish I       |
| SPN 1023 | Elementary Spanish II      |
| THR 1013 | Introduction to Theatre    |
| THR 3013 | Theatre History I          |
| THR 3023 | Theatre History II         |

## Area Two: Social Science and Business (6 hours)

The distribution requirement in the social sciences may be met by the successful completion of any three-hour course within these disciplines excluding practica, internships, and clinical experience. If students wish to count two courses in the social sciences for distribution credit, these courses must be from different areas. These include 1.) history, 2.) political science and geography, 3.) psychology 4.) sociology. The distribution requirement in business may be met by the successful completion of any three-hour course within these disciplines. All students in the business program must satisfy Area 2 distribution requirements with non-business courses. Non-business majors may satisfy Area 2 distribution requirements with business or social science courses.

## Area Three: Natural Science and Mathematics (7 hours)

In order to fulfill the distribution requirements in the area of natural science and mathematics, students must complete at least one laboratory science class.

|          |                                       |
|----------|---------------------------------------|
| BIO 1104 | Biology Concepts                      |
| BIO 2014 | Zoology                               |
| BIO 2124 | Botany                                |
| CHM 1004 | Introduction to Chemistry             |
| CHM 1014 | General Chemistry I                   |
| CHM 1024 | General Chemistry II                  |
| ENS 1013 | Introduction to Environmental Studies |

|          |                      |
|----------|----------------------|
| MTH 1043 | College Trigonometry |
| MTH 2015 | Calculus I           |
| PHS 1004 | Physical Science     |
| PHS 1023 | Earth Science        |
| PHS 1044 | Astronomy            |
| PHY 2014 | College Physics I    |
| PHY 2024 | College Physics II   |

## Major Requirements

Students seeking a bachelor of science or a bachelor of arts must choose a major field of study. Requirements for majors are listed elsewhere in this catalog. Only credit hours passed with a C- (or P in courses offered only on a P/F basis) are counted toward the requirements in a major, or with a C- or P in a minor (p. 47-48). The following majors are offered: accounting; art; biology; business administration; business education; chemistry; communications; composite science; early childhood education; economics; English; environmental studies; history; management; marketing; mathematics; middle level education; music; physical education; political science; psychology; psychology of human behavior; religion and philosophy; respiratory therapy; social sciences; sociology; and theatre. Some majors require a minor, usually eighteen credit hours, in another field of study.

**SECOND MAJORS** Students seeking two or more majors must satisfy all degree requirements as well as the requirements of each major. Students with majors in areas leading to different degrees may select which degree is to be awarded. Permission to seek a second major must be obtained from the vice president for academic affairs.

## Other Degree Requirements

**LANGUAGE REQUIREMENT** Students seeking a bachelor of arts degree must complete six-twelve hours of the same foreign language. International students pursuing a bachelor of arts degree may, with the approval of the division chair and the vice president for academic affairs, have the foreign-language requirement waived.

**COMPUTER LITERACY REQUIREMENT** Each student will be required pass an examination on the use of selected application software. This examination is to be written and administered by the office of academic computing in consultation with the Division of Sciences and Mathematics. Academic computing shall offer instruction in the use of the application software upon which the student will be tested. This instruction will consist of periods of two-to three-hour duration offered at regular intervals throughout the year. The examination shall be administered at least three times each semester. Students may repeat the examination any number of times without charge or penalty. When a student has completed the examination successfully, the registrar shall record in the student's permanent record "Computer literacy requirement satisfied by examination" and the date on which the requirement was satisfied. Entering freshmen shall not achieve sophomore status until the examination is passed. Transfer students shall be strongly encouraged to pass the examination in their first two semesters at Ozarks.

**PORTFOLIO REQUIREMENT** All students must develop, maintain, and receive a passing evaluation for a portfolio that documents learning related to stated intended student outcomes from the general-education requirements: that students completing this program will 1.) communicate effectively; 2.) think critically; 3.) have knowledge of human culture; and 4.) be aware of their responsibilities to themselves, to humanity, to their planet, and to their creator.

A portfolio is an assessment device which systematically documents student learning over a period of time. Portfolios contain artifacts (evidence) that a student has completed specific learning objectives. While students may be required to include particular items, most artifacts will be student-selected. Thus, the purpose of a portfolio is to allow students to reflect on personal and professional growth, to provide evidence related to specific intended student outcomes, and to strengthen collaborative interactions with peers and faculty. When a student declares a major, artifacts may be included to document achievement of objectives from specific courses. Artifacts may be chosen also to fulfill personal and professional goals or to gain employment.

Completed portfolios will 1.) provide an opportunity for reflection on one's work, 2.) strengthen interactions with peers and faculty, 3.) demonstrate growth in knowledge of course content, 4.) document learning to potential employers, 5.) provide evidence of progress and achievement of intended student outcomes, 6.) document the effectiveness of the university's general-education requirements.

Directions for successful completion of the portfolio are provided in the Student Portfolio Notebook, which will be distributed during freshman orientation and periodic workshops. The collection of artifacts and completion of requirements for the final portfolio will be the student's responsibility. Students are required to submit portfolios to their advisors and the Portfolio Review Committee when requested. A satisfactorily completed portfolio is required to receive grades, to progress to the next classification, and to receive final transcripts from the university.

**UPPER-LEVEL HOUR REQUIREMENT** A minimum of forty upper-level hours is required for any bachelor's degree. For the Bachelor of General Studies, a minimum grade of C- is required for all courses counted in these forty upper-level hours. Students must have attained at least sophomore level status to enroll in 3000- or 4000-level courses.

**RESIDENCE REQUIREMENT** A student's last thirty hours of academic work must be done in residence at Ozarks. This does not apply to those in respiratory therapy if their last hours are in the professional sequence.

**GRADE-POINT REQUIREMENT** To be awarded a bachelor's degree, a student must attain a 2.00 or higher grade point average on all college-level work\* attempted at Ozarks.\*\*

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\* "College-level" courses are those whose first digit is 1, 2, 3, or 4. Hence, developmental courses and their grades are excluded from meeting graduation requirements. However, developmental courses and their grades are included in computing semester and cumulative grade point averages, "good academic standing" (pp. 45-46), satisfactory progress, "academic classification" (p. 51), and eligibility for financial aid and athletics.

\*\* Only courses taken at Ozarks count in the grade point average. However, approved courses taken elsewhere in which the student earns a grade of C- or higher may fulfill course and curricular requirements and may count toward total hours for graduation (pp. 15, 49).

**APPLICATION REQUIREMENT** Each candidate for a degree must make formal application to the registrar at least one semester before the expected date of graduation. The registrar and the student's advisor will furnish a statement of work to be completed to meet graduation requirements, and the student is responsible for completing all work listed.

## Grades and Grading Policies

Grade point averages will only include courses taken at Ozarks. Ozarks awards the following grades and quality points:

|    |     |    |                       |
|----|-----|----|-----------------------|
| A  | 4.0 | I  | Incomplete            |
| A- | 3.7 | W  | Withdrawal            |
| B+ | 3.3 | WP | Withdrawal Passing    |
| B  | 3.0 | WF | Withdrawal Failing    |
| B- | 2.7 | P  | Pass                  |
| C+ | 2.3 | H  | Honors                |
| C  | 2.0 | R  | Satisfactory Progress |
| C- | 1.7 | S  | Satisfactory          |
| D+ | 1.3 | U  | Unsatisfactory        |
| D  | 1.0 | AU | Audit                 |
| D- | .7  |    |                       |
| F  | 0   |    |                       |

**INCOMPLETE COURSES** Students who are doing passing work but who, because of serious illness or other legitimate extenuating circumstances, cannot complete their course work may, at the discretion of the instructor, receive a grade of I. The time limit for removing the I grade shall be not later than two weeks prior to the end of the semester following the semester or summer term in which this grade was originally given. The grade of I will automatically be changed to a grade of F if this limit is exceeded.

**REPEATED COURSES** Students may repeat any course, and only the highest grade recorded will count in their cumulative grade point averages. It is the responsibility of the student to notify the registrar that a course is being repeated. This should be done at the time of completion of the repeated course.

**ACADEMIC HONORS** The vice president for academic affairs publishes a dean's list and a president's list at the end of each fall and spring semester to give recognition to outstanding academic achievement. To appear on the dean's list, students must have maintained a semester grade point average of 3.50 or above while completing twelve or more hours of academic work. To appear on the president's list, students must have maintained a 4.00 semester grade point average while completing twelve or more hours of academic work. Students who maintain high levels of work may graduate with honors. Those whose graduation grade point averages\* are between 3.25 and 3.49 will be graduated cum laude; those between 3.50 and 3.84, magna cum laude; and those 3.85 or higher, summa cum laude.

**GOOD ACADEMIC STANDING** To remain in good academic standing, students must fulfill two requirements.\*

1.) At the end of each academic year, they must have successfully completed a minimum percentage of the gpa hours they have attempted:

|                       |            |
|-----------------------|------------|
| 59 GPA Hours or Below | 65 percent |
| 60 GPA Hours or Above | 75 percent |

A student failing to meet this requirement may still remain in good academic standing if his or her cumulative grade-point average is 2.50 or above.

2.) At the end of each semester, they must have a minimum cumulative grade-point average:

|                       |      |
|-----------------------|------|
| 29 GPA Hours or Below | 1.50 |
| 30 - 59 GPA Hours     | 1.75 |
| 60 GPA Hours or Above | 2.00 |

**ACADEMIC PROBATION, ACADEMIC SUSPENSION** Students who do not maintain good academic standing will be placed on academic probation for a period of one semester. At the end of that semester, any student who has returned to good academic standing (by achieving both the cumulative grade point average and the two-semester course completion percentage required above) will be removed from probation. Students who have not returned to good academic standing but have earned a semester grade-point average of 2.00 and successfully completed 80 percent of gpa hours attempted will be continued on academic probation for one additional semester. All other students will be academically suspended. Any student who does not return to good academic standing after two semesters on academic probation will be academically suspended.

Students academically suspended may not apply for readmission prior to the end of the following fall

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\* Graduation grade point averages include only college-level work (hence, not developmental courses).

\*\* Courses in which students receive grades of W will count as hours attempted but not completed. Courses in which students receive grades of I will count as hours attempted but will not count as hours completed until those grades are replaced by letter grades. Courses in which students receive grades of R will not count as hours attempted or completed until those grades are replaced by letter grades. Courses which students are repeating will not count as hours attempted or completed.

or spring semester. A student receiving a second suspension will be eligible to apply for readmission one year from the date of suspension. A student receiving a third suspension will be dismissed from the university and may not apply for readmission. All applications for readmission will be considered on an individual basis by the vice president for academic affairs and the Admissions Committee. Readmission will not be automatic. Students must reapply no later than one month before the end of classes of the term before they seek admission. Those seeking readmission must offer convincing documentation that they may be successful in continued study at Ozarks. Such documentation might include employment records, academic records, appropriate recommendations, etc. Any work taken by students while on suspension will be transferred for credit only with prior approval by the vice president for academic affairs.

**ACADEMIC CLEMENCY** Students who have been absent from school for at least five years may make application to have previous college work not apply to their current degree program. In all cases, the transcript will note academic clemency, and grades remain although they are no longer included in gpa calculation. Students may be eligible to declare academic bankruptcy if they meet the following criteria: 1.) they must have previously been enrolled at the university as an undergraduate student and be returning as an undergraduate student; 2.) they must not have been enrolled at the university during the previous five years; 3.) if they have since attended another institution, they must meet requirements for admission as transfer students (2.00 on all course work attempted more than five years after last enrollment at the university) to be eligible for readmission to the university; 4.) they must submit an application for readmission, official transcripts of all college work attempted since last attending Ozarks, and a "Declaration of Academic Bankruptcy" form.

The following are the conditions of the academic bankruptcy: 1.) Students will forfeit all credit hours previously awarded by the university. These include course work completed at the university (regardless of grades earned), courses accepted in transfer, credit by examination, and any correspondence work awarded. 2.) A new calculation of grade point average and credit hours will begin when the student returns to the university. 3.) The transcript will reflect the student's complete record (including all previous college work) with an added notation of "Academic Clemency Declared." 4.) Courses taken at another institution within five years of the last Ozarks enrollment will not be accepted in transfer. Course work completed more than five years since a student last attended Ozarks may be accepted in transfer, subject to Ozarks credit policies. 5.) For the university to provide appropriate advising and assessment, a student will be required to submit ACT scores prior to registration for classes if, as a result of academic bankruptcy, that student is returning to the university as a freshman with fewer than 24 transfer hours.

**PASS / D / F OPTION** Students who have achieved sophomore status may take one course per year on a pass/D/F basis (up to a maximum of three courses). This provision is intended to allow students to explore different areas of interest without unduly jeopardizing their grade point averages. Core requirements or requirements in a student's major may not be fulfilled in this manner. One distribution requirement may be fulfilled in this manner if the course involved is at the 3000 or 4000 level and is in a distribution area different from that of a student's major. Students who wish to take a course on a pass/D/F basis must first obtain the approval of their academic advisors. Before the end of the second week of classes, they must notify both the registrar and the professor teaching the course that they wish to take it pass/D/F. For a student to earn a pass, his or her work must be equivalent to a grade of C- or higher.

# Registration Policies

Returning students may register for classes at scheduled times during each semester's preregistration period. New students may preregister at any time prior to the beginning of a semester. Any student who registers after the first day of classes will be charged a late registration fee. Students are responsible for accurate registration. They will receive credit only for those courses in which they are properly enrolled, and they will receive grades in all courses unless proper withdrawal procedures are followed.

## **ADDING COURSES, DROPPING COURSES, OR WITHDRAWING FROM THE UNIVERSITY**

Forms for registration changes are available in the academic division offices or from the Office of the Registrar. A course may be added only during the first 7 percent of class sessions (normally, the first week of the fall and spring terms). A course may be dropped during the first 13 percent of class sessions (normally, the first two weeks of the fall and spring terms). If a course is dropped during this period, no record will appear on a student's transcript. All added or dropped courses require the approval of the student's advisor and the vice president for academic affairs.

Students who wish to drop courses after 13 percent of class sessions have been completed must also consult with the instructor of the course. The instructor's signature on the drop form does not necessarily indicate that the instructor approves but that the student has consulted him or her. If a course is dropped after 13 percent of class sessions have been completed but before 65 percent of course sessions have been completed (normally, during weeks three through ten of the fall and spring terms), a grade of W will appear on the student's transcript. Courses may not be dropped after 65 percent of course sessions have been completed (normally, after the tenth week of a fall or spring term). Students who withdraw from the university after this date will receive grades of WP or WF.

The specific add/drop dates for all terms are published each semester by the Academic Office and in the Academic Calendar or may be obtained from the Office of the Registrar or from the Office of Academic Affairs. Fees are assessed for adding and dropping classes and for withdrawing from the university.

**AUDITING COURSES** Any person who has been officially admitted as a regular or special student may audit a course with the approval of the instructor and the vice president for academic affairs. Students auditing courses are subject to the same regulations as regular students with regard to registration, tuition, and attendance. However, they do not take examinations and do not receive course credit.

## Other Forms of Academic Credit

**TRANSFER CREDIT AND CORRESPONDENCE AND/OR ONLINE CREDIT** Courses may not be taken by students enrolled at Ozarks for transfer credit at another college or through correspondence and/or online credit without being first approved by the student's advisor, the chair of the division in which the course will count for credit, and the vice president for academic affairs, in whose office forms for this purpose are available. Short courses taken off campus will be approved only if they

meet the standard for summer courses offered on campus. No more than nine hours of correspondence and/or online credit may be counted toward a degree. To receive credit for transfer or correspondence and/or online courses, students must earn at least a grade of C-. A maximum of sixty-six hours may be transferred from community or junior colleges. Students must provide documentation to the registrar that grades of "Pass" in such courses represent grades of C- or better (or, in the absence of a letter grade, a 70 percent average or higher). Such documentation might include a citation from the institution's catalog, the course syllabus, or an official letter from the instructor, dean, or registrar of the institution documenting that the grade of "Pass" does indeed signify a grade of C- or better in the course. To receive credit for transfer or correspondence and/or online courses, the institution which grants the credit must be accredited by a regional accrediting agency, or an international institution recognized by the Ministry of Education of that country, and students must earn at least a grade of C-.

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)** Ozarks recognizes the College Level Examination Program (CLEP) as a method of establishing credit by examination. A maximum of thirty hours of credit may be earned in this manner. Students wishing to take examinations must obtain prior approval from the chair of the division in which credit is to be granted. The CLEP exam passed and credits earned will be indicated on a student's transcript, but these will not be considered when calculating grade point averages. The courses for which CLEP credit is given and the minimum-score requirements are available in the office of the vice president for academic affairs. A charge is made to have a CLEP credit placed on a transcript. Students should contact the Career Development Center to register for a test.

**ADVANCED PLACEMENT (AP)** High school students who have completed one or more college-level courses through the Advanced Placement Program may receive college credit. Test scores prepared by the Educational Testing Service should be sent directly to the registrar. The AP exam passed and credits earned will be indicated on a student's transcript, but these will not be considered when calculating grade point averages. The courses for which AP credit is given and the minimum-score requirements are available in the office of the vice president for academic affairs.

**COMPOSITION I EXEMPTION EXAM** Students who pass an exemption examination administered by the English faculty earn credit in Composition I. This examination is given during freshman orientation, and students must preregister at the designated time in order to be eligible to take this examination.

## Other Academic Policies

**ACADEMIC ADVISING** Upon enrollment to the University, all students will be assigned a faculty advisor; for freshmen, the advisor will be the Critical Inquiry instructor, and for transfer students other than freshmen, the advisor will be a faculty advisor from within the discipline of their major. When a student formally declares a major, he or she must select an advisor from within the discipline of the major. If the student remains undeclared, then not later than the end of the second semester the student may be assigned to a general advisor. Students should formally declare a major and select an advisor from within the discipline of the major by the end of the sophomore year. If the student declares a double major or declares a minor in a discipline different from the major, then he or she must have a secondary advisor in the second discipline. Each student will meet with his or her advisor prior to registration to plan or confirm the student's class schedule. However, the advisor's role does not end

with registration. During the course of the year, the advisor is available for conferences with the student on academic and other matters. Any requests for departure from specific university policy must be initiated by the student through his or her advisor. Declaration/Change of Major and/or Change of Advisor forms are available in the Registrar's Office.

**ACADEMIC CALENDAR** The Ozarks calendar includes two sixteen-week semesters, fall and spring; two three-week summer sessions, Summer I and III; and a six-week summer session, Summer II.

**ACADEMIC CLASSIFICATION** Students are normally classified on the basis of the number of credit hours they have completed. Those who have completed 29 hours or fewer are classified as freshmen; those between 30 and 59, as sophomores; those between 60 and 89, as juniors; and those 90 hours or more, as seniors. However, all students are classified as freshmen until they have fulfilled the computer literacy requirement.

**ATTENDANCE** Since class activities for each course have been specifically designed to enable students to meet the objectives of the course, class attendance is necessary. Attendance policies will be explained by the instructor at the beginning of each semester and will be printed in the class syllabus. When students are absent for any reason, they are expected to confer with their instructor concerning the possibility of being allowed to make up work. When excessive absences put students' grades in jeopardy, they will be notified by the vice president for academic affairs and are subject to automatic dismissal with a grade of F.

**COURSE LOADS** In order to be considered full-time, students must be enrolled in at least 12 hours during the normal fall and spring terms; three hours during the Summer I or Summer III sessions; six hours during the Summer II session; or six hours during concurrent summer sessions.

Students who have a documented disability on file in either the Jones Learning Center or Student Support Services may petition the Vice President for Academic Affairs prior to the start of the semester to take nine (9) hours for full-time status. (Enrolling in fewer than 12 hours during fall or spring terms may affect financial aid.)

The maximum course load, during the summer terms, is (1) one classroom course of 3 hours and one activity course during the three-week sessions, or (2) two classroom courses of 3-5 hours each and one activity course during the six-week sessions, or (3) courses in concurrent sessions totaling 6 hours. Work approved to be taken by correspondence or concurrently at other institutions is included in this maximum. However, work taken at other institutions during later summer sessions will be considered through the transfer credit approval process. Exceptions to these loads require approval of the student's advisor and the Vice President for Academic Affairs.

**ACCOMMODATION FOR DISABILITIES** Students with one or more documented disabilities may request reasonable accommodation for those disabilities in their courses. Students requesting accommodation must contact the director of the Jones Learning Center, the director of Student Support Services, or the vice president for academic affairs for information regarding the documentation required and the procedures for requesting accommodation. The University of the Ozarks will comply with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (PL 101-336) of 1990.

# Jones Learning Center

The Jones Learning Center is an academic support unit that provides comprehensive services for students who have specific learning disabilities or attention deficit disorder. It assists students in reaching their academic potential and enhances their self-awareness, independence, and ultimate employability. It provides academic support that complements the university's regular services and programs. Its specialized services, provided for a fee, far exceed the services required by law and available to all students with disabilities. Services are based on each student's individual needs as determined by his or her psycho-educational evaluation. These services allow students to participate fully in all academic programs and assist them in making the transition to independent learning.

Ozarks is committed to achieving equal educational opportunity and full participation for persons with disabilities. The university admits applicants with learning disabilities who are otherwise qualified through its standard admission process. However, otherwise qualified applicants with specific learning disabilities may choose to utilize services of the learning center for an additional fee. These applicants must apply for admission to the center and meet learning center criteria. Applicants with specific learning disabilities who are not otherwise qualified may apply to the university contingent upon participation in the learning center.

To be considered for admission to the university through the Jones Learning Center, applicants must submit a completed application packet. Once an application is complete, the learning center selection committee will review the file to determine whether the applicant will be scheduled to come to the center for a psycho-educational evaluation to assess whether he or she is an appropriate candidate for admission. To determine this, the committee considers three questions: 1) does the applicant demonstrate the cognitive ability deemed necessary to perform at an adequate level in the academic program at Ozarks; 2) is the applicant's primary disability a specific learning disability or an attention deficit disorder; and 3) does the applicant's profile suggest a good match for the program offered by the learning center. The fee for the evaluation varies according to the amount of testing needed. If it is determined that there is an appropriate match, an applicant may be eligible for admission. Because of the extensive application process, students are encouraged to apply early during the fall semester of their senior year. The center subscribes to the definition of learning disabilities proposed by the National Joint Committee on Learning Disabilities.

## **Program Mission**

We provide a unique academic support service for those who have a learning disability and/or attention deficit disorder and want to enhance their quality of life by attaining a liberal arts education while developing skills to become independent learners.

## **JLC Intended Student Outcomes (ISOs)**

ISO 1: Students will develop and use organizational and time management skills

ISO 2: Students will enhance self-advocacy skills

ISO 3: Students will gain knowledge of individual academic strengths and weaknesses while enhancing academic performance

ISO 4: Students will enhance compensatory strategies to improve academic performance

# Academic Programs

## Accounting

The accounting major is designed to provide students with the knowledge and tools necessary to enter graduate school or to begin a career in private accounting. The course requirements include a broad base of general business subjects and a selection of advanced accounting topics. The development of problem-solving skills grounded in accounting theory and practice is stressed. The Arkansas State Board of Accountancy requires that students planning to sit for the CPA Exam in 1998 and subsequent years have 150 semester hours of college course work, including a baccalaureate degree and a concentration in accounting. Courses selected beyond the requirements for the bachelor of science degree should be utilized for the purposes of professional development. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the division. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

### **Business Program Goals and Intended Student Outcomes**

- Prepare students for graduate studies and/or careers in business-related fields
  - Students will demonstrate competency in the following intended student outcomes for the major
    - Knowledge and comprehension of a core set of business concepts
    - Knowledge and comprehension of an area of concentration
    - Critical thinking through analyzing problems, applying theory, synthesizing information, and evaluating business policy and actions
    - Oral communication
    - Written communication
    - Computer software applications
    - Working with others in a team
    - Conducting research
- Develop students professionally
  - To accomplish this goal, students are expected to develop and place on file with their business academic advisor a
    - Personal code of ethics
    - Professional Development Form, including mission, goals and objectives, strategies, and a career path
- Encourage co-curricular activities that enhance leadership development
  - To accomplish this goal, students are expected to assume
    - An active leadership role in a campus or community organization, and/or
    - An active leadership role in Phi Beta Lambda, and/or
    - An active leadership role in Students in Free Enterprise

**Major** A major in accounting requires 30 hours of the business core and an additional 24 hours of

accounting concentration:

### **Business Core**

- BSA 1003 Managing Value  
Three of the following 1-hour courses:  
BSA 1011 Word Processing  
BSA 1021 Spreadsheets  
BSA 1031 Database  
BSA 1041 Graphics\*  
ACC 2003 Principles of Accounting I  
ACC 2013 Principles of Accounting II  
ECN 2003 Principles of Macroeconomics  
ECN 2013 Principles of Microeconomics  
BSA 3003 Business Communications  
BSA 3013 The Legal Environment of Business I  
BSA 3023 Business Statistics I  
BSA 4003 Business Finance (Capstone)  
MGT 4013 Business Strategy (Capstone)

\* One or more of these courses may be waived with the approval of the division chair if the student passes a competency exam. Consult the division office for details.

### **Accounting Concentration**

- ACC 3103 Intermediate Accounting I  
ACC 3203 Intermediate Accounting II  
ACC 3213 Cost Accounting  
ACC 4103 Advanced Accounting I  
ACC 4123 Auditing  
ACC 4213 Corporate Income Tax Accounting  
Six hours of advisor and division chair approved accounting electives.

**Minor** The accounting minor is designed to enhance a student's chosen major by providing an exposure to selected accounting practices. A minor in accounting requires 18 hours selected by the student and a business advisor, with approval from the business division chair.

**ACC 2003 Principles of Accounting I** Basic principles of accounting theory for proprietorships. Theory of the accounting cycle, debit and credit, books of original entry, ledgers, working papers, and financial statements are presented.

**ACC 2013 Principles of Accounting II** A continuation of Principles of Accounting I with an emphasis in corporation accounting. Includes financial statement analysis, accounting for stocks and bonds, and partnership considerations. Prerequisite: Principles of Accounting I.

**ACC 3103 Intermediate Accounting** Intermediate accounting theory for the balance sheet accounts covering plant and equipment, intangible assets, long-term liabilities, and capital accounts. Also, the structure and principles followed in preparing the income statement and statement of changes

in financial position. Prerequisite: Principles of Accounting II.

**ACC 3113 Governmental Accounting** A consideration of the basic procedures underlying the treatment of the public and government accounts and of the scope and nature of financial statements for governments, schools, and hospitals. Prerequisite: Principles of Accounting I.

**ACC 3123 Managerial Accounting** An introduction to basic cost concepts and functions with an emphasis on applications in a managerial setting. Through this course students use accounting data to aid management in planning, coordinating, controlling, and decision-making.

**ACC 3203 Intermediate Accounting II** A continuation of Intermediate Accounting I. A study of intangible assets, deferred charges, long-term debt, capital stock, retained earnings, statement of change in financial position, leases, price level and fair-value accounting, and analysis of financial position. Prerequisite: Intermediate Accounting I.

**ACC 3213 Cost Accounting** A study of the elements of production under the job cost, process cost, and standard cost systems; inventory of materials; payrolls and taxes; budgets; wage plans; and other related topics. Prerequisite: Intermediate Accounting I.

**ACC 4103 Advanced Accounting I** A study of complex accounting theory and problems relating to partnerships, corporations, joint ventures, consignments, consolidations, and mergers. Prerequisite: Intermediate Accounting II.

**ACC 4113 Personal Income Tax Accounting** A study of the Federal Income and Social Security taxes with emphasis on the determination of taxable income for individuals. Special emphasis will be placed on preparing returns under Federal and Arkansas income tax statutes. Prerequisite: Principles of Accounting II.

**ACC 4123 Auditing** A study of audit procedure and techniques, working papers and audit reports, internal controls, auditing problems and opinions, legal responsibilities, and professional ethics in the accounting field. Prerequisite: Intermediate Accounting II.

**ACC 4203 Advanced Accounting II** A continuation of Advanced Accounting I with emphasis on parent-subsidiary relationships, consolidation financial statements, home-office and branch accounting, and international operations. Prerequisite: Advanced Accounting I.

**ACC 4213 Corporate Income Tax Accounting** A study of Federal tax laws as applied to partnerships and corporations: gift taxes, estate taxes, and excise taxes. Prerequisite: Personal Income Tax Accounting.

**ACC 4223 CPA Problems** A review of problems relating to preparation for the CPA examination. Emphasis on all four examination parts: practice, auditing, law, and theory. Prerequisite: Auditing.

## Art

The study of art has long served as a foundation for humanity's most noble and expressive tendencies. The art curriculum at Ozarks reflects the history and application of ideas through visual expression. Student intellectual development is fostered through creative problem solving, abstract thinking, and critical analysis. The liberal arts tradition provides all students with opportunities to both study and create art. Specialized workshops such as Raku Pottery, a visiting artist program with exhibits representing a wide spectrum of fields, and summer programs such as the Ozark Woodland Sculpture Garden project provide unique collaborative as well as interactive learning environments. Social skills are further enhanced through participation in Art Club projects, group critiques, and trips to museums and galleries. Students not only learn about art but also learn how to communicate effectively about visual art content. Cultural art forms reflect moral and ethical issues throughout time and the artist's creative response. Through the study of and making of art, students are engaged in learning and responding to the content and complexity of human experience.

### **Aims of the Art Program**

Graduates will have a sophisticated understanding of past and current movements, styles, and artists that have influenced the historical development of art.

1. They will be able to create 2-D and 3-D works of art with a level of both technical and creative mastery appropriate for entering juried competitions or for pursuing internships or employment in art-related fields.
2. They will be able to apply the knowledge of basic design elements and principles to a meaningful critique of their own art as well as that of others.
3. They will develop, through their art courses and through co-curricular programs the qualities we expect of all Ozarks students: an ability to think critically and to solve problems creatively, to communicate effectively, a knowledge of human culture, and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.
4. They will be prepared to pursue advanced study in graduate or professional schools, to enter the elementary and secondary school systems, or to pursue other positions both within and outside the field.

**Major** A major in art consists of the following course work:

|  |  |
|--|--|
| ART 1013   | Basic Design                             |
| ART 2013   | Drawing I                                |
| ART 2033   | Ceramics I                               |
| ART 2053   | Painting I or ART 2093 Watercolor        |
| ART 2073   | Sculpture I                              |
| ART 2113   | Art History I                            |
| ART 2123   | Art History II                           |
| ART 2203   | Printmaking I or ART 2303 Graphic Design |
| ART 3003   | Drawing II                               |
| ART 4093   | History of Modern Art                    |
| ART 4401   | Senior Exhibit                           |
| Nine hours of electives in art approved by the student's art advisor |  |

A student should emphasize one of the following areas either in choosing his or her elective courses: drawing, ceramics, painting, printmaking, or sculpture. A student's portfolio of work will be evaluated

after he or she has completed twelve hours in studio art.

**Minor** A minor in art consists of the following:

- ART 1013 Basic Design
- ART 2013 Drawing I
- ART 2113 Art History I
- ART 2123 Art History II
- Nine hours of electives in art approved by the student's art advisor

**Licensure Requirements** Students may seek teacher licensure by fulfilling the requirements for a bachelor of arts in art. Art students seeking licensure are urged to take a wide variety of studio courses, including ceramics, sculpture, painting, and photography. They are encouraged to fulfill their area 3 distribution requirements with a biology course and either Physical Science, Earth Science, or Astronomy. In addition to these requirements, the following professional education sequence must be completed:

- EDU 3312 Practicum
- EDU 2003 Education and the Growth of the American Republic
- SPE 2013 Special Needs Learners
- EDU 4403 Educational Assessment
- EDU 3053 Principles of Learning and Teaching
- EDU 4312 Directed Teaching
- \*EDU 3043 or EDU 3033

\*Prospective art teachers may receive either P-8 or 7-12 licensure. Those seeking the former must complete EDU 3043, Elementary Art Methods; those seeking the latter must complete EDU 3033, Secondary Art Methods. See the Education Division for further details.

**ART 1013 Basic Design** A course intended to introduce students to the basic elements of design in both two-dimensional and three-dimensional media.

**ART 2003 Photography** An introduction to the fundamentals of photography, including pictorial composition, lighting, camera techniques, developing and printing, enlarging, and evaluation of pictures.

**ART 2013 Basic Drawing I** A basic course designed to make the student aware of the possibilities of graphic expression employing various media, methods and techniques. The student must have had some prior drawing experience or an innate talent. Prerequisite: ART 2013 required for ART 3003.

**ART 2033 Ceramics I** A basic course in fundamental methods of hand-building and wheel throwing. Prerequisite: ART 2033 required for ART 3033.

**ART 2053 Painting I** A basic course in which the student studies the principles and techniques in various media such as oil, acrylic, mixed media. The study of design, color mixing and composition is very important. Subject matter is an individual choice whether completely nonobjective or realistic. Students are graded on progress with a minimum standard set. Prerequisite: ART 2053 required for ART 3053.

**ART 2073 Sculpture I** A basic introduction to the methods involved in three-dimensional work as well as compositional problems. Prerequisite: ART 2073 required for ART 3073.

**ART 2093 Watercolor** Development of skills in watercolor painting using transparent and opaque media. Prerequisite: Painting 2053 or permission of the instructor.

**ART 2113 Art History I** A historical survey of western art from prehistory through the gothic period.

**ART 2123 Art History II** A historical survey of western art from the early Renaissance through the late nineteenth century.

**ART 2203 Printmaking I** A basic course in which the student studies the principles and techniques of the printmaking processes such as intaglio, relief and monotype. Only black and white procedures will be explored.

**ART 2303 Graphic Design** Development and training in major computer design software to create graphic images. This course will also explore design formats used in commercial art applications. Prerequisite: ART 1013.

**ART 3003 Drawing II** An intermediate course to explore various media methods and techniques beyond the elementary level of drawing. Prerequisite: ART 2013.

**ART 3013-3023 Figure Drawing I-II** As implied, students work from the live draped figure. It is important to understand that the curvilinear lines in the figure form one of the most elemental ways of relating drawing skills to all other media, including printmaking, ceramic, sculpture design and commercial art. Prerequisite: ART 3013 required for ART 3023.

**ART 3033 Ceramics II** Introduction of wheel throwing techniques. Prerequisite: ART 2033.

**ART 3053 Painting II** Exploration of advanced techniques in oil and acrylic painting while students develop their own ideas. Prerequisite: ART 2053.

**ART 3073 Sculpture II** An intermediate level course, which allows the student to perfect basic skills while exploring specific themes in 3D media. Prerequisite: ART 2073.

**ART 3203 Printmaking II** Further investigation of various printmaking processes. This course will also introduce color procedures and refinement of subject and theme. Prerequisite: ART 2203.

**ART 3213 2-D Studio I** A course designed to give advanced students experience in studio work, to allow them to experiment in a variety of two-dimensional media, and to build a portfolio of their own work. Prerequisite: ART 1013, ART 2013, 2053, or 2093, and permission of the instructor.

**ART 3223 2-D Studio II** A continuation of 2-D Studio I. Prerequisite: ART 3213.

**ART 3313 3-D Studio I** A course designed to give advanced students experience in studio work, to allow them to experiment in a variety of three-dimensional media, and to build a portfolio of their own work. Prerequisite: ART 1013, ART 2033, or 2073, and permission of the instructor.

**ART 3323 3-D Studio II** A continuation of 3-D Studio I. Prerequisite: ART 3313.

**ART 4013-4023 Figure Drawing III-IV** The figure is the basis for further exploration of types of drawing using the curvilinear line. This can be applied to completely abstract work as well as realism. Good drawings can be entities in themselves as long as the visual statement is innovative, creative and original. Prerequisite: ART 4013 required for ART 4023.

**ART 4093 History of Modern Art** This is a study of changing styles from the late 19th century through the current schools that reflect our society and environment.

**ART 4233 2-D Studio III** A continuation of 2-D Studio II. Prerequisite: ART 3223.

**ART 4243 2-D Studio IV** A continuation of 2-D Studio III. Prerequisite: ART 4233.

**ART 4333 3-D Studio III** A continuation of 3-D Studio II. Prerequisite: ART 3323.

**ART 4343 3-D Studio IV** A continuation of 3-D Studio III. Prerequisite: ART 4333

**ART 4401 Senior Exhibit** The culmination of a student's work in the art program featuring, among other requirements, an exhibition in Stephens Gallery. Prerequisite: senior status.

## Biology

Biology is the systematic study of life. In this major, students learn the scientific answers to the question "What is life?" The curriculum is flexible and should be tailored to students' individual career goals. It is anticipated that most students in this major will continue their studies in graduate or professional schools.

### Intended Student Outcomes of the Biology Program

1. Students will communicate effectively in professional scientific formats.
2. Students will think critically when they read scientific literature, solve problems, and when they design and conduct experiments and interpret their data.
3. Students will acquire a broad knowledge of science.

4. Students will demonstrate awareness of their responsibilities by examining and developing standards of ethics and integrity appropriate for professional biologists, respecting the diversity of life, and contributing to the welfare of their community and ecosystem.
5. Students will be prepared to pursue advanced study in graduate and professional schools, or to acquire careers in secondary school education or biology related professions (such as with government agencies, environmental consulting firms, and in health care and biotechnology industries).

**Major** A bachelor of science in biology requires the following:

**Biology Core**

|          |                          |
|----------|--------------------------|
| BIO 1214 | Principles of Biology I  |
| BIO 1324 | Principles of Biology II |
| BIO 2014 | Zoology                  |
| BIO 2124 | Botany                   |
| BIO 3024 | Genetics                 |
| BIO 4004 | Senior Research          |

Students must take at least three of the six Biology Options courses.

**Biology Options:**

|          |                            |
|----------|----------------------------|
| BIO 3234 | Principles of Ecology      |
| BIO 4234 | Lichenology                |
| BIO 3134 | Microbiology               |
| BIO 4134 | Biochemistry (or CHM 4104) |
| BIO 3444 | Vertebrate Physiology      |
| BIO 4543 | Animal Behavior            |

A student may petition to consider substituting certain appropriate biology courses occasionally offered at Ozarks or those in marine biology offered at the Gulf Coast Research Laboratory for Senior Research and/or Biology Options. Petition must be made before the course is taken to assure consideration.

**Additional Requirements**

|          |   |
|----------|---|
| CHM 1014 | General Chemistry I   |
| CHM 1024 | General Chemistry II  |
| CHM 2104 | Survey of Organic Chemistry or CHM 3014 Organic Chemistry I |
|          | One mathematics course above MTH 1033, College Algebra      |
|          | One physics course  |

A bachelor of arts in biology requires the following:

|          |                          |
|----------|--------------------------|
| BIO 1104 | Biology Concepts         |
| BIO 1324 | Principles of Biology II |
| BIO 2014 | Zoology                  |
| BIO 2124 | Botany                   |
| BIO 3024 | Genetics                 |

Sixteen hours of upper-level biology electives (excluding Tutorial Practicum)

In addition, each student seeking a bachelor of arts in biology must complete a minor in an area other than the natural sciences.

**Minor** Students may earn a minor in biology by taking 19 hours of biology courses, at least 7 hours of which must be upper level. Tutorial Practicum may not be counted toward a minor in biology.

**Licensure Requirements** Students pursuing a bachelor of science in life science may seek teacher licensure by fulfilling the following specific requirements:

BIO 1324 Principles of Biology II  
BIO 2014 Zoology  
BIO 2124 Botany  
BIO 3024 Genetics  
BIO 3434 Principles of Ecology  
BIO 3444 Vertebrate Physiology  
Three hours or more of upper-level biology electives  
CHM 1024 General Chemistry II  
PHY 2014 College Physics I  
PHY 2024 College Physics II  
CHM 3014 Organic Chemistry I or CHM 2104 Survey of Organic Chemistry  
one mathematics course above MTH 1033, College Algebra

Students seeking licensure in this area are required to fulfill their area 3 distribution requirements with BIO 1214 Principles of Biology I, and CHM 1014, General Chemistry I. In addition to these requirements, the following professional education sequence must be completed:

EDU 3312 Practicum  
EDU 2003 Education and the Growth of the American Republic  
SPE 2013 Special Needs Learners  
EDU 4403 Educational Assessment  
EDU 3053 Principles of Learning and Teaching  
EDU 4312 Directed Teaching  
EDU 3083 Classroom Techniques in Secondary Science or EDU 4443  
Combined Secondary Methods

See the Education Division for further details

**BIO 1104 Biology Concepts** An introductory course which deals with the basic concepts of biology. Topics include the nature of science, the nature of life, evolution, ecology, diversity, genetics, plant biology, and animal biology. This course satisfies the minimum requirements in general education, and is the basic prerequisite for all biology courses. There is one 2-hour laboratory per week.

**BIO 1214 Principles of Biology I** An introductory course for students wanting to major or minor in Biology. The course deals with basic biological ideas and begins the process of developing skills necessary in the sciences. Topics include the nature of science, the nature of life, evolution, taxonomy, plant and animal form and function, and ecology. This course satisfies the minimum requirements in general education and is the basic prerequisite for all biology courses. There is one 3-hour laboratory

per week.

**BIO 1324 Principles of Biology II** This course is a detailed study of the origins, structure and function of the basic unit of life on Earth, the cell, and the technology used to study cells. Lecture topics include the following: the chemical evolution of life; the chemicals of cells, cell reproduction and molecular genetics; the cell's organelles and energy, and an introduction to histology and immunology. There is one 3-hour laboratory per week. Prerequisite: BIO 1104 or BIO 1214.

**BIO 2014 Zoology** This is a basic study course built around a systematic study of the vertebrate and invertebrate forms of the animal kingdom. The student is guided through an integrated study of taxonomy, ecology, morphology, physiology, and phylogeny of representatives of the phyla of animals. There is a one 3-hour laboratory per week. Prerequisite: BIO 1104 or 1324.

**BIO 2124 Botany** A basic study course surveying the diversity, structure, physiology, uses, and significant adaptations of the plant kingdom and related kingdoms. Special attention is devoted to the flowering plants and their relevance to humans. There is one 3-hour laboratory per week. Prerequisite: BIO 1104 and one additional Biology course, or BIO 1214 and one additional Biology course.

**BIO 2223 Human Physiology** Human physiology was developed to provide a fundamental understanding of the systems and organs relevant for human physical activity. Discussions will include the cardiovascular system, muscular system, respiratory physiology and digestion.

**BIO 3024 Genetics** The principles of inheritance in plants and animals are presented with special attention devoted to the specific aspects of human heredity. The goal of this course is to give the student a broad background in the science of heredity. The course includes the general topics of history of genetics, Mendelian genetics, molecular genetics, and population genetics. There is one 3-hour laboratory per week. Prerequisite: BIO 1104 and BIO 1324 or BIO 1214 and BIO 1324. Recommended: BIO 2014 or BIO 2124.

**BIO 3134 Microbiology** A general course designed for biology majors and those in pre-professional training. This course will acquaint students with the diversity, structures, and functions of microscopic organisms as related to their medical, immunological, and environmental significance, with special emphasis on bacteria. Safety procedures, culture techniques, and identification of microorganisms will be emphasized. There is one 3-hour laboratory per week. Prerequisites: one 2000-level biology laboratory course and CHM 1014.

**BIO 3234 Principles of Ecology** This is an introductory course exploring the interrelations of organisms and the environment. Species interactions, populations, communities, biomes, the physical environment, and ecosystems will be discussed. Ecological technologies, principles, and techniques will be applied in local field laboratories. There is one 3-hour laboratory per week. Prerequisite: BIO 2124.

**BIO 3444 Vertebrate Physiology** This is an upper level course in physiology--the study of the mechanisms by which organisms function--for students preparing for careers in health or to continue their education in professional and graduate schools. The function of the human body is highlighted, but other vertebrates are studied, also. The main topics discussed are homeostasis, metabolism, thermoregulation, nerve and sensory physiology, hormonal controls, kidney and cardiovascular function. There is one 3-hour lab per week. Prerequisites: BIO 1324 and CHM 1014.

Recommended: BIO 2014.

**BIO 4004 Senior Research (rotating topic)** This course is designed to be the culmination of the course of study for B.S. Biology majors. Students in this course will receive instruction in specific experimental techniques, design, data analysis, literature research and presentation methods. With the guidance of the professor, the students will design and conduct their own research projects and present a professional report of their findings to their peers. Prerequisites: at least two upper level biology courses and senior classification, or permission of the instructor.

**BIO 4104 Biochemistry** Introduction to the major classes of biological molecules and their chemistry in living systems. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 2104 or CHM 3024.

**BIO 4054 Embryology** This is the study of animal development, including human, from gamete formation to hatching or birth of the new individual. Students study the theories and concepts as well as the anatomy and physiology involved in the ultimate expression of genetic information. Laboratory emphasizes microscope study of embryonic anatomy and histology, supplemented with films and experiments. Prerequisite: BIO 3024.

**BIO 4234 Lichenology** This is an upper-level applied botany course that investigates the anatomy, physiology, and taxonomy of lichens. The course will also explore the relationship between the fungi and algae that form the lichen symbiosis. A survey of other cryptogamic organisms will also be presented. This course is application intensive and will include field trips and laboratory experiences. Prerequisites: BIO 2124, and CHM 1024.

**BIO 4333 Anatomy** The content of this course is the same as PHE 2013, but with additional assignments and/or different exams.

**BIO 4432 Anatomy Laboratory** In this course students will practice the art of dissection. They will learn anatomical terminology, find, identify and learn to recognize the structures and organs, and their anatomical and functional relationships in the vertebrate body. By comparing different individuals and species, students will gain an understanding of human anatomy, the variation among individuals and the similarities among different but related species. This laboratory requires approximately five to six hours each week. Prerequisite: Junior class rank and permission of the instructor. PHE 2013 or BIO 4333 is highly recommended.

**BIO 4543 Animal Behavior** This course is about the questions biologists ask, how they test their hypotheses with model species in laboratory experiments and on wild species in field experiments, the causes of behaviors that have been discovered, and the general types of behaviors that animals exhibit. The course emphasizes the comparative approach to biology to understand the evolutionary, genetic and physiological causes of behavior as well as the role of the physical and social environments. Because humans share some ancestors, genes, anatomy and physiology with other animals, students will learn about what motivates, stimulates and controls their own behavior, too. Prerequisites: one Biology course and Junior classification or permission from the instructor.

# Business Administration

Ozarks offers both a bachelor of arts and a bachelor of science in business administration. These majors are designed to provide students with the fundamental principles and theories of the basic areas of business and with an area of concentrated study in a minor of the student's choice. The bachelor of arts program prepares the student for graduate school. The bachelor of science program prepares them for self-employment or for entry-level positions in business and business-related areas. Both degrees require the business core. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the division. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

## **Business Program Goals and Intended Student Outcomes**

- Prepare students for graduate studies and/or careers in business-related fields
  - Students will demonstrate competency in the following intended student outcomes for the major
    - Knowledge and comprehension of a core set of business concepts
    - Knowledge and comprehension of an area of concentration
    - Critical thinking through analyzing problems, applying theory, synthesizing information, and evaluating business policy and actions
    - Oral communication
    - Written communication
    - Computer software applications
    - Working with others in a team
    - Conducting research
- Develop students professionally
  - To accomplish this goal, students are expected to develop and place on file with their business academic advisor a
    - Personal code of ethics
    - Professional Development Form, including mission, goals and objectives, strategies, and a career path
- Encourage co-curricular activities that enhance leadership development
  - To accomplish this goal, students are expected to assume
    - An active leadership role in a campus or community organization, and/or
    - An active leadership role in Phi Beta Lambda, and/or
    - An active leadership role in Students in Free Enterprise

## **Business Core**

BSA 1003 Managing Value

Three of the following 1-hour courses:

BSA 1011 Word Processing

BSA 1021 Spreadsheets

BSA 1031 Database

BSA 1041 Graphics\*

ACC 2003 Principles of Accounting I

ACC 2013 Principles of Accounting II

ECN 2003 Principles of Macroeconomics

ECN 2013 Principles of Microeconomics

BSA 3003 Business Communications

BSA 3013 The Legal Environment of Business I

BSA 3023 Business Statistics I

BSA 4003 Business Finance (Capstone)

MGT 4013 Business Strategy (Capstone)

\*One or more of these courses may be waived with the approval of the division chair if the student passes a competency exam. Consult the division office for details.

For the **bachelor of arts**, the following courses are required:

MTH 2015 Calculus I

PHL 2043 Logic

ENG 3112 Writing for Business and Economics

MGT 3203 Organizational Behavior

BSA 1051 SPSS Software

Six additional hours of foreign language

An approved three-hour upper-level research course

For the **bachelor of science**, the following courses are required:

ACC 3123/MGT 3313 Managerial Accounting

BSA 3033 Business Statistics II

An 18-hour University minor or 18 hours of specified business courses (of which an emphasis may be specified) selected by the student, and approved by a business advisor and division chair.

**Minor** A minor in business administration is designed to complement majors offered by other divisions of the university. The student may choose exposure to the theories and practices of accounting, economics, communication, management, marketing, statistics, law, or finance. A minor in business administration requires 18 hours selected by the student and a business advisor, with approval from the business division chair.

**BSA 1003 Managing Value** An overview of the value creation process with emphasis placed on the external and the internal business environments. Topics include creating customer value and a study of the business environment including the competitive, cultural, technological, political, and natural environments. Emphasis will be placed on the manager's role in determining who the

customer is in relation to making decisions about the marketing mix (product, price, place, and promotion) within the constraints of organizational resources and, specifically, the management process (planning, organizing, leading, and controlling).

**BSA 1011 Word Processing** A study of word processing in the business environment. Topics to be covered include planning, creating, formatting and editing the document, creating and importing pictures and data, working with extended documents, and utilizing advanced techniques.

**BSA 1021 Spreadsheets** A study of the use of spreadsheets in the business environment. Topics to be covered include planning and creating the spreadsheet, entering formulas and data, editing and formatting the spreadsheet, graphing data, and utilizing advanced spreadsheet techniques.

**BSA 1031 Database** A study of the use of databases in the business environment. Topics to be covered include planning and creating the database, entering data, sorting and retrieving data, joining databases, generating reports, and utilizing advanced database techniques.

**BSA 1041 Graphics** A study of the use of graphics in the business environment. Topics to be covered include developing a graphics presentation, using the automation features of a graphics package, importing clip art, importing from the Internet, utilizing sound and movement in a presentation, and developing a solid understanding of the major features of the graphics program.

**BSA 3003 Business Communications** A study of communications as related to business. Letters of application, claims and adjustments, inquiry, collections, recommendations, sales letters, and the format of business reports are included in this course. Prerequisite: Junior status.

**BSA 3013 The Legal Environment of Business I** An introduction to the legal environment in which businesses operate. Topics include the foundations of the American legal system, employment and labor law, consumer protection, contracts, and the social responsibility of business. Prerequisite: Junior Status.

**BSA 3023 Business Statistics I** A study of statistical methods and interpretation employed in business including graphic methods, measures of central tendency, probability sampling, and relative and index variables. Prerequisites: College Algebra (or higher).

**BSA 3033 Business Statistics II** A study of the formulation of hypothesis testing, time series analysis, regression, and correlation analysis, chi-square, forecasting methodology, variance analysis, and decision theory. Prerequisite: Business Statistics I.

**BSA 3053 Introduction to Entrepreneurship** Explores the role and function of the entrepreneur, gives an overview of starting a new business, assesses one's interest, capabilities and views. Other topics include opportunity identification, legal considerations, insurance, exporting opportunities and franchising, government regulations, and startup mechanics.

**BSA 3223 The Legal Environment of Business II** A study of the law related to sales, negotiable instruments, commercial paper, secured transactions, agency, real property, trusts and estates. Prerequisite: The Legal Environment of Business I.

**BSA 4003 Business Finance** A study of the financial policies of the business enterprise including financial analysis and forecasting, working capital and current asset management, sources of short-term and long-term financing, capital budgeting, common and preferred stock financing, debt financing, and cost of financing. Prerequisites: Principles of Accounting II, Principles of Microeconomics, Principles of Macroeconomics, Business Statistics I, and senior status.

**BSA 4013 SBI Practicum** A hands-on study of the activities and problems of a real small business enterprise. Students enrolled in the course will perform services to approved U.S. Small Administration businesses. The primary focuses of the class are to assist small businesses in problem areas and to provide students with the opportunity to gain first-hand knowledge of small business problems. Prerequisites: Permission of the instructor.

**BSA 4303 Business Ethics** A study of the relationships among profits, business ethics, and expectations of the general society. Issues include performance and ethics, ethics in corporate culture and policy, social commitment and responsibility, power, communication, and development of personal and corporate ethics.

**Licensure Requirements** The business education major is designed to meet Arkansas State licensure requirements for secondary business education teachers. The program is offered in conjunction with the Education Division. In addition to other graduation requirements, the following professional education sequence must be completed:

#### **Professional Education**

|          |   |
|----------|---|
| EDU 2003 | Education and Growth of the American Republic                       |
| EDU 3053 | Principles of Learning and Teaching                                 |
| EDU 3312 | Practicum   |
| EDU 4023 | Methods of Teaching Business or EDU 4443 Combined Secondary Methods |
| EDU 4312 | Directed Teaching   |
| EDU 4403 | Educational Assessment  |
| SPE 2013 | Special Needs Learners  |

#### **Specialty Area**

|          |   |
|----------|---|
| ACC 2003 | Principles of Accounting I                      |
| ACC 2013 | Principles of Accounting II                     |
| BSA 1003 | Managing Value                                  |
| BSA 1021 | Spreadsheet                                     |
| BSA 1031 | Database  |
| BSA 1041 | Graphics  |
| BSA 3003 | Business Communications                         |
| BSE 2333 | Advanced Keyboarding/Typing                     |
| BSE 2343 | Word/Information Processing                     |
| ECN 2003 | Principles of Macroeconomics                    |
|          | Three hours of upper-level management electives |
|          | Three hours of upper-level marketing electives  |

\* Grades of C- or better.

See Education Division for further details

**BSE 2323 Beginning Keyboarding/Typewriting** An introduction to the keyboard and to the

manipulative parts of the keyboard. Emphasis will be directed to basic keyboarding techniques in developing speed and accuracy.

**BSE 2333 Advanced Keyboarding/Typewriting** Development of competent speed, accuracy, and production skills. Business simulations with emphasis on office standards of achievement.  
Prerequisite: Beginning Keyboarding/Typewriting or permission of the instructor.

**BSE 2343 Word/Information Processing** Introduction of basic concepts of word processing as a systems approach. Emphasis will be directed to office automation systems that can connect for an integrated information processing system.

**BSE 3203 Economics for Elementary Teachers** A course designed to provide elementary teachers with basic economic concepts which are applicable to teaching on the elementary level.

## Chemistry

The **chemistry major** is designed primarily to prepare students for graduate studies in chemistry. It is also an appropriate major for premedical students or for students seeking to obtain positions as bachelor's-level chemists in industry.

### Intended Student Outcomes for the Chemistry Major

- Students will demonstrate proficiency in the mathematical and logical strategies employed in addressing problems of a chemical nature
- Students will demonstrate the ability to report their scientific work in clearly written, well-organized prose consistent with the style of a professional chemistry journal
- Students will develop their observational skills and attentiveness to the outward details of natural (especially chemical) processes
- Students will become adept at using basic scientific equipment, as well as more sophisticated instruments used to study chemical phenomena
- Students will develop ethical and safe work habits in the performance and design of scientific experiments, the collection of data, and the reporting of their findings
- Students will become proficient in the techniques and procedures used to execute common chemical reactions
- Students will demonstrate understanding of chemical phenomena and the principles that govern their behavior

**Chemistry Requirements:**

|  |                                |
|--|--------------------------------|
| CHM 1014   | General Chemistry I            |
| CHM 1024   | General Chemistry II           |
| CHM 3014   | Organic Chemistry I            |
| CHM 3024   | Organic Chemistry II           |
| CHM 3034   | Physical Chemistry I           |
| CHM 3044   | Physical Chemistry II          |
| CHM 3104   | Quantitative Chemical Analysis |
| Six hours of advisor-approved upper-division chemistry electives |                                |

**Additional Requirements:**

|          |                    |
|----------|--------------------|
| MTH 2015 | Calculus I         |
| MTH 2025 | Calculus II        |
| MTH 3113 | Calculus III       |
| PHY 2114 | General Physics I  |
| PHY 2124 | General Physics II |

PHY 2014 and 2024, College Physics I and II, may be substituted for PHY 2114 and 2124 with the approval of a student's chemistry advisor.

**Minor** Students may earn a minor in chemistry by taking CHM 1014 and CHM 1024 plus 11 additional hours approved by a chemistry advisor.

**CHM 1004 Introduction to Chemistry** Introduction to the basic concepts of chemistry for the student with no chemistry background who desires to obtain that background before enrolling in CHM 1014. Three hours lecture and three hours laboratory per week. Prerequisite: Consent of the instructor. This course will not count toward a major in chemistry.

**CHM 1014 General Chemistry I** Introduction to chemistry with emphasis on the theoretical and descriptive aspects of the science. The use of problem-solving in understanding chemistry is stressed. No chemistry background is required. Three hours of lecture and three hours laboratory per week. Prerequisite or corequisite: MTH 1033 or 2015.

**CHM 1024 General Chemistry II** Continuation of CHM 1014. Continued introduction to the fundamental concepts of chemistry. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 1014. Prerequisite or corequisite: MTH 1043 or 2025.

**CHM 2104 Survey of Organic Chemistry** A one-semester overview of organic chemistry for biology majors and students in fields requiring a "short course" in organic chemistry. Emphasis on functional group chemistry. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 1024. This course will not count toward a major in chemistry.

**CHM 3014 Organic Chemistry I** Study of hydrocarbons with emphasis on reaction mechanisms, stereochemistry, and synthesis. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 1024.

**CHM 3024 Organic Chemistry II** Continuation of CHM 3014. Systematic study of functional group chemistry with continued emphasis on reaction mechanisms and organic synthesis. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 3014.

**CHM 3034 Physical Chemistry I** Introduction to theoretical chemistry. Topics will include kinetics and thermodynamics. Three hours lecture and three hours laboratory per week. Prerequisites: CHM 1024, MTH 2025, and PHY 2064 (or PHY 2024 with consent of instructor).

**CHM 3044 Physical Chemistry II** Continuation of CHM 3034. Topics will include quantum mechanics, chemical bonding, and molecular structure and spectra. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 3034.

**CHM 3104 Quantitative Chemical Analysis** An upper level course in analytical chemistry emphasizing problem solving, experimental methods and techniques, analysis of error, and scientific writing. Topics include gravimetric, volumetric, electrochemical, and instrumental methods of chemical analysis. Two hours lecture and six hours laboratory per week. Prerequisite: CHM 3014.

**CHM 4004 Advanced Organic Chemistry** Continued study of organic chemistry with emphasis on reaction mechanisms and organic synthesis. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 3024.

**CHM 4104 Biochemistry** Introduction to the major classes of biological molecules and their chemistry in living systems. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 2104 or CHM 3024.

**CHM 4991-3 Special Problems in Chemistry** By special arrangement with instructor.

# Communications

The communications major is designed to provide students with a balanced background in the study of the theories of communications, examination of specific communication skills, and opportunities to apply those skills and knowledge in both general and pre-professional situations. Courses for the major are designed to help students to think logically and creatively, to listen effectively, and to express their ideas in written or oral forms suitable for varied media-related situations.

## **Intended Student Outcomes for the Communications Major**

The communications major at the University of the Ozarks strives to achieve the following student outcomes:

- 1) Students will develop career goals and a plan for professional development to reach those goals.
- 2) Students will think critically about messages (media or other) and the responsibilities of both the producers and receivers of those messages.
- 3) Students will demonstrate an ability to work with others in pre-professional settings (interpersonal effectiveness).
- 4) Students will produce written documents of professional quality.
- 5) Students will demonstrate good oral presentation skills.
- 6) Students will demonstrate mastery of media production skills.
- 7) Students will develop a personal code of ethics.

**Major** The requirements for a communications major are listed below:

COM 1013    Interpersonal Communication  
COM 1023    Introduction to Mass Communication  
COM 2073    Television Production  
COM 4063    Ethical Issues in Mass Communication

Two of the following three courses:

COM 2053    Newswriting  
COM 2063    Media Writing  
COM 3183    Research Methods and Writing

Three one-hour practicum classes

TV News Production (COM 1721-4721)  
Radio Production (COM 1731-4731)  
Documentary Production (COM 1741-4741)  
Corporate Video Production (COM 1751-4751)  
Forensics (COM 1761-4761)  
Multimedia Practicum (COM 1771-4771)

Fifteen hours of Communications electives chosen in consultation with communications advisor:

COM 2033    Argumentation, Discussion, and Debate

|          |                                       |
|----------|---------------------------------------|
| COM 2083 | Small Group Discussion                |
| COM 2093 | Art of Watching Film                  |
| COM 2133 | Voice and Diction                     |
| COM 2193 | Video Editing                         |
| COM 3103 | Interviewing in Professional Settings |
| COM 3033 | Persuasion Theory                     |
| COM 3203 | Documentary Film and Video            |
| COM 3503 | Internship                            |
| COM 3781 | SS: Documentary Film Studies          |
| COM 3603 | Advanced Television Production        |
| COM 4003 | Communication Seminars                |
|          | Creativity                            |
|          | Critical Approaches to Media          |
|          | Political Communication               |
|          | Public Relations                      |
| COM 4053 | Advanced Reporting                    |

**Minor** A minor in communications requires 18 hours of course work as specified below:

|          |                                      |
|----------|--------------------------------------|
| COM 2073 | Television Production                |
| COM 4063 | Ethical Issues in Mass Communication |

One of the following:

|          |                                     |
|----------|-------------------------------------|
| COM 1013 | Interpersonal Communication         |
| COM 1023 | Introduction to Mass Communications |

One of the following:

|          |                              |
|----------|------------------------------|
| COM 2053 | Newswriting                  |
| COM 2063 | Media Writing                |
| COM 3183 | Research Methods and Writing |

An additional six hours chosen in consultation with advisor.

**COM 1003 Basic Oral Communication** Satisfies the professional education requirement for speech. A course designed to stress the importance of the spoken word and to increase the student's ability to communicate through effective speaking and listening. A basic course requirement offered every semester.

**COM 1013 Interpersonal Communication** A course which focuses on skills that impact the communication between people. Emphasis will be on the improvement of personal communication skills, such as listening, conflict management, and problem-solving.

**COM 1023 Introduction to Mass Communication** An introduction to the field of mass communications that includes historical development of media, current practices, and media literacy. Effects of mass media on society and critical analysis of the media are included.

**COM 1721-4771 Practicum** A student may earn one hour of credit for participation in a communications production activity. Practicum credit is offered for Television News Production, Documentary Production, Radio Production, Corporate Video Production, and Forensics. At least three one-hour classes are required for the major. Television News Production and Forensics are offered every semester. Documentary and Corporate Video Production are offered on demand.

**COM 1721-4721 Television News Production**

**COM 1731-4731 Radio Production**

**COM 1741-4741 Documentary Production**

**COM 1751-4751 Corporate Video Production**

**COM 1761-4761 Forensics Practicum**

**COM 1771-4771 Multimedia Practicum**

**COM 2033 Argumentation, Discussion, and Debate** An overview of techniques used to reason and form a coherent argument to support one's position on an issue. The class will include study of both formal and informal modes of argument, focusing on written and spoken argument in a variety of contexts. Students will be required to write a position paper presenting and defending an argument and to participate in a debate on an issue of public interest.

**COM 2053 Newswriting** This basic course focuses on important principles and skills of newsgathering and news judgment. Students will learn to write basic news stories in both broadcast and print styles. The class will be taught in a workshop format.

**COM 2063 Media Writing** A class in basic writing for the broadcast media. Included are scripts for commercials, public service announcements, promotional copy, and public relations materials.

**COM 2073 Television Production** A class that emphasizes basic television studio production techniques including camera operation and movements; lighting; audio production; in-studio communications; and on-camera performance. Students will produce class projects. Concurrent enrollment in Television News Practicum is required for majors.

**COM 2083 Small Group Discussion** This course will examine various theories and methods used to facilitate discussion. A theoretical as well as practical approach to group process is presented.

**COM 2093 The Art of Watching Film** A course designed to encourage the development of the student's awareness and appreciation of film form and theory. Students are required to write and think critically about films viewed in class.

**COM 2133 Voice and Diction** Introduction to the phonetic alphabet, study of the processes of vocal production, and recognition and correction of substandard and regional elements in speech. Exercises for improvement of pronunciation and articulation are included.

**COM 2193 Video Editing** A course designed to focus on the technical and aesthetic applications of video editing in news and corporate production settings. Cuts-only, A/B Roll edit systems, and digital editing will be used by the student. An introduction to computer graphics will be included. (Prerequisites: COM 1721-4721 News Practicum, and COM 2073 Television Production)

**COM 3033 Persuasion Theory** A study of the psychological and social forces which influence people to change their beliefs, attitudes, or behavior. The course will provide an overview of persuasion theories from Aristotle to compliance-gaining and self-persuasion, with applications in a variety of fields.

**COM 3103 Interviewing in Professional Settings** A course designed to prepare the student to conduct interviews and to practice being interviewed with applications in various business and communications settings.

**COM 3183 Research Methods and Writing** An introduction to a variety of research methods, including both quantitative and qualitative methods. Emphasis will be placed on reporting the results of research in both writing and oral presentations. Prerequisite: ENG 1213 Composition II

**COM 3203 Documentary Film and Video** A course designed to examine the historical development of the documentary film genre. Various documentary films and videos will be screened and analyzed for form and content. Writing and discussion are integral parts of the course. Students are encouraged, but not required, to enroll in SS: 3781 Documentary Film Studies.

**COM 3303 Radio Production** Prerequisite: COM 2063 and 1731-4731 Radio Practicum. A course designed to prepare the student to plan, write, produce, and edit various types of radio programs, such as news, interviews, and feature programs.

**COM 3503 Internship** Through placement with a television or radio station, an advertising or public relations agency, a video production company or in another communication setting, the student will have an opportunity to learn and apply advanced communications skills. Students are required to submit a written proposal to communications faculty. Interviews for summer placements are arranged by faculty, and students are selected by the internship supervisors. Faculty will collaborate regularly with internship supervisors to evaluate the progress of the student. Normally students do not receive pay for internships.

**COM 3603 Advanced Television Production** A course designed to continue the development of field production skills. Specific areas included are camera and lighting techniques, editing, and computer graphics. Attention will be given to critical analysis of work. Permission of instructor and prerequisites COM 2073 Television Production and Television News Practicum required for enrollment.

**COM 3781 Documentary Film Studies** This class requires the student to attend the annual Hot Springs Documentary Film Festival held in the fall in Hot Springs, Arkansas. In consultation with the professor, students will select particular documentary films and filmmakers to study in an in-depth manner. Students will research films, interview filmmakers, screen films, and write papers to present in a public forum. COM 3203 is a concurrent or previous requirement.

**COM 4003 Seminar** Small group study of special topics in the field of communications. Possible topics include Creativity, Public Relations, Critical Approaches to Media, or Political Communication.

**COM 4013 Political Communication** This course will focus on the role of communication in the political process. Emphasis will be given to both campaigning for office and to communicating policy information for various audiences.

**COM 4053 Advanced Reporting** A course in which students refine their skills in news gathering and news writing for both the broadcast and print media through coverage of actual issues and events in the community. The course will be taught in a workshop format. Prerequisite: COM 2053.

**COM 4063 Ethical Issues in Mass Communications** The course examines ethical practices in many areas of mass media, including print and broadcast journalism, electronic media, advertising, public relations, and film. Through an extensive research project, students develop personal codes of ethics in preparation for employment in the communications field after graduation. This course serves as a capstone experience for communications majors and minors.

**COM 4313 Public Relations Principles** This course will provide an overview of the principles and process of public relations, as well as practice in planning and using various public relations strategies.

## Composite Science

### Intended Student Outcomes for the Composite Science Major

1. Students will communicate effectively in professional scientific formats.
2. Students will think critically when they read scientific literature, solve problems, and when they design and conduct experiments and interpret their data.
3. Students will acquire a broad knowledge of science.
4. Students will demonstrate awareness of their responsibilities by examining and developing standards of ethics and integrity appropriate for professional scientists, respecting the diversity of life, and contributing to the welfare of their community and ecosystem.

The **composite science major** is especially attractive to those who need a broad background in all of the disciplines of science. The following courses are required:

|          |                      |
|----------|----------------------|
| BIO 1104 | Biology Concepts     |
| BIO 2024 | Zoology              |
| BIO 2124 | Botany               |
| MTH 1043 | College Trigonometry |
| CHM 1014 | General Chemistry I  |
| CHM 1024 | General Chemistry II |
| PHY 2014 | College Physics I    |
| PHY 2024 | College Physics II   |

Eighteen hours of electives in the sciences and/or mathematics approved by the student's advisor. Twelve of the eighteen hours of electives must be chosen from upper-level courses in a single discipline.

Students who have had two years of algebra and trigonometry in high school and who have high ACT scores in mathematics may substitute MTH 2015, Calculus I, for MTH 1043, College Trigonometry.

# Developmental Courses

NOTE: Developmental courses and their grades are excluded from meeting graduation requirements. However, developmental courses and their grades *are* included in computing semester and cumulative grade point averages, “good academic standing” (pp. 45-46), satisfactory progress, “academic classification” (p. 51), and eligibility for financial aid and athletics.

**DEV 0003 Fundamentals of Communication** A course designed to provide strategies and skills needed for students to write clearly and effectively according to the conventions of English sentence, paragraph, and essay structure. The grade in the course will be computed in semester and cumulative grade point averages, but the course may not be used to satisfy general education requirements nor provide credit toward any degree. This course is only available for students who utilize the services of the Jones Learning Center. Students who pass Fundamentals of Communication with a grade of “B” or better may enroll in English Composition I. Students who pass Fundamentals of Communication with a grade of “C” may enroll in English Composition I, provided that it is taken concurrently with composition labs that correspond to their Composition I class. Students who make below a “C” in Fundamentals of Communication must repeat the course, meeting requirements cited above.

**DEV 0103 Written Communication** The aim of the course is to teach students to express themselves clearly and effectively in writing. The course content includes a thorough review of English grammar as well as the structure of paragraphs and essays. The grade will be computed in grade point averages but may not be used to satisfy general education requirements nor degree requirements. Students with an ACT English score of 17 or below must enroll in Written Communication as a prerequisite to English Composition I. This three-hour course will include three hours per week of regular classroom instruction, plus at least two hours per week of supplemental instruction. Students who pass Written Communication with a grade of “B” or better may enroll in English Composition I with no restrictions. Students who pass Written Communication with a grade of “C” may enroll in English Composition I, provided that it is taken concurrently with supplemental instruction that corresponds to their Composition I class. Students who make below a “C” in Written Communication must repeat the course, meeting requirements cited above.

**DEV 0113 Beginning Algebra** This course is for students who have inadequate preparation for either Intermediate Algebra or College Algebra and is **required** of students who have an ACT mathematics subscore of 15 or less (or an equivalent SAT mathematics subscore). The grade in this course will be included in computation of semester and cumulative grade point averages, but the course may not be used to satisfy any core or distribution requirement nor will the course be counted as credit toward any degree. Students who pass Beginning Algebra with a grade of “B” or better must enroll in Intermediate Algebra with no restrictions. Students who pass Beginning Algebra with a grade of “C” must enroll in Intermediate Algebra, provided that it is taken concurrently with supplemental instruction that corresponds to their Intermediate Algebra class. Students who make below a “C” in Beginning Algebra must repeat the course, meeting requirements cited above.

**DEV 0123 Intermediate Algebra** This course is for students who have inadequate preparation for College Algebra and is **required** of students who have an ACT mathematics subscore of 16-19 (or an equivalent SAT mathematics subscore) or who are also required to complete DEV 0113, Beginning

Algebra prior to enrolling in this course. The grade in this course will be included in computation of semester and cumulative grade point averages, but the course may not be used to satisfy any core or distribution requirement nor will the course be counted as credit toward any degree. Students who pass Intermediate Algebra with a grade of "B" or better must enroll in College Algebra with no restrictions. Students who pass Intermediate Algebra with a grade of "C" must enroll in College Algebra, provided that it is taken concurrently with supplemental instruction that corresponds to their College Algebra class. Students who make below a "C" in Intermediate Algebra must repeat the course, meeting requirements cited above.

**DEV 0203 College Reading and Study Skills** The aim of the course is to teach students efficient and sophisticated reading and study skills with clearly established techniques for immediate application to a variety of college courses. College-level reading instruction results in significant improvement in reading rates and comprehension. The grade will be computed in grade point averages but may not be used to satisfy general education requirement nor degree requirements. This course is for students enrolled the Jones Learning Center. (All other students with an ACT reading score of 19 or below must enroll in supplemental instruction sessions that correspond with reading intensive courses taken during their first semester. These courses may include: American National Government, American History I, New Testament, or Old Testament.)

**DEV 0303 English as a Second Language** An intensive review of English grammar and vocabulary, this course is intended to prepare non-native speakers who already have considerable facility in English for Composition I. The grade will be computed in grade point averages but may not be used to satisfy general education requirements nor degree requirements.

# Economics

The curriculum of the economics major is designed to enable the student to contribute to a more abundant life, both for oneself and the community; and to promote perspective and balanced judgment in analyzing and interpreting current economic problems by studying the development of economic movements and theories. The principles underlying contemporary economic organizations, the problems of labor, and the problems of the consumer are considered.

Students intending to pursue graduate work in economics will find a background in mathematics helpful, and are encouraged to complete Calculus I as an Area III distribution requirement. Aside from courses listed in the business core, a course may not be used to satisfy the requirement of two different majors within the division. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

## **Business Program Goals and Intended Student Outcomes**

- Prepare students for graduate studies and/or careers in business-related fields
  - Students will demonstrate competency in the following intended student outcomes for the major
    - Knowledge and comprehension of a core set of business concepts
    - Knowledge and comprehension of an area of concentration
    - Critical thinking through analyzing problems, applying theory, synthesizing information, and evaluating business policy and actions
    - Oral communication
    - Written communication
    - Computer software applications
    - Working with others in a team
    - Conducting research
- Develop students professionally
  - To accomplish this goal, students are expected to develop and place on file with their business academic advisor a
    - Personal code of ethics
    - Professional Development Form, including mission, goals and objectives, strategies, and a career path
- Encourage co-curricular activities that enhance leadership development
  - To accomplish this goal, students are expected to assume
    - An active leadership role in a campus or community organization, and/or
    - An active leadership role in Phi Beta Lambda, and/or
    - An active leadership role in Students in Free Enterprise

**Major** A major in economics requires 30 hours of the business core and an additional 24 hours of specified economics concentration:

## **Business Core**

- ACC 2003 Principles of Accounting I
- ACC 2013 Principles of Accounting II
- BSA 1003 Managing Value
- Three of the following 1-hour courses:
  - BSA 1011 Word Processing
  - BSA 1021 Spreadsheets
  - BSA 1031 Database
  - BSA 1041 Graphics\*
- ECN 2003 Principles of Macroeconomics
- ECN 2013 Principles of Microeconomics
- SA 3003 Business Communications
- BSA 3013 The Legal Environment of Business I
- BSA 3023 Business Statistics I
- BSA 4003 Business Finance (Capstone)
- MGT 4013 Business Strategy (Capstone)

\*One or more of these courses may be waived with the approval of the division chair if the student passes a competency exam. Consult the division office for details.

Must complete or demonstrate competency in three of the following courses: Word Processing, Spreadsheets, Database, and Graphics

## **Economics Concentration**

- BSA 3033 Business Statistics II
  - ECN 3103 Intermediate Macroeconomic Theory
  - ECN 3203 Intermediate Microeconomic Theory
  - ECN 3303 Money and Banking
  - ECN 4213 Comparative Economic Systems
- Nine hours of business advisor and division chair approved economics electives

**Minor** An minor in economics is designed to complement a student's chosen major by providing a concentrated study in the theories of economics. A minor requires 18 hours of business advisor and division chair approved economics electives.

**ECN 2003 Principles of Macroeconomics** A study of aggregate economic performance with emphasis on national income, stabilization and growth, business cycles, monetary and fiscal policy, savings, consumption and investment, the multiplier effect, inflation, and current economic topics.

**ECN 2013 Principles of Microeconomics** A study of the fundamental business organizations of the American economy, supply and demand, the theory of price determination, the theory of income distribution, marginal utilities and costs, international trade, comparative economic systems, and current problems.

**ECN 2043 International Political Economy** An introduction to contending perspectives on the international political economy, production, money and finance, trade, development. Emphasis will be placed on current problems in international political economy. Prerequisite: PLS 2013, American National Government.

**ECN 3103 Intermediate Macroeconomic Theory** An expansion upon Principles of Macroeconomics with emphasis placed upon macroeconomic variables dealing with national income analysis, historical and recent macroeconomic theories, and current economic developments. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 3203 Intermediate Microeconomic Theory** An extension of Principles of Microeconomics with emphasis placed upon microeconomic variables dealing with cost and placed upon microeconomic variables dealing with cost and revenue analysis, utility and indifference analysis, pricing, and institutions of competition. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 3303 Money and Banking** A study of the principles of money and banking with consideration given to monetary policy, standards, and management, the Federal Reserve System, the commercial banking process, the U.S. Treasury, fiscal policy, and monetary legislation. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 3313 Current Economic Issues** A study of selected topics of current interest in economics. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 3323 Managerial Economics** Application of microeconomic theory/analysis in the context of managerial decisions. The specific aim is how the organization can create “value” for all constituents of a firm. Topics include: demand estimation, product and cost analysis, market structures, pricing, risk, and utilization of capital. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 3333 Labor Economics** This course is a student of the relationship between capital and labor. Emphasis is given to topics of laboring classes, labor unions, and labor legislations. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 4003 International Law and Organization** This course examines the status, effectiveness and growth of world legal order in a rapidly transforming state system. The nature and development of international law and institutions to address increased political, social, and economic interdependencies is emphasized. In particular, the development of regimes of human rights and environmental law are emphasized. Prerequisite: Junior status.

**ECN 4013 International Trade Law and Policy** This course examines the legal and economic basis of trade in goods and services, investment and transfer of technology. A problems approach is applied to major issues of law and policy confronting the supplier, carrier, buyer, states and international institutions for regulation and advancement of trade and investment. Prerequisite: Legal Environment of Business or Constitution Law.

**ECN 4213 Comparative Economic Systems** A conceptual framework of study that examines international economic systems and how these systems interact in a global setting. Imbedded in the content is a review of the existing world economic environment and the implication of policy issues at a national/multinational level. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 4323 Economic Theory** A study of the leading economic theories from the mercantilist period of the seventeenth century to today. The economics of Adam Smith, Karl Marx, and David Ricardo, among others, are investigated. Prerequisite: Principles of Macroeconomics and Principles of Microeconomics.

**ECN 4303 Public Finance** A study of the financing of government including sources of income, expenditures, administration of government funds, and economic effects of taxation. Prerequisites: Principles of Macroeconomics and Principles of Microeconomics.

## Education

The University of the Ozarks is accredited by the agencies that follow: North Central Association of Colleges and Secondary Schools (NCA); National Council for Accreditation of Teacher Education (NCATE); and the Arkansas State Department of Education (ASDE). The Early Childhood Education program and the Middle Level Education Programs are fully approved as nationally recognized programs by the National Association of Early and Young Children (NAEYC) and the National Middle School Association respectively. The Physical Education Program is fully approved as a nationally recognized program by the American Association of Health, Physical Education, Recreation and Dance (AAHPERD) and by the National Association of Sport and Physical Education (NASPE). The University is also a member of the American Association of Colleges for Teacher Education (AACTE) and the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE).

Title II of the Higher Education Act (HEA) requires all institutions of higher education to report the passage rate of their teacher education program completers. The University of the Ozarks reported to the Arkansas State Department of Higher Education that thirty-seven students completed a teacher education program between the years 2001 and 2004. Of that number, the University filed a pass rate of 100% on the Arkansas State Report in each of those respective years. Additional information is available on request.

### **Teacher Education Program**

#### **The Dr. Wiley Lin Hurie Teacher Education Center**

The Division of Education houses the Dr. Wiley Lin Hurie Teacher Education Center where responsibility for all teacher education programs at Ozarks are located. The Center is a modern, state-of-the-art, high-tech, facility designed to prepare teachers of public and private school students to spend productive lives in the 21<sup>st</sup> century.

#### **Teacher Education Programs Offered at the Dr. Wiley Lin Hurie Teacher Education Center**

The teacher education curriculum at Ozarks, following the standards established and incorporated by the above agencies, requires all candidates to complete a course of study that includes the following: a liberal arts foundation, an area of specialization, and professional teacher preparation. Students interested in pursuing a teaching career at Ozarks may choose from one of the programs listed below.

**Early Childhood Education Licensure: Grades P-4**

Early Childhood Education (Bachelor of Science)

**Middle Level Education Licensure: Grades 4-8**

Middle Level Education: Science/Mathematics (Bachelor of Science)

Middle Level Education: Language Arts/Social Studies (Bachelor of Science)

**Secondary Licensure: Grades 7-12**

Business Technology (Bachelor of Science)

English/Language Arts (Bachelor of Arts)

Life/Earth Science (Bachelor of Science or Arts)

Mathematics (Bachelor of Science or Arts)

Social Studies - History Major (Bachelor of Arts)

**P-8 or 7-12 Licensure**

Art (Bachelor of Arts)

Vocal Music (Bachelor of Arts) **No new students will be accepted in this program after September 1, 2004.**

Physical Education/Wellness/Leisure (Bachelor of Science)

**Concurrent Licensure**

Special Education Infant-Toddler: P-4

Special Education Instructional Specialist: 4-12

**Endorsement Areas**

Coaching

A more detailed description of each teacher education program is available in the Hurie Teacher Education Center's *Teacher Education Handbook*. Each program offered meets or exceeds the requirements of the Arkansas Department of Education. Students need to understand, however, that any changes made by the Arkansas Department of Education affecting teacher licensure will overrule any teacher education policy or teacher education program cited in this catalog. The Hurie Teacher Education Center must make certain that Ozarks' teacher education programs are current with Arkansas State Department of Education policy.

**Intended Student Outcomes for Teacher Education**

Students pursuing a teacher education program at the Dr. Wiley Lin Hurie Teacher Education Center must demonstrate, among other requirements, professional competence in ten Intended Candidate Outcomes (ICOs). The ICOs are as follows:

1. **Knowledge of Subject Matter:** The candidate understands the central concepts, tools of inquiry and structures of the discipline(s), including the historical and legal foundations of American Education. The candidate can create learning experiences that make these aspects of subject matter meaningful for students.
2. **Knowledge of Human Development:** The candidate understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. **Adapting Instruction for Individual Needs:** The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. **Multiple Instructional Strategies:** The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. **Classroom Motivation and Management Skills:** The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication Skills:** The candidate uses knowledge of effective verbal, nonverbal, and media (technological) communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Instructional Planning Skills:** The candidate plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. **Assessment of Student Learning:** The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Professional Dispositions, Commitment and Responsibility:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. **Partnerships:** The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **Five Phases of the Teacher Education Program**

Students enrolled in teacher education at the Hurie Teacher Education Center advance through the five curricular phases that follow: orientation, admission to teacher education, admission to directed teaching, graduation and licensure, and relationship with graduates. Candidates failing to exhibit the required academic and social development during the first four phases of their respective programs receive additional counseling as outlined in the section entitled, "At-Risk Policy," of the *Teacher Education Handbook*. A fuller description of the five curricular phases follows:

**Phase I - Orientation** Students are enrolled in the University's General Education Program, a liberal-arts curriculum that is consistent with the overall mission of the University of the Ozarks. Each student will be assigned an Academic Advisor who will make every effort to advise him or her into the proper courses. Ultimately, however, students, not their academic advisors, are responsible for satisfying all requirements for both graduation and licensure.

During the freshman or sophomore year, any student pursuing teacher education should enroll in EDU 2003, Education and the Growth of the American Republic, the initial course in the sequence. Students also are expected to apply for formal admission to the teacher education program and to complete the PRAXIS I exam at this time. Application materials are available at the Hurie Teacher Education Center.

Transfer students should meet with their advisors prior to their initial registration in order to plan their program based on credits transferred. Transfer credits must match Ozarks listings in order to count toward graduation and licensure.

It is important to note that students, who are accepted for study at the Dr. Wiley Lin Hurie Teacher Education Center, must understand that they will be expected to dress and conduct themselves in a professional manner. See the *Teacher Education Handbook* for details.

**Phase II - Admission to Teacher Education** Phase II is a preliminary screening phase that ensures prospective candidates can demonstrate the necessary fundamental skills and personal traits consistent with becoming an Ozarks' teacher education model, namely, a reflective, inclusive professional educator. The Teacher Education Committee, composed of the following: Professional Education faculty; the Director of Field Experiences; and, faculty members from various academic disciplines, will review each applicant and either admit or deny admittance based on program requirements. Candidates who are admitted to the program may proceed to enroll in the proper upper-level professional sequence courses, including early field experience (but not Directed Teaching). Faculty will expect these students to continue meeting program requirements in order to remain in the program. Candidates who were denied admission to the Teacher Education Program will not be allowed to register for upper-level professional sequence and field practicum courses. These students may appeal the Teacher Education Committee's decision and ask for reconsideration at the next regularly scheduled Committee meeting. The appeal must be in writing. If the application is again denied, appeal must be made in writing to the Office of the Vice President for Academic Affairs. The ruling of the Vice President for Academic Affairs is final.

The Teacher Education Committee requires teacher education candidates to meet a definable list of standards for admission into the teacher education program. That list of standards is as follows: The candidate must

1. Have acquired sophomore standing and must be taking or have completed EDU 2003, Education and the Growth of the American Republic.
2. Maintain an overall grade point average of 2.75 or better and have a C- or better in Composition I and II, Basic Oral Communication, and College Algebra.
3. Submit a recommendation from the major advisor and three additional recommendations from faculty members with whom the candidate is professionally acquainted. Recommendations older than one calendar year will not be accepted; current recommendations are required.
4. Receive written clearance from the student life office.
5. Submit scores from the PRAXIS I exams that meet or exceed current cutoff requirement as established by the Arkansas State Department of Education (Paper test: reading- 172; writing-173; math-171. Computerized test: reading-319; writing-319; math-316.) Candidates are encouraged to take the PRAXIS I no later than the semester in which they complete EDU 2003, Education and the Growth of the American Republic. Transfer students should submit their PRAXIS I scores during their first semester on campus. Candidates with scores below the cutoff are advised to seek remedial help and are limited to three attempts to pass all sections of the test.
6. Complete an application and an autobiographical sketch.
7. Exhibit and continue to exhibit acceptable moral, ethical, emotional, social and professional conduct. (Information requested on faculty recommendations will be used to evaluate applications for admission into the Teacher Education Program, and will include, but will not be limited to, information concerning moral, ethical, emotional, social, and professional conduct.)
8. Appear for a personal interview with the Teacher Education Committee.

The Arkansas State Department of Education requires a clear, current tuberculin test before any teacher education student may participate in any given field experience in the public schools.

Candidates who are not making satisfactory progress in Phase II may be placed on an At-Risk Contract," a policy designed to help the candidate move back onto a satisfactory progress track. The

policy is found in the *Teacher Education Handbook*.

**Phase III - Admission to Directed Teaching** Phase III ensures that all students planning to complete directed teaching have shown increased evidence of professional competence. Phase III also provides opportunities for faculty to advise and counsel students preparing to complete the final professional segment of their respective programs. Candidate applications for Directed Teaching will be evaluated by the **Joint Committee on Admissions and the Teacher Education Committee** in accordance with established criteria found in the *Teacher Education Handbook*. Those candidates approved for Directed Teaching will be assigned a public or private school Mentor Teacher and a University Supervising Teacher. Those candidates not approved for Directed Teaching may appeal through the same process as described in Phase II above.

The Teacher Education Committee requires all candidates for Directed Teaching to successfully meet a list of professional standards. Those standards are as follows: The Candidate will

1. Complete an application and an autobiographical sketch.
2. Complete the professional sequence and all required methods courses with a grade of C- or better.
3. Submit recommendations from the following:
  - a. The major advisor
  - b. Three faculty who are professionally acquainted with the candidate's academic work. One recommendation must come from outside both the student's major academic division and the Hurie Teacher Education Center.Recommendations older than one year will not be accepted; current recommendations are required.
4. Have satisfactory evaluations earned in early field experience(s) on file in the Hurie Center.
5. Demonstrate satisfactory attributes and dispositions exemplified by professional educators, as evidenced by, but not limited to, the following: journals, micro-teaching video, oral presentation, and professional portfolio.
6. Receive written clearance from the Office of Student Life.
7. Have been previously admitted to the Teacher Education Program.
8. Appear for a personal interview before the Joint Committee on Admissions. The candidate's professional portfolio, which is based on criteria found in the *Teacher Education Handbook*, will be presented to the Committee at this time.
9. Be classified at Ozarks as a senior or post-graduate.
10. Possess a 2.75 grade point average in all course work completed.
11. Have written documentation of either completion of or application to take the Praxis II. This requirement must be completed prior to placement in Directed Teaching.
12. Have completed at least one semester in full-time residency at Ozarks.
13. Demonstrate and continue to demonstrate acceptable moral, ethical, emotional, social, and professional conduct. (Information requested on faculty recommendations will be used to evaluate applications for admission into the Teacher Education Program, and will include, but will not be limited to, information concerning moral, ethical, emotional, social, and professional conduct.)

The Arkansas State Department of Education requires a clear, current tuberculin test before any teacher education student may participate in any given field experience in the public schools.

Candidates who are not making satisfactory progress in Phase III may be placed on an At-Risk Contract," a policy designed to help the candidate move back onto a satisfactory progress track. The policy is found in the *Teacher Education Handbook*.

**Phase IV - Graduation and Certification** Candidates pursuing initial teacher licensure must meet the following requirements: 1.) a 2.75 gpa overall; 2.) a 2.75 gpa in the professional education sequence and a grade of C- or better in any given course; 3.) satisfactory completion of a professional portfolio; 4.) graduation, program grade requirements, and successful PRAXIS I and II scores are necessary before a candidate will be considered a program completer and be recommended for licensure. Information and registration materials concerning the PRAXIS exams may be obtained from the Hurie Teacher Education Center.

The Arkansas State Department of Education requires that candidates for licensure submit to a criminal background check to both the Arkansas State Police and the FBI. Information and official forms may be obtained from the Hurie Center.

**Phase V - Relationship with Graduates** Hurie Teacher Education Center faculty wish to maintain continued contact with their graduates. Faculty are willing and eager to provide post graduate assistance for those graduates who request it. The Center also is eager to learn from their graduates any professional information that they would be willing to share that might, in turn, improve teacher education at the University of the Ozarks. To that end, each graduate is asked to notify the Hurie Center of his or her place of employment. The Center, then, will send a school-personnel survey and a formal first-year teacher follow-up packet to those graduates who are completing their first year of teaching. The material is one part of the data the Center seeks to continually assess the preparatory qualities of its teacher education programs.

## Early Childhood Education (P-4)

Early Childhood Education teacher education students seeking an Arkansas teaching license are required to take a course in Arkansas history. At Ozarks, HIS 3003, Arkansas History, will fulfill both an Area 2 Distribution General Education requirement as well as the Arkansas State Department of Education requirement for Arkansas History. Students are encouraged to fulfill the Area 1 Distribution requirement with one year of foreign language and the Area 3 distribution requirements with Physical Science, Earth Science, or Astronomy. Early Childhood majors must take PHE 1411, Rhythmic Activities and Lead-up Games, a course that also will meet one of the required four physical education activity courses in the Ozarks' General Education Program. Early Childhood majors should also take Biology Concepts, BIO 1104, a required lab science for all students seeking licensure that also meets an Area 3 Distribution Requirement in the Ozarks' General Education Program. Majors should also expect to take a sufficient number of elective courses to bring their total coursework in the General Education Program and the Early Childhood major to a total of 124 credit hours needed for graduation.

### Required Professional Education Courses

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| EDU 3312 | Practicum   |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 4312 | Directed Teaching                                 |
| EDU 4403 | Educational Assessment                            |
| SPE 2013 | Special Needs Learners                            |

### **Required Specialty Area Courses**

|          |   |
|----------|---|
| EDU 2043 | Fine Arts Methods                                     |
| EDU 3013 | Early Childhood Theories, Issues, and Concerns I      |
| EDU 3023 | Literature for Children                               |
| EDU 3073 | Early Childhood Theories, Issues, and Concerns II     |
| EDU 3113 | Integrated Methods (Math and Science)                 |
| EDU 3123 | Integrated Methods (Language Arts and Social Studies) |
| EDU 3312 | Practicum   |
| EDU 4013 | Reading Foundations                                   |
| EDU 4043 | Developing Content Readers                            |
| MTH 2063 | Mathematics for Elementary Teachers I                 |
| MTH 2163 | Mathematics for Elementary Teachers II                |
| PHE 3023 | Physical Education for the Child                      |
| PHE 1411 | Rhythmic Activities and Lead-up Games                 |
| SPE 3023 | Communication Development for the Exceptional Child   |

## **Middle Level Education (4-8): Math and Science Emphasis**

Middle Level Education students seeking licensure in Arkansas are required to take a course in Arkansas history. At Ozarks, HIS 3003, Arkansas History, will fulfill both an Area 2 Distribution General Education Program requirement as well as the Arkansas State Department of Education requirement for Arkansas History. Middle Level majors also are encouraged to fulfill their Area 1 Distribution requirements with one year of foreign language and their Area 3 Distribution requirements with Biology Concepts and either Physical Science, Earth Science, or Astronomy. Middle Level majors must take PHE 1411, Rhythmic Activities and Lead-up Games, a course that also will complete one of the four required physical education activity courses in the Ozarks' General Education Program.

### **Required Professional Education Courses**

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 3312 | Practicum   |
| EDU 4312 | Directed Teaching                                 |
| EDU 4403 | Educational Assessment                            |
| SPE 2013 | Special Needs Learners                            |

### **Required Specialty Area Courses**

|          |                                       |
|----------|---------------------------------------|
| EDU 2023 | Literature for Children               |
| EDU 4013 | Reading Foundations                   |
| EDU 4043 | Developing Content Readers            |
| EDU 4123 | Middle Level Principles and Practices |

### **Required Content Preparation Courses**

|          |  |
|----------|--|
| CHM 1014 | General Chemistry I                                      |
| EDU 3703 | Middle Level Methods in Math and Science                 |
| EDU 3713 | Middle Level Methods in Language Arts and Social Studies |

|          |  |
|----------|--|
| ENS 1013 | Introduction to Environmental Studies    |
| MTH 1043 | College Trigonometry                     |
| MTH 2015 | Calculus I                               |
| MTH 2053 | Mathematics for Middle Level Teachers I  |
| MTH 2153 | Mathematics for Middle Level Teachers II |
| MTH 3013 | Modern Geometry                          |
| PHS 1004 | Introductory Physical Science            |
| PHY 2014 | College Physics I                        |

## Middle Level Education (4-8): Language Arts and Social Studies Emphasis

Middle Level Education students seeking licensure in Arkansas are required to take a course in Arkansas history. At Ozarks, HIS 3003, Arkansas History, will fulfill both an Area 2 Distribution General Education Program requirement as well as the Arkansas State Department of Education requirement for Arkansas History. Students seeking licensure in Middle Level Language Arts and Social Studies are required to take both PLS 2013, American National Government, and HIS 2013, American History to 1860. World Civilization to 1600 and World Civilization from 1600 are strongly encouraged. Middle Level majors are also encouraged to fulfill the Area 1 Distribution requirements with one year of foreign language, and the Area 3 Distribution requirements with a Biology course and either Physical Science, Earth Science, or Astronomy. Middle Level majors must take PHE 1411, Rhythmic Activities and Lead-up Games, a course that also will complete one of the four required physical education activity courses in the Ozarks' General Education Program.

### Required Professional Education Coursework

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 3312 | Practicum   |
| EDU 4312 | Directed Teaching                                 |
| EDU 4403 | Educational Assessment                            |
| SPE 2013 | Special Needs Learners                            |

### Required Specialty Area Coursework

#### Specialty Preparation

|          |  |
|----------|--|
| EDU 2023 | Literature for Children                  |
| EDU 4013 | Reading Foundations                      |
| EDU 4043 | Developing Content Readers               |
| EDU 4123 | Middle Level Principles and Practices    |
| MTH 2053 | Mathematics for Middle Level Teachers I  |
| MTH 2153 | Mathematics for Middle Level Teachers II |

### Required Content Preparation Coursework

|  |  |
|--|--|
| EDU 3703   | Middle Level Methods in Math and Science                 |
| EDU 3713   | Middle Level Methods in Language Arts and Social Studies |
| ENG 3073   | Advanced Grammar   |
| Six hours of advisor-approved electives in English     |  |
| THR 1013   | Introduction to Theatre                                  |
| HIS 2023   | American History II                                      |
| Three hours of advisor-approved electives in geography |  |

Three hours of advisor-approved electives in global studies or current events  
These classes may not be used for core or distribution credit.

## Secondary Education (7-12):

Ozarks, like most colleges and universities, does not offer a Secondary Education major. The major is taken in one of the academic disciplines (Art, Biology, Business, English, History, Mathematics, or Physical Education, and then, the Hurie Teacher Education Center provides the necessary teacher education component to meet the Arkansas Department of Education requirements for any given teaching license. The teacher education component is called a minor in Secondary Education at Ozarks and requires students 1) to satisfy all teacher education program requirements, and, 2) to complete a teaching field that is approved for licensure. See the *Teacher Education Handbook* located in the Hurie Teacher Education Center for details. Also, see the particular academic disciplines mentioned above in this catalog that offer secondary teaching fields.

### Required Professional Education Courses for a Secondary Education Minor:

|                 |   |
|-----------------|---|
| EDU 2003        | Education and the Growth of the American Republic                       |
| EDU 3053        | Principles of Learning and Teaching                                     |
| EDU 3312        | Practicum   |
| EDU 4312        | Directed Teaching   |
| EDU 4403        | Educational Assessment  |
| <b>EDU 4443</b> | <b>Combined Secondary Methods or Discipline Specific Methods Course</b> |
| SPE 2013        | Special Needs Learners  |

## Special Education (P-4; 4-12):

Students interested in pursuing a special education program need to understand that the Arkansas State Department of Education issues only a *concurrent* special education license at the undergraduate level. That means Arkansas does not issue a “stand alone” special education license at the undergraduate level. Consequently, the state issues a *concurrent* special education license to qualified teachers who hold a teaching license in one of the fields that follow: a regular P- 4 license (Early Childhood); or a regular Middle Level license (grades 4-8 ); or a regular secondary teaching license (grades 7 – 12). Qualified teachers who hold either a middle level or a secondary level teaching license, and who have met concurrent special education teaching requirements, will be issued a special education teaching license to teach special education in grades 4 through 12 in Arkansas. The Hurie Center prepares students for Arkansas special education licensure at all public school teaching levels.

### Required Courses for a Minor in Special Education

|          |  |
|----------|--|
| SPE 3023 | Communication Development for the Exceptional Child                              |
| SPE 4001 | Assessment Lab (taken concurrently with Educational Assessment)                  |
| SPE 4013 | Methods and Materials for Teaching Exceptional Children                          |
| SPE 4023 | Inclusive Legal Practices for Education  |
| EDU 3333 | Behavior Management in the Classroom   |
| EDU 3612 | Special Education Practicum (in addition to all practica required for licensure) |

## **Student Organizations**

Teacher Education students may choose to join the Ozarks' Student Education Association, a student affiliate of the National Education Association. Also, qualified students may choose to become a member of the Alpha Alpha Sigma Chapter of Kappa Delta Pi: An International Honor Society in Education. Both organizations are very active at the University of the Ozarks.

## **Academic Courses Offered at the Dr. Wiley Lin Hurie Teacher Education Center**

**EDU 2003 Education and the Growth of the American Republic** This foundation of education course covers the history and development of the American educational system. Current education issues and practices from a perspective of cultural pluralism are addressed. Field observations are an integral component of the course. The teacher education program at Ozarks is explained.

**EDU 2023 Literature for Children** This course deals with the history and development of children's literature. The criteria used for selection of quality children's books and a study of their authors and illustrators will be emphasized. Content: picture books, traditional literature, fantasy, poetry, fiction, nonfiction, biography, Caldecott winners, Newberry winners, classics, multicultural and Charlie Mae Simon books.

**EDU 2043 Fine Arts Methods** An integrated study of developmentally appropriate drama, art, and music curriculum and methods for birth to eight year olds.

**EDU 3013 Early Childhood Theories, Issues, and Concerns I** A study of early childhood development and content, historical background, and learning attributes of three to eight year olds. Emphasis is placed on preparing a positive learning environment and acquiring the skills needed to teach children in the early years of formal instruction.

**EDU 3073 Early Childhood Theories, Issues, and Concerns II** The second part of Early Childhood Theories, Curriculum, Concerns proposes a hands-on approach to preparing materials and instructional devices which will enhance the learning environment for children who make up the diverse population in early childhood classrooms. This course will also deal with isolated issues and concerns outside the realm of curriculum in early childhood settings.

**EDU 3033 Secondary Art Methods** A study of the methods and materials of teaching art at the secondary level. Concurrent with EDU 3312.

**EDU 3043 Elementary Art Methods** A study of the methods and materials of teaching art at the elementary level. Concurrent with EDU 3312.

**EDU 3053 Principles of Learning and Teaching** Students will gain a knowledge of various theories of learning, be familiar with human development and adapt instruction to learner characteristics emphasizing variability in pluralistic classrooms. Curriculum designs that facilitate instruction for all learners will be emphasized. Students will prepare lesson plans that reflect an understanding of diversity among students. Students will have microteaching opportunities. Prerequisites: Admission to Teacher Education.

**EDU 3063 Techniques of Teaching Secondary School Mathematics** A study of the methods and material used in teaching high school mathematics. Concurrent with EDU 3312.

**EDU 3083 Laboratory and Classroom Techniques in Secondary Science** A course designed to acquaint the student with laboratory and demonstration techniques in teaching high school science. The goal of the course is to familiarize the student with teaching methodologies in science education that will be used in the directed teaching experience. Concurrent with EDU 3312.

**EDU 3093 Principles and Practice of Social Studies in the High School** This course deals with materials, processes, and methods of teaching social studies in the high school. Various learning procedures and techniques used in these subject areas are studied. Evaluation of learning experiences is also emphasized. Content of junior high school and high school curriculum in these areas will be included. Concurrent with EDU 3312.

**EDU 3103 Individual Instruction and Tutorial Practice in Secondary Education** This course is designed to follow combined secondary methods classes. It is an opportunity for students to strengthen individual and tutorial teaching skills. One hour each week is spent with the instructor for individual conference concerning student being tutored. A minimum of six hours each week is spent in tutoring - actual practice. Pass/fail grade. Prerequisite: Appropriate combined secondary methods course(s), EDU 2003.

**EDU 3113 Integrated Methods (Math and Science)** The course focuses on developmentally appropriate purposes, content psychology, materials, and methods for teaching science and mathematics in an early childhood setting. Principles and procedures for developing integrated curriculum in broad unit instruction will be emphasized. Prerequisites: Admission to Teacher Education.

**EDU 3123 Integrated Methods (Language Arts and Social Studies)** The course is designed to provide information and specific approaches to implementing a thematic-integrated approach to teaching language arts and social studies in an early childhood classroom. Prerequisites: Admission to Teacher Education.

**EDU 3173 Teaching Reading in the Secondary Schools** This course is designed for all secondary majors and will cover developmental reading in the secondary schools. Topics of the course will include use of reading in various curricular areas, appraisal of reading in various curricular areas, appraisal of reading abilities, techniques, and materials for helping reluctant and retarded readers. The course will also emphasize vocabulary development, reading and study skills, and textbook and materials selection.

**EDU 3203 Elementary School Music Methods and Materials** This course is designed to provide techniques and materials for elementary classroom music instruction. Through the study of Orff and Kodaly methodologies, the philosophy, goals, and strategies for teaching children the basic elements of music will be explored.

**EDU 3312 Practicum** Each student will complete 60 clock hours in a classroom at the level for which the candidate is preparing to teach. Students will begin the semester as a teacher's aid and progress to teaching lessons in the classroom setting. A complete list of practicum requirements and expectations are printed in the Practicum Handbook. The course may be repeated for up to six hours of credit. Prerequisite: Admission to the Teacher Education.

**EDU 3333 Behavior Management in the Classroom** This course will introduce the student to the fundamentals of selecting, planning, implementing, and evaluating classroom management procedures. Students will be exposed to a sampling of models and strategies. Students will examine discipline models effective for special as well as regular classrooms for P-4 and 4-12 grades.

**EDU 3612 Special Education Practicum** Each student will complete 60 clock hours in a special education classroom at the level for which the candidate is preparing to teach. Students will begin the semester as a teacher's aid and progress to teaching lessons in the classroom setting. A complete list of practicum requirements and expectations are printed in the Practicum Handbook. The course may be repeated for up to six hours of credit. Prerequisite: Admission to the Teacher Education.

**EDU 3703 Middle Level Methods in Math and Science** A study of math and science in conjunction with early adolescent growth and development as demonstrated in curriculum construction and content, historical background, and learning attributes. Emphasis is placed on preparing an integrated learning environment and acquiring the skills needed to teach young adolescents in the areas of math and science.

**EDU 3713 Middle Level Methods in Language Arts and Social Studies** A study of language arts and social studies in conjunction with early adolescent growth and development as demonstrated in curriculum construction and content, historical background, and learning attributes. Emphasis is placed on preparing an integrated learning environment and acquiring the skills needed to teach young adolescents in the areas of language arts and social studies.

**EDU 4013 Foundations of Reading** This course stresses the psychology of learning to read, basic principles of reading, current practices and new language-based approaches of teaching reading; also included are word attack skills, phonics review, vocabulary development, and comprehension skills.

**EDU 4023 Methods of Teaching Business** This course is composed of principles and philosophy of business education relating to such factors as objectives, curriculum, and preparation of business teachers. Techniques and methods of teaching business subjects are given special emphasis. Concurrent with 3312.

**EDU 4033 Methods of Teaching English in the Secondary Schools** A study of current approaches to the teaching of grammar, composition, and literature in junior and senior high school. Prerequisites: ENG 3073. Concurrent with 3412.

**EDU 4043 Developing Content Readers** Preparation of students to teach reading in the various content areas across the curriculum. The course will focus on strategies, practices, and processes which enhance the learner's ability to interact with texts critically as concepts, skills, and cognition levels are developed. Organizing for instruction, meeting special needs of learners, and connecting reading, writing, speaking and listening to the content area curriculum will be addressed. Field experience required. Prerequisite: EDU 4013 Foundations of Reading

**EDU 4113 Laboratory Practice in Reading Improvement and Remedial Procedures** The student learns to administer, score, and interpret a battery of tests used in assessing the reading abilities of a child experiencing reading difficulties. The student will prepare a diagnostic reading report which depicts the literacy needs of the child being tested. From the diagnosis, the student will write an instructional plan and will teach reading to a child.

**EDU 4123 Middle Level Principles and Practices** This course is designed for students investigating the concepts dealing with teaching and learning in the middle grades. Students will gain a knowledge of various theories of learning, be familiar with student characteristics and their variability, learn how to prepare and implement lesson plans, and develop teaching skills specifically geared for the pubescent.

**EDU 4312 Directed Teaching** This portion of the teacher preparation program provides candidates with one full semester of teaching experience and regular seminars to address issues such as diversity, management practices, professionalism, and career development. The experience includes observation and teaching, with the cadet ultimately being given full responsibility for the educational setting for no less than two weeks. The experience is collaborative with team supervision provided by school personnel and university faculty. Pass/fail grade. Prerequisites: Admission to Directed Teaching Program and approval of the Teacher Education Council.

**EDU 4403 Educational Assessment** Basic principles of educational assessment and measurement will be discussed for both formal and informal measures. Accommodations for special needs students will be addressed. Students will be expected to develop and review a variety of assessment measures suitable for use in an inclusive classroom by synthesizing human development with theory and practice. Prerequisite: Admission to Teacher Education.

**EDU 4443 Combined Secondary Methods** This course focuses on human development, purposes, content, materials, and methods for teaching in increasingly diverse secondary schools. The course includes both the development of content area specific methodology and the acquisition of instructional skills common to all content areas. Methodological skills common to all content areas are covered in whole class instruction. Content area specific methodologies are addressed through a series of tutorial experiences developed in partnership with a professor in the area of specialization and public school personnel. Individualized content in conjunction with fully integrated field experiences ensures mastery of both content area and general education concepts. Concurrent with EDU 3312 Practicum.

### **Special Education Courses**

**SPE 2013 Special Needs Learners** This course surveys the physical, cognitive, social and emotional characteristics of learners with and without mild learning differences. State and federal litigation and legislation affecting special education will be overviewed. Special education policies and procedures such as due process, placement, and IEPs will be covered. Early field experiences with special needs learners are integrated into the course.

**SPE 3023 Communication Development for the Exceptional Child** This course is designed to explore communication development, the importance of communication, and the various speech and language disorders associated with mildly handicapped individuals.

**SPE 4001 Assessment Lab** Students will administer, score, and interpret a battery of measures suitable for use in educational assessment. Students must be concurrently enrolled in EDU 4403.

**SPE 4003 Assessment of the Exceptional Child** This course is designed to include both formal and informal assessment procedures with emphasis on the role of the teacher in the assessment process. The course will focus on linking assessment with intervention and instruction through a problem-solving process.

**SPE 4013 Methods and Materials for Teaching Exceptional Children** A course designed to acquaint the college student with the types of methods and materials that are most effective with students with mild handicaps. The course will include the adaptation of regular curriculum materials and methods in order to improve the learning environment for the student identified as mildly handicapped and to facilitate the instruction of the regular class teacher.

**SPE 4023 Inclusive Legal Practices for Education** The course is designed to include an overview of state and federal litigation and legislation affecting special education. Topics of discussion in class will focus on due process (referral, assessment, placement and IEP) as it applies to the student, parent, teacher, and school system. (Basis: PL 94-142; PL 101-476.)

## English

“The great instrument of moral good is the imagination.”

--Shelley

An Ozarks education involves a threefold commitment to student development: intellectual, social, and spiritual. Through the study of imaginative literature, English majors mature in all three respects. They develop intellectually as they pursue a rigorous academic program that emphasizes the linguistic as well as the literary, the creative as well as the analytical. Moreover, they develop socially as they live together all aspects of the life of the mind--whether on a field trip to a regional research library or in a poetry reading at a campus coffeehouse. Finally, they develop spiritually as they explore, through poems, plays, and novels, a multitude of ethical themes and moral issues that face humanity.

### Aims of the English Program

1. Graduates will be able to read literary texts from a number of different interpretive perspectives, to employ research methods appropriate to academic study, and to produce works of scholarly criticism that reflect a mature understanding of literature.
2. They will have a sound understanding of the generic conventions of lyric, narrative, and drama.
3. They will be familiar with prominent authors and movements that have influenced the historical development of American and British literature.
4. They will also be familiar with at least one literary tradition that has been historically marginalized (for example, literature by women, literature by minorities, literature by postcolonial writers).
5. They will develop, through their English courses and through various co-curricular programs, the qualities we expect of all Ozarks students: an ability to think critically and to communicate effectively, a knowledge of human culture, and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.
6. They will be prepared to pursue advanced study in graduate or professional schools, to enter secondary-school education, or to obtain other positions both within the field and without.

**Major** A major in English consists of 34 hours of course work as specified below:

|               |                                  |
|---------------|----------------------------------|
| ENG 2013      | Introduction to Literary Studies |
| ENG 3033      | British Literature I             |
| ENG 3043      | British Literature II            |
| ENG 3053      | American Literature I            |
| ENG 3063      | American Literature II           |
| ENG 4442-4452 | Senior Seminar in English        |

Fifteen hours of electives in English approved by the student's English advisor.

**Minor** A minor in English consists of 18 hours of course work as specified below:

|          |                                  |
|----------|----------------------------------|
| ENG 2013 | Introduction to Literary Studies |
|----------|----------------------------------|

Fifteen hours of electives in English approved by the student's English advisor.

**Licensure Requirements** In addition to the English major, students must fulfill the following:

|          |                  |
|----------|------------------|
| ENG 3073 | Advanced Grammar |
| ENG 4053 | Shakespeare      |

In addition, students are encouraged to complete ENG 2113, World Literature I, and ENG 2123, World Literature II. They are also encouraged to fulfill their area 3 distribution requirements with a biology course and either Physical Science, Earth Science, or Astronomy. In addition to these requirements, the following professional education sequence must be completed:

|          |   |
|----------|---|
| EDU 3312 | Practicum   |
| EDU 2003 | Education and the Growth of the American Republic         |
| SPE 2013 | Special Needs Learners                                    |
| EDU 4403 | Educational Assessment                                    |
| EDU 3053 | Principles of Learning and Teaching                       |
| EDU 4312 | Directed Teaching   |
| EDU 4033 | Methods of Teaching English or EDU 4443 Secondary Methods |

See the Education Division for further details.

**ENG 1013 Composition I** A course designed to enhance students' understanding of the basic structure of the English language and of conventions pertaining to usage, punctuation, mechanics, and spelling and to introduce them to the principles and strategies of expository writing. The goal of this course is for students to write satisfactory prose. Students may proceed directly to ENG 1213 by passing a proficiency exam administered by the English faculty. Students must have at least a 20 English ACT score in order to enroll in Composition I with no additional requirements. Students with an ACT English score of 18-19 must elect one of the following options: enroll in supplemental instruction to be taken concurrently with English Composition I or enroll in Written Communication. All freshmen entering the Jones Learning Center must enroll in Fundamentals of Communication.

**ENG 1213 Composition II** A course designed to enhance students' understanding of the principles and strategies of expository writing and to introduce them to the basic processes of scholarly research.

The goal of this course is for students to write effective prose. Prerequisite: ENG 1013 or passage of the proficiency exam administered by the English faculty.

**ENG 2003 Introduction to Literature** A study of the four genres (poetry, drama, the short story, and the novel) of imaginative literature. The course concentrates on critical thinking and reading skills. Prerequisite: ENG 1013.

**ENG 2013 Introduction to Literary Studies** A course required for students interested in pursuing an English major and encouraged for any student interested in more advanced study of literature. The course will include an in-depth study of the four genres of imaginative literature (poetry, drama, short fiction, and the novel), with an emphasis on interpretive approaches and critical writing.

**ENG 2113 World Literature I** A study of the literature of the western world from the classical Greek poets through the Renaissance. Prerequisite: ENG 2003 or 2013.

**ENG 2123 World Literature II** A study of the literature of the western world from European neoclassicism through contemporary symbolism. Prerequisite: ENG 2003 or 2013.

**ENG 3013 Creative Writing: Lyric** A workshop in which students explore the creative process both by studying lyric theory and technique and by writing a variety of lyric poems. Attempting to balance imagination and analysis, this course helps students find lyric voices with which to express their experiences, impressions, or ideas and provides guidance as they clarify those expressions through the exacting work of revision. Prerequisite: ENG 2003 or 2013.

**ENG 3023 Creative Writing: Narrative** A workshop in which students explore the creative process both by studying narrative theory and technique and by writing a variety of short fiction. Attempting to balance imagination and analysis, this course helps students find narrative voices with which to express their experiences, impressions, or ideas and provides guidance as they clarify those expressions through the exacting work of revision. Prerequisite: ENG 2003 or 2013.

**ENG 3033 British Literature I** A survey of British literature and literary history from the Anglo-Saxon period to the beginning of the Romantic period. Prerequisite: ENG 2003 or 2013.

**ENG 3043 British Literature II** A survey of British literature and literary history from the Romantic period to the present. Prerequisite: ENG 2003 or 2013.

**ENG 3053 American Literature I** A study of American writers from the colonial period to 1865. Prerequisite: ENG 2003 or 2013.

**ENG 3063 American Literature II** A study of the major American writers of poetry, prose, and drama since 1865. Prerequisite: ENG 2003 or 2013.

**ENG 3073 Advanced Grammar** A study of the structure of the English language based upon the principles of the traditional system of grammar but complemented by the insights of the structural and transformational systems.

**ENG 3112 Writing in Business and Economics** This course focuses on a number of different types of writing projects of value to students in business and economics. These include technical

reports, grant proposals, popular essays on economic issues or on other business-related topics, and scholarly papers. In order to link academic writing to an actual research project, this course will be linked to one or more courses in business or economics. Prerequisite: ENG 1213 Composition II

**ENG 3122 Writing in the Natural Sciences** This course focuses on a number of different types of writing projects of value to students in the natural sciences. These include technical reports, grant proposals, popular essays on scientific topics, and scholarly papers. In order to link academic writing to an actual research project, this course will be linked to one or more courses in the natural sciences. Prerequisite: ENG 1213 Composition II

**ENG 3183 Research Methods and Writing** An introduction to a variety of research methods, including both quantitative and qualitative methods. Emphasis will be placed on reporting the results of research in both writing and oral presentations. Prerequisite: ENG 1213 Composition II

**ENG 4043 American Novel** Major American novels and novelists are studied. Prerequisite: ENG 2003 or 2013.

**ENG 4053 Shakespeare** An introduction to Shakespeare's plays through a study of representative historical drama, comedies, and tragedies. Prerequisite: ENG 2003 or 2013.

**ENG 4063 Form and Theory of Poetry** This course is designed to help students develop the technical knowledge and analytical skills to understand discuss, and enjoy poetry at an advanced level. They will read and analyze poems which represent many forms, styles, and historical periods, although the focus will be on contemporary poetry. Prerequisite: ENG 2003 or 2013.

**ENG 4083 British Novel** Major British novels and novelists are studied. Prerequisite: ENG 2003 or 2013.

**ENG 4442-4452 Senior Seminar in English** This seminar is designed to be the culmination of the student's literary studies. In the fall, the course will cover advanced research methodologies; students will select a research topic and begin research. In the spring, students will complete a senior thesis, present the results of their research, and compose a reflective essay that evaluates their intellectual growth through the English major. Students must register for both parts of the course. Prerequisite: senior status and ENG 2003 or 2013.

N.B.: Introduction to Literature (ENG 2003) or Introduction to Literary Studies (ENG 2013) is a prerequisite for all courses offered as special studies (ENG 2783 or 4783) or seminars (ENG 3983).

# Environmental Studies

The environmental studies program at Ozarks has two options. The first option is environmental science, which focuses on the biological, physical, and chemical aspects of the environment. Students in the environmental science option may choose an emphasis in either biology or chemistry. The second option is environmental policy, which is primarily concerned with the sociological and political impact of environmental problems.

The goal of the environmental science option is to provide students with the technical and theoretical background to address environmental problems as well as to put such problems in their sociological context. Students will learn the fundamentals of biology, chemistry, physics, and sociology. Furthermore, they will develop technical skills in laboratory and field methods relevant to environmental monitoring and research.

The environmental policy option is a program that provides a basis for pursuing environmental problems in the policy-making arena. Students in this program will receive instruction in fundamental scientific principles in order to provide an understanding of the physical causes of environmental problems. They will study the environmental problem from a sociological perspective. The program is intended to provide students with a basis for pursuing advanced degrees in the area of sociology or public administration.

## **Intended Student Outcomes for the Environmental Studies Program**

1. Students will communicate effectively in professional scientific formats.
2. Students will think critically when they read professional literature, solve problems, and when they design and conduct experiments and interpret their data.
3. Students will acquire a general knowledge of the natural and social sciences as related to environmental problems.
4. Students will demonstrate awareness of their responsibilities by examining and developing standards of ethics and integrity appropriate for professionals, respecting the diversity of life, and contributing to the welfare of their community and ecosystem.
5. Students will be prepared to pursue advanced study in graduate and professional schools, or to acquire careers in environmentally related professions such as with government agencies, environmental consulting firms, advocacy groups, or law school.

## **Environmental Studies Core**

|          |                                       |
|----------|---------------------------------------|
| BIO 1104 | Biology Concepts                      |
| BIO 3234 | Principles of Ecology                 |
| ENS 1013 | Introduction to Environmental Studies |
| ENS 3013 | Environmental Ethics                  |
| GEO 2043 | Physical Geography                    |
| PLS 3043 | Public Policy                         |
| SOC 1013 | Introduction to Sociology             |
| SOC 3023 | Population and Society                |
| SOC 3053 | Social Problems                       |

SOC 4983 Environmentalism Seminar

**Environmental Science Option, Biology Emphasis**

BIO 2014 Zoology  
BIO 2124 Botany  
BIO 4004 Senior Research  
Eight hours of upper-level biology electives  
CHM 1014 General Chemistry I  
CHM 1024 General Chemistry II  
one mathematics course above MTH 1033 College Algebra  
one physics course

**Environmental Science Option, Chemistry Emphasis**

CHM 1014 General Chemistry I  
CHM 1024 General Chemistry II  
CHM 2014 Survey of Organic Chemistry or CHM 3014 Organic Chemistry I  
CHM 3104 Quantitative Chemical Analysis  
CHM 4104 Biochemistry  
Four hours of advisor-approved chemistry electives  
MTH 1043 College Trigonometry  
PHY 2014 College Physics I  
PHY 2024 College Physics II

**Environmental Policy Option Requirements**

BIO 2014 Zoology  
BIO 2124 Botany  
PSY 1003 General Psychology  
  
PSY 3043 Social Psychology  
SOC 2023 Methodologies for the Social Sciences  
SOC 3013 Community  
SOC 4983 Consequences of Technological Change  
SOC 4123 Sociology Practicum  
Three hours of advisor-approved electives

**ENS 1013 Introduction to Environmental Studies** The course shall consist of (a) study of the web of life and the Earth's ecosystems, (b) mankind's use of and impact upon the Earth, (c) environmental problems (air and water pollution, ozone depletion, global warming, resource depletion, etc.), (d) consideration of the ethical dilemmas and alternatives.

**ENS 3013 Environmental Ethics** The Judeo-Christian perspective separating the world from spiritual consideration has given mankind license to despoil the Earth. Only cost benefit considerations need apply, leading to the Law of the Commons, and general environmental degradation. This course will look at other ethical perspectives including Native American, Buddhist, past and current environmentalists, to arrive at a better understanding of our responsibility to the Earth and her creatures.

# Foreign Languages

Three foreign languages, German, Spanish, French, are offered at Ozarks. When demand is sufficient, New Testament Greek will be offered as an intense foreign language program for students entering the seminary. Foreign-language courses are aimed at serving the needs both of students who plan to enter one of the professions and of those who simply want to develop their cultural base through the study of a second language. International students may not receive credit in a lower-division foreign-language class in their native language. Those students who can demonstrate to the foreign language faculty they are proficient in a second language may, with the approval of the division chair and the vice president for academic affairs, have the foreign-language requirement waived.

## French

**FRE 1013, 1023 Elementary French I & II** These are foundation courses in the fundamental French language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. FRE 1013 required for FRE 1023.

**FRE 2013, 2023 Intermediate French I & II** These are the intermediate level courses in the French language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. Prerequisite: French 1013 and 1023, or two years of high school French, or the instructor's permission. FRE 2013 required for FRE 2023.

## Geography

**GEO 2013 Cultural Geography** Introduction to basic concepts and patterns of distribution of population and of physical environment, settlement, and urbanization.

**GEO 2023 Regional Geography: Eurasian Regions** Survey of physical and human geography of selected regions of Eurasian continents. These regions include Western Europe, Middle East, East Europe, Russia, China, Japan, South Asia, and Southeast Asia.

**GEO 2043 Physical Geography** An introduction to spatial analysis of all the physical elements and processes that make up the environment: energy, air, water, weather, climate, landform, soils, animals, plants, and Earth itself. Underlying this is the theme of human activity, impact, and debate on the shared human-Earth relationship. Geographers use systems analysis as a methodology (standards, rules and techniques of information production of knowledge). Geography is eclectic, integration in a wide range of subject matter from diverse fields. The instructor will assign professional readings and assist the student in her or his dialogue between a viable consciousness relative to the Earth--self relationship and knowledge generated by scientific research. Ultimately, the student must address the Shallow and Deep ecology man--Earth issue.

# German

**GRM 1013, 1023 Elementary German I & II** These are foundation courses in the fundamental German language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. Prerequisite: GRM 2413 required for GRM 2423.

**GRM 2013, 2023 Intermediate German I & II** These are the intermediate level courses in the German language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. Prerequisite: German 1013 and 1023, or two years of high school German, or the instructor's permission. GRM 2013 required for GRM 2023.

# Greek

**GRK 2513-2523 New Testament Greek for Beginners** These courses are designed to give the student a knowledge of the grammar and vocabulary of the Greek New Testament. Some reading of excerpts from the New Testament is used. Prerequisite: GRK 2513 required for GRK 2523.

**GRK 3513-3523 Intermediate New Testament Greek** These courses consist of selected readings in Greek from the Gospels, Acts of the Apostles, and Epistles in the New Testament. Prerequisites: GRK 2513-2523. GRK 3513 required for GRK 3523.

# History

The study of the human past is essential to a proper understanding of the human condition, and history students at Ozarks exercise a wide range of skills that help them develop as mature, responsible, and conscientious people. Intellectually, they improve their abilities to think critically and express themselves in writing and speech as they learn to interpret and synthesize historical patterns and arguments. Socially, they grow more respectful of the viewpoints of other individuals and cultures as they learn about different historical contexts and share their impressions in class discussions. Spiritually, they become more aware of their own potential for positive change and contribution as they weight the repercussions of the actions and decisions that different groups and individuals have undertaken throughout history.

## Aims of the History Program

1. Graduates will be able to construct clear, insightful, and properly documented interpretations of well-defined historical subjects through analysis of relevant primary and secondary sources.
2. They will demonstrate an awareness of different schools of historical interpretation by adducing these appropriately in specific scholarly contexts.

3. They will have the basic knowledge of human culture we expect of all Ozarks students: an understanding of the persons and events prominent in major world cultures and of those cultures' principal social, economic, political, religious, and intellectual characteristics.
4. They will have a sophisticated understanding both of western culture in general (as culture is defined above) and of American culture in particular.
5. They will have a sophisticated understanding of at least one non-western culture and will be able to make comparisons and contrasts with western cultures.
6. Through their history courses and through various co-curricular programs, they will develop other qualities we expect of all Ozarks students: an ability to think critically and to communicate effectively and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.
7. They will be prepared to pursue advanced study in graduate or professional schools, to enter secondary-school education, or to obtain other positions both within the field and without.

**Major** All history majors will complete the following courses:

|   |                           |
|---|---------------------------|
| HIS 2013  | World Civilization I      |
| HIS 2023  | World Civilization II     |
| HIS 2113  | American History I        |
| HIS 2123  | American History II       |
| HIS 3013  | Historiography            |
| HIS 4442-4452   | Senior Seminar in History |
| Six hours of upper-level course work in American history      |                           |
| Six hours of upper-level course work in European history      |                           |
| Three hours of upper-level course work in non-western history |                           |

All course work leading to a degree in history must be approved by a student's history advisor.

**Minor** All history minors will complete the following courses:

|                                   |                       |
|-----------------------------------|-----------------------|
| HIS 2013                          | World Civilization I  |
| HIS 2023                          | World Civilization II |
| HIS 2113                          | American History I    |
| HIS 2123                          | American History II   |
| Six hours of electives in history |                       |

All course work leading to a minor in history must be approved by a student's history advisor.

**Licensure Requirements** Students may seek teacher licensure by fulfilling the requirements for a bachelor of arts degree in history. Students should fill the six hours of upper-level humanities/social science hours with social science classes chosen in consultation with their history advisor. All students seeking Social Studies licensure in Arkansas are required to take a course in Arkansas History. Students are encouraged to fulfill their area 3 distribution requirements with a biology course and either Physical Science, Earth Science, or Astronomy. In addition to these requirements, the following professional education sequence must be completed:

|          |           |
|----------|-----------|
| EDU 3312 | Practicum |
|----------|-----------|

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| SPE 2013 | Special Needs Learners                            |
| EDU 4403 | Educational Assessment                            |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 4312 | Directed Teaching                                 |
| EDU 4443 | Combined Secondary Methods                        |

**HIS 2013 World Civilization I** Surveys western and near and far eastern societies from prehistoric times up to 1500 CE. Emphasis is placed upon the relationships between intellectual, political, religious, economic, and cultural developments.

**HIS 2023 World Civilization II** Surveys western and near and far eastern societies from 1500 CE to the present. Emphasis is placed upon the relationships between intellectual, political, religious, economic, and cultural developments. Prerequisite: HIS 2013.

**HIS 2113 American History I** A survey of the major social, economic, cultural, and political issues that helped shape the region of the present-day United States from the pre-Columbian era through the Civil War. Highlights include early exploration, colonial development, the American Revolution, the emergence of an American national identity, and the conflict over slavery. Format consists of lecture supplemented by weekly discussions of historical documents.

**HIS 2123 American History II** A survey of the major social, economic, political, and diplomatic issues that shaped the United States' domestic and international situation from Reconstruction through the early 1990s. Highlights include industrialization, government reform movements, imperialism, mass culture, and the implications of "superpower" status. Format consists of lecture supplemented by weekly discussions of historical documents.

**HIS 3003 Arkansas History** A detailed examination of the development of Arkansas from its earliest settlement through the present. Emphasis is placed on the regional and cultural distinctions within Arkansas, as well as the state's relation to national trends. Highlights include the colonial and territorial periods, the challenges of early statehood, the conflicts between "progress" and "tradition," the push for modernization, and the evolution of Arkansas' rustic image. Format consists of lecture supplemented by class discussion and student presentations.

**HIS 3013 Historiography** Investigates various historians and schools of history. Begins with the development of the western historical tradition in the ancient world and continues through modern and postmodern theories and methodologies of the twentieth century. The course will also cover methodologies of historical research, and current issues in public history.

**HIS 3113 Colonial America** A reading-intensive examination of the British colonial presence in North America, from earliest exploration through the American Revolution. Highlights include English motivations for colonization, the adoption and evolution of forced labor systems, the influences of Africans and Indians, the distinctions between various geographic and cultural regions, the "maturation" of colonial society, and the imperial crisis between the colonies and mother country. Format consists of discussion of assigned readings supplemented by in-class presentations, with a premium placed on active student participation. Prerequisite: Permission of the instructor.

**HIS 3123 Civil War and Reconstruction** A reading-intensive examination of United States history between 1846 and 1877, the period that witness the breakdown, break-up, and imperfect repair of the Union. Emphasis is placed on appreciating the magnitude of the causes, costs, and consequences of the Civil War. Highlights include the sectional crisis, the implications of secession, the war's burdens on soldiers and civilians, the emancipation of slaves, and the promises and shortcomings of Reconstruction. Format consists of discussion of assigned readings supplemented by in-class presentations, with a premium placed on active student participation. Prerequisite: Permission of the instructor.

**HIS 3213 British History I** Emphasis placed upon political and constitutional developments through the Restoration, with special attention to the growth of common law and the Parliament. Religious and economic issues are also examined. Prerequisite: HIS 2013 or consent of the instructor.

**HIS 3223 British History II** Surveys British history since 1660. Emphasis is placed on social and political developments since the Restoration. Topics to be covered include constitutional changes, industrialization and development of class society, growth and decline of empire, and national identity in the British Isles. Prerequisite: HIS 2023 or consent of the instructor.

**HIS 3313 History of India** A survey of the history of the Indian subcontinent, with emphasis on the period from the Mughal Empire in the 16<sup>th</sup> century to independence and partition in 1947. Topics covered include the Hindu and Muslim traditions in India, the origins and impact of caste, imperialism and the British Raj, the growth of Indian nationalism, the life and ideas of Gandhi, and decolonization and its aftermath. This course fulfills the non-western history requirement. Prerequisite: HIS 2023 or consent of the instructor.

**HIS 3411-3 Internship** Through placement at a museum, historical society, state or national park, or other appropriate site the student will have the opportunity to practice historical work in a non-academic setting. An internship proposal with work plan, journal, and final paper are required. Prerequisite: permission of the history internship advisor.

**HIS 4033, 4043 History of American Constitutional Law and Thought** A study of the development and application of American constitutional law as interpreted in the leading decisions of the Supreme Court. 1st Semester: constitutional institutions and principles. 2nd Semester: civil liberties and criminal justice. Prerequisite: PLS 2013.

**HIS 4133 American Frontier** A reading-intensive examination of frontier interaction and expansion within the present-day United States, from the pre-Columbian era through the late nineteenth century. Emphasis is placed on examining the mythology associated with American frontiers, and on exploring the nuances of intercultural relations in different eras and regions. Highlights include an introduction to ethnohistorical methods, as well as in-depth discussions of Spanish missions, the French fur trade, frontier warfare, westward migration, and government policies toward American Indians. Format consists of discussion of assigned readings supplemented by in-class presentations, with a premium placed on active student participation. Prerequisite: Permission of the instructor.

**HIS 4143 Twentieth-Century America** A reading-intensive examination of United States history from 1900 through 1990s. Emphasis is placed on the expansion of the federal government's role in domestic and international affairs, as well as the increasing nationalization of American culture. Highlights include the development of the welfare state, the controversy over modernism, the growth of a military and industrial superpower, the rise of the modern Civil Rights movement, the challenges of the Cold War, and the demands of a new world order. Format consists of discussion of assigned readings supplemented by in-class presentations, with a premium placed on active student participation. Prerequisite: Permission of the instructor.

**HIS 4203 Antiquity and the Middle Ages** This course covers the period from Mycenaean culture (1300 BCE) through the fall of the Roman empire in the west (500 CE) to the Black Death (1350 CE). Emphasis is placed on Athens and Sparta during the time of Socrates and Thucydides, the Roman Republic and Empire, the origins and growth of Christianity, the Germanic kingdoms of the early middle ages, cross-cultural relations between Islam and the west, and the High Middle Ages (1100-1300), particularly in terms of the arts and the relationship between the church and the state. Prerequisite: HIS 2013 or consent of the instructor.

**HIS 4213 Early Modern Europe** Detailed study of Europe between 1350 and 1650. Intellectual and political developments during the Renaissance are examined. Christian Humanism and the relationship between the Northern Renaissance and the Reformation are emphasized. Luther, Calvin, and the Radical Reformers are stressed. Prerequisite: HIS 2013 or consent of the instructor.

**HIS 4223 Revolutionary Europe** In depth study of Europe from 1750 to 1900. Topics to be covered include the impact of industrialization, the French Revolution, class society and democratization, nationalism, and imperialism. Prerequisite: HIS 2023 or consent of the instructor.

**HIS 4233 Twentieth-Century Europe** Detailed study of Europe from 1900 to the present. Topics to be covered include the great wars of the twentieth century and their social, political, and cultural ramifications, the growth of fascism and totalitarian governments. Prerequisite: HIS 2023 or consent of the instructor.

**HIS 4313 Survey of Russian History and Culture** Traces the development of a distinctive [blending western and non-western traditions] Russian culture from its origins in the ninth century through the breakup of the Soviet Union. Emphasis is placed on the origins of Russian Christianity and the formation of the Russian state, Russia's relationship with Byzantium, the Tatar conquest, the attempts by Peter and Catherine the Great to westernize and modernize Russia, internal conflicts tracking from 17<sup>th</sup> century relative to Russia's identity and her relationship to the west, the revolutions of 1825 and 1917, and the emergence of totalitarianism during the dictatorship of Lenin and Stalin, and the atrophy of the communist system beginning in the Khrushchev era. This course fulfills the non-western history requirement. Prerequisite: HIS 2023 or consent of the instructor.

**HIS 4333 Topics in Comparative History** An upper-level, reading-intensive course focusing on the comparison of a particular historical topic across different cultural and temporal contexts. Special emphasis will be placed on applying the designated topic to non-western, non-European settings. Possible topics include slavery, imperialism, industrialization, and statecraft. Students may repeat this course for credit provided the topics are different. This course fulfills the non-western history requirement. Prerequisite: HIS 2013 and 2023 or consent of the instructor.

**HIS 4442-4452 Senior Seminar in History** This seminar is designed to be the culmination of the student's history studies. In the fall, the course will cover advanced research methodologies; students will select a research topic and begin research. In the spring, students will complete a senior thesis, present the results of their research in the seminar, and take a comprehensive exam. Students must register for both parts of the course. Prerequisite: senior status.

## Humanities

**HUM 2013 Humanities I** A historical survey of art, literature, music, philosophy, and religion from the origins of human culture through the Renaissance. Although western culture will be emphasized, the cultures of the Near East, India, and China will also be examined. Students seeking to fulfill core requirements should note that Humanities I emphasizes cultural contexts and that World Civilization to 1600 emphasizes political contexts.

**HUM 2023 Humanities II** A historical survey of art, literature, music, philosophy, and religion from the Reformation and the Scientific Revolution through Postmodernism. Although Western culture will be emphasized, the cultures of Japan, pre-Columbian America, and pre-colonial Africa will also be examined. Students seeking to fulfill core requirements should note that Humanities II emphasizes cultural contexts and that World Civilization II emphasizes political contexts.

**HUM 3113 Ancient World** A study of art and music in the ancient world. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in ancient culture. Although Western culture will be emphasized, non-western cultures will also be explored, particularly those of the Near East, India and China.

**HUM 3123 Medieval World** A study of art and music in the Middle Ages. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in medieval culture. Although Western culture will be emphasized, Islamic culture will also be explored in some depth.

**HUM 3133 Renaissance and Baroque** A study of art and music from 1400-1750. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in Renaissance and Baroque cultural. Although Western culture will be emphasized, the music of native America and Japan will also be explored in some depth. Although Western culture will be emphasized, attention will also be paid to culture during this period in the Americas and Japan.

**HUM 3143 Classicism and Romanticism** A study of art and music in the eighteenth and nineteenth centuries. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary

literature as needed to assure a full understanding of the arts in Classic and Romantic culture. Although Western culture will be emphasized, attention will also be paid to African culture.

**HUM 3153 World of the Twentieth Century** A study of art and music in the 20th century. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in twentieth-century culture. Although Western classical culture will be emphasized, attention will also be paid to popular culture American ethnic cultures.

## Interdivisional Courses

**IND 1003 Critical Inquiry** The course focuses on developing and strengthening the foundation skills needed for academic success at the college level. It introduces the principles of critical thought and develops the habits of critical thinking through a variety of methods and activities. With emphasis on close reading, careful listening, civil discourse, logical reasoning and application of these skills to real-world situations, this course prepares students for the work they will do in all subsequent courses at the University. Student social skills are also addressed; a variety of social activities, cultural events and community service outings foster a connection with classmates, the school, and the community. Two or more peer mentors are assigned to each class to assist students in making the transition to college; peer mentors serve as resource/ contact people, role models and facilitators of small-group discussion.

**IND 1891 Tutoring Techniques** This one-hour course is designed to train students in the techniques they need to be peer tutors. Through readings, class discussions, group work, video, critiques, and activities students will be introduced to strategies for tutoring individuals and small groups. Students will also become aware of the academic and personal skills that have helped them to become successful students and will develop methods of sharing similar skills with the tutees. Each student must be working as a tutor during the semester the course is taken. Instructor permission is required.

**IND 3013 Critical Inquiry: Peer Mentor** The peer mentor's place in the Critical Inquiry course is to assist the faculty mentor in helping new students develop and strengthen the foundation skills needed for academic success at the college level. Peer mentors are used in a variety of ways in the course according to the needs and expectations of the individual faculty mentor, but most peer mentors are asked to monitor and facilitate small group discussions, serve as resource/contact people for students needing assistance, participate enthusiastically in academic and social activities of the group, and serve as good role models. Prerequisites: Students must have themselves completed the Critical Inquiry course and have been selected by a faculty mentor to serve in his/her section. The course may be taken two (2) times for credit.

**IND 4891 Career Strategies** This one-hour course is designed to assist students in maximizing their liberal arts education while pursuing their immediate goal toward employment or graduate school. In keeping with the University's mission, it will emphasize the "professional preparation" gained at Ozarks and provide students from all disciplines the opportunity to increase their personal knowledge of job readiness skills, career planning techniques, and graduate school requirements. Emphasis of subject matter will vary according to special interests, majors, goals, etc. of each specific class. Prerequisite--Students must have completed 75 credit hours or obtain permission of instructor. This course is most effective for first semester seniors beginning the job search process and second

semester juniors preparing for entrance to graduate school. However, it is advisable for all seniors and juniors to take this course, even if they cannot fit it into their schedule at the optimum time for best results.

## Management

The curriculum of the management major is designed to provide a basic framework within which the management of human, physical, and capital resources occurs. In addition to studying a broad base of business topics, the student is exposed to a specialized curriculum emphasizing the study of information gathering, human relations, communication, production, and funding the organization. The management major prepares the student for graduate school, self-employment, or for entry-level positions in personnel, production, and other management-related areas. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the division. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

### **Business Program Goals and Intended Student Outcomes**

- Prepare students for graduate studies and/or careers in business-related fields
  - Students will demonstrate competency in the following intended student outcomes for the major
    - Knowledge and comprehension of a core set of business concepts
    - Knowledge and comprehension of an area of concentration
    - Critical thinking through analyzing problems, applying theory, synthesizing information, and evaluating business policy and actions
    - Oral communication
    - Written communication
    - Computer software applications
    - Working with others in a team
    - Conducting research
- Develop students professionally
  - To accomplish this goal, students are expected to develop and place on file with their business academic advisor a
    - Personal code of ethics
    - Professional Development Form, including mission, goals and objectives, strategies, and a career path
- Encourage co-curricular activities that enhance leadership development
  - To accomplish this goal, students are expected to assume
    - An active leadership role in a campus or community organization, and/or
    - An active leadership role in Phi Beta Lambda, and/or
    - An active leadership role in Students in Free Enterprise

**Major** A major in management requires 30 hours of the business core and an additional 24 hours of management concentration:

### **Business Core**

#### **Business Core**

BSA 1003 Managing Value

Three of the following 1-hour courses:

BSA 1011 Word Processing

BSA 1021 Spreadsheets

BSA 1031 Database

BSA 1041 Graphics\*

ACC 2003 Principles of Accounting I

ACC 2013 Principles of Accounting II

ECN 2003 Principles of Macroeconomics

ECN 2013 Principles of Microeconomics

BSA 3003 Business Communications

BSA 3013 The Legal Environment of Business I

BSA 3023 Business Statistics I

BSA 4003 Business Finance (Capstone)

MGT 4013 Business Strategy (Capstone)

\*One or more of these courses may be waived with the approval of the division chair if the student passes a competency exam. Consult the division office for details.

### **Management Concentration**

MGT 3003 Managing Today

MGT 3203 Organizational Behavior

MGT 4003 Management Seminar

MGT 4203 Management Information Systems

MGT 4223 Organizational Theory

Nine hours of advisor and division chair approved management electives.

**Minor** A minor in management is designed to complement a student's chosen major by providing a concentrated study in the theories and practices of managing human resources, production, small businesses, or communication. A minor in management requires 18 hours selected by the student and a business advisor, with approval from the business division chair.

**MGT 3003 Managing Today** The first course in management is a study of industry perspectives, management principles, efficiency and effectiveness analysis, aspects personnel, basic types of business organization, and practical applications. Prerequisite: Managing Value.

**MGT 3103 Human Resource Management** A study of the staffing function in the organization. Topics include recruitment, selection, and training of employees, career development issues, performance appraisal, organization exit, employee compensation, labor-management relations, and government regulations. Prerequisite: Managing Value.

**MGT 3123 Supervisory Management** A study of the first-line management theories and techniques. Topics include the delegation of authority, theories of leadership, models of leadership, time management, management styles, committees and group meetings, tactical decision making, and resolving of employee problems. Prerequisite: Managing Value.

**MGT 3203 Organizational Behavior** A study of behavioral aspects of the individual, the group, and the organization. Topics include motives, personality, perception, and learning, the content and process theories of motivation, job design, intragroup and intergroup behavior, power and conflict, decision making in groups, and job satisfaction. Prerequisite: Managing Value.

**MGT 3313 Managerial Accounting** An introduction to basic cost concepts and functions with an emphasis on applications in a managerial setting. Through this course students use accounting data to aid management in planning, coordinating, controlling, and decision-making.

**MGT 4003 Management Seminar** The capstone course of the management major develops a comprehensive management perspective within the student. Management Seminar is an integrated study of the management major including the functional areas of finance and marketing. The goal is to help students synthesize management planning and implementation. Emphasis is placed on readings and computer simulations. Prerequisites: Managing Value and senior status.

**MGT 4013 Business Strategy** Research into the strategic problems of management with emphasis on case problems and solutions. Selected topics are covered and readings are assigned to acquaint students with significant business literature. Prerequisites: Business Finance and senior status.

**MGT 4103 Production Management** A study of the aspects of production and operations management including product and systems development, resource planning, facility location and layout, job design and work measurement, automation and process technology, forecasting, inventory and materials management, operations scheduling, and quality and cost control. Prerequisite: Managing Value.

**MGT 4203 Information Systems** A study of the concepts and issues relating to the design and implementation of management information systems. Specific emphasis on management report format and content, data collection, accumulation, storage techniques, and the computer as a tool in the management information system. Prerequisites: Managing Value.

**MGT 4213 Managerial Communication** A study of communication in organizations. Topics include the technological, human behavior, process, and organization models of communication, barriers to effective communication, flows of communication, formal and informal communication, and communication networks. Prerequisite: Managing Value.

**MGT 4223 Organizational Theory** A study of the theory of organization development and change. Topics include classical, contingency, and alternative organization theories, and planning for change. Prerequisites: Managing Value and senior status.

# Marine Biology

Ozarks is affiliated with the Gulf Coast Research Laboratory located at Ocean Springs, Mississippi. The laboratory is part of the Institute of Marine Sciences of the University of Southern Mississippi. It is located on a 45-acre tract on the edge of the Mississippi Sound. Available on the GCRL campus are extensive research facilities, including research vessels, an electron microscope, computer equipment, dormitories, a cafeteria, a well-stocked library, and a research specimen museum. Qualified students may take courses at the laboratory which may be applied toward graduation requirements at Ozarks.

**MAR 3005 Marine Science I: Oceanography** This is an introductory course that provides the student with an excellent overview of the marine sciences. Includes laboratory sessions.

**MAR 3015 Marine Science II: Marine Biology** An overview of biological oceanography with emphasis on organisms, habitats, and ecological processes of inshore and near shore Gulf of Mexico waters. Includes laboratory sessions.

**MAR 4036 Marine Invertebrate Zoology** A concentrated study of the important free-living, marine and estuarine invertebrates of the Mississippi Sound and adjacent continental shelf. Includes laboratory session. Prerequisites: 12 hours of zoology including invertebrate zoology or instructor's consent.

**MAR 4046 Parasites of Marine Animals** A study of the parasites of marine estuarine animals. Includes laboratory sessions. Prerequisite: Parasitology or consent.

**MAR 4055 Marine Ecology** A consideration of the relationship of marine organisms to their environment. Includes laboratory sessions.

**MAR 4065 Fauna and Faunistic Ecology of Tidal Marshes, Seagrasses, and Sand Beaches** Primarily a field survey course dealing with the animals commonly found in the northern Gulf of Mexico. Includes laboratory sessions.

**MAR 4076 Principles of Marine Aquaculture** An introduction to principles and technologies applied to the culture of commercially important marine organisms. Includes laboratory sessions.

**MAR 4086 Marine Ichthyology** The objectives of the course are to provide the student with a strong general background in the biology of marine fishes. Includes laboratory sessions. Prerequisites: 16 hours of zoology including comparative anatomy.

**MAR 4095 Marine Mammals** The course will emphasize the natural history and population ecology of cetaceans. Prerequisites: Marine Science I or II or Ichthyology.

**MAR 4104 Marine Fisheries Management** The course is designed to familiarize students with practical marine fishery management in today's world. Includes laboratory sessions.

**MAR 4204 Marine Phycology** A survey of the principal groups of marine algae and marine flowering plants. Includes laboratory sessions. Prerequisite: Botany.

**MAR 4215 Coastal Vegetation** A study of the typical flora and vegetation of coastal regions throughout the world with examples from the Gulf Coastal Plain. Includes laboratory sessions. Prerequisite: Botany.

**MAR 4224 Salt Marsh Plant Ecology** This course will enable the student to become competent in understanding the complex nature of salt marshes. Includes laboratory sessions. Prerequisite: Botany.

**MAR 4235 Marine Microbiology** Microbiology and advanced biology students are introduced to the role of microorganisms in the overall ecology of the oceans and estuaries. Includes laboratory sessions. Prerequisite: Microbiology.

**MAR 4306 Comparative Histology of Marine Organisms** A detailed study of the histological organization of representative marine organisms. Includes laboratory sessions.

**MAR 4414 Marine Chemistry** A study of the chemical aspects of the oceans and the interactions of chemistry, biology, and geology in a marine environment. Includes laboratory sessions. Prerequisites: 16 hours of chemistry and 3-6 hours of biology.

**MAR 4434 Environmental Estuarine Chemistry** The course is a study of the sources, reactions, transport, effects and fates of environmental chemical species occurring in aquatic environments. Includes laboratory sessions. Prerequisites: 16 hours of chemistry and 3-6 hours of biology.

**MAR 4573 Marine Science for Teachers** A course designed to introduce in-service teachers, to the study of marine science and to promote the teaching of marine biology at all grade levels. Includes laboratory sessions.

**MAR 4583 Marine Science for Elementary Teachers** A course designed to prepare teachers of elementary grade children to conduct classes using marine related materials. Includes laboratory sessions.

**MAR 4594 Coastal Ecology for Teachers** This course provides teachers with a background in basic coastal ecology. Includes laboratory sessions.

**MAR 4901-6 Special Problems in Marine Science** Special problems are research oriented and grades are based on reports submitted by students.

**MAR 4903-6 Aquarium Management** This course correlates aspects of aquarium management to result in maintaining healthy specimens for display. The student may select the whole course as outlined, or concentrate on a specific problem in aquarium management with a final report being the end product.

**MAR 4911-6 Special Topics in Marine Science** This course provides opportunities for study in areas in which the laboratory offers no formal course. This course must be approved by the GCRL topic advisor and the student's institutional advisor.

# Marketing

The curriculum of the marketing major is designed to provide a basic framework within which the marketing decision-making process occurs. In addition to studying a broad base of business topics, the student is exposed to a specialized curriculum emphasizing the consumer, marketing research, communication, buying and selling practices, the marketing mix, and ethics. The marketing major prepares the student for graduate school or for employment in sales, marketing research, promotion, and other marketing-related careers. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the division. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

## **Business Program Goals and Intended Student Outcomes**

- Prepare students for graduate studies and/or careers in business-related fields
  - Students will demonstrate competency in the following intended student outcomes for the major
    - Knowledge and comprehension of a core set of business concepts
    - Knowledge and comprehension of an area of concentration
    - Critical thinking through analyzing problems, applying theory, synthesizing information, and evaluating business policy and actions
    - Oral communication
    - Written communication
    - Computer software applications
    - Working with others in a team
    - Conducting research
- Develop students professionally
  - To accomplish this goal, students are expected to develop and place on file with their business academic advisor a
    - Personal code of ethics
    - Professional Development Form, including mission, goals and objectives, strategies, and a career path
- Encourage co-curricular activities that enhance leadership development
  - To accomplish this goal, students are expected to assume
    - An active leadership role in a campus or community organization, and/or
    - An active leadership role in Phi Beta Lambda, and/or
    - An active leadership role in Students in Free Enterprise

**Major** The marketing major requires 30 hours of the business core and an additional 24 hours of marketing concentration:

**Business Core:**

**Business Core**

BSA 1003 Managing Value

Three of the following 1-hour courses:

BSA 1011 Word Processing

BSA 1021 Spreadsheets

BSA 1031 Database

BSA 1041 Graphics\*

ACC 2003 Principles of Accounting I

ACC 2013 Principles of Accounting II

ECN 2003 Principles of Macroeconomics

ECN 2013 Principles of Microeconomics

BSA 3003 Business Communications

BSA 3013 The Legal Environment of Business I

BSA 3023 Business Statistics I

BSA 4003 Business Finance (Capstone)

MGT 4013 Business Strategy (Capstone)

\*One or more of these courses may be waived with the approval of the division chair if the student passes a competency exam. Consult the division office for details.

**Marketing Concentration:**

MKT 3103 Consumer Behavior

MKT 3123 Channel Strategies

MKT 3203 Product Strategies

MKT 4113 Promotion Strategies

MKT 4203 Marketing Research

Nine hours of advisor and division chair approved marketing electives.

**Minor** A minor in marketing is designed to complement a student's chosen major by providing a concentrated study in the theories and practices of product management, promotion, pricing, buying and selling, or research. A minor in marketing requires 18 hours selected by the student and a business advisor, with approval from the business division chair.

**MKT 3103 Consumer Behavior** A study of the influences which affects consumers' decision making, including demographic and situational factors, social influences, psychological processes, information processing, and various mediating factors. Prerequisite: Managing Value.

**MKT 3113 Product Strategies** A study of product quality, service quality, value pricing, brand and category management, packaging, and analyses of competition and customers. Readings and cases are used extensively. Prerequisite: Managing Value.

**MKT 3123 Channel Strategies** A study of the strategies involved with the selection and maintenance of marketing channels including such middlemen as retailers, wholesalers, direct marketers, agents, distributors, and franchisers. Topics include motivation of middle-men; negotiation,

pricing, and merchandising tactics; and physical distribution management. Prerequisite: Managing Value.

**MKT 3133 Hospitality Marketing** A study of the role of marketing in the dynamic hospitality and tourism industry with emphasis given to the service quality – value relationship. Topics include organizational buyer behavior, market segmentation, building customer loyalty, distribution and promotional as they apply to the tourism and hospitality industry. Prerequisite: Managing Value

**MKT 3203 Product Strategies** A study of product quality, service quality, value pricing, brand and category management, packaging, and analyses of competition and customers. Readings and cases are used extensively. Prerequisite: Managing Value.

**MKT 3303 Retailing** A study of the methods and procedures used in the retail store including arrangements of merchandise, selling policies, store design and location, pricing strategies, and strategic marketing management. Prerequisite: Managing Value

**MKT 4203 Marketing Research** A study of research techniques and their applications including the topics of theory construction, the research proposal, research design, measurement, scaling, sampling design, primary and secondary data collection, data preparation, research reporting, and marketing ethics. Prerequisite: Managing Value.

**MKT 4213 International Marketing** A study of the process of globalization and the implications of globalization for businesses and their managers. Topics of concern include: Culture variables, economies, trade and investment policies, and marketing strategy. Prerequisite: Managing Value

**MKT 4303 E-Commerce** As E-Business gains critical mass to be considered a primary segment of the Global economy, this course will consider the consumer attitudes and behavior explaining why e-business is meeting their needs and the strategic factors of successful entrants into this exciting segment. Prerequisite: Managing Value

**MKT 4313 Public Relations** This course will provide an overview of the process of public relations, and practice in planning and using various public relations strategies. The course will take a values-oriented approach to public relations practice.

**MKT 4323 Persuasion Theory** A study of the psychological and social forces that influence people to change their beliefs, attitudes, or behavior. The course will provide an overview of persuasion theories from Aristotle to compliance-gaining and self-persuasion, with applications in a variety of fields.

# Mathematics

The goals of the mathematics program are, first, to develop the skills required for mathematical work and, second, to expose the student to the major areas of mathematics.

## Aims of the Mathematics Program

1. Mathematics students will solve mathematical problems implementing the elementary skills of algebra, trigonometry and calculus.
2. Mathematics students will demonstrate an awareness, knowledge and understanding of basic mathematical principles in a variety of branches of mathematics.
3. Mathematics students will explain and communicate to others in a clear and concise manner the ideas and concepts regarding mathematical terminology, properties, definitions and theorems.
4. Mathematics students will demonstrate a sophisticated understanding of mathematical ideology and critical thinking and advanced problem solving skills in their approach to mathematical problems.
5. Mathematics students will be prepared to pursue advanced study in graduate or professional schools, to enter careers in secondary school education, or to obtain other positions both within the field of mathematics and without.

**Major** The requirements for a **bachelor of science in mathematics** are as follows:

|          |                            |
|----------|----------------------------|
| MTH 2015 | Calculus I                 |
| MTH 2024 | Calculus II                |
| MTH 2123 | Discrete Mathematics       |
| MTH 3023 | Differential Equations     |
| MTH 3114 | Calculus III               |
| MTH 3123 | Linear Algebra             |
| MTH 3033 | Probability and Statistics |
| MTH 4213 | Senior Project             |

Nine hours mathematics courses above the 2000 level

Eight hours of laboratory sciences from the Area Three distribution courses including at least one course in physics

The requirements for a **bachelor of arts in mathematics** are as follows:

|          |                                  |
|----------|----------------------------------|
| MTH 2015 | Calculus I                       |
| MTH 2024 | Calculus II                      |
| MTH 2123 | Discrete Mathematics             |
| MTH 3114 | Calculus III                     |
| MTH 3123 | Linear Algebra                   |
| MTH 4043 | Introduction to Abstract Algebra |
| MTH 4213 | Senior Project                   |

Twelve hours of mathematics courses above the 2000 level

Eight hours of laboratory sciences from the Area Three distribution courses including at least one course in physics

**Minor** A minor in mathematics shall consist of 18 semester hours in addition to College Algebra to include the following:

MTH 2015 Calculus I  
MTH 2123 Discrete Mathematics  
MTH 2024 Calculus II  
Six hours of mathematics above the 2000 level

**Licensure Requirements** Students majoring in mathematics may seek teacher licensure by fulfilling the following specific requirements:

MTH 1043 Trigonometry  
MTH 2015 Calculus I  
MTH 2024 Calculus II  
MTH 2123 Discrete Mathematics  
MTH 3013 Modern Geometry  
MTH 3114 Calculus III  
MTH 3123 Linear Algebra  
MTH 4043 Introduction to Abstract Algebra  
MTH 4113 History of Mathematics  
MTH 4213 Senior Project  
One additional mathematics elective above the 2000 level

Students seeking licensure in mathematics are required to fulfill their area 3 distribution requirements with laboratory science courses. In addition to these requirements, the following professional education sequence must be completed:

EDU 3312 Practicum  
EDU 2003 Education and Growth of the American Republic  
SPE 2013 Special Needs Learners  
EDU 4403 Educational Assessment  
EDU 3053 Principles of Learning and Teaching  
EDU 4312 Directed Teaching  
EDU 3063 Secondary School Math Methods or EDU 4443 Combined Secondary Methods

**MTH 1033 College Algebra** This course satisfies the minimum mathematics requirement for graduation. The course covers properties of the real number system, functions and relations, graphing, systems of equations and logarithmic functions.

**MTH 1043 College Trigonometry** Circular functions and their graphs, identities, inverse trigonometric functions, trigonometric equations and applications of trigonometry. Prerequisite: MTH 1033 or its equivalent.

**MTH 2015 Calculus I** Analytic geometry, functions, limits; continuity, derivatives of algebraic functions, applications of the derivative, antiderivatives and integration, transcendental functions. Preq: MTH 1033 and MTH 1043

**MTH 2024 Calculus II** Application of integration, Techniques of integration, indeterminate forms, sequences and series, conics, parametric equations, and polar coordinates. Preq: MTH 2015

**MTH 2053 Mathematics for Middle Level Teachers I** Topics include sets, systems of numeration, elementary number theory, algorithms, geometric principles, and data analysis.

**MTH 2063 Mathematics for Elementary Level Teachers I** Topics include sets, systems of numeration, elementary number theory, algorithms. For elementary education majors only.

**MTH 2123 Discrete Mathematics** Concepts covered are sets, functions, proof techniques, logic, logic circuits, relations on sets, counting, pigeonhole principle, binomial coefficients, recurrence relations, and graph theory. Preq: MTH 1033 and MTH 1043.

**MTH 2153 Mathematics for Middle Level Teachers II** This course is a continuation of MTH 2053. Prerequisite: MTH 2053, or instructor's permission.

**MTH 2163 Mathematics for Elementary Level Teachers II** This course is a continuation of MTH 2063. Prerequisite: MTH 2063, or instructor's permission.

**MTH 3013 Modern Geometry** A modern development of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: MTH 1033.

**MTH 3023 Differential Equations** A study of techniques for solving various types of differential equations. Prerequisite: MTH 2025.

**MTH 3033 Probability and Statistics** Discrete and continuous random variables, probability distributions, moments and limit theorems. Prerequisite: MTH 2025.

**MTH 3114 Calculus III** Calculus of several variables, and vector calculus. Preq: MTH 2025

**MTH 3123 Linear Algebra** Matrices and matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 2025.

**MTH 3991-3 Directed Study in Mathematics** Various topics, on demand. May be repeated for credit when topics vary. By special arrangement with instructor.

**MTH 4013 Introduction to Mathematical Programming and Computer Algorithms** An introduction to structure programming using Java. Topics include user defined types, arrays, records, files and sets. Common algorithms and data structures used in application software will also be discussed. Prerequisite: MTH 2015, MTH 2123, MTH 3123, MTH 3033

**MTH 4043 Introduction to Abstract Algebra** An introduction to algebraic structures, primarily groups, rings, and fields. Prerequisite: MTH 2025.

**MTH 4113 History of Mathematics** Selected topics in the history of mathematics with an emphasis on the development of mathematics, and the people who contributed to those developments. Prerequisite: MTH 2025 or permission of the instructor.

**MTH 4143 Advanced Calculus** Limits, continuity, and differentiation of functions of one and several variables, the Riemann integral, and vector analysis. Preq: MTH 3114

**MTH 4213 Senior Project** An independent research project arranged between a senior mathematics student and an instructor to provide intensive study in a particular area of interest on a topic approved by the mathematics faculty. The course includes a definition of goals appropriate for the advanced student, ways of attaining those goals, and means of measuring progress. Successful completion of this project is a requirement for graduation.

**MTH 4991-3 Special Problems in Math** Various topics, on demand. May be repeated for credit when topics vary. By special arrangement with the instructor.

## Music

The aims of the music program at Ozarks are parallel to those of the overall university mission. It provides coursework that encourages student intellectual development. The theory courses teach skills in musical analysis that deepen critical thinking skills; the music history courses explore, not only factual information about musical styles, repertoire and composers, but also the wider social, historical, and cultural context of the music, contributing to a broader knowledge of human culture.

All music students-and many non-music majors-participate in ensembles, providing an environment in which to further social development. Choir tours and concerts on- and off-campus provide opportunities to interact with a wide variety of people and to acquire the cooperative teamwork skills necessary for a successful performance. The applied music lessons taken to achieve solo performance skills require the development of self-discipline for technical progress and self-awareness for artistic expression.

Spiritual development is an implicit component of all these activities. Much of the ensemble music is drawn from the sacred music repertoire and performed for chapel services, providing spiritual inspiration for the whole campus community, not just the performers. Music-making in itself is essentially a spiritual activity, requiring the performer to think about and respond to ideas that do not find easy expression in ordinary words and everyday human activity.

Moreover, the music program contributes to the development of general students, not just music majors, providing opportunities for all University students to experience music both as performers and listeners and to deepen aesthetic understanding through the many fine arts/music courses offered in the general education program.

### Aims of the Music Program

1. Graduates will have performance skills sufficient to enter graduate programs in music or to pursue professional training for employment in a music field.
2. They will have sufficient knowledge of music theory and music history to enter graduate programs in music.
3. They will gain an understanding of music in relation to its historical and cultural context and learn to integrate music with another discipline.

4. They will acquire critical listening and analysis skills sufficient to identify-both in written and aural form-music from different periods, styles and cultures.
5. They will explore thoughtfully the place of music in their lives and to others and its value, not only as a medium for entertainment and self-expression, but also as a tool for developing self-discipline and as a positive, transformative force in creating teamwork and community.
6. They will develop, through their courses in music and through various co-curricular programs, the qualities we expect of all Ozarks students: an ability to think critically and to communicate effectively, a knowledge of human culture, and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.

**Major** In addition to other requirements listed below, students majoring in music must fulfill the following course requirements:

|          |                                |
|----------|--------------------------------|
| MUS 1014 | Theory I                       |
| MUS 1024 | Theory II                      |
| MUS 2014 | Theory III                     |
| MUS 3102 | Basic Conducting               |
| MUS 3124 | Medieval World                 |
| MUS 3134 | Renaissance and Baroque        |
| MUS 3144 | Classicism and Romanticism     |
| MUS 3154 | World of the Twentieth Century |
| MUS 4443 | Senior Performance Seminar     |

Students pursue a bachelor of arts degree in music. Performance instruction is provided in either voice or keyboard. In consultation with their advisors, students are encouraged to combine their musical training with courses in another field—religion, education\*, business, science or communications, e.g.—in order to pursue a curriculum appropriate to the pursuit of career goals.

All music majors must participate in at least one ensemble each semester they are enrolled in a curriculum leading to a degree in music (with a maximum of four hours of credit).

All music majors must satisfy the piano proficiency requirements. Those with a concentration in keyboard performance must satisfy the piano proficiency requirement by the end of their sophomore year. Those with a concentration in vocal performance must satisfy the piano proficiency requirement to graduate.

\*Students interested in teacher licensure/certification should consult their music advisors as soon as possible to explore options.

**Minor** A minor in music requires 18 hours as specified below:

|   |                            |
|---|----------------------------|
| MUS 1014  | Theory I                   |
| MUS 1024  | Theory II                  |
| MUS 3134  | Renaissance and Baroque    |
| MUS 3144  | Classicism and Romanticism |
| Four hours of music lessons (voice or keyboard) |                            |

A music minor must actively participate in at least one ensemble each semester in which they are enrolled in applied music lessons and/or enrolled in courses leading to the minor in music (with a

maximum of four hours of credit).

**MUS 1003 Music Appreciation** This course examines music from a number of view points, historical, sociological, structural and psychological in order to develop active, perceptive, listening skills in the general student; as well as an appreciation for a wide range of musical expressions. This course is not applicable toward a major or minor in music.

**MUS 1013 The Language of Music** This course provides a general introduction to basic music skills, including elementary music reading, basic musical terminology, a general introduction to essential music literature, and some training in basic keyboard technique. The course will be team-taught by the music faculty and open to general students; those who think they might be interested in a music major or minor could find out quickly in this course whether they have the necessary skills and abilities. There will be competency exam given at the end of the course. If passed, students move on to music major courses in theory and music history. Students who can pass this exam coming into the program can move directly into the music major without taking the Language of Music course.

**MUS 1014, 1024 Theory I & II** These courses are designed to give a thorough background in both written theory skills – part writing, keyboard harmony, notation, intervals, keys, scales, triads, and cadences - and aural training – harmonic, rhythmic and melodic dictation, along with sight singing, approached through music literature.

**MUS 2014 Theory III** A study of tonal harmony emphasizing the basic elements of harmony which retained their validity from the early Baroque through the Romantic period, and a continuation of aural training.

**MUS 3102 Basic Conducting** The emphasis will be on techniques of conducting, together with score-reading and rehearsal techniques. The student will also have the opportunity to conduct at least two of the musical ensembles.

**MUS 3114 Ancient World** A study of music and art in the ancient world, supplemented by a two-hour lab session that will explore the traditional musics of Near Eastern, Indian and Chinese cultures in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in ancient culture.

**MUS 3124 Medieval World** A study of art and music in the Middle Ages, supplemented by a two-hour lab session that will explore the music of this period – that of Islamic societies as well as that of the West – in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in the Middle Ages.

**MUS 3134 Renaissance and Baroque** A study of music and art from 1400-1750, supplemented by a two-hour lab session that will explore the Western art music of this period – as well as the music of native America and Japan – in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in these areas.

**MUS 3144 Classicism and Romanticism** A study of music and art in the eighteenth and nineteenth centuries, supplemented by a two-hour lab session that will explore the Western art music of this period – as well as the music of Africa – in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in the Classic and Romantic eras.

**MUS 3154 World of the Twentieth Century** A study of music and art in the twentieth century, supplemented by a two-hour lab session that will explore Western art music – as well as popular music, jazz and some ethnic traditions – in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in the 20<sup>th</sup> century.

**MUS 4443 Senior Performance Seminar** This course will provide a capstone performance for the music major. While enrolled in the Senior Performance Seminar, each student will arrange for one of the following: a recital, a series of performances or an internship through which to demonstrate his/her performance skills. The course will also require a research/analysis paper, a rehearsal journal and a post-performance reflective essay. Successful completion of a comprehensive analysis exam – administered upon completion of the required course sequences in music theory and music history – is a prerequisite for enrollment in the Senior Performance Seminar.

### **Lessons and Ensembles**

**MUS 1201-3201, 1202-3202 Applied Voice** Private instruction in voice designed to foster technique, performance skills and literature appropriate to the demonstrated ability of the individual student. Required attendance and performance in recital classes and a jury examination are required in this course. Course level will be determined by the voice faculty. Only music majors or minors with a primary emphasis in voice may enroll for two credits. Concurrent enrollment in a choral ensemble is required of all students enrolled in applied voice. Prerequisite: Permission of instructor. May be repeated for credit.

**MUS 1211 Voice Class** A small group experience in vocal techniques and appropriate literature for the student with limited vocal background. The class will meet twice weekly. Recital class attendance will be expected, but no recital class or jury performance will be required. Music majors and minors are excluded. Concurrent enrollment in a choral ensemble is encouraged but not required. Prerequisite: None. May be repeated once for credit.

**MUS 1301-3301, 1302-3302 Applied Piano** Private instruction in piano designed to foster the development of techniques and literature appropriate to the demonstrated ability of the individual student. Required attendance and performance in recital classes and a jury examination are required in this course. Course level will be determined by the piano faculty. Only music majors and minors with a primary emphasis in piano may enroll for two credits. Concurrent enrollment in a major ensemble is encouraged for students who are neither music majors nor minors. Prerequisite: Permission of instructor. May be repeated for credit.

**MUS 1311 Piano Class** May be taken twice for credit. A small group experience in piano

techniques and appropriate literature for the student with little or no piano background. The class will meet twice weekly. Recital class attendance will be expected, but no recital class or jury performance will be required. Concurrent enrollment in a major ensemble is encouraged but not required. Prerequisite: None. May be repeated once for credit.

**MUS 1401-3401, 1402-3402 Applied Organ** Literature studied may date from the fifteenth through the twentieth centuries. Instruction will be for the purpose of developing proficiency in ensemble, recital, and church service playing. For the beginning student; standard manual and pedal technique will be studied thoroughly. Concurrent enrollment in a major ensemble is encouraged for students who are neither music majors nor music minors. Prerequisite: Piano proficiency examination at the intermediate level.

**MUS 1500, 1501 University Ringers** Instrumental ensemble meeting twice a week to perform standard handbell literature. Monthly chapel performances and an annual concert are included in the experiences. May be repeated for credit (up to 4-hour maximum allowed).

**MUS 2500, 2501 University Chorus** A large, campus-wide mixed choir open to any student with no audition. A placement conference with the director is required, which is designed to apprise the student of his/her vocal potential but not eliminate anyone. The course will develop music reading and vocal skills and explore a wide variety of choral music. Two on-campus performances per semester and monthly chapel performances are included in the experiences. Prerequisites: Desire to sing and placement conference. May be repeated for credit (up to 4-hour maximum allowed).

**MUS 3500, 3501 University Chorus** A large, campus-wide mixed choir open to any student with no audition. A placement conference with the director is required, which is designed to apprise the student of his/her vocal potential but not eliminate anyone. The course will develop music reading and vocal skills and explore a wide variety of choral music. Two on-campus performances per semester and monthly chapel performances are included in the experiences. Prerequisites: One year of lower-level University Chorus or an audition with the director.

**MUS 4201-4202 Advanced Voice** A continuation of previous level. Maximum enrollment is two semesters. Demonstration of proficiency for this level is the presentation of a recital. Prerequisite: Approval of music faculty through jury performance and successful completion of a thirty-minute junior recital. May be taken twice for credit in preparation for a senior recital.

**MUS 4301-4302 Advanced Piano** A continuation of previous level. Maximum enrollment is two semesters. Demonstration of proficiency for this level is the presentation of a full recital. Prerequisite: Approval of music faculty through jury performance and successful completion of a thirty-minute junior recital. May be taken twice for credit in preparation for a senior recital.

**MUS 4401-4402 Advanced Organ** A continuation of the previous level of organ instruction. Prerequisite: Approval of music faculty through jury performance and successful completion of a thirty-minute junior recital. May be taken twice for credit in preparation for a senior recital.

**MUS 4500, 4501 Select Ensemble** An auditioned group numbering between twelve and sixteen voices. Concentration on the highest possible performance skills through the preparation of a wide variety of choral literature ranging from madrigals of the Renaissance to modern jazz arrangements will be the primary focus of this course. Open by audition only. Prerequisite: Audition and

concurrent enrollment in MUS 2500/2501, University Chorus. May be repeated for credit (up to 4-hour maximum allowed.)

## Physical Education

The Physical Education Program is administratively housed in the Division of Education and is physically located in the Mabee Sports Complex. The Program services both those students taking academic work in the Ozarks' General Education Curriculum as well as those students who seek a major or minor in the field. (Requirements for Physical Education in the General Studies Program are found elsewhere in this catalog.) Students who are interested in a career in physical education may choose to pursue a Bachelor of Science degree with either a teaching or non-teaching focus. A minor is also available in Health and a curriculum is offered that will lead to a Coaching endorsement by the state. Ozarks' Physical Education Program is cited as a nationally recognized program by the National Association for Sport and Physical Education (NASPE) and by the American Association of Health, Physical Education, Recreation and Dance (AAHPERD). The program is also fully accredited by the Arkansas State Department of Education (ASDE) and the National Council for the Accreditation of Teacher Education (NCATE).

### **Intended Student Outcomes for the Physical Education Major**

Students pursuing a physical education program at the University of the Ozarks must demonstrate, among other requirements, professional competence in ten Intended Candidate Outcomes (ICOs). The ICOs are as follows:

The physical education student :

1. Understands physical education content and disciplinary concepts in the field.
2. Understands how children and youth learn and develop and can provide learning opportunities that support their physical, intellectual, social, and personal development.
3. Understands how individuals differ in their approaches to learning, and is able to adapt learning opportunities to accommodate these differences.
4. Uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction in learning and self-motivation.
5. Uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
6. Plans and implements developmentally appropriate instructional strategies based on state and national standards.
7. Understands and uses assessment strategies to foster physical, intellectual, social, and emotional development of students.
8. Is reflective, evaluating the effect of his or her actions on others, and seeks opportunities for professional growth.
9. Uses information technology to enhance learning.
10. Collaborates with colleagues, parents/guardians, and the community to enhance student learning.

The following are the requirements for a major in physical education. Students seeking licensure in this field must also meet the requirements listed under teacher education programs below.

**Required Courses in the Physical Education Core:**

- PHE 1013 Introduction to Physical Education
- PHE 3023 Physical Education for the Child
- PHE 3043 Methods of Teaching Physical Education in Secondary Schools
- PHE 3103 Principles of Physical Education
- PHE 4003 Adaptive Physical Education
- PHE 4023 Organization and Administration of Health and Physical Education
- PHE 3223 Measurement and Evaluation

**Required Courses in the Science Core:**

- PHE 2013 Anatomy
- PHE 2603 Human Physiology
- PHE 3123 Kinesiology
- PHE 4103 Exercise Physiology

**Required Courses in the Survival Core (1 of 2):**

- PHE 2023 First Aid
- PHE 3073 Care and Prevention of Athletic Injuries

**Required Activities Courses:**

- PHE 1221 Gymnastics
- PHE 1411 Rhythmic Activities and Lead-up Games
- One course in swimming
- One course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness)
- One course in dance
- Four courses in sports (Golf, Bowling, Racquetball, Tennis and Badminton, Team Sports)

**Health Minor** A minor in health shall consist of the following:

**Required Course in the Instructional Core:**

- PHE 1023 Health and Safety

**Required Course in the Survival Core:**

- PHE 2023 First Aid

**Required Courses in the Science Core (2 of 4):**

- PHE 2013 Anatomy
- PHE 2603 Human Physiology
- PHE 4103 Exercise Physiology
- BIO 3134 Microbiology

**Required Courses in the Competencies Area:**

- PHE 2503 Drug Education
- PHE 3003 Nutrition
- PHE 3033 Mental and Emotional Health

## Physical Education (P-8):

Students seeking licensure in this area are encouraged to fulfill their Area 1 distribution requirements with one year of foreign language and their Area 3 distribution requirements with a biology course and either Physical Science, Earth Science, or Astronomy. A coaching endorsement requires additional hours.

### Required Courses in Professional Education

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 3312 | Practicum   |
| EDU 4312 | Directed Teaching                                 |
| EDU 4403 | Educational Assessment                            |
| SPE 2013 | Special Needs Learners                            |

### Required Courses in the Specialty Area

Physical Education Core:

|          |  |
|----------|--|
| PHE 1013 | Introduction to Physical Education                               |
| PHE 3023 | Physical Education for the Child                                 |
| PHE 3103 | Principles of Physical Education                                 |
| PHE 3223 | Measurement and Evaluation                                       |
| PHE 4003 | Adaptive Physical Education                                      |
| PHE 4023 | Organization and Administration of Health and Physical Education |

### Required Courses in the Science Core:

|          |                     |
|----------|---------------------|
| PHE 2013 | Anatomy             |
| PHE 2603 | Human Physiology    |
| PHE 3123 | Kinesiology         |
| PHE 4103 | Exercise Physiology |

### Required Course in the Survival Core (1 of 2)

|          |  |
|----------|--|
| PHE 2023 | First Aid                                |
| PHE 3073 | Care and Prevention of Athletic Injuries |

### Required Courses in the Health Core

|          |                             |
|----------|-----------------------------|
| PHE 2503 | Drug Education              |
| PHE 3003 | Nutrition                   |
| PHE 3033 | Mental and Emotional Health |
| PHE 3062 | Health Education            |

### Required Activities Courses:

|          |   |
|----------|---|
| PHE 1221 | Gymnastic   |
| PHE 1411 | Rhythmic Activities and Lead-up Games   |
|          | One course in dance   |
|          | One course in outdoor experience  |
|          | One course in swimming  |
|          | One course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness) |

Two courses in sports (Golf, Bowling, Racquetball, Tennis and Badminton, Team Sport)

## Physical Education (7-12):

Students seeking licensure in this area are encouraged to fulfill Area 1 distribution requirements with one year of foreign language and Area 3 distribution requirements with a biology course and either Physical Science, Earth Science, or Astronomy. A Coaching Endorsement requires additional hours.

### Required Courses in Professional Education

|          |   |
|----------|---|
| EDU 2003 | Education and the Growth of the American Republic |
| EDU 3053 | Principles of Learning and Teaching               |
| EDU 3312 | Practicum   |
| EDU 4312 | Directed Teaching                                 |
| EDU 4403 | Educational Assessment                            |
| SPE 2013 | Special Needs Learners                            |

### Required Courses in the Specialty Area

Physical Education Core:

|          |  |
|----------|--|
| PHE 1013 | Introduction to Physical Education                               |
| PHE 3043 | Methods of Teaching PE in the Secondary Schools                  |
| PHE 3103 | Principles of Physical Education                                 |
| PHE 3223 | Measurement and Evaluation                                       |
| PHE 4003 | Adaptive Physical Education                                      |
| PHE 4023 | Organization and Administration of Health and Physical Education |

### Required Courses in the Science Core:

|          |                     |
|----------|---------------------|
| PHE 2013 | Anatomy             |
| PHE 2603 | Human Physiology    |
| PHE 3123 | Kinesiology         |
| PHE 4103 | Exercise Physiology |

### Required Course in the Survival Core (1 of 2)

|          |  |
|----------|--|
| PHE 2023 | First Aid                                |
| PHE 3073 | Care and Prevention of Athletic Injuries |

### Required Courses in the Health Core

|          |                             |
|----------|-----------------------------|
| PHE 2503 | Drug Education              |
| PHE 3003 | Nutrition                   |
| PHE 3033 | Mental and Emotional Health |
| PHE 3062 | Health Education            |

### Required Activities Courses

- One course in dance
- One course in outdoor experience
- One course in swimming
- One course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness)
- Four courses in sports (Golf, Bowling, Racquetball, Tennis and Badminton, Team Sport)

## **Coaching Endorsement**

### Specialization Requirements

PHE 4023 Organization and Administration of Health and Physical Education

### **Required Course in the Science Core (1 of 4)**

PHE 2013 Anatomy

PHE 2603 Human Physiology

PHE 3123 Kinesiology

PHE 4103 Exercise Physiology

### **Required Course in the Survival Core (1 of 2)**

PHE 2023 First Aid

PHE 3073 Care and Prevention of Athletic Injuries

### **Required Course in Coaching Theory**

PHE 3013 Theory of Coaching Athletics

## **Activity Courses For Both General Education and Major Programs**

- PHE 1001 Weight Training**
- PHE 1011 Physical Fitness**
- PHE 1021 Beginning Swimming**
- PHE 1031 Intermediate Swimming**
- PHE 1041 Aerobic Fitness**
- PHE 1051 Swim for Fitness**
- PHE 1101 Aerobic Dance**
- PHE 1111 Beginning Ballet I**
- PHE 1121 Beginning Ballet II**
- PHE 1131 Beginning Jazz Dance**
- PHE 1141 Ballroom Dance**
- PHE 1151 Country and Western Dance**
- PHE 1201 Golf**
- PHE 1211 Bowling**
- PHE 1221 Gymnastic**
- PHE 1301 Racquetball**
- PHE 1311 Tennis and Badminton**
- PHE 1401 Volleyball**
- PHE 1411 Rhythmic Activities and Lead-up Games**
- PHE 1501 Varsity Practice**
- PHE 1511 Cheerleading**

**PHE 1013 Introduction to Physical Education** This introductory course for physical education majors provides an overview of the profession and introduces the student to physical fitness, physical education and sport, philosophies and nature of human movement. The course provides an orientation to careers linked to the discipline: physical educator, coach, athletic trainer, fitness coordinator, sports manager or sports communicator.

**PHE 1023 Health and Safety** Basic concepts and principles of healthful life styles are explored in order to give the student a better understanding of himself and his relationships to others. Emphasis on the skill development for making responsible decisions regarding mental and emotional health, handling stress, drugs, human sexuality, nutrition, and roles as a parent and/or teacher.

**PHE 2003 Physical Education Majors Class** This course is designed for physical education majors only with emphasis on skill development and approaches to teaching selected activities. Individual, dual, and team activities will be included. Prerequisite: Introduction to Physical Education.

**PHE 2013 Anatomy** This course deals with the various systems of the human body. The systems are studied with regard to their basic parts and functions. Some of the areas to be studied are the skeleton, joints, muscular system, respiratory system, circulatory system, digestive system, urinary system, endocrine system, and nervous system.

**PHE 2023 First Aid** This course provides instruction in the fundamental principles and practices in first aid as provided by the American National Red Cross. It is intended to prepare students with the necessary first aid knowledge and training so they will be able to provide immediate care to an ill or injured person. The course will address safety awareness in the home, at play, at work, and on the streets and highways.

**PHE 2503 Drug Education** A course designed to acquaint students with various drugs and their effects on the human body. Also included will be a study of drug abuse and its impact on individuals and society. Some of the areas to be covered are - addiction, treatment, agencies involved in prevention and public awareness.

**PHE 2603 Human Physiology** Human physiology was developed to provide a fundamental understanding of the systems and organs relevant for human physical activity. Discussions will include the cardiovascular system, muscular system, respiratory physiology, digestion and metabolism.

**PHE 3003 Nutrition** The aim is to present the basic facts and fundamental concepts of nutrition. Topics included are nutrients; carbohydrate, fats and proteins; vitamins and minerals; energy balance and weight control; and nutrition throughout the life cycle.

**PHE 3013 Theory of Coaching Athletics** This course is designed to provide the prospective coach with different coaching philosophies, for developing appropriate relations with girls and boys of various ages, for equipment and facility care, for understanding fundamental physical training techniques, for techniques of skill development, and for developing team strategies and tactics.

**PHE 3023 Physical Education for the Child** This course explores the nature of children, goals and objective of preschool, primary, and middle level physical education. The student will become

familiar with philosophies, lesson and unit planning, teaching and learning processes, and evaluation procedures of physical education for children. This course will also cover personal health skills, fundamental skills, specialized motor skills, and sport skills appropriate for the child. Concurrent with PHE 1411.

**PHE 3033 Mental and Emotional Health** This course is designed to enable students to anticipate and prepare for handling stressful situations which are common in our world today. Attention will be given to recognizing "symptoms" of minor maladjustment both for self-understanding and understanding of others. The course is elective for fulfillment of certification for teaching health.

**PHE 3043 Methods of Teaching Physical Education in Secondary Schools** The basic purpose of this course is to prepare the secondary physical education instructor to teach students in the grades seven through twelve the necessary skills, attitudes and facts to enable students to participate in a variety of physical activities which would be satisfying physically, mentally, emotionally and socially. This course includes such topics as classification of students, organization of classes, choice and selection of material, the making of lesson plans, and techniques of teaching activities.

**PHE 3063 Health Education** This course deals with the various phases and content in the public school health program. The main area of emphasis is upon the methods of teaching and presenting these various health subjects. Some of the areas covered are nutrition, mental health, drug education, environment health, and physical fitness.

**PHE 3073 Care and Prevention of Athletic Injuries** This course is designed to prepare coaches in the prevention, care, recognition, and management of athletic injuries. Topics of emphasis include the set-up and design of an athletic training facility, research in sports medicine related topics, and understanding the profession of athletic training. This course also focuses on hands-on skills such as preventive taping and emergency splinting. Prerequisite: PHE 2013: Anatomy

**PHE 3103 Principles of Physical Education** An in-depth study of the basic principles of physical education. These principles include the areas of fitness, the profession, and the function of physical education in our society.

**PHE 3123 Kinesiology** This course is a study of the function/action of skeletal muscles, analysis of human motion as related to sport activities, and the biomechanics of human motion and sport techniques. Prerequisites: PHE 1023 and PHE 2013.

**PHE 3223 Measurement and Evaluation** This course is an introduction to measurement theory and selection of appropriate tests for the physical educator. Test construction, interpretation of tests, and evaluation of results are explored in the cognitive, psychomotor and affective domains, as well as physical fitness and sports skills.

**PHE 3303 Fitness Programming** This course will include theory and application of fitness assessment, prescription and programming for typical adults. Prerequisite: consent from the instructor.

**PHE 4003 Adaptive Physical Education** A study of methods and principles involved in teaching physical education in a mainstreamed setting or physical education class for handicapped students. Study of the implications of the law PL 94-142, and the relationships among professionals in

education, medicine, psychology, and social work will be covered. Field practicum included.

**PHE 4023 Organization and Administration of Health and Physical Education** Provides exploration of the areas of director responsibility, curricular development, and community relations in both health and physical education programs. A section of the course deals with the administration of interscholastic athletics and an intramural program. Prerequisites: PHE 1023, PHE 3013, and junior or senior standing.

**PHE 4103 Physiology of Exercise** The study of effects of exercise on the various systems of the body. The course will involve effects before, during and after exercise. Long term results of exercise will also be included. Laboratory experience are included.

## Physical Science

**PHS 1004 Introductory Physical Science** An area course for general education which coordinates the various disciplines of the physical sciences as they pertain to living in the scientific age. Three hours of lecture and two hours of laboratory per week.

**PHS 1023 Earth Science** An introductory course that introduces the student to the Earth Sciences—astronomy, meteorology, geology, and oceanography.

**PHS 1044 Astronomy** A non-mathematical survey of astronomy. Topics will include the solar system, stars, and galaxies. Three hours of lecture and two hours laboratory per week.

## Physics

**Minor** A physics minor is for students who desire a strong background in this field, including students planning graduate study in chemistry, mathematics, or physics; pre-professional students in engineering, pre-medicine or respiratory therapy; and students planning careers in secondary-school science education.

PHY 2114 General Physics I

PHY 2124 General Physics II

PHY 3134 General Physics III

Six hours of advisor-approved upper-level physics electives

**PHY 2014 College Physics I** A survey course in elementary physics for students majoring in biology, environmental science, the health professions, or the social sciences. Stress is placed on basic principles. Topics include vectors, kinematics, Newton's laws, circular motion, work, energy, impulse, momentum, rotational motion, elasticity, simple harmonic motion, fluids, thermodynamics, kinetic theory, waves, and sound. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisites: MTH 1033 and 1043

**PHY 2024 College Physics II** A continuation of PHY 2014. Topics include electric fields, Gauss' law, electric potential, capacitance and dielectrics, current and resistance, D.C. circuits, magnetic fields, Faraday's law, inductance, A.C. circuits, electromagnetic waves, light, geometric optics,

interference, particles and waves, quantum theory, and nuclear structure and reactions. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2014.

**PHY 2114 General Physics I** A survey course in physics for science and engineering students. Introduces the use of calculus in interpreting physical phenomena. Problem solving and problem solving logic are an important part of this course. Topics include vectors, kinematics, Newton's laws, circular motion, work, energy, impulse, momentum, rotational motion, elasticity, simple harmonic motion, fluids, waves, and sound. Three hours lecture, one hour recitation and two hours laboratory per week. Pre or co-requisite: MTH 2015.

**PHY 2124 General Physics II** A continuation of PHY 2114. Topics include thermodynamics, kinetic theory, electric fields, Gauss' law, electric potential, capacitance and dielectrics, current and resistance, D.C. circuits, magnetic fields, Faraday's law, inductance, and A.C. circuits. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2114. Pre or co-requisite: MTH 2025.

**PHY 3134 General Physics III** A continuation of PHY 2124. Topics include electromagnetic waves, light, geometric optics, interference, diffraction, quantum theory, atomic structure, wave properties of matter, the hydrogen atom, many-electron atoms, and nuclear structure and reactions. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2124.

**PHY 3213 Classical Mechanics** Intermediate problems in the classical mechanics of particles, systems of particles, and rigid bodies. Topics include matrices, vector calculus, linear oscillations, driven oscillations, Lagrangian and Hamiltonian dynamics, central-force motion, collisions, noninertial reference frames, dynamics of rigid bodies, coupled oscillations, and the wave equation. Prerequisite: PHY 2114 and/or concurrent MTH 3113.

**PHY 3413 Electrodynamics** An intermediate introduction to the basic concepts of electromagnetism. Topics include electrostatic fields, dielectric materials, Laplace's and Poisson's equations, electric and magnetic fields of moving electric charges, steady currents and nonmagnetic materials, induced electromotance and magnetic energy, magnetic materials, Maxwell's equations, propagation of electromagnetic waves, and radiation of electromagnetic waves. Three hours lecture and a weekly lab. Prerequisite: PHY 3213.

**PHY 4114 Introduction to Quantum Mechanics** An introduction to the theoretical concepts of quantum physics. Topics include the experimental basis of quantum theory, the postulates of quantum mechanics, operators, superposition, Schrodinger's equation, angular momentum, matrix mechanics, spin, and atomic and molecular physics. Prerequisites: PHY 3134, PHY 3213, and PHY 3413.

**PHY 4991-3 Special Problems** Independent study and/or research related to a specific problem or project in physics. By special arrangement with the instructor.

# Political Science

The master said, "The accomplished scholar is not a utensil."

Lun-yu II, xii

Thinking about politics is what we do. This involves seeking and prizing the opportunity to make political choices consistent with human dignity. The effectiveness of this activity depends on a thoughtful combination of personal and societal purposes and the skills and information necessary to achieve these ends. Our programs provide an opportunity to think, participate, and acquire requisite skills for political action in a range of career preparations in international relations, public administration and policy, political consulting, and law.

Academic preparation and career planning are joined together in our curriculum. Formal course work is integrated with career counseling and community service opportunities with public agencies. Careers in law, public administration, and teaching are most often chosen by those who concentrate in political science-related programs.

## Political Science Intended Student Outcomes

1. All students are expected to actively engage in career planning and to develop a plan of action in consultation with faculty. This includes the requirement that students will engage in an internship or off-campus study relevant to their career choice.
2. Students must be able to **receive** diverse phenomena and stimuli and **respond** to these experiences by **suspending judgment** and **reflecting** on the experience as it relates to them and to others that might be initiating the flow of data
3. Students must be able to **organize** their **values** and identify how differing contexts in civic life and personal role engage these values and often produce ethical conflicts. Students will articulate a rationale for making choices and recognize the importance of distinguishing personal, professional, community and more absolute values based on religious preference.
4. Students must articulate basic **knowledge** of political science relevant to their sub-fields of study. This knowledge base includes knowledge of technical terms, concrete facts and information about representative theories, multiple methodologies for research, conventions for presentation of knowledge attained through research, and worldviews.
5. Students must be able to **communicate** in written, oral and symbolic form what has been communicated in written, spoken, or symbolic form.
6. Students must be able to **analyze** a problem, **apply** theory, and **synthesize** knowledge through the application of critical thinking skills to subjects, problems, or issues of their choice and relevant to their professional career preparation fields.
7. Students must be able to **evaluate** arguments as to the degree they are efficient, adequate, responsive, and appropriate. This includes the evaluation of public policy and actions.

**Major** A bachelor of science in political science requires 44-47 hours.

- A 23-hour core is required of all majors.
- A concentration in one of three career tracks is required. Students may choose from the three tracks within the major.

**CORE:**

|                  |   |
|------------------|---|
| PLS 1003         | Introduction to Political Science                 |
| PLS 2013         | American National Government                      |
| PLS 3043         | Public Policy                                     |
| PLS 3073 or 3083 | History of Political Thought                      |
| PLS 3782         | Internship  |
| COM 2033         | Argumentation, Discussion and Debate              |
| COM 3183         | Research Methods and Writing or comparable course |
| COM 4003         | Seminar: Political Communications                 |

Legal Careers Track:

|          |  |
|----------|--|
| PLS 3053 | History of American Constitutional Law and Thought   |
| PLS 4053 | History of American Constitutional Law and Thought   |
| PLS 4003 | International Law and Organization or PLS 4013 International Trade Law   |
| PLS 4033 | Contemporary Political and Legal Philosophy (or comparable course in Philosophy,<br>Students may replace one of the above PLS track courses with an advanced seminar in Political Science. |

Nine hours of concentration in one of the following areas: English, Psychology, History, or Philosophy (excluding PHL 3073, 3083, & 4033), (six hours must be upper level)  
Law School Admissions Test must be taken in the fall of the senior year

Public Policy and Administration Track:

|          |  |
|----------|--|
| PLS 2033 | International Relations  |
| PLS 2043 | State and Local Politics   |
| PLS 3013 | Comparative Politics or PLS 4033 Contemporary Political and Legal Philosophy |
| PLS 4023 | Public Administration  |

Nine hours of concentration in one of the following areas: Psychology or Sociology (six hours must be upper level)  
Graduate Record Exam must be taken in the fall of the senior year

International Politics and Political Economy Track:

|          |  |
|----------|--|
| PLS 2033 | International Relations  |
| PLS 3013 | Comparative Politics or PLS 4033 Contemporary Political and Legal Philosophy   |
| PLS 3063 | International Political Economy or PLS 4003 International Law and Organization |
| PLS 4013 | International Trade Law and Policy   |

Nine additional hours of course work (six hours must be upper level and related to international politics and political economy)

Graduate Record Exam must be taken in the fall of the senior year

A bachelor of arts in political science requires the following:

To the above Legal Careers track, add six hours of the same foreign language.

To the above Public Policy and Administration track, add twelve hours of foreign language.

To the above International Politics and Political Economy track, add twelve hours of foreign language.

**Minor** A minor in political science shall consist of 21 semester hours. Twelve of the hours must be in political science with nine being upper level hours. It is advised that the student plan a minor in such a manner as to support the major or provide an alternative field of interest that might be a basis for pursuing further professional training.

**PLS 1003 Introduction to Political Science** Survey of major concepts and perspectives of political science.

**PLS 2013 American National Government** A study of government structure, civil liberties, politics, and policy process in the context of contemporary political affairs.

**PLS 2023 State and Local Politics** Survey of governmental institutions and politics in American state and local levels.

**PLS 2033 International Relations** A study of the nation state political system. Four levels of analysis are utilized: examination of the nature of the nation state system and foreign policy.

**PLS 2043 International Political Economy** An introduction to contending perspectives on the international political economy, production, money and finance, trade, development. Emphasis will be placed on current problems in international political economy. Prerequisite: PLS 2013, American National Government.

**PLS 3013 Comparative Political Regimes and Ideologies** This course examines the theories of comparative politics and issues relevant to characteristic political regimes with emphasis placed on emerging forms of democracies. The ideologies of political institutions and norms are integrated into the study of institutional arrangements and public policies. Prerequisite: PLS 2033 International Relations.

**PLS 3043 Public Policy** An analytical examination of policy-making and implementation, focusing on the interaction of governmental and non-governmental organizations. Although the course deals principally with American Republic policy, appropriate comparisons are made with studies of policy-making in other systems. Special attention is given to selected policy areas such as health, energy, environment, science, and education.

**PLS 3053-4043 History of American Constitutional Law and Thought** A study of the historical and political development and application of American constitutional law as interpreted in the leading decisions of the Supreme Court. 1st Semester: Constitutional Institutions & Principles. 2nd Semester: Civil Liberties and Criminal Justice. Prerequisites: PLS 2013 or PLS 1003 and junior status.

**PLS 3073 History of Political Thought I** A critical study of the major theories and concepts of

political and social thought in the western heritage from Plato to the present.

**PLS 3083 History of Political Thought II** A continuation of the critical study of the major theories and concepts of political and social thought in the western heritage from Plato to the present.

**PLS 4003 International Law and Organization** This course examines the status, effectiveness and growth of world legal order in a rapidly transforming state system. The nature and development of international law and institutions to address increased political, social, and economic interdependencies is emphasized. In particular, the development of regimes of human rights and environmental law are emphasized. Prerequisite: Junior status.

**PLS 4013 International Trade Law and Policy** This course examines the legal and economic basis of trade in goods and services, investment and transfer of technology. A problems approach is applied to major issues of law and policy confronting the supplier, carrier, buyer, states and international institutions for regulation and advancement of trade and investment. Prerequisite: Legal Environment of Business or Constitution Law.

**PLS 4023 Introduction to Public Administration** An introduction to the major issues of public administration as a discipline and process. Prerequisite: 12 hours of political science.

**PLS 4033 Contemporary Political and Legal Philosophy** This course examines representative selections of readings from current political philosophy including the following John Rawls, R and A. Dworkin, H. Arendt, R. Lakoff, M. Nussbaum, R. Nozick, M. Sandel, B. Berry, J. Derrida, M. Foucault, A. Naess, P Singer, M. Walzer and C. Taylor.

## Preprofessional Curricula

Ozarks offers instruction in areas which prepare students to take professional training elsewhere to complete their baccalaureate degree at Ozarks or to pursue their bachelor's or advanced degrees at professional schools.

**Pre-Engineering** Ozarks and the College of Engineering of the University of Arkansas at Fayetteville have entered into a cooperative program of study that enables the student to pursue a combined curriculum leading to degrees in both arts and engineering at the baccalaureate level. Students in this program typically spend three years at Ozarks studying the arts and sciences, followed by two years of concentrated engineering studies at the University of Arkansas. At the completion of the program, they receive a B.A. in mathematics from Ozarks and a B.S. in an engineering discipline from the University of Arkansas. Students who complete the dual- degree program have a competitive edge over single-degree engineering graduates because of their broad-based, multifaceted education.

**Pre-Medical Sciences** This curriculum is recommended for students who wish to pursue such careers as traditional human medicine, veterinary medicine, dentistry, optometry or nontraditional medical arts that require intensive undergraduate preparation in biology and chemistry. Professionals in these areas must be capable of assimilating a voluminous body of knowledge and accessing efficiently specific information from that mental data base. The premedical sciences curriculum begins building the student's data base and testing the student's metal for medical or veterinary school through diverse, challenging courses. However, to become a good physician (of humans or animals),

the student must possess or develop compassion, integrity, and dedication to service, in addition to intellect and stamina. Participation in co-curricular programs at Ozarks, including the Health Professions Club, will both facilitate personal maturation and demonstrate the student's interests and motivation.

The curriculum is a major in biology, with some additional requirements, and a minor in another area, usually chemistry. The student must plan carefully the scheduling of particular biology, chemistry, physics, and composition courses with the pre-med advisor, so that essential courses are completed by the end of the junior year, when the student should take medical school admission tests. Some students interested in a career in medical arts may want to major in chemistry. These students should try to take Principles of Biology II, Genetics, Vertebrate Physiology, and an advanced composition or literature course by the end of their junior year. Completion of Anatomy and Anatomy Lab before graduation is also recommended. In addition to the requirements for the biology or chemistry major, the following courses are recommended for students interested in pursuing a career in the medical sciences:

#### Biology

|          |                       |
|----------|-----------------------|
| BIO 3134 | Microbiology          |
| BIO 3444 | Vertebrate Physiology |
| BIO 4333 | Anatomy               |
| BIO 4432 | Anatomy Laboratory    |

#### Chemistry

|          |                      |
|----------|----------------------|
| CHM 3024 | Organic Chemistry II |
|----------|----------------------|

#### Mathematics

One of the following:

|          |  |
|----------|--|
| BSA 3023 | Business Statistics I  |
| MTH 2015 | Calculus I   |
| PSY 3003 | Fundamental Inferential Statistics for the Behavioral Sciences |

#### English

ENG 3122, Writing in the Natural Sciences, or three hours of other upper-level English courses

Students planning to **minor in chemistry** should take the following:

CHM 3104 Quantitative Chemical Analysis or CHM 4104 Biochemistry

Two courses from the following:

|                                 |                                |
|---------------------------------|--------------------------------|
| BIO 4054                        | Embryology                     |
| BIO 4893                        | Tutorial Practicum: Internship |
| BIO 4993                        | Special Problems               |
| Upper-level chemistry electives |                                |

BIO 4893, Tutorial Practicum: Internship, and BIO 4993, Special Problems, may be taken twice. Students should also take two courses that build on a distribution course in another area (for example: two Intermediate Spanish courses building on Beginning Spanish).

Students planning to minor in another area should consult the requirements for that minor. Some veterinary schools may require a course in nutrition. PHE 3003 should satisfy this pre-matriculation

requirement. Some of these recommended courses will also count for distribution requirements.

**Pre-Pharmacy** A career in pharmacy offers a broad range of opportunities including local and hospital pharmacies, pharmaceutical research, pharmaceutical and medical field sales, and medical research. A student planning a career in pharmacy ordinarily completes two years of pre-pharmacy course work prior to seeking admission to a school of pharmacy. The student should work closely with the pre-pharmacy advisor to tailor his or her program to the requirements of the particular pharmacy school in which he or she is interested. The following courses are required for admission to the pharmacy school at the University of Arkansas for Medical Sciences:

BIO 1104 Biology Concepts or Principles of Biology I\*

One of the following:

BIO 1324 Principles of Biology II\*

BIO 2014 Zoology

BIO 2124 Botany

BIO 3444 Vertebrate Physiology\*

\*Recommended

CHM 1014 General Chemistry I

CHM 1024 General Chemistry II

CHM 3014 Organic Chemistry I

CHM 3024 Organic Chemistry II

ECN 2003 Principles of Macroeconomics or ECN 2013 Principles of Microeconomics

MTH 1033 College Algebra and MTH 1043 Trigonometry

**OR** MTH 2015 Calculus I

PHY 2014 General Physics I

Three courses from the following:

COM 1003 Basic Oral Communication

ENG 1013 Composition I

ENG 1213 Composition II

ENG 3013 Creative Writing: Lyric or ENG 3023 Creative Writing: Narrative

ENG 3122 Writing in the Natural Sciences

Any advisor-approved survey of literature course

Two courses from the following:

ACC 2003 Principles of Accounting I

CHM 3104 Quantitative Chemical Analysis

MTH 2015 Calculus I (if not chosen above)

PHL 2043 Logic

PHY 2024 General Physics II

Any advisor-approved course in statistics

Ten to fourteen hours of advisor-approved electives from these areas (65 hours total )

Art (survey courses only)

Ethics

Music (survey courses only)

Psychology

Theatre (survey courses only)

Sociology

Literature

Anthropology

Philosophy

Geography

Religion

American History

Foreign Language

World History

## Political Science

During the second year, the student should take the PCAT examination, a national standardized examination which is used by pharmacy schools to evaluate applicants. After transfer, four additional years are required at the UAMS Pharmacy School toward a doctor of pharmacy degree.

**Respiratory Therapy** Students interested in a career in respiratory therapy may earn a bachelor of science by completing 92 hours of work at Ozarks, including core and distribution requirements and the following science requirements:

|          |   |
|----------|---|
| BIO 1014 | Biology Concepts or Principles of Biology I |
| BIO 2014 | Zoology                                     |
| BIO 3134 | Microbiology                                |
| BIO 3444 | Vertebrate Physiology                       |
| CHM 1014 | General Chemistry I                         |
| PHY 2014 | College Physics I                           |

Students are encouraged to take PSY 1003, General Psychology; SOC 1013, Introduction to Sociology; and a three-hour elective in business. The clinical phase may be completed at Arkansas Valley Vocational Technical School at Ozark, in conjunction with Sparks Regional Medical Center, or any approved respiratory therapy program. Appropriate credits in the technical courses will be transferred back to Ozarks along with the recommendation to the dean from the technical school or hospital, and the student will be awarded the degree of bachelor of science.

## Psychology

People must solve people problems. Today's society experiences stress and tension due to people-related problems, such as advanced technology, scarcity of natural resources, and changing social structures and mores. Psychology is the logical profession to help people learn the skills necessary to cope with rapid changes in an already complex society. The primary reason to choose psychology as a career is that it provides an opportunity to help people enjoy more productive and meaningful lives. The helping skills learned in psychology may be applied professionally in mental health, industrial and academic settings. However, some people may use their acquired skills to enhance their personal adjustment with themselves, their marriages, their families or their friendships.

### **Intended Student Outcomes of the Psychology Program**

1. Psychology majors will receive orientation, training and education in the "*Scientist-Practitioner*" model of psychology proposed by the American Psychological Association.
2. Psychology majors will understand, adhere to, and insure compliance with the University of the Ozarks "*Psychology Ethics Code: Code of Ethics and Behavioral Standards AND Rules and Procedures.*"
3. Psychology majors will develop a better understanding of the relationship between their intrapersonal and interpersonal adjustments and their personal lives and psychology work goals.

A **bachelor of science in psychology** requires 36 semester hours of psychology to include the

following courses:

|  |   |
|--|---|
| PSY 1003   | General Psychology  |
| PSY 2023   | Abnormal Psychology   |
| PSY 2043   | History and Systems of Psychology   |
| Three hours of Clinical Experience (PSY 2101-4101) |   |
| PSY 2003   | Fundamentals of Descriptive Statistics for the Behavioral Sciences                  |
| PSY 3013   | Psychometrics   |
| PSY 3113   | Developmental Psychology-Childhood or PSY 3123 Developmental Psychology-Adolescence |
| PSY 4023   | Experimental Methods in the Behavioral Sciences                                     |
| PSY 4113   | Clinical Psychology   |
| PSY 4443   | Senior Seminar in Psychology  |

An 18 hour area of concentration in one or more disciplines is required.

All psychology majors are strongly encouraged to enroll in one hour of Clinical Experience each semester following completion of General Psychology or declaration as a psychology major. To meet graduation requirements, every psychology major will have a minimum of 3 hours of Clinical Experience. The area of concentration is selected by the student majoring in psychology. The academic experience of the concentration is customized to the needs and interests of the student through consultation between the student, major advisor, and an advisor from the concentration area. Students majoring in psychology are strongly encouraged to be a student member of the American Psychological Association.

## Psychology of Human Behavior

The psychology of human behavior program broadens the student's appreciation for the impact of psychology principles in his/her personal life and relationships with the world (eg, marriage, parenting, citizenship, workplace). The program is designed to provide opportunities to learn skills and knowledge needed to enhance understanding and management of the human condition in a variety of everyday life situations. The psychology of human behavior program is typically a terminal, bachelor's level degree.

A **bachelor of arts in the psychology of human behavior** requires 30 semester hours to include the following courses:

|   |  |
|---|--|
| PSY 1003                                | General Psychology                         |
| PSY 1013                                | Psychology of Adjustment                   |
| PSY 2053                                | Group Dynamics                             |
| PSY 3043                                | Social Psychology                          |
| PSY 3053                                | Health Psychology                          |
| PSY 4003                                | Behavior Management in the Clinic and Home |
| 12 hours of advisor-approved electives. |  |

The student working in the psychology of human behavior program will complete 6 hours of foreign language.

**Minor** A minor in psychology shall consist of 18 semester hours approved by a psychology

advisor.

**PSY 1003 General Psychology** Introduction to the basic principles and procedures used in the science of behavior. Specific emphasis is placed upon learning, intelligence, individual differences, motivation, emotions listening, personality, sensation, and perception. Prerequisite: None.

**PSY 1013 Psychology of Adjustment** A study of adjustment and factors associated with personal, family, and work behaviors. The course will include the development of understanding and skills to effectively manage oneself in personal and social relationships. Prerequisite: None.

**PSY 1101-4101, 1102-4102, 1103-4103 Clinical Experience** Supervised field placement for psychology majors in institutions and agencies in this region. May be taken for 1 to 3 hours credit with repetition up to 6 hours. Prerequisites: PSY 1003 and consent of instructor.

**PSY 2003 Fundamental Descriptive Statistics for Behavioral Sciences** Study of the basic descriptive statistics used in the behavioral sciences to include measures of central tendency and variability, correlation and regression, and sampling distributions. Prerequisites: MTH 1033, PSY 1003.

**PSY 2013 Psychology of Personality** Study of various personality theories, their origin, and approaches to the understanding of human behavior. Prerequisite: PSY 1003.

**PSY 2023 Abnormal Psychology** Introduction to the study of abnormal behavior. Consideration will be given to the history of the concept of abnormality. Symptoms, prevention and treatment will be studied.

**PSY 2043 History and Systems of Psychology** A study of the development of psychological theories and a critical comparison of several points of view on major issues in the field of psychology. Prerequisite: PSY 1003.

**PSY 2053 Group Dynamics** A study of the principles underlying the processes of group action and interaction with applications to situations in leadership and supervisory relationships. Experience will be gained for group techniques provided through a class group. Prerequisites: PSY 1003 and consent of instructor.

**PSY 2163 Leaving Home: Opportunity or Crisis** Study and exploration of the impact of leaving home on family roles, structure, and dynamics on personal life experiences and decision making. Basic skills for generating family genograms and obtaining basic psychological data about families will be developed. Prerequisites: PSY 1003 and permission of the instructor.

**PSY 2203 Introduction to Sport Psychology** Study of the athlete with stress on individual psychological factors contributing to performance enhancement and detriment. Role of the coach in managing these factors will also be stressed. Prerequisite: PSY 1003.

**PSY 3003 Fundamental Inferential Statistics for the Behavioral Sciences** Study of basic statistical inference with continuous variables, independent samples, correlated samples, analysis of variance, categorical variables, and ordinally scaled variables. Prerequisite: PSY 2003.

**PSY 3013 Psychometrics** Study of psychometric theory and methods as applicable to tests of intelligence, personality, abilities, aptitudes, achievement, and interests. Prerequisites: PSY 1003 and 2003.

**PSY 3023 Psychopathology of Childhood** Study of the diagnostic characteristics and categories, functional dynamics and processes, and treatment alternatives for psychopathology of childhood. Prerequisite: PSY 1003, 2023, and consent of instructor.

**PSY 3043 Social Psychology** Examination of behavioral regularities related to social and cultural contexts; review and assessment of theories and research. Emphasis on interpersonal theories. Prerequisite: PSY 1003.

**PSY 3053 Health Psychology** Study of psychology's contributions to the promotion and maintenance of health, prevention and treatment of illness, and identification of etiologic and diagnostic correlates of health, illness, and related dysfunctions. Prerequisites: PSY 1003 and consent of instructor.

**PSY 3063 Psychology of Learning** A comprehensive study of the theories of learning and how they are applied to explain more complex behavior. Prerequisite: PSY 1003.

**PSY 3113 Developmental Psychology--Childhood** Principles of growth and development as these apply from birth through childhood. Physical, intellectual, emotional, and social changes will be considered. Prerequisite: PSY 1003.

**PSY 3123 Developmental Psychology--Adolescence** Study of the developmental characteristics and psychological needs of the adolescent. Social changes related to the school, home, and community environment will be studied. Prerequisite: PSY 1003.

**PSY 3143 Industrial Psychology** This course will focus on the factors which influence individual and organizational effectiveness. Employee testing, personnel selection, performance appraisal and training will be studied. Prerequisite: PSY 1003.

**PSY 3153 Psychology and the Law** An examination of the legal system through the use of psychological concepts, methods, and research results. A coverage of a number of topics relevant to social sciences include dilemmas that persist and recur, such as the right of the mentally ill, eyewitness identification, the punishment prescribed by judges, jury selection, criminal investigation and the rights of victims and children. Examples of actual cases and trials are used in the course to apply psychology's scientific findings in the legal system.

**PSY 3163 Physiological Psychology** Study of the biological basis of behavior to include surveys of neuroanatomy, neurophysiology, neuropharmacology, sensation, perception, learning, and memory. Prerequisite: PSY 1003

**PSY 4003 Behavior Management in the Clinic and Home** Education and training in three behavior management systems. Each system will present techniques for implementing a distinct value system operating in families and clinics.

**PSY 4023 Experimental Methods in the Behavioral Sciences** Study of the methodology for scientific investigation in the behavioral sciences through the development of a research proposal. Prerequisites: PSY 1003, 2003, and 3013.

**PSY 4113 Clinical Psychology** Orientation to the field of clinical psychology, surveying the basic concepts and principles that apply to assessment, research and therapy in the clinical field. Prerequisites: PSY 1003, 2023, 2043, and 3013.

**PSY 4203 Advanced Clinical Communication Skills** Study and development of communication skills necessary 1.) to define problems in intake interviews; 2.) to manage psychological emergencies; 3.) to understand vague or ambiguous clinical episodes; and 4.) to clinically problem solve. Prerequisite: consent of the instructor.

**PSY 4443 Senior Seminar in Psychology** A research/program development course designed to be the culmination of the psychology major's college experience. The student defines and researches a contemporary topic or develops and implements a program in a community agency. The research/program development is presented in the form of a senior thesis. An oral presentation is also required.

## Religion and Philosophy

Students take courses in religion and philosophy for a number of different reasons: to explore the fundamental questions of human existence, to consider the moral and ethical dimensions of their own experience and human society, to understand more fully the religious and philosophical traditions of the west and other cultures, and to contemplate the relationship between faith and reason in human experience. The program in religion and philosophy at Ozark supports the university's three-fold mission of student intellectual, social, and spiritual development in several important ways. Courses in the program develop the intellectual skills common to all forms of liberal education: critical reading, analytical thinking, clear and effective writing and speaking. Religion and philosophy courses also foster students' social and spiritual development by exposing students to the internal diversity of the Christian tradition and to a wide range of other religious and philosophical traditions as well. Students develop a deeper understanding of their own beliefs and ethical responsibilities, and they practice articulating their views within a broader social context. In consequence, although many religion and philosophy students pursue this major with seminary or full-time Christian service in mind, others do so with the aim of preparing themselves to face the challenges of an ever-changing world.

### Aims of the Religion and Philosophy Program

1. Graduates will have a basic knowledge of the various fields of inquiry in both religious studies and philosophy.
2. They will have a historical, literary, and theological awareness of the Bible.
3. They will have an understanding of the beliefs and practices of the world's major religions.
4. They will have an understanding of the development of the western philosophical tradition.
5. They will be able to develop, evaluate, and critique arguments.
6. They will be able to construct clear, insightful, and properly documented interpretations of important subjects in religion or philosophy through relevant primary and secondary sources.
7. Through their courses in religion and philosophy and through various co-curricular programs, they will have developed the qualities we expect of all Ozarks students: an ability to think critically and

to communicate effectively, a knowledge of human culture, and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.

8. They will be prepared to pursue advanced study in graduate school or in seminary or to obtain positions both within these fields and without.

**Major** A major in religion and philosophy consists of 37 hours of course work. The following courses are required:

REL 1023 Introduction to Religion  
REL 2013 Introduction to Philosophy  
REL 2003 World Religions  
PHL 2063 Ethics  
REL 3003 Biblical Interpretation: Old Testament  
REL 3013 Biblical Interpretation: New Testament  
PHL 4013 History of Philosophy I  
PHL 4023 History of Philosophy II  
Senior Seminar in Religion and Philosophy (REL 4442-4452 or PHL 4442-4452)  
Nine elective hours in religion or philosophy, at least six of which must be upper-level.

Students with a strong interest in philosophy are advised to take Logic (PHL 2043). All work leading toward a major must be approved by a student's religion or philosophy advisor.

**Minors** Ozarks offers minors in either religion or philosophy. A minor in religion consists of the following:

REL 1023 Introduction to Religion  
REL 2003 World Religions  
REL 3003 Biblical Interpretation: Old Testament  
or REL 3013 Biblical Interpretation: New Testament  
9 elective hours in religion (or in philosophy with religion advisor's approval)

A minor in philosophy consists of the following:

PHL 2003 World Religions  
PHL 4013 History of Philosophy I  
PHL 4023 History of Philosophy II  
9 elective hours in philosophy (or in religion with philosophy advisor's approval)

Students with a minor in philosophy are strongly advised to take Logic (PHL 2043). All work leading toward a minor must be approved by a student's religion or philosophy advisor.

**Native American Theological Education Consortium Program (NATEC)** Ozarks joined the Native American Theological Education Consortium in the fall of 1981. The consortium consists of Ozarks; Cook College and Theological School in Tempe, Arizona; the University of Dubuque; and Dubuque Theological Seminary in Dubuque, Iowa. As a part of NATEC, Ozarks recognizes its role in offering support for Indian/Eskimo church communities. This includes developing strategies for fostering indigenous church leadership.

# Philosophy

**PHL 2003 World Religions** A course intended to acquaint students with the origins, historical development, and essential beliefs and practices of the world's major religious traditions. Primary emphasis is given to non-western studies.

**PHL 2013 Introduction to Philosophy** An introductory inquiry into the major areas of philosophy, including epistemology, metaphysics, and ethics; traditional and contemporary problems of philosophy are analyzed and discussed.

**PHL 2043 Logic** An introductory course in reasoning which will integrate the skills of analysis, evaluation, and argumentation. The various uses of language, informal fallacies, syllogistic reasoning, and the principles of formal logic, including sentential and quantification logic, will be examined.

**PHL 2063 Ethics** This course considers classical and modern discussions of ethical ideas and moral judgments in religious and secular perspectives. Contemporary moral problems also are examined in light of ethical theories taken from the history of thought.

**PHL 3033 Philosophy of Religion** This course investigates the philosophical dimensions of religion, such as the nature of religious language, the relation between reason and revelation, and the nature and existence of God.

**PHL 3063 Aesthetics** This course examines questions of truth, value and judgment in art and in related human aesthetic activities and experience.

**PHL 3073 History of Political Thought I** A critical study of the major theories and concepts of political and social thought in the western heritage from Plato to the present.

**PHL 3083 History of Political Thought II** A continuation of the critical study of the major theories and concepts of political and social thought in the western heritage from Plato to the present.

**PHL 4013 History of Philosophy I** A critical study of important contributions to the history of western thought, emphasizing key figures from the pre-Socratics, Plato and Aristotle to Augustine and Aquinas.

**PHL 4023 History of Philosophy II** A critical study of philosophy from Descartes through rationalism and empiricism, to Kant and into the 19<sup>th</sup> century.

**PHL 4033 Contemporary Political and Legal Philosophy** This course examines representative selections of readings from current political philosophy, including the following: John Rawls, R and A Dworkin, H. Arendt, R. Lakoff, M. Nussbaum, R. Nozick, M. Sandel, B. Berry, J. Derrida, M. Foucault, A. Naess, P. Singer, M. Walzer, and C. Taylor.

**PHL 4103 Modern Philosophical Traditions** This course is designed to examine, in some detail, selected thinkers, movements, and topics, prominent after Kant. Though its precise focus will vary, it may emphasize either the analytic tradition or various continental traditions (such as phenomenology and existentialism). Students may repeat this course once, when a different topic is offered, on approval of their religion and philosophy advisor.

**PHL 4203 American Philosophy** An examination of the contributions to philosophy by Americans in the 19<sup>th</sup> and 20<sup>th</sup> centuries, focusing on such figures as James and Dewey.

**PHL 4303 Advanced Topics in World Religions** This variable-topic course provides students opportunities to explore a major religious tradition or group of traditions in-depth (such as Buddhism or Native American religions), or to examine a broad issue across several world religions (such as Religion and Violence, or Women and Religion). Students may repeat the course for credit provided the topic is different.

**PHL 4442-4452 Senior Seminar in Religion and Philosophy** A two-semester seminar designed to be the culmination of the course of study for majors in religion and philosophy. Students taking the seminar under the PHL prefix will define and conduct research on a religion topic in consultation with their advisor, and they will present the conclusions of their work in the form of a senior thesis and an oral presentation. They will also complete a comprehensive exam in religion and philosophy. Students must register for both parts of the course. Prerequisite: senior status.

## Religion

**REL 1003 Old Testament** This course introduces students to the literature of the Hebrew Bible (the Christian Old Testament), with special attention given to historical, literary, and theological approaches to the study of the Bible.

**REL 1013 New Testament** Set within the framework of the Old Testament, this course introduces students to the literature of the New Testament, with special attention given to historical, literary, and theological approaches to the study of the Bible.

**REL 1023 Introduction to Religion** A course intended to introduce students to the academic study of religion. The course explores features common to most religions (such as ritual, myth, and scripture), as well as the variety of approaches employed in defining and understanding religion.

**REL 2003 World Religions** A course intended to acquaint students with the origins, historical development, and essential beliefs and practices of the world's major religious traditions. Primary emphasis is given to non-western studies.

**REL 2033 Introduction to Theology** Employing a variety of traditional and contemporary approaches, this course examines the fundamental doctrines of Christian faith and practice.

**REL 2303 Social Issues from Christian Perspectives** Employing biblical traditions as the foundation for reflection, this course will examine some of the more controversial social issues of our day. Discussion will center not only on particular ways that the biblical heritage has shaped our judgments, but also on how changes in society and culture have stimulated new interpretations of scriptural material.

**REL 3003 Biblical Interpretation: Old Testament** A course intended to acquaint students with the issues and methods of Biblical interpretation by exploring a specific book or genre from the Old Testament. The course attempts to prepare students to formulate and defend their own interpretations

of the Bible. It may be repeated for credit provided the topic of study is different.

**REL 3013 Biblical Interpretation: New Testament** A course intended to acquaint students with the issues and methods of Biblical interpretation by exploring a specific book or genre from the New Testament. The course attempts to prepare students to formulate and defend their own interpretations of the Bible. It may be repeated for credit provided the topic of study is different.

**REL 3023 History of Christian Thought** This course is intended to explore Christian thought and practice within a particular historical context. Topics will vary from semester to semester. Students may repeat the course for credit provided the topic is different.

**REL 3033 Philosophy of Religion** This course investigates the philosophical dimensions of religion, such as the nature of religious language, the relation between reason and revelation, and the nature and existence of God.

**REL 3341-3 Internship** The internship is designed to provide students with field experience under the supervision of a professional in the field and a member of the faculty. Offered on a pass-fail basis only.

**REL 4003 Religion in Late Antiquity** This course examines the cultural context for the personalities (such as Origen, Constantine, and Augustine) and the evolving institutions (such as the canon, councils, liturgies, and monasticism) that established the basis for Christianity as a worldwide phenomenon between the destruction of the temple in 70 CE and the birth of Muhammad 500 years later.

**REL 4103 Religion in America** This course explores the prominent themes, persons, ideas, and movements that have shaped the religious situation in North America. The primary approach will be historical, beginning with Native traditions and their early encounters with Europeans in the colonial period, and concluding with recent developments.

**REL 4213 Reformation Studies** Detailed study of Europe between 1350 and 1650. Intellectual and political developments during the Renaissance are examined. Christian Humanism and the relationship between the Northern Renaissance and the Reformation are emphasized. Luther, Calvin, and the Radical Reformers are stressed. (Cross listed as HIST 4213, Early Modern Europe)

**REL 4303 Advanced Topics in World Religions** This variable-topic course provides students opportunities to explore a major religious tradition or group of traditions in-depth (such as Buddhism or Native American religions), or to examine a broad issue across several world religions (such as Religion and Violence, or Women and Religion). Students may repeat the course for credit provided the topic is different.

**REL 4442-4452 Senior Seminar in Religion and Philosophy** A two-semester seminar designed to be the culmination of the course of study for majors in religion and philosophy. Students taking the seminar under the REL prefix will define and conduct research on a religion topic in consultation with their advisor, and they will present the conclusions of their work in the form of a senior thesis and an oral presentation. They will also complete a comprehensive exam in religion and philosophy. Students must register for both parts of the course. Prerequisite: senior status.

# Social Sciences

The social sciences major is designed to provide systematic inquiry into the human condition from the perspective of the social sciences and history. The strategies of inquiry should enable the individual to understand himself or herself as an evolving individual and as a contributing member of communities (e.g., family, religion, other social affiliations, political and economic organizations). The knowledge and skills of the major are designed to enhance the opportunities for students to compete successfully for admission to graduate and professional schools in environmental studies, international relations, law, political science, psychology, public administration, social work, and related fields.

The curriculum for the social sciences degree consists of a basic requirement and a concentration requirement. The basic requirement involves successful completion of six semester hours in each social science discipline. Three of these six hours must be upper level. After completion of the basic requirement or during the second semester of the sophomore year, the student will declare a concentration area. He or she will then be assigned an advisor from the declared concentration area. The specific course requirements of the eighteen-hour concentration are determined through student-advisor consultation. However, three of the eighteen hours must be a senior seminar in the concentration area.

## **Basic Requirement**

- Six hours of history
- Six hours of political science
- Six hours of psychology
- Six hours of sociology

## **Concentration Requirement**

- Fifteen hours of advisor-approved electives
- Senior Seminar

Each social sciences major will take an advanced-placement examination (e.g, LSAT, GRE) before graduation. The preparation for and scheduling of this examination will be a student-advisor consultation responsibility.

# Sociology

The sociologist . . . is a person intensively, endlessly, shamelessly interested in the doings of men. His natural habitat is all the human gathering places of the world. . . . His consuming interest remains in the world of men, their institutions, their history, their passions. . . . The fascination of Sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives.

--Peter L. Berger, *Invitation to Sociology*

Sociology is the study of groups of persons. Social psychology is the study of relationships of a person to groups of persons. Anthropology is the study of our man-made inheritance. The sociologist, as a scientist, collects data systematically, develops ideas about relationships, and produces guidelines for predicting human activity. Sociology may provide a foundation for graduate study in theology, political science, the medical sciences, the arts, the humanities, and the service professions, as well as graduate study in sociology.

**Major** A sociology major shall consist of 30 hours, including the following:

SOC 1013 Introduction to Sociology  
SOC 2023 Social Research Methods  
SOC 3053 Social Problems  
SOC 4123 Sociology Practicum  
SOC 4983 Sociology Seminar

Fifteen hours of advisor-approved electives chosen from the following:

SOC 1023 Introduction to Social Anthropology  
SOC 3013 Community  
SOC 3023 Population and Ecology  
SOC 3043 Social Stratification  
SOC 3063 Race and Ethnicity  
SOC 4013 Social Movements and Collective Behavior  
SOC 4983 Sociology Seminar

SOC 4123, Sociology Practicum, may be repeated for credit but will not count toward the fifteen hours of electives specified above. If a student chooses SOC 4983, Sociology Seminar, as an elective, the topic must be different from the seminar taken as a requirement.

**Minor** A sociology minor shall consist of 18 hours, including the following:

SOC 1013 Introduction to Sociology  
SOC 2023 Methodologies for the Social Sciences  
SOC 3053 Social Problems or SOC 4023 Social Theory  
Nine hours of upper-level sociology courses

**SOC 1013 Introduction to Sociology** A survey of the terms, research methods, and theoretical bases of sociology. The dynamics of human interaction, societal institutions, and development of the human community are considered. Prerequisites: None.

**SOC 1023 Introduction to Social Anthropology** A comparative study of the origins, social institutions, and customs of the cultures of mankind. The role of the Anthropologist, theoretical positions, and anthropological research techniques are considered. Prerequisites: None.

**SOC 2023 Social Research Methods** Introduction to the design and data gathering techniques used by sociologists, political scientists and anthropologists. Secondary analysis of historical, census, market and current media data, will be followed by field techniques of quantitative and qualitative research. Quantitative research will include sampling, interview/questionnaire construction, and completion of a survey. Qualitative research will include field work by participant observation.

**SOC 3013 Community** A study of the origins and functions of community; starting with folk societies and tracing the development of urban forms to the present megopolis. The emphasis is on the social organization of communal structures as they evolve to reflect the society of which they are a basic building block. Prerequisite: SOC 1013 or SOC 1023.

**SOC 3023 Population and Ecology** A study of the dynamics of human population and its effects

on the environment. Various societal forms are considered as unique ecological systems. The problems of overpopulation and environmental disruption are considered. Prerequisite: SOC 1013 or SOC 1023.

**SOC 3043 Social Stratification** A study of class and caste systems, with emphasis on contemporary American society. The origins of social hierarchies, dynamics of stratification, and resultant social behaviors are considered. Prerequisite: SOC 1013 or SOC 1023.

**SOC 3053 Social Problems** A general study of social deviance, institutional failure, and cataclysmic events resulting in social problems for society. Specific problems are considered, including: crime and justice, environmental degradation, and breakdowns of societal functions. Prerequisite: SOC 1013 or SOC 1023.

**SOC 3063 Race and Ethnicity** A study of the racial and ethnic composition of society, from an historical and contemporary perspective. Factors leading to emigration/immigration, conflict between established residents and new arrivals, and social problems stemming from racial and ethnic relations will be considered. Prerequisite: SOC 1013 or SOC 1023.

**SOC 4013 Social Movements and Collective Behavior** A study of group dynamics ranging from audiences and crowds, to religious movements and societal revolutions. The motivations, beliefs, actions, and ideologies of participants in social movements are considered. Prerequisites: SOC 1013 and two upper level sociology courses.

**SOC 4023 Social Theory** A study of the ideas and philosophies that shape the sociological perspective. The various contemporary theoretical orientations of sociologists are considered. Prerequisites: SOC 1013, SOC 2023, and two upper level sociology courses.

**SOC 4123 Sociology Practicum** Directed individual study and research of a sociological topic. May be repeated for a total of six hours credit. Prerequisites: SOC 1013, 2023 and three upper-level sociology courses, plus consent of instructor. Required for Sociology minor with Environmental Focus (3 hours).

**SOC 4443 Senior Seminar in Sociology** A research course designed to be the culmination of the social sciences student's college experiences. An examination of the forms of sociological writing and research methodologies. Prerequisite: Senior social science major.

**SOC 4983 Seminar: Sociology** 01) Criminology--A study of the theories of criminality, societal reactions to the deviant, and corrections/rehabilitation of criminal behavior. Prerequisites: SOC 1013 or PSY 1003, SOC 2023, consent of instructor. 02) Sociology of Art--A study of art as a form of work. Consideration of the art world, with its traditions, support systems, and practicing artists. Prerequisites: SOC 1013 or 1023 and consent of instructor. 03) Environmentalism--A study of the origins, ideologies, and social movements relating to the problems of environmental degradation. Prerequisites: SOC 1013, 3023 and consent of instructor. 04) Selected Topics in Social Anthropology--e.g., Consequences of Technological Change, The American Experience through Film, etc. Prerequisites: SOC 1013 or 1023 and consent of instructor.

# Spanish

**Minor** Students seeking a minor in Spanish will complete 18 hours beyond the first-year courses (SPN 1013 and 1023), which are required for B.A. candidates. In addition to the second-year courses (SPN 2013 and SPN 2023), the following courses are required:

- Readings in Literature and Culture (SPN 3003)
- a course in literature (SPN 4013, SPN 4023, or a special-studies course)
- a course in civilization (SPN 4113 or SPN 4123)
- a three-hour elective approved by the student's Spanish advisor or another upper level course in language, literature, or civilization

**Immersion Experience:** Students pursuing the minor are urged strongly to participate in at least one summer in the Ozarks Abroad program in Alicante, Spain, or a similar approved program in a Spanish-speaking-country. Students can complete six hours of coursework in Alicante, for example. For students interested in licensure, the Alicante program provides teaching internships of up to three hours

In addition to these requirements, the following professional education sequence must be completed:

|             |   |
|-------------|---|
| EDU 3312    | Practicum   |
| EDU 2003    | Education and the Growth of the American Republic |
| SPE 2013    | Special Needs Learners                            |
| EDU 4403    | Educational Assessment                            |
| EDU 3053    | Principles of Learning and Teaching               |
| EDU 4312    | Directed Teaching                                 |
| EDU 4133    | Methods of Teaching Foreign Language              |
| or EDU 4443 | Combined Secondary Methods                        |

**SPN 1013, 1023 Elementary Spanish I & II** These are foundation courses in the fundamental Spanish language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. Prerequisite: SPN 1013 required for SPN 1023.

**SPN 2013, 2023 Intermediate Spanish I & II** These are the intermediate level courses in the Spanish language skills of listening, comprehension, speaking, reading, writing, and cultural insight. Three hours of class per week, and two hours of listening to tapes and records which accompany the text. Prerequisite: Spanish 1013 and 1023, or two years of high school Spanish, or the instructor's permission. SPN 2013 required for SPN 2023.

**SPN 3003 Readings in Literature and Culture** This course is designed to provide a bridge between Intermediate Spanish and more advanced courses. It is intended to sharpen reading skills (including speed and comprehension, analysis and interpretation, and vocabulary development), to develop speaking and listening skills (through class discussions and in-class presentations), and to introduce some of the historical and cultural issues to be studied in greater detail in more advanced

courses. Prerequisite: SPN 2023 or permission of instructor.

**SPN 3013 Advanced Grammar** This course provides an in-depth review of Spanish phonology, morphology, and syntax. Prerequisite: SPN 2023 or permission of instructor.

**SPN 3023 Advanced Conversation and Composition** This course provides advanced preparation intended to help students work toward oral and written fluency. Prerequisite: SPN 2023 or permission of instructor.

**SPN 4013 Introduction to the Literature of Spain** This course presents a survey of Spanish literature from the *Cid* through the contemporary period. Special attention will be paid to the poets and dramatists of Golden Age and to the Generation of 1898. Prerequisite: SPN 3003.

**SPN 4023 Introduction to the Literature of Latin America** This course presents an overview of the literatures from various Latin American countries from the sixteenth century to the present. Special attention will be given to major writers of the twentieth century. Prerequisite: SPN 3003.

**SPN 4113 Spanish Civilization** This course provides a survey of Spanish civilization from the cave dwellers of Altamira through Franco and contemporary Spain. Prerequisite or corequisite: SPN 3003.

**SPN 4123 Latin-American Civilization** This course provides an overview of Latin American civilization and culture beginning with pre-Columbian societies and concluding with a more detailed study of one or more representative countries. Prerequisite or corequisite: SPN 3003.

**EDU 4133 Methods of Teaching Foreign Language** This course introduces methods of instruction in foreign language and culture from middle school through high school. Materials, planning, and classroom techniques are stressed. Concurrent with EDU 3312.

## Theatre

Theatre at Ozarks contributes in many ways to the university's three-fold mission. The intellectual development of students occurs very quickly in our freshmen theatre courses. Each of the course offerings in theatre is specifically designed to meet all four ISOs as adopted by the University of the Ozarks. Theatre, by its nature, is a very social activity. Students must be able to interact with faculty and with each other in order to produce a play. Collaborative activity is essential to a successful theatre production. The students' spiritual development can be seen in the thematic variety of the plays produced by University Theatre. Plays as diverse as *The Twilight of the Gods*, *Aesop: Fables for Our Times*, *Unfair Arguments with Existence*, *Sylvia*, and *Benefactors* each deal with the ethical and moral issues which face humanity. University Theatre is proud of the fact that not only are theatre students involved with these concerns but students who participate as audiences are as well.

The theatre program seeks to educate students in all aspects of the theatrical arts. Analytical skills, problem solving, and cooperative endeavors are promoted through the creative process of theatre productions. The collaborative process of play production is the basis for all theoretical and practical work. The program prepares students for graduate study and for professional employment in the theatre and related fields. Although it is hoped students will pursue a career in either educational or professional theatre, the program also provides students with a wide range of skills and experience which can be used in a variety of careers.

University Theatre productions serve as a laboratory where students practice classroom theories. However, this does not mean that participation is limited only to theatre majors or students enrolled in theatre classes. All interested students are encouraged to become involved in any aspect of theatrical activity. Theatrical seasons are selected to provide university and community audiences with the opportunity to experience plays from a wide range of periods and genres which are presented in a variety of production styles. All theatre majors and minors must participate in every University Theatre production (either as cast or crew member) each semester they are enrolled in a curriculum leading to a degree in theatre. All such students must audition for all theatre productions. If cast, all such students are required to accept the role and act in a maximum of three university theatre productions each year. Students may choose to act in more than three productions a year if they so desire. All theatre majors and minors must participate in work calls and run crew assignments.

### **Aims of the Theatre Program**

1. Graduates will be able to analyze, synthesize, and evaluate dramatic literature.
2. They will be able to generate significant evidence of competence in one or more areas of theatre.
3. They will display mature judgment and professional behavior during the artistic process.
4. They will be able to communicate effectively using the language of theatre.
5. Through their courses in theatre and through various co-curricular programs, they will have developed the qualities we expect of all Ozarks students: an ability to think critically and to communicate effectively, a knowledge of human culture, and an awareness of one's responsibilities to oneself, humanity, the planet, and one's creator.
6. They will be prepared to pursue advanced study in graduate school or to obtain other positions both in and out of the field.

**Major** The major in theatre consists of 45 required hours. The following courses are required:

|          |                                |
|----------|--------------------------------|
| THR 1013 | Introduction to Theatre        |
| THR 1023 | Stagecraft                     |
| THR 1033 | Fundamentals of Design         |
| THR 2003 | Fundamentals of Directing      |
| THR 2013 | Fundamentals of Acting         |
| THR 2023 | Voice and Diction              |
| THR 3013 | Theatre History I              |
| THR 3023 | Theatre History II             |
| THR 3033 | Scene Design and Technology    |
| THR 3043 | Lighting Design and Technology |
| THR 3053 | Costume Design and Technology  |
| THR 4003 | Advanced Directing             |
| THR 4013 | Advanced Acting                |
| THR 4033 | Internship                     |
| THR 4233 | Senior Project                 |

**Minor** A minor in theatre consists of the following:

THR 1013 Introduction to Theatre

THR 1023 Stagecraft

THR 2013 Fundamentals of Acting

Nine hours of theatre courses chosen in consultation with a member of the theatre faculty

**THR 1013 Introduction to Theatre** Theatre as an art form. A survey of diverse theatrical and dramatic theories and production styles in relationship to current events in world theatre. Production participation and laboratory hours required.

**THR 1023 Stagecraft** Theory and practical experience in the techniques of planning and preparing the technical aspects of theatrical production. Emphasis on theatre architecture and on building, painting, mounting, and shifting all types of scenery. Production participation and laboratory hours required.

**THR 1033 Fundamentals of Design** This course will introduce students to the basic elements and principles of design while allowing them practical experience with a variety of artistic media as well as an introduction to script analysis. Fundamentals of Theatre Design will introduce the concept of the collaborative process. The focus of this course will be to give students a foundation for the other design courses that are required in their major. Laboratory experience is required, as with all design courses offered.

**THR 1111-4111, 1112-4112, 1113-4113 Play Production** A student may earn up to fifteen hours credit for participation in play production activities. Students majoring in the theatre sequence must enroll for a minimum of six hours. Depending on the nature and scope of the task, from one to three hours credit may be earned in such diverse areas as performance, stage management, directing, design (lighting, scenery, and/or costume), management, makeup or technical run crews. Credit cannot be earned for repetition or duplication of tasks. Each time a student enrolls a contract must be signed with the supervising faculty member.

**THR 2003 Fundamentals of Directing** Director as literary analyst and production critic. Play analysis, production concepts, staging theory and techniques, rehearsal methods and procedures. Prerequisite: THR 2013.

**THR 2013 Fundamentals of Acting** Theory and practice of modern performance techniques with emphasis on character analysis and development, imagination, creativity, and movement.

**THR 2023 Voice and Diction** Study of the processes of vocal production and exercises for improvement of pronunciation and articulation. Prerequisite: Consent of the instructor.

**THR 3013 Theatre History I** The development of the theatre and dramatic literature; critical study of representative plays of the period covered.

**THR 3023 Theatre History II** The development of the theatre and dramatic literature; critical study of representative plays of the period covered.

**THR 3033 Scene Design and Technology** Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand both the art and technology involved in theatrical scenic design. Laboratory experience required. Prerequisite: THR 1033 Fundamentals of Design.

**THR 3043 Lighting Design and Technology** History, theory and practice of lighting design. Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand both the art and technology of lighting design. Laboratory experience required. Prerequisite: THR 1033 Fundamentals of Design.

**THR 3053 Costume Design and Technology** History, theory, and practice of costume design. Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand the art and technology of costume design. Laboratory experience required. Prerequisite: THR 1023 and THR 1033.

**THR 3063 Musical Theatre** History, theory, and performance of musical theatre. Application of theory in production. Students are required to participate in a University Theatre musical theatre production.

**THR 4003 Advanced Directing** Building upon the beginning theories and techniques of Fundamentals of Directing, students will investigate directing approaches to directing period/classical plays and ethical problems of directing. The final project for the class will include the direction of a one-act play. Prerequisite: THR 2003 Fundamentals of Directing

**THR 4013 Advanced Acting** Theory and practice of period/classical plays with emphasis on language, style, and movement. Prerequisite: THR 2013 or permission of instructor.

**THR 4033 Internship** Provides student an opportunity to implement professional applications of acquired theatrical skills. All theatre majors are required to secure a job with a professional producing organization. This employment may be in the form of summer internships or apprenticeships. The experience may be in performance, directing, management, design or technology. Faculty will assist students in attaining internships and will collaborate with on-site supervisors to evaluate internships. Students are required to submit a written proposal to theatre faculty.

**THR 4233 Senior Project** Students may undertake a major project which most often will be in conjunction with the regularly scheduled University Theatre seasons of plays. Areas for project consideration may include, but are not limited to, directing, costume design, lighting design, set design, theatre management, and technical direction. Students with a particular interest in acting may choose to present a senior recital/one person show. All projects require a supporting paper.

# Other Courses

**1781-1784, 2781-2784, 4781-4784 Special Studies** A study of selected topics in the discipline.

**1891-1893, 2891-2893, 3891-3893, 4891-4893 Practicum** Practicum is a practical and applied learning experience in a discipline or profession. It may be repeated to a maximum of 12 hours total credit.

**3981-3983, 4981-4983 Seminar** Seminar courses including special classes and/or programs which are added to the curriculum on an irregular basis. Seminars are designed to provide an opportunity for the strengthening of individual discipline areas.

**3991-3993 Directed Study** The student may choose to initiate a self-directed reading research project or undertake tutorial study of a course offered in the catalog. Prerequisites for such a study are as follows: 1.) a minimum grade point average of 2.00 must have been attained prior to petitioning; 2.) a written petition must be submitted to the sponsoring professor for approval (standards for such a petition are furnished by the sponsoring faculty member); 3.) the division chair in the discipline(s) in which the study is proposed must approve the project; and 4.) a copy of the approved petition is filed with the vice president for academic affairs.

**4991-4993 Special Problems** Special Problems provides the student with the opportunity to conduct independent study and research related to a specific problem or project in a field of study. Approval of division chair and vice president for academic affairs must be obtained prior to enrollment.

# The University Community Faculty

Bruce Brown, Associate Professor of Theatre, 1996

B.A., Southeastern Oklahoma State University;

M.F.A., University of Virginia

Blaine Caldwell, Professor of Art, 1982

B.A., University of the Ozarks;

M.A., University of Arizona;

M.F.A., University of Arkansas

Terry Campie, Assistant Professor of Marketing, 2003

B.A., St. Ambrose University;

M.B.A., University of Iowa;

Rickey Casey, Associate Professor of Business, 1987, Director of International Studies

B.S., University of the Ozarks;

M.B.A., University of Central Arkansas;

Diploma, Southern Methodist University Graduate School of Banking;

D.B.A., Nova, Southeastern University

Jane Cater, Professor of Communications, 1982

B.S.E., Henderson State University;

M.A., Eastern Michigan University;

Ed.D., University of Arkansas

Sean Coleman, Assistant Professor of Biology, 2000

B.A., Luther College;

Ph.D., University of Iowa

David Daily, Assistant Professor of Religion, 2000

B.A., Ouachita Baptist University;

M.Div., Yale University;

Ph.D., Duke University

David De Seguirant, Walton Associate Professor of Music, 1996

B.M., Oklahoma Baptist University;

M.M., University of Oklahoma;

D.M.A., University of Oklahoma

Stewart Dippel, Professor of Political Science, 1992

B.A., Miami University;

M.A., Miami University;

Ph.D., Ohio State University

William Doria, Assistant Professor of Chemistry, 2003

B.S., Lynchburg College;

M.S., Vanderbilt University;

Ph.D., Middle Tennessee State University

Bill Eakin, Associate Professor of Philosophy and German, 2000

B.A., Hendrix College;

M.A., Baylor University;  
M.A., University of California, Davis  
Ph.D., University of Arkansas, Fayetteville

Tim Edwards, Assistant Professor of English, 2000  
B.A., University of Alabama at Birmingham;  
M.A., University of Alabama at Birmingham;  
Ph.D., University of Tennessee at Knoxville

Bruce G. Elmore, Professor of Physical Education, 1988  
B.S., State University of New York at Cortland;  
M.S., University of Illinois at Champaign-Urbana;  
Ph.D., University of Illinois at Champaign-Urbana

Patrick A. Farmer, Walton Professor of Theatre, 1987  
B.A., University of Central Arkansas;  
M.A., Kent State University;  
Ph.D., Kent State University

Sharon Gorman, Associate Professor of Music, 1996  
B.M., Westminster Choir College;  
M.M., Westminster Choir College;  
Ph.D., Stanford University

Tammy Harrington, Assistant Professor of Art, 2002  
B.F.A., University of South Dakota;  
M.F.A., Wichita State University

Elissa Heil, Professor of English and Spanish, 1992  
B.A., Dickinson College;  
M.Phil., New York University;  
Ph.D., New York University

John R. Hilton, Baum Professor of Marketing, 1977  
B.S., University of the Ozarks;  
M.B.A., University of Central Arkansas;  
Ph.D., University of Arkansas

Robert C. Hilton, Professor of Business, 1984, Chair, Division of Business Communications, and Government  
B.S., University of the Ozarks;  
M.B.A., University of Central Arkansas;  
D.B.A., Nova, Southeastern University

Douglas Jeffries, Professor of Biology, 1991  
B.A., Mid-America Nazarene College;  
B.S., Wichita State University;  
M.S., University of Arkansas;  
Ph.D., Arizona State University

Karen M. Jones, Associate Professor of Psychology, 1980  
B.A., Washburn University;  
M.S., Pittsburgh State University

Stacy Key, Instructor of Mathematics, 1999, Coordinator of Institutional Research  
B.S., Southern Arkansas University;  
M.S. Southern Arkansas University

Frank Knight, Professor of Biology, 1990, Chair, Division of Sciences and Mathematics  
B.S., Clemson University;  
M.S., Michigan State University;  
Ph.D., Indiana University

Phillip Kristiansen, Assistant Professor of Spanish, 2002  
B.A., Texas Tech University;  
M.A., Texas Tech University;  
M.A., University of Arizona;  
Ph.D., University of Arizona

Greta Marlow, Professor of Communications, 1990  
B.A., University of the Ozarks;  
M.A., University of Arkansas;  
Ph.D., The University of Kansas

Benjamin Myers, Assistant Professor of English, 2003  
B.A., University of the Ozarks;  
M.A., Washington University;  
Ph.D., Washington University

Matt Myers, Assistant Professor of Mathematics, 2002  
B.S., Mississippi University for Women;  
M.S., Clemson University;  
ABD, Clemson University;  
Ph.D., Mississippi State University

Rick Niece, President, 1997  
B.S., Ohio State University;  
M.Ed., Kent State University;  
Ph.D., Kent State University

Steven Oatis, Assistant Professor of History, 1999  
B.A., University of Vermont;  
M.A., Emory University;  
Ph.D., Emory University

Roy Gilbert Parks, Jr., Associate Professor of Political Science, 1964  
A.B., University of the South;  
M.A., Fletcher School of Law and Diplomacy, administered by Tufts University and Harvard University;  
M.A.L.D., Fletcher School of Law and Diplomacy, administered by Tufts University and Harvard University

Kendrick Prewitt, Assistant Professor of English, 1999  
B.A., Vanderbilt University;  
M.A., University of North Carolina, Chapel Hill;  
Ph.D., University of North Carolina, Chapel Hill

David Pusey, Assistant Professor of Physical Education, 2002  
B.S., Salisbury State University;  
B.S., University of Maryland;  
M.S., University of Tennessee;  
Ph.D., University of New Mexico

Betty Robinson, Professor of Education, 1981

B.Ed., University of Tulsa;  
M.A., University of Tulsa;  
M.S., University of Central Arkansas;  
Ed.D., University of Arkansas

Lynda Robinson, Associate Professor of Early Childhood Education, 2002

B.S., University of Illinois;  
M.Ed., University of Illinois;  
Ph.D., University of Illinois

Joel Rossmailer, Instructor of Accounting, 2003

B.S.B.A., University of Tennessee;  
M.S., University of Arkansas, Fayetteville;  
Certified Public Accountant

Noel Rowbotham, Professor of Physics, 1964 –1990, 2003

B.S., University of the Ozarks  
M.S., University of Arkansas  
Ed.D., University of Arkansas

Deborah Sisson, Instructor of Accounting, 2003

B.S., Lyon College;  
M.B.A., University of Central Arkansas

Buddy Smith, Professor of Mathematics, 1980

B.A., Arkansas College;  
M.S., West Texas State University;  
Ed.D., North Texas State University

Angela Wheeler Spencer, Instructor of Business, 2000, on leave

B.S., University of the Ozarks;  
M.B.A., University of Central Arkansas  
Certified Public Accountant

Tom Stephenson, Professor of Psychology, 1978

B.A., Henderson State University;  
M.A., University of Arkansas;  
Ph.D., Utah State University

George Stone, Professor of Education, 2001, Chair, Division of Education

B.A., Southern Illinois University;  
M.A., Southern Illinois University;  
Ph.D., Southern Illinois University

David Strain, Professor of English and French, 1992, Chair, Division of Humanities and Fine Arts

B.A., Ouachita Baptist University;  
M.A., University of Arkansas;  
A.M., Harvard University;  
Ph.D., Harvard University

Daniel Taddie, Vice President for Academic Affairs and Dean of the Faculty, 2002

B.A., Marycrest College;  
M.A., University of Iowa;  
Ph.D., University of Iowa

Judith A. Walden, Assistant Professor of History, 1999  
B.A., Carleton College;  
Ph.D., Northwestern University

Jesse Weiss, Assistant Professor of Sociology and Environmental Studies, 2004  
B.A., University of Arkansas;  
M.A., University of Arkansas;  
Ph.D., Utah State University

Robert Wofford, Associate Professor of Business, 1982  
B.S., University of the Ozarks;  
M.B.A., University of Central Arkansas

## Emeritus Faculty

Robert H. Basham, Professor of Social Sciences, 1963-1983  
B.A., University of the Ozarks;  
M.Ed., University of Arkansas;  
Ed.D., University of Arkansas

John F. Bridgman, Professor of Biology, 1972-1990  
B.S., Davidson College;  
M.S., Louisiana State University;  
Ph.D., Tulane University

Fritz H. Ehren, President Emeritus, 1982-1991  
B.A., University of the Ozarks;  
M.Ed., University of Arkansas;  
Ed.D., University of Arkansas

Billie L. King, Professor of English, 1969-1984  
B.A., University of the Ozarks;  
M.Ed., University of Arkansas

Francez H. Mitchell, Professor of Philosophy and Religion, 1980-1997  
B.A., Southwestern at Memphis;  
M.Div., Austin Presbyterian Theological Seminary;  
Ph.D., University of Edinburgh

Bryden E. Moon, Professor of Psychology, 1969-1980  
B.Ed., University of Alaska;  
M.Ed., University of Arkansas;  
Ed.D., University of Arkansas

Levada Qualls, Professor of Physical Education, 1962-1996  
B.S., University of the Ozarks;  
M.Ed., University of Arkansas

Lonnie Qualls, Professor of Physical Education, 1962-1995  
B.S., University of the Ozarks;  
M.Ed., University of Arkansas

John E. Reed, Professor of Sociology, 1971-1987  
A.B., University of Arkansas;  
M.Div., Duke University;  
A.M.P.A., The George Washington University;  
Ph.D., The University of Texas at Austin

Ruby Reynolds, Professor of Biology, 1948-1991  
B.S., University of the Ozarks;  
M.A., University of Arkansas

Noel Rowbotham, Professor of Physics and Math, 1964 -1990  
B.S., University of the Ozarks  
M.S., University of Arkansas  
Ed.D., University of Arkansas

George Shellenberger, Professor of Natural Science, 1966-1995  
B.S.E., Emporia State University;  
M.S., Emporia State University;  
Ed.S., Emporia State University

Jerry Wagoner, Professor of Physical Education, 1963-1996  
B.S., University of the Ozarks;  
M.S.E., University of Central Arkansas

Waldo R. Widell, Professor of Education, 1980-1994  
B.A., University of Northern Iowa;  
M.A., University of Northern Iowa;  
Ph.D., University of Iowa

## Administration

|                        |   |
|------------------------|---|
| Rick Niece, Ph.D.      | President   |
| John Jones, M.B.A.     | Provost and Vice President for Finance and Business Affairs |
| Daniel Taddie, Ph.D.   | Vice President for Academic Affairs and Dean of the         |
| Faculty                |   |
| Jim Abbuhl, M.A.       | Vice President for Enrollment Management                    |
| Steve Edmisten, M.A.   | Vice President for University Advancement                   |
| Darrell Williams, B.S. | Business Manager  |

## Learning Center Staff

Julia Frost, Director  
B.A., Hendrix College;  
M.S., University of Central Arkansas

Anne Abbuhl, Program Coordinator  
B.A.Ed., Ashland University;  
M.A.Ed., Bowling Green State University  
Elise Cameron, Reading Specialist  
B.S., University of the Ozarks

Deborah Castleman, Learning Disabilities Assistant  
B.S., University of Arkansas

Lou Chapman, Program Coordinator

B.A., Sam Houston State University;  
Masters of Library and Information Science, University of Texas

Debra Cline, Program Coordinator  
B.S., University of the Ozarks;  
M.Ed., University of the Ozarks

Helen Hoeffler, Program Coordinator  
B.S., University of the Ozarks;  
M.S., University of Central Arkansas

Nancy Hill, Director of Auxiliary Services  
B.S., College of the Ozarks

Pamela A. Jones, Learning Disabilities Assistant  
B.S., University of the Ozarks

Tina D. McCain, Writing Specialist  
B.A., Arkansas Tech University  
MLA., Arkansas Tech University

Diana McCormick, Program Coordinator  
B.A., University of the Ozarks;  
M.Ed., University of Arkansas

Tricia Meek, Testing Coordinator

Deborah Mooney, Assistant Director and Program Coordinator  
B.S., University of the Ozarks;  
M.A., Arkansas Tech University

Geanne Newman, Learning Disabilities Assistant  
B.S., University of the Ozarks

Dody Pelts, Psychological Testing  
B.A., Arkansas Tech University;  
M.S., University of Central Arkansas

Joyce Vaught, Secretary

Kathy Sexton, Program Coordinator  
B.S., University of the Ozarks;  
M.Ed., Arkansas Tech University

Melodye Stickley, Auxiliary Services Assistant

Debbie Williams, Program Coordinator  
B.S., University of the Ozarks;  
M.Ed., University of the Ozarks

# Other Professional and Support Staff

|                    |   |
|--------------------|---|
| Vickie Alston      | Information Services Assistant  |
| Sherrie Arey       | Dean of Residential and Campus Life   |
| Marian Askins      | Library Assistant   |
| Jeremy Bernard     | Head Women's Soccer Coach   |
| Janice Blackard    | Library Technician  |
| Connie Booty       | Administrative Assistant to the Academic Offices                                  |
| Dawn Buckmaster    | Coordinator of Development Records and Receipting                                 |
| Jimmy Clark        | Head Baseball Coach   |
| Jennifer Cleveland | Secretary to the Division of Humanities and Fine Arts Department                  |
| Sherry Davis       | Director of Student Support Services  |
| Jim Decker         | Director of Admissions  |
| Dave De Hart       | Director of Athletics and Head Men's Soccer Coach                                 |
| Malea De Seguirant | Major Grants, Advancement   |
| Karla Dickerson    | Administrative Assistant / Special Projects Manager, Advancement                  |
| Susan Edens        | Director of Video and Media Services  |
| Debby Estep        | Assistant Director of International Studies Program                               |
| Renee Francis      | Campus Post Office  |
| Cara Flinn         | University Webmaster  |
| Chad Floyd         | Athletic Trainer  |
| Monica Frizzell    | Assistant to the Registrar  |
| Bo Funderburk      | Coordinator of Recreational Activities and Assistant Director of Residential Life |
| Glenda Gibson      | Admissions Secretary  |
| Luc Godin          | Men's and Women's Tennis Coach  |
| Chad Harris        | Residence Hall Director   |
| Ed Harris          | Assistant Director of Admissions  |
| Wilma Harris       | Registrar   |
| Jana Hart          | Director of Financial Aid   |
| Joe Hoing          | Dean of Students  |
| Lisa Hollis        | Admissions Counselor and Cheerleading Sponsor                                     |
| Vanessa Hollowell  | Business Office Assistant   |
| Brian Hull         | Coordinator of Campus Activities  |
| Larry Isch         | Director of Public Relations  |
| Jon Janssen        | Head Women's Softball Coach   |
| Melody Johnson     | Financial Aid Counselor   |
| Francie Kenner     | Campus Postmaster   |
| Eric Leon          | Assistant to International Studies  |
| Kerry Lunn         | Development Officer   |
| Lori McBee         | Director of Development Operations  |
| Kay Merritt        | Founders Bookstore Manager  |
| Sandra Nelson      | Technology Specialist / Lab Supervisor  |
| Matt O'Connor      | Head Men's Basketball Coach   |
| Phyllis Parsons    | Publications Assistant  |
| Leanita Pelts      | Secretary to the Division of Education and PRAXIS and ACT Testing Supervisor      |
| Josh Peppas        | Sports Information Director and Administrative Assistant to Athletics             |
| Laura Peyton       | Secretary for Alumni Relations  |
| Debbie Pfeiffer    | Financial Aid Processor   |
| Reba Pridgin       | Alumni Relations, Advancement   |
| Louan Pyron        | Campus Nurse  |
| Mike Qualls        | Physical Plant Manager for Maintenance  |

Johnny Robinson  
Charity Ruley  
Ginny Sain  
  
Vinnie Sayarath-Tran  
Karen Schluterman  
Diana Schneider  
Patti Schuh  
Debbie Siebenmorgen  
Arnie Sims  
Kimberly Spicer  
Bonnie Starkey  
Stuart Stelzer  
Kelly Stutz  
Judy Thornton  
Marsha Tindell  
Teresa Vanderbilt  
Carolyn Walker  
Linda White  
Jeannett Willis  
Paula Wills  
Sally Wood  
Claudia Woodard

Food Services Director, Aramark  
Admissions Counselor  
Director of Walton Arts & Idea Series and  
Community Service Program Coordinator  
Publications Coordinator  
Assistant Controller in the Business Office  
Tutor Coordinator  
Enrollment Data Manager  
Student Accounts Coordinator  
Printer  
Career Placement Coordinator  
Student Learning Specialist, Student Support Services  
Director of the Library  
Head Women's Basketball Coach and Cross Country Coach  
Secretary to the Division of Business, Communications, and Government  
Director of Field Experiences, Teacher Education  
Director of Computing Services  
Secretary to the Division of Sciences and Mathematics  
Controller in the Business Office  
Physical Plant Manager for Safety, Grounds, and Custodial  
Executive Assistant to the President  
Director of Physical Education Activities  
Office Manager to the Student Life Office

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