



University of the Ozarks

415 N College Avenue, Clarksville, AR 72830

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www.ozarks.edu

Academic Year

2008-09

This catalog is published for the purpose of providing information about the University of the Ozarks and its programs. Announcements contained herein are subject to change without notice and may not be regarded in the nature of binding obligations to the university. The University of the Ozarks reserves the right to change prices, policies, and practices as described in this catalog as circumstances, efficiency of operation, and fiscal contingencies may require.

Accreditation

The University of the Ozarks is fully accredited by the **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 the **National Council for the Accreditation of Teacher Education**, 2010 Massachusetts Ave., NW, Suite 500 Washington, DC 20036-1023; (202) 466-7496; and by the **Arkansas Department of Education**, 4 Capitol Mall, Little Rock, AR, 72201; (501) 682-4475.

Its Division of Business, Communications, and Government has the following degree programs accredited by the **International Assembly for Collegiate Business Education**, P.O. Box 3960, Olathe, Kansas 66063; (913) 631-3009: Bachelor of Science degrees in Accounting, General Business, 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.

Equal Opportunity

University of the Ozarks, in all manner and respects, is an equal opportunity employer and offers a program of equal educational opportunity. University of the Ozarks, in compliance with the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, creed, age, religion, disability, or status as a veteran in any of its policies or procedures. This includes – but is not limited to – admission, employment, financial aid, and educational services.

Church Relationship

University of the Ozarks is related to the Presbyterian Church (U.S.A.) in a voluntary covenant with the Synod of the Sun. In keeping with that covenant, the University of the Ozarks proclaims God's love and seeks to foster both love of God and love of neighbor, including respect for the dignity of each person.

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2008-2009 Academic Calendar

July 2008

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
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August 2008

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September 2008

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October 2008

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November 2008

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December 2008

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Fall Semester

Mentor Workshop
 Opening/Faculty Workshop
 Matriculation
 Orientation
 Registration; Night Classes Begin
 Day Classes Begin
 Labor Day Holiday
 Last Day to Register
 Assessment Day
 Four-Week Alerts Due to Academic Office
 Board of Trustees Weekend
 Family Weekend
 Mid-Term; Grade Sheets from Reg. to Faculty
 Fall Preview Day
 AICU Annual Meeting on campus
 Mid-Term Grades Due to Registrar
 Fall Break
 Grade Cards Due to Students
 Priority Pre-Registration
 Advising and Pre-Registration
 Last Day to Drop a Class
 Thanksgiving Holiday
 Last Day of Classes
 Final Exams
 Graduation
 Grades Due

Spring Semester

Martin Luther King Holiday
 Registration
 Classes Begin
 Assessment Day
 Four-Week Alerts Due to Academic Office
 Presbytery Meeting
 Homecoming Week
 Mid-Term; Grade Sheets from Reg. To Faculty
 Mid-Term Grades Due to Registrar
 Spring Break
 Grade Cards Due to Students
 Last Day to Drop
 Priority Pre-Registration
 Good Friday Holiday
 Advising and Pre-Registration
 Earth Day Chapel
 Alumni Weekend
 Pre-Registration for New Students
 Spring Preview Day
 Pre-Registration for New Students
 Awards Day
 Student Leadership Awards
 Board of Trustees Weekend
 Pre-Registration for New Students
 Last Day of Classes
 Pre-Registration for New Students
 Final Exams
 Graduation
 Grades Due
 Daily Pre-Reg. for New Students Begins

Summer Term

Classes Begin Summer I and II
 Memorial Day Holiday
 Summer School I Ends
 Summer III Begins
 Summer School II and III End

Aug. 20
 Aug. 21
 Aug. 22
 Aug. 22-24
 Aug. 25
 Aug. 26
 Sept. 1
 Sept. 2
 Sept. 16
 Sept. 17
 Oct. 3-4
 Oct. 10-11
 Oct. 17
 Oct. 18
 Oct. 19-20
 Oct. 24
 Oct. 30-31
 Nov. 3
 Nov. 6
 Nov. 10-12
 Nov. 11
 Nov. 26-28
 Dec. 12
 Dec. 15-18
 Dec. 17
 Dec. 23

Jan. 19
 Jan. 19-20
 Jan. 20
 Feb. 10
 Feb. 11
 Feb. 20-21
 Feb. 2-7
 March 13
 March 20
 March 23-27
 March 30

April 7
 April 9
 April 10
 April 13-15
 April 21
 April 17-18
 April 18
 TBA
 April 25
 April 28
 April 30
 April 24-25
 May 2
 May 8
 May 9
 May 11-14
 May 16
 May 19
 May 20

May 18
 May 25
 June 5
 June 8
 June 26

January 2009

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February 2009

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March 2009

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April 2009

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May 2009

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June 2009

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The University

History

The University of the Ozarks has undergone several changes of name and ownership in its 174-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 7,700 people and county seat of Johnson County. Clarksville is in the Arkansas River Valley, 60 miles east of Fort Smith and 100 miles west of 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 onto 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 onto 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 90,000 books, 13,000 bound periodicals, 480 current hardcopy periodical subscriptions, and online resources including over 30 research databases offering access to over 30,000 books in full text and over 18,000 periodical titles in full text. It also features 24-hour study rooms, conference rooms, a computer lab, and continuing education rooms and houses Student Support Services and the Career Services 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 admission, 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 onto patios.

MABEE SPORTS COMPLEX (1958), renovated in 1972, 1987 and 2003. 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 and 2004, 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 and two classrooms.

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, art studio, classrooms, and computer labs.

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 a variety of instruments annually to collect information relevant to achievement of these ISOs, including a national, standardized objective test; a national survey; specific assignments embedded in the seven core courses; and program-specific assessment instruments. 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 Residential and Campus Life, University Senate, and the Assessment Steering Committee.

Attributes of the ISOs

To aid students and others involved in the assessment process in measuring student achievement of the ISOs, the following list of attributes is provided as descriptive characteristics of what mastery of the ISO may entail. Specific, measurable course objectives are linked to the ISOs and are published in the course syllabi.

- 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

- e) use available technologies to gather and process information effectively
- 2) Students 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 structures and values within a given culture
 - c) compare structures and values across cultures
 - 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, educational, economic, and social backgrounds. Admission is not limited by sex, race, color, disability, creed, or national origin. The application process at Ozarks is a personal one. An admission counselor will work with the prospective student throughout the application and enrollment process. Our admission process identifies students who have the potential to be successful at Ozarks and who will contribute to our community in meaningful ways. Past academic performance, character, motivation 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 in consultation with the admission staff. The Admissions Committee consists of six faculty members, a representative of the Jones Learning Center, the director of student support services, and the chief admission officer. The Admissions Committee normally makes an admission decision within three weeks of the completion of an applicant's file. The Admissions Committee may request additional materials from prospective students if necessary to make the admission decision. An applicant may request reconsideration of the committee's decision by submitting a letter requesting reconsideration and providing new or additional information to the Admission Office.

TUITION DEPOSIT To hold their place in the incoming class, new students must make a deposit of \$100 by May 1 or within thirty days of admission, whichever is later. The tuition deposit is refundable until May 1 if a written request is submitted to the Office of Admission. The deposit applies to the first semester's billed expenses.

HOUSING DEPOSIT Students who plan to live on campus must submit the housing application form and \$100 deposit prior to June 1 for best consideration.

SCHOLARSHIPS and AID Ozarks requires submission of the Free Application for Federal Student Aid (FAFSA) for scholarships and other forms of financial aid. Students will be considered for scholarships and aid only after being officially admitted to the university. Students should submit the FAFSA prior to March 1 for best consideration for all types of aid.

JONES LEARNING CENTER Students with specific learning disabilities or ADHD who seek admission to the Jones Learning Center must complete a supplemental application process, which is described in a later section of this catalog and on the university website. 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 Candidates applying to college as first-time, first-year students must submit the following materials: 1.) a completed application form, 2.) an official high school transcript through the sixth semester or later (a final official high school transcript is required to be submitted to the Admission Office after graduation), 3.) official scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT), including Essay or Writing scores when available, 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 did not graduate from high school may apply for admission based on submission of an official General Education Development (GED) certificate and score report. (A minimum GED score of 45 in each testing area is required for consideration.)

In evaluating applications, the Office of Admission or 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.

Entering students may be required to take developmental courses prior to taking courses required for graduation. Placement in developmental courses is based primarily on ACT or SAT test scores. The letter of admission includes a statement regarding developmental courses if a student will be placed in these courses. Developmental courses must be attempted in the student's first semester at Ozarks and taken each subsequent semester until all have been completed. A student with a documented specific learning disability should petition for a course substitution before the beginning of his or her fourth semester at Ozarks (see "[Accommodation for Disabilities](#)").

Students participating in Advanced Placement, International Baccalaureate or Concurrent Enrollment programs for college credit must notify the Office of Admission prior to registering for classes. It is the student's responsibility to provide AP or IB test scores and/or transcripts for concurrent enrollment courses.

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 admission process as entering students and, in addition, must submit official transcripts 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 must complete an application form and submit official transcripts from all previous institutions. Transcripts must be submitted from each institution attended even when credits attempted at the institution will not transfer into an Ozarks degree program. Transfer students must have at least a 2.00 grade point average (on a 4.0 scale) in all previous college work to be considered for admission. 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. Students unable to submit official transcripts of transfer work will not be admitted. 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), 173 (computer-based test), or 61 (internet-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 international student deposit.

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

Returning students are required to make payment of \$2,500 prior to March 1st for the fall semester and October 1st 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 calling the Business Office at (800) 264-8636.

STUDENTS ADMITTED CONDITIONALLY Students who do not meet minimum admission standards may be admitted conditionally following an interview with members of the Admissions Committee. 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 developmental courses or in a limited number of hours, grade point averages which are higher than regular university requirements, and mandatory use of Student Support Services. At the end of their first semester, students admitted conditionally will be evaluated by the director of student support services, who will recommend any changes in their enrollment or admission 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 admission process. Forms for admission as special students are available in the admission 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.

TRANSIENT STUDENTS Candidates for admission seeking a degree at another institution and desiring to complete course work at Ozarks may apply as a Transient student. Such students intend to transfer Ozarks course work to their home institution for degree completion. These students must be on good standing with their home institution and provide an official transcript.

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 2008-09 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

	Per Semester	Per Year
Tuition (12 to 17 hours)	\$8,365	\$16,730
Room: King, Smith, MacLean	\$1,313	\$2,625
Regular Board: 19 meal plan, 15 meal plan, or 10 meal plan	\$1,550	\$3,100
Room: Bagwell-Jones/Cary-Wortz/Mabee	\$1,480	\$2,960
Apartment Board: 7 meal plan	\$1,310	\$2,620
Residence Hall Activity Fee	\$5	\$10

Activity Fee	\$50	\$100
Computer and Technology Resource Fee	\$200	\$400
Media Fee	\$50	\$100
Post Office Box Fee	\$5	\$10

MISCELLANEOUS FEES

	Per Semester
Admission Deposit ¹	\$100
Application Fee	\$30
Applied Music Fee ²	\$275
Bowling Fee	\$45
Communications Practicum Fee	\$25
Course Change Fee	\$5
Teaching Internship Fee	\$25
Golf Fee	\$20
Graduation Fee	\$75
Gymnastics Fee	\$160
Housing Deposit	\$100
International Student Fee	\$1000
Late Graduation Application Fee	\$100
Late Registration Fee ³	\$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 Deposit	\$100
Tuition Fee (per credit hour and in excess of 17)	\$700
Withdrawal Fee	\$100

ADDITIONAL FEES FOR JONES LEARNING CENTER

	Per Semester	Per Year
Regular Fee	\$8,550	\$17,100
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.

¹ To hold their place in the incoming class, new students must make a deposit of \$100 by May 1 or within thirty days after admission, whichever is earlier. This deposit, refundable until May 1 (upon written request), applies to the first semester's tuition.

² This fee is for one half-hour lesson each week in one area (voice, piano, or organ). Students desiring a one-hour lesson each week in a single area will be charged \$425. Those desiring lessons in more than one area will be charged \$275 for each half-hour lesson in each area and \$425 for each one-hour lesson.

³ Per day, up to \$25.

No university records (including grades, transcripts, and diplomas) will be released to students who have outstanding balances or incomplete documents with any administrative offices.

Through arrangements made with Sallie Mae (1-800-635-0120) under the TuitionPay Plan, students may pay off their account in ten monthly installments beginning on July 1. Students who fall behind in the arranged payment schedule will not be permitted to continue in classes, to remain in university housing, or to make use of the cafeteria.

Financial-Aid Policies

APPLICATION PROCESS Students applying for financial aid should complete the admission process as soon as possible. All such students should also complete the Free Application for Federal Student Aid (FAFSA) and designate Ozarks as one of its recipients. (Applications are available online at www.FAFSA.ed.gov.) For best consideration for renewal of scholarships and aid, FAFSA forms must be filed each year by March 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. Generally, institutional aid will not be awarded in excess of the amount of full-time tuition for the regular academic year. 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 repaid within ten years.

FEDERAL FAMILY EDUCATION LOANS are offered to eligible students through banks or other lending agencies. Repayment begins 6 months after a student leaves college or is enrolled less than half-time.

FEDERAL TEACH GRANT is available to qualified students who plan to serve as a full-time teacher for at least four years in a high-need field (e.g., bilingual education and English language acquisition, foreign language, mathematics, reading specialist, science, special education) in a public or private elementary or secondary school that serves low-income students.

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.

ACADEMIC COMPETITIVENESS GRANT is provided by the federal government to first- and second-year college students who demonstrate exceptional financial need and have completed a rigorous secondary school program and maintain a 3.00 college gpa.

NATIONAL SCIENCE AND MATH ACCESS RETAIN TALENT GRANT is available to third- and fourth-year college students who show high financial need, maintained 3.00 college gpa and in an eligible major.

ARKANSAS OPPORTUNITY GRANT or “GO GRANT” is available to those students whose family income is less than \$25,000.

WORKFORCE IMPROVEMENT GRANT is provided to Arkansas residents who are non-traditional college age and show a financial need.

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.

DISTINGUISHED GOVERNOR SCHOLAR AND GOVERNOR SCHOLARSHIPS are given to Arkansas students who score at least 27 on the ACT, or 1220 on the SAT combined Math and Critical Reading, or hold a gpa of 3.5.

TUITION EXCHANGE PROGRAMS

The University of the Ozarks participates in three tuition exchange programs available to dependents of participating employees at participating institutions. Ozarks currently accepts participants in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges and the Tuition Exchange Program. The number of new students entering Ozarks as participants in one of these programs may be limited. Interested students should contact the human resources office of the institution where their parent is employed for additional information regarding participation and eligibility. Candidates are encouraged to apply early in the senior year of high school to receive best consideration.

INSTITUTIONAL AID

ACADEMIC SCHOLARSHIPS range in value from \$4,000 up to tuition, room, board and books. 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 20 or an SAT combined Math and Critical Reading score of at least 940. Criteria for scholarship consideration for new students may be updated prior to the awarding of scholarships. Be sure to consult the university website for the most current information.

RENEWAL OF INSTITUTIONAL SCHOLARSHIPS, GRANTS AND LOANS

The following cumulative gpas for work done at Ozarks are required for renewal of these various scholarships:

ACADEMIC DISTINCTION SCHOLARSHIPS: 3.00 for Governor’s Scholarship recipients and 3.25 for Governor’s Distinguished Scholarship recipients.

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

PRESIDENTIAL SCHOLARSHIPS: 3.00 at the end of each year; in addition, 10 hours of community service work are required each semester.

DEAN’S SCHOLARSHIPS: 2.75 at the end of each academic year.

COMMITMENT TO EXCELLENCE SCHOLARSHIPS: 2.50 at the end of each academic year.

TRANSFER RECOGNITION SCHOLARSHIPS ranging from \$4,000 to \$8,000 are offered to transfer students. These scholarships are available to students who have completed at least 16 college hours with an appropriate gpa. A cumulative gpa of 3.00 at Ozarks is required for renewal.

ACHIEVEMENT AWARDS in the amount of \$6000 are available to students who have demonstrated potential through participation in school, community, church, or civic activities. A cumulative gpa of 2.00 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 up to \$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 2.00 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 combined Math and Critical Reading score of 850) and a core gpa of 2.50. A cumulative gpa of 2.00 at Ozarks is required for renewal.

VERA PFEFFER LOANS are available to those students with a financial need. Students must complete the FAFSA to determine renewal eligibility.

TEACHING EXCELLENCE IN ARKANSAS CHALLENGE (TEACH) AWARD provides funds to a limited number of students who intend to obtain teacher licensure and to teach in the state of Arkansas for at least four years after graduation. The award begins as a loan but is cancelled upon completion of the obligation to teach in Arkansas for four years (in essence, the loan converts to a grant).

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

SCHOLARSHIPS have been established by many alumni and friends of the university to provide need-based and merit-based grants. The administration, faculty, staff and students of Ozarks extend their deepest appreciation to those alumni and friends who have made this Institutional Aid possible. 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 not supersede renewal criteria for specific 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 gpa requirements:

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 *earned*. 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 both total hours attempted and 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, or voluntarily withdraws 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. For any student receiving all Fs in a given term, the university will apply the Federal Return to Title IV Funds policy assuming the last date of attendance to be at the 50% 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.) Academic Competitiveness Grant, 7) National Science and Math Access Retain Talent Grant, 8) Federal Supplemental Education Opportunity Grant, 9.) other Title IV programs. If a refund is due to 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 29th 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 8; for juniors, 6; for seniors, 4. 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 Collegiate Ministries, 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. Choral groups include Ozarks Chorale, open to all students, and Chamber Singers, which requires audition. University Ringers make up the Handbell Choir. All three groups perform on campus, in the area, and for the annual spring tour. Private lessons in voice, piano, and organ are available to all students as space permits.

THEATRE University Theatre presents a challenging season of plays each year, using Seay Theatre, a proscenium space, as well as our flexible space, The Black Box Theatre. We regularly participate in the American College Theatre Festival and present student-directed one-acts. 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 prior to audition dates. Students participating in productions can earn up to three hours of credit through the Play Production course and in so doing, complete a fine arts distribution requirement in the general education program. In addition, University Players, a social and service organization for students interested in theatre, visits professional theatres and participates in The Arkansas College Theatre Festival, a state preliminary for The American College Theatre Festival.

BROADCASTS AND PUBLICATIONS The campus television station, KUOZ Channel 6, is an educational access channel on the Suddenlink Communications cable system, with studios in the lower level of Walker Hall. Weekly newscasts and interview programs as well as documentary films, short films, music videos, and university athletic events are produced entirely by students, and all students are invited to participate in production of these programs. KUOZ 100.5 FM, launched in the fall of 2004, is an FCC licensed low-power station that serves the campus and community with a wide variety of musical and informational programming. In addition to KUOZ Channel 6 and KUOZ 100.5 FM, students can also have a part in the production of three campus publications, the *Campus Communiqué*, its biweekly newsletter; the *Aerie*, its yearbook; and *Falstaff*, its literary magazine.

Athletics

Ozarks participates in the American Southwest Conference, fielding teams in basketball, baseball, fast pitch 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

PHILOSOPHY

The mission of Residential Life is to build a community that encourages individual rights and responsibilities, campus involvement, multi-cultural interaction, and personal growth. At the University of the Ozarks, residence hall living is an important aspect of the total college experience. University employees believe that living on campus contributes significantly to the personal growth and development of students, and emphasizes the group experience of living together in the residence halls. As a residential community, students share the responsibility for creating a living and learning environment which will enable each to attain the academic and social skills necessary to function as a responsible community member in the hall and on campus.

The university provides housing in five traditional residence halls. King Hall, built in 1971, and remodeled in 1999, houses freshmen. MacLean Hall, built in 1927, and renovated in 2001, houses upper-level students, and Smith Hall, built in 1964, and fully renovated in 2000, houses female freshman and upper-level students. In addition, Cary-Wortz, Bagwell-Jones, and Mabree Hall offer an intimate living style for upper-level students in a community environment housing 20 students in each. The North Street Apartments offer five, two-bedroom apartments for upper-level students and five, two-bedroom apartments for staff and married students.

RESIDENCE HALL STAFF

Residence halls are staffed by Residence Hall Directors (RDs), Assistant Resident Directors (ARDs), and Resident Assistants (RAs). Residence Hall Directors live in the residence halls and are responsible for the halls' overall operation. The ARDs and RAs are students who help students adjust to the college environment by serving as peer advisors and leaders in the halls. RAs are available to assist all students with residence hall and/or personal problems. The staff, as well as the hall council, assists in providing social, recreational, and developmental learning opportunities and programs.

POLICIES AND PROCEDURES RESIDENCY REQUIREMENT

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, the university requires students to live on campus for four semesters, or until the age of twenty-one. Requests for exceptions to this policy must be filed in writing to the Student Life Office and should be made prior to the beginning of the academic term. Exceptions may include:

1. A part-time or special student carrying less than 12 hours a semester;
2. A married or single-parent student;
3. A student living with parents, grandparents, or legal guardian;
4. A student who has valid reasons, with supporting professional documentation.

Dining Service

All students living on campus with the exception of the North Street Apartments must participate in an available meal plan through the campus food service, ARAMARK. Students with special diets prescribed by a doctor should inform the food service director of their dietary requirements. Breakfast, lunch, and dinner are served on weekdays, while brunch and dinner are served on weekends and certain campus holidays. At most meals, a large variety of concepts are available in addition to a salad bar, sandwich station, pizza buffet, and dessert bar.

Health Service

An outpatient clinic, staffed by an RN (registered nurse), is housed in the lower level of the Seay Student Center. Visits to the University Health Office are FREE for all students and staff. The nurse is authorized to administer first-aid for minor injuries, dispense over-the-counter medication for illnesses, and take a patient's temperature and blood pressure. The nurse will also assist ill students by arranging appointments with local physicians, making "residence hall calls," or arranging transportation to the emergency room at Johnson Regional Medical Center. The Health Office is provided to ensure that students have the reasonable medical care necessary to help them stay in class thereby minimizing interruptions in their education. Students are always financially responsible for any care received off-campus or outside of the Health Office. The Health Services Office is open 9 a.m. to 1 p.m., Monday through Friday. After-hours care and emergencies are managed by the Student Life Office, also in the Seay Student Center.

Students missing classes must be seen by the nurse or a doctor before notification of illness will be sent to professors. Excuses due to illness are at the discretion of the professor. Students who become ill while off campus or at home should notify the nurse or Student Life Office, as well as their professors.

Orientation and Critical Inquiry

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 Critical Inquiry course. This course is designed to begin developing the personal skills students need for success, both in college life and in the working world. Through reflective writing assignments, class discussion, and group activities, the course focuses on: personal responsibility, self-motivation, self-management, supportive relationships, self-awareness, life-long learning, emotional intelligence, self-esteem. Within this general framework students are also encouraged to explore their values, appreciate cultural and intellectual diversity and learn the fundamentals of ethical reasoning as it applies to their own lives and choices. Student social development is enhanced through a variety of social activities, cultural events and community service outings that foster a connection with classmates, the school, and the community. Upperclassmen are selected for each class as peer mentors to assist students in making the transition to college; peer mentors serve as resource/contact people, role models, facilitators of small-group discussion, and general aides to the instructor.

Student Organizations and Activities

Student organizations at the University of the Ozarks play a significant role in the student's life at the university. It is the philosophy of Student Life that a student's educational experience can be enhanced through interaction with other students outside the classroom, as well as through gaining valuable experience in leadership and group processes. Participation in student clubs and organizations may help students develop individual values, provide students with opportunities to enhance their talents and opportunities to make contributions to the campus and community.

UNIVERSITY SPONSORED GROUPS:

The *Student Government Association* is recognized by the university as the group representing the U of O student body. All regularly enrolled university students are considered to be members of the Student Government Association (SGA). The SGA is responsible for providing campus leadership and for communicating to the faculty and administration student opinions on matters related to campus-wide policies. SGA carries out these responsibilities through the SGA Executive Committee, various other committees, and the SGA senators.

The *Campus Activities Board* (CAB) is a student organization whose purpose is to provide leadership in all campus activities and programs. This board plans, organizes and implements such major programs including orientation activities, Miss U of O, Christmas Formal, and the Ozarks' Live Series. 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.

The *Residence Hall Association* (RHA) unifies each of the halls into one larger campus group as the governing body which provides a variety of programs as well as serving as the students' voice to the university and campus community. Students are given many opportunities to participate in their own residence hall as well as the entire residential community. Housing residents are automatically members of RHA. Voting membership is composed of all resident assistants, elected representatives and peer judicial board members. Each resident pays a \$5 hall activity fee that is administered and allocated by RHA.

The *Student Foundation Board* (SFB) provides leadership experience for its members that will enhance their education and prepare them to be responsible alumni of the University of the Ozarks. This organization promotes the interest of, and understanding between, the students of the past, present, and future.

Ozarks Outback (Outbackers) exposes our students to the ultimate recreational environment nestled between the Ozark and Ouachita Mountains. Student-instructors lead outings such as canoeing, rock climbing, backpacking, caving, mountain-biking, kayaking, and hiking.

HONOR SOCIETIES:

Alpha Chi, Phi Alpha Theta, Kappa Delta Pi, Sigma Alpha, Sigma Tau Delta, Tri-Beta

RELIGIOUS ORGANIZATIONS:

Alpha & Omega, Baptist Campus Ministries, Catholic Campus Ministries, Fellowship of Christian Athletes, Methodist Campus Ministries

STUDENT PUBLICATIONS/MEDIA:

Aerie Yearbook, Falstaff, KUOZ Channel 6, KUOZ 100.5 LP

THEATRICAL AND MUSICAL GROUPS:

Fortissimo, University Players

ACADEMIC ORGANIZATIONS:

Ozarks Alchemists, Ozarks Biological Society, Ozarks History Club, Ozarks Mathematical Society, Ozarks Student Education Association (OSEA), SCM (Strategic Communication Major) Studio

SPECIAL INTEREST GROUPS:

Amnesty International, BACCHUS, C.H.A.N.G.E., College Republicans, Investment Club, National Society of Leadership and Success, Ozarks Alliance, Ozarks Otakus, OZARTS Art Club, Phi Beta Lambda, Planet Club, Rotaract, Screaming Eagles Forensic Club, Student-Athlete Advisory Committee, Students in Free Enterprise, Young Democrats

RECREATIONAL GROUPS:

Cheerleaders, Ozarks Disc Golf Association, Ozarks Recreational Club, Ozarks Soccer Alliance, Ozarks Ultimate Frisbee Club

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, early childhood education (non-licensure), English, history, history and literature, mathematics, music, philosophy, political science, psychology of human behavior, radio/television/video, religion, religion and philosophy, sociology, Spanish, strategic communication, or theatre.

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

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 (pg. 21)
- Fulfill core and distribution requirements (pp. 21-29)
- Complete all courses in the major with a minimum of C- (or P in courses offered only on a P/D/F basis) (pg. 29)
- Complete all courses in the minor, if any, with a minimum grade of C- (or P)
- Complete all requirements for the second major, if any (pg. 29)
- Complete a minimum of forty upper-level hours; for the BGS, a minimum grade of C- (or P) is required for all courses counted in these forty upper-level hours (pg. 29)
- Complete the last 30 hours in residence at Ozarks (pg. 29)
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks** (pg. 30)
- Make formal application for the degree to the registrar at least one semester prior to expected graduation (pg. 30)

* “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” (pg. 30), satisfactory progress, “academic classification” (pg. 34), and eligibility for financial aid and athletics. Students required to take developmental courses must attempt them in the first semester at Ozarks and each subsequent semester until all are completed (see pg. 9, entering students).

**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.

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. 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.

Core Requirements

Core courses (21 credit hours) are designed to be taken during the first and second years, develop critical skills, provide a context for advanced study, and offer limited options. Specific assignments embedded in these core courses will be used to assess achievement of the ISOs. They provide a common base for all Ozarks students. Links to the Ozarks Intended Student Outcomes (ISOs; this catalog, pp. 7-8) are shown in parentheses.

IND 1003	Critical Inquiry* (ISO 2, 4)
COM 1003	Basic Oral Communication (ISO 1)
ENG 1013, 1213	Composition I, II (ISO 1)
HIS 2013, 2023	World Civilization I, II <i>or</i> HUM 2013, 2023 Humanities I, II (ISO 2, 3 [humanities])
MTH 1033	College Algebra (or a higher-level mathematics course) (ISO 2, 3 [math])

*The Critical Inquiry requirement is waived for students with transfer credit of 24 semester hours or more. Students with transfers of less than 24 semester hours may petition the vice president for academic affairs for a waiver of the Critical Inquiry requirement.

Distribution Requirements

Distribution courses are designed to be taken throughout the four years, provide breadth of exposure to a range of disciplinary methodologies and content, and offer more choices within areas. They provide students and advisors flexibility to customize the educational program while ensuring the breadth of understanding characteristic of the liberally educated person who is prepared for the career of his or her choice. One or more requirements in the distribution might be fulfilled through one or more appropriate courses in the major and/or minor – a practice known as “double-dipping.” Hence, the net total of “pure” distribution hours will vary according to each student’s major(s), minor(s), and particular choices within options. (Double-dipping is permitted only between courses listed simultaneously in the distribution and in majors and minors. Some distribution courses appear on lists in more than one distribution area. In such cases, students are required to choose in advance which distribution requirement a given course will fulfill. Therefore, students may not fulfill two or more distribution requirements with a single course.)

Students are required to fulfill the distribution requirements outlined below in each of the following areas: (1) literature, (2) fine arts, (3) religion, (4) physical education and wellness, (5) civic awareness, (6) social science and social analysis, (7) natural science and mathematics, and (8) global awareness. In addition, the moral dimension (ISO 2, 4) is introduced in Critical Inquiry and developed across the curriculum in a variety of courses in the distribution areas and in majors. Links to the Ozarks Intended Student Outcomes (ISOs; this

catalog, pp. 7-8) are shown in parentheses. Course menus listed under each distribution area are updated from time to time by the General Education Oversight Committee.

(1) LITERATURE

Required: One course (3 credit hours) in literature (ISO 2, 3 [humanities])

Criteria for courses in this area:

- Courses must indicate clearly that students will study in depth both lyric and either narrative or drama (i.e., one literary genre organized by plot and another not organized by plot).
- Courses must indicate clearly that students will analyze in depth how different literary elements (e.g., plot, character, setting, point of view, symbolism, form, metaphor, imagery, rhythm, sound) function in literary texts.
- Courses must indicate clearly that students will continue to master effective writing (through, for example, in-class essays, take-home essays, critical papers, research papers) and to master effective speaking (through, for example, class presentations, class discussions, group discussions)

Courses that fulfill this requirement:

ENG	2003	Introduction to Literature
	2013	Themes in Literature
	2103	Classical Literature
	3113	Romantic Literature
	3123	Victorian Literature
	3213	American Romanticism
	3223	American Realism
	3233	Modern American Literature
	3243	Contemporary Literature
	4053	Shakespeare (so long as significant attention is paid to the sonnets)
	4123	Chaucer
	4133	16 th Century Literature
	4163	Milton
	4173	Restoration and 18 th Century Literature
	4783	SS: Beowulf and Old English Literature
SPN	4213	Mexican Literature
	4223	Central American Literature
	4233	Caribbean Literature
	4243	Andean Literature

Previously offered courses that fulfill this requirement:

ENG	2113	World Literature I
	2123	World Literature II
	3033	British Literature I
	3043	British Literature II
	3053	American Literature I
	3063	American Literature II
SPN	4023	Mexican & Central American Literature
	4783	SS: Andean Literature

(2) FINE ARTS

Required: A total of 3 credit hours of fine arts courses (ISO 2, 3 [fine arts])

Criteria for courses in this area:

- Courses with a subject area in the fine/performing arts—drawing, painting, sculpture, ceramics, photography, architecture, music, drama, dancing and film—will fulfill this requirement, as long as the focus of the course is on aesthetic design, performance/creation, interpretation or analysis. In other words, the course should emphasize artistic elements. A course that teaches how to recognize the elements of a film that impact its interpretation would fulfill this requirement; a course using film to study the history of psychological trends would not. A dance course that focuses on choreography as an art form counts; a dance course intended as physical education would not.
- Courses that feature hands-on experiences in which students learn to create or perform works can fulfill this requirement.
- Courses that teach “appreciation” of an art and incorporate listening or aesthetic analysis skills can also fulfill the requirement.
- Courses should explicitly or implicitly include affective objectives and assess such objectives (e.g., increase appreciation of an art, result in students attending more cultural events or taking additional courses in the area).
- It is expected that the course will further the development of at least one general education ISO.

Courses that fulfill this requirement:

ART	1013	Basic Design
	2003	Photography
	2013	Basic Drawing I
	2033	Ceramics I
	2053	Painting I
	2073	Sculpture I
	2093	Watercolor
	2113	Art History I
	2123	Art History II
	2203	Printmaking I
	4093	History of Modern Art
COM	2783	SS: Introduction to Oral Interpretation
HUM	2783/4783	SS: Hollywood Directors' Visions
	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
	3153	World of the 20 th Century
MUS	3003	Movie Music Studies
	3013	Themes in Film Music
	3124	Medieval World
	3134	Renaissance and Baroque
	3144	Classicism and Romanticism
	3154	World of the 20th Century

Previously offered courses that fulfill this requirement:

ART	4783	SS: Renaissance and Baroque Italy
COM	2093	The Art of Watching Film
	3203	Documentary Film
ENG/THR	4783	SS: Survey of 20 th Century American Drama
HUM	3113	Ancient World
MUS	1003	Music Appreciation
	2783/4783	Special Studies in these areas: All That Jazz , Broadway Musicals, Music & the Science Fiction Film, Popular Music, Sacred Music, The Symphony, The Music of Fantasy Films, The Music of Star Wars, World Music
	3114	Ancient World
THR	2783	SS: The Great Broadway Musical

All applied music studio lessons (piano, organ, voice), piano/voice classes, and ensembles are eligible as well; but, in order to receive distribution credit, the student must enroll in three terms of that activity and participate in all scheduled performances

PHL	3133/3134	Philosophy and Art
RTV	2093	The Art of Watching Film
	3203	Documentary Film and Video
THR	1013	Introduction to Theatre
	1033	Fundamentals of Design
	1111-4111, 1112-4112, 1113-4113	Play Production**
	2013	Fundamentals of Acting
	2033	The Great Broadway Musical
	2783	SS: Introduction to Playwriting
	3013	Theatre History I
	3023	Theatre History II
	3073	Modern American Drama

** To receive distribution credit for Play Production, the student must complete 3 units. The student may either (1) enroll for 3 credit hours during one term and specialize in one area, (2) earn 3 credit hours one unit at a time spread over three semesters, or (3) complete 2 credit hours during one semester and 1 credit hour during another semester.

(3) RELIGION

Required: One course (3 credit hours) in religion (ISO 2, 3 [humanities], 4)

Criteria for courses in this area:

- All courses must be consistent with our mission ("True to our Christian heritage") and goals ("Encourage students both to learn and practice Christian values, while respecting individual beliefs").
- All courses will include at least one substantial component related to Christianity.
- All courses will include a study of Christian sacred (Biblical) texts, though they may also include the sacred texts of other traditions.
- All courses will support the university's ISOs, especially ISO 2 and ISO 4.

Courses that fulfill this requirement:

GRK	1104-5	Intensive New Testament Greek,
PHL	2083	Judaism, Christianity and Islam
REL	1003	Old Testament
	1013	New Testament
	1783	SS: Christian Spirituality
	1783	SS: Bible in American Culture
	2033	Introduction to Theology
	2083	Judaism, Christianity and Islam
	2303	Social Issues from Christian Perspectives
	3003	Biblical Interpretation: Old Testament
	3013	Biblical Interpretation: New Testament
	3023	History of Christian Thought
	4003	Religion in Late Antiquity

Previously offered courses that fulfill this requirement:

PHL	2003	World Religions
REL	2003	World Religions

(4) PHYSICAL EDUCATION AND WELLNESS

Required: Four physical education activity courses (4 credit hours total) or two physical education activity courses plus a course in wellness of at least 2 credit hours (at least 4 credit hours total) (ISO 4)

No more than four hours of physical education activity classes may be applied toward any degree except in programs which specify more.

Criteria for courses in this area:

- Courses can be classified as wellness courses if they promote physical wellness through (a) physical activity, movement experiences, and a physically active lifestyle; (b) fitness for wellness; (c) an understanding of nutrition and its association with health.
- Courses can be also classified as wellness courses if they promote mental and emotional well-being.

Courses that fulfill this requirement:

Any of the physical education activity courses listed in this catalog under Physical Education, including PHE 2781 physical education activity courses

PHE	1002	Physical Wellness
	3003	Nutrition
PSY	1013	Psychology of Adjustment
	3053	Health Psychology

(5) CIVIC AWARENESS

Required: One course (3 credit hours) in civic awareness (ISO 2, 3 [humanities, social science], 4)

Criteria for courses in this area:

- Courses that study American political institutions and processes, inclusive of both historical and contemporary contexts, will fulfill this requirement.
- The study must incorporate applications to current social, economic, and cultural issues to facilitate civic awareness and engagement.

Courses that fulfill this requirement:

HIS	2113	American History I
	2123	American History II
	2783/4783	SS: The United States in Vietnam and Iraq
	2783/4783	SS: The American Revolution
PLS	2013	American National Government

(6) SOCIAL SCIENCE AND SOCIAL ANALYSIS

Required: 6 credit hours in Social Science / Social Analysis, distributed as follows. (ISO 2, 3 [social science])

- If students fulfill their Civic Awareness requirement through a History course, they must then take 6 credit hours of Social Science.

- If students fulfill their Civic Awareness requirement through a Political Science course, they may take 6 credit hours of Social Science or they may take 3 credit hours of Social Science and 3 credit hours of Social Analysis.

Criteria for courses in this area:

- **Social Science:** Course content will focus on the study of individuals and institutions within topical social contexts. The methodological emphasis is on identifying and applying theories and models to understand and predict contemporary human behaviors.
- **Social Analysis:** Course content will focus on the study of individuals and institutions within historical social contexts. The methodological emphasis is on interpreting various categories of texts from perspectives of chronology in order to understand the genesis and development of human interactions.

Courses that fulfill the Social Science requirement:

BSA	3013	The Legal Environment of Business I
	3223	The Legal Environment of Business II
	4003	Business Finance
BSE	3203	Economics for Elementary Teachers
COM	1013	Interpersonal Communication
	2083	Small Group Discussion
	3183	Research Methods and Writing
	4313	Public Relations Principles
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
	3003	International Political Economy
	3103	Intermediate Macroeconomic Theory
	3203	Intermediate Microeconomic Theory
	3303	Money and Banking
	3313	Current Economic Issues
	3323	Managerial Economics
	3333	Labor Economics
	4003	International Law and Organization
	4013	International Trade Law and Policy
	4213	Comparative Economic Systems
EDU	1003	Theories of Human Learning
ENS	1013	Introduction to Environmental Studies
	3033	Environment, Natural Resources, and Community
GEO	2023	Regional Geography
	2033	Human / Cultural Geography
	2043	Physical Geography
HIS	4333	Comparative Topics in History
MGT	2003	Survey of Management
	3103	Human Resource Management
	3123	Supervisory Management
	3203	Organizational Behavior
	4003	Management Seminar
	4013	Business Strategy
	4023	International Management
	4223	Organizational Theory
MKT	1003	Marketing Concepts
	3103	Consumer Behavior
	3133	Hospitality Marketing
	3203	Product Strategies
	4113	Promotion Strategies
	4213	International Marketing

<u>Previously offered courses that fulfill this requirement:</u>		
BSA	3053	Introduction to Entrepreneurship
	4303	Business Ethics
COM	1023	Introduction to Mass Communication
	3033	Persuasion Theory
	4013	Political Communication
GEO	2013	Cultural Geography
MGT	4213	Managerial Communication

	4313	Public Relations
	4323	Persuasion Theory
PLS	1003	Introduction to Political Science
	2013	American National Government (if a History course was taken to fulfill Civic Awareness requirement)
	2023	State and Local Politics
	2033	International Relations
	3003	International Political Economy
	3013	Comparative Political Regimes and Ideologies
	3043	Public Policy
	3053	American Constitutional Law and Thought I
	4003	International Law and Organization
	4013	International Trade Law and Policy
	4023	Public Administration
	4033	Contemporary Political and Legal Philosophy
	4053	American Constitutional Law and Thought II
PSY	All of the catalog courses	
	2783/4783	SS: Cross-Cultural Psychology
	2783/4783	SS: The Psychology of Criminal Behavior
RTV	1023	Introduction to Mass Communication
SCM	1003	Introduction to Rhetoric and Social Influence
	3033	Persuasion Theory
	4013	Political Communication
	4313	Public Relations Principles
SOC	1013	Introduction to Sociology
	2013	Social Problems
	2023	Social Research Methods
	3033	Environment, Natural Resources, and Community
	3073	Race, Class, and Gender
	3083	Sociology of Deviant Behavior

Courses that fulfill the Social Analysis requirement:

EDU	3133	Education and Growth of the American Republic
	3143	Philosophy of Education
HIS	1783	SS: China and the Modern World
	2113	American History I
	2123	American History II
	2783/4783	SS: Latin American Civilization
	2783/4783	SS: Medieval History on Film
	2783/4783	SS: The City in History
	2783/4783	SS: World War II on Film
	2783/4783	SS: The United States in Vietnam and Iraq
	2783/4783	SS: 20 th Century British History on Film
	2783/4783	SS: History of the American West
	2783/4783	SS: The American Revolution
	3003	Arkansas History
	3113	Colonial America
	3123	Civil War & Reconstruction
	3213	British History I
	3223	British History II
	3313	History of India
	3983	The French Revolution
	3983	The Fall of Rome and the Rise of Europe
	3983	The Great War

	4133	American Frontier
	4143	Twentieth Century America
	4203	Antiquity and Middle Ages
	4213	Early Modern Europe
	4223	Revolutionary Europe
	4233	Twentieth Century Europe
	4313	Survey of Russian History and Culture
	4783	SS: Sports in Modern American History
PHL	3073	History of Political Thought I
	3083	History of Political Thought II
PLS	3073	History of Political Thought I
	3083	History of Political Thought II
REL	4003	Religion in Late Antiquity
SOC	4023	Social Theory
SPN	3123	Latin American Civilization

(7) NATURAL SCIENCE AND MATHEMATICS

Required for the B.S. degree: One laboratory science course (4 credit hours), one additional science course (3-4 credit hours), and one additional, higher-level mathematics course (3-4 credit hours) beyond the course used to satisfy the core requirement (ISO 2, 3 [science, math], 4)

Required for the B.A. and B.G.S. degrees: One laboratory science course (4 credit hours) and either one additional science course or one additional, higher-level mathematics course beyond the course used to satisfy the core requirement (3-4 credit hours) (ISO 2, 3 [science, math], 4)

Criteria for Science courses:

- The course content must be derived using the scientific method.
- The course must have a significant emphasis on the scientific method and its applications.

Courses that fulfill the Science requirement (Course numbers ending with 4 are lab courses):

BIO	1104	Biology Concepts
	1214	Principles of Biology I
	2014	Zoology
	2124	Botany
	2223	Human Physiology
	4783	SS: Bioethics
CHM	1014	General Chemistry I
	1024	General Chemistry II
ENS	1023	Environmental Science
PHE	2603	Human Physiology
	3003	Nutrition
	3123	Kinesiology
	4103	Physiology of Exercise
PHS	1004	Introductory Physical Science
	1023	Earth Science (non-lab)
	1024	Earth Science with Lab
	2783	SS: Astronomy (non-lab)
	1044	Astronomy with Lab
	2783	SS: Science and Pseudoscience
PHY	2014	College Physics I
	2024	College Physics II
	2114	General Physics I
	2124	General Physics II
PSY	3163	Physiological Psychology

Criteria for Mathematics courses:

- The course must promote and develop logical and systematic reasoning.
- The course must use symbolic notation, representation, and manipulation.
- The course must be algebra-based and use rigorous algebraic manipulation and techniques.
- The course must give students a foundation of mathematical techniques and critical thinking strategies that prepare them to solve mathematical-based problems in various fields of study.

Courses that fulfill the Mathematics requirement:

BSA	3023	Business Statistics I
CSC	1013	Introduction to Computer Science
	2123	Discrete Mathematics
MTH	1043	College Trigonometry
	2015	Calculus I
	2024	Calculus II (if Calculus I was taken for the core requirement)
	2123	Discrete Mathematics
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics

Previously offered courses that fulfill this requirement:

MTH	2153	Mathematics for Middle Level Teachers II
	2163	Mathematics for Elementary Teachers II
PSY	4023	Experimental Methods in the Behavioral Sciences
	2003	Fundamental Descriptive Statistics for Behavioral Sciences
	3003	Fundamental Inferential Statistics for the Behavioral Sciences

(8) GLOBAL AWARENESS

Required: Complete one of the following four options (0-6 credit hours). (ISO 3, 4)

1. Complete one year (or the equivalent) of a foreign language** (4-6 credit hours).
2. Complete an Ozarks Abroad course (3 credit hours).
3. Complete a study or internship abroad of at least five weeks (0-3 credit hours).
4. Complete a course in global awareness from the list below (3 credit hours).

Criteria for courses in this area:

- The common aim for the requirement in global awareness is for students to broaden their range of cultural experience and to make them aware of both cultural differences and of cultural connections.
- Criterion for courses under option 1: Course(s) must have an identifiable cultural component (social, economic, political, geographic, environmental, and/or artistic).
- Criterion for courses under option 2: This course must have a significant international cultural component (social, economic, political, geographic, environmental, and/or artistic).
- Criterion for option 3: A proposal for study or internship abroad, which addresses cultural considerations (see above), must be approved by the General Education Oversight Committee.
- Criteria for courses under option 4: (a) The course must address one or more foreign cultures, and (b) it must contain significant emphases in at least two of the following areas: history of the arts; social, economic, and political history; geographical and environmental history.

Courses that fulfill the Global Awareness requirement (option 4 above):

ART	4783	SS: Renaissance & Baroque Italy
ECN	3003	International Political Economy
	4003	International Law and Organization
	4013	International Trade Law and Policy
	4213	Comparative Economic Systems
GEO	2023	Regional Geography
	2033	Human / Cultural Geography
HIS	1783	SS: China and the Modern World
	2783/4783	SS: Latin American Civilization
	2783/4783	SS: The City in History
	2783/4783	SS: The United States in Vietnam and Iraq
	2783/4783	SS: 20 th Century British History on Film
	3213	British History I
	3223	British History II
	3313	History of India
	3983	The French Revolution

Previously offered courses that fulfill this requirement:

GEO	2013	Cultural Geography
MUS	2783/4783	SS: World Music

	3983	The Great War
	4203	Antiquity and Middle Ages
	4213	Early Modern Europe
	4223	Revolutionary Europe
	4233	20th Century Europe
	4313	Survey of Russian History and Culture
	4333	Topics in Comparative History
HUM	2783/4783	SS: Australian Culture
	2783/4783	SS: London After Dark – Study Abroad
MGT	4023	International Management
MKT	4213	International Marketing
PHL	2073	Hinduism & Buddhism
PLS	2033	International Relations
	3003	International Political Economy
	3013	Comparative Political Regimes and Ideologies
PSY	2783/4783	SS: Cross-Cultural Psychology
REL	2073	Hinduism & Buddhism
	4003	Religion in Late Antiquity
SPN	3123	Latin American Civilization

**Individual programs determine any specific foreign language requirements for their graduates. Those requirements, if any, are listed under the various major requirements in this catalog.

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/D/F basis) are counted toward the requirements in a major, or with a C- or P in a minor. The following majors are offered: accounting, art, biology, general business, business education, chemistry, composite science, early childhood education (both licensure and non-licensure), economics, English, environmental studies, history, history and literature, management/administration, marketing, mathematics, middle level education, music, philosophy, physical education, political science, psychology, psychology of human behavior, radio/television/video, religion, religion and philosophy, secondary education, sociology, Spanish, strategic communication, and theatre. Some majors require a minor, usually eighteen credit hours, in another field of study. (**Minors** are offered in the following areas: accounting, art, biology, general business, chemistry, communications, computer applications, computer science, early childhood education, economics, special education, English, history, management, marketing, math, music, health, physics, political science, psychology, radio/television/video, religion, philosophy, sociology, Spanish, strategic communication, and theatre). For complete listing of teacher licensure areas, see the education section of the catalog.

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

UPPER-LEVEL HOURS 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.

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 work⁴ attempted at Ozarks.⁵

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

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

GOOD ACADEMIC STANDING To remain in good academic standing, students must fulfill two requirements⁶

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

⁴ "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" (pg. 30, satisfactory progress, "academic classification" (pg. 34, and eligibility for financial aid and athletics.

⁵ 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 (pg. 21).

⁶ 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 not 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.

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 (earned) 80 percent of the 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 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 3 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

For each term, the university publishes a schedule of course offerings and establishes a timetable and procedures for both pre-registration and registration of students for classes. The university reserves the right to modify the schedule of course offerings – courses offered, sections, class meeting days and times, and instructors – and to modify individual student schedules, consistent with providing students the opportunity for timely completion of degrees. Returning students may pre-register for classes at scheduled times during each semester's pre-registration period. New students may pre-register 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 69 percent of course sessions have been completed (normally, during weeks three through eleven of the fall and spring terms), a grade of W will appear on the student's transcript. Courses may not be dropped after 69 percent of course sessions have been completed (normally, after the eleventh 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-.

LEAVE OF ABSENCE Students who wish to leave the university for a regular semester to participate in a Study Abroad program (credit or non-credit), in a guest matriculant program at another university, or in an approved non-credit internship should request to be placed in leave-of-absence status. To be granted a leave of absence, a student must be in good academic standing and must have received permission of the academic advisor, the study abroad program coordinator or division chair (for internship or guest matriculant program), and the vice president for academic affairs. The request for leave of absence must be made before the last class day of the semester prior to the planned leave of absence and will include a specified date of return. Approval for transfer of all courses taken while participating in Study Abroad or a guest matriculant program must be obtained in accordance with the university transfer policy, as stated above. Students who have been granted a leave of absence will be readmitted without re-application and without petitioning the Financial Aid Committee for reinstatement of financial aid.

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. Students should contact the Campus Testing Administrator 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.

INTERNATIONAL BACCALAUREATE COURSES (IBO) The University of the Ozarks gives elective credit and credit for some individual courses to students who have received a 5 or higher on higher-level examinations. Students who have received a 5 or higher on standard-level examinations in some mathematics courses may also be eligible for credit. Acceptance of credits may be subject to review, and credits may not exceed five courses (15 to 16 hours). Please contact the admission office for more information.

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 pre-register 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.

ACT 1014 AND THE EIGHT-SEMESTER ACADEMIC PLAN In compliance with Act 1014 of the Regular Session of the 85th General Assembly for the State of Arkansas, 2005, the University of the Ozarks makes available to each incoming freshman who declares a major a written eight consecutive semester course study for that major, signed by the vice president for academic affairs, guaranteeing that the student who meets all of the specified terms and conditions and who completes in a satisfactory and timely way all of the requirements set forth will be able to complete his or her degree in eight consecutive semesters. This eight consecutive semester course of study is subject to the following terms and conditions:

- Declaration of major at the start of the fall semester of the freshman year.
- Regular admission to the University of the Ozarks that does not restrict the number of credits that the student may take in any given term.
- No developmental courses required because of the student's academic record.
- Satisfactory academic progress that includes: (a) completion with a passing grade of all courses in the four-year plan of study as outlined; (b) completion of all courses in the major (and minor, if any) with a grade of at least C-; (c) passing all required screenings, if any, on time (e.g., admission to teacher education); (d) maintaining a 2.00 or higher grade-point-average on all college-level work attempted at Ozarks; or (e) maintaining a minimum of 2.75 cumulative grade-point-average for the Arkansas Challenge Scholarship, or maintaining a minimum of 3.00 cumulative grade-point-average for the Arkansas Governor's Scholarship, or maintaining a minimum of 3.25 cumulative grade-point-average for the Arkansas Governor's Distinguished Scholarship on all college-level work attempted at Ozarks.
- Completion of at least 124 college-level credit hours within eight consecutive semesters (normally, done by completing 15-17 college-level credit hours per semester).
- Completion of all core, distribution, and major requirements as outlined in the catalog of entry, which is incorporated herein by reference and made a part hereof.
- Completion of a minimum of 40 upper-level credit hours.
- Completion of the last 30 credit hours in residence at Ozarks.
- Fulfillment of other graduation requirements listed in the catalog, such as the application for graduation, which is incorporated herein by reference and made a part hereof.
- Continuation in this same declared major throughout the eight consecutive semesters.
- No minor or second major, unless stipulated as part of the plan of study.

These eight consecutive semester courses of study appear in this catalog under each major.

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.

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; 6 hours during the Summer II session; or 6 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 normal course load is fifteen to seventeen hours during the fall and spring terms. Students wishing to take more than eighteen hours during the fall or spring term must obtain the approval of the vice president for academic affairs. To be considered for approval, students must have a cumulative grade point average of 3.00 or above. The maximum number of credit hours students may carry in the fall or spring term is twenty-two. Work approved to be taken by correspondence or concurrently at other institutions is included in this maximum.

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.

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.

ACCOMMODATION FOR DISABILITIES Students with documented disabilities may request reasonable accommodation for those disabilities in their courses. Accommodations are of two types. The first, accommodative services, such as note takers, calculators, and alternative testing, may be arranged through the Jones Learning Center or Student Support Services. The second type of accommodation, course substitution, will be based on the stated purpose of the course requirement. No course substitution will be considered until the student has attempted the course for which the substitution is requested or a developmental course leading to the requirement. If the student is unsuccessful, the student must file a petition with the vice president for academic affairs, who then appoints a committee consisting of the division chair, all faculty teaching in the area, and the director of the Jones Learning Center or the director of Student Support Services to review the petition. This accommodation is available only to students with documented disabilities that would prevent them from completing a required course. 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 which are available to all students with disabilities. Services are based on each student's individual needs as determined by his or her psycho-educational evaluation. With the support of these services students can participate fully in all academic programs and make a smooth transition to independent learning.

Ozarks is committed to providing equal educational opportunity and encouraging full participation for persons with disabilities. The university admits applicants with learning disabilities or attention deficit disorder who are otherwise qualified through its standard admission process. However, otherwise qualified applicants with specific learning disabilities or attention deficit disorder 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 or attention deficit disorder 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. The selection committee considers three questions when determining an appropriate fit: 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 have a strength in at least one academic area. 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 will be eligible for admission. Because of the extensive application process, students are encouraged to apply early during the fall semester of their senior year of high school. The center subscribes to the definition of learning disabilities proposed by the National Joint Committee on Learning Disabilities.

Intended Student Outcomes for the Jones Learning Center

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

Student Support Services and Career Services

Student Support Services, 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, supplemental instruction, and academic and career advising. 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.

Career Services is also located on the first level of Robson Library. This office provides information on career planning, internships, job searching, and graduate school admissions. Resources include online programs, DVDs, and books that assist students in developing career plans, obtaining internships, writing résumés and cover letters, developing interviewing skills and preparing for graduate or professional school enrollment. All students are encouraged to visit the Career Services Office 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.

Accounting

See Business Enterprise Program section.

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 projects 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

1. Graduates will have a sophisticated understanding of past and current movements, styles, and artists that have influenced the historical development of art.
2. 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.
3. 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.
4. 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.
5. 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
	2013	Drawing I
	2033	Ceramics I
	2053	Painting I or ART 2093, Watercolor
	2073	Sculpture I
	2113	Art History I
	2123	Art History II
	2203	Printmaking I or ART 2303, Graphic Design
	3003	Drawing II

4093 History of Modern Art

4401 Senior Exhibit

9 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.

LICENSURE REQUIREMENTS Students may seek teacher licensure (P-8, 7-12, or P-12) by fulfilling the requirements for a bachelor of arts in art, plus HIS 3003, Arkansas History. 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 Natural Science requirements with a biology course and either Physical Science, Earth Science, or Astronomy. In addition, candidates pursuing licensure must take Arkansas History.

For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

MINOR A minor in art consists of the following:

ART 1013 Basic Design

2013 Drawing I

2113 Art History I

2123 Art History II

9 hours of electives in art approved by the student's art advisor

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of ART

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 31 credit hours

Fall Semester: (15 or 16 credit hours)

Art History I

Basic Design

Composition I

Critical Inquiry

Spring Semester: (15 or 16 credit hours)

Drawing I

Composition II

Either Semester:

1-2 Art elective(s)

Basic Oral Communication

College Algebra

General Education courses from

Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)

World Civilization I **or** Humanities I

Spring Semester: (16 credit hours)

Art History II

Drawing II

World Civilization II **or** Humanities II

Either Semester:

Portfolio evaluation after 12 hours
studio art

1-2 Art elective(s)

General Education courses from

Distribution Requirements to total
16 hours

JUNIOR YEAR: 31 credit hours (emphasis area should be determined)

Fall Semester: (15 or 16 credit hours)

Modern Art History

1-2 Art elective(s)

Spring Semester: (15 or 16 credit hours)

Figure Drawing I

1-2 Art elective(s)

Either Semester:

General Education courses from

Distribution Requirements **or**
general electives to total 15 or 16
hours

SENIOR YEAR – 30 credit hours

Fall Semester: (15 credit hours)

2D Studio **or** 3D Studio (or both)

1-2 Art elective(s)

Spring Semester: (15 credit hours)

Senior Exhibit

2D Studio **or** 3D Studio (or both)

1-2 Art elective(s)

Either Semester:

General electives to total 15 hours

For students starting in the fall semester of an **odd numbered year** (e.g. 2009)

FRESHMAN YEAR: 33 credit hours

Fall Semester: (16 or 17 credit hours)

Spring Semester: (16 or 17 credit hours)

Either Semester:

Art History I (if Eng ACT is 20+) or Art elective (if Eng ACT is below 20) Basic Design Composition I Critical Inquiry	Art History II (if Eng ACT is 20+) Drawing I Composition II	1-2 Art elective(s) Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 credit hours		
<u>Fall Semester:</u> (16 credit hours) Modern Art History (if Art History I, II taken in freshman yr) 1-2 Art elective(s) World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Drawing II World Civilization II or Humanities II	<u>Either Semester:</u> Portfolio evaluation after 12 hours studio art General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR: 31 credit hours (emphasis area should be determined)		
<u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if not taken in freshman year) 1-2 Art elective(s)	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if not taken in freshman year) Figure Drawing I 1-2 Art elective(s)	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 30 credit hours		
<u>Fall Semester:</u> (15 credit hours) 2D Studio or 3D Studio (or both) Modern Art History (if not taken in sophomore year) 1-2 Art elective(s)	<u>Spring Semester:</u> (15 credit hours) Senior Exhibit 1-2 Art elective(s) 2D Studio or 3D Studio (possibly both)	<u>Either Semester:</u> General electives to total 15 hours

Four-Year Plan of Study for a Bachelor of Arts Degree in the Major of ART for Teacher Licensure

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 31 credit hours

<u>Fall Semester:</u> (15 or 16 credit hours) Basic Design Composition I Critical Inquiry	<u>Spring Semester:</u> (15 or 16 credit hours) Drawing I Composition II	<u>Either Semester:</u> 1-2 Art elective(s) Basic Oral Communication Biology Concepts College Algebra Theories of Human Learning General Education courses from Distribution Requirements to total 15 or 16 hours
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SOPHOMORE YEAR: 32 credit hours

<u>Fall semester:</u> (16 credit hours) Art History I 1 Art elective Arkansas History, (soph or junior yr) World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Art History II Drawing II 1 Art elective World Civilization II or Humanities II	<u>Either Semester:</u> Portfolio evaluation after 12 hours studio art Intensive Elementary Language (recommended) Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 16 hours
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SUMMER TERM: **OR**
 Middle & Secondary Principles and Practices I
 Educational Technology in the Discipline
 Secondary Art Methods
 Elementary Art Methods

SUMMER TERM:
 Middle & Secondary Principles and Practices II
 Educational Technology Language: Arts/Social Studies/Business
 Language Arts Pedagogy
 Social Studies Pedagogy

JUNIOR YEAR: 31 credit hours (emphasis area should be determined)

<u>Fall Semester:</u> (16 or 17 credit hours) Modern Art History 1-2 Art elective(s) Principles of Learning and Teaching Arkansas History, if not previously completed	<u>Spring Semester:</u> (16 or 17 credit hours) Figure Drawing I or 1-2 Art electives Educational Assessment	<u>Either Semester:</u> Additional Science or Math course Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements to total 16 or 17 hours
SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology Language: Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy	OR	SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology in the Discipline Secondary Art Methods Elementary Art Methods
SENIOR YEAR: 30 credit hours <u>Fall Semester:</u> (18 credit hours) Senior Exhibit 2D Studio or 3D Studio (or both) Behavior Management in the Classroom Current Educational Practices Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 16 or 17 hours	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	
For students starting in the fall semester of an odd numbered year (e.g. 2009)		
FRESHMAN YEAR: 31 credit hours <u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if Eng ACT is 20+) or Art elective (if Eng ACT is below 20) Basic Design Composition I Critical Inquiry	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if Eng ACT is 20+) Drawing I Composition II	<u>Either Semester:</u> 1-2 Art elective(s) Basic Oral Communication Biology Concepts College Algebra Theories of Human Learning General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 Hours <u>Fall Semester:</u> (16 credit hours) Modern Art History (if Art History I, II taken in freshman year) Arkansas History, (soph or junior yr) Elementary Language I (recommended) World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Drawing II Elementary Language II (recommended) World Civilization II or Humanities II	<u>Either Semester:</u> Portfolio evaluation after 12 hours studio art 1-2 Art elective(s) Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 16 hours
SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology in the Discipline Secondary Art Methods Elementary Art Methods	OR	SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology Language: Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy
JUNIOR YEAR: 31 credit hours (emphasis area should be determined) <u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if not taken in freshman	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if not taken in freshman	<u>Either Semester:</u> Additional Science or Math course

year) 1-2 Art elective(s) Arkansas History (if not taken in freshman year) Principles of Learning and Teaching	year) Figure Drawing I 1-2 Art elective(s) Educational Assessment	Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements to total 15 or 16 hours
SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology Language: Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy	OR	SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology in the Discipline Secondary Art Methods Elementary Art Methods
SENIOR YEAR: 30 credit hours <u>Fall Semester:</u> (18 credit hours) Modern Art History (if not taken in sophomore year) 2D Studio I or 3D Studio I (or both) Senior Exhibit Behavior Management in the Classroom Current Educational Practices Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 16 or 17 hrs	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	

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 Drawing II.

ART 2033 Ceramics I A basic course in the fundamental methods of hand-building. Prerequisite: ART 2033 required for ART 3033, Ceramics II.

ART 2053 Painting I A basic course in which the student studies the principles and techniques of the oil painting medium. The study of design, color theory, color mixing and composition will be explored. Prerequisite: ART 2053 or ART 2093 required for ART 3053, Painting II.

ART 2073 Sculpture I A basic introduction to the methods involved in three-dimensional work as well as compositional problems.

ART 2093 Watercolor Development of skills in watercolor painting using transparent and opaque media.

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, Basic Design.

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

ART 3013-3023 Figure Drawing I-II Students work from the human 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 3003, Drawing II, ART 3013 required for ART 3023.

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

ART 3053 Painting II Exploration of advanced techniques in oil, acrylic and/or watercolor painting while students continue to develop and explore content and composition. Prerequisite: ART 2053, Painting I, or ART 2093, Watercolor

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, Sculpture I.

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, Printmaking I.

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. Prerequisites: ART 1013, Basic Design, ART 2013, Basic Drawing I, ART 2053, Painting I, or ART 2093, Watercolor, and permission of the instructor.

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

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. Prerequisites: ART 1013, Basic Design, ART 2033, Ceramics I, and ART 2073, Sculpture I, and permission of the Instructor.

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

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. Prerequisite: ART 3023, Figure Drawing II, 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, 2-D Studio II.

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

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

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

ART 4401 Senior Exhibit The culmination of a student's work in the art program featuring, among other requirements, an exhibition in Stephens Gallery. This course must be taken concurrently with a 2-D Studio section (ART 3213 or 3223 or 4233 or 4243) or 3-D Studio section (ART 3313 or 3323 or 4333 or 4343). Prerequisite: Senior status and permission of the Instructor.

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
	1324	Principles of Biology II
	2014	Zoology
	2124	Botany
	3024	Genetics
	4004	Biology Thesis, or BIO 4003, Biology Literature Thesis

Students must take at least 3 of the 6 Biology Options courses

BIOLOGY OPTIONS:

BIO	3234	Principles of Ecology
	4234	Lichenology
	3134	Microbiology
	4024	Molecular and Cellular Biology
	3444	General Physiology
	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
	1024	General Chemistry II
	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
	1324	Principles of Biology II
	2014	Zoology
	2124	Botany
	3024	Genetics

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

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

A **bachelor of science in Biology and Secondary Education** requires the following specific requirements:

BIO	1214	Principles of Biology I
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	1324	Principles of Biology II
	2014	Zoology
	2124	Botany
	3024	Genetics
	3134	Microbiology
	3234	Principles of Ecology
	3444	General Physiology
	4004	Biology Thesis or BIO 4003, Biology Literature Thesis
CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
ENS	1023	Environmental Science
MTH	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introductory Physical Science or PHY 2014, College Physics I and PHY 2024, College Physics II
	1024	Earth Science
	1044	Astronomy

Students seeking licensure in this area are required to fulfill their Natural Science requirements with BIO 1214, Principles of Biology I, and CHM 1014, General Chemistry I

For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

A bachelor of science in Biology and Middle Level Education requires the following specific requirements.

BIO	1214	Principles of Biology I
	1324	Principles of Biology II
	2014	Zoology
	2124	Botany
	3024	Genetics
	3134	Microbiology
	3234	Principles of Ecology
	3444	General Physiology
	4004	Biology Thesis or BIO 4003, Biology Literature Thesis
CHM	1014	General Chemistry I
	1024	General Chemistry II
ENS	1023	Environmental Science
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3033	College Geometry
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introductory Physical Science or PHY 2014, College Physics I and PHY 2024, College Physics II
	1023	Earth Science with Lab
PHY	1044	Astronomy

For a complete list of all program requirements for the double major in Middle Level Education and Biology to include the English, Language Arts, and Social Science requirements, as well as a four-year plan of study, see under Education – Middle Level Education.

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. Practicum may not be counted toward a minor in biology.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of BIOLOGY

FRESHMAN YEAR

Fall Semester: (16 credit hours)

Biology Concepts

College Algebra, or no math if ACT is 23+

Composition I

Critical Inquiry

Spring Semester: (17 credit hours)

Principles of Biology II

Trigonometry, or no math if math ACT is 25+

Composition II

Either Semester:

Basic Oral Communication

General Education courses from Distribution Requirements to total 16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)

Zoology

Calculus I, if ACT is 25+ and no prior math completed

World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)

Botany

Minor elective*

World Civilization II **or** Humanities II

Either Semester:

General Education courses from

Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)

Genetics

Upper-level Biology elective

Minor elective*

Spring Semester: (16 or 17 credit hours)

Upper-level Biology elective

Minor elective(s)*

Either semester:

General Education courses from

Distribution Requirements **or** elective courses to total 16 or 17 hours

SENIOR YEAR

Fall Semester: (16 or 17 credit hours)

Upper-level Biology elective

Minor elective(s)*

Spring Semester: (16 or 17 credit hours)

Upper-level Biology elective

Minor elective(s)*

Either Semester:

Elective hours to total 16 or 17 hours

*Students pursuing the B.A. degree in Biology are required to complete a minor in an area other than the natural sciences

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of BIOLOGY

FRESHMAN YEAR

Fall Semester: (16 credit hours)

Principles of Biology I (essential)

General Chemistry I (essential for ACT 23+)

College Algebra if ACT 20-22 **or** No Math if ACT 23+

Composition I

Critical Inquiry

Spring Semester: (17 credit hours)

Principles of Biology II (essential)

General Chemistry II (essential for ACT 23+)

Trigonometry **or** No Math if ACT 25+ Composition II

Either Semester:

Basic Oral Communication

General Education courses from Distribution Requirements to total 16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)

Zoology (essential)

ACT 20-22:

General Chemistry I (essential)

Calculus I **or** Fundamentals of Inferential Statistics **or** College Physics I (suggested) **or** Biology Option elective

ACT 23+:

Organic Chemistry I

Calculus I **or** Fundamentals of Inferential Statistics

College Physics I (suggested)

World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)

Botany (essential)

ACT 20-22:

General Chemistry II (essential)

Additional Math **or** College Physics II (suggested) **or** Biology Option elective

ACT 23+:

Biology elective

Organic Chemistry II (suggested)

College Physics II (suggested)

World Civilization II **or** Humanities II

Either Semester:

General Education courses from

Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)

Genetics

Organic Chemistry I, if not previously

Spring Semester: (16 or 17 credit hours)

Biology Option elective **or** Biology

Thesis (or both)

Either semester:

General Education courses from

Distribution Requirements **or**

completed General Physics I or College Physics I (suggested) or Biology Option elective	Organic Chemistry II, if not previously completed (suggested) General Physics II or College Physics II (suggested)	elective courses or BIO 3891-3, Internship to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Biology Thesis, if not previously completed Biology elective	<u>Spring Semester:</u> (16 or 17 credit hours) Biology Thesis, if not previously completed Biology elective	<u>Either Semester:</u> General Education courses from Distribution Requirements or elective courses to total 16 or 17 hrs

Four-Year Plan of Study for a Bachelor of Science Degree in the Major of Biology and SECONDARY EDUCATION

For students in the major with a **MATH ACT SCORE of 23** or greater:

FRESHMAN YEAR

Fall Semester:
Principles of Biology I
General Chemistry I
Astronomy, if offered
Critical Inquiry
Composition I

Spring Semester:
Principles of Biology II
General Chemistry II
Trigonometry
Composition II

Either Semester:
Earth Science
Basic Oral Communication
Theories of Human Learning
General Education courses from
Distribution Requirements

SOPHOMORE YEAR

Fall Semester:
Zoology
Organic Chemistry I
Survey of Mathematics – Geometry,
Measurement, Probability and
Statistics
Astronomy, if not previously
completed
World Civilization I **or** Humanities I

Spring Semester:
Botany
Environmental Science, if offered, **or**
Introductory Physical Science
Microbiology, if offered
World Civilization II **or** Humanities II

Either Semester:
Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements

For students in the major with a **MATH ACT SCORE of 21-22:**

FRESHMAN YEAR

Fall Semester:
Principles of Biology I
College Algebra
Astronomy, if offered
Critical Inquiry
Composition I

Spring Semester:
Principles of Biology II
Composition II

Either Semester:
Earth Science with Lab
Basic Oral Communication
Theories of Human Learning
General Education courses from
Distribution Requirements

SOPHOMORE YEAR

Fall Semester:
Zoology
General Chemistry I
Survey of Mathematics
Astronomy, if not previously
completed
World Civilization I **or** Humanities I

Spring Semester:
Botany
Microbiology, if offered
General Chemistry II
Environmental Science **or** Introductory
Physical Science
World Civilization II **or** Humanities II

Either Semester:
Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements

All students in the major:

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

OR

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology in the Discipline
Laboratory and Classroom Techniques in Secondary Science

JUNIOR YEAR

Fall Semester:

Spring Semester:

Either semester:

Genetics	Biology Option elective or Biology	Education & Growth of the American
Organic Chemistry I, if not previously completed	Thesis or Biology Literature Thesis	Republic or Philosophy of Education
Principles of Ecology or General Physiology	Microbiology, if not previously completed previously	General Education courses from
Principles of Learning & Teaching	Environmental Science or Introductory Physical Science	Distribution Requirements or general electives
	Educational Assessment	
SUMMER TERM:	OR	SUMMER TERM:
Middle & Secondary Principles and Practices II		Middle & Secondary Principles and Practices I
Educational Technology in the Discipline		Educational Technology: Mathematics/Science
Laboratory and Classroom Techniques in Secondary Science		Mathematics Pedagogy
		Science Pedagogy
SENIOR YEAR		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	
Biology Thesis or Biology Literature Thesis, if not previously completed	Cultural Perspectives: Family, School, and Community Partnerships	
Principles of Ecology or General Physiology, if not previously completed	Teaching Internship II	
Behavior Management in the Classroom		
Current Educational Practices		
Teaching Internship I		
Praxis II, Application to Teaching Internship II		
General electives		

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, Biology Concepts, or BIO 1214, Principles of Biology I.

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 one 3-hour laboratory per week. Prerequisite: BIO 1104, Biology Concepts, or 1324, Principles of Biology II.

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. Prerequisites: BIO 1104, Biology Concepts and one additional Biology course, or BIO 1214, Principles of Biology I 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 3001 Professional Preparation In this course students will explore careers in biology and prepare themselves for applying for a job or for applying to continue their training in graduate and professional schools. Professional preparation is an important component of the University Mission and this class is designed to benefit student professional preparation. Projects required for this course will include but are not limited to: Identifying post-graduation education and job possibilities, preparing a resume, writing a personal statement, practicing interviewing skills, and practicing standardized test-taking skills.

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. Prerequisites: BIO 1104, Biology Concepts and BIO, 1324 Principles of Biology II, or BIO 1214, Principles of Biology I and BIO 1324, Principles of Biology II. Recommended: BIO 2014, Zoology or BIO 212,4 Botany.

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, General Chemistry I.

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, Botany.

BIO 3444 General 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. Lectures and laboratories focus on the human body as a model for understanding general principles of physiology.. 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, Principles of Biology II and CHM 1014, General Chemistry I. Recommended: BIO 2014, Zoology.

BIO 4003 Biology Literature Thesis This course is designed to be the culmination of the course of study for B.S. Biology majors. Students in this course will experience intensive literature research, produce a professional report, and will present their findings to their peers. Prerequisites: at least two upper-level biology classes and senior classification, or permission of instructor.

BIO 4004 Biology Thesis (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 4024 Molecular and Cellular Biology This course is designed to be the culmination of the course of study for Biology majors in the areas of Molecular and Cellular Biology. This course will include advanced topics in molecular and cellular biology including but not limited to: Molecular genetics, cell and molecular methods, cell organization and cell social contexts. Prerequisites: BIO 1324 Principles of Biology II, one 2000 level Biology laboratory course, CHM 3014, Organic Chemistry I, and Junior classification or permission of the Instructor.

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 Genetics.

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, Botany and CHM 1024, General Chemistry II.

BIO 4333 Anatomy The content of this course is the same as PHE 2013, Anatomy, 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 5 to 6 hours each week. Prerequisites: Junior class rank and permission of the Instructor. PHE 2013, Anatomy or BIO 4333, Anatomy 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 Education

See Business Enterprise Program section.

Business Enterprise Program

The purpose of business is to create and keep a customer.

--Peter Drucker

Business Enterprise Program Mission and Vision Statements

- The mission of the Business Enterprise program is to assist students in achieving self-fulfillment and to develop career skills for their future. We teach those skills and encourage those attitudes which develop competency in students for employment in positions requiring executive or educational abilities. We instill Christian ideals into business relationships and prepare students for graduate study. Within the framework of the overall Ozarks mission, we strive to develop leaders who seek the richness of life accorded by study of the liberal arts and the quality of life provided by professional preparation in the fields of accounting, economics, finance, management, marketing and business education.
- Our vision is to earn distinction as the Arkansas Business School where student-centered learning occurs through highly interactive classes.

Business Enterprise Program Goals

- Prepare students for graduate studies and/or careers in business-related fields by demonstrating competency in the following
 - 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
 - Intelligent decision making

- Oral communication
- Written communication
- Computer software applications
- Working with others in a team
- Conducting research
- Encourage leadership development through
 - An active leadership role in a campus or community organization

Degree Programs accredited by the North Central Association of Colleges and Schools

The International Assembly for Collegiate Business Education (IACBE), the premier professional accreditor for business programs in student-centered colleges and universities throughout the world, emphasizing continuous improvement of teaching based on an annual assessment of outcomes also accredits the following majors: Accounting, Business Education, Economics, General Business, Management, and Marketing. The National Council for the Accreditation of Teacher Education (NCATE) and the Arkansas Department of Education also accredit the Business Education major.

Program Features

- **Baldor Executive-in-Residence Program** Established in 1997, this program is designed to help bridge the gap between the practice of business and the study of business. Its mission is to bring top-level business executives and leaders to campus for interaction with students.
- **Co-Curricular Program** Phi Beta Lambda, the national association of students interested in business, was chartered by Ozarks students and faculty in 1957 for its distinctive social, scholastic, service, and leadership programming. Members of the University of the Ozarks FBLA-PBL collegiate chapter have an opportunity to socially interact with their business professors and peers outside the classroom, test their knowledge and skills in various business-related disciplines through state and national academic competitions, participate in meaningful service projects, and build leadership skills for their future.
- **Donald W. Reynolds Governor's Cup for Entrepreneurial Development** U of O students compete in an undergraduate business plan competition designed to encourage students of Arkansas' universities and colleges to act upon their ideas and talents.
- **International Student Exchange Program** U of O is among 10 IACBE accredited colleges and universities participating in an international business exchange program. The student exchange program is European-based.
- **Microsoft Certification** University of the Ozarks is an authorized Microsoft Office Specialist Testing site. Students with Office Specialist certifications may place this information on their resumes.
- **Varsity Sales Internship Program** In cooperation with Varsity Company – International, the University of the Ozarks offers three separate summer sales internships (Sales Internship, Sales Management Internship, and Sales Training and Leadership Internship). A designated professor from the University of the Ozarks evaluates each student with the assistance of appropriate personnel from the company. The University of the Ozarks awards the course grade and three semester hours of credit.

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 Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair. Internship/practicum credit does not count toward satisfying major/minor requirements.

The successful accounting graduate will be expected to meet the following **Intended Student Outcomes**:

1. Demonstrate competency in the Business Core.
2. Demonstrate an understanding of basic accounting theory as it is applied to the proper recognition of revenue and expense, the appropriate valuation of current and fixed assets, and the appropriate presentation of this accounting information within the balance sheet, income statement, and statement of cash flows.
3. Demonstrate an understanding of basic accounting theory as it is applied to the proper recognition of revenue and expense; the appropriate valuation of intangible assets, investments, current liabilities, long-term debt and other obligations, and the capital accounts (including retained earnings); and the appropriate presentation of this accounting information within the balance sheet, income statement, statement of stockholders' equity, and statement of cash flows, with particular emphasis on the proper reporting of error correction, changes in accounting principles and earnings per share.
4. Prepare basic examples of the four primary financial statements (balance sheet, income statement, statement of stockholders' equity, and statement of cash flow) in accordance with generally accepted accounting principles (GAAP) governing quantity and type of disclosure of ancillary information; and analyze the information presented to insure that it is generally useful for decision-making by stakeholders.
5. Demonstrate mastery of cost accounting concepts to be applied by manufacturers, merchandisers, and service providers by demonstrating an understanding of: the difference between fixed and variable costs; the difference between job and process costing; the difference between normal and standard costing; the application of ABC costing; the difference between simple and complex costing systems.
6. Demonstrate the ability to utilize cost accounting information to make pricing, production, and purchasing decisions by demonstrating an understanding of: the behavior of different costs at different levels of activity; the concepts of relevant revenues and relevant costs; the development of operating budgets; the calculation of price, efficiency, and usage variances.
7. Prepare financial statements that appropriately reflect the elimination of the effect of inter-company transactions for entities which must report consolidated operations.
8. Demonstrate an understanding of the concepts necessary to properly record and report the formation, operation, and dissolution of partnerships.
9. Demonstrate an understanding of generally accepted auditing standards (GAAS) and the requirements of applicable legislation (particularly Sarbanes-Oxley), with an emphasis on required audit documentation, audit planning, competent evidential matter, auditors' responsibilities and legal liabilities, and professional conduct.
10. Demonstrate the ability to conduct a financial audit under GAAS by identifying specific investigative steps to be carried out during an audit and relating those steps to the requirements and recommendations of the American Institute of Certified Public Accountants and applicable federal legislation. Particular emphasis is placed on testing internal control, statistical sampling, and substantive procedures applied to income statement and balance sheet accounts.
11. Demonstrate an understanding of basic federal taxation concepts and definitions such as taxable income, exempt income, deductions, credits, non-deductible expenses, dependents, exemptions and tax liability.
12. Apply tax rules and regulations, as promulgated by the Internal Revenue Service, to prepare basic income tax returns.
13. Prepare basic financial statements for governmental units as described by the Governmental Accounting Standards Board (GASB) Statement 34.
14. Prepare basic financial statements for not-for-profit enterprises applying the principles of fund accounting.

MAJOR A major in accounting requires 30 hours of the business core and an additional 24 hours of accounting concentration:

BUSINESS CORE

3 of the following 1-hour courses:

	BSA	1011	Word Processing*
		1021	Spreadsheets*
		1031	Database*
		1041	Graphics*
ACC	2003	Principles of Accounting I	
	2013	Principles of Accounting II	

BSA	3013	The Legal Environment of Business I
	3023	Business Statistics I
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	1003	Marketing Concepts

*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
	3203	Intermediate Accounting II
	3213	Cost Accounting
	4103	Advanced Accounting I
	4123	Auditing

3 hours of advisor and division chair approved income tax accounting electives.

6 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.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of ACCOUNTING

FRESHMAN YEAR: 31 credit hours

Fall Semester:
Composition I
Critical Inquiry

Spring Semester:
Composition II

Either Semester:
Basic Oral Communication
Marketing Concepts
College Algebra
Complete or Demonstrate Competency in any 3:
Word, Graphics, Spreadsheets, or Database
General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:
Principles of Accounting I
World Civilization I **or** Humanities I

Spring Semester:
Principles of Accounting II
World Civilization II **or** Humanities II

Either Semester:
Principles of Microeconomics
Principles of Macroeconomics
Survey of Management
General Education courses from Distribution Requirements to total 15 or 16 hours

JUNIOR YEAR: 31 credit hours

Fall Semester:
Intermediate Accounting I
Business Statistics I

Spring Semester:
Intermediate Accounting II
Cost Accounting
Income Tax elective, if offered in rotation

Either Semester:
3-hour Accounting elective, if income tax elective not offered in spring rotation
The Legal Environment of Business I
General Education courses from Distribution Requirements **or** general electives to total 15 or 16

		hours
SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Advanced Accounting I	Auditing	3-hour Accounting elective
Business Finance	Business Strategy	3-hour Income Tax elective, if not taken in junior year
		General electives to total 15 or 16 hrs

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: ACC 2003, Principles of Accounting I.

ACC 3103 Intermediate Accounting I 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: ACC 2013, 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: ACC 2013, Principles of Accounting II.

ACC 3133 Fundamentals of Federal Income Taxation A study of the concepts and definitions of Federal income taxation that apply to both individual income tax returns (including sole proprietorships) and tax returns for corporations, partnerships and trusts. Prerequisite: ACC 3103 Intermediate Accounting I.

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: ACC 3103, 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: ACC 3103, Intermediate Accounting I.

ACC 4013 Accounting Information Systems A study of selected topics within the accounting discipline that relate to the impact of advances in information technology on the performance of accounting functions within an organization. The selected topics discuss how accountants can improve the design and functioning of an accounting information system so that it truly adds value to the organization. Prerequisite: ACC 3203, Intermediate Accounting II.

ACC 4103 Advanced Accounting I A study of complex accounting theory and problems relating to partnerships, corporations, joint ventures, consignments, consolidations, and mergers. Prerequisite: ACC 3203, 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: ACC 2013, Principles of Accounting II.

ACC 4123 Auditing This course is designed to be the culmination of the student's accounting studies. Through this capstone experience, students will complete a major auditing project and a comprehensive exam to demonstrate knowledge of the discipline. The course content is 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. Prerequisites: Senior status, and Instructor and Division Chair permission.

ACC 4203 Advanced Accounting II A continuation of Advanced Accounting I with emphasis on parent-subsidary relationships, consolidation financial statements, home-office and branch accounting, and international operations. Prerequisite: ACC 4103, 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: ACC 2013, Principles of Accounting II.

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: ACC 4103, Advanced Accounting I.

General Business

This bachelor of science major is 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 discipline of the student's choice. The general business major is considered an excellent choice for those students majoring in non-business disciplines. The major prepares students for self-employment or for entry-level positions in business and business-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 Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

General business majors will have the opportunity for real world interaction by attending business tours and interacting with business professionals. They will be encouraged to develop leadership skills by joining at least one of the campus organizations. Graduates of the major will be expected to demonstrate competency in the following **Intended Student Outcomes**:

1. using computers and various software packages such as word processing, spreadsheets, database, and graphics.
2. understanding and applying the fundamental elements of marketing strategy, including an emphasis on customers as well as the marketing mix (product, promotion, price, and place strategies).
3. knowing the fundamentals of management and applying the principles of planning, organizing, leading and evaluating to enhance individual, team and organizational effectiveness.
4. analyzing and evaluating financial information, including the accounting cycle.
5. preparing and analyzing accounting statements, such as income statements and balance sheets.
6. knowing basic economic theory, including a general understanding of the basic competition models, and applying that information to various industries and competitive situations.
7. understanding the different aspects of the legal environment and their impact on business and society.
8. understanding, analyzing, synthesizing, and communicating statistical information.
9. understanding, analyzing, synthesizing, and communicating financial information, including ratio analysis, business risk, rates of return, capital budgeting, financial planning, financial forecasting, and break-even analysis.
10. using case studies to understand business strategies in the global business environment as well as to understand the ethical implications of management decisions.

Internship/practicum credit does not count toward satisfying major/minor requirements.

BUSINESS CORE

3 of the following 1-hour courses:

	BSA	1011	Word Processing*
		1021	Spreadsheets*
		1031	Database*
		1041	Graphics*
ACC	2003	Principles of Accounting I	
	2013	Principles of Accounting II	

BSA	3013	The Legal Environment of Business I
	3023	Business Statistics I
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	1003	Marketing Concepts

*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.

GENERAL BUSINESS CONCENTRATION

BSA	3033	Business Statistics II
MGT	3313	Managerial Accounting

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 general business 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 general business requires 18 hours selected by the student and a business advisor, with approval from the business division chair.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of GENERAL BUSINESS

FRESHMAN YEAR: 31 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Composition I	Composition II	Basic Oral Communication
Critical Inquiry		Marketing Concepts
		College Algebra
		Complete or Demonstrate Competency in any 3: Word, Graphics, Spreadsheets, or Database
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Principles of Accounting I	Principles of Accounting II	Principles of Macroeconomics
World Civilization I or Humanities I	World Civilization II or Humanities II	Principles of Microeconomics
		Survey of Management
		General Education courses from Distribution Requirements to total 15 or 16 hours

JUNIOR YEAR: 31 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Business Statistics I	Business Statistics II	9 hours of Minor requirements or advisor/division chair-approved electives
	Managerial Accounting	The Legal Environment of Business I
		General Education courses from Distribution Requirements to total 15 or 16 hours

SENIOR YEAR: 31 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Business Finance	Business Strategy	9 hours of Minor requirements or

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 1051 Software for Personal Information Management A study of the use of personal information management in the business environment. Topics to be covered include email, calendar, contacts, and other related tasking functions concerning the management of personal information through software applications.

BSA 1061 Software for Statistical Analysis A study of the use of software for statistical analysis in the business environment. Topics include entering data, modifying data values, sorting and selecting data, as well as performing additional statistical procedures on data.

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 and Division Chair permission.

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 and Division Chair permission.

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. Prerequisite: MTH 1033, 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: BSA 3023, Business Statistics I.

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: BSA 3013, The Legal Environment of Business I.

BSA 4003 Business Finance This is the first of two courses (Business Finance, Business Strategy) designed to be the culmination of the student's Business Core studies. Through this first course in the Business Core capstone sequence, the student will complete a financial analysis project on a company or organization to demonstrate knowledge of the discipline. The course content is 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: Senior status, and Instructor and Division Chair permission.

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. Prerequisite: Permission of the Instructor.

Business Education

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. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair. In addition to other graduation requirements, the following courses must be completed:

Business education majors will have the opportunity for real world interaction by attending business tours and interacting with business professionals. They will be encouraged to develop leadership skills by joining at least one of the campus organizations. In addition to the Secondary Teacher Education ISOs (see Education Division), graduates of the major will be expected to demonstrate competency in the following **Intended Student Outcomes**:

1. using computers and various software packages such as word processing, spreadsheets, database, and graphics.
2. understanding and applying the fundamental elements of marketing strategy, including an emphasis on customers as well as the marketing mix (product, promotion, price, and place strategies).
3. knowing the fundamentals of management and applying the principles of planning, organizing, leading and evaluating to enhance individual, team and organizational effectiveness.
4. analyzing and evaluating financial information, including the accounting cycle.
5. preparing and analyzing accounting statements, such as income statements and balance sheets.
6. knowing basic economic theory, including a general understanding of the basic competition models, and applying that information to various industries and competitive situations.
7. understanding the different aspects of the legal environment and their impact on business and society.
8. understanding, analyzing, synthesizing, and communicating statistical information.
9. understanding, analyzing, synthesizing, and communicating financial information, including ratio analysis, business risk, rates of return, capital budgeting, financial planning, financial forecasting, and break-even analysis.
10. using case studies to understand business strategies in the global business environment as well as to understand the ethical implications of management decisions.
11. understanding and applying word processing as a systems approach, emphasizing office automaton systems as well as integrated information processing systems

BUSINESS SPECIALTY AREA

BUSINESS CORE CLASSES

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II
BSA	1021	Spreadsheet
	1031	Database
	1041	Graphics
	3013	The Legal Environment of Business I
	3023	Business Statistics I
ECN	4003	Business Finance (Capstone)
	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)

MKT 1003 Marketing Concepts

BUSINESS EDUCATION CONCENTRATION

BSE 2343 Word/Information Processing

3 hours of business advisor and division chair approved electives.

PROFESSIONAL EDUCATION

For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

Four-Year Plan of Study for a Bachelor of Science Degree in the Major of BUSINESS EDUCATION and SECONDARY EDUCATION

FRESHMAN YEAR:

Fall Semester:

Composition I
Critical Inquiry

Spring Semester:

Composition II

Either Semester:

Basic Oral Communication
Marketing Concepts
College Algebra
Theories of Human Learning
Complete or Demonstrate Competency
in any 3:
Word, Graphics, Spreadsheets, or
Database
General Education courses from
Distribution Requirements

SOPHOMORE YEAR:

Fall Semester:

Principles of Accounting I
Principles of Macroeconomics
World Civilization I **or** Humanities I

Spring Semester:

Principles of Accounting II
Principles of Microeconomics
World Civilization II **or** Humanities II

Either Semester:

Survey of Management
Families and Students in a Diverse
Society
Praxis I Exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements

SUMMER TERM:

OR

Middle & Secondary Principles and Practices I
Educational Technology in the Discipline
Methods of Teaching Business

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

JUNIOR YEAR:

Fall Semester:

Business Statistics I
Business Finance
Principles of Learning and Teaching

Spring Semester:

Business Strategy
Educational Assessment

Either Semester:

The Legal Environment of Business I
3 hours of approved Business electives
Education & Growth of the American
Republic **or** Philosophy of
Education
Word/Information Processing
General Education courses from
Distribution Requirements **or**
general electives

SUMMER TERM:

OR

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology in the Discipline
Methods of Teaching Business

SENIOR YEAR:

Fall Semester:

Spring Semester:

Behavior Management in the Classroom	Cultural Perspectives: Family, School, and Community Partnerships
Current Educational Practices	Teaching Internship II
Teaching Internship I	
Praxis II, Application for Teaching Internship II	

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. Offered on demand.

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 strong background in mathematics helpful. Aside from courses listed in the business core, a course may not be used to satisfy the requirement of two different majors within the Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair. Internship/Practicum credit does not count toward satisfying major/minor requirements.

Those individuals who major in Economics will be expected to demonstrate competency in the following **Intended Student Outcomes:**

1. Demonstrate competency in the Business Core.
2. Understand the basic provisions associated with relationships involving both supply and demand.
3. Recognize how business decisions are determined based upon consumer behavioral implications associated with elasticity (reactions) and utility (satisfaction).
4. Identify how profit-maximizing decisions are made based upon cost and revenue conditions.
5. Contemplate the impacts of dynamic market forces associated with the assorted forms of competitive models (perfect and imperfect competition).
6. Use empirical models to determine: pricing structures, consumer satisfaction, and possible reactions to changes in the market.
7. Identify the basics of economic systems based upon models associated with capitalism, socialism, and command based economies.

MAJOR A major in economics requires 30 hours of the business core and an additional 27 hours of specified economics concentration:

BUSINESS CORE

3 of the following 1-hour courses:

	BSA	1011	Word Processing*
		1021	Spreadsheets*
		1031	Database*
		1041	Graphics*
ACC	2003	Principles of Accounting I	
	2013	Principles of Accounting II	
BSA	3013	The Legal Environment of Business I	
	3023	Business Statistics I	
	4003	Business Finance (Capstone)	
ECN	2003	Principles of Macroeconomics	
	2013	Principles of Microeconomics	
MGT	2003	Survey of Management	

4013 Business Strategy (Capstone)
MKT 1003 Marketing Concepts

*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.

ECONOMICS CONCENTRATION

BSA 3033 Business Statistics II
ECN 3103 Intermediate Macroeconomic Theory
3203 Intermediate Microeconomic Theory
3303 Money and Banking
4213 Comparative Economic Systems (Capstone)

9 hours of business advisor and division chair approved economics electives
One Mathematics course above MTH 1033, College Algebra

MINOR A 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.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of ECONOMICS

FRESHMAN YEAR: 31 credit hours

Fall Semester:
Composition I
Critical Inquiry

Spring Semester:
Composition II

Either Semester:
Basic Oral Communication
Marketing Concepts
College Algebra **or** Math to meet core requirement
1 math course above the core requirement, if can be taken
Complete or Demonstrate Competency in any 3:
Word, Graphics, Spreadsheets, or Database
General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:
Principles of Accounting I
World Civilization I **or** Humanities I

Spring Semester:
Principles of Accounting II
World Civilization II **or** Humanities II

Either Semester:
Principles of Macroeconomics
Principles of Microeconomics
Survey of Management
1 math course above the core requirement, if not previously completed
General Education courses from Distribution Requirements to total 15 or 16 hours

JUNIOR YEAR: 31 credit hours

Fall Semester:
Business Statistics I
Intermediate Macroeconomic Theory
Money and Banking

Spring Semester:
Business Statistics II
Intermediate Microeconomic Theory

Either Semester:
3 hours of Economics electives
The Legal Environment of Business I
General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours

SENIOR YEAR: 31 credit hours

Fall Semester:

Spring Semester:

Either Semester:

Business Finance	Comparative Economic Systems Business Strategy	6 hours of Economics electives General electives to total 15 or 16 hrs
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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 3003 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: ECN 2003, Principles of Macroeconomics and ECN 2013, 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: ECN 2003, Principles of Macroeconomics and ECN 2013, 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: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

ECN 3313 Current Economic Issues A study of selected topics of current interest in economics. Prerequisites: ECN 2003 Principles of Macroeconomics and ECN 2013 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: ECN 2003, Principles of Macroeconomics and ECN 2013, 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: ECN 2003, Principles of Macroeconomics and ECN 2013, 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. Prerequisites: ECN 2003, Principles of Macroeconomics or ECN 2013, Principles of Microeconomics, and Junior status or Instructor permission.

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. Prerequisites: ECN 2003, Principles of Macroeconomics or ECN 2013, Principles of Microeconomics, and Junior status or Instructor permission.

ECN 4213 Comparative Economic Systems This course is designed to be the culmination of the student's economic studies. Through this capstone experience, students will complete a major economic project and a comprehensive exam to demonstrate knowledge of the discipline. The course content is 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: Senior status, and Instructor and Division Chair permission.

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. Prerequisites: ECN 2003, Principles of Macroeconomics and ECN 2013, 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: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

Management / Administration

The curriculum of the management / administration 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 / administration 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 Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair. Internship/practicum credit does not count toward satisfying major/minor requirements.

Managers are responsible for the effective and efficient allocation of organizational resources. This requires that students pursuing the major be exposed to all levels and types of management positions as well as both aspects of the formal and the informal organization. Through creative experiential learning as well as field trips, conferences, interviews and guests, students will participate in self reflection and evaluation to prepare for positions as professional managers, regardless of a particular industry. Graduates of the major will be expected to demonstrate competency in the following **Intended Student Outcomes**:

1. Demonstrate competency in the Business Core.
2. Articulate an organization's mission, vision, strategy, goals and objectives. Students will be encouraged to analyze various companies in order to identify and critique mission and vision statements. Based on this analysis, students will evaluate the strategy, goals, and objectives to determine congruency throughout the organization.
3. Establish and communicate priorities and determine a course of action. Through classroom activities, students will participate in various projects where these skills will be developed.
4. Determine the effectiveness of an organizational structure with regard to proper utilization of resources. Students will study all organizational design parameters, learning how they fit together into various configurations to effectively support the overall strategies of an organization.
5. Effectively use both oral (verbal and nonverbal) and written communication to express ideas, concepts, and instructions with clarity and logic. Students will be required to make numerous presentations developing the skills required for all management positions.
6. Listen to, understand and negotiate with both internal and external customers. Students will use learning strategies such as role playing and/or case analyses to appreciate success in various scenarios using these skills.
7. Use appropriate leadership roles to inspire and guide as well as follow individuals and/or teams toward goal achievement; modifying leader behaviors to accommodate various tasks, skills, situations, and individuals. Students will be involved in team activities, large and small, to experiment with various behavioral models.

8. Demonstrate a sense of trustworthiness, credibility and respect from others; holding to a high standard of ethical behavior. Students will be exposed to multiple ethical lessons and dilemmas as they relate to their respective topics.
9. Understand how human behavior influences organizational performance and know how to best use relevant management tools to maximize the utility and creativity of human capital. Students will pay special attention to the human elements including but not limited to personality characteristics and traits, perception, motivation, leadership, stress, and conflict through the extensive use of case studies and self evaluative instruments to measure and appreciate their impact on organizational effectiveness.
10. Appreciate diversity in the workplace in all aspects and utilize diverse teams to maximize the potential of group contributions. Students will participate in various classroom activities and/or projects structured in teams where student performance is evaluated by their peers.
11. Incorporate critical thinking skills to analyze and secure relevant information and identify key issues, relationships and correlations from a base of information to be used in decision making. Students will be assigned various projects where data and information will need to be interpreted. These projects will then be evaluated by students with the end goal resulting in a fact-based decision. Quantitative management tools will include the use of decision trees, database technology, spreadsheet modeling, and case analysis.
12. Create, implement and use a wide variety of systems used for the production, delivery and quality of goods and services based on an open system philosophy. Students will practice both technical skills and evaluation skills during the course progression that address a wide variety of topics where systems and system theory will be used.
13. Provide resources to facilitate the performance and professional growth of others. Students will understand and practice managerial roles where the goal is to develop subordinates and or all employees.
14. Exhibit a level of commitment to community, both personally and professionally, as a measure of social responsibility and ethical standards. Students will spend time studying various sizes and types of organizations that possess reputations for high levels of social responsibility.
15. Remain current and relevant in the field of management and management philosophies, trends and strategies including knowledge of current events. Through the study of management as a craft which requires education and experience, students will be able to articulate how current events and further developments in the field of management are translated into business intelligence.

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

BUSINESS CORE

3 of the following 1-hour courses:

	BSA	1011	Word Processing*
		1021	Spreadsheets*
		1031	Database*
		1041	Graphics*
ACC	2003	Principles of Accounting I	
	2013	Principles of Accounting II	
ECN	2003	Principles of Macroeconomics	
	2013	Principles of Microeconomics	
BSA	3013	The Legal Environment of Business I	
	3023	Business Statistics I	
	4003	Business Finance (Capstone)	
MGT	2003	Survey of Management	
	4013	Business Strategy (Capstone)	
MKT	1003	Marketing Concepts	

*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 / ADMINISTRATION CONCENTRATION

MGT 3203 Organizational Behavior
 4003 Management Seminar (Capstone)
 4103 Operations Management
 4203 Management Information Systems
 4223 Organizational Theory

9 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.

**Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of
 MANAGEMENT / ADMINISTRATION**

FRESHMAN YEAR: 31 credit hours

Fall Semester:
 Composition I
 Critical Inquiry

Spring Semester:
 Composition II

Either Semester:
 Basic Oral Communication
 Marketing Concepts
 College Algebra
 Complete or Demonstrate Competency
 in any 3:
 Word, Graphics, Spreadsheets, or
 Database
 General Education courses from
 Distribution Requirements to total
 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:
 Principles of Accounting I
 World Civilization I **or** Humanities I

Spring Semester:
 Principles of Accounting II
 World Civilization II **or** Humanities II

Either Semester:
 Principles of Macroeconomics
 Principles of Microeconomics
 Survey of Management
 General Education courses from
 Distribution Requirements to total
 15 or 16 hours

JUNIOR YEAR: 31 credit hours

Fall Semester:
 Business Statistics I
 Organizational Behavior
 Management Information Systems

Spring Semester:

Either Semester:
 6 hours of Management electives
 The Legal Environment of Business I
 General Education courses from
 Distribution Requirements **or**
 general electives to total 15 or 16
 hours

SENIOR YEAR: 31 credit hours

Fall Semester:
 Business Finance

Spring Semester:
 Organizational Theory
 Operations Management
 Management Seminar
 Business Strategy

Either Semester
 3-hour Management elective
 General electives to total 15 or 16
 hours

MGT 2003 Survey of Management An overview of basic management principles, organizational behavior and productions/operations management. A study of the management functions of planning, organizing, leading and control; the behavioral aspects of the individual, the team, and the organization; and the production/operations aspects of systems development, resource planning, job design, work measurement, and quality control.

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: MGT 2003, Survey of Management

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: MGT 2003, Survey of Management

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: MGT 2003, Survey of Management

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. Prerequisite: ACC 2013, Principles of Accounting II.

MGT 4003 Management Seminar This course is designed to be the culmination of the student's management studies. Through this capstone experience, students will complete a major management project and a comprehensive exam to demonstrate knowledge of the discipline. The course content includes values, leadership, motivation, ethics, quality, human relations, and diversity. Prerequisites: Senior status, and Instructor and Division chair permission.

MGT 4013 Business Strategy This is the second of two courses (Business Finance, Business Strategy) designed to be the culmination of the student's Business Core studies. Through this second course in the Business Core capstone sequence, the student will conduct a strategic analysis on the company or organization studied in Business Finance. The course content examines the strategic problems of management with emphasis on case problems and solutions. Readings are assigned to acquaint students with significant business literature. Prerequisites: BSA 4003, Business Finance, Senior status, and Instructor and Division Chair permission.

MGT 4023 International Management A study of managing in a diverse and dynamic global environment. Topics include: the international macroeconomic environment, collaborative business strategies, managing technology and knowledge, business ethics, and corporate responsibility. Prerequisite: MGT 2003, Survey of Management.

MGT 4103 Operations 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: MGT 2003, Survey of Management.

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. Prerequisite: MGT 2003, Survey of Management.

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: MGT 2003, Survey of Management.

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 Business Enterprise program. Overlapping courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair. Internship/practicum credit does not count toward satisfying major/minor requirements.

Marketing majors will have the opportunity for real world interaction by attending business tours and interacting with marketing professionals and business alums. They will be encouraged to develop leadership skills by joining at least one of the campus organizations. Graduates of the Marketing program will be expected to demonstrate competency in the following **Intended Student Outcomes**:

1. Competency in the Business Core.
2. Broad range of presentation skills. Students will demonstrate competency in developing presentations for the following audiences: academic, statistical, and general information.
3. Working knowledge of statistics using SPSS. Students will be able to conduct basic analyses, develop a controlled testing environment, and conduct survey research.
4. Balanced Marketing theory, application, and integration. Students will express Marketing knowledge and skills through homework assignments, case studies, and capstone experiences.
5. Knowledge and appreciation of current events. Through classroom activities, students will display knowledge of current business and marketing practices.
6. Team skills perspective. Students will effectively work in collaborative groups for various homework assignments, presentations, case studies, and exams.
7. Consumer orientation in managerial decisions making. Students will learn why it is important to focus on the needs and wants of consumers as managerial decisions are made.
8. Creativity focus. Students will express themselves creatively in homework assignments, case studies, and presentation.
9. Independence of thought and expression of ideas. Through classroom discussions, students will demonstrate the ability to openly express opinions in classroom discussion.
10. Cultural focus. Students will be exposed and will learn why it is important to be exposed to a number of different cultural considerations. In the Marketing program students focus on culture by interacting with others from different cultures. Exposure will also come about through course content, homework assignments, case studies, and presentations.
11. Ethical focus in decision making. Students will be encouraged to apply ethical decision making through course content, homework assignments, case studies, and the capstone project.
12. Marketing plan. Students will demonstrate competency in the development of making a Marketing plan for a product, service, or organization.
13. Critical thinking perspective. Students will be given the opportunity to develop critical thinking skills through Socratic classroom discussion and thought provoking homework assignments and in-class exercises, and application-oriented exams.
14. Appreciation of Marketing terminology. Students will demonstrate the ability to use current Marketing terminology.
15. Proficiency in written skills. Students will develop written communication skills through projects, PowerPoint presentations, homework assignments, cases, and exams.

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

BUSINESS CORE:

3 of the following 1-hour courses:

	BSA	1011	Word Processing*
		1021	Spreadsheets*
		1031	Database*
		1041	Graphics*
ACC	2003		Principles of Accounting I
			Principles of Accounting II
ECN	2003		Principles of Macroeconomics
			Principles of Microeconomics

BSA	3013	The Legal Environment of Business I
	3023	Business Statistics I
	4003	Business Finance (Capstone)
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	1003	Marketing Concepts

*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
	3123	Channel Strategies
	3203	Product Strategies
	4113	Promotion Strategies
	4203	Marketing Research

9 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.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of MARKETING

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Composition I
Critical Inquiry

Spring Semester:

Composition II

Either Semester:

Basic Oral Communication
Marketing Concepts
College Algebra
Complete or Demonstrate Competency in any 3:
Word, Graphics, Spreadsheets, or Database
General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:

Principles of Accounting I
World Civilization I **or** Humanities I

Spring Semester:

Principles of Accounting II
World Civilization II **or** Humanities II

Either Semester:

Principles of Macroeconomics
Principles of Microeconomics
Survey of Management
General Education courses from Distribution Requirements to total 15 or 16 hours

JUNIOR YEAR: 31 credit hours

Fall Semester:

Business Statistics I
Consumer Behavior
Channel Strategies

Spring Semester:

Product Strategies

Either Semester:

6 hours of Marketing electives
The Legal Environment of Business I
General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours

SENIOR YEAR: 31 hours

Fall Semester:

Business Finance
Promotion Strategies

Spring Semester:

Business Strategy
Marketing Research

Either Semester:

3-hour Marketing elective
General electives to total 15 or 16 hrs

MKT 1003 Marketing Concepts As the first course in the study of business, Marketing Concepts serves as an overview of the value creation process with emphasis placed on the external business environment. 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.

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: MKT 1003, Marketing Concepts.

MKT 3123 Channel Strategies A study of the strategies involved with the distribution of goods. The focus will be on one of the following: retailing, wholesaling, direct marketing, franchising, or physical distribution. Topics will include providing value through the supply chain, negotiating, pricing, and merchandising tactics. Prerequisite: MKT 1003, Marketing Concepts.

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: MKT 1003, Marketing Concepts.

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: MKT 1003, Marketing Concepts.

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: MKT 1003, Marketing Concepts.

MKT 3413 Sales Internship A sales internship where the basics of direct selling theory is applied in a field setting. Summer only.

MKT 3423 Sales Management Internship A sales management internship where students apply sales management theory including, planning and forecasting quotas, territory performance evaluation, and analysis and control of distribution costs, in a field setting. Students develop and apply selling skills, organizational and planning skills as well as motivation, goal setting and cost analysis and control techniques. Prerequisite: MKT 3413, Sales Internship. Summer only.

MKT 3433 Sales Training and Leadership Internship A sales training and organization building internship where students learn and apply effective ways of training sales persons and building a business. Prerequisite: MKT 3423, Sales Management Internship. Summer only.

MKT 4113 Promotion Strategies A study of the promotion mix with emphasis on the planning aspects. Topics include the development of objectives and budgets for the promotion task. Advertising, sales promotion, publicity, as well as the techniques of personal selling, are emphasized in detail. Prerequisite: MKT 1003, Marketing Concepts.

MKT 4203 Marketing Research This course is designed to be the culmination of the student's marketing studies. Through this capstone experience, students will complete a major marketing project and a comprehensive exam to demonstrate knowledge of the discipline. The course content is 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. Prerequisites: Senior status, and Instructor and Division Chair permission.

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: MKT 1003, Marketing Concepts.

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: MKT 1003, Marketing Concepts.

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. Prerequisite: Instructor permission.

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. Prerequisite: Instructor permission.

Business Education

See Business Enterprise Program section.

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

1. Students will demonstrate proficiency in the mathematical and logical strategies employed in addressing problems of a chemical nature
2. 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
3. Students will develop their observational skills and attentiveness to the outward details of natural (especially chemical) processes
4. Students will become adept at using basic scientific equipment, as well as more sophisticated instruments used to study chemical phenomena
5. 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
6. Students will become proficient in the techniques and procedures used to execute common chemical reactions
7. Students will demonstrate understanding of chemical phenomena and the principles that govern their behavior

CHEMISTRY REQUIREMENTS:

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

ADDITIONAL REQUIREMENTS:

MTH 2015 Calculus I
2024 Calculus II
3114 Calculus III
PHY 2114 General Physics I
2124 General Physics II

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

MINOR Students may earn a minor in chemistry by taking CHM 1014, General Chemistry I and CHM 1024, General Chemistry II plus 11 additional hours approved by a chemistry advisor.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of CHEMISTRY

FRESHMAN YEAR

Fall Semester:

General Chemistry I
Calculus I, if Math ACT is 25 or higher, **or** College Algebra if Math ACT is less than 25
Composition I
Critical Inquiry

Spring Semester:

General Chemistry II
Calculus II, if sequenced after Calculus I, **or** Trigonometry, if sequenced after College Algebra
Composition II

Either Semester:

Basic Oral Communication
General Education courses from Distribution Requirements to total 16 or 17 hours

SOPHOMORE YEAR

Fall Semester:

Organic Chemistry I **or** General Chemistry I
Calculus III, if sequenced after Calculus II, **or** Calculus I, if sequenced after Trigonometry
General Physics I, if offered
World Civilization I **or** Humanities I

Spring Semester:

Organic Chemistry II **or** General Chemistry II
No math if Calculus III has been completed, **or** Calculus II, if sequenced after Calculus I
General Physics II, if offered
World Civilization II **or** Humanities II

Either Semester:

General Education courses from Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR

Fall Semester:

Physical Chemistry I, if offered, **or** upper-level chemistry elective
Quantitative Chemical Analysis, if offered **or** upper-level chemistry elective, **or** Organic Chemistry I
General Physics I, if not previously completed

Spring Semester:

Physical Chemistry II, if offered, **or** upper-level chemistry elective
Advanced Organic Chemistry, if offered, **or** upper-level chemistry elective, **or** Organic Chemistry II
General Physics II, if not previously completed

Either Semester:

General Education courses from Distribution Requirements **or** general electives to total 16 or 17 hours

SENIOR YEAR

Fall Semester:

Physical Chemistry I, if offered, **or** upper-level chemistry elective
Quantitative Chemical Analysis, if not previously taken, **or** upper-level chemistry elective

Spring Semester:

Physical Chemistry II, if offered, **or** upper-level chemistry elective
Advanced Organic Chemistry, if not previously taken, **or** upper-level chemistry elective

Either Semester:

General electives to total 16 or 17 hours

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, College Algebra or MTH 2015, Calculus I.

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, General Chemistry I. Prerequisite or corequisite: MTH 1043, College Trigonometry or MTH 2024, Calculus II.

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, General Chemistry II.

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, Organic Chemistry I.

CHM 3034 Physical Chemistry I Introduction to theoretical chemistry. Topics will quantum mechanics, chemical bonding and molecular structure and spectra. Three hours lecture and three hours laboratory per week. Prerequisites: CHM 1024, General Chemistry II, MTH 2024, Calculus II, and PHY 2124, General Physics II (or PHY 2024, College Physics II with consent of the Instructor).

CHM 3044 Physical Chemistry II Continuation of CHM 3034. Topics will include kinetics and thermodynamics. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 3034, Physical Chemistry I.

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 6 hours laboratory per week. Prerequisite: CHM 3014, Organic Chemistry I.

CHM 4004 Polymer Chemistry An introduction to the chemistry of polymers. The reactions and mechanisms of polymer formation and the characterization of different properties of polymers will be studied. Three hours lecture and three hours laboratory per week. Prerequisite: CHM 3024, Organic Chemistry I.

CHM 4014 Forensic Chemistry Introduction to the chemical analysis of evidence collected during investigation of a crime. Topics include handling of chemicals and glassware, data analysis, and the chemistry of drugs, explosives and gun powders, dyes paints and fibers. Prerequisite: CHM 3024, Organic Chemistry II.

CHM 4024 Spectral Analysis A more advanced study of chemical instrumentation and the data they produce, including but not limited to infrared spectroscopy, NMR spectroscopy, mass spectroscopy, UV-Vis spectroscopy, and chromatograms. Prerequisite: CHM 3024, Organic Chemistry II.

CHM 4033 Inorganic Chemistry An in-depth study of aqueous chemistry. Topics include acidity, solubility, thermochemistry, coordination chemistry, and molecular orbital theory. Three hours lecture per week. Prerequisite: CHM 3024, Organic Chemistry II.

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 3024, Organic Chemistry II.

CHM 4991-3 Special Problems in Chemistry By special arrangement with the Instructor.

Communications

The communications program 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. Students may choose to major in either Radio/Television/Video (which prepares students for careers in broadcasting and/or other media-related fields) or Strategic Communication (which prepares students for careers in public relations and other communication management fields). Courses for both majors 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 their chosen careers.

Radio/Television/Video

Intended Student Outcomes for the Radio/Television/Video Major

The Radio/Television/Video major at the University of the Ozarks strives to achieve the following student outcomes:

1. Students will develop career goals and an action plan for professional development to reach those goals.

2. Students will demonstrate an ability to work with others in pre-professional settings (interpersonal effectiveness).
3. Students will produce professional quality work.
4. Students will demonstrate mastery of media production skills.
5. Students will develop a personal code of ethics.

CORE

COM	1013	Interpersonal Communication
RTV	1023	Introduction to Mass Communication
	2074	Television Production w/lab
	3074	Broadcast Journalism w/ lab
	4063	Ethical Issues in Mass Communication (Capstone)

A minimum of 3-6 hours of Practicum

Eighteen hours of electives (will be chosen in consultation with an advisor)

COM	3103	Interviewing in Professional Settings
	4003	Seminar
ENG	3313	Feature Writing
	3333	Grant and Proposal Writing
RTV	2053	Newswriting
	2063	Media Writing
	2093	The Art of Watching Film
	2193	Video Editing
	2133	Voice and Diction
	3203	Documentary Film and Video
	3303	Radio Production
	3503	Internship
	3603	Advanced Television Production
	3781	Documentary Film Studies
	4013	Student Producers
	4054	Advanced Reporting
	2783/4783	SS: Special Studies
	3891-3893	Intermediate and Advanced Production Practica
	4891-4893	Practicum*
	4991-4993	Senior Project
THR	1023	Stagecraft

*Students may take a maximum of 12 hours of practicum credit.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of RADIO/TELEVISION/VIDEO

FRESHMAN YEAR: 32 credit hours

Fall Semester: (16 credit hours)

Interpersonal Communication

Composition I

Critical Inquiry

Spring Semester: (16 credit hours)

Introduction to Mass Communication

TV Production w/lab

Composition II

Either Semester:

Basic Oral Communication

College Algebra

General Education courses from
Distribution Requirements to total
16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)

Newswriting or major elective

World Civilization I or Humanities I

Spring Semester: (16 credit hours)

Broadcast Journalism

World Civilization II or Humanities II

Either Semester:

Lab Science course

Major electives or General Education
courses from Distribution
Requirements to total 16 hours

JUNIOR YEAR: 33 credit hours

Fall Semester: (17 credit hours)

Spring Semester: (16 credit hours)

Either Semester:

Ethical Issues in Mass Communication,
if offered in rotation
Advanced Reporting

Upper-level major electives
General Education courses from
Distribution Requirements **or**
general electives to total 16 or 17
hours

Note: Students are encouraged to complete an internship between the junior and senior years, but may be completed earlier

SENIOR YEAR: 27-28 credit hours

Fall Semester: (15 credit hours)

Spring Semester: (12 credit hours)

Either Semester:

Ethical Issues in Mass Communication,
if not completed in junior year
Upper-level major electives to
complete program requirements
General electives to total 12 or 15
hours **or** to complete 124 hour
requirement

Strategic Communication

Intended Student Outcomes for the Strategic Communication Major

1. The student will demonstrate awareness of careers in the field of communication and evidence of goal-setting to prepare for a career.
2. The student will demonstrate the ability to communicate effectively in both of oral and written messages.
3. The student will demonstrate the ability to create and present a strategic communication plan that integrates information from a variety of sources.
4. The student will demonstrate familiarity with terminology and concepts basic to the field of strategic communication and appropriate to his/her chosen career field.

CORE

- COM 1013 Interpersonal Communication
SCM 1033 Introduction to Rhetoric and Social Influence
3033 Persuasion Theory
SCM 4313 Public Relations Principles
4323 Strategic Communications Planning (Capstone)
2 writing courses selected from the following courses:
COM 3183 Research Methods and Writing
RTV 2053 Newswriting
2063 Media Writing
SCM 4213 Public Relations Writing and Design

Eighteen hours of electives (selected from the following courses or in consultation with an advisor):

- BSA 3003 Business Communications
COM 2083 Small Group Discussion
3103 Interviewing in Professional Settings
3183 Research Methods and Writing
4003 Seminar
ENG 3313 Feature Writing
3323 Technical Writing
3333 Grant and Proposal Writing
MGT 3203 Organizational Behavior
MKT 1003 Fundamentals of Marketing
3103 Consumer Behavior
4113 Promotion Strategies
4203 Marketing Research
PLS 3043 Public Policy
4023 Public Administration

PSY	2053	Group Dynamics
	3043	Social Psychology
RTV	2053	Newswriting
	2063	Media Writing
	2074	Television Production w/lab
	3603	Advanced Television Production
SCM	2033	Argumentation and Debate
	4013	Political Communication
	4213	Public Relations Writing and Design
	4783	SS: Special Studies in Communication
	4991-4993	Senior Project

Note: Students will be strongly advised to do at least one internship during their academic career, but internships will not count toward the hours for the major.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of STRATEGIC COMMUNICATION

FRESHMAN YEAR: 32 credit hours

Fall Semester: (16 credit hours)

Interpersonal Communication

Composition I

Critical Inquiry

Spring Semester: (16 credit hours)

Introduction to Rhetoric and Social

Influence

Composition II

Either Semester:

Basic Oral Communication

College Algebra

General Education courses from
Distribution Requirements to total
16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)

Communications writing course **or**
major elective

Public Relations Principles, if offered
in rotation

World Civilization I **or** Humanities I

Spring Semester: (16 credit hours)

Communications writing course **or**
major elective

World Civilization II **or** Humanities II

Either Semester:

1-2 SCM/COM elective(s)

Lab Science course

General Education courses from
Distribution Requirements to total
16 hours

JUNIOR YEAR: 33 credit hours

Fall Semester: (17 credit hours)

Communications writing course **or**
major elective

Public Relations Principles, if not taken
in sophomore year

Spring Semester: (16 credit hours)

Persuasion Theory, when offered in
rotation

Either Semester:

Upper-level electives for major

General Education courses from

Distribution Requirements **or**
general electives to total 16 or 17
hours

SENIOR YEAR: 27-28 credit hours

Fall Semester: (15 credit hours)

Spring Semester: (12 credit hours)

Strategic Communication Planning

Persuasion Theory, if not taken in
junior year

Either Semester:

Upper-level electives for major, to
complete requirements

General electives to total 12 or 15
hours (must complete 40 upper-level
hour requirement)

COMMUNICATIONS MINORS

A minor in **Communication** will consist of the following courses:

COM 1013 Interpersonal Communication

2083 Small Group Discussion

RTV 1023 Introduction to Mass Communication **or** SCM 1033, Introduction to Rhetoric and Social
Influence

9 hours of electives in Communications courses, chosen in consultation with an advisor

A minor in **Radio/Television/Video** will consist of the following courses:

RTV 1023 Introduction to Mass Communication

2053 Newswriting
2074 Television Production

9 hours of electives chosen in consultation with a Communications advisor

A minor in **Strategic Communication** will consist of the following courses:

SCM 1033 Introduction to Rhetoric and Social Influence
4323 Strategic Communication Planning

12 hours of electives selected by the student and a Communications 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. This course is part of the general education core and does not count toward a major in Communications. 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 1761-4761 Forensics Practicum A student may earn one or more hours of credit for participation in a communications production activity. Practicum credit is offered in a variety of areas, including Television News Production and Radio Production. At least three one-hour classes are required for the major. Practicum courses and Practicum may be taken for a maximum of 12 hours credit.

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 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, with focus on quantitative methods. Emphasis will be placed on reporting the results of research in both writing and oral presentations. Prerequisite: ENG 1213, Composition II

RTV 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.

RTV 1721-4771 Practicum A student may earn one or more hours of credit for participation in a communications production activity. Practicum credit is offered in a variety of areas, including Television News Production and Radio Production. At least three one-hour classes are required for the major. Practicum courses and 1891-4893, Practicum may be taken for a maximum of 12 hours credit.

RTV 1721-4721 Television News Production

RTV 1731-4731 Radio Production

RTV 1741-4741 Documentary Production

RTV 1751-4751 Corporate Video Production

RTV 1771-4771 Multimedia Practicum

RTV 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 broadcast, print and online styles. The class will be taught in a workshop format.

RTV 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.

RTV 2074 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. The course consists of lecture and laboratory hours.

RTV 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.

RTV 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.

RTV 2193 Video Editing A course designed to focus on basic technical and aesthetic principles of video editing. The student will use analog (Cuts-only) and digital (Avid) editing systems. Prerequisite: RTV 2074, Television Production w/Lab.

RTV 3074 Broadcast Journalism The course is a study in specialized techniques of broadcast news for students who are already familiar with the fundamentals of journalism. The course is designed to provide students with skills for using broadcasting technology to tell a story. The course includes lecture and exercises, as well as participation in a lab to produce a television newscast. Prerequisites: RTV 2074, Television Production; RTV 2053, Newswriting.

RTV 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.

RTV 3303 Radio Production An overview of operations within a radio station. The course will include weekly voice-tracking and shift management using NexGen software as well as the possibility of live and live-remote work during the semester.

RTV 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.

RTV 3603 Advanced Television Production The course offers students an intermediate to advanced level skills-based curriculum in video production work. Students will have direct involvement in the planning, producing, direction and post-production of a variety of television programs under the supervision of the instructor and secondary supervision of advanced Communications students. Components of the course include equipment recognition; proficiency in shooting good video and audio; editing; multiple-camera filming of university events (field studio set-up); individual creation of a music video; team production of a short film; and studio production. Prerequisites: Permission of the instructor and RTV 2074, Television Production.

RTV 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, Documentary Film and Video is a concurrent or previous requirement.

RTV 4003 Seminar in Mass Communications Small group study of special topics related to radio/television/video.

RTV 4013 Student Producers Following one or more semesters of successful newscast production, students will enroll in a course designed to continue to build on their video production skills. Specifically they will be assigned to work on the semester's newscast productions, improve their shooting and editing skills, interviewing skills, reporting skills, and leadership skills. Pre-production, production, and post-production activities appropriate for the newscast will be emphasized. The course may be repeated for credit.

RTV 4054 Advanced Reporting A course in which students refine their skills in news gathering and news writing through coverage of actual issues and events in the community. The course will consist of lecture and exercises, with participation in a lab to produce a television newscast. Prerequisite: RTV 3074, Broadcast Journalism.

RTV 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. Prerequisite: senior status and/or permission of instructor.

SCM 1033 Introduction to Rhetoric and Social Influence This course will provide students a basic overview of the influences that produce change, both on an individual and a societal level. Emphasis will be on communication as a goal-directed activity, with study of audience analysis and adaptation, strategies for communicating a message, influence of various channels (including mediated channels), and the importance of context. (This course is cross-listed with the English department.)

SCM 2033 Argumentation 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.

SCM 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 ranging from Aristotle to compliance-gaining and self-persuasion, with applications in a variety of fields.

SCM 4003 Seminar Small group study of special topics related to strategic communication.

SCM 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.

SCM 4213 Public Relations Writing and Design This course is intended to provide students with skills needed to prepare different types of messages used to accomplish public relations strategies. In addition to writing skills, students will learn and apply basic principles of print and web design in hands-on exercises for creating various types of public relations messages. To be taken concurrently with or following SCM 4313, Public Relations Principles.

SCM 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.

SCM 4323 Strategic Communication Planning This course examines the management aspects of strategic communications, from identifying a problem/opportunity to creating and implementing a strategy to address the problem/opportunity. Students will be expected to apply a wide range of skills, ranging from skills in interpersonal communication to skills in planning, designing, and writing messages to skills in evaluation of messages. Students will also consider ethical implications of their strategic choices. The course will serve as the capstone experience for the Strategic Communication track of the Communications major. Prerequisite: senior status and instructor permission.

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
	2024	Zoology
	2124	Botany
CHM	1014	General Chemistry I
	1024	General Chemistry II
MTH	1043	College Trigonometry
PHS	1004	Introductory Physical Science or PHY 2014, College Physics I and PHY 2024, College Physics II
	1023	Earth Science

18 hours of electives in the sciences and/or mathematics approved by the student's advisor. 12 of the 18 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.

For their first semester, those students wanting to major in Composite Science should be advised to take General Education courses and BIO 1104, Biology Concepts or any science course for which the student has the prerequisites.

A major in **Composite Science and Middle Level Education** is also available. Following are the specific science and mathematics requirements.

BIO	1104	Biology Concepts
	2014	Zoology
	2124	Botany
CHM	1014	General Chemistry I
	1024	General Chemistry II
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3003	College Geometry
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introduction to Physical Science or PHY 2014, College Physics I and PHY 2024 College Physics II
	1023	Earth Science

Plus 12 upper-level elective hours in Biology **or** 12 upper-level elective hours in Chemistry **OR** 6 upper-level hours in Mathematics in addition to those Mathematics courses listed above.

For a complete list of all program requirements for the double major in Middle Level Education and Composite Science, as well as a four-year plan of study, see under Education – Middle Level Education.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of COMPOSITE SCIENCE

FRESHMAN YEAR

Fall Semester (15 or 16 credit hours)

Biology Concepts
No Math **or** College Algebra **or**
Calculus I*
Composition I
Critical Inquiry

Spring Semester (15 or 16 credit hours)

No Math **or** College Trigonometry*
Introductory Physical Science
Composition II

Either semester:

Basic Oral Communication
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR

<u>Fall Semester:</u> (15 or 16 credit hours) Zoology General Chemistry I Earth Science (non-lab) World Civilization I or Humanities I	<u>Spring Semester:</u> (15 or 16 credit hours) Botany General Chemistry II World Civilization II or Humanities II	<u>Either semester:</u> General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) 3 or more total hrs Science or Math elective **	<u>Spring Semester:</u> (16 or 17 credit hours) 3 or more total hrs Science or Math elective**	<u>Either semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) 6 or more Science and/or Math electives**	<u>Spring Semester:</u> (16 or 17 credit hours) 6 or more Science and/or Math electives**	<u>Either semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
*Students who have had 2 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.		
**Eighteen hours of advisor-approved electives in the sciences and/or mathematics. Twelve hours must be chosen from upper-level courses in a single discipline.		

Computer Applications

Computer Applications: The study of computer software and its use, including

1. An introduction to the study of algorithms
2. The operation and use of computer software
3. Web based operations and web page construction

MINOR:

Required courses:

CSC 1013 Introduction to Computer Science
2023 Introduction to Programming
2513 Introduction to HTML

CSC/MTH 2123 Discrete Mathematics

Microsoft Office Certification

6 hours from the following:

ACC 4013 Accounting Information Systems
CSC 3513 Client-side Scripting
3523 Advanced HTML and Website Management
3533 ASP.Net
CSC/MTH 3113 Data Structures
CSC 2543/BSE 2343 Word/Information Processing
CSC 4503/MGT 4203 Information Systems

MOS CERTIFICATION

Each student receiving a minor in CA will be required to certify as a Microsoft Office Specialist. This requires that the student take exams in at least four of the following areas:

CSC 1511/BSA 1011 Word Processing
CSC 1521/BSA 1021 Spreadsheets
CSC 1531/BSA 1031 Database
CSC 1541/BSA 1041 Graphics
CSC 1551/BSA 1051 Software for Personal Information Management

Credit in each of these areas will be awarded upon completion of the certification exam. As a result, students who are already proficient in some area may take the certification exam and receive the credit for the course without having to take the course. In effect, he or she will be testing out of the course.

Computer Science

Computer Science: The study of algorithms, including

1. Their formal and mathematical properties
2. Their hardware realization
3. Their linguistic realization
4. Their applications

MINOR:

Required courses:

CSC 1013 Introduction to Computer Science

2023 Introduction to Programming

CSC/MTH 2123 Discrete Mathematics

MTH 2015 Calculus I

6 additional hours from the following with at least one course above the 2000-level:

CSC 2033 Programming II

2513 Introduction to HTML

CSC/MTH 3113 Data Structures

CSC/MTH 3213 Numerical Analysis

CSC/MTH 4013 Introduction to Mathematical Programming and Computer Algorithms

CSC 1013 Introduction to Computer Science The study of algorithms: their formal and mathematical properties, hardware realizations, linguistic realization, and application. Prerequisite: MTH 1033 College Algebra

CSC 1511 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.

CSC 1521 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.

CSC 1531 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.

CSC 1541 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.

CSC 1551 Software for Personal Information Management A study of the use of personal information management in the business environment. Topics to be covered include email, calendar, contacts, and other related tasking functions concerning the management of personal information through software applications.

CSC 2023 Introduction to Programming Elementary concepts of object oriented programming using the Java programming language including variable types, input, output, flow of control, and object construction. Prerequisite: CSC 1013, Introduction to Computer Science.

CSC 2033 Programming II A continuation of CSC 2023. Topics include queues, recursion, graphical user interface, inheritance and polymorphism. Prerequisite: CSC 2023, Introduction to Programming.

CSC 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. Prerequisite: MTH 1033, College Algebra (or its equivalent).

CSC 2513 Introduction to HTML Introduction to Hypertext Markup Language (HTML) where students would learn basics about web page markup, with an introduction to Cascading Style Sheets (CSS). Prerequisite: CSC 2023, Introduction to Programming.

CSC 2543 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. Offered on demand. Prerequisite: BSA 1011/CSC 1511, Word Processing.

CSC 3113 Data Structures Study of data structures and algorithms fundamental to computer science; abstract data-type concepts; measures of program running time and time complexity; algorithm analysis and design techniques, queues, stacks, and lists; methods of proof as they relate to program verification; sets, functions, and relations as they relate to the analysis of algorithms. Includes the study of algorithms, time complexity, and design techniques. Prerequisites: CSC 2023, Introduction to Programming and MTH 2123/CSC 2123, Discrete Mathematics.

CSC 3213 Numerical Analysis Introduction to the problems of numerical analysis emphasizing computational procedures and application. Topics covered will include roots of equations, numerical integration, least squares, simultaneous equations, and curve fitting. Prerequisites: Math 2024, Calculus II and CSC 2023, Introduction to Programming.

CSC 3513 Client-Side Scripting Introduction to client-side scripting languages of Javascript and VBScript. Students would learn how to use client-side scripting to do things like validate user input into web forms, dynamically generate page content, and access the different web browser DOMs. Prerequisite: CSC 2513, Introduction to HTML.

CSC 3523 Advanced HTML and Website Management Learn more about web page development technologies and website management using applications (such as Macromedia Dreamweaver and Microsoft FrontPage). Prerequisite: CSC 2513, Introduction to HTML.

CSC 3533 ASP .Net Introduction to building web applications using ASP .Net. Students would learn to write Active Server Pages using VB .Net and ADO .Net. Topics such as web application security and data access would be emphasized. Students will be expected to complete a web project using the skills they have learned. Prerequisites: CSC 2513, Introduction to HTML and CSC 2023, Introduction to Programming.

CSC 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. Prerequisites: CSC 2023, Introduction to Programming and MTH 2024, Calculus II.

CSC 4503 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. Prerequisite: MGT 2003, Survey of Management.

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” (pg. 30), satisfactory progress, “academic classification” (pg. 34), and eligibility for financial aid and athletics. Students required to take developmental courses must attempt them in the first semester at Ozarks and each subsequent semester until all are completed (see pg. 9, Entering Students).

DEV 0003 Writing Strategies 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 Writing Strategies with a grade of “B” or better may enroll in English Composition I. Students who pass Writing Strategies 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 Writing Strategies 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 sub-score of 15 or less (or an equivalent SAT mathematics sub-score). 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 sub-score of 16-19 (or an equivalent SAT mathematics sub-score) 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, and satisfactorily complete, supplemental instruction sessions that correspond with reading intensive courses taken during their first semester. (Unsatisfactory performance in supplemental instruction in reading will require the student to re-enroll the following semester.) The list of approved reading-intensive courses, which will fulfill distribution requirements, is distributed prior to registration each semester.

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

See Business Enterprise Program section.

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 Department of Education (ADE). 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 (NMSA) 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 Special Education Program is approved as a nationally recognized program by the Council for Exceptional Children (CEC). 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 Department of Higher Education that sixty-eight students completed a teacher education program between the years 2001 and 2007. 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.

Pat Walker Teacher Education Program

The Dr. Wiley Lin Hurie Teacher Education Center

The Division of Education is housed in the Dr. Wiley Lin Hurie Teacher Education Center. 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 21st century.

Pat Walker 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 with a Psychology minor)
(See also Non-Licensure Programs at the end of this list.)

MIDDLE LEVEL EDUCATION LICENSURE: GRADES 4-8

Middle Level Education: Science/Mathematics Emphasis (Bachelor of Science)
With a concurrent major in one of the following disciplines:

- Composite Science Major
- Biology Major
- Mathematics Major

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

With a concurrent major in one of the following disciplines:

- History and Literature Major
- English Major
- History Major

SECONDARY LICENSURE: GRADES 7-12

Business Education (Bachelor of Science)
English/Language Arts (Bachelor of Arts)
Life/Earth Science (Bachelor of Science or Bachelor of Arts with a Biology Major)
Mathematics (Bachelor of Science)
Social Studies (Bachelor of Arts in History)

P-8 OR 7-12 LICENSURE

Art (Bachelor of Arts)
Physical Education/Wellness/Leisure (Bachelor of Science)

CONCURRENT LICENSURE

Special Education Infant-Toddler: P-4
Special Education Instructional Specialist: 4-12

ENDORSEMENT AREAS

Coaching

NON-LICENSURE PROGRAMS

Early Childhood Education Non-Licensure (Bachelor of Arts) with a minor in an additional program of study (Psychology suggested)
Early Childhood Education minor

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 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 Pat Walker 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 Teaching Internship, 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 1003, Theories of Human Learning, the initial course in the sequence. Students also are expected to apply for formal admission to the Pat Walker 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 Teaching Internship II). Faculty will expect these students to continue meeting program requirements in order to remain in the program. Candidates who were denied admission to the Pat Walker 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 Pat Walker 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 1003, Theories of Human Learning.
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. Receive written clearance from the Student Life Office.
4. Submit scores from the PRAXIS I exams that meet or exceed current cutoff requirement as established by the Arkansas 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 1003, Theories of Human Learning. 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.

5. Complete the form, *Application to Teacher Education*.
6. Exhibit and continue to exhibit acceptable moral, ethical, emotional, social and professional conduct.
7. Appear for a personal interview with the Teacher Education Committee.

The Arkansas 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 TEACHING INTERNSHIP II Phase III ensures that all students planning to complete Teaching Internship II 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 Teaching Internship II 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 Teaching Internship II will be assigned a public or private school Mentor Teacher and a university Supervising Teacher. Those candidates not approved for Teaching Internship II may appeal through the same process as described in Phase II above.

The Teacher Education Committee requires all candidates for Teaching Internship II 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. Have satisfactory evaluations earned in early field experience(s) on file in the Hurie Center.
4. 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.
5. Receive written clearance from the Student Life Office.
6. Have been previously admitted to the Pat Walker Teacher Education Program.
7. 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.
8. Be classified at Ozarks as a senior or post-graduate.
9. Possess a 2.75 grade point average in all course work completed.
10. Have written documentation of either completion of or application to take the Praxis II. This requirement must be completed prior to placement in Teaching Internship II.
11. Have completed at least one semester in full-time residency at Ozarks.
12. Continue to demonstrate acceptable moral, ethical, emotional, social, and professional conduct. (See *Teacher Education Handbook* for details.)

The Arkansas 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 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 is also 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. After completing their first year of teaching, the Center will follow up with the student and their supervisor(s) to evaluate their performance. This information is part of the data the Center seeks to continually assess the preparatory qualities of the Pat Walker Teacher Education Program.

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 a Social Analysis Distribution requirement as well as the Arkansas Department of Education requirement for Arkansas History. The Early Childhood Education Program strongly suggests students complete GEO 2033, Human / Cultural Geography or GEO 2023, Regional Geography to fulfill General Education requirements in the social sciences. Students are encouraged to fulfill the Global Awareness Distribution requirement with one year of a foreign language, the Natural Science requirements with Introductory 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 a Natural Science 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.

REQUIREMENTS FOR BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION WITH TEACHER LICENSURE AND PSYCHOLOGY MINOR

PROFESSIONAL EDUCATION COURSES

EDU	1003	Theories of Human Learning
	3002	Educational Technology for P-4
	3053	Principles of Learning and Teaching
	3133	Education and Growth of the American Republic or EDU 3143, Philosophy of Education
	3333	Behavior Management in the Classroom
	4302	Teaching Internship I
	4311	Teaching Internship II
	4403	Educational Assessment
SPE	2013	Families and Students in a Diverse Society

SPECIALTY AREA COURSES

EDU	3101	Practicum I
	3111	Practicum II
	3151	Developmentally Appropriate Practices I
	3183	Development of Language and Literacy – Birth to grade 4
	3202	Integrated Curriculum I
	3212	Integrated Curriculum II
	4013	Foundations of Reading
	4043	Developing Content Readers

	4101	Current Educational Practices
	4971	Cultural Perspectives: Family, School, and Community Partnerships
MTH	2053	Numeration Systems and Computations
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHE	1411	Rhythmic Activities and Lead-Up Games

REQUIRED MINOR IN PSYCHOLOGY

PSY	1003	General Psychology
	2023	Abnormal Psychology
	3113	Developmental Psychology – Childhood
	3123	Developmental Psychology – Adolescent

2 Psychology electives, totaling 6 hours

REQUIREMENTS FOR BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION WITHOUT TEACHER LICENSURE

PROFESSIONAL EDUCATION COURSES

EDU	1003	Theories of Human Learning
	3002	Educational Technology for P-4
	3133	Education and Growth of the American Republic or EDU 3143, Philosophy of Education
	3053	Principles of Learning and Teaching
	3333	Behavior Management in the Classroom
	4403	Educational Assessment
SPE	2013	Families and Students in a Diverse Society

SPECIALTY AREA COURSES:

EDU	3101	Practicum I
	3111	Practicum II
	3151	Developmentally Appropriate Practices I
	3163	Developmentally Appropriate Practices II
	3183	Development of Language and Literacy – Birth to grade 4
	3202	Integrated Curriculum I
	3212	Integrated Curriculum II
	4003	Foundations of Early Childhood Education
	4006	Specialty Practicum (Preschool)
	4013	Foundations of Reading
	4043	Developing Content Readers
	4101	Current Educational Practices
	4971	Cultural Perspectives: Family, School, and Community Partnerships
MTH	2053	Numeration Systems and Computations
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHE	1411	Rhythmic Activities and Lead-Up Games

MINOR REQUIRED:

Psychology suggested (see above)

REQUIREMENTS FOR EARLY CHILDHOOD EDUCATION MINOR

To complete a minor in Early Childhood Education, students must complete the following courses:

EDU	1003	Theories of Human Learning
	3333	Behavior Management in the Classroom
SPE	2013	Families and Students in a Diverse Society

Students seeking a minor in Early Childhood Education should complete 9 hours from the following course offerings (pre-requisites and concurrent enrollment requirements will be waived for those individuals seeking a minor):

EDU	3151	Developmentally Appropriate Practices I
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- 3163 Developmentally Appropriate Practices II
 3183 Development of Language and Literacy – Birth to Grade 4
 4003 Foundations of Early Childhood Education
 4013 Foundations of Reading
 4043 Developing Content Readers

**Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of
 EARLY CHILDHOOD EDUCATION with a Minor in Psychology**

FRESHMAN YEAR

Fall Semester: (16 to 17 credit hours)

General Psychology
 Composition I
 Critical Inquiry

Spring Semester: (16 to 17 credit hours)

Composition II

Either Semester:

Basic Oral Communication
 Biology Concepts
 College Algebra
 Theories of Human Learning
 American National Government **or**
 American History I **or** American
 History II
 General Education courses from
 Distribution Requirements to total
 16 to 17 hours

SOPHOMORE YEAR

Fall Semester: (15 to 18 credit hours)

Numeration Systems and
 Computations
 Arkansas History, (soph or junior yr)
 World Civilization I **or** Humanities I

Spring Semester: (15 to 18 credit hours)

Survey of Mathematics – Geometry,
 Measurement, Probability and
 Statistics
 Abnormal Psychology
 World Civilization II **or** Humanities II

Either Semester:

Introductory Physical Science **or** Earth
 Science **or** Astronomy
 Families and Students in a Diverse
 Society
 Human / Cultural Geography **or**
 Regional Geography
 Praxis I exam, Application to the Pat
 Walker Teacher Education Program
 General Education courses from
 Distribution Requirements to total
 15 to 18 hours

JUNIOR YEAR

Fall Semester: (16 to 17 credit hours)

Development of Language and
 Literacy – Birth to Grade 4
 Rhythmic Activities and Lead-Up
 Games
 Developmental Psychology –
 Childhood
 Educational Technology for P-4
 Integrated Curriculum I
 Developmentally Appropriate
 Practices I
 Arkansas History, if not previously
 completed
 Practicum I

Spring Semester: (16 to 17 credit hours)

Foundations of Reading
 Developmental Psychology –
 Adolescence
 Integrated Curriculum II
 Principles of Learning and Teaching
 Practicum II

Either Semester:

Psychology elective
 Education & Growth of the American
 Republic **or** Philosophy of
 Education
 General Education courses from
 Distribution Requirements **or**
 general electives to total 16 or 17
 hours

SENIOR YEAR

Fall Semester: (15 to 16 credit hours)

Developing Content Readers
 Educational Assessment
 Current Educational Practices
 Behavior Management in the
 Classroom
 Teaching Internship I*

Spring Semester: (12 credit hours)

Cultural Perspectives: Family, School,
 and Community Partnerships
 Teaching Internship II*

Praxis II, Application for Teaching
Internship II

NOTE: In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure:

American National Government or American History I or American History II (Civic Awareness or Social Science/Analysis)
Earth Science (Natural Science)
Cultural Geography or Regional Geography (Social Science or Global Awareness)
Biology Concepts (Natural Science)
General Chemistry I or Introductory Physical Science (Natural Science)

*Students must be admitted to the Pat Walker Teacher Education Program before taking these courses.

**Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of
EARLY CHILDHOOD EDUCATION with a Minor in Psychology (without Teacher Licensure)**

FRESHMAN YEAR

Fall Semester: (16 credit hours)

General Psychology
Composition I
Critical Inquiry

Spring Semester: (17 credit hours)

Composition II

Either Semester:

Basic Oral Communication
Biology Concepts
College Algebra
Theories of Human Learning
American National Government **or**
American History I **or** American
History II
General Education courses from
Distribution Requirements to total
16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (15 credit hours)

Numeration Systems and
Computations
World Civilization I **or** Humanities I
Arkansas History (soph or junior yr)

Spring Semester: (17 or 18 credit hours)

Survey of Mathematics – Geometry,
Measurement, Probability and
Statistics
Abnormal Psychology
World Civilization II **or** Humanities II

Either Semester:

Introductory Physical Science **or** Earth
Science **or** Astronomy
Families and Students in a Diverse
Society
Human / Cultural Geography **or**
Regional Geography
General Education courses from
Distribution Requirements to total
15 to 18 hours

JUNIOR YEAR

Fall Semester: (16 credit hours)

Developmental Psychology –
Childhood
Physical Education for the Child
Rhythmic Activities and Lead-Up
Games
Educational Technology for P-4
Integrated Curriculum I
Developmentally Appropriate
Practices I
Arkansas History, if not previously
completed
Practicum I

Spring Semester: (17 credit hours)

Developmental Psychology –
Adolescence
Foundations of Reading
Integrated Curriculum II
Principles of Learning and Teaching
Practicum II

Either Semester:

Education and Growth of the
American Republic
Psychology elective
General Education courses from
Distribution Requirements or
general electives to total 16 or 17
hours

SENIOR YEAR

Fall Semester: (13 credit hours)

Developing Content Readers
Educational Assessment
Current Educational Practices
Behavior Management in the

Spring Semester: (13 credit hours)

Developmentally Appropriate
Practices II
Foundations of Early Childhood
Education

Classroom
Psychology elective to total 15 or 16
hours

Specialty Practicum (Preschool)
Cultural Perspectives: Family, School,
and Community Partnerships

Middle Level Education (4-8): Mathematics and Science Emphasis

Middle Level Education majors are required to take a concurrent major in a liberal arts content discipline. Education majors seeking certification in Middle Level Mathematics and Science content must choose from the following concurrent majors: Composite Science, Biology, or Mathematics. 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 a Social Awareness Distribution Requirement as well as the Arkansas Department of Education requirement for Arkansas History. Middle Level majors also are encouraged to fulfill their Global Awareness Distribution requirement with Human / Cultural Geography or Regional Geography and their Natural Science requirements with Biology Concepts (concurrent Composite Science major and Mathematics major) or Principles of Biology (concurrent Biology major) and Earth Science (regardless of concurrent major). 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 1003 Theories of Human Learning
3053 Principles of Learning and Teaching
3133 Education and the Growth of the American Republic **or** EDU 3143, Philosophy of Education
3333 Behavior Management in the Classroom
4101 Current Educational Practices
4302 Teaching Internship I
4311 Teaching Internship II
4403 Educational Assessment
4971-4 Cultural Perspectives: Family, School, and Community Partnerships
SPE 2013 Families and Students in a Diverse Society

REQUIRED SPECIALTY AREA COURSES

EDU 3001 Educational Technology: Language Arts/Social Studies/Business
3011 Educational Technology: Mathematics/Science
4142 Middle and Secondary School Principles and Practices I
4152 Middle and Secondary School Principles and Practices II
ENG 3003 Literature for Young Adults
3073 Language Arts Pedagogy
HIS 3073 Social Studies Pedagogy
MTH 3073 Mathematics Pedagogy
PHS 3073 Science Pedagogy

**COMPLETE THE “REQUIRED CONTENT PREPARATION COURSES” FOR ONE OF THE THREE
CONCURRENT MAJORS LISTED BELOW.**

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT COMPOSITE SCIENCE MAJOR (B.S.)

BIO 1104 Biology Concepts
2014 Zoology
2124 Botany
CHM 1014 General Chemistry I
1024 General Chemistry II
ENG 1013 Composition I
1213 Composition II

6 hours of Literature courses (including ENG 3003, Literature for Young Adults)

GEO	2023	Regional Geography or GEO 2033, Human / Cultural Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I or HIS 2123, American History II or PLS 2013, American National Government
	3003	Arkansas History
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3003	College Geometry
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introduction to Physical Science or PHY 2014, College Physics I and PHY 2024, College Physics II
	1023	Earth Science

Plus 12 upper-level elective hours in Biology **or** 12 upper-level elective hours in Chemistry **OR** 6 upper-level hours in Mathematics in addition to those Mathematics courses listed above.

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT BIOLOGY MAJOR (B.S.)

BIO	1214	Principles of Biology I
	1324	Principles of Biology II
	2014	Zoology
	2124	Botany
	3024	Genetics
	3134	Microbiology
	3234	Principles of Ecology
	3444	General Physiology
	4004	Biology Thesis or BIO 4003, Biology Literature Thesis
CHM	1014	General Chemistry I
	1024	General Chemistry II
	2104	Organic Chemistry
ENG	1013	Composition I
	1213	Composition II

6 hours of Literature courses, (ENG 3003, Literature for Young Adults strongly recommended)

GEO	2023	Regional Geography or GEO 2033, Human / Cultural Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I or HIS 2123, American History II or PLS 2013, American National Government
	3003	Arkansas History
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3003	College Geometry or MTH 3013, Modern Geometry
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introduction to Physical Science or PHY 2014, College Physics I and PHY 2024, College Physics II
	1023	Earth Science

Note: Students pursuing Middle-Level Education with the Concurrent Biology Major may also obtain secondary certification by adding the following courses: EDU 3021, Educational Technology in the Discipline; and EDU 3086, Laboratory and Classroom Techniques in Secondary Science; PHS 1024, Earth Science with Laboratory; PHS 1044, Astronomy.

Please note also that candidates pursuing both middle-level and secondary licensure concurrently will follow the Summer plan for the concurrent secondary Biology major taking EDU 3021, Educational Technology and EDU 3086, Laboratory and Classroom Techniques in Secondary Science in the regular Summer rotation. These students will need to make arrangements with their content and education advisors for taking Language Arts Pedagogy, Social Studies Pedagogy, and Educational Technology: Language Arts/Social Studies/Business in conjunction with enrollment in Internship I.

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT MATHEMATICS MAJOR (B.S.)

BIO	1104	Biology Concepts
CHM	1014	General Chemistry I
ENG	1013	Composition I
	1213	Composition II
6 hours of Literature courses, (ENG 3003, Literature for Young Adults strongly recommended)		
GEO	2023	Regional Geography or GEO 2033, Human / Cultural Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I or HIS 2123, American History II or PLS 2013, American National Government
	3003	Arkansas History
MTH	1033	College Algebra
	1043	College Trigonometry
	2015	Calculus I
	2024	Calculus II
	2053	Numeration Systems and Computations
	2123	Discrete Mathematics
	3003	College Geometry or MTH 3013, Modern Geometry
	3023	Differential Equations
	3033	Probability and Statistics
	3113	Calculus III
	3123	Linear Algebra
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
	4043	Introduction to Abstract Algebra
	4113	History of Mathematics
	4213	Senior Project
PHS	1024	Earth Science with Laboratory
PHY	2014	College Physics I

Note: Students pursuing Middle-Level Education with the Concurrent Mathematics Major may also obtain secondary certification by adding the following courses: EDU 3021, Educational Technology in the Discipline; and EDU 3066, Techniques of Teaching Secondary School Mathematics.

Please also note that students pursuing both middle-level and secondary licensure concurrently will follow the Summer plan for the concurrent secondary Mathematics major taking EDU 3021, Educational Technology in the Discipline and EDU 3066, Techniques of Teaching Secondary School Mathematics in the regular Summer rotation. These students will need to make arrangements with their content and education advisors for taking Language Arts Pedagogy, Social Studies Pedagogy, and Educational Technology: Language Arts/Social Studies/Business in conjunction with enrollment in Internship I.

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

Middle Level Education majors are required to take a concurrent major in a liberal arts content discipline. Education majors seeking certification in Middle Level Language Arts and Social Studies content must choose from the following concurrent majors: History and Literature, English, and History. 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 a Social Analysis Distribution requirement as well as the Arkansas Department of Education requirement for Arkansas History. Students seeking licensure in Middle Level Language Arts and Social Studies are strongly encouraged to take World Civilization I and World Civilization II. Middle Level majors are also encouraged to fulfill the Global Awareness Distribution requirement with Human / Cultural or Regional Geography, (concurrent English majors) or a Non-Western History elective (concurrent History and Literature or History majors), and the Natural Science requirements with Biology Concepts and Earth Science with Laboratory, (regardless of concurrent major). Middle Level majors must take PHE 1411, Rhythmic Activities and Lead-Up Games, a course that also will complete one of the 4 required physical education activity courses in the Ozarks' General Education Program.

REQUIRED PROFESSIONAL EDUCATION COURSES

EDU	1003	Theories of Human Learning
	3053	Principles of Learning and Teaching
	3133	Education and the Growth of the American Republic or EDU 3143, Philosophy of Education
	3333	Behavior Management in the Classroom
	4101	Current Educational Practice
	4302	Teaching Internship I
	4311	Teaching Internship II
	4403	Educational Assessment
	4971-4	Cultural Perspectives: Family, School, and Community Partnerships
SPE	2013	Families and Students in a Diverse Society

REQUIRED SPECIALTY AREA COURSES

EDU	3001	Educational Technology: Language Arts/Social Studies/Business
	3011	Educational Technology: Mathematics/Science
	4142	Middle and Secondary School Principles and Practices I
	4152	Middle and Secondary School Principles and Practices II
ENG	3003	Literature for Young Adults
	3073	Language Arts Pedagogy
HIS	3073	Social Studies Pedagogy
MTH	3073	Mathematics Pedagogy
PHS	3073	Science Pedagogy

COMPLETE THE “REQUIRED CONTENT PREPARATION COURSES” FOR ONE OF THE FOUR CONCURRENT MAJORS LISTED BELOW.

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT HISTORY AND LITERATURE MAJOR (B.A.)

BIO	1104	Biology Concepts
ENG	1013	Composition I
	1213	Composition II
	2023	Introduction to Grammar
	2303	Lyric Poetry
	3003	Literature for Young Adults
		Upper-level American Literature course
		Upper-level British Literature course
		Upper-level Literature course
GEO	2023	Regional Geography or GEO 2033, Human / Cultural Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I
	2123	American History II
	3003	Arkansas History
	3013	Historiography

	4901	Senior Seminar
	4903	Senior Thesis
	Upper-level American History course	
	Upper-level European or Non-Western History course	
	Upper-level History course	
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1014	Introductory Physical Science or CHM 1014, General Chemistry I
	1024	Earth Science with Laboratory

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT ENGLISH MAJOR (B.A.)

BIO	1104	Biology Concepts
ENG	1013	Composition I
	1213	Composition II
	2023	Introduction to Grammar
	2101	Professional Preparation in English
	2303	Lyric Poetry
	3003	Literature for Young Adults
	4901	Senior Seminar
	4903	Senior Thesis
4 courses in Literature before 1800		
5 courses in Literature after 1800		
GEO	2023	Regional Geography or GEO 2033, Human / Cultural Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	3003	Arkansas History
MTH	1033	College Algebra
	1043	College Trigonometry
	2053	Numeration Systems and Computations
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHS	1004	Introductory Physical Science or CHM 1014, General Chemistry I
	1024	Earth Science with Laboratory
PLS	2013	American National Government or HIS 2113, American History I, or HIS 2123, American History II

Note: Students pursuing Middle-Level Education with the Concurrent English Major may also obtain secondary certification by adding the following courses: EDU 3021, Educational Technology in the Discipline; EDU 4036, Methods of Teaching English in the Secondary Schools. In addition, three of the four courses in Literature before 1800 are directed as follows: ENG 4113, Medieval Literature **or** ENG 4123, Chaucer; ENG 4143, Shakespeare; and ENG 4153 Early 17th Century Literature **or** ENG 4163, Milton.

Please also note that students pursuing both middle-level and secondary licensure concurrently will follow the Summer plan for the concurrent secondary English major taking EDU 3021, Educational Technology in the Discipline and EDU 4036, Methods of Teaching English in the Secondary Schools in the regular Summer rotation. These students will need to make arrangements with their content and education advisors for taking Mathematics Pedagogy, Science Pedagogy, and Educational Technology: Mathematics/Science in conjunction with enrollment in Internship I.

REQUIRED CONTENT PREPARATION COURSES – CONCURRENT HISTORY MAJOR (B.A.)

BIO	1104	Biology Concepts
ECN	2003	Principles of Macroeconomics
ENG	1013	Composition I
	1213	Composition II

3003 Literature for Young Adults
 6 upper-level of hours literature electives
 GEO 2023 Regional Geography **or** GEO 2033, Human / Cultural Geography
 HIS 2013 World Civilization I
 2023 World Civilization II
 2113 American History I
 2123 American History II
 3003 Arkansas History
 3013 Historiography
 4901 Senior Seminar
 4903 Senior Thesis
 15 hours of History (12 upper-level):
 • 6 hours of American History
 • 6 hours of European History
 • 3 hours Non-Western History
 MTH 1033 College Algebra
 1043 College Trigonometry
 2053 Numeration Systems and Computations
 3143 Survey of Mathematics – Geometry, Measure, Probability and Statistics
 PHS 1014 Introductory Physical Science **or** CHM 1014, General Chemistry I
 1024 Earth Science with Laboratory

Note: Students pursuing Middle-Level Education with the Concurrent History Major may also obtain secondary certification by adding the following courses: ECN 2013, Principles of Microeconomics; EDU 3021, Educational Technology in the Discipline; and EDU 3096, Principles and Practice of Social Studies in the High School; GEO 2033, Human / Cultural Geography **or** PLS 2033, International Relations; PLS 2013, American National Government; PSY 1003, General Psychology; PSY 3123, Developmental Psychology **or** SOC 3073, Race, Class, and Gender; and SOC 1013, Introduction to Sociology.

Please also note that students pursuing both middle-level and secondary licensure concurrently will follow the Summer plan for the concurrent secondary History major taking EDU 3021, Educational Technology in the Discipline and EDU 3096, Principles and Practice of Social Studies in the High School in the regular Summer rotation. These students will need to make arrangements with their content and education advisors for taking Mathematics Pedagogy, Science Pedagogy, and Educational Technology: Mathematics/Science in conjunction with enrollment in Internship I.

Four-Year Plan of Study for a Bachelor of Science Degree in the Majors of MIDDLE LEVEL EDUCATION and COMPOSITE SCIENCE

FRESHMAN YEAR:

Fall Semester:

No Math **or** College Algebra **or**
 Calculus I, based on Math ACT
 Biology Concepts
 Composition I
 Critical Inquiry

Spring Semester:

College Trigonometry
 Introductory Physical Science
 Composition II

Either semester:

Basic Oral Communication
 Theories of Human Learning
 General Education courses from
 Distribution Requirements

SOPHOMORE YEAR:

Fall Semester:

Zoology
 General Chemistry I
 College Geometry (fall, even years) **or**
 Earth Science (non-lab)
 Numeration Systems and Computations
 World Civilization I **or** Humanities I

Spring Semester:

Botany
 General Chemistry II
 Survey of Mathematics – Geometry,
 Measurement, Probability and
 Statistics
 Literature for Young Adults
 World Civilization II **or** Humanities II

Either semester:

Families and Students in a Diverse
 Society
 Praxis I exam, Application to the Pat
 Walker Teacher Education Program

SUMMER TERM:

OR

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

JUNIOR YEAR:

Fall Semester:

4 or more Science electives **or** 3 or more Math electives
College Geometry (fall, even years) **or** Earth Science
Arkansas History
Principles of Learning and Teaching

Spring Semester:

Science elective to total at least 12 hrs for junior year **or** Math electives to total at least 6 hrs for junior year
Educational Assessment

Either Semester:

Education & Growth of the American Republic
General Education courses from Distribution Requirements

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

OR

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SENIOR YEAR

Fall Semester:

Behavior Management in the Classroom
Arkansas History, if not previously completed
Current Educational Practices
Teaching Internship I
Praxis II, Application for Teaching Internship II
General Education courses from Distribution Requirements **or** general electives

Spring Semester:

Cultural Perspectives: Family, School, and Community Partnerships
Teaching Internship II

Note: The student pursuing this degree program must also complete Fine Arts, Literature, Religion, Global awareness, Civic Awareness, and Physical Education and Wellness distribution areas. In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure:

American National Government or American History I or American History II for Civic Awareness (If completing a history course for this distribution area, an additional course in the social sciences will be required)
Human / Cultural Geography or Regional Geography for Global Awareness

Four-Year Plan of Study for a Bachelor of Science Degree in the Majors of MIDDLE LEVEL EDUCATION and BIOLOGY

FRESHMAN YEAR:

Fall Semester:

Principles of Biology I
College Algebra if ACT 20-24 **or** Calculus I if ACT 25+
Composition I
Critical Inquiry

Spring Semester:

Principles of Biology II
College Trigonometry
Composition II

Either semester:

Basic Oral Communication
Theories of Human Learning
American National Government **or** American History I or II
General Education courses from Distribution Requirements and Middle Level curriculum

SOPHOMORE YEAR:

Fall Semester:

Zoology
General Chemistry I
Earth Science
Numeration Systems and Computations
World Civilization I **or** Humanities I

Spring Semester:

Botany
General Chemistry II
Survey of Mathematics – Geometry, Measurement, Probability and Statistics

Either semester:

Families and Students in a Diverse Society
Praxis I exam, Application to the Pat Walker Teacher Education Program
General Education courses from

Literature for Young Adults
World Civilization II **or** Humanities II

Distribution Requirements

SUMMER TERM:

OR

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology in the Discipline
Laboratory and Classroom Techniques in Secondary Science

Middle & Secondary Principles and Practices II
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

JUNIOR YEAR:

Fall Semester:

Organic Chemistry I
Principles of Ecology **or** General
Physiology
College Geometry
Arkansas History
Principles of Learning and Teaching

Spring Semester:

Microbiology
Biology Thesis **or** Biology Literature
Thesis
Introductory Physical Science
Educational Assessment

Either Semester:

Education & Growth of the American
Republic **or** Philosophy of Education
General Education courses from
Distribution Requirements **or** general
electives

SUMMER TERM:

OR

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

Middle & Secondary Principles and Practices I
Educational Technology in the Discipline
Laboratory and Classroom Techniques in Secondary Science

SENIOR YEAR

Fall Semester:

Genetics
Biology Thesis **or** Biology Literature
Thesis
Principles of Ecology **or** General
Physiology
Behavior Management in the
Classroom
Current Educational Practices
Teaching Internship I
Praxis II, Application for Teaching
Internship II

Spring Semester:

Cultural Perspectives: Family, School,
and Community Partnerships
Teaching Internship II

NOTE: In selecting courses for distribution and required content preparation credit, students will need to select the following courses, which are required for licensure:

Human / Cultural Geography or Regional Geography (Social Science or Global Awareness)

In addition to these courses, students will need to fulfill the requirements in Fine Arts, Religion, and Physical Education and Wellness.

**Four-Year Plan of Study for a Bachelor of Science Degree in the Majors of
MIDDLE LEVEL EDUCATION and MATHEMATICS**

FRESHMAN YEAR:

Fall Semester:

College Algebra, if ACT 20-22 **or**
Calculus I, if ACT 25+
Composition I
Critical Inquiry

Spring Semester:

College Trigonometry
Calculus II, if ACT 25+
Composition II

Either semester:

Biology Concepts
Basic Oral Communication
Theories of Human Learning
General Education courses from
Distribution Requirements

SOPHOMORE YEAR:

Fall Semester:

General Chemistry I
Calculus I, if not previously completed
Calculus III, if Calculus II completed
Discrete Mathematics, if Calculus II
completed

Spring Semester:

Calculus II, if not previously completed
Differential Equations, if Calculus III
completed
Survey of Mathematics – Geometry,
Measurement, Probability and

Either semester:

Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from

Numeration Systems and Computations Arkansas History (soph or junior year) World Civilization I	Statistics Literature for Young Adults World Civilization II	Distribution Requirements
SUMMER TERM:	OR	SUMMER TERM:
Middle & Secondary Principles and Practices II Educational Technology: Mathematics/Science Mathematics Pedagogy Science Pedagogy		Middle & Secondary Principles and Practices I Educational Technology Language Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy
JUNIOR YEAR:		
<u>Fall Semester:</u> Discrete Math, if not previously completed Modern Geometry Calculus III, if not previously completed History of Mathematics College Physics I or Earth Science Arkansas History, if not previously completed Principles of Learning and Teaching	<u>Spring Semester:</u> Linear Algebra Differential Equations, if not previously completed Probability and Statistics Educational Assessment	<u>Either Semester:</u> Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements
SUMMER TERM:	OR	SUMMER TERM:
Middle & Secondary Principles and Practices I Educational Technology: Language Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy		Middle & Secondary Principles and Practices II Educational Technology: Mathematics/Science Mathematics Pedagogy Science Pedagogy
SENIOR YEAR		
<u>Fall Semester:</u> Senior Project College Geometry College Physics I or Earth Science Behavior Management in the Classroom Current Educational Practices Teaching Internship I Praxis II, Application for Teaching Internship II General Education from Distribution Requirements or general electives	<u>Spring Semester:</u> Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	<u>Either Semester:</u>
NOTE: In selecting courses for distribution and required content preparation credit, students will need to select the following courses, which are required for licensure: American National Government or American History I or American History II (Civic Awareness or Social Science/Analysis) Cultural Geography or Regional Geography (Social Science or Global Awareness) In addition to these courses, students will need to fulfill the requirements in Literature, Fine Arts, Religion, and Physical Education and Wellness.		

**Four-Year Plan of Study for a Bachelor of Arts Degree in the Majors of
HISTORY AND LITERATURE and MIDDLE LEVEL EDUCATION**

FRESHMAN YEAR:		
<u>Fall Semester:</u> American History I or World Civilization I College Algebra, if ACT 20-24 or Calculus I, if ACT 25+ Composition I	<u>Spring Semester:</u> Lyric Poetry (if offered) American History II or World Civilization II College Trigonometry Composition II	<u>Either Semester:</u> Basic Oral Communication Theories of Human Learning General Education courses from Distribution Requirements and Licensure Requirements*

Critical Inquiry

SOPHOMORE YEAR:

Fall Semester:

American History I **or** World
Civilization I
Numeration Systems and Computations

Spring Semester:

American History II **or** World
Civilization II
Lyric Poetry, if not taken as a freshman
Survey of Mathematics – Geometry,
Measurement, Probability and
Statistics

Either Semester:

1 History elective**
1 English elective***
Introduction to Grammar
Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements and
Licensure Requirements*

SUMMER TERM:

OR

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

JUNIOR YEAR:

Fall Semester:

Historiography **or** Arkansas History
Principles of Learning and Teaching

Spring Semester:

Literature for Young Adults
Educational Assessment

Either Semester:

2 History electives**
1 English elective***
Education & Growth of the American
Republic **or** Philosophy of Education

SUMMER TERM:

OR

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SENIOR YEAR:

Fall Semester:

Senior Seminar
English elective***
Historiography **or** Arkansas History
Behavior Management in the
Classroom
Current Educational Practices
Teaching Internship I****
Praxis II, Application for Teaching
Internship II
General Education courses from
Distribution Requirements or
Licensure Requirement*

Spring Semester:

Senior Thesis
Cultural Perspectives: Family, School,
and Community Partnerships
Teaching Internship II****

*In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure:

American National Government (Social Science)
Earth Science (Natural Science)
Cultural Geography or Regional Geography (Global Awareness)
Biology Concepts (Natural Science)
General Chemistry I or Introductory Physical Science (Natural Science)

In addition to these courses, students will also need to fulfill the requirements for Fine Arts, Religion, and Physical Education and Wellness

**Students will take at least one upper-level course in American History (excluding Arkansas History) and at least one course in European or Non-Western History.

***Students will take at least one course in American Literature and at least one course in British Literature.

****Students must be admitted to the Pat Walker Teacher Education Program before taking these courses.

**Four-Year Plan of Study for a Bachelor of Arts Degree in the Majors of
ENGLISH and MIDDLE LEVEL EDUCATION**

FRESHMAN YEAR:

Fall Semester:

College Algebra, if ACT 20-24 **or**
Calculus I, if ACT 25+
Composition I
Critical Inquiry

Spring Semester:

Lyric Poetry, if offered
College Trigonometry
Composition II

Either Semester:

Basic Oral Communication
Theories of Human Learning
General Education courses from
Distribution Requirements

SOPHOMORE YEAR:

Fall Semester:

Numeration Systems and Computations
World Civilization I **or** Humanities I

Spring Semester:

Professional Preparation in English
Lyric Poetry, if not taken as a freshman
Survey of Mathematics – Geometry,
Measurement, Probability and
Statistics
World Civilization II **or** Humanities II

Either Semester:

3 upper-level English courses**
Introduction to Grammar
Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements

SUMMER TERM:

OR

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

JUNIOR YEAR:

Fall Semester:

Principles of Learning and Teaching
Arkansas History

Spring Semester:

Educational Assessment
Literature for Young Adults

Either Semester:

Education & Growth of the American
Republic **or** Philosophy of Education
4 upper-level English courses**
General Education courses from
Distribution Requirements

SUMMER TERM:

OR

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SENIOR YEAR:

Fall Semester:

Senior Seminar
2 upper-level English courses**
Behavior Management in the
Classroom
Current Educational Practices
Teaching Internship I***
Praxis II, Application for
Internship II
General Education courses from
Distribution Requirements

Spring Semester:

Senior Thesis
Cultural Perspectives: Family, School,
and Community Partnerships
Teaching Internship II***

*In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure
American National Government or American History I or American History II (Civic Awareness or Social
Science/Analysis)
Earth Science (Natural Science)
Human / Cultural Geography or Regional Geography (Social Science or Global Awareness)
Biology Concepts (Natural Science)
General Chemistry I or Introductory Physical Science (Natural Science)

In addition to these courses, students will need to fulfill the requirements in Fine Arts, Religion, and Physical Education and Wellness.

**5 courses must be after 1800, and 4 must be before 1800.

***Students must be admitted to the Pat Walker Teacher Education Program before taking these courses.

Four-Year Plan of Study for a Bachelor of Arts Degree in the Majors of HISTORY and MIDDLE LEVEL EDUCATION

FRESHMAN YEAR:

Fall Semester:

American History I **or** World
Civilization I
College Algebra, if ACT 20-24 **or**
Calculus I, if ACT 25+
Composition I
Critical Inquiry

Spring Semester:

American History II **or** World
Civilization II
College Trigonometry
Composition II

Either Semester:

Basic Oral Communication
Theories of Human Learning
General Education courses from
Distribution Requirements and
Licensure Requirements*

SOPHOMORE YEAR:

Fall Semester:

American History I **or** World
Civilization I
Numeration Systems and Computations

Spring Semester:

American History II **or** World
Civilization II
Survey of Mathematics – Geometry,
Measurement, Probability and
Statistics

Either Semester:

History elective**
1 upper-level Literature course***
Families and Students in a Diverse
Society
Praxis I exam, Application to the Pat
Walker Teacher Education Program
General Education courses from
Distribution Requirements and
Licensure Requirements*

SUMMER TERM:

OR

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

JUNIOR YEAR:

Fall Semester:

Historiography **or** Arkansas History
Principles of Learning and Teaching

Spring Semester:

Literature for Young Adults
Educational Assessment

Either Semester:

3 History electives**
1 upper-level Literature course***
Education & Growth of the American
Republic **or** Philosophy of Education
General Education courses from
Distribution Requirements and
Licensure Requirements*

SUMMER TERM:

OR

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SENIOR YEAR:

Fall Semester:

Senior Seminar
Historiography **or** Arkansas History
History elective**
Behavior Management in the
Classroom
Current Educational Practices
Teaching Internship I****
Praxis II, Application for Teaching

Spring Semester:

Senior Thesis
Cultural Perspectives: Family, School,
and Community Partnerships
Teaching Internship II****

Internship II
General Education courses from
Distribution Requirements or
Licensure Requirement*

*In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure

Earth Science (Natural Science)
Principles of Macroeconomics (Social Science)
Regional Geography (Social Science or Global Awareness)
Biology Concepts (Natural Science)
General Chemistry I or Introductory Physical Science (Natural Science)

In addition to these courses, students will also need to fulfill the requirements for Fine Arts, Religion, and Physical Education and Wellness.

**Students will take 2 courses in American History (excluding Arkansas History) 2 courses in European History, and one course in Non-Western History.

***Two of the three literature courses required must be upper-level.

****Students must be admitted to the Pat Walker Teacher Education Program before taking these courses.

Secondary Education (7-12) Concurrent Major / Licensure:

Secondary Education majors are required to take a concurrent major in a liberal arts content discipline. Education majors seeking certification in Secondary Education must choose from the following concurrent majors: Art, Biology, Business, English, History, Mathematics, or Physical Education. 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 a major in Secondary Education at Ozarks and requires students 1) to satisfy all the Pat Walker 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

EDU	1003	Theories of Human Learning
	3053	Principles of Learning and Teaching
	3133	Education and Growth of the American Republic or EDU 3143, Philosophy of Education
	3333	Behavior Management in the Classroom
	4101	Current Educational Practices
	4302	Teaching Internship I
	4311	Teaching Internship II
	4403	Educational Assessment
	4971-4	Cultural Perspectives: Family, School, and Community Partnerships
HIS	3003	Arkansas History (For Art, Physical Education and History Licensure)
SPE	2013	Families and Students in a Diverse Society

REQUIRED SPECIALTY AREA COURSES

FOR STUDENTS PURSUING LICENSURE IN LIFE / EARTH SCIENCE, OR MATHEMATICS:

EDU	3011	Educational Technology: Mathematics / Sciences
MTH	3703	Mathematics Pedagogy and PHS 3703, Science Pedagogy

FOR STUDENTS PURSUING LICENSURE IN ART, BUSINESS, ENGLISH, OR SOCIAL STUDIES

(via concurrent history major):

EDU	3001	Educational Technology: Language Arts / Social Studies / Business
ENG	3703	Language Arts Pedagogy and HIS 3703, Social Studies Pedagogy

For students pursuing licensure in physical education, please see the Physical Education Major for description.

FOR ALL STUDENTS PURSUING SECONDARY LICENSURE:

EDU	3021	Educational Technology in the Discipline
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4142 Middle and Secondary School Principles and Practices I

4152 Middle and Secondary School Principles and Practices II

6 credits of Discipline-Specific Methods Courses, as follows.

Art students: EDU 3033, Secondary Art Methods and EDU 3043, Elementary Art Methods

Business students: EDU 4026, Methods of Teaching Business

English students: EDU 4036, Methods of Teaching English in the Secondary Schools

Life / earth science students: EDU 3086, Laboratory and Classroom Techniques in Secondary Science

Mathematics students: EDU 3066, Techniques of Teaching Secondary School Mathematics

Social studies students: EDU 3096, Principles and Practice of Social Studies in the High School

Special Education (P-4; 4-12)

Students interested in pursuing a special education program need to understand that the Arkansas 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 an early childhood, 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

EDU	3333	Behavior Management in the Classroom
	3612	Specialty Practicum (Special Education) (in addition to all practica required for licensure)
SPE	3023	Communication Development of Students with Exceptionalities
	4001	Assessment Lab (taken concurrently with Educational Assessment)
	4011	Practicum Experience – Students with Moderate-Severe Disabilities
	4012	Educational Procedures for Individuals with Moderate-Severe Disabilities
	4013	Methods, Materials, and Instructional Strategies for Teaching Students with Exceptionalities (Birth – Grade 12)
	4023	Inclusive Legal Practices for Education

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 1003 Theories of Human Learning This course provides students with an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational theory as it relates to human learning. The course provides prospective education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral learning approaches, brain research, and learning styles. Students come to understand how people develop cognitively, socially, and emotionally and how individuals learn. Students also consider how diversity impacts cognitive, social, and emotional development. In addition, students are introduced to standards, educational research, and methodology guiding the field. This course allows students to combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors; required freshman course for all education major tracks).

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 covered. Emphasis will be placed on picture books, traditional literature, fantasy, poetry, fiction, nonfiction, biography, multicultural, and the various awards given for children's literature. The course focuses on reader response approaches to narrative and expository reading and preparing students to read both narrative and expository text to include the strategies, practices, and processes which enhance the learner's ability to interact with texts critically as concepts, skills, and cognition levels are developed. Authentic assessments in response to reading will also be addressed.

EDU 3001 Educational Technology: Language Arts/Social Studies/Business A required course that introduces technology applications for use in the classroom with a particular focus on language arts, social studies, and business curricula. This course provides skills to candidates for using a variety of technological resources in educational settings. At the end of the course, students should possess basic knowledge of technology used in conjunction with language arts, social studies, and business instruction to include e-mail, Smartboards, Internet resources, digital camera/video camcorder, software, blogs, podcasts, and other research supported innovations in the curricular fields. In addition, students will be introduced to and/or will develop their Livetext portfolio accounts.

EDU 3002 Educational Technology for P-4 A required course that introduces technology applications for use in the classroom with a particular focus on P-4 classroom settings. This course provides skills to candidates for using a variety of technological resources in educational settings. At the end of the course, students should possess basic knowledge of technology used in conjunction with P-4 curriculum and instruction to include e-mail, Smartboards, Internet resources, digital camera/video camcorder, software, webquests, webpage development, blogs, podcasts, and other research supported innovations.

EDU 3011 Educational Technology: Mathematics/Science A required course that introduces technology applications for use in the classroom with a particular focus on mathematics and science curricula. This course provides skills to candidates for using a variety of technological resources in educational settings. At the end of the course, students should possess basic knowledge of technology used in conjunction with mathematics and science instruction to include e-mail, Smartboards, Internet resources, digital camera/video camcorder, software, blogs, podcasts, and other research supported innovations in the curricular fields. In addition, students will be introduced to and/or will develop their Livetext portfolio accounts.

EDU 3021 Educational Technology in the Discipline A required course that introduces technology applications for use in the classroom with a particular focus on student inquiry and research into their chosen content area. This course provides skills to candidates for using a variety of technological resources in educational settings. At the end of the course, students should possess basic knowledge of technology used in conjunction with their chosen licensure area to include e-mail, Smartboards, Internet resources, digital camera/video camcorder, software, blogs, podcasts, and other research supported innovations in the curricular fields. In addition, students will be introduced to and/or will develop their Livetext portfolio accounts.

EDU 3033 Secondary Art Methods A study of the methods and materials of teaching art at the secondary level. Concurrent with Discipline Specific Methods courses (see under Secondary Education).

EDU 3043 Elementary Art Methods A study of the methods and materials of teaching art at the elementary level. Concurrent with EDU 4302, Teaching Internship I.

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 the Pat Walker Teacher Education Program

EDU 3066 Techniques of Teaching Secondary School Mathematics A study of the methods and material used in teaching high school mathematics. Concurrent with Discipline Specific Methods courses (see under Secondary Education).

EDU 3086 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 Teaching Internship experience. Concurrent with Discipline Specific Methods courses (see under Secondary Education).

EDU 3096 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 Discipline Specific Methods courses (see under Secondary Education).

EDU 3101 Practicum I This course provides candidates with an opportunity to develop an understanding of the relationship between theory and practice. This field experience will acquaint students with the preschool and kindergarten classroom. Pre-service teachers will be oriented to the structure of the pre-school and the classroom setting by completing 20 hours in an assigned pre-school or kindergarten classroom. Additionally, pre-service teachers will be able to observe and practice the developmentally appropriate practices they are studying in their coursework as it is being practiced in a classroom setting. This course is taken concurrently with EDU 3151, Developmentally Appropriate Practices I and EDU 3202, Integrated Curriculum I.

EDU 3111 Practicum II This course provides pre-service teachers with an opportunity to develop an understanding of the relationship between theory and practice by observing, participating, and teaching in a classroom with children ages 6-9. Pre-service teachers will plan, make necessary educational materials, teach, and reflect on the experience. The use of technology will be emphasized in this course. Pre-service teachers are required to complete 20 hours in an assigned elementary school classroom. This course is taken concurrently with EDU 3212, Integrated Curriculum II.

EDU 3133 Education and Growth of the American Republic This course covers the history and philosophy of American education. The influence of classical and modern liberalism on American educational thought and practice from the Enlightenment to the contemporary period, including the deliberate purpose of education as a proper politico-economic means of shaping American society, is examined. The education of women and minorities is a central theme of the course. Current educational issues and practices from a perspective of cultural pluralism are addressed. Field Observations are an integral component of the course.

EDU 3143 Philosophy of Education This course will focus on writings of the major philosophers of education, including but not limited to Plato, Aristotle, Confucius, Aquinas, Dewey, Counts, and Freire. An emphasis will be placed on the schools approach, where applicable, to the study of philosophy by examining the educational implications of metaphysics, epistemology and axiology in each of the schools of philosophy, including Idealism, Realism, Thomism, Confucianism, Pragmatism, Social Reconstructionism, Existentialism, and Post-Modernism.

EDU 3151 Developmentally Appropriate Practices I This course is a study of developmentally appropriate practices for young children from birth through age 9 based on the recommendations of the National Association for the Education of Young Children. This course will illustrate the alignment of the INTASC Standards, the NAEYC Standards, Arkansas Frameworks, and Pathwise Criteria. Pre-service teachers will be introduced to an integrated curricular study of appropriate early childhood curriculum, materials, environments, assessments, expectations, instructional strategies, and considerations for early childhood educators. The course will be taken concurrently with EDU 3101, Practicum I and EDU 3202, Integrated Curriculum I.

EDU 3163 Developmentally Appropriate Practices II This course is primarily designed for those individuals who want to work in a preschool setting and are seeking a CDA national credential. It is a study in developmentally appropriate practice and the use of methods and materials. The course is a study of appropriate curriculum, materials, environment, strategies and methods of early childhood and builds on EDU 3151 Developmentally Appropriate Practices. Creation of learning environments that foster social competence, build self-esteem in young children, and assist them in the exploration of ways to independently solve problems and gain self-control are emphasized. Additionally, observational and developmentally appropriate tools and methods of collecting data for decision making will be addressed with emphasis on qualitative assessment

techniques. The course will provide an in-depth study of NAEYC standards, state standards, and CDA requirements. Students will complete a unit of study aligned with the standards and integrated across all domains of child development – physical, social, emotional, linguistic, and cognitive. This course is taken concurrently with EDU 4003, Foundations of Early Childhood and EDU 4006, Specialty Practicum.

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 3183 Development of Language and Literacy (Birth – Grade 4) This course is designed to explore language and literacy development from Birth to Grade 4. Topics will include language development, the theoretical perspectives of how children learn language, the many linguistic systems children must master to understand language, study techniques for facilitating language learning, the young child's emerging reading and writing skills, effective techniques and materials for language and literacy learning, and collaborating with parents.

EDU 3202 Integrated Curriculum I This course emphasizes developmentally appropriate practices for children birth-5. Pre-service teachers have the opportunity to analyze and develop integrated curricula within the context of professional, state, and local standards. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children birth-5 years of age by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts, and technology into a unit of study. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-drive decision making. There is an emphasis on meeting the needs of all children, including attention to diverse linguistic and cultural backgrounds, and different learning abilities and styles. This course is concurrent with EDU 3101, Practicum I and EDU 3151, Developmentally Appropriate Practices I.

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 3212 Integrated Curriculum II This course builds on EDU 3202 and emphasizes developmentally appropriate curriculum and the underlying theoretical foundations for children ages 6 to 9, mandated curriculum, and contemporary issues related to curriculum. Pre-service teachers have the opportunity to analyze and develop integrated curricula within the context of professional, state, and local standards. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children 6-9 years of age by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts, and technology into a unit of study. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-drive decision making. There is an emphasis on meeting the needs of all children, including attention to diverse linguistic and cultural backgrounds, and different learning abilities and styles. This course is concurrent with EDU 3111, Practicum II.

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 Specialty Practicum (Special Education) 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 6 hours of credit. Prerequisite: Admission to the Pat Walker Teacher Education Program.

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. Prerequisite: Admission to the Pat Walker Teacher Education Program.

EDU 4003 Foundations of Early Childhood Education This course is primarily designed for those individuals who want to work in a preschool setting and are seeking a CDA national credential. The history of early childhood education and current issues are addressed in this course. Infant, toddler, preschool, kindergarten and primary education are explored from a developmentally appropriate practice perspective. The concepts of inclusion, interaction of family, school, and multiculturalism are explored in the context of legal and ethical considerations. This course is taken concurrently with EDU 4006, Specialty Practicum and EDU 3163, Developmentally Appropriate Practices II.

EDU 4006 Specialty Practicum (Preschool) This course is primarily designed for those individuals who want to work in a preschool setting and are seeking a CDA national credential. Students in this course will complete 460 clock hours in an assigned pre-school classroom. The application of developmentally appropriate teaching methods, materials, and activities will be emphasized in this field experience. Students will complete a weekly reflective written journal of their experiences in the classroom. The university instructor will observe the students in the field placement and give formative feedback. Students will complete an experiential portfolio following the CDA Competency Standards guidelines. This course is taken concurrently with EDU 3163, Developmentally Appropriate Practices II and EDU 4003, Foundations of Early Childhood Education.

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. The course focuses on preparing students to read both narrative and expository text to include the 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.

EDU 4026 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 Discipline Specific Methods courses (see under Secondary Education).

EDU 4036 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 2023 Introduction to Grammar. Concurrent with Discipline Specific Methods courses (see under Secondary Education).

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. Prerequisites: EDU 4013, Foundations of Reading and admission to the Pat Walker Teacher Education Program.

EDU 4101 Current Educational Practices Advanced study of contemporary issues and challenges associated with teaching in public schools. Emphasis will be on curricular programs currently in use in local and state school districts. Students are expected to work as members of a learning community in the analysis of teaching practice. Cases will serve as catalysts for analytic thinking and discussion. The course is designed to engage K-12 educators in the exploration and examination of key issues in teaching. Issues include, but are not limited to, the following: assessment, diversity, parental involvement, technology, constructivism, teacher collaboration, student motivation, and individualized instruction.

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 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 4302, Teaching Internship I.

EDU 4142 Middle and Secondary School Principles and Practices 1 This course emphasizes teaching methods appropriate for use with students in late childhood through adolescence based on developmental theory. The course encompasses the specialized knowledge, dispositions, skills, and commitment needed to successfully teach young adolescents. Candidates will be expected to engage in a variety of personal explorations that will enable them to make considered decisions about their potential as middle level and/or secondary educators and to develop an understanding of the unique cognitive, behavioral, and affective needs of middle level and/or secondary students. It will emphasize the development and implementation of interdisciplinary thematic units and lessons relevant to the young adolescent learner, including accommodation strategies for diversity. The course will be differentiated according to the need of the candidate. Students seeking middle level licensure will focus a majority of their time on issues pertinent to middle level education. Students seeking secondary licensure will focus a majority of their time on issues relevant to secondary education. Required field placements in this course and the subsequent Principles and Practices II course will be made according to the candidate's intended licensure area with experiences provided throughout the grade range of the intended licensure area.

EDU 4152 Middle and Secondary School Principles and Practices II This course emphasizes teaching methods appropriate for use with students in late childhood through adolescence based on best practices and foundational theories of human learning. This course is designed to examine the philosophy, organizational patterns, and curricula of exemplary middle and secondary schools. It will assist candidates in understanding the foundations of development and articulation of middle school and secondary curricula, including "core" curriculum, exploratory classes, advisement programs, and integrated programs. Assessment strategies will be examined as well as components of scheduling, curriculum design, and strategies for working with a uniquely diverse population. The course will provide candidates with major concepts, principles, theories, and research related to working collaboratively with students' families and other community members and in encompassing an appreciation of the value of diversity in our society. Finally, candidates will analyze major concepts, principles, theories, and research related to professional roles both within and outside the classroom and apply that knowledge in practice. The course will be differentiated according to the need of the candidate. Students seeking middle level licensure will focus a majority of their time on issues pertinent to middle level education. Students seeking secondary licensure will focus a majority of their time on issues relevant to secondary education. Required field placements in this course and the preceding Principles and Practices I will be made according to the candidate's intended licensure area with expertise provided throughout the grade range of the intended licensure area.

EDU 4302 Teaching Internship I 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. Prerequisite: Admission to the Pat Walker Teacher Education Program.

EDU 4311 Teaching Internship II 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 2 weeks. The experience is collaborative with team supervision provided by school personnel and university faculty. Pass/fail grade. Prerequisite: Admission to the Pat Walker Teacher Education 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 the Pat Walker Teacher Education Program.

EDU 4971-4 Cultural Perspectives: Family, School, and Community Partnerships

This seminar examines the theory, research, and practice of school, family, and community as students investigate issues related to critical pedagogy. It is taken in conjunction with the Internship II teaching experience. The course is designed to equip future educators with the knowledge and skills needed to form meaningful relationships with students' families, schools, and community members. Course goals will be accomplished through the use of lecture, discussion, and field experiences. The purpose of this course is to give the candidate a working knowledge of students and families, representing a wide variety of cultural diversity, as they exist in their communities. In addition, strategies for working with culturally diverse students in the classroom are emphasized.

Special Education Courses

SPE 2013 Families and Students in a Diverse Society 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 of Students with Exceptionalities 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 Educational Assessment.

SPE 4003 Assessment of Students with Exceptionalities 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 4011 Practicum Experience – Students with Moderate-Severe Disabilities Taken concurrently with SPE 4012, Educational Procedures for Individuals with Moderate-Severe Disabilities. Students taking this course will spend 30 hours in an assigned classroom for students with moderate-severe disabilities. Students will complete a case study, which will include a portfolio assessment project and family connection project.

SPE 4012 Educational Procedures for Individuals with Moderate-Severe Disabilities (Birth – Grade 12) The purpose of this course is to provide the teacher in training with information on curriculum, procedures, and teaching strategies for working with students with moderate-to-severe disabilities. Emphasis will be on developing a functional curriculum and using systematic instruction.

SPE 4013 Methods, Materials, and Instructional Strategies for Teaching Students with Exceptionalities (Birth – Grade 12) This course will teach future special education teachers the methods, materials, and instructional strategies that are most effective with students with mild disabilities. The course will include the adaptation of regular curriculum materials and strategies to improve the learning environment for the students identified with exceptional learning needs and to facilitate the instruction of the regular classroom 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.) Prerequisite: Admission to the Pat Walker Teacher Education Program.

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 (including women and minorities) that have influenced the historical development of American and British literature.
4. 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 In accordance with our university mission, students seeking a major in English will complete a core of courses intended to provide a liberal education in literature as well as a sequence of courses in other disciplines intended to provide professional preparation for a variety of careers.

LIBERAL EDUCATION:

Required of all English majors.

ENG	2303	Lyric Poetry
	4901	Senior Seminar*
	4903	Senior Thesis

In addition to the core courses, students must also complete the following English courses:

Fifteen Hours of course work **after** 1800**:

ENG	3113	Romantic Literature
	3123	Victorian Literature
	3133	Modern British Literature
	3213	American Romanticism
	3223	American Realism
	3233	Modern American Literature
	3243	Contemporary Literature

Fifteen Hours of course work **before** 1800**:

ENG	4113	Medieval Literature
	4123	Chaucer
	4133	Sixteenth-Century Literature
	4143	Shakespeare
	4153	Early 17 th Century Literature
	4163	Milton
	4173	Restoration and 18 th Century Literature
	4203	Literature of Early America

*For every course students have not taken, they will be required to pass a qualifying exam in the literary history of the period before completing Senior Seminar.

** If following other professional preparation sequences, please refer to the catalog for list of directed electives.

PROFESSIONAL PREPARATION:

All English majors will complete one of the following professional-preparation sequences:

GRADUATE SCHOOL

In addition to those courses specified below, students who elect to pursue a sequence intended to prepare them for graduate school in literature will work with a graduate advisor to match their aims and interests with relevant course work in other fields. Students who prefer traditional approaches should concentrate on history. Those with more theoretical inclinations may well prefer courses in philosophy and the social sciences (psychology, economics, political theory, sociology). Those who wish to study comparative literature should pursue additional course work in foreign languages. Those who plan to emphasize rhetoric and composition should select offerings in strategic communication.

ENG 2101 Professional Preparation in English
3303 Literary Theory

The equivalent of two years of a foreign language. (Latin is strongly recommended)

15 hours in fields outside of English approved by a graduate advisor

Graduate Record Examination (GRE)

LAW SCHOOL

In addition to those courses specified below, students who elect to pursue a sequence intended to prepare them for law school will work with a pre-law advisor to select classes that will help prepare for the LSAT, that will help prepare for first-year law classes, and that will provide a background for the particular field of law that most interests them. All students pursuing this sequence should make course selections that balance abstract reasoning, theory, and application. (See also those English courses specified above for this sequence.)

ENG 2101 Professional Preparation in English

PHL 1003 Logic

PLS 1003 Introduction to Political Science

The equivalent of two years of Latin

At least 15 hours in fields outside English approved by a pre-law advisor. Students are particularly urged to consider the following:

ACC 2003 Principles of Accounting I

2013 Principles of Accounting II

ECN 2003 Principles of Macroeconomics

2013 Principles of Microeconomics

MTH 2015 Calculus I

PHL 4033 Contemporary Political and Legal Philosophy

PLS 3053 History of American Constitutional Law I, **or** PLS 4053, History of American Constitutional Law II

3043 Public Policy

4023 Public Administration

SCM 2033 Argumentation and Debate

3033 Persuasion Theory

Law School Admissions Test (LSAT)

DIRECTED ELECTIVES FOR LAW SCHOOL TRACK:

ENG 4143 Shakespeare

4163 Milton

4203 Literature of Early America

SECONDARY EDUCATION

Students who elect to pursue a sequence of courses intended to prepare them for careers in secondary education will take the following courses. Some are specified by the English program or the National Council of Teachers of English; others, by the Division of Education or the State of Arkansas. (See also those English courses specified above for this sequence.)

- ENG 2023 Introduction to Grammar
 2101 Professional Preparation in English
 3003 Literature for Young Adults

In addition, the equivalent of two years of Spanish is strongly recommended

DIRECTED ELECTIVES OF COURSEWORK *BEFORE 1800* FOR SECONDARY EDUCATION

TRACK:

- ENG 4113 Medieval Literature **or** ENG 4123, Chaucer
 4143 Shakespeare
 4153 Early 17th Century Literature **or** ENG 4163, Milton

One additional course for the period **before 1800**

Note: Students pursuing Secondary Education in English are required to complete only twelve hours of coursework **before 1800** owing to additional English courses required for licensure.

PROFESSIONAL EDUCATION

For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

A major in Middle Level Education with a concurrent major in English is also available. Following are specific English requirements.

- ENG 1013 Composition I
 1213 Composition II
 2023 Introduction to Grammar
 2101 Professional Preparation in English
 2303 Lyric Poetry
 3003 Literature for Young Adults
 4901 Senior Seminar
 4903 Senior Thesis

4 courses in Literature before 1800

5 courses in Literature after 1800

For a complete list of all program requirements for the double major in Middle Level Education and English, as well as a four-year plan of study, see under Education – Middle Level Education.

CAREERS

Students who elect to pursue a sequence of courses intended to prepare them for careers in the business world will work with a career advisor to develop writing skills in a wide range of professional settings. In addition to these, they will develop other skills in business, communications, design, or computer applications that will equip them to be competitive in a job market increasingly driven by information technology and communications.

- ENG 2101 Professional Preparation in English

Twelve hours chosen from the following (approved by English career advisor)

- BSA 3003 Business Communications
 ENG 3313 Feature Writing
 3323 Technical Writing
 3333 Grant and Proposal Writing
 RTV 2053 Newswriting
 2063 Media Writing

- SCM 4213 Public Relations Writing and Design

6 hours chosen from the following (approved by English career advisor)

- ART 2303 Graphic Design
 COM 3103 Interviewing in Professional Settings
 CSC 2513 Introduction to HTML
 MKT 1003 Marketing Concepts

SCM 4313 Public Relations

Certification as a Microsoft Office Specialist. This requires that students take exams in four of the following areas:

BSA1011/CSC1511	Word Processing
BSA1021/CSC1521	Spreadsheets
BSA1031/CSC1531	Database
BSA1041/CSC1541	Graphics
BSA1051/CSC1551	Software for Personal Information Management

Credit in each of these areas will be awarded upon completion of the certification exam. As a result, students who are already proficient in some area may take the certification exam and receive the credit without having to take the course.

ENG 3893-6 Internship

Whenever possible, this would involve work arranged through an established internship program (either during the summer or during a semester off campus). If all such options prove impossible, a student can arrange internship credit for other sorts of pre-professional work. Such internships would be subject to the following conditions: 1.) they would have to be accompanied by a rationale explaining how the experiences they entail would contribute to a student's career aims, 2.) they could not be conducted on campus, and 3.) they would have to be approved by the student's advisor and the division chair.

In addition, the equivalent of two years of Spanish is strongly recommended.

MINOR Students seeking an English minor in literature will complete eighteen hours of literature courses in English, twelve of which must be upper-level.

Students seeking an English minor in rhetoric and composition will complete the following courses (in addition to Composition I and Composition II):

ENG	2023	Introduction to Grammar
SCM	1033	Introduction to Rhetoric and Social Influence
Twelve hours chosen from among the following courses:		
BSA	3003	Business Communications
ENG	3313	Feature Writing
	3323	Technical Writing
	3333	Grant and Proposal Writing
RTV	2053	News writing
	2063	Media Writing
SCM	4213	Public Relations Writing and Design

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of ENGLISH

For all Students:

FRESHMAN YEAR

<u>Fall Semester:</u> (16 or 17 credit hours)	<u>Spring Semester:</u> (16 or 17 credit hours)	<u>Either Semester:</u>
Themes in Literature * or Distribution	English elective	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		Theories of Human Learning (if potential major in secondary or middle level teaching)
		General Education courses from Distribution Requirements to total 16 or 17 hours

*This is an option for potential majors who are not yet ready to make a formal declaration.

1. GRADUATE SCHOOL SEQUENCE:

SOPHOMORE YEAR

<u>Fall Semester:</u> (16 or 17 credit hours)	<u>Spring Semester:</u> (16 or 17 credit hours)	<u>Either Semester:</u>
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English elective Intensive elementary language (Latin recommended) or Distribution World Civilization I or Humanities I	Professional Preparation in English Lyric Poetry or English elective Intensive intermediate language (Latin recommended) World Civilization II or Humanities II	General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) 2 English electives Intensive elementary language (Latin recommended), if not taken in sophomore year Literary Theory or Professional Preparation elective	<u>Spring Semester:</u> (16 or 17 credit hours) Lyric Poetry, if not previously taken or English elective English elective Intensive intermediate language (Latin recommended), if not taken in sophomore year	<u>Either Semester:</u> 6 to 9 hours of Professional Preparation electives General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 14 credit hours) Senior Seminar 3 English electives	<u>Spring Semester:</u> (12 or 14 credit hours) Senior Thesis 2 English electives	<u>Either Semester:</u> Literary Theory or Professional Preparation elective to complete program requirements General electives to total 12 or 14 hours or to meet 124-hour requirement
2. LAW SCHOOL SEQUENCE:		
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) English elective Intensive elementary language (Latin recommended) Logic or Professional Preparation World Civilization I or Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Professional Preparation in English Lyric Poetry or English elective Intensive intermediate language (Latin recommended) World Civilization II or Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) English elective Shakespeare or Milton Intensive elementary language (Latin recommended), if not taken in sophomore year Logic, if not previously completed, or Professional Preparation Introduction to Political Science	<u>Spring Semester:</u> (16 or 17 credit hours) Lyric Poetry, if not previously completed or English elective Literature of Early America or English elective Intensive intermediate language (Latin recommended), if not taken in soph yr, or Professional Preparation elective	<u>Either Semester:</u> Professional Preparation electives General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 14 credit hours) Senior Seminar 2 English electives Shakespeare or Milton	<u>Spring Semester:</u> (12 or 14 credit hours) Senior Thesis English elective Literature of Early America or English elective	<u>Either Semester:</u> Professional Preparation electives to complete program requirements General electives to total 12 or 14 hours or to meet 124-hour requirement
3. SECONDARY EDUCATION SEQUENCE:		
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) English elective Directed English elective* Introduction to Grammar World Civilization I or Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Professional Preparation in English Lyric Poetry or English elective Literature for Young Adults World Civilization II or Humanities II	<u>Either Semester:</u> Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total

SUMMER TERM:

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Language Arts Pedagogy
Social Studies Pedagogy

OR**SUMMER TERM:**

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Mathematics Pedagogy
Science Pedagogy

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Directed English elective*
Principles of Learning and Teaching

Spring Semester: (16 or 17 credit hours)
Lyric Poetry, if not previously
completed **or** English elective
Directed English elective*
Introduction to Rhetoric and Social
Influence
Educational Assessment

Either Semester:
6 to 12 hours of English electives
Education & Growth of the American
Republic **or** Philosophy of
Education
General Education courses from
Distribution Requirements **or**
general electives to total 16 or 17
hours

SUMMER TERM:

Middle & Secondary Principles and Practices II
Educational Technology: Language Arts/Social Studies/Business
Language Arts Pedagogy
Social Studies Pedagogy

OR**SUMMER TERM:**

Middle & Secondary Principles and Practices I
Educational Technology: Mathematics/Science
Mathematics Pedagogy
Science Pedagogy

SENIOR YEAR

Fall Semester: (16 credit hours)
Senior Seminar
English elective
Directed English elective*
Behavior Management in the
Classroom
Teaching Internship I
Praxis II, Application for Teaching
Internship II

Spring Semester: (12 or 14 credit hours)
Senior Thesis
Cultural Perspectives: Family, School,
and Community Partnerships
Teaching Internship II

*Students pursuing this sequence must take 1.) Shakespeare (offered in even falls), 2.) either Chaucer (offered in odd springs) **or** Medieval Literature (offered in even springs), 3.) either Milton (offered in odd falls) **or** Early 17th-Century Literature (offered in even springs), and 4.) one additional course for the period **before 1800**.

4. CAREERS SEQUENCE:**SOPHOMORE YEAR**

Fall Semester: (16 or 17 credit hours)
English elective
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)
Professional Preparation in English
Lyric Poetry **or** English elective
World Civilization II **or** Humanities II

Either Semester:
General Education courses from
Distribution Requirements to total
16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
2 English electives

Spring Semester: (16 or 17 credit hours)
Lyric Poetry, if not previously
completed, **or** English elective
Internship*

Either Semester:
2 Writing electives (Professional
Preparation elective)
2 Career electives (Professional
Preparation elective)
2 Microsoft Office Specialist electives
General Education courses from
Distribution Requirements **or**
general electives to total 16 or 17
hours

SENIOR YEAR

Fall Semester: (12 or 14 credit hours)
Senior Seminar
3 English electives

Spring Semester: (12 or 14 credit hours)
Senior Thesis
2 English electives

Either Semester:
2 Writing electives (Professional
Preparation)

Career elective (Professional Preparation)
 2 Microsoft Office Specialist electives
 General electives to total 12 or 14 hours or to meet 124-hour requirement

*Internship should normally be scheduled the summer after student's junior year.

ENG 1013 Composition I This course introduces students to college-level academic writing. Its primary emphasis is on effective composition strategies (clear and concise theses and topic sentences; ample and varied support; effective introductions, conclusions, and transitions; clear and appealing style). A strong secondary emphasis is on critical reading of material from across the curriculum (the humanities, the social sciences, the natural sciences, business, and education). Grammar and usage are reviewed as needed, and standard, edited English is expected of all students. Students must have at least a 20 English ACT score to enroll in Composition I with no additional requirements. Students with an English ACT score of 18-19 must elect one of the following options: enroll in supplemental instruction to be taken concurrently with Composition I or enroll in Written Communication. All freshmen entering the Jones Learning Center must enroll in Writing Strategies.

ENG 1023 Composition II This course introduces students to college-level research. Students conceive and conduct small-scale research projects in three different academic areas. Meeting entirely in the university library, the course begins with a project that provides a hands-on introduction to scholarly research. Its second project emphasizes peer review and revision. Its final project strives for independent work. Prerequisite: Completion of ENG 1013, Composition I with a grade of C- or higher.

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, Composition I.

ENG 2013 Themes in Literature This variable-topic course introduces students to literature while focusing on a particular theme or topic. In it, students will explore at least two literary genres, lyric poetry and either prose fiction or drama. While doing so, they will learn to analyze and evaluate various elements of literature: plot, character, setting, symbolism, imagery, metaphor, sound, rhythm, form. Recent offerings include Modern African-American Literature, Literature and Place, Women and Literature, Literature and the Environment, Modern Southern Literature, and Yeats and Ireland. This course may be repeated for elective credit provided the theme or topic is different. Prerequisite: ENG1013, Composition I.

ENG 2023 Introduction to 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 2101 Professional Preparation in English This course will explore various career options open to English majors. The primary emphasis of the course will be the preparation necessary for four different professional sequences: graduate school; law school; secondary education; careers in public relations, development, or other business fields. A secondary emphasis will fall on various social factors that contribute to professional success. This course should be taken during the spring of a student's sophomore year.

ENG 2213 Classical Greek Literature This course will explore a variety of works of Classical Greek literature. It will begin with Homer's epics, the *Iliad* and the *Odyssey*, which formed the basis of the Greek *paideia*. Attitudes and values prevalent in classical Greek culture will be explored through the odes of Pindar and the lyrics of Sappho and the poets of the Greek anthology. The course will conclude with a consideration of Greek drama, including Aeschylus, Sophocles, Euripides, and Aristophanes.

ENG 2223 Classical Roman Literature This course will explore a variety of works of Roman literature. A major emphasis will be with Virgil's epic, the *Aenid*. Attitudes and values prevalent in Roman culture will be explored through the poetry of Catullus, Ovid, Horace, Juvenal, and Lucretius.

ENG 2233 Literary Perspectives on the Bible This course will explore the Bible as a text of sacred literature. Emphasis will fall on the conventions for reading its various genres. With respect to the Hebrew Bible, it will begin with history, move back to myth, and then move forward to prophecy. The lyrics of the Psalms will be a major emphasis, as will the wisdom literature of Ecclesiastes. This portion of the course will conclude with Job. With respect to the New Testament, the major focus will be the synoptic gospels and the Gospel of John. The course will conclude with a consideration of apocalyptic literature, as represented by the Book of Revelation.

ENG 2303 Lyric Poetry The course introduces lyric poetry from inside and out. Considering matters such as imagery, metaphor, sound, rhythm, and form, students will analyze lyric poems. Putting this knowledge to work, they will also write lyrics that reflect what they have learned from their academic study. Prerequisite: ENG 1013, Composition I.

ENG 3003 Literature for Young Adults This course introduces students to a range of classic and contemporary fiction and poetry written for or about young adults. Although literary analysis and appreciation will be the principal focus of the course, an important secondary emphasis will be selecting and teaching literature to young adults, taking into account their development and needs. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3113 Romantic Literature This course will trace the development of British literature from the French Revolution to the Industrial Revolution. A major focus will be the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. The course will also trace the development of the novel through Austen, Shelley, and Scott. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3123 Victorian Literature This course will trace the development of British literature from the Industrial Revolution through the 1890s. A major focus will be the novels of writers such as Dickens, Thackeray, Eliot, Trollope, Hardy, and Conrad. The course will also trace the development of the poetic tradition through Tennyson, Browning, Arnold, and Hopkins. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3133 Modern British Literature This course will trace the development of British literature during the Modernist movement, from its origins in the 1890s through the Second World War. A major focus will be the novels of writers such as Joyce, Lawrence, Woolf, and Forster. The course will also trace the development of the poetic tradition from the poets of the 1890s through the High Modernists, particularly in the work of Yeats. The dramas of Wilde and Shaw will also be considered. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3213 American Romanticism This course will trace the development of American literature from the emergence of a distinctly American literary culture, in the work of Irving and Cooper, through the end of Civil War. Major writers featured include Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3223 American Realism This course will trace the development of American literature from the beginning of the Industrial Revolution through the 1890s. A major focus will be the novels of writers such as Howells, Twain, Dreiser, Norris, Wharton, and James. The course will also trace the development of the poetic tradition from popular and experimental poets of the 1870s through the “genteel” poets of the 1890s. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3233 Modern American Literature This course will trace the development of American literature from turn of the century through the Second World War. A major focus will be the novels of writers such as Fitzgerald, Faulkner, Hemingway, and Steinbeck. The course will also trace the development of the poetic tradition in the work of writers such as Frost, Pound, Eliot, Stevens, and Williams. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3243 Contemporary Literature This course will treat representative writers and literary movements in Britain and America since the Second World War. A major focus will be the idea of canonicity and the

various forces that contribute to canonical status. Special attention will be paid to postcolonial British literature and ethnic American literature. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3303 Literary Theory This course will introduce students to major critical approaches to literature and to the theory that underpins them. These will include New Criticism, Marxist criticism, psychoanalytic criticism, structuralist criticism, reader-response criticism, feminist criticism, deconstruction, New Historicism, and postcolonial criticism. Criticism and theory will be viewed in the context of the institutional changes of English as a discipline. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 3313 Feature Writing This course will teach students to report and write features for various newspapers, magazines, and other publications. Emphasizing story telling, human interest, and analysis, it will focus on profiles, criticism, and extended narratives. Prerequisite: ENG 1023, Composition II.

ENG 3323 Technical Writing This course will teach students to convey complex information in readily understandable language. Focusing on science and technology, it will emphasize abstracts, laboratory and research reports, descriptions of processes and mechanisms, operation and maintenance instructions. Prerequisite: ENG 1023, Composition II.

ENG 3333 Grant and Proposal Writing This course will teach students to address funding proposals for both academic and civic programs to foundations, government agencies, and other sources. As a part of the course, students will attempt to secure funding for one or more projects or programs related to Ozarks, the local area, or their home town or area. Prerequisite: ENG 1023, Composition II.

ENG 3703 Language Arts Pedagogy This course serves as a study of pedagogy used in the teaching of middle- school language arts curriculum. It addresses basic models, strategies, and skills necessary for teaching language arts content. Course will utilize lectures, speakers, candidate projects, and field experiences. The purpose of this course is to prepare candidates for successful middle- level classroom teaching in the fields of language arts content through providing candidates with knowledge of the basic principles of instructional planning and presentation to include a repertoire of basic teaching models, strategies, and skills. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of social studies and language arts.

ENG 4113 Medieval Literature This course will trace the development of British literature from its emergence during the Anglo-Saxon era through the end of the Plantagenet era. The course will begin with *Beowulf* and the Old English poetic tradition. However, its major focus will be the poetry of the Ricardian period: Chaucer, Langland, Gower, the *Gawain*-poet. Alongside the poetic tradition, the origin and development of the English drama will also be examined. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4123 Chaucer This course will survey the major poetic works of Geoffrey Chaucer, particularly *Troilus and Criseyde* and *The Canterbury Tales*. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4133 Sixteenth-Century Literature This course will trace the development of British literature during the Tudor period. A major focus will be the poetry of writers such as Wyatt, Sidney, Marlowe, and Spenser. The course will also trace the development of the English drama from the opening of the theaters through the end of the Elizabethan period (as exemplified in the work of playwrights such as Kyd, Marlowe, and Jonson). Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4143 Shakespeare This course will survey the major dramatic works of William Shakespeare, including representative comedies, tragedies, histories, and romances. A secondary emphasis will be his sonnets and other poetic works. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4153 Early 17th-Century Literature This course will trace the development of British literature during the Jacobean and Caroline periods. A major focus will be the poetry of writers such as Donne, Jonson, and Herbert. The course will also trace the development of the English drama from the turn of the century through the closing of the theaters (as exemplified in the work of playwrights such as Jonson, Webster, Ford, and Middleton). Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4163 Milton This course will the major works of John Milton. Although some attention will be paid to his prose writings, the bulk of the course will focus on his poetry, particularly on *Paradise Lost*. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4173 Restoration and 18th-Century Literature This course will trace the development of British literature during the Restoration and eighteenth century. A major focus will be the origins of the English novel in the work of writers such as Defoe, Richardson, and Fielding. The course will also examine the poetry of writers such as Dryden and Pope as well as the prose of writers such as Swift and Johnson. Some attention will also be paid to the drama, particularly during the Restoration period. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4203 Literature of Early America This course will trace the development of America through its literature. Beginning with the public and private letters of the settlers in the Jamestown, Plymouth, and Massachusetts Bay colonies, the course will treat at some length the literature of colonial America, including works by such writers as Jonathan Edwards and Benjamin Franklin. Its principal emphasis, though, will be on the literature of the early republic, including *Common Sense*, the Declaration of Independence, the Constitution, and the *Federalist Papers* as well as various letters, speeches, and other papers of the Founders. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission.

ENG 4901 Senior Seminar The first portion of each student's capstone experience, this course attempts to draw together all of the aims of the English program. One major emphasis involves preparation for future careers (including organized study for the GRE, the LSAT, and the Praxis II). Another involves preparation for the culmination of collegiate work (research and reading in preparation for the senior thesis). Various forms of academic assessment will also fall within the scope of this course.

ENG 4903 Senior Thesis The culmination of all academic work in English, the senior thesis represents original research on a topic of each student's own choosing. Each thesis should reflect a familiarity with literary history, an understanding of literary genre, an awareness of interpretive perspective, and a mastery of research methods. Accepted senior theses will be placed on permanent reserve in the special collection of Robson Library.

ENG 4911 Senior Seminar in History and Literature The first portion of each student's capstone experience, this course attempts to draw together all of the aims of the English program. One major emphasis involves preparation for future careers. Another involves preparation for the culmination of collegiate work (research and reading in preparation for the senior thesis). Various forms of academic assessment will also fall within the scope of this course. Prerequisite: Senior status.

ENG 4913 Senior Thesis in History and Literature The culmination of all academic work in history and literature, the senior thesis represents original research on a topic of each student's own choosing. Students will complete a senior thesis and present the results of their research in a public forum. Accepted senior theses will be placed on permanent reserve in the special collection of Robson Library.

Note: ENG 2003, Introduction to Literature, ENG 2013, Themes in Literature, or the permission of the instructor is a prerequisite for all courses offered as special studies (ENG 2783 or 4783) or seminars (ENG 3983).

Environmental Studies

The environmental studies program offered at the University of the Ozarks is a unique degree program that focuses on the study of both the natural process of the physical environment as well as the social and political

contexts that effect and are affected by the environment. This program combines courses from the natural sciences (biology, ecology, botany) with courses from the social sciences (sociology, geography, political science, ethics) to form a truly interdisciplinary program. Students will have the opportunity to work with faculty from diverse disciplinary backgrounds, enabling them to gain a wide perspective on human/environment interaction.

This program offers students an opportunity to study the technical and theoretical background of environmental issues, which includes laboratory experience and field methods relevant to environmental monitoring and research. Students are also given the opportunity to study the human (i.e. social) dimensions of the physical environment, with a focus on human/environment interaction as well as policy-making.

This program is intended to provide students with a basis for advanced study in a number of areas (sociology, natural resource management, public policy, environmental planning, etc.). This program will also prepare students for careers in environmentally related professions such as government agencies, consulting firms, advocacy groups, or law school.

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.

MAJOR: Environmental Studies major shall consist of 36 hours including the following:

ENVIRONMENTAL STUDIES CORE

BIO	1104	Biology Concepts or BIO 1214, Principles of Biology I
	2124	Botany
	3234	Principles of Ecology
ENS	1013	Introduction to Environmental Studies
	3013	Environmental Ethics
	3033	Environment, Natural Resources, and Community
	4003	Environmental Studies Thesis
GEO	2043	Physical Geography
PLS	3043	Public Policy
SOC	1013	Introduction to Sociology
	3 hours Statistics elective	

No more than 6 credit hours of Environmental Studies course requirements may count toward another major or minor

Students may elect to enhance their academic experience and career opportunities through additional coursework in an area of emphasis. These students should consult with their advisors to select from the areas listed below or to customize an emphasis to the students' needs and interests. Relevant internships are also available.

Biology:

BIO	2014	Zoology
	4234	Lichenology
	4543	Animal Behavior

Chemistry:

CHM	1014	General Chemistry
	1024	General Chemistry II
	3014	Organic Chemistry I

Marketing Tourism:

MKT 1003 Marketing Concepts
 3133 Hospitality Marketing
 4113 Promotional Strategies

Public Policy and Law:

GEO 2033 Human / Cultural Geography
 PLS 4023 Introduction to Public Administration
 4783 SS: Environmental Law

Sociology:

SOC 2013 Social Problems
 2023 Social Research Methods
 4023 Social Theory

Psychology:

PSY 1003 General Psychology
 3043 Social Psychology
 4783 SS: Environmental Psychology

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of ENVIRONMENTAL STUDIES

FRESHMAN YEAR**Fall Semester:** (16 or 17 credit hours)

Biology Concepts **or** Principles of
 Biology I
 Introduction to Environmental Studies
 Composition I
 Critical Inquiry

Spring Semester: (16 or 17 credit hours)

Introduction to Sociology
 Composition II

Either Semester:

Basic Oral Communication
 College Algebra **or** Calculus if Math
 ACT is 25 or higher
 General Education courses from
 Distribution Requirements to total
 16 or 17 hours

SOPHOMORE YEAR**Fall Semester:** (16 or 17 credit hours)

Course(s) from Environmental Studies
 Core
 World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)

Botany
 Course(s) from Environmental Studies
 Core
 World Civilization II **or** Humanities II

Either Semester:

General Education courses from
 Distribution Requirements* to total
 16 or 17 hours

JUNIOR YEAR**Fall Semester:** (16 or 17 credit hours)

Principles of Ecology, if offered
 Course(s) from Environmental Studies
 Core

Spring Semester: (16 or 17 credit hours)

Course(s) from Environmental Studies
 Core

Either semester:

General Education courses from
 Distribution Requirements **or**
 general electives** to total 16 or 17
 hours

SENIOR YEAR**Fall Semester:** (12-14 credit hours)

Principles of Ecology, if not previously
 completed

Spring Semester: (12-14 credit hours)

Environmental Studies Thesis

Either Semester:

Course(s) from Environmental Studies
 Core
 General electives* to total 12 or 14 hrs

*ENG 2013, Themes in Literature (Literature and the Environment), when offered, is recommended for the Literature Distribution.

**May be chosen from a list of courses that satisfy an emphasis area of study.

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 1023 Environmental Science The course shall present the nature of science, methods of science, and nature of the environment; and then apply this knowledge to selected major environmental problems. For each subject or problem the ethical, social, and political dilemmas and alternatives shall also be discussed.

ENS 3013 Environmental Ethics Over time there have been many different human conceptions of their physical environments. Many of these conceptions are strongly linked to ethical values and beliefs, some of which have contributed to environmental degradation and crisis. There currently exist many different perspectives concerning the relationship between humankind and the earth. The purpose of this class is to examine these many and varied conceptions of the human/environment relationship. Ethical perspectives

include Judeo-Christian, Native American, Islamic, Buddhist, Hindu, and Confucian. Junior standing or permission of the Instructor required.

ENS 3033 Environment, Natural Resources, and Community Environment, Natural Resources, and Community is an overview of the relationship between human populations and their physical environments. This class involves the sociological study of a variety of environmental problems and issues including but not limited to natural resource scarcity and use, overpopulation, urbanization, the environmental movement, and global warming. Prerequisite: SOC 1013, Introduction to Sociology, or ENS 1013, Introduction to Environmental Studies.

ENS 4003 Environmental Studies Thesis This senior level capstone course consists of directed individual study on a topic determined by the faculty and student. The student will use this class to write a senior level thesis.

Foreign Languages

Six foreign languages are offered regularly at Ozarks: French, German, Greek, Italian, Latin, and Spanish. International students may not receive credit in a lower-division foreign language class in their native language.

French

FRE 1104-5 Intensive Elementary French This course, which meets daily, will focus on the grammar and vocabulary necessary for students who have a serious personal or professional interest in French. Although the course will involve some reading and writing, its principal emphases will be speaking and listening. Making extensive use of instructional technology, course materials will introduce, practice, and test roughly one grammatical concept each day. A video narrative will introduce students to important elements of contemporary French culture, and these will provide the content for class discussions. No prior study of French is assumed. However, diligent study is required.

FRE 2104-5 Intensive Intermediate French A continuation of Intensive Elementary French, this course, which meets daily, will permit students who have a serious personal or professional interest in French to build their knowledge of grammar and vocabulary. While speaking and listening will remain emphases, reading and writing will become increasingly important. A video narrative will continue introducing students to important elements of contemporary French culture. These will provide content not only for class discussions but also for short writing assignments. From time to time, they will be supplemented with French newspaper articles, essays, and short stories. Prerequisite: FRE 1104-5, Intensive Elementary French or instructor's permission.

German

GRM 1104-5 Intensive Elementary German This course, which meets daily, will focus on the grammar and vocabulary necessary for students who have a serious personal or professional interest in German. The course will involve speaking and listening, reading and writing. Making extensive use of instructional technology, course materials will introduce, practice, and test roughly one grammatical concept each day. A video narrative will introduce students to important elements of contemporary German language and culture, supplemented with readings and other assignments in German. No prior study of German is assumed. However, diligent study is required.

GRM 2104-5 Intensive Intermediate German A continuation of Intensive Elementary German, this course, which meets daily, will permit students who have a serious personal or professional interest in German to build their knowledge of grammar and vocabulary. While speaking and listening will remain emphases, reading and writing will become increasingly important. A video narrative will continue introducing students to important elements of contemporary German language and culture, supplemented by additional reading and writing assignments. Prerequisite: GRM 1104-5, Intensive Elementary German or instructor's permission.

Greek

GRK 1104-5 Intensive New Testament Greek This course, which meets daily, affords students an intensive introduction to the grammar and vocabulary of the Greek New Testament. Because no one ever learned a language in the abstract, students will begin reading the text, with appropriate assistance, almost immediately. Moreover, reading will emphasize, insofar as possible, the literal meanings of the words of the Greek New Testament, unadorned by theological speculation and un-refracted by sectarian interpretation. That is, the course will strive to elucidate what Garry Wills has called the “rough-hewn majesty” of the sacred text. As an ancillary part of this process, students will reflect on the ethical implications both of reading and of translation. Toward that end, they will be invited to consider how a clear understanding of the language of our sacred texts can affect both our academic pursuits and our personal faith and practice.

GRK 2104-5 Readings in the Greek New Testament This course, which meets daily, will afford students the opportunity to complete their mastery of the grammar of the Greek New Testament. However, they will do so not by completing workbook exercises but by reading from the sacred texts themselves. Having completed the Gospel According to St. John in their first semester of study, students read passages from the other gospels, from the Acts of the Apostles, from various epistles, and from the Revelation of St. John. Throughout, emphasis will fall on the lexical meanings of words (unrestricted by theology or exegetical tradition) as well as on the ethical implications of translation. A secondary emphasis of this course is the literary, historical, and cultural background of various New Testament texts. Prerequisite: GRK 1104-5, Intensive New Testament Greek or instructor’s permission. **Offered when demand is sufficient.**

GRK 2204-5 Intensive Classical Greek This course, which meets daily, will focus on the grammar and vocabulary necessary for students to begin reading classical Greek poetry and prose. Making extensive use of instructional technology, it will introduce, practice, and test roughly one grammatical concept each class. Elements of Greek history and culture will be introduced through a graded reader. In addition to its grammatical and cultural components, a strong secondary emphasis of the course will be on English vocabulary derived from Greek. (Insofar as possible, testing formats will conform to those employed in the verbal sections of the GRE and other professional entrance exams.) At the end of the course, students should be capable of reading, with the assistance of appropriately annotated texts, passages from Homer’s *Iliad* or *Odyssey*. Prerequisite: LAT 1104-5, Intensive Latin, GRK 1104-5, Intensive New Testament Greek, or instructor’s permission. **Offered when demand is sufficient.**

GRK 3204-5 Introduction to Greek Literature This course, which meets daily, will afford students the opportunity to complete their mastery of Greek grammar. However, they will do so not by completing workbook exercises but by reading poems from Sappho and the Greek anthology as well as selections from Homer’s *Odyssey*. As an awareness of history and culture is an important secondary emphasis of students’ first semester of study, analysis of elements of lyric and narrative is an important secondary emphasis of this course. Prerequisite: GRK 2204-5, Intensive Classical Greek or instructor’s permission. **Offered when demand is sufficient.**

Italian

ITA 1104-5 Intensive Elementary Italian This course, which meets daily, will focus on the grammar and vocabulary necessary for students who have a serious personal or professional interest in Italian. Although the course will involve some reading and writing, its principal emphases will be speaking and listening. Making extensive use of instructional technology, course materials will introduce, practice, and test roughly one grammatical concept each day. Recent films will introduce students to important elements of contemporary Italian culture, and these will provide the content for class discussions. No prior study of Italian is assumed. However, diligent study is required.

ITA 2104-5 Intensive Intermediate Italian A continuation of Intensive Elementary Italian, this course, which meets daily, will permit students who have a serious personal or professional interest in Italian to build their knowledge of grammar and vocabulary. While speaking and listening will remain emphases, reading and writing will become increasingly important. Recent and classic films will continue introducing students to important elements of contemporary Italian culture. These will provide content not only for class discussions

but also for short writing assignments. From time to time, they will be supplemented with Italian newspaper articles, essays, and short stories. Prerequisite: ITA 1104-5, Intensive Elementary Italian or instructor's permission.

ITA 2114-5 L'Italiano con l'opera A continuation of Intensive Elementary Italian, this course, which meets daily, is an alternative intermediate-level course which will permit students who have a serious personal or professional interest in Italian to build their knowledge of grammar and vocabulary. While speaking and listening will remain emphases, reading and writing will become increasingly important. Six classic operas will continue introducing students to important elements of modern Italian history and culture. These will provide content not only for class discussions but also for short writing assignments. From time to time, they will be supplemented with Italian newspaper articles, essays, and short stories. Prerequisite: ITA 1104-5, Intensive Elementary Italian or instructor's permission.

Latin

LAT 1104-5 Intensive Latin This course, which meets daily, will focus on the grammar and vocabulary necessary for students to begin reading Latin poetry and prose. Making extensive use of instructional technology, it will introduce, practice, and test roughly one grammatical concept each class. Elements of Roman history and culture will be introduced through a graded reader. In addition to its grammatical and cultural components, a strong secondary emphasis of the course will be on English vocabulary derived from Latin. (Insofar as possible, testing formats will conform to those employed in the verbal sections of the GRE and other professional entrance exams.) At the end of the course, students should be capable of reading, with the assistance of appropriately annotated texts, passages from the Vulgate Bible and brief poems by Catullus.

LAT 2104-5 Introduction to Latin Literature This course, which meets daily, will afford students the opportunity to complete their mastery of Latin grammar. However, they will do so not by completing workbook exercises but by reading poems by Catullus and selections from Virgil's *Aeneid*. As an awareness of history and culture is an important secondary emphasis of students' first semester of study, analysis of elements of lyric and narrative is an important secondary emphasis of this course. Prerequisite: LAT 1104-5 Intensive Latin or instructor's permission. **Offered when demand is sufficient.**

Spanish

See Spanish Major.

General Business

See Business Enterprise Program Section.

Geography

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 2033 Human / Cultural Geography This is an introductory course into the basic methodologies of the discipline. Students are also exposed to the subject areas of physical, regional, and cultural geography.

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.

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 a sophisticated understanding of the persons and events prominent in American history and of the principal social, economic, political, religious, and intellectual characteristics of the United States.
4. They will have a sophisticated understanding of the persons and events prominent in European history and of the principal social, economic, political, religious, and intellectual characteristics of Europe.
5. They will have a sophisticated understanding of the persons and events prominent in the history of at least one non-western culture and of its principal social, economic, political, religious, and intellectual characteristics and will be able to make comparisons and contrasts with western cultures.
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 All history majors will complete the following courses:

HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I
	2123	American History II
	3013	Historiography
	4901	Senior Seminar
	4903	Senior Thesis

Fifteen hours of history electives, twelve of which must be upper-level:

- 6 hours of course work in American history
- 6 hours of course work in European history
- 3 hours of course work in Non-Western history

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

History majors are strongly encouraged to fulfill their global awareness requirement with the study of a foreign language.

HISTORY AND SECONDARY EDUCATION MAJORS for Social Studies Licensure:

MAJOR:

HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I
	2123	American History II
	3013	Historiography
	4901	Senior Seminar
	4903	Senior Thesis

2 upper-level American history courses

2 upper-level European history courses

1 upper-level Non-Western history course

ADDITIONAL CERTIFICATION COURSEWORK:

ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
GEO	2023	Regional Geography or GEO 2043, Physical Geography
	2033	Human / Cultural Geography or PLS 2033, International Relations
HIS	3003	Arkansas History
PLS	2013	American National Government
PSY	1003	General Psychology
	3123	Developmental Psychology or SOC 3073, Race, Class, and Gender
SOC	1013	Introduction to Sociology

For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

A **bachelor of arts in History and Middle Level Education** requires the following specific history and social science requirements.

ECN	2003	Principles of Macroeconomics
GEO	2023	Regional Geography
HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I
	2123	American History II
	3003	Arkansas History
	3013	Historiography
	4901	Senior Seminar
	4903	Senior Thesis

15 hours of History (12 upper-level):

- 6 hours of American History
- 6 hours of European History
- 3 hours Non-Western History

For a complete list of all program requirements for the double major in Middle Level Education and History, as well as a four-year plan of study, see under Education – Middle Level Education.

MINOR All history minors will complete the following courses:

HIS	2013	World Civilization I
	2023	World Civilization II
	2113	American History I
	2123	American History II

6 hours of electives in history

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

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of HISTORY

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)
American History I **or** World
Civilization I
Composition I
Critical Inquiry

Spring Semester: (16 or 17 credit hours)
American History II **or** World
Civilization II
Composition II

Either Semester:
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)
American History I **or** World

Spring Semester: (16 or 17 credit hours)
American History II **or** World

Either Semester:
Intensive Elementary Language

Civilization I	Civilization II History elective	(strongly encouraged, will fulfill Global Awareness) General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Historiography, if offered American or European History elective	<u>Spring Semester:</u> (16 or 17 credit hours) American or European History elective Non-Western History elective, if offered	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 14 credit hours) Historiography, if not previously completed American or European History elective, if not previously completed Senior Seminar	<u>Spring Semester:</u> (12 or 14 credit hours) Non-Western History elective, if not previously completed American or European History elective, if not previously completed Senior Thesis	<u>Either Semester:</u> General electives to total 12 to 14 hours

**Four-Year Plan of Study for a Bachelor of Arts Degree in the Major of
HISTORY and SECONDARY EDUCATION**

FRESHMAN YEAR		
<u>Fall Semester:</u> (16 to 17 credit hours) American History I or World Civilization I Composition I Critical Inquiry	<u>Spring Semester:</u> (16 to 17 credit hours) American History II or World Civilization II Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra Theories of Human Learning General Education courses from Distribution Requirements or Licensure Requirements* to total 16 or 17 hours
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 to 18 credit hours) American History I or World Civilization I	<u>Spring Semester:</u> (16 to 17 credit hours) American History II or World Civilization II	<u>Either Semester:</u> 2 History electives** Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements or Licensure Requirements* to total 16 or 17 hours
SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology: Language Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy	OR	SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology in the Discipline Principles & Practice of Social Studies in the High School
JUNIOR YEAR		
<u>Fall Semester:</u> (16 to 18 credit hours) Historiography or Arkansas History Principles of Learning and Teaching	<u>Spring Semester:</u> (16 to 18 credit hours) Educational Assessment	<u>Either Semester:</u> 2 History electives** Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements or Licensure Requirements* to total 15 or 18 hours

SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology in the Discipline Principles & Practice of Social Studies in the High School	OR	SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology: Language Arts/Social Studies/Business Language Arts Pedagogy Social Studies Pedagogy
SENIOR YEAR		
<u>Fall Semester:</u> (16 credit hours) Senior Seminar Historiography or Arkansas History History elective** Behavior Management in the Classroom Current Educational Practices Teaching Internship I*** Praxis II, Application for Teaching Internship II General Education courses from Distribution Requirements or Licensure Requirement* to total 16 hours		<u>Spring Semester:</u> (15 credit hours) Senior Thesis Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II***
<p>*For the professional education requirements leading to secondary-level teacher licensure, these additional courses are required: ECN 2023, Macroeconomics; ECN 2013, Microeconomics; GEO 2023, Regional Geography or GEO 2043, Physical Geography; GEO 2033, Human / Cultural Geography or PLS 2033, International Relations; HIS 3003, Arkansas History; PLS 2013, American National Government; PSY 1003, General Psychology; PSY 2013 Developmental Psychology or SOC 3073, Race, Class, and Gender; SOC 1013, Introduction to Sociology.</p> <p>**Students will take 2 courses in American History (excluding Arkansas History), 2 courses in European History, and one course in Non-Western History.</p> <p>***Students must be admitted to the Pat Walker Teacher Education Program before taking these courses.</p>		

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, World Civilization I.

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. Note for History majors: This class does not count as an American history elective.

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. Prerequisite: Declared history major or minor, or consent of the instructor.

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, World Civilization I, 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, World Civilization II, 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 16th 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, World Civilization II, or consent of the Instructor.

HIS 3411-6 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 and/or presentation are required. The course may be repeated for credit. The course is offered on a Pass/Fail basis. Prerequisite: Permission of the history internship advisor.

HIS 3703 Social Studies Pedagogy This course serves as a study of pedagogy used in the teaching of middle- school social studies curriculum. It addresses basic models, strategies, and skills necessary for teaching social studies content. Course will utilize lectures, speakers, candidate projects, and field experiences. The purpose of this course is to prepare candidates for successful middle- level classroom teaching in the fields of social studies content through providing candidates with knowledge of the basic principles of instructional planning and presentation to include a repertoire of basic teaching models, strategies, and skills. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of social studies and language arts.

HIS 4033, 4043 History of American Constitutional Law and Thought I and II 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, American National Government.

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, World Civilization I, 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, World Civilization I, 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, World Civilization II, 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, World Civilization II, 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 17th 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, World Civilization II, 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. Prerequisites: HIS 2013, World Civilization I and HIS 2023, World Civilization II, or consent of the Instructor.

HIS 4901 Senior Seminar The first portion of each student's capstone experience, this course attempts to draw together all of the aims of the History program. The course will cover advanced research methodologies; students will select a research topic and prepare a research proposal. Various forms of academic assessment will also fall within the scope of this course. This course is offered on a Pass/Fail basis. Prerequisite: Senior status.

HIS 4903 Senior Thesis The culmination of all academic work in History, the senior thesis represents original research on a topic of each student's own choosing. Students will complete a senior thesis and present the results of their research in a public forum. Prerequisite: HIS 4901, Senior Seminar.

HIS 4911 Senior Seminar in History and Literature The first portion of each student's capstone experience, this course attempts to draw together all of the aims of the history and literature program. The course will cover advanced research methodologies; students will select a research topic and prepare a research proposal. Various forms of academic assessment will also fall within the scope of this course. This course is offered on a Pass/Fail basis. Prerequisite: Senior status.

HIS 4913 Senior Thesis in History and Literature The culmination of all academic work in history and literature, the senior thesis represents original research on a topic of each student's own choosing. Students will complete a senior thesis and present the results of their research in a public forum. Prerequisite: HIS 4911, Senior Seminar in History and Literature.

History and Literature

Aims of the History and Literature major are:

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 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.
3. They will have a sound understanding of the generic conventions of lyric, narrative, and drama.
4. In a given societal context, they will demonstrate an awareness of the ways in which historical action and literary expression can influence one another.
5. In a given scholarly context, they will demonstrate an awareness of the ways in which historiography and literary criticism can each inform the other.
6. They will be prepared to pursue advanced study in graduate or professional schools, to enter public-school education, or to obtain other positions both within the field and without.

MAJOR: (49 hours)

ENG	2303	Lyric Poetry
HIS	2013	World Civilization I*
	2023	World Civilization II*
	2113	American History I*
	2123	American History II
	3013	Historiography

15 hours of advisor-approved English courses (at least 12 upper-level)**

12 hours of advisor approved upper-level history courses***

4911	Senior Seminar in History and Literature
4913	Senior Thesis in History and Literature

*These courses will fulfill general education requirements

** Students will take at least one course in American literature and at least one course in British literature.

***Students will take at least one course in American history and at least one course in European or Non-Western history.

In addition to these general requirements, prospective fourth-, fifth-, or sixth-grade teachers seeking middle-level licensure in language arts and social studies will fulfill the following specific requirements:

Their 15 hours of advisor-approved English courses will include:

ENG 2023 Introduction to Grammar
3003 Literature for Young Adults

Their 12 hours of advisor-approved History courses will include:

HIS 3003 Arkansas History

A **bachelor of arts in History and Literature and Middle Level Education** requires the following specific history and literature requirements.

ENG 1013 Composition I
1213 Composition II
2023 Introduction to Grammar
2303 Lyric Poetry
3003 Literature for Young Adults

Upper-level American Literature course

Upper-level British Literature course

Upper-level Literature course

GEO 2023 Regional Geography **or** GEO 2033, Human / Cultural Geography

HIS 2013 World Civilization I
2023 World Civilization II
2113 American History I
2123 American History II
3003 Arkansas History
3013 Historiography
4911 Senior Seminar
4913 Senior Thesis

Upper-level American History course

Upper-level European **or** Non-Western History course

PLS 2013 American National Government

For a complete list of all program requirements for the double major in Middle Level Education History-Literature, as well as a four-year plan of study, see under Education – Middle Level Education.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of HISTORY AND LITERATURE

FRESHMAN YEAR

Fall Semester: (16 credit hours)

American History I **or** World
Civilization I
Composition I
Critical Inquiry

Spring Semester: (16 credit hours)

American History II **or** World
Civilization II
Lyric Poetry, if offered
Composition II

Either Semester:

Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
16 hours

SOPHOMORE YEAR

Fall Semester: (16 credit hours)

American History I **or** World
Civilization I

Spring Semester: (16 credit hours)

American History II **or** World
Civilization II
Lyric Poetry, if not taken as a
freshman

Either Semester:

1 History elective*
1 English elective**
General Education courses from
Distribution Requirements to total
16 hours

JUNIOR YEAR

Fall Semester: (15 credit hours)

Historiography, if offered

Spring Semester: (15 credit hours)

Either Semester:

2 History electives*
2 English electives**

SENIOR YEAR

Fall Semester: (16 to 17 credit hours)

Historiography, if not taken as a junior
Senior Seminar

Spring Semester: (15 credit hours)

Senior Thesis

Either Semester:

1 History elective*
2 English electives**

*Students will take at least one course in American history (excluding Arkansas History) and at least one course in European or Non-Western history.

**Students will take at least one course in American literature and at least one course in British literature.

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 1001 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 1003 Critical Inquiry This course is designed to begin developing the personal skills students need for success, both in college life and in the working world. Through reflective writing assignments, class discussion and group activities, the course focuses on: personal responsibility, self-motivation, self-management, supportive relationships, self-awareness, life-long learning, emotional intelligence, self-esteem. Within this general framework students are also encouraged to explore their values, appreciate cultural and intellectual diversity and learn the fundamentals of ethical reasoning as it applies to their own lives and choices. Student social development is enhanced through a variety of social activities, cultural events and community service outings that foster a connection with classmates, the school, and the community. Upperclassmen are selected for each class as peer mentors to assist students in making the transition to college; peer mentors serve as resource/contact people, role models, facilitators of small-group discussion and general aides to the instructor.

IND 3001 Job Search & Grad School 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 the 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.

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.

Management / Administration

See Business Enterprise Program section.

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. Courses listed here may differ from the University of Southern Mississippi course catalog.

COA 300 Marine Science I: Oceanography An introduction to biological, chemical, geological, and physical marine sciences. Includes laboratory sessions (COA 300L). Prerequisites: college algebra, 8 hours of chemistry, and 8 hours of biological sciences. For upper-division science majors.

COA 301 Marine Science II: Marine Biology An introduction to marine biology with emphasis on local fauna and flora. Includes laboratory sessions (COA 301L). Prerequisite: 8 hours of biological sciences.

COA 306 Coastal Environments in Peril – Critical Issues This course is intended for non-science majors with general scientific, and related political/administrative issues. A wide range of coastal environmental issues will be discussed.

COA 405 Marine Chemistry Sea water chemistry and cycles and their impact on the marine environment. Includes laboratory sessions (COA 405L). Prerequisite: Permission of the instructor.

COA 406 Environmental Estuarine Chemistry Sources, reactions, transport, fate and effects of environmental chemical species in aquatic environments with special emphasis on estuaries. Includes laboratory sessions (COA 406L). Prerequisites: BSC 111, CHE 2566, MAT 179, or permission of instructor.

COA 409 Coastal Marine Geology Inshore and near-shore geological processes, sedimentation patterns, and land forms. Prerequisite: 6 hours in geology.

COA 416 Marine Fisheries Management An overview of practical marine fishery management problems. Includes laboratory sessions (COA 416L). Prerequisite: 10 hours of biology including botany.

COA 417 Field and Laboratory Techniques in Marine Fisheries Sciences Fishery survey design, field techniques, and lab procedures for undergraduates. Includes research cruises in offshore and inshore waters. Prerequisite: Consent of instructor.

COA 421 Marine Ichthyology Marine fishes including evolutionary relationships, morphology, physiology, and zoogeography. Includes laboratory sessions (COA 421L). Prerequisites: 16 hours of biology.

COA 422 Elasmobranch Biology This course will provide an overview of the biology of sharks, skates, and rays. Includes laboratory sessions (COA 422L). Prerequisites: COA 301, COA 421.

COA 424 Marine Aquaculture Problems and procedures relating to the culture of commercially important crustaceans, fish, and mollusks. Includes laboratory sessions (COA 424L).

COA 428 Marine Invertebrate Zoology Morphology, distribution, and ecology of the phyla Protozoa through Protochordates. Includes laboratory sessions (COA 428L). Prerequisite: 16 hours of biology.

COA 433 Marine Phycology A survey, based upon local examples, of the principal groups of marine algae. Includes laboratory sessions (COA 433L). Prerequisite: Botany.

COA 434 Coastal Vegetation A study of the general and specific aspects of coastal vegetation, with emphasis on local examples. Includes laboratory sessions (COA 434L). Prerequisite: 10 hours of biology, including general botany.

COA 435 Salt Marsh Plant Ecology The botanical aspects of local marshes; includes plant identification, composition, and structure. Includes laboratory sessions (COA 435L).

COA 436 Marine Botany An overview of marine/estuarine algae, submerged vascular plants, and salt marsh vegetation. Prerequisites: BSC 110/111, BSC 226. Includes laboratory sessions (COA436L).

COA 443 Marine Mammals Course will emphasize natural history and population ecology of cetaceans. Will include life history, distribution, population dynamics, diet and feeding, social behavior, evolution, and zoogeography. Includes laboratory sessions (COA 443L). Prerequisites: 16 hours of biological sciences or permission of instructor.

COA 444 Cetacean Behavior Review of the literature on the behavior, communication, and cognitive abilities of whales and dolphins as well as field trips and real-time observations of marine mammals.

COA 446 Marine Ecology The relationship of marine organisms to their environment. Includes laboratory sessions (COA 446L). Prerequisite: 16 hours of biological sciences.

COA 447 Fauna and Faunistic Ecology of Tidal Marshes Taxonomy, distribution, trophic relationships, reproductive strategies, and adaptations of tidal marsh animals. Includes laboratory sessions (COA 447L). Prerequisite: Consent of instructor.

COA 448 Barrier Island Ecology Lectures and discussions emphasizing biodiversity of the Mississippi Sound barrier island ecosystem. Background in biology, botany, or geology recommended. Includes laboratory sessions (COA 448L).

COA 453 Parasites of Marine Animals Emphasis on morphology, taxonomy, life histories, and host-parasite relationships. Includes laboratory sessions (COA 453L). Prerequisite: Consent of instructor.

COA 456 Comparative Histology of Marine Organisms Histology of marine organisms, including tissue processing techniques. Includes laboratory sessions (COA 456L).

COA 465 Applications of Biotechnology in Marine Biology Basic biochemical and molecular techniques used to conduct research in marine biology. Includes laboratory sessions (COA 465L). Prerequisites: BSC 110, 111, CHE 106, 107, 255, 256; CHE 420 or 421, 422 recommended or permission of the instructor.

COA 471 Marine Microbiology An introduction to the role of microorganisms in the overall ecology of the oceans and estuaries. Includes laboratory sessions (COA 471L). Prerequisite: General Microbiology.

COA 485 Marine Science for Elementary Teachers Prerequisite: Permission of instructor

COA 486 Coastal Ecology for Teachers Designed to provide teachers with a background in basic coastal ecology. Includes laboratory sessions (COA 486L). Prerequisite: Permission of instructor.

COA 487 Techniques in Marine Science Education Marine resources of Mississippi.

COA 488 Marine Science for Teachers Advanced topics in marine science. Prerequisites: COA 487/MAR 456 or permission of instructor.

COA 490 Special Topics in Coastal Sciences Directed study in an area for which no format courses are offered. Prerequisite: Consent of instructor.

COA 492 Special Problems I, II, III in Coastal Sciences A course in library and/or research selected in consultation with the instructor.

Marketing

See Business Enterprise Program section.

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
	2024	Calculus II
	2123	Discrete Mathematics
	3023	Differential Equations

- 3114 Calculus III
- 3123 Linear Algebra
- 3033 Probability and Statistics
- 4213 Senior Project

9 hours mathematics courses above the 2000-level

8 hours of laboratory sciences from the Natural Science 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
- 2024 Calculus II
- 2123 Discrete Mathematics
- 3114 Calculus III
- 3123 Linear Algebra
- 4043 Introduction to Abstract Algebra
- 4213 Senior Project

12 hours of mathematics courses above the 2000-level

8 hours of laboratory sciences from the Natural Science 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
- 2123 Discrete Mathematics
- 2024 Calculus II

6 hours of mathematics above the 2000-level

The requirements for a **bachelor of science in Mathematics and Secondary Education** are as follows:

- HIS 3003 Arkansas History
- MTH 1043 Trigonometry
- 2015 Calculus I
- 2024 Calculus II
- 2123 Discrete Mathematics
- 3013 Modern Geometry
- 3114 Calculus III
- 3123 Linear Algebra
- 4043 Introduction to Abstract Algebra
- 4113 History of Mathematics
- 4213 Senior Project

Students seeking licensure in mathematics are required to fulfill their Natural Science requirements with laboratory science courses. For the professional education requirements leading to secondary-level teacher licensure, see under Education – Secondary Education.

The requirements for a bachelor of science or a bachelor of arts in **Mathematics and Middle Level Education** are as follows:

- BIO 1104 Biology Concepts
- CHM 1014 General Chemistry I
- MTH 1033 College Algebra (if ACT 20-24)
- 1043 College Trigonometry
- 2015 Calculus I
- 2024 Calculus II
- 2053 Numeration Systems and Computations
- 2123 Discrete Mathematics

	3003	College Geometry (note: if the student is pursuing concurrent licensure for middle and secondary levels, then MTH 3013, Modern Geometry must be taken in lieu of MTH 3003, College Geometry)
	3023	Differential Equations
	3033	Probability and Statistics
	3114	Calculus III
	3123	Linear Algebra
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
	4113	History of Mathematics
	4213	Senior Project
PHS	1024	Earth Science
PHY	2014	College Physics I

For a complete list of all program requirements for the double major in Middle Level Education and Mathematics, as well as a four-year plan of study, see under Education – Middle Level Education.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of MATHEMATICS

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)
College Algebra, if ACT 20-24
Calculus I, if ACT 25+
Composition I
Critical Inquiry

Spring Semester: (16 or 17 credit hours)
Trigonometry, if ACT 20-24
Calculus II, if ACT 25+
Composition II

Either semester:
Basic Oral Communication
General Education courses from
Distribution Requirements to total
16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)
Calculus I, if not previously
completed
Calculus III, if Calculus II completed
Discrete Mathematics, if Calculus II
completed
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)
Calculus II, if not previously
completed
Differential Equations, if Calculus III
completed
World Civilization II **or** Humanities II

Either semester:
Lab Science course **or** Physics course
General Education courses from
Distribution Requirements to total
16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Calculus III, if not previously
completed
Discrete Mathematics, if not
previously completed

Spring Semester: (16 or 17 credit hours)
Linear Algebra
Differential Equations, if not
previously completed

Either Semester:
6 hours Mathematics electives (3000-
level or above)
Lab Science course **or** Physics course
General Education courses from
Distribution Requirements **or**
general electives to total 16 or 17
hours

SENIOR YEAR

Fall Semester: (12 or 15 credit hours)
Senior Project
Mathematics electives (3000-level or
above)
Discrete Mathematics, if not
previously completed
Introduction to Abstract Algebra, if not
previously completed

Spring Semester: (12 or 15 credit hours)
Mathematics electives (3000-level or
above)

Either semester:
General Education courses from
Distribution Requirements **or**
general electives to total 12 or 15
hours

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of MATHEMATICS

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)

Spring Semester: (16 or 17 credit hours)

Either semester:

College Algebra, ACT 20-24 or Calculus I, ACT 25+ Composition I Critical Inquiry	College Trigonometry Calculus II, ACT 25+ Composition II	Basic Oral Communication General Education courses from Distribution Requirements to total 16 or 17 hours
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus I, if not previously completed Calculus III, if Calculus II completed Discrete Mathematics, if Calculus II completed World Civilization I or Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Calculus II, if not previously completed Differential Equations, if Calculus III completed World Civilization II or Humanities II	<u>Either semester:</u> Lab Science course or Physics course General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus III, if not previously completed Discrete Mathematics, if not previously completed Mathematics elective (3000-level or above)	<u>Spring Semester:</u> (16 or 17 credit hours) Linear Algebra Differential Equations, if not previously completed Probability and Statistics	<u>Either Semester:</u> Lab Science course or Physics course General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 15 credit hours) Senior Project Mathematics electives (3000-level or above)	<u>Spring Semester:</u> (12 or 15 credit hours) Mathematics electives (3000-level or above)	<u>Either semester:</u> General Education courses from Distribution Requirements or general electives to total 12 or 15 hours

**Four-Year Plan of Study for a Bachelor of Science Degree in the Major of
MATHEMATICS and SECONDARY EDUCATION**

FRESHMAN YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) College Algebra, if ACT 20-24 or Calculus I, ACT 25+ Composition I Critical Inquiry	<u>Spring Semester:</u> (16 or 17 credit hours) College Trigonometry Calculus II, if ACT 25+ Composition II	<u>Either semester:</u> Basic Oral Communication 1-2 Lab Science courses Theories of Human Learning General Education courses from Distribution Requirements to total 16 to 17 hours
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus I, if not previously completed Calculus III, if Calculus II completed Discrete Mathematics, if Calculus II completed World Civilization I or Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Calculus II, if not previously completed Differential Equations, if Calculus III completed World Civilization II or Humanities II	<u>Either semester:</u> Lab Science course, if not previously completed, to cumulative total of 8 hours Families and Students in a Diverse Society Praxis I exam, Application for the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 15 to 17 hours
SUMMER TERM:	OR	SUMMER TERM:
Middle & Secondary Principles and Practices I Educational Technology: Mathematics/Science Mathematics Pedagogy Science Pedagogy		Middle & Secondary Principles and Practices II Educational Technology in the Discipline Techniques of Teaching Secondary School Mathematics
JUNIOR YEAR		

<u>Fall Semester:</u> (16 or 17 credit hours) Calculus III, if not previously completed Discrete Mathematics, if not previously completed Modern Geometry History of Mathematics Principles of Learning and Teaching SUMMER TERM: Middle & Secondary Principles and Practices II Educational Technology in the Discipline Techniques of Teaching Secondary School Mathematics SENIOR YEAR <u>Fall Semester:</u> (16 or 17 credit hours) Senior Project Introduction to Abstract Algebra Behavior Management in the Classroom Current Educational Practices Teaching Internship I Praxis II, Application for Teaching Internship II General Education courses from Distribution Requirements or general electives to total 16 to 17 hrs	<u>Spring Semester:</u> (16 or 17 credit hours) Differential Equations, if not previously completed Linear Algebra Probability and Statistics Educational Assessment OR <u>Spring Semester:</u> (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	<u>Either Semester:</u> Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements or general electives to total 15 to 17 hours SUMMER TERM: Middle & Secondary Principles and Practices I Educational Technology: Mathematics/Science Mathematics Pedagogy Science Pedagogy <u>Either Semester:</u>
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MTH 1013 Contemporary Mathematics This course covers a variety of mathematical topics related to the history of mathematics and to applications of mathematics. Topics include mathematical problem solving, number representation and calculation, the real number system, consumer/financial mathematics, the metric system, and statistics. The course includes a mandatory laboratory in addition to the regular three hours of class meeting time. As a general elective, the course will be helpful to students who want or need additional help with applied mathematics.

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, College Algebra, 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. Prerequisites: MTH 1033, College Algebra and MTH 1043, College Trigonometry.

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

MTH 2053 Numeration Systems and Computations Topics include sets, systems of numeration, computation, elementary number theory, algorithms, geometric principles, data analysis and critical thinking.

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. Prerequisite: MTH 1033, College Algebra (or its equivalent).

MTH 3003 College Geometry An advanced study of Euclidean geometry including construction, plane and three dimensional figures, similarity, transformations, proof, and measure. Prerequisites: MTH 1033, College Algebra and MTH 3143, Survey of Mathematics – Geometry, Measurement, Probability and Statistics.

MTH 3013 Modern Geometry A modern development of Euclidean geometry with an introduction to non-Euclidean geometry. Prerequisite: MTH 2015, Calculus I and MTH 2123, Discrete Mathematics.

MTH 3023 Differential Equations A study of techniques for solving various types of differential equations. Prerequisite: MTH 2024, Calculus II.

MTH 3033 Probability and Statistics Discrete and continuous random variables, probability distributions, moments and limit theorems. Prerequisite: MTH 2024, Calculus II.

MTH 3113 Data Structures Study of data structures and algorithms fundamental to computer science; abstract data-type concepts; measures of program running time and time complexity; algorithm analysis and design techniques, queues, stacks, and lists; methods of proof as they relate to program verification; sets, functions, and relations as they relate to the analysis of algorithms. Includes the study of algorithms, time complexity, and design techniques. Prerequisites: CSC 2023, Introduction to Programming, and MTH/CSC, 2123 Discrete Math.

MTH 3114 Calculus III Calculus of several variables, and vector calculus. Prerequisite: MTH 2024, Calculus II.

MTH 3123 Linear Algebra Matrices and matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MTH 2024, Calculus II.

MTH 3143 Survey of Mathematics – Geometry, Measurement, Probability and Statistics This course is a continuation of MTH 2053. Topics include coordinate geometry, geometric figures, congruence and similarity, constructions, measurement, probability, statistics and data analysis. Prerequisite: MTH 2053, Numeration Systems and Computations or the permission of the instructor.

MTH 3213 Numerical Analysis Introduction to the problems of numerical analysis emphasizing computational procedures and application. Topics covered will include roots of equations, numerical integration, least squares, simultaneous equations, and curve fitting. Prerequisites: MTH 2024, Calculus II and CSC 2023, Introduction to Programming.

MTH 3703 Mathematics Pedagogy This course serves as a study of pedagogy used in the teaching of middle- school mathematics curriculum. It addresses basic models, strategies, and skills necessary for teaching mathematics content. Course will utilize lectures, speakers, candidate projects, and field experiences. The purpose of this course is to prepare candidates for successful middle- level classroom teaching in the fields of mathematics content through providing candidates with knowledge of the basic principles of instructional planning and presentation to include a repertoire of basic teaching models, strategies, and skills. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of mathematics and science.

MTH 3991-3 Directed Study in Mathematics Various topics, on demand. May be repeated for credit when topics vary. By special arrangement with the 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. Prerequisites: CSC 2023, Introduction to Programming and MTH 2024, Calculus II.

MTH 4043 Introduction to Abstract Algebra An introduction to algebraic structures, primarily groups, rings, and fields. Prerequisite: MTH 2024, Calculus II.

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 2024, Calculus II, 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. Prerequisite: MTH 3114, Calculus III.

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

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

1. Students will develop the ability to perform music appropriate to their individual needs, talents and interests, learning to perform music gracefully, accurately and expressively in public venues.
2. Students will develop the ability to identify and apply the elements of music – rhythm, melody, harmony, and formal structure – in aural and written forms.
3. Students will be conversant with a broad range of music literature, gaining an understanding of how composition, aesthetics and style shape and are shaped by cultural forces.
4. Students will explore thoughtfully the place of music in their lives and 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 their lives and the lives of others.

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

- MUS 1014 Theory I
 1024 Theory II
 1113 Introduction to Music Literature
 2014 Theory III
 3124 Medieval World
 3134 Renaissance and Baroque
 3144 Classicism and Romanticism
 3154 World of the Twentieth Century
 4441 Senior Performance Seminar

Applied Lessons

Ensembles

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 4 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.

All music majors will be required to pass a comprehensive progress review with the music faculty prior to being admitted to the upper-level music classroom courses (3000/4000 LEC). Prerequisites for this review include:

Successful completion (a grade of C- or better) of the music theory sequence (MUS 1014, 1024, 2014);

Successful completion (a grade of C or better) of Introduction to Music Literature (MUS 1113)

MINOR A minor in music requires 18 hours as specified below:

- MUS 3133 Renaissance and Baroque
 3143 Classicism and Romanticism
 1014 Theory I
 1024 Theory II
 1113 Introduction to Music Literature

Applied Lessons

Ensembles

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 4 hours of credit).

All music majors and music minors are expected to attend all musical events on campus during any term in which they are taking applied music lessons. Students are expected to attend at least 75% of the concerts on a list published at the beginning of each term; attendance will be taken at each event. The requirement will be enforced through the applied music courses. Students who do not fulfill the requirement will receive grade deductions on their applied music course grades according to the following formula:

75%-100% attendance	No penalty
50%-74% attendance	½ letter grade
Less than 50%	1 full letter grade

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of MUSIC

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours) **Spring Semester:** (16 or 17 credit hours) **Either semester:**

<p>Language of Music Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ [Applied Piano required for incoming students with no keyboard background] Composition I Critical Inquiry</p> <p>SOPHOMORE YEAR</p> <p><u>Fall Semester:</u> (16 or 17 credit hours) Theory II Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ World Civilization I or Humanities I [Humanities I strongly encouraged]</p> <p>JUNIOR YEAR</p> <p><u>Fall Semester:</u> (16 or 17 credit hours) Theory IV elective (recommended for students pursuing graduate studies) Ensemble*: Ozarks Chorale and/or Chamber Singers Medieval World Applied lessons** Applied Voice or Applied Piano or Applied Organ</p> <p>SENIOR YEAR</p> <p><u>Fall Semester:</u> (12 or 15 credit hours) Senior Performance Seminar Ensemble*: Ozarks Chorale and/or Chamber Singers Classicism and Romanticism Applied lessons** Applied Voice or Applied Piano or Applied Organ</p>	<p>Theory I Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ Composition II</p> <p><u>Spring Semester:</u> (16 or 17 credit hours) Theory III Introduction to Music Literature Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ World Civilization II or Humanities II [Humanities II strongly encouraged]</p> <p><u>Spring Semester:</u> (16 or 17 credit hours) Ensemble*: Ozarks Chorale and/or Chamber Singers Renaissance and Baroque Applied lessons** Applied Voice or Applied Piano or Applied Organ</p> <p><u>Spring Semester:</u> (12 or 15 credit hours) Senior Performance Seminar (if not taken in the fall) Ensemble*: Ozarks Chorale and/or Chamber Singers World of the 20th Century Applied lessons** Applied Voice or Applied Piano or Applied Organ</p>	<p>Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 or 17 hours</p> <p><u>Either Semester:</u> Satisfy piano proficiency requirement (majors with keyboard concentration) Comprehensive Progress Review (pre- requisite for upper-level music courses) General Education courses from Distribution Requirements to total 16 or 17 hours</p> <p><u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours</p> <p><u>Either semester:</u> Satisfy piano proficiency requirement (majors with vocal concentration) General electives to total 12 or 15 hours</p>
<p>For students starting in the fall semester of an odd numbered year (e.g. 2009)</p>		
<p>FRESHMAN YEAR</p> <p><u>Fall Semester:</u> (16 or 17 credit hours) Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ [Applied Piano required for incoming students with no keyboard background] Composition I Critical Inquiry</p> <p>SOPHOMORE YEAR</p> <p><u>Fall Semester:</u> (16 or 17 credit hours) Language of Music</p>	<p><u>Spring Semester:</u> (16 or 17 credit hours) Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ Composition II</p> <p><u>Spring Semester:</u> (16 or 17 credit hours) Theory I</p>	<p><u>Either semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 or 17 hours</p> <p><u>Either Semester:</u> Satisfy piano proficiency requirement</p>

Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ World Civilization I or Humanities I [Humanities I strongly encouraged]	Introduction to Music Literature Ensemble*: Ozarks Chorale and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ World Civilization II or Humanities II [Humanities II strongly encouraged]	(majors with keyboard concentration) Comprehensive Progress Review (pre- requisite for upper-level music courses) General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Theory II Ensemble*: Ozarks Chorale and/or Chamber Singers Medieval World Applied lessons** Applied Voice or Applied Piano or Applied Organ	<u>Spring Semester:</u> (16 or 17 credit hours) Theory III Ensemble*: Ozarks Chorale and/or Chamber Singers Renaissance and Baroque Applied lessons** Applied Voice or Applied Piano or Applied Organ	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 15 credit hours) Theory IV, elective (recommended for students pursuing graduate studies) Senior Performance Seminar Ensemble*: Ozarks Chorale and/or Chamber Singers Classicism and Romanticism Applied lessons** Applied Voice or Applied Piano or Applied Organ	<u>Spring Semester:</u> (12 or 15 credit hours) Senior Performance Seminar (if not taken in the fall) Ensemble*: Ozarks Chorale and/or Chamber Singers World of the 20 th Century Applied lessons** Applied Voice or Applied Piano or Applied Organ	<u>Either semester:</u> Satisfy piano proficiency requirement (majors with vocal concentration) General electives to total 12 or 15 hours
*Maximum 4 hours credit **Students enrolled in applied lessons must satisfy participation requirement (catalog pg. 144)		

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 Theory I A study of the fundamental vocabulary of the language of music. This includes principles of rhythmic and pitch notation and the basic elements of music such as all Major and minor scales, all Major and minor keys, melodic and harmonic intervals, triads, and seventh chords in all possible inversions. The laboratory portion of course focuses on the practical application of the above-mentioned elements of harmony at the keyboard, the aural recognition of the material, and the oral demonstration of these skills through sight singing.

MUS 1024 Theory II A study of the syntax of the language of music. This includes harmonic progression, part writing four-part sonorities in root position, first, second, and third inversion, musical cadences, non-chord notes, secondary functions, modulation to closely related keys, and introduction to formal organization of music. The laboratory portion of course focuses on the practical application of the above-mentioned elements of

harmony at the keyboard, the aural recognition of the material, and the oral demonstration of these skills through sight singing. Prerequisite: Student must have passed MUS1014, Theory I with a grade of C- or better.

MUS 1113 Introduction to Music Literature This course is a survey of classical art music from the Middle Ages through the 20th century that focuses on coverage of major composers, genres and standard concert repertoire, both vocal and instrumental. A portion of the class will also be devoted to the art of concert attendance; students will be required to prepare for, attend and write about select concerts that occur during the term.

MUS 2014 Theory III A study of advanced application of the language of music. This includes modulation to distant keys, mode mixture, Neapolitan and augmented sixth chords, enharmonic spellings and modulations, extended tertian harmony, and nineteenth and twentieth century harmonic practices. The laboratory portion of course focuses on the practical application of the above-mentioned elements of harmony at the keyboard, the aural recognition of the material, and the oral demonstration of these skills through sight singing. Prerequisite: Student must have passed MUS 1024, Theory II with a grade of C- or better.

MUS 2024 Theory IV – Advanced Musical Analysis A study of advanced application of the language of music. This includes analysis of small to large formal structures and twentieth century harmonic practices. The laboratory portion of course focuses on the practical application of the Common Practice elements of harmony at the keyboard, the aural recognition of the material, and the oral demonstration of these skills through sight singing. Prerequisite: Student must have passed MUS 2014, Theory III with a grade of C- or better.

MUS 3003 Movie Music This course is a historical survey of film from the silent film era to the present. The primary goal of this study is to develop in students an awareness of the impact and intent of music normally relegated to the background of their entertainment activities. In this course students will examine in what ways music works to complement or deepen understanding of the visual image, influencing their interpretation of characters, plot and meaning. Students will be expected to acquire a working knowledge of how music functions in any given film, but no prior musical training is expected or required.

MUS 3013 Themes in Film Music This course explores the music composed for film and the composers most influential in its development. The primary goal of this study is to develop in students an awareness of the impact and intent of music normally relegated to the background of their entertainment activities. In this course students will examine in what ways music complements and influences their interpretation of film images and characterizations, as well as what this reveals about the culture and values of the period when these films were produced. This course may be repeated for elective credit provided the theme or topic is different. Recent offerings have included: Music and the Fantasy Film and the Music of Star Wars. No prerequisites. The course is designed for the general student with no formal musical training, nor is any background in film or communications technology necessary. Students, however, will be expected to apply themselves to acquiring good listening and analysis skills and developing a working knowledge of basic musical terminology.

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. Prerequisites: Completion of MUS 1014, Theory I, MUS 1024, Theory II, MUS 2014, Theory III, and MUS 1113, Introduction to Music Literature with a grade of C or better and successful passage of the comprehensive progress review.

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. Prerequisites: Completion of MUS 1014, Theory I, MUS 1024, Theory II, and MUS 1113, Introduction to Music Literature with a grade of C- or better and successful passage of the comprehensive progress review.

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. Prerequisites: Completion of MUS 1014, Theory I, MUS 1024, Theory II, and MUS 1113, Introduction to Music Literature with a grade of C- or better and successful passage of the comprehensive progress review.

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. Prerequisites: Completion of MUS 1014, Theory I, MUS 1024, Theory II, and MUS 1113, Introduction to Music Literature with a grade of C- or better and successful passage of the comprehensive progress review.

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 20th Century. Prerequisites: Completion of MUS 1014, Theory I, MUS 1024, Theory II, and MUS 1113, Introduction to Music Literature with a grade of C- or better and successful passage of the comprehensive progress review.

MUS 4441 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 the 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 the 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 (maximum: 4 hours total for all ensembles).

MUS 2500, 2501 Ozarks Chorale 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 (maximum: 4 hours total for all ensembles).

MUS 3500, 3501 Ozarks Chorale 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. Prerequisite: One year of lower-level Ozarks Chorale, or an audition with the director. May be repeated for credit. (maximum: 4 hours total for all ensembles).

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 Eagle Chamber Singers 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. Prerequisites: Audition and concurrent enrollment in MUS 2500/2501 or MUS 3500/3501 Ozarks Chorale. May be repeated for credit (maximum: 4 hours total for all ensembles).

Philosophy

Aims of the Philosophy Program

1. Graduates will have knowledge of the historical development of the Western philosophical tradition.
2. They will have an understanding of philosophical questions or problems raised and treated by philosophers
3. They will have an understanding of the beliefs and practices of the world's major religions and of non-Western philosophical traditions.
4. They will be able to develop, evaluate, and critique arguments.
5. They will be able to construct clear, insightful, and properly documented interpretations of important subjects in philosophy through relevant primary and secondary sources.
6. 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 their responsibilities to themselves, humanity, the planet, and their creator.
7. They will be prepared to pursue advanced study in graduate school or in seminary.

MAJOR A major in philosophy consists of 37 hours of course work. The following courses are required:

PHL 1003 Logic
 1013 Ethics
 3013 Plato and Aristotle
 3023 Descartes to Kant
 4442-4452 Senior Seminar in Philosophy

PHL/REL 2073 Hinduism and Buddhism

18 additional elective hours in philosophy, at least twelve of which must be upper-level (some of these hours may be in other related disciplines, with the philosophy advisor's approval).

MINOR A minor in philosophy consists of the following:

18 elective hours in philosophy (some of these hours may be in other related disciplines with the philosophy advisor's approval)

All work leading toward a minor must be approved by a student's philosophy advisor.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of PHILOSOPHY

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:

Ethics
 Composition I
 Critical Inquiry

Spring Semester:

Hinduism and Buddhism
 Composition II

Either Semester:

Old Testament **or** New Testament,
 Introduction to Theology **or** other
 Religion requirement
 Basic Oral Communication
 College Algebra
 General Education courses from
 Distribution Requirements to total
 15 or 16 hours

SOPHOMORE YEAR: 30-32 credit hours

Fall Semester:

Logic
 World Civilization I **or** Humanities I

Spring Semester:

Pursuit of Wisdom (**or** other elective)
 World Civilization II **or** Humanities II

Either Semester:

General Education courses from
 Distribution Requirements to total
 15 or 16 hours

JUNIOR YEAR: 31 or 32 credit hours

Fall Semester:

Hegel to Nietzsche (**or** other elective)

Spring Semester:

Philosophy of Language (**or** other
 elective)
 Continental Philosophy (**or** other
 elective)

Either Semester:

Upper-level elective in Philosophy **or**
 Religion
 General Education courses from
 Distribution Requirements to total
 15 or 16 hours

SENIOR YEAR: 32-33 credit hours

Fall Semester:

Plato and Aristotle

Spring Semester:

Descartes to Kant

Either Semester:

1-2 upper-level electives in Philosophy

Senior Seminar in Philosophy (2 hours) Advanced Topics in Philosophy (or other elective)	Philosophy and Art (or other elective) Senior Seminar in Philosophy (2 hours)	or Religion General electives to total 16 to 17 hours
For students starting in the fall semester of an odd numbered year (e.g. 2009)		
FRESHMAN YEAR: 31 credit hours		
<u>Fall Semester:</u> Logic Composition I Critical Inquiry	<u>Spring Semester:</u> Pursuit of Wisdom (or other Philosophy elective) Composition II	<u>Either Semester:</u> Old Testament or New Testament or Introduction to Theology or other Religion requirement Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 + credit hours		
<u>Fall Semester:</u> Ethics World Civilization I or Humanities I	<u>Spring Semester:</u> Hinduism and Buddhism Other Philosophy elective World Civilization II or Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR: 30 or 31 credit hours		
<u>Fall Semester:</u> Plato and Aristotle Other Philosophy elective	<u>Spring Semester:</u> Descartes to Kant Philosophy of Art (or other elective)	<u>Either Semester:</u> 2 upper-level electives in Philosophy or Religion General Education from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 30-33 credit hours		
<u>Fall Semester:</u> Hegel to Nietzsche (or other elective) Senior Seminar in Philosophy (2 hrs)	<u>Spring Semester:</u> Philosophy of Language (or other elective) Continental Philosophy (or other elective) Senior Seminar in Philosophy (2 hrs)	<u>Either Semester:</u> 1-2 upper-level electives in Philosophy or Religion General electives to total 15 to 17 hours

PHL 1003 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 1013 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 2013 Pursuit of Wisdom 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 2023 Critical Thinking for Pre-Law Students Intended for students planning to study law, this course reviews basic elements of critical thinking and then applies them to the three sorts of exercises that compose the Law School Admissions Test (LSAT): Logical Reasoning, Analytical Reasoning, and Reading Comprehension. Prerequisite: PHL 1003, Logic.

PHL 2073 Hinduism and Buddhism A course intended to acquaint students with the origins, historical development and essential beliefs and practices of Hinduism and Buddhism. Directly related traditions will also be examined.

PHL 2083 Judaism, Christianity and Islam A course intended to acquaint students with the origins, historical development and essential beliefs and practices on Judaism, Christianity and Islam. Directly related traditions will also be examined.

PHL 3013 Plato and Aristotle 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 3023 Descartes to Kant A critical study of philosophy from Descartes through rationalism and empiricism, to Kant and into the 19th century.

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 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 3133 Philosophy and Art This variable topics course examines the relationship of philosophy and the arts. It will begin with general questions in aesthetics, looking at both traditional and contemporary thinkers. It will then examine specific periods or styles from the history of the arts about which aesthetic theory can aid critical reflection. Themes may include, for example: Ancient Greece, German Romanticism, French Medieval Art, Renaissance Italy, Chinese Art, Contemporary Art. This course may be taken more than once where the topic is different.

PHL 3134 Philosophy and Art This variable topics course examines the relationship of philosophy and the arts. It will begin with general questions in aesthetics, looking at both traditional and contemporary thinkers. It will then examine specific periods or styles from the history of the arts about which aesthetic theory can aid critical reflection. Themes may include, for example: Ancient Greece, German Romanticism, French Medieval Art, Renaissance Italy, Chinese Art, Contemporary Art. This course may be taken more than once where the topic is different. PHL 3134 will involve foreign travel.

PHL 3143 Philosophy of Education The purpose of this cultural foundations of education course is to link the liberal arts to education. The course will focus on writings of the major philosophers of education, including but not limited to Plato, Aristotle, Confucius, Aquinas, Dewey, Counts, and Freire. An emphasis will be placed on the schools approach, where applicable, to the study of philosophy by examining the educational implications of metaphysics, epistemology and axiology in each of the schools of philosophy, including Idealism, Realism, Thomism, Confucianism, Pragmatism, Social Reconstructionism, Existentialism, and Post-Modernism.

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 4113 Hegel to Nietzsche This course is designed to examine, in some detail, selected 19th century thinkers, movements, and topics, prominent after Kant, including the German Idealists, Hegel, Marx, Mill, Kierkegaard and Nietzsche.

PHL 4123 20th Century Philosophy, Analytic This course is designed to continue the historical course of study in PHL 3013 and PHL 3023 and will examine, in some detail, selected thinkers, movements, and topics, important in the 20th century. Representatives of the so-called analytic tradition such as Russell, Wittgenstein, Ayer, Lewis, Ryle and Quine will be studied.

PHL 4133 20th Century Philosophy, Continental This course is designed to continue the historical course of study in PHL 3013, PHL 3023 and PHL 4103 and will examine, in some detail, selected thinkers,

movements, and topics, important in the 20th century continental traditions (such as phenomenology and existentialism). Thinkers such as Husserl, Heidegger, Sartre, Gadamer, Derrida and Foucault will be featured.

PHL 4203 American Philosophy An examination of the contributions to philosophy by Americans in the 19th and 20th 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 4403 Advanced Topics in Contemporary Philosophy This variable-topic course provides students with the opportunity to explore contemporary issues, movements and thinkers. It may focus on particular philosophical traditions or problem areas such as the Philosophy of Language, Hermeneutics or Deconstruction, Philosophy of Mind or Feminist Philosophy. Students may repeat the course for credit provided the topic is different.

PHL 4413 Advanced Topics in Contemporary Ethics This variable-topic course provides students with the opportunity to explore contemporary issues, movements and thinkers in the field of ethical theory and moral problem solving. It may focus on particular issues or problem areas such as meta-ethical theory, Bio-medical Ethics, Business Ethics, and so on. Students may repeat this course for credit provided the topic is different.

PHL 4423 Introduction to Symbolic Logic This course serves as an introduction to the standard formal notations and methods used by contemporary logicians to determine the validity or invalidity of arguments.

PHL 4442-4452 Senior Seminar in Philosophy A two-semester seminar designed to be the culmination of the course of study for majors in philosophy. Students will define and conduct research on a philosophical 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 philosophy. Students must register for both parts of the course. Prerequisite: Senior status.

Physical Education

The Physical Education Program is administratively housed in the Division of Education and is physically located in the Mabey 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 Department of Education (ADE) 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 the Pat Walker Teacher Education Program below.

REQUIRED COURSES IN THE PHYSICAL EDUCATION CORE:

PHE	1013	Introduction to Physical Education
	3023	Physical Education for the Child
	3043	Methods of Teaching Physical Education in Secondary Schools
	3103	Principles of Physical Education
	3223	Measurement and Evaluation
	4003	Adaptive Physical Education
	4023	Organization and Administration of Health and Physical Education

REQUIRED COURSES IN THE SCIENCE CORE:

PHE	2013	Anatomy
	2603	Human Physiology
	3123	Kinesiology
	4103	Exercise Physiology

REQUIRED COURSES IN THE SURVIVAL CORE: (1 of 2)

PHE	2023	First Aid
	3073	Care and Prevention of Athletic Injuries

REQUIRED ACTIVITIES COURSES:

PHE	1411	Rhythmic Activities and Lead-Up Games
	1631	Hiking or PHE 1611, Camping, or PHE 1621, Camping II
1 course in swimming		
1 course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness)		
1 course in dance		
3 courses in sports (Golf, Bowling, Racquetball, Tennis and Badminton, Team Sports)		
1 additional activity course		

HEALTH MINOR A minor in health shall consist of the following:

REQUIRED COURSE IN THE INSTRUCTIONAL CORE:

PHE	1023	Health and Safety
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REQUIRED COURSE IN THE SURVIVAL CORE:

PHE	2023	First Aid
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REQUIRED COURSES IN THE SCIENCE CORE: (2 of 4)

BIO	3134	Microbiology
PHE	2013	Anatomy
	2603	Human Physiology
	4103	Exercise Physiology

REQUIRED COURSES IN THE COMPETENCIES AREA:

PHE	2503	Drug Education
	3003	Nutrition
	3063	Health Education

Physical Education, Wellness, and Leisure (P-12)

Students seeking licensure in this area are encouraged to fulfill their Global Awareness distribution requirements with one year of foreign language and their Natural Science 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	1003	Theories of Human Learning
	3053	Principles of Learning and Teaching
	3133	Education and Growth of the American Republic or EDU 3143, Philosophy of Education
	3333	Behavior Management in the Classroom
	4101	Current Educational Practices
	4302	Teaching Internship I
	4311	Teaching Internship II
	4403	Educational Assessment
	4971-4	Cultural Perspectives: Family, School, and Community Partnerships
SPE	2013	Families and Students in a Diverse Society

REQUIRED COURSES IN THE PHYSICAL EDUCATION CORE:

PHE	1013	Introduction to Physical Education
	3023	Physical Education for the Child
	3043	Methods of Teaching Physical Education in Secondary Schools
	3103	Principles of Physical Education
	3223	Measurement and Evaluation
	4003	Adaptive Physical Education
	4023	Organization and Administration of Health and Physical Education

REQUIRED COURSES IN THE SCIENCE CORE:

PHE	2013	Anatomy
	2603	Human Physiology
	3123	Kinesiology
	4103	Exercise Physiology

REQUIRED COURSE IN THE SURVIVAL CORE: (1 of 2)

PHE	2023	First Aid
	3073	Care and Prevention of Athletic Injuries

REQUIRED COURSES IN THE HEALTH CORE:

PHE	2503	Drug Education
	3003	Nutrition
	3063	Health Education

REQUIRED ACTIVITIES COURSES: (9 hours total)

PHE	1411	Rhythmic Activities and Lead-Up Games
	1631	Hiking or PHE 1611, Camping, or PHE 1621, Camping II
1 course in swimming		
1 course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness)		
1 course in Dance		
3 courses in Sport Activity		
1 elective Activity course		

COACHING ENDORSEMENT, GRADES 7-12

Candidates for coaching football, basketball, and track and field in Arkansas must hold coaching endorsement, which is in addition to one's initial or standard teaching license. Although Praxis II: Physical Education: Content Knowledge, test #0091 (minimum score: 141) is required for the coaching endorsement, this area cannot be added by testing only. Therefore, our curriculum shall be founded on a knowledge base that includes movement forms and analyses, physical conditioning, biomechanics, injury care and prevention, organization of athletics, and coaching individual and team sports. To satisfy these objectives, we offer the following curriculum, totaling 21 hours.

PHE	2013	Anatomy
	3013	Theory of Coaching Athletics
	3043	Methods of Teaching Physical Education in Secondary Schools
	3073	Care and Prevention of Athletic Injuries
	3103	Principles of Physical Education
	3123	Kinesiology
	4023	Organization and Administration of Health and Physical Education

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of PHYSICAL EDUCATION

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Introduction to Physical Education
Composition I
Critical Inquiry

Spring Semester:

Composition II

Either Semester:

2 one-hour Physical Education courses
(one in swimming)
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:

Anatomy
World Civilization I **or** Humanities I

Spring Semester:

Human Physiology
First Aid **or** Care and Prevention of
Athletic Injuries
World Civilization II **or** Humanities II

Either Semester:

2 one-hour Physical Education courses
(fitness, dance)
General Education courses from
Distribution Requirements to total
15 or 16 hours

JUNIOR YEAR: 31 credit hours

Fall Semester:

Physical Education for the Child
Rhythmic Activities & Lead-Up
Games
Measurement and Evaluation

Spring Semester:

Principles of Physical Education
Health Education
Methods of Teaching PE in Secondary
Schools

Either Semester:

2 one-hour Physical Education courses
(sports)
General Education courses from
Distribution Requirements **or**
general electives to total 15 or 16
hours

SENIOR YEAR: 31 credit hours

Fall Semester:

Kinesiology
Organization & Administration of
Health & PE
Adaptive Physical Education
2 one-hour Physical Education courses
(sports, outdoor education)

Spring Semester:

Exercise Physiology

Either semester:

General electives to total 15 or 16
hours

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of PHYSICAL EDUCATION for Teacher Licensure

FRESHMAN YEAR: 31-32 credit hours

Fall Semester:

Spring Semester:

Either Semester:

Introduction to Physical Education Composition I Critical Inquiry	Drug Education Composition II	2 one-hour Physical Education courses (swimming, fitness) Basic Oral Communication College Algebra Theories of Human Learning General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 31-32 credit hours		
<u>Fall Semester:</u> Anatomy World Civilization I or Humanities I Arkansas History, if offered	<u>Spring Semester:</u> Human Physiology First Aid or Care and Prevention of Athletic Injuries Health Education World Civilization II or Humanities II	<u>Either Semester:</u> 2 one-hour Physical Education courses (fitness, dance) Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31-32 credit hours		
<u>Fall Semester:</u> Physical Education for the Child Rhythmic Activities & Lead-Up Games Measurement and Evaluation Arkansas History, if not previously completed Principles of Learning and Teaching	<u>Spring Semester:</u> Exercise Physiology Principles of Physical Education Nutrition Educational Assessment	<u>Either Semester:</u> 2 one-hour Physical Education courses (sports, outdoor education) Education & Growth of the American Republic or Philosophy of Education General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR: 29 credit hours		
<u>Fall Semester:</u> Kinesiology Organization & Administration of Health & PE Adaptive Physical Education 2 one-hour Physical Education courses (sports) Behavior Management in the Classroom Current Educational Practices Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 17 hours	<u>Spring Semester:</u> Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	

No more than four hours of physical education activity classes may be applied toward any degree except in programs which specify more.

ACTIVITY COURSES FOR BOTH GENERAL EDUCATION AND MAJOR PROGRAMS

PHE 1001 Weight Training	PHE 1201 Golf
PHE 1011 Physical Fitness	PHE 1211 Bowling
PHE 1021 Beginning Swimming	PHE 1301 Racquetball
PHE 1031 Intermediate Swimming	PHE 1331 Badminton
PHE 1041 Aerobic Fitness	PHE 1321 Tennis
PHE 1051 Swim for Fitness	PHE 1401 Volleyball
PHE 1061 Yoga	PHE 1411 Rhythmic Activities and Lead-Up Games
PHE 1071 Body Sculpting (females)	PHE 1421 Basketball

PHE 1081 Lifeguarding
PHE 1131 Beginning Jazz Dance
PHE 1141 Ballroom Dance
PHE 1151 Country and Western Dance

PHE 1501 Varsity Practice
PHE 1611 Outdoor Education and Recreation: Camping
PHE 1621 Outdoor Education and Recreation: Camping II
PHE 1631 Outdoor Education and Recreation: Hiking
PHE 1641 Outdoor Education and Recreation: Fishing

PHE 1002 Physical Wellness This course will focus on the concepts of physical fitness as they pertain to wellness. Physical wellness will address health-related physical fitness, exercise, physical activity, nutritional health, weight management, and healthy lifestyles.

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: PHE 1013, 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, Rhythmic Activities and Lead-Up Games.

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, Health and Safety and PHE 2013, Anatomy.

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, Health and Safety, PHE 3013, Theory of Coaching Athletics, 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 experiences 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 This course introduces the student to astronomy, meteorology, geology and oceanography.

PHS 1024 Earth Science with Laboratory This course introduces the student to astronomy, meteorology, geology and oceanography. In the laboratory students will participate in hands on experiments and exercises to better understand the physical world in which we live on the same topics as those covered in the lecture.

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.

PHS 3703 Science Pedagogy This course serves as a study of pedagogy used in the teaching of middle-school science curriculum. It addresses basic models, strategies, and skills necessary for teaching science content. Course will utilize lectures, speakers, candidate projects, and field experiences. The purpose of this course is to prepare candidates for successful middle-level classroom teaching in the fields of science content through providing candidates with knowledge of the basic principles of instructional planning and presentation to include a repertoire of basic teaching models, strategies, and skills. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of mathematics and science.

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, or pre-medicine and students planning careers in secondary-school science education.

PHY 2114 General Physics I
2124 General Physics II
3134 General Physics III

6 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, College Algebra and MTH 1043, College Trigonometry.

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, College Physics I.

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. Prerequisite or corequisite: MTH 2015, Calculus I.

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, General Physics I. Prerequisite or corequisite: MTH 2024, Calculus II.

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, General Physics II.

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, General Physics I and/or concurrent MTH 3114, Calculus III.

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 electromotive force 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, Classical Mechanics.

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, General Physics III, PHY 3213, Classical Mechanics, and PHY 3413, Electrodynamics.

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 44-50 hours.

A 26-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:

COM	3183	Research Methods and Writing or comparable course
PLS	1003	Introduction to Political Science
	2013	American National Government
	3043	Public Policy
	3073	History of Political Thought I or PLS 3083, History of Political Thought II
	3892	Internship
	4443	Senior Seminar in Political Science
SCM	2033	Argumentation and Debate
	4013	Political Communication

LEGAL CAREERS TRACK:

PLS	3053	History of American Constitutional Law and Thought I
	4003	International Law and Organization or PLS 4013, International Trade Law
	4033	Contemporary Political and Legal Philosophy (or comparable course in Philosophy. Students may replace one of the above PLS track courses with an advanced seminar in Political Science)
PLS	4053	History of American Constitutional Law and Thought II
	4063	Criminal Law I or PLS 4073, Criminal Law II

3 additional hours in an appropriate area of interest defined by the student and approved by the student's advisor.

Law School Admissions Test must be taken in the fall of the senior year.

PUBLIC ADMINISTRATION AND PUBLIC POLICY TRACK:

PLS	2033	International Relations
	2043	State and Local Politics
	3013	Comparative Politics or PLS 4033, Contemporary Political and Legal Philosophy
	4023	Public Administration

6 additional hours (3 hours must be upper-level) in an appropriate area of interest defined by the student and approved by the student's advisor.

Graduate Record Exam must be taken in the fall of the senior year

INTERNATIONAL POLITICS AND POLITICAL ECONOMY TRACK:

PLS	2033	International Relations
	3003	International Political Economy
	4003	International Law and Organization

3013 Comparative Politics **or** PLS 3033, American Diplomatic History II

4013 International Trade Law and Policy

3 additional upper-level hours in an appropriate area of interest defined by the student and approved by the student's advisor.

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 4-6 hours of the same foreign language.

To the above Public Administration and Public Policy track, add 4-6 hours of the same foreign language.

To the above International Politics and Political Economy track, add 4-6 hours of the same foreign language.

MINOR A minor in political science shall consist of 21 semester hours. Twelve of the hours must be in political science with 9 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.

**Eight Consecutive Semester Course of Study for a Bachelor of Arts or a Bachelor of Science
Degree in the Major of POLITICAL SCIENCE – Legal Careers Track**

FRESHMAN YEAR: 30-33 credit hours

Fall Semester:

Composition I

Critical Inquiry

Spring Semester:

Composition II

Either Semester:

Introduction to Political Science

Politics and Careers (2 hours)

American National Government

Basic Oral Communication

College Algebra

General Education courses from

Distribution Requirements to total

15 to 17 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:

Argumentation and Debate

World Civilization I **or** Humanities I

Spring Semester:

World Civilization II **or** Humanities II

Either Semester:

9 hours of electives

3 hours of Political Science electives,
approved by advisor, related to
career track

General Education courses from

Distribution Requirements to total

15 or 16 hours

JUNIOR YEAR: 30 credit hours

Fall Semester:

Public Policy

History of American Constitutional
Law & Thought

History of Political Thought I

Spring Semester:

Research Methods and Writing

History of Political Thought II
(advised)

Senior Seminar

Either Semester:

Internship

General Education courses from

Distribution Requirements **or**

general electives to total 30 hours

SENIOR YEAR: 33 credit hours

Fall Semester:

International Law

Law School Admissions Test

Spring Semester:

International Trade Law and Policy

Contemporary Political Philosophy

Either Semester:

Internship, if not previously completed
Political Communication

3 upper-level hours of Political Science
electives, approved by advisor,
related to career track

General electives to total 16 or 17
hours

NOTE: If pursuing the B.A., the student must also complete 4 to 6 hours of the same foreign language

**Eight Consecutive Semester Course of Study for a Bachelor of Arts or a Bachelor of Science
Degree in the Major of POLITICAL SCIENCE – Public Administration Track**

FRESHMAN YEAR: 30-33 credit hours

Fall Semester:
Composition I
Critical Inquiry

Spring Semester:
Composition II

Either Semester:
Introduction to Political Science
International Relations (or sophomore
year)
Politics and Careers (2 hours)
American National Government
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 to 17 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:
Argumentation and Debate
State and Local Politics
World Civilization I **or** Humanities I

Spring Semester:
World Civilization II **or** Humanities II

Either Semester:
International Relations, if not
previously completed, **or** 3 hours of
electives
3 hours of electives
3 hours of Political Science electives,
approved by advisor, related to
career track
General Education courses from
Distribution Requirements to total
15 or 16 hours

JUNIOR YEAR: 33 credit hours

Fall Semester:
Public Policy
History of Political Thought I

Spring Semester:
Comparative Politics **or** Contemporary
Political Philosophy
History of Political Thought II
(advised)
Research Methods and Writing

Either Semester:
Internship
3 upper-level hours of Political
Science electives, approved by
advisor, related to career track
General Education courses from
Distribution Requirements **or**
general electives to total 16 or 17
hours

SENIOR YEAR: 31 credit hours

Fall Semester:
Graduate Record Exam

Spring Semester:
Public Administration
Senior Seminar

Either Semester:
Political Communication
General electives to complete 124 hrs

NOTE: If pursuing the B.A., the student must complete 4 to 6 hours of the same foreign language.

**Eight Consecutive Semester Course of Study for a Bachelor of Arts or a Bachelor of Science
Degree in the Major of POLITICAL SCIENCE –International Politics & Political Economy Track**

FRESHMAN YEAR: 30-33 credit hours

Fall Semester: (12 or 15 credit hours)
Composition I
Critical Inquiry

Spring Semester: (12 or 15 credit hours)
Composition II

Either Semester:
Introduction to Political Science
International Relations (or sophomore
year)
Politics and Careers (2 hours)
American National Government
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
12 to 15 hours

SOPHOMORE YEAR: 33 credit hours

Fall Semester: (16 or 17 credit hours)
 Argumentation and Debate
 World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)
 International Political Economy
 World Civilization II **or** Humanities II

Either Semester:
 International Relations (if not taken in
 freshman year)
 Human / Cultural Geography **or**
 Regional Geography
 Internship
 General Education courses from
 Distribution Requirements to total
 16 or 17 hours

JUNIOR YEAR: 34 credit hours

Fall Semester: (17 credit hours)
 Public Policy
 History of Political Thought I

Spring Semester: (17 credit hours)
 Comparative Politics **or** American
 Diplomatic History II
 Special Studies: International
 Relations Topics
 History of Political Thought II
 (recommended)
 Research Methods and Writing

Either Semester:
 Internship, if not previously completed
 General Education courses from
 Distribution Requirements **or**
 general electives to total 17 hours

SENIOR YEAR: 33 credit hours

Fall Semester: (16 or 17 credit hours)
 International Law & Organization
 Graduation Record Exam

Spring Semester: (16 or 17 credit hours)
 International Trade Law and Policy
 Contemporary Political Philosophy
 Senior Seminar

Either Semester:
 Political Communication
 3 upper-level hours of Political Science
 electives, approved by advisor,
 related to career track
 General electives to total 16 or 17
 hours

NOTE: If pursuing the B.A., the student must complete 4-6 hours of the same foreign language.

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 3003 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 3023 American Diplomatic History I The course traces and analyzes the politics, policies and practices of the United States in peace and in war from colonial origins through World War I. Emphasis is placed on the documentary record and on understanding American policy within an international systems framework.

PLS 3033 American Diplomatic History II The course traces and analyzes the politics, policies and practices of the United States in peace and in war from World War I through the present. Emphasis is placed on the documentary record and on understanding American policy within an international systems framework.

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 3053-4053 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, American National Government, or PLS 1003, Introduction to Political Science 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 3113 Area Studies: Europe; PLS 3123 Area Studies: North America; PLS 3133 Area Studies: Latin America; PLS 3143 Area Studies: Asia. These courses are integrated social science inter-disciplinary courses specific to the region. Chronologically, they focus on the period since 1900 (emergent globalization). They define and stress the interrelationships between physical environments, cultural identities, political institutions and processes, social, and economic structures.

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. Prerequisites: ECN 2003, Principles of Macroeconomics or ECN 2013, Principles of Microeconomics, and Junior status or Instructor permission.

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. Prerequisites: ECN 2003, Principles of Macroeconomics or ECN 2013, Principles of Microeconomics and Junior status or Instructor permission.

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.

PLS 4063 Criminal Law I This course is an in-depth study of criminal law. Focus is on the substantive elements of criminal law (e.g., what constitutes a crime? What are the proofs and defenses relative to the categories of crime?) Course format is case briefs and moot courts.

PLS 4073 Criminal Law II This course is an in-depth study of criminal law. Focus is on the law of criminal procedure (e.g., probable cause) and the law of evidence (e.g., what types of testimony are allowed under what conditions). Course format is case briefs and moot courts.

PLS 4443 Senior Seminar in Political Science Students identify a topic within their area of concentration. Using appropriate methodology, students research and write a formal academic paper. This course must be taken the spring semester prior to a student's anticipated graduation.

Pre-Professional 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, General 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
3444 General Physiology
4333 Anatomy
4432 Anatomy Laboratory

Mathematics

One of the following:

BSA 3023 Business Statistics I
MTH 2015 Calculus I
PSY 3003 Fundamental Inferential Statistics for the Behavioral Sciences

Chemistry

CHM 3024 Organic Chemistry II

English

ENG 3122 Writing in the Natural Sciences, **or** 3 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

2 courses from the following:

BIO 4054 Embryology
4893 Practicum: Internship
4993 Special Problems

Upper-level chemistry electives

BIO 4893, 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 Elementary Spanish).

Students planning to minor in another area should the consult the requirements for that minor. Some veterinary schools may require a course in nutrition. PHE 3003, Nutrition 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 BIO 1214, Principles of Biology I*	2 of the following:
	3444	General Physiology*	BIO 1324 Principles of Biology II*
			2014 Zoology
			2124 Botany
CHM	1014	General Chemistry I	3 courses from the following:
	1024	General Chemistry II	ACC 2003 Principles of Accounting I, (if not chosen above)
	3014	Organic Chemistry I	CHM 3104 Quantitative Chemical Analysis
	3024	Organic Chemistry II	4104 Biochemistry
1 of the following:			MTH 2015 Calculus I (if not chosen above)
	ACC 2003	Principles of Accounting I	PHL 1003 Logic
	ECN 2003	Principles of Macroeconomics	PHY 2024 General Physics II
	2013	Principles of Microeconomics	Any advisor-approved course in statistics
MTH	1033	College Algebra and MTH 1043, Trigonometry or MTH 2015, Calculus I	Ten to fourteen hours of advisor-approved electives from these areas (69 hours total)
PHY	2014	General Physics I	American History
3 courses from the following:			Philosophy
	COM 1003	Basic Oral Communication	Anthropology
	ENG 1013	Composition I	Political Science
	1213	Composition II	Art (survey courses only)
	3013	Creative Writing: Lyric or ENG 3023, Creative Writing: Narrative	Psychology
	3122	Writing in the Natural Sciences	Religion
		Any advisor-approved survey of literature course	Sociology
			Theatre (survey courses only)
			World History
			Music (survey courses only)

*Recommended

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.

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
2003 Fundamentals of Descriptive Statistics for the Behavioral Sciences
2023 Abnormal Psychology
2043 History and Systems of Psychology
3 hours of Clinical Experience (PSY 2101-4101)
3013 Psychometrics
3113 Developmental Psychology-Childhood **or** PSY 3123, Developmental Psychology-Adolescence
4023 Experimental Methods in the Behavioral Sciences
4113 Clinical Psychology
4443 Senior Seminar in Psychology
2 additional Psychology electives

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.

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of PSYCHOLOGY

FRESHMAN YEAR: 31-32 credit hours

Fall Semester:

General Psychology
Composition I
Critical Inquiry

Spring Semester:

Clinical Experience
Abnormal Psychology
Composition II

Either Semester:

Science course with lab
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 31-32 credit hours

Fall Semester:

Clinical Experience
Fundamental Descriptive Statistics for
Behavioral Sciences
Psychology elective (concentration)
World Civilization I **or** Humanities I

Spring Semester:

Clinical Experience
Psychology elective (concentration)
History and Systems of Psychology
World Civilization II **or** Humanities II

Either Semester

General Education courses from
Distribution Requirements to total
15 or 16 hours

JUNIOR YEAR: 31-32 credit hours

Fall Semester:

Developmental Psychology -
Childhood **or** Psychology elective
(concentration)

Spring Semester:

Developmental Psychology -
Adolescence
Psychometrics
Experimental Methods
Psychology elective (concentration)

Either Semester:

General Education courses from
Distribution Requirements **or**
general electives to total 15 or 16
hours

SENIOR YEAR: 31 credit hoursFall Semester:

Senior Seminar

Clinical Psychology

Psychology elective (concentration)

Spring Semester:

Senior Seminar

Psychology elective (concentration)

Either Semester:

General electives to total 15 or 16 hours

Note: See catalog page 170 for Psychology course rotation.

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
 1013 Psychology of Adjustment
 2053 Group Dynamics
 3043 Social Psychology
 3053 Health Psychology
 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 4-6 hours of a foreign language. International students will request approval from a psychology advisor for the appropriate foreign language course required to complete the B.A. degree in psychology.

MINOR A minor in psychology shall consist of 18 semester hours approved by a psychology advisor.

Psychology Course Rotation

Fall Semester Even Year

General Psychology (2 sections)
 Clinical Experience
 Psychology of Personality
 Leaving Home: Opportunity or Crisis
 Developmental Psychology: Childhood
 Clinical Psychology

Fall Semester Odd Year

General Psychology (2 sections)
 Clinical Experience
 Social Psychology
 Leaving Home
 Health Psychology
 Descriptive Statistics

Spring Semester Odd Year

General Psychology (one section)
 Clinical Experience
 Physiological Psychology
 Psychometrics
 Research Methods
 Abnormal Psychology
 Experimental Methods
 History and Systems of Psychology

Spring Semester Even Year

General Psychology
 Clinical Experience
 Behavior Management in the Clinic
 Inferential Statistics
 Psychology of Adjustment
 Experimental Methods
 History and Systems
 Group Dynamics

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of PSYCHOLOGY of HUMAN BEHAVIOR

FRESHMAN YEAR: 31-32 credit hoursFall Semester:

General Psychology

Spring Semester:

Psychology of Adjustment

Either Semester:

Science course with lab

Composition I Critical Inquiry	Group Dynamics Composition II	Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 31-32 credit hours		
<u>Fall Semester:</u> 3 hours of Psychology elective(s) World Civilization I or Humanities I	<u>Spring Semester:</u> 3 hours of Psychology elective(s) World Civilization II or Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 15 or 16 hours (may include 4 to 6 hours of same foreign language)
JUNIOR YEAR: 31-32 credit hours		
<u>Fall Semester:</u> Health Psychology Social Psychology Psychology elective(s)	<u>Spring Semester:</u> Behavior Management in the Clinic and Home Psychology elective(s)	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 15 or 16 hours (if not previously completed, must include 4 to 6 hours of same foreign language)
SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Psychology elective(s)	<u>Spring Semester:</u> Psychology elective(s)	<u>Either Semester:</u> General electives to total 15 or 16 hours
Note: See catalog page 170 for Psychology course rotation.		

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 General Psychology and consent of the 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, College Algebra and PSY 1003, General Psychology.

PSY 2013 Psychology of Personality Study of various personality theories, their origin, and approaches to the understanding of human behavior. Prerequisite: PSY 1003, General Psychology.

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, General Psychology.

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, General Psychology and consent of the 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, General Psychology 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, General Psychology.

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, Fundamental Descriptive Statistics for Behavioral Sciences.

PSY 3013 Psychometrics Study of psychometric theory and methods as applicable to tests of intelligence, personality, abilities, aptitudes, achievement, and interests. Prerequisites: PSY 1003, General Psychology and PSY 2003 Fundamental Descriptive Statistics for Behavioral Sciences.

PSY 3023 Psychopathology of Childhood Study of the diagnostic characteristics and categories, functional dynamics and processes, and treatment alternatives for psychopathology of childhood. Prerequisites: PSY 1003, General Psychology, PSY 2023, Abnormal Psychology and consent of the 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, General Psychology.

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 General Psychology and consent of the 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, General Psychology.

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, General Psychology.

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, General Psychology.

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, General Psychology.

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, General Psychology.

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, General Psychology, PSY 2003, Fundamental Descriptive Statistics for Behavioral Sciences, and PSY 3013, Psychometrics.

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, General Psychology, PSY 2023, Abnormal Psychology, PSY 2043, History and Systems of Psychology, and PSY 3013, Psychometrics.

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.

Radio/Television/Video

See Communications section.

Religion

Aims of the Religion Program

1. Graduates will be able to interpret the Bible using historical, literary, and theological approaches.
2. Graduates will have an understanding of the major academic approaches to interpreting religious phenomena.
3. They will have an understanding of the beliefs, practices, and historical development of the world's major religions.
4. They will be able to construct clear, insightful, and properly documented interpretations of important subjects in religion through relevant primary and secondary sources.
5. They will be prepared to pursue advanced study in graduate or professional school or to obtain positions both within this field and without.
6. 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 their responsibilities to themselves, humanity, the planet, and their creator.

MAJOR A major consists of 37 hours of course work. The following courses are required:

PHL	1013	Ethics
	3013	Plato and Aristotle
REL	2073	Hinduism and Buddhism
	2083	Judaism, Christianity, and Islam
	3003	Biblical Interpretation: Old Testament
	3013	Biblical Interpretation: New Testament
	3113	Sociology of Religion
	4442-4452	Senior Seminar

Twelve elective hours in religion, at least 6 of which must be upper-level (some of these hours may be in philosophy, with the advisor's approval)

MINOR The Ozarks minor in religion consists of the following:

One upper-level course in Biblical studies (either REL 3003, Biblical Interpretation: Old Testament, **or** REL 3013, Biblical Interpretation: New Testament)

One course in world religions (either REL 2073, Hinduism and Buddhism, **or** REL 2083, Judaism, Christianity, and Islam, **or** REL 4303, Advanced Topics in World Religions)

Twelve hours of electives in religion (some of these hours may be in philosophy, with the religion advisor's approval).

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of RELIGION

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:

Judaism, Christianity, and Islam
Composition I
Critical Inquiry

Spring Semester:

Hinduism and Buddhism
Composition II

Either Semester:

1 Religion elective
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 30-32 credit hours

Fall Semester:

World Civilization I or Humanities I

Spring Semester:

Sociology of Religion
World Civilization II or Humanities II

Either Semester:

1 Religion elective
General Education courses from
Distribution Requirements to total
15 or 16 hours

JUNIOR YEAR: 31 or 32 credit hours

Fall Semester:

Biblical Interpretation: Old Testament
Ethics

Spring Semester:

Biblical Interpretation: New Testament

Either Semester:

Upper-level elective in Religion
General Education courses from
Distribution Requirements to total
15 or 16 hours

SENIOR YEAR: 32-33 credit hours

Fall Semester:

Plato and Aristotle
Senior Seminar in Religion (2 hours)

Spring Semester:

Senior Seminar in Religion (2 hours)

Either Semester:

1-2 upper-level electives in Religion
General electives to total 16 to 17 hrs

For students starting in the fall semester of an **odd numbered year** (e.g. 2009)

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Composition I
Critical Inquiry

Spring Semester:

Composition II

Either Semester:

1 Religion elective
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 32+ credit hours

Fall Semester:

Judaism, Christianity, and Islam
Ethics
World Civilization I or Humanities I

Spring Semester:

Hinduism and Buddhism
World Civilization II or Humanities II

Either Semester:

General Education courses from
Distribution Requirements to total
16 or 17 hours

JUNIOR YEAR: 30 or 31 credit hours

Fall Semester:

Plato and Aristotle

Spring Semester:

Sociology of Religion

Either Semester:

1 upper-level elective in Religion
General Education from Distribution
Requirements or general electives
to total 15 or 16 hours

SENIOR YEAR: 30-33 credit hours

Fall Semester:

Biblical Interpretation: Old Testament
Senior Seminar in Religion (2 hours)

Spring Semester:

Biblical Interpretation: New Testament
Senior Seminar in Religion (2 hours)

Either Semester:

1 upper-level elective in Religion
General electives to total 15 to 17 hrs

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 2033 Introduction to Theology Employing a variety of traditional and contemporary approaches, this course examines the fundamental doctrines of Christian faith and practice.

REL 2073 Hinduism and Buddhism A course intended to acquaint students with the origins, historical development and essential beliefs and practices of Hinduism and Buddhism. Directly related traditions will also be examined.

REL 2083 Judaism, Christianity and Islam A course intended to acquaint students with the origins, historical development and essential beliefs and practices of Judaism, Christianity and Islam. Directly related traditions will also be examined.

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 An advanced course on issues and methods of Biblical interpretation, 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 An advanced course on the issues and methods of Biblical interpretation, 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 3113 Sociology of Religion Religion is one of the most influential institutions in society and a major topic of study and theory within sociology. This class assess religions role in both contemporary and historical societies from a sociological standpoint. This includes the use of sociological concepts and theories as tools to understand the impact of religion as an institution. Prerequisite: Junior standing or permission of the instructor required.

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 is an advanced reading seminar on a major topic in American religious history. Students may repeat the course for credit provided the topic is different.

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 HIS 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 A two-semester seminar designed to be the culmination of the course of study for majors in religion. Students 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. Students must register for both parts of the course. Prerequisite: Senior status.

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. Graduates will be able to interpret the Bible using historical, literary, and theological approaches.
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:

PHL	1013	Ethics
	3013	Plato and Aristotle
	3023	Descartes to Kant
REL	3003	Biblical Interpretation: Old Testament
	3013	Biblical Interpretation: New Testament

REL/PHL 2073 Hinduism and Buddhism
2083 Judaism, Christianity and Islam

Senior Seminar (REL/ PHL 4442-4452)

12 elective hours in religion or philosophy, at least 6 of which must be upper-level

Students with a strong interest in philosophy are advised to take PHL 1003, Logic. All work leading toward a major 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.

**Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of
RELIGION AND PHILOSOPHY**

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:

Ethics
Judaism, Christianity, and Islam
Composition I
Critical Inquiry

Spring Semester:

Hinduism and Buddhism
Composition II

Either Semester:

Religion **or** Philosophy elective (3 hours)
Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 30-32 credit hours

Fall Semester:

Logic
World Civilization I **or** Humanities I

Spring Semester:

Religion **or** Philosophy elective
World Civilization II **or** Humanities II

Either Semester:

General Education courses from
Distribution Requirements to total
15 or 16 hours

JUNIOR YEAR: 31 or 32 credit hours

Fall Semester:

Biblical Interpretation: Old Testament

Spring Semester:

Biblical Interpretation: New Testament

Either Semester:

Upper-level elective in Religion **or** Philosophy
General Education courses from
Distribution Requirements to total
15 or 16 hours

SENIOR YEAR: 32-33 credit hours

Fall Semester:

Plato and Aristotle
Senior Seminar in Religion **or** Philosophy (2 hours)

Spring Semester:

Descartes to Kant
Senior Seminar in Religion **or** Philosophy (2 hours)

Either Semester:

Upper-level electives in Religion **or** Philosophy
General electives to total 16 to 17 hrs

For students starting in the fall semester of an **odd numbered year** (e.g. 2009)

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Logic
Composition I
Critical Inquiry

Spring Semester:

Religion **or** Philosophy elective
Composition II

Either Semester:

Basic Oral Communication
College Algebra
General Education courses from
Distribution Requirements to total
15 or 16 hours

SOPHOMORE YEAR: 32+ credit hours

Fall Semester:

Judaism, Christianity, and Islam
Ethics

Spring Semester:

Hinduism and Buddhism
World Civilization II **or** Humanities II

Either Semester:

General Education courses from
Distribution Requirements to total

World Civilization I or Humanities I		16 or 17 hours
JUNIOR YEAR: 30 or 31 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Plato and Aristotle	Descartes to Kant	Upper-level elective in Religion or Philosophy General Education from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 30-33 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester</u>
Biblical Interpretation: Old Testament	Biblical Interpretation: New Testament	Upper-level elective in Religion or Philosophy
Senior Seminar in Religion or Philosophy (2 hours)	Senior Seminar in Religion or Philosophy (2 hours)	General electives to total 15 to 17 hrs

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 33 hours, including the following:

Students must take all of the Sociology Core courses

SOCIOLOGY CORE

BSA	3023	Business Statistics I or (upon consultation with advisor) PSY 2003, Fundamentals of Descriptive Statistics for Behavioral Science I
SOC	1013	Introduction to Sociology
	2013	Social Problems
	2023	Social Research Methods or (upon consultation with advisor) COM 3183, Research Methods and Writing
	4023	Social Theory
	4443	Senior Seminar in Sociology

Students must take at least 15 hours of the Sociology Options courses.

SOCIOLOGY OPTIONS:

ENS	1013	Introduction to Environmental Studies
	3013	Environmental Ethics
PSY	3043	Social Psychology
SOC	3033	Environment, Natural Resources, and Community
	3073	Race, Class, and Gender
	3113	Sociology of Religion
	4033	The Sociology of Deviant Behavior
	4983	Seminar: Sociology (can be repeated, but the topic must be different each time.)

WRITING REQUIREMENT To fulfill the Sociology degree requirement, each sociology major will submit, prior to graduation, a substantial research or analytical paper, with a grade of "A" or "B". This paper will be

completed during the semester in which the student takes SOC 4443, Senior Seminar in Sociology. This paper will be guided by and evaluated by the sociology faculty.

MINOR A sociology minor shall consist of 18 hours, including the following:

Sociology Core:

SOC 1013 Introduction to Sociology
2023 Social Research Methods
4023 Social Theory

Sociology Options (9 hours)

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of SOCIOLOGY

FRESHMAN YEAR: 32 credit hours

Fall Semester:

Introduction to Sociology

Composition I

Critical Inquiry

Spring Semester:

Social Problems

Composition II

Either Semester:

Basic Oral Communication

College Algebra

General Education courses from
Distribution Requirements to total
16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester:

Sociology Option elective

World Civilization I **or** Humanities I

Spring Semester:

Social Research Methods *or*

Research Methods and Writing

(upon consultation with advisor)

World Civilization II **or** Humanities II

Either Semester:

General Education courses from

Distribution Requirements to total
16 hours

JUNIOR YEAR: 30 credit hours

Fall Semester:

Sociology Option elective

Business Statistics I *or*

Fundamentals of Descriptive

Statistics for Behavioral Sciences

(upon consultation with advisor)

Spring Semester:

Sociology Option elective

Either Semester:

General Education courses from

Distribution Requirements **or**
general electives to total 15 hours

SENIOR YEAR: 30 credit hours

Fall Semester:

Social Theory

Sociology Option elective

Spring Semester:

Senior Seminar in Sociology

Sociology Option elective

Either Semester:

Satisfy Writing Requirement

General electives to total 15 hours

Note: **Bold** indicates required core sociology classes.

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. Prerequisite: None.

SOC 2013 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.

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 fieldwork by participant observation.

SOC 3033 Environment, Natural Resources, and Community Environment, Natural Resources, and Community is an overview of the relationship between human populations and their physical environments. This class involves the sociological study of a variety of environmental problems and issues including but not limited to natural resource scarcity and use, overpopulation, urbanization, the environmental movement, and

global warming. Prerequisite: SOC 1013, Introduction to Sociology, or ENS 1013, Introduction to Environmental Studies.

SOC 3073 Race, Class, and Gender This course is a survey of the objective and subjective dimension of social stratification and inequality in the United States. This includes the examination of both historical and contemporary perspectives and involves the study of factors such as social mobility, ethnicity, conflict, race, social class, and gender. Prerequisite: SOC 1013, Introduction to Sociology.

SOC 3083 Sociology of Deviant Behavior This course involves the study of aspects of social life that are defined as socially unacceptable. Specific focus is given to the prevalence, theories, stereotypical responses, and social definitions of behaviors that deviate from or violate social norms. Prerequisite: SOC 1013, Introduction to Sociology.

SOC 3113 Sociology of Religion Religion is one of the most influential institutions in society and a major topic of study and theory within sociology. This class assess religions role in both contemporary and historical societies from a sociological standpoint. This includes the use of sociological concepts and theories as tools to understand the impact of religion as an institution. Prerequisite: Junior standing, or permission of the Instructor required.

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, Introduction to Sociology, SOC 2023, Social Research Methods, and 2 upper-level sociology courses.

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 Sociology 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, Introduction to Sociology, or PSY 1003, General Psychology, SOC 202,3 Social Research Methods, and consent of the 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, Introduction to Sociology and consent of the Instructor. 03) Environmentalism—A study of the origins, ideologies, and social movements relating to the problems of environmental degradation. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor. 04) Selected Topics in Social Anthropology—e.g., Consequences of Technological Change, The American Experience through Film, etc. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor.

Spanish

Program aims for the Spanish major are:

1. Students will be able to converse naturally in Spanish
2. They will be able to read a variety of literary and non-literary texts in Spanish with a high level of proficiency.
3. They will be able to read and write in Spanish with a high level of proficiency.
4. They will be familiar with prominent movements and authors that have influenced the development of Latin American literature.
5. They will understand the generic conventions of lyric and narrative as they inform the literature of Latin America
6. They will be aware of the cultural, social, political, economic, geographic, and environmental diversity of Latin America.

MAJOR:

SPN	2203	Conversation
	3103	Introduction to Literature
	3113	Advanced Grammar and Composition
	3123	Latin-American Civilization

9 hours of advisor-approved Spanish literature courses*
 9 hours of advisor-approved Spanish electives*
 An approved immersion experience in a Spanish-speaking country**

*6 hours of course work may be taken during the immersion experience

** This experience, intended to be the capstone of the major, will last for at least five weeks and must be approved in advance by a student's Spanish advisor. Although it will normally occur during the summer before a student's senior year, it is intended to play the same role in a student's intellectual development as the senior thesis plays in other disciplines in the humanities.

Note: Prospective Spanish majors and minors who do not enter with a strong background in Spanish will need to take Intensive Elementary Spanish and Intensive Intermediate Spanish before beginning their course of study. None of these introductory courses may be counted toward the Spanish electives required for the major or minor.

MINOR Students seeking a minor in Spanish are urged strongly to participate in a five-week summer program through Ozarks Abroad or a similar approved program in a Spanish-speaking country.

SPN 2203 Conversation
 3023 Latin-American Civilization
 3113 Advanced Grammar and Composition

3 hours of advisor-approved courses in Spanish literature*

3 hours of advisor-approved Spanish electives*

*6 hours of coursework may be taken during an immersion experience.

Note: Prospective Spanish majors and minors who do not enter with a strong background in Spanish will need to take Intensive Elementary Spanish and Intensive Intermediate Spanish before beginning their course of study. None of these introductory courses may be counted toward the Spanish electives required for the major or minor.

OZARKS IN MEXICO

One option for students' immersion experience is the Ozarks Abroad program in Morelia, Mexico. Morelia, with its spectacular colonial architecture, its traditional culture, and its friendly ambiance, provides students with a vibrant atmosphere for their immersion as well as an authentic experience of Mexican culture. At the *Centro Universitario Michoacan*, students will follow a 3 to 6 hour course of study tailored to their particular needs and interests. Courses may include the study of literature, history, culture, or advanced language studies. Students will have a home-stay experience that will complement their studies.

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of SPANISH

FRESHMAN YEAR

Fall Semester:

Intensive Elementary Spanish
 Critical Inquiry
 Composition I

Spring Semester:

Intensive Intermediate Spanish
 Composition II

Either Semester:

Basic Oral Communication
 College Algebra
 General Education courses from
 Distribution Requirements to total
 16 or 17 hours

SOPHOMORE YEAR

Fall Semester:

Introduction to Literature
 Advanced Grammar and Composition
 World Civilization I or Humanities I

Spring Semester:

Latin American Civilization
 Conversation
 World Civilization II or Humanities II

Either Semester:

General Education courses from
 Distribution Requirements to total
 16 or 17 hours

JUNIOR YEAR

Fall Semester:

Spanish Literature or Spanish elective

Spring Semester:

Spanish Literature or Spanish elective

Either Semester:

General Education courses from
 Distribution Requirements to total
 16 or 17 hours

SUMMER TERM:

Spanish Literature **or** Spanish elective
Spanish Literature **or** Spanish elective

SENIOR YEAR

Fall Semester:

Senior Seminar

Spanish Literature **or** Spanish elective

Spring Semester:

Senior Seminar (continued)

Spanish Literature **or** Spanish elective

Either Semester:

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 1104-5 Intensive Elementary Spanish This course, which meets daily, will focus on the grammar and vocabulary necessary for students who have a serious or professional interest in Spanish. This course will involve some reading and writing, and will emphasize speaking and listening. Students will also gain extensive knowledge about the various cultures of the Spanish-speaking world.

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. Prerequisites: SPN 1013 Elementary Spanish I and SPN 1023 Elementary Spanish II, or two years of high school Spanish, or the Instructor's permission. SPN 2013 required for SPN 2023.

SPN 2104-5 Intensive Intermediate Spanish A continuation of Intensive Elementary Spanish, this course, which meets daily, will permit students who have a serious or professional interest in Spanish to build their knowledge of grammar and vocabulary. Emphases will continue to be on speaking and listening, but writing and reading will become increasingly important. Students will continue to be exposed to the diversity of the Spanish-speaking world. Prerequisite: SPN 1104-5 or instructor's permission.

SPN 2203 Conversation The primary objective of Spanish Conversation is to expand vocabulary in a wider range of contexts through reading, written exercises, and conversation in specific contexts. Topics will vary from semester to semester, and students may repeat the course for credit provided the topics are different. Corequisite: SPN 2104-5 Intensive Intermediate Spanish or instructor's permission.

SPN 3103 Introduction to Literature This course is designed for students who have completed the first two semesters of Intensive Spanish. The objective is, through the study of literature, to improve the four fundamental skills involved in second language acquisition (reading, writing, listening and speaking). This class is intended to serve as a bridge to more advanced courses in literature and civilization. Prerequisite: SPN 2104-5 Intensive Intermediate Spanish or instructor's permission.

SPN 3113 Advanced Grammar and Composition This course is an intensive review of Spanish grammar. Students will use the grammar they learned in the Intensive Spanish sequence in more complex and sophisticated ways. Students will continue to increase their vocabulary by rigorous reading, and they will devote their efforts to oral and, of course, written expression. A strong emphasis will be on essay development. Prerequisite: SPN 2104-5, Intensive Intermediate Spanish or instructor's permission.

SPN 3123 Latin-American Civilization This variable topic course provides an overview of the origins and development of Latin American civilization and culture from its pre-Columbian origins to the present. In addition, each time it is offered, it will focus on different specific regions, including Mexico, Central America, the Caribbean, the Andean republics, the Southern Cone region, and Brazil. Students may repeat the course for credit provided that the topic is different. Prerequisite: SPN 3103, Introduction to Literature and SPN 3113 Advanced Grammar and Composition, or instructor's permission.

SPN 4213 Mexican Literature A literary survey course which traces the development of Mexican narrative from the Revolution to the contemporary period. The first section of the course will explore the poetry of Mexican modernist writers. The subsequent sections will focus on a selection of diverse Mexican novels from

different periods which represent diverse themes. Prerequisite: SPN 3103, Introduction to Literature and SPN 3113, Advanced Grammar and Composition, or instructor's permission.

SPN 4223 Central American Literature This is a survey course devoted to literary production of Central America during the twentieth century. We will begin the course by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century. Our analysis of Modernism will focus primarily on collections of poetry. After completing our study of Modernism, we will explore a series of novels which foreground cultural problems at the national level as well as aesthetic innovations. Prerequisite: SPN 3103, Introduction to Literature and SPN 3113, Advanced Grammar and Composition, or instructor's permission.

SPN 4233 Caribbean Literature A survey course of literature from the Spanish speaking Caribbean which includes writers from Cuba, the Dominican Republic, Puerto Rico, Colombia and Venezuela. We will initiate the course by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century and then proceed to analyze a selection of poetry from the region. A selection of novels from each country will follow. Prerequisite: SPN 3103, Introduction to Literature and SPN 3113, Advanced Grammar and Composition, or instructor's permission.

SPN 4243 Andean Literature This is a survey course devoted to literary production of the Andean nations (Ecuador, Peru and Bolivia) during the twentieth century. We will begin the course by situating Spanish American Modernism and its relation to cultural production at the beginning of the twentieth century. Our analysis of Andean Modernism will focus primarily on collections of poetry. After completing our study of Modernism, we will explore a series of novels which foreground cultural problems at the national level as well as aesthetic innovations. Novel will be chosen that thematically foreground a fundamental cultural dimension of the Andean countries: *indigenismo*. Prerequisite: SPN 3103, Introduction to Literature and SPN 3113, Advanced Grammar and Composition, or instructor's permission.

SPN 4901 Senior Seminar This course comprises activities which will span the senior year. These will require students both to reflect on their immersion experiences and to plan for career options. An additional emphasis will be assessment of each student's achievement of program aims over the course of the major. Prerequisite: Immersion Experience.

Strategic Communication

See Communications section.

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*, *The Shape of Things*, *The Spitfire Grill*, 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. 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 42 required hours. The following courses are required:

THR	1013	Introduction to Theatre
	1023	Stagecraft
	1033	Fundamentals of Design
	2003	Fundamentals of Directing
	2013	Fundamentals of Acting
	2023	Voice and Diction
	2031	Internship Process
	3003	Topics in Acting
	3013	Theatre History I
	3023	Theatre History II
	3033	Scene Design and Technology
	3043	Lighting Design and Technology
	3053	Costume Design and Technology
	4003	Advanced Directing
	4032	Internship

MINOR A minor in theatre consists of the following:

THR	1013	Introduction to Theatre
	1023	Stagecraft
	2013	Fundamentals of Acting

9 hours of theatre courses chosen in consultation with a member of the theatre faculty

Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of THEATRE

For students starting in the fall semester of an **even numbered year** (e.g. 2008)

FRESHMAN YEAR: 32 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Introduction to the Theatre	Fundamentals of Theatre Design	Basic Oral Communication
Fundamentals of Acting	Stagecraft	College Algebra
Composition I	Composition II	General Education courses from
Critical Inquiry		Distribution Requirements to total
Lab Science course		16 hours

SOPHOMORE YEAR: 32 credit hours

<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Fundamentals of Directing	Advanced Acting	General Education courses from
Costume Design & Technology	Topics in Acting	Distribution Requirements to total

World Civilization I or Humanities I	World Civilization II or Humanities II	16 hours
JUNIOR YEAR: 32 credit hours		
<u>Fall Semester:</u> Scene Design & Technology Advanced Directing	<u>Spring Semester:</u> Voice & Diction Lighting Design & Technology Theatre History I Topics in Acting, if not previously completed	<u>Either Semester:</u> Internship General Education courses from Distribution Requirements or general electives to total 16 hours
SENIOR YEAR: 32 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u> Theatre History II Topics in Acting, if not previously completed	<u>Either semester:</u> Internship (if not completed in junior year; however students may complete multiple internships) General electives to total 16 hours
For students starting in the fall semester of an odd numbered year (e.g. 2009)		
FRESHMAN YEAR: 32 credit hours		
<u>Fall Semester:</u> Introduction to the Theatre Fundamentals of Acting Composition I Critical Inquiry Lab Science course	<u>Spring Semester:</u> Stagecraft Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 hours
SOPHOMORE YEAR: 32 credit hours		
<u>Fall Semester:</u> World Civilization I or Humanities I	<u>Spring Semester:</u> Voice & Diction Fundamentals of Theatre Design Theatre History I Topics in Acting World Civilization II or Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR: 32 credit hours		
<u>Fall Semester:</u> Fundamentals of Directing Lighting Design & Technology Advanced Directing	<u>Spring Semester:</u> Advanced Acting Costume Design & Technology Theatre History II Topics in Acting, if not previously completed	<u>Either Semester:</u> Internship General Education courses from Distribution Requirements or general electives to total 16 hours
SENIOR YEAR: 32 credit hours		
<u>Fall Semester:</u> Scene Design & Technology Advanced Directing	<u>Spring Semester:</u> Topics in Acting, if not previously completed	<u>Either Semester:</u> Internship (if not completed in junior year; however students may complete multiple internships) General electives to total 16 hours

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 Theatre 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 6 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, Fundamentals of Acting.

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 2031 Internship Process This course is designed to assist students in obtaining a summer internship. All declared theatre majors are required to enroll in this course during the spring semester of their sophomore year.

THR 2033 The Great Broadway Musical This appreciation course is a survey of the American Musical Theatre. Topics include historical development as well as investigations of major performers, composers, lyricists, directors, choreographers, directors, and producers. This is not a performance class.

THR 3003 Topics in Acting This class will offer students the opportunity to develop their acting skills through investigation of selected topics. Possible topics might include musical theatre performance, period acting styles, improvisation, or application of a specific acting theory to a performance. This class may be repeated for credit provided the topic is different. Prerequisite for all Topics in Acting classes: THR 2013, Fundamentals of Acting. Prerequisite for the musical theatre performance class: THR 2033, The Great Broadway Musical

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. Prerequisites: THR 1023, Stagecraft; THR1033, Fundamentals of Design; and THR 2031, Internship Process.

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. Prerequisites: THR1023, Stagecraft; THR 1033, Fundamentals of Design; and THR 2031, Internship Process.

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, Stagecraft and THR 1033, Fundamentals of Design.

THR 3073 Modern American Drama This course surveys major plays and playwrights of the 20th Century American Theatre. Through the reading of scripts and through viewing recorded versions of selected plays, students will be introduced to the major playwrights of the modern American theatre through an investigation of theme, structure, character, dialogue, and action.

THR 3083 Modern British Drama This course surveys major plays and playwrights of the 20th Century British Theatre. Through the reading of scripts and through viewing recorded versions of selected plays, students will be introduced to the major playwrights of the modern British theatre through an investigation of theme, structure, character, dialogue, and action.

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. Prerequisites: THR 2003, Fundamentals of Directing, and THR 2031, Internship Process

THR 4032 Internship Provides students 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. Prerequisite: THR 2031, Internship Process.

THR 4233 Senior Honors Upon invitation from the theatre faculty, 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, 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

Rickey Casey, Professor of Management and Business,
1987, Executive 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

William Clary, Assistant Professor of Spanish, 2006

B.A., University of Missouri;
M.A., University of Missouri;
Ph.D., University of Missouri

Sean Coleman, Associate Professor of Biology, 2000

B.A., Luther College;
Ph.D., University of Iowa

David Daily, Associate Professor of Religion, 2000

B.A., Ouachita Baptist University;
M.Div., Yale University;
Ph.D., Duke University

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

William 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

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

Glenda Ezell, Associate Professor of Education, 2006

B.S.E., University of the Ozarks;
M.S.E., University of the Ozarks;
Ed.D., University of Arkansas

Patrick A. Farmer, Walton Professor of Theatre,
1987

B.A., University of Central Arkansas;
M.A., Kent State University;
Ph.D., Kent State University

Jun Gao, Assistant Professor of Computer Science /
Computer Applications, 2007

B.A., University of Science & Technology of China
M.E., Graduate School of the Chinese Academy of
Sciences
Ph.D., University of Nebraska-Lincoln

Sharon Gorman, Walton Professor of Music, 1996

B.M., Westminster Choir College;
M.M., Westminster Choir College;
Ph.D., Stanford University

Joel Hagaman, Assistant Professor of Psychology,
2008

B.A., Monmouth College;
M.A., Southern Illinois University – Edwardsville;
Ph.D., University of Arkansas

Brian Hardman, Assistant Professor of English, 2005

B.S., Southwest Missouri State University;
M.A., University of Arkansas;
Ph.D., University of Arkansas

Tammy Harrington, Associate Professor of Art, 2002

B.F.A., University of South Dakota;
M.F.A., Wichita State University

Elissa Heil, Professor of English and Spanish, and
Assistant Academic Dean, 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 Management and
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

Salomon Itza, Assistant Professor of Physics, 2006
B.S., Autonomous University of Yucatan, Merida, Mexico;
M.S., Center for Research and Advanced Studies, Merida, Mexico;
Ph.D., Tulane University

Douglas Jeffries, Professor of Biology and Environmental Studies, 1991

B.A., Mid-America Nazarene College;
B.S., Wichita State University;
M.S., University of Arkansas;
Ph.D., Arizona State University

Phyllis Johnson, Assistant Professor of Business Education, 2007

B.S., University of Arkansas
M.S., University of Arkansas

Karen M. Jones, Associate Professor of Psychology, 1980

B.A., Washburn University;
M.S., Pittsburgh State University

Stacy Key, Instructor of Mathematics, 1999

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

Cynthia Lanphear, Instructor of Management and Business, 2004

B.A., University of the Ozarks;
M.B.A., University of Central Arkansas

G. Mikael Lindström, Assistant Professor of Music, 2005

B.M., Southwest Texas State University;
M.M., Southwest Texas State University;
D.M.A., University of North Texas

Greta Marlow, Professor of Communication, 1990

B.A., University of the Ozarks;
M.A., University of Arkansas;
Ph.D., The University of Kansas

Brian McFarland, Assistant Professor of Chemistry, 2005

B.S., Mississippi College;
Ph.D., University of Southern Mississippi

Heather McFarland, Assistant Professor of Communication, 2008

B.A., Mississippi College;
M.S., The University of Southern Mississippi;
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