University of the Ozarks

415 N College Avenue, Clarksville, AR 72830
1-800-264-8636
www.ozarks.edu

Academic Year

2011-12

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

The Division of Education at the University of the Ozarks is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**, www.ncate.org. This accreditation covers initial teacher preparation programs at the University of the Ozarks. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Division of Business, Communications, and Government at the University of the Ozarks 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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2011-2012 Academic Calendar

July 2011

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August 2011

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Fall Semester

Mentor Workshop	Aug. 17
Opening Day / Faculty Workshop	Aug. 18
New student registration	Aug. 18
Matriculation	Aug. 19
Orientation	Aug. 19-21
Registration for returning students	Aug. 22
Night classes begin	Aug. 22
Day classes begin	Aug. 23
Last Day to Register	Aug. 29
Labor Day Holiday	Sept. 5
Assessment Day	Sept. 13
Four-week alerts due to Academic Office	Sept. 14
Mid-Term – Grade reminders to faculty	Oct. 7
Board of Trustees Weekend	Oct. 7-8
Family Weekend	Oct. 14-15
Mid-term grades due by noon	Oct. 14
Mid-term grades available	Oct. 15
Fall Break	Oct. 27-28
Priority pre-registration	Nov. 3
Advising and pre-registration	Nov. 7-9
Last day to drop a class	Nov. 8
Fall Preview Day	Nov. 12
Thanksgiving Break	Nov. 23-25
Last day of classes	Dec. 9
Final exams	Dec. 12-15
Graduation	Dec. 14
Grades Due	Dec. 20

Spring Semester

Martin Luther King Holiday	Jan. 16
Registration	Jan. 16-17
Classes Begin	Jan. 17
Homecoming Week	TBA
Assessment Day	Feb. 7
Four-week alerts due to Academic Office	Feb. 8
Scholar Weekend	Feb. 24-25
Mid-term – Grade reminders to faculty	Mar. 9
Mid-term grades due by noon	Mar. 16
Spring Break	Mar. 19-23
Mid-term grades available	Mar. 21
Spring Preview Day	Mar. 31
Last day to drop a class	April 3
Priority pre-registration	April 5
Advising and pre-registration	April 9-11
Alumni Weekend	April 20-21
New student pre-registration	April 14
Earth Day Chapel	April 19
Good Friday Holiday	April 6
Awards Day	April 24
Student Leadership Awards	April 26
Board of Trustees Weekend	April 27-28
New student pre-registration	April 28
Last day of classes	May 4
New student pre-registration	May 5
Final Exams	May 7-10
Graduation	May 12
Grades due	May 15
Daily pre-registration of new students begins	May 21

Summer Term

Summer I and II classes begin	May 14
Memorial Day Holiday	May 28
Summer I classes end	June 1
Summer III classes begin	June 4
Summer II and III classes end	June 22

January 2012

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The University

History

The University of the Ozarks has undergone several changes of name and ownership in its 177-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, and further expanded and renovated in 2010-11 to include remodeled and updated student dining facilities, a conference center, a fitness center, an aerobics area, dressing rooms, and remodeled student life offices.

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.

TRUSTEE HALL (2011), 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.

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 conducts assessment of the co-curricular programs and reports its findings to the Student Government Association, the Dean of Residential and Campus Life, 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.

In some cases the admission 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 may invite the student to campus for a personal interview or request additional materials if necessary to make a 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 The application for admission also serves as the main scholarship application. Ozarks requires submission of the Free Application for Federal Student Aid (FAFSA) for scholarships and other forms of financial aid. Students should submit the FAFSA prior to March 1 or at the earliest opportunity for best consideration for all types of aid.

JONES LEARNING CENTER Students with specific learning disabilities or ADD/HD 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.

FIRST-YEAR STUDENTS First-year applicants are students who have not attended college since the first fall term after graduating from high school or students who have completed a GED. 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 measles, two mumps, two rubella (MMR). Students who did not graduate from high school may apply for admission based on submission of an official General Education Development (GED) diploma and official score report. Students must pass the GED and qualify for the diploma to be considered for admission. In addition to the GED, candidates for first-year admission must submit official ACT or SAT scores.

When a candidate for admission as a new degree-seeking first-year student has an academic core high school GPA of less than a 2.0 (4.0 scale) or less than an 18 ACT composite (or equivalent SAT Critical Reading plus Math), the Admissions Committee will review the application. 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.

New first-year 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.

Failure to provide complete or accurate information at any time in the application or enrollment process may result in dismissal from the university.

TRANSFER STUDENTS Students who have previously attended another college or university but have attempted or earned (completed courses) fewer than thirty semester credit hours must follow the same admission process as first-year students and, in addition, must submit official transcripts of all college work attempted. In considering the applications of such students, their performance in high school and in college will be evaluated.

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 unconditional admission. Applications with cumulative GPAs less than 2.0 (on a 4.0 scale) will be considered for conditional admission by the Admissions Committee.

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 semester 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.) a health record including, as required by law, evidence of immunization for two measles, two mumps, two rubella (MMR), tetanus, and a tuberculosis skin test. 5.) evidence of full financial support for the duration of their studies in the United States, and 6.) $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 must adhere to the stipulations indicated in their admission letter. For such students, the Admissions Committee may stipulate enrollment in developmental courses or in a limited number of hours, grade point averages which are higher than regular university requirements, mandatory use of academic support services or other requirements deemed appropriate by the Admissions Committee. By the end of their first semester, students admitted conditionally will be evaluated by the Admissions Committee, who may continue some or

all conditions of admission, or change their enrollment or admission status. A change in admission status may include, for example, a change to "denied."

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, or who are home-schooled in or near Johnson County, may enroll concurrently at Ozarks. High School juniors admitted to this program may take one course per semester while High School seniors may take up to two courses per semester. Candidates applying to Ozarks for concurrent credit must submit the following materials: 1.) a completed application form, 2.) a letter of recommendation from the high school principal, or parents (if home schooled), 3.) standardized test scores with a 20 or higher on the ACT, or at least 940 on the SAT (Critical Reading and Mathematics), 4.) a high school transcript indicating a grade point average of at least 3.00. To be eligible to enroll in Composition I or College Algebra, the student must have achieved an ACT sub-score of 20 or higher in English or an ACT sub-score of 22 in Mathematics, respectively. 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 who desire 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 in good standing with their home institution and provide an official transcript.

RE-ADMISSION Students who previously attended Ozarks but have not attended during the most recent regular academic term, must apply for re-admission to the university. The application for re-admission is a brief application form which updates contact information and verifies eligibility to return. To return to Ozarks following an absence, students must be in good academic standing. Students seeking re-admission following academic suspension will have their applications for re-admission reviewed by the Admissions Committee and the Vice President for Academic Affairs (see pg. 33). In addition, students must be in good standing with the Office of Student Life and the Business Office. Students who are interested in returning to the Jones Learning Center should contact the Director for additional details. If the student has attended another college, official transcripts must be provided.

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 difference is funded through endowment income and through the generous gifts of alumni and friends of the university.

Expenses

Expenses listed below are for the 2011-12 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)	$10,725	$21,450
Room: King, Smith, MacLean	$1,500	$3,000
Regular Board: 19 meal, 15 meal, 10 meal, or 160 meal block plan	$1,750	$3,500
Room: Bagwell-Jones / Cary-Wortz / Mabee Hall / Trustee Hall / North Street Apartments	$1,675	$3,350
Apartment Board: 7 meal plan	$1,450	$2,900
Residence Hall Activity Fee	$40	$80

Activity Fee (9 hours and above)	$50	$100
Computer and Technology Resource Fee (9 hours and above)	$200	$400
Media Fee (9 hours and above)	$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
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
Teaching Internship Fee	$100
Transcript Fee	$5
Tuition Deposit	$100
Tuition Fee (per credit hour and in excess of 17)	$900
Withdrawal Fee	$100
Yoga Fee	$20

ADDITIONAL FEES FOR JONES LEARNING CENTER

	Per Semester	**Per Year**
Regular Fee	$10,400	$20,800
Application Fee	$75	
Payment Arrangements Fee	$100	
Two Day Testing Fee	$800	

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

[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 later. This deposit, refundable until May 1 (upon written request), applies to the first semester's billed expenses.

[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.

not officially registered at the end of the ninth week will be dismissed. If students have outstanding balances, all compensation due them, except for work performed under the Federal College Work Study Program, will be applied to their accounts. All students in university housing are required to participate in the campus meal plan. No university records (including grades, transcripts, and diplomas) will be released to students 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. Many awards require a specific grade point average to be maintained for renewal. Only course work completed at Ozarks will be used to calculate such grade point averages. 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 DIRECT LOANS are offered to eligible students through the Department of Education. 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 who demonstrate exceptional financial need.

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, and ACT or SAT score.

DISTINGUISHED GOVERNOR SCHOLAR AND GOVERNOR SCHOLARSHIPS are given to Arkansas students who score at least 27 ACT composite, or 1210 SAT combined Math and Critical Reading, or a gpa of 3.5.

TUITION EXCHANGE PROGRAMS

The University of the Ozarks participates in three tuition exchange programs available to dependents of 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 $8,000 up to tuition, room, board and books. These scholarships are available to new students 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 SCHOLARSHIPS, GRANTS AND LOANS

Students should be aware of the differing renewal criteria for various types and sources of grants, loans and scholarships. 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. In addition, 10 hours of community service work is required for the first year and second year, then 7 hours for the third year. None required for the fourth year.

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. In addition, 10 hours of community service work is required for the first year and second year, then 7 hours for the third year. None required for the fourth year.

PRESIDENTIAL SCHOLARSHIPS: 3.00 at the end of each year; in addition, 10 hours of community service work are required each semester. In addition, 10 hours of community service work is required for the first year and second year, then 7 hours for the third year. None required for the fourth year.

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.

ACHIEVEMENT AWARDS in the amount of $7500 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. In addition, 10 hours of community service work is required for the first year and second year, then 7 hours for the third year. None required for the fourth year.

TRANSFER RECOGNITION SCHOLARSHIPS ranging from $7,500 to $16,000 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.

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 FOR SCHOLARSHIPS AND FINANCIAL AID

A student must make satisfactory academic progress (SAP) in order to remain eligible for all types of 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.

CUMULATIVE GPA REQUIREMENT Grade point averages will be figured on a 4.00 scale and 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 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

EVALUATION The University of the Ozarks' academic year consists of two sixteen-week semesters, fall and spring. A student's GPA and course completion hours are evaluated at the end of each payment period (semester). The University's summer school consists of two three-week summer sessions, Summer I and III, and a six-week summer session, Summer II. All three summer sessions are considered a single semester for evaluating a student's satisfactory academic progress.

INCOMPLETES/REPEATS/TRANSFERS/WITHDRAWALS 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.

FINANCIAL AID WARNING/PROBATION Students who fail to maintain satisfactory academic progress are automatically placed on Financial Aid Warning before they lose eligibility. Students on financial aid warning may continue to receive Title IV federal aid for one payment period (semester). Financial Aid Warning status may be assigned without an appeal or other action by the student. Students who fail to make satisfactory academic progress (SAP) during the payment period which the student was on financial aid warning will lose eligibility for Title IV federal aid or may appeal the determination (as described below) in anticipation of having eligibility for Title IV federal aid reinstated. Students on financial aid probation may receive aid for one payment period. While a student is on financial aid probation, the Financial Aid Committee may choose to require the student to fulfill specific terms and conditions, such as taking a reduced course load or enrolling in specific courses. At the end of one payment period on financial aid probation, the student must meet the University's SAP standards, or meet the requirements of the academic plan developed by the Financial Aid Committee to qualify for further Title IV federal aid.

APPEAL PROCESS The Financial Aid Office identifies students not making SAP at the end of each semester and notifies those students in writing of their SAP status and their right to appeal. All students not meeting SAP are eligible for appeal. The appeal must be in writing and include the following: (1) why the student failed to make SAP, and (2) what has changed that will allow the student to make SAP at the next evaluation. Students are encouraged to obtain a letter of support from their academic advisor to include in the appeal. All documentation for the appeal is sent to the Financial Aid Administrator. The Student Aid Committee (Committee) reviews all student appeals and determines the type of action. The Committee may approve the student under the university's SAP standards, or approve the student under an academic plan that, if followed, will ensure the student is able to meet the university's SAP standards by a specific point in time, or deny the student's appeal. Students are notified in writing of the Committee's decision. Students are allowed one appeal per semester but can appeal a total of three times.

This policy does not supersede renewal criteria for specific scholarships.

REFUNDS AND RETURNS

FEDERAL AID REFUNDS/RETURNS 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 will be calculated within 30 days of the date the school determined the student withdrew. Any post-withdrawal disbursement of grant funds will be disbursed within 45 days of the date the school determined the student withdrew. For any loan funds that make up the post-withdrawal disbursement, a written notification requesting confirmation of disbursement will be sent to the student (or parent in the cast of a parent PLUS loan) within 30 days of the date the school determined the student withdrew. The formula dictates the amount

of Federal Title IV aid that must be returned to the federal government by the student and the school. In the event the amount of aid disbursed is less than the amount earned, and eligible, a post-withdrawal disbursement of earned aid will be made. 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:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Academic Competitiveness Grant
- National Science and Math Access Retain Talent Grant
- Federal Supplemental Education Opportunity Grant
- Other Title IV programs

If a refund is due to one of the Federal Loan programs, it will be returned to the lender within 30 days of a student's 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.

OTHER FINANCIAL AID REFUNDS 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.

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, along with the student group Presbyterian Campus Ministries, 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 Fellowship of Christian Athletes.

MUSIC All students interested in music are encouraged to explore their talents in performance groups and/or through private music lessons. Choral groups include Chapel Choir, open to all students, and Chamber Singers, which requires audition. University Ringers make up the Handbell Choir. All three groups perform on campus and in the area, and the Chamber Singers travel regionally/nationally during 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 four campus publications, the *Campus Communiqué*, its biweekly newsletter; the *Aerie*, its yearbook; the *Mountain Eagle*, its newspaper, and *Falstaff*, its literary magazine.

Athletics

Ozarks participates in the American Southwest Conference, with varsity teams in basketball, baseball, fast pitch softball, soccer, cross country, and tennis, as well as sponsors a 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, Mabee Hall, and Trustee Hall offer an intimate living style for upper-level students in a community environment housing 20 students in each. The North Street Apartments offer ten, two-bedroom apartments for upper-level students 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.

Excuses due to illness are at the discretion of the professor. Notifications to professors are a courtesy from the student health office and students should refer to the syllabus for each class's specific attendance policy. Students missing classes must be seen by the nurse or a doctor before notification of illness will be sent to professors. Students becoming ill while off-campus or at home should notify the nurse or Student Life Office, as well as their professors. Those students should be seen in the student health offices as soon as possible.

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.

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 Tau Delta, Tri-Beta

RELIGIOUS ORGANIZATIONS:

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

STUDENT PUBLICATIONS/MEDIA:

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

THEATRICAL AND MUSICAL GROUPS:

Fortissimo, University Players

ACADEMIC ORGANIZATIONS:

Ozarks Alchemists, Ozarks Biological Society, Ozarks Mathematical Society, Ozarks Psychology Club, Ozarks Spanish Club, Ozarks Student Education Association (OSEA), SCM (Strategic Communication Major) Studio, Sigma Alpha

SPECIAL INTEREST GROUPS:

Amnesty International, BACCHUS, C.H.A.N.G.E., College Republicans, Oxfam America, Ozarks Alliance, Ozarks Otakus, Ozarks Table-top Gaming Society, 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 Aquabirds, Ozarks Recreational Club, Ozarks Soccer Alliance, Ozarks Outback, and the Ozarks Shooting Sports 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, 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, 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. 23)
- Fulfill core and distribution requirements (pp. 23-32)
- Complete all courses in the major with a minimum of C- (or P in courses offered only on a P/D/F basis) (pg. 32)
- 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. 32)
- 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. 32)
- Complete the last 30 semester hours in residence at Ozarks (pg. 32)
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks** (pg. 32)
- Make formal application for the degree to the registrar at least one semester prior to expected graduation (pg. 32)

* "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. 33), satisfactory progress, "academic classification" (pg. 38), 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, first-year students and pg. 86, developmental courses).

**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 *or* HUM 2013, 2023 Humanities I, II (ISO 2, 3 [humanities])
MTH 1033	College Algebra, or MTH 1043, College Trigonometry, or MTH 2015, Calculus I (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
	2233	Literary Perspectives on the Bible
	3113	Romantic Literature
	3123	Victorian Literature
	3133	Modern British Literature
	3213	American Romanticism
	3223	American Realism
	3233	Modern American Literature
	3243	Contemporary Literature
	4113	Medieval Literature
	4123	Chaucer
	4133	16th Century British 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
	4053	Shakespeare
SPN	4023	Mexican & Central American Literature
	4783	SS: Andean Literature

Currently offered courses which no longer fulfill this requirement

ENG	4143	Shakespeare

ENG	4153	Early 17th Century British Literature
	4163	Milton
	4173	Restoration and 18th Century Literature
	4783	SS: Beowulf and Old English Literature
	4784	SS: Milton and the Politics of Revolution
SPN	4213	Mexican Literature
	4223	Central American Literature
	4233	Caribbean Literature
	4243	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
	2783/4783	Art and Buddhist Thought
	4093	History of Modern Art
	4783	Contemporary 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 20th Century
MUS	3003	Movie Music
	3013	Themes in Film Music

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 20th 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
	3124	Medieval World
	3134	Renaissance and Baroque
	3144	Classicism and Romanticism
	3154	World of the Twentieth Century
THR	2783	SS: The Great Broadway Musical

MUS	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
	3153	World of the 20th Century

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	2783/4783	SS: Art and Buddhist Thought
	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 Theatre Design
	1111-4111, 1112-4112, 1113-4113	Play Production**
	1783	SS: The Great American Film
	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; or (b) fitness for wellness; or (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
	2783/3053	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 United States 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	United States History I
	2123	United States History II
	2783/4783	SS: The United States in Vietnam and Iraq
	2783/4783	SS: The American Revolution (pre-dates constitution)
	2783/4783	SS: Civil Rights Movement
	2783/4783	SS: The Great Depression
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 <u>Social Science</u> requirement:

BSA	1103	Introduction to Business*
	1113	Personal Finance*
COM	1013	Interpersonal Communication
	2083	Small Group Discussion
	2783/4783	SS: Humor Communication & Social Action
	3183	Research Methods and Writing
ECN	2003	Principles of Macroeconomics*
	3003	International Political Economy*
	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
GEO	2023	Regional Geography: Eurasian Regions
	2033	Human / Cultural Geography
	2043	Physical Geography
HIS	4333	Comparative Topics in History
MKT	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 Analysis
	3053	American Constitutional Law and Thought I
	3223	Introduction to Public Administration
	4003	International Law and Organization
	4013	International Trade Law and Policy
	4053	American Constitutional Law and Thought II
	4784	SS: Milton and the Politics of Revolution
PSY	1003	General Psychology
	1013	Psychology of Adjustment
	2013	Psychology of Personality
	2023	Abnormal Psychology
	2053	Group Dynamics
	2783/3053	Health Psychology
	2783/4783	SS: Cross-Cultural Psychology
	3043	Social Psychology
	3063	Psychology of Learning

<u>Previously offered courses that fulfill this requirement:</u>

BSA	3053	Introduction to Entrepreneurship
	4303	Business Ethics
COM	3033	Persuasion Theory
	4013	Political Communication
	4313	Public Relations Principles
GEO	2013	Cultural Geography
MGT	4213	Managerial Communication

<u>Currently offered courses which no longer satisfy this requirement</u>

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	1023	Introduction to Mass Communication
ECN	2013	Principles of Microeconomics
	3103	Intermediate Macroeconomic Theory
	3203	Intermediate Microeconomic Theory
	3303	Money and Banking
	3313	Current Economic Issues
	3323	Managerial Economics
	3333	Labor Economics
ENS	3033	Environment, Natural Resources, & Community
MGT	2003	Survey of Management
	3103	Human Resource Management
	3123	Supervisory Management
	3203	Organizational Behavior
	4003	Management Seminar
	4013	Business Strategy
	4023	Operational Management
	4223	Organizational Theory
MKT	1003	Marketing Concepts
	3103	Consumer Behavior
	3133	Hospitality Marketing
	3203	Product Strategies
	4113	Promotion Strategies
	4213	International Marketing
PLS	4033	Contemporary Political & Legal Philosophy
PSY	All other courses not currently approved for social science	
	2783/4783	SS: The Psychology of Criminal Behavior
RTV	1023	Introduction to Mass Communication
SOC	2023	Social Research Methods
	3033	Environment, Natural Resources, & Community
	3073	Race, Class, and Gender
	3083	Sociology of Deviant Behavior

PSY	3113	Developmental Psychology - Childhood
SCM	1033	Introduction to Rhetoric and Social Influence
	2783/4783	SS: Intercultural Communication
	3033	Persuasion Theory
	4013	Political Communication
	4313	Public Relations Principles
SOC	1013	Introduction to Sociology
	2013	Social Problems

*Students majoring in Accounting, Business Education, Economics, General Business, Management/Administration, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.

Courses that fulfill the <u>Social Analysis</u> requirement:

EDU	3133	Education and Growth of the American Republic
	3143	Philosophy of Education
HIS	1783	SS: China and the Modern World
	2113	United States History I
	2123	United States History II
	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: Civil Rights Movement
	2783/4783	SS: 20th Century British History on Film
	2783/4783	SS: The Great Depression
	2783/4783	SS: Modern African History
	2783/4783	SS: Jewish Communities in the Pre-Modern World
	2783/4783	SS: Sports in Modern American History
	4003	Arkansas History
	3123	Civil War & Reconstruction
	3983	The French Revolution
	3983	The Fall of Rome and the Rise of Europe
	3983	The Great War
PHL	3073	History of Political Thought I
	3083	History of Political Thought II
	3143	Philosophy of Education
PLS	3023	American Diplomatic History I
	3033	American Diplomatic History II
	3073	History of Political Thought I
	3083	History of Political Thought II
REL	4003	Religion in Late Antiquity
	4103	Religion in America
RTV	1023	Introduction to Mass Communication
SPN	3123	Latin-American Civilization

<u>Previously offered courses that fulfill this requirement:</u>

HIS	2783/4783	SS: Latin-American Civilization
	2783/4783	SS: The United States in Vietnam & Iraq
	2783/4783	SS: History of the American West
	2783/4783	SS: The American Revolution
	3113	Colonial America
	3223	British History II
	3313	History of India
	4133	American Frontier
	4143	Twentieth Century America
	4223	Revolutionary Europe
	4233	Twentieth Century Europe
	4783	SS: History of India

<u>Currently offered courses which no longer meet this requirement:</u>

HIS	3213	British History I
	4203	Antiquity and the Middle Ages
	4213	Early Modern Europe
	4313	Survey of Russian History and Culture
	4783	SS: Sports in Modern American History
SOC	4023	Social Theory

<u>(7) NATURAL SCIENCE AND MATHEMATICS</u>

Required for the <u>B.S. degree</u>: 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
	1154	Botany Concepts
	1214	Principles of Evolution
	1784	SS: Genetics Concepts and Issues
	2223	Human Physiology
	3034	Botany
	4543	Animal Behavior
	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
	1033	Frontiers of Science
	1044	Astronomy with Lab
	2783	SS: Astronomy (non-lab)
	2783	SS: Science and Pseudoscience
PHY	2014	College Physics I
	2024	College Physics II
	2114	General Physics I
	2124	General Physics II
PSY	2783/3053	Health Psychology
	3163	Physiological Psychology

Previously offered courses that fulfill this requirement:

BIO	2014	Zoology
	2124	Botany
PHS	2783	SS: Frontiers of Science

Criteria for Mathematics courses, whether Applied or Theoretical Mathematics:

- The course must promote and develop logical and systematic mathematical reasoning and critical thought.
- 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	Applied Statistics
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)

Previously offered courses that fulfill this requirement:

MTH	2153	Mathematics for Middle Level Teachers II
	2163	Mathematics for Elementary Teachers II

MTH	2123	Discrete Mathematics
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics

(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**
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).

**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.

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	2783/4783	Art and Buddhist Thought
ECN	3003	International Political Economy
	4003	International Law and Organization
	4013	International Trade Law and Policy
GEO	2023	Regional Geography: Eurasian Regions
	2033	Human / Cultural Geography
HIS	2783	History of India
	2783/4783	Modern African History
	3983	The French Revolution
	4233	20th Century Europe
	4333	Comparative Topics in History
HUM	3123	Medieval World
IND	2013/4013	Ozarks Abroad
MGT	4023	International Management
MKT	4213	International Marketing
MUS	3123	Medieval World
PHL	2073	Hinduism & Buddhism
	2783/4783	Art and Buddhist Thought
PLS	2033	International Relations
	3003	International Political Economy
	3013	Comparative Political Regimes and Ideologies
	4003	International Law and Organization
	4013	International Trade Law and Policy
REL	2073	Hinduism & Buddhism
	2783/4783	Art and Buddhist Thought

Currently offered courses which no longer satisfy this requirement:

ECN	4213	Comparative Economic Systems
HIS	2783/4783	SS: The City in History
	3213	British History I
	3223	British History II
	3313	History of India
	3983	The Great War
	4203	Antiquity and the Middle Ages
	4213	Early Modern Europe
	4223	Revolutionary Europe
	4313	Survey of Russian History and Culture
PSY	2783/4783	SS: Cross-Cultural Psychology

Previously offered courses that fulfill this requirement:

ART	4783	SS: Renaissance & Baroque Italy
GEO	2013	Cultural Geography
HIS	1783	SS: China and the Modern World
	2783/4783	SS: Latin-American Civilization
	2783/4783	SS: The United States in Vietnam and Iraq
	2783/4783	SS: 20th Century British History on Film
HUM	2783/4783	SS: The Five Senses of France
	2783/4783	SS: Australian Culture
	2783/4783	SS: London After Dark – Study Abroad
	2783-4783	SS: Monarchs in Mexico
	3023	Medieval World
MUS	2783/4783	SS: World Music
	3024	Medieval World
	3124	Medieval World

REL 4003 Religion in Late Antiquity
SPN 3123 Latin-American Civilization

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 [currently in dormant status], 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, chemistry, communications, computer applications, computer science, early childhood education, economics, English, environmental studies, general business, health, history, management, marketing, mathematics, music, philosophy, physics, political science, psychology, radio/television/video, religion, sociology, Spanish, special education, 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. Students must be advised by appropriate discipline advisors for each major. Please consult with the Registrar for further information on this process.

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 semester 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 work[4] 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:

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[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. 33), satisfactory progress, "academic classification" (pg. 38), 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. 23).

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		Fail	AU-F	Audit-Failed

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. Students should also consult with financial aid when repeating courses.

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 requirements[6]

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

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

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

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

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

ACADEMIC PROBATION, ACADEMIC SUSPENSION Students who do not maintain good academic standing will be placed on academic probation for a period of one semester. At the end of that semester, any student who has returned to good academic standing (by achieving both the cumulative grade point average and the two-semester course completion percentage required above) will be removed from probation. Students who have not returned to good academic standing but have earned a semester grade point average of 2.00 and

[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.

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 and tuition, but do not receive course credit. The instructor's expectations for a grade of AU (Audit) will be indicated on the course syllabus. If the student fails to meet these expectations, the instructor may assign a final grade of AU-F (Audit-Failed).

Other Forms of Academic Credit

TRANSFER CREDIT

CRITERIA

The general criteria by which the University of the Ozarks evaluates transfer courses presented for degree credit at Ozarks are: (1) the educational quality of the sending institution and of the courses themselves; (2) the comparability of the credit and of the courses themselves to be transferred to Ozarks; and (3) the appropriateness and applicability of the courses and credits in relation to programs offered by Ozarks.

In general, the University of the Ozarks accepts transfer courses from regionally accredited institutions or international institutions recognized by the Ministry of Education in the appropriate country, provided that these courses are intended to meet degree requirements at the sending institution. In cases where the quality, comparability, or applicability of a course is in question, before rendering a decision on granting transfer credit, the University reserves the right to request additional information (see next paragraph) and / or to require a proficiency examination similar to the final examination of the equivalent Ozarks course. In cases where a student presents transfer work from domestic institutions lacking regional accreditation or

international institutions lacking recognition by the appropriate Ministry of Education, the University requires the student to present convincing documentation about the quality, comparability, and applicability of the course(s) in question (see next paragraph) and / or to pass a proficiency examination similar to the final examination of the equivalent Ozarks course.

The "additional information" or "convincing documentation" requested or required may include such items as a course syllabus, credentials of the faculty member, and / or a portfolio of work completed for the course. In the case of online or correspondence courses, the student must present evidence of at least the following: safeguards at the transfer institution that ensure (1) that the student who completes and receives credit for the course is the same one who registered (required by federal law) and (2) that the integrity of course examinations is protected. In evaluating the quality and comparability of a course applicable to an Ozarks degree, regardless of delivery method or timeframe, factors such as the following will be considered: comparability of expected student outcomes for the course, evidence of comparable rigor, and the nature of the course experiences (e.g., reading, writing, and research requirements, laboratories, hands-on work, physical education activities).

GENERAL LIMITATIONS

- To receive credit for transfer courses, students must earn at least a grade of C-. Students must provide documentation to the registrar that grades of "Pass" or "Satisfactory" 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" or "Satisfactory" does indeed signify a grade of C- or better in the course.
- No transfer courses will be counted in a student's cumulative grade point average at Ozarks.
- No student may transfer more than sixty-six semester hours from junior or community colleges.
- A student's last thirty semester hours of academic work must be done in residence at Ozarks.

TRANSFER CREDIT PROCEDURES FOR ALREADY-ENROLLED OZARKS STUDENTS

- Courses may not be taken by students enrolled at Ozarks for transfer credit at another college or university without being first approved by both the student's advisor and the chair of the division in which the course will count for credit (or, in the case of a general education distribution course for which there is no Ozarks equivalent, by the chair of the General Education Oversight Committee). Approval of the transfer courses will be subject to the "Criteria" and "General Limitations" detailed above.
- Any student who wishes to appeal any decision related to the approval or disapproval of any course for transfer credit and / or for the curricular requirement to be fulfilled should file a written petition with rationale and supporting evidence with the vice president for academic affairs, who will render a final decision.

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 may be accomplished by the discipline advisor through the faculty portal. However, forms, where needed, 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. (Students registered for IND 1001, Tutoring Techniques or IND 3013, Critical Inquiry: Peer Mentor are exempt from petitioning for approval for overloads resulting from these courses.) 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.

Academic Center for Excellence (ACE)

The University of the Ozarks is committed to providing academic and social support for incoming students. In keeping with the Ozarks mission to serve students from diverse backgrounds, the ACE program, whose main offices are in the Walton Fine Arts Building, invites all students into the academic community. The ACE program offers supplemental instruction, course tutorials, career services, and individualized support for students.

SUPPLEMENTAL INSTRUCTION (SI): an academic support program that aims to increase student academic performance in traditionally challenging foundational courses such as Composition, Algebra, and reading-intensive courses. SI provides regularly scheduled, out-of-class, peer-facilitated class sessions that offer students an opportunity to discuss and process course content. It is designed to enable students to master course content while they develop skills and integrate effective learning and study strategies. Some incoming students, as indicated by ACT scores, are required to take SI. SI not only provides students with support but offers opportunities for student leadership and academic mentoring through specialized training and close communication with faculty.

COURSE TUTORIALS: course-specific small-group support opportunities open to all students who need help. These tutorial sessions offer peer-to-peer content review and facilitated active learning in a safe, non-threatening environment. Course tutorials can be initiated by the student or the corresponding faculty.

WRITING CENTER: specified lab hours where students can seek help with their writing. The objectives of the Writing Center are to help students improve their writing skills and to gain confidence in their ability to communicate ideas effectively in writing. The goal of our writing tutors is to assist students in becoming independent writers by pointing out patterns of error or mistakes in grammar or usage, showing students how to correct the mistakes, and helping students understand how to avoid making the mistakes in the future. Writing tutors might also assist with organizational structure of essays/papers.

CAREER SERVICES, located on the first level of Robson Library, provides information on career planning, internships, job searching, and graduate school admission. Early contact with Career Services provides students with a head start in the progressive process of building a career. 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.

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. So that steps can be taken to access reasonable accommodations for each student on a case-by-case basis, any student who has a physical or mental impairment that limits one or more major life activities is expected to present appropriate documentation at

one of the following offices: the Jones Learning Center (JLC) or Student Support Services (SSS) or the Academic Center for Excellence (ACE). 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 or the Academic Center for Excellence. 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

Student Support Services, located on the first level of Robson Library, provides services to help eligible students overcome academic, personal, and cultural barriers in order to successfully complete post-secondary education. SSS is provided by a grant from the U.S. Department of Education. Services include tutoring, course advisement, financial aid and graduate program enrollment counseling, academic counseling, personal counseling, and career services. In order to qualify for SSS, the student must:

- Be a U.S. citizen or permanent resident and meet one of the following criteria:
  - Be a first-generation student (neither parent has a baccalaureate degree)
  - Meet certain financial eligibility guidelines
  - Have a documented physical or learning disability

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 services, students will develop a mastery over these identified weaknesses.
2. Students will demonstrate in a learning community (tutoring) the ability to clearly and effectively express ideas and attentively listen to the ideas of others.
3. Students will utilize academic technology and use it to gather and process information effectively.
4. Students will demonstrate knowledge of financial matters and receive means of meeting financial need.
5. Students with disabilities will demonstrate independent behavior that will allow them to comfortably advocate for themselves upon graduation.
6. Students will demonstrate knowledge of professional career opportunities including internships, graduate school, and job acquisition.

Accounting

See Business Enterprise 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	Basic 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 4003, 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	Basic 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. 2012)

FRESHMAN YEAR: 31 credit hours

Fall Semester: (15 or 16 credit hours)	Spring Semester: (15 or 16 credit hours)	Either Semester:
Basic Design	Drawing I	1-2 Art elective(s)
Composition I	Composition II	Basic Oral Communication
Critical Inquiry		College Algebra
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)	Spring Semester: (16 credit hours)	Either Semester:
Art History I	Art History II	1-2 Art elective(s)
World Civilization I **or** Humanities I	Drawing II	Portfolio evaluation after 12 hours studio art
	World Civilization II **or** Humanities II	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)	Spring Semester: (15 or 16 credit hours)	Either Semester:
Modern Art History	Figure Drawing I	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
1-2 Art elective(s)	1-2 Art elective(s)	

SENIOR YEAR – 30 credit hours

Fall Semester: (15 credit hours)	Spring Semester: (15 credit hours)	Either Semester:
2D Studio **or** 3D Studio (or both)	Senior Exhibit	General electives to total 15 hours
1-2 Art elective(s)	2D Studio **or** 3D Studio (or both)	
	1-2 Art elective(s)	

For students starting in the fall semester of an **odd numbered year** (e.g. 2011)

FRESHMAN YEAR: 33 credit hours

Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Basic Design	Drawing I	1-2 Art elective(s)
Art History I (if Eng ACT is 20+) **or** Art elective (if Eng ACT is below 20)	Art History II (if Eng ACT is 20+)	Basic Oral Communication
	Composition II	College Algebra
Composition I		General Education courses from Distribution Requirements to total 15 or 16 hours
Critical Inquiry		

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)	Spring Semester: (16 credit hours)	Either Semester:
Modern Art History (if Art History I, II taken in freshman yr)	Drawing II	Portfolio evaluation after 12 hours studio art
	World Civilization II **or** Humanities II	General Education courses from Distribution Requirements to total 16 hours
1-2 Art elective(s)		
World Civilization I **or** Humanities I		

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

Fall Semester: (15 or 16 credit hours)	Spring Semester: (15 or 16 credit hours)	Either Semester:
Art History I (if not taken in freshman year)	Figure Drawing I	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
1-2 Art elective(s)	Art History II (if not taken in freshman year)	
	1-2 Art elective(s)	

SENIOR YEAR: 30 credit hours

Fall Semester: (15 credit hours)	Spring Semester: (15 credit hours)	Either Semester:
2D Studio **or** 3D Studio (or both)	2D Studio **or** 3D Studio (possibly both)	General electives to total 15 hours
Modern Art History (if not taken in sophomore year)	1-2 Art elective(s)	
	Senior Exhibit	
1-2 Art elective(s)		

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

For students starting in the fall semester of an **even numbered year** (e.g. 2012)

FRESHMAN YEAR: 31 credit hours

Fall Semester: (15 or 16 credit hours)	Spring Semester: (15 or 16 credit hours)	Either Semester:
Basic Design	Drawing I	Art elective(s)
Composition I	Composition II	Theories of Human Learning
Critical Inquiry		Basic Oral Communication

		Biology Concepts College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 credit hours		
Fall semester: (16 credit hours) Art History I Families & Students in a Diverse Society World Civilization I **or** Humanities I	Spring Semester: (16 credit hours) Art History II Drawing II World Civilization II **or** Humanities II	Either Semester: Art elective(s) Portfolio evaluation after 12 hours studio art Intensive Elementary Language (recommended) 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)		
Fall Semester: (16 or 17 credit hours) Modern Art History Art elective(s) Behavior Management in the Classroom	Spring Semester: (16 or 17 credit hours) Figure Drawing I, if not previously completed Art electives Principles of Learning and Teaching	Either Semester: Physical Science, Earth Science **or** Astronomy General Education courses from Distribution Requirements to total 16 or 17 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
SENIOR YEAR: 30 credit hours		
Fall Semester: (18 credit hours) Senior Exhibit 2D Studio **or** 3D Studio (or both) Current Educational Practices Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 16 or 17 hours	Spring Semester: (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	Either Semester:
For students starting in the fall semester of an **odd numbered year** (e.g. 2011)		
FRESHMAN YEAR: 31 credit hours		
Fall Semester: (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	Spring Semester: (15 or 16 credit hours) Art History II (if Eng ACT is 20+) Drawing I Composition II	1-2 Art elective(s) Theories of Human Learning Basic Oral Communication Biology Concepts College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 Hours		
Fall Semester: (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) Families & Students in a Diverse Society World Civilization I **or** Humanities I	Spring Semester: (16 credit hours) Drawing II Elementary Language II (recommended) World Civilization II **or** Humanities II	Either Semester: 1-2 Art elective(s) Portfolio evaluation after 12 hours studio art 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	**OR**	**SUMMER TERM:** Middle & Secondary Principles and Practices II Educational Technology Language: Arts/Social Studies/Business Language Arts Pedagogy

Elementary Art Methods		Social Studies Pedagogy
JUNIOR YEAR: 31 credit hours (emphasis area should be determined)		
Fall Semester: (15 or 16 credit hours) Art History I (if not taken in freshman year) 1-2 Art elective(s) Arkansas History (if not taken in freshman year) Behavior Management in the Classroom	Spring Semester: (15 or 16 credit hours) Art History II (if not taken in freshman year) Figure Drawing I 1-2 Art elective(s) Principles of Learning & Teaching	Either Semester: General Education courses from Distribution Requirements to total 15 or 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
SENIOR YEAR: 30 credit hours		
Fall Semester: (18 credit hours) Modern Art History (if not taken in sophomore year) 2D Studio I **or** 3D Studio I (or both) Senior Exhibit Current Educational Practices Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 16 or 17 hrs	Spring Semester: (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	Either Semester:

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 demonstrate professionalism through effective communication in scientific formats, professional preparation, and completing a biology experience via internships, research or study abroad/away.
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 Evolution
	1324	Principles of Cell and Developmental Biology
	2224	Principles of Ecology
	2314	Principles of Genetics
	3001	Professional Preparation
	4801-3	Biology Experience
	4901	Biology Colloquium

MOLECULAR AND CELLULAR PHYSIOLOGY TRACK:

BIO	3444	General Physiology
	3534	Cell Biology
	4644	Molecular Genetics
CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
	3024	Organic Chemistry II
MTH	2015	Calculus I
PHY	2014	College Physics I and PHY 2024, College Physics II **or** PHY 2114, General Physics I and PHY 2124, General Physics II

One optional course:

BIO	3034	Botany
	3134	Microbiology
CHM	4014	Biochemistry
PHE	2013	Anatomy and BIO 4432, Anatomy Laboratory

PRE-PROFESSIONAL HEALTH CARE TRACK:

BIO	3134	Microbiology
	3444	General Physiology

CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
	3024	Organic Chemistry II
MTH	2015	Calculus I
PHE	2013	Anatomy **and** BIO 4432, Anatomy Laboratory
PHY	2014	College Physics I and PHY 2024, College Physics II **or** PHY 2114, General Physics I and PHY 2124, General Physics II

One optional course:

BIO	3534	Cell Biology
	4633	Bioethics
	4644	Molecular Genetics

ECOLOGY AND WILDLIFE BIOLOGY TRACK*:

BIO	3034	Botany
	3334	Arkansas Wildlife
	3643	Biostatistics and Experimental Design
	4234	Lichenology
	4543	Animal Behavior
CHM	1014	General Chemistry I
	1024	General Chemistry II
PHS	1004	Introduction to Physical Science
	1024	Earth Science with lab

One optional course:

BIO	3134	Microbiology
	3444	General Physiology
	4633	Bioethics

*Marine Biology courses taken at GCRL may substitute for some courses pending advisor approval. See page 127 for more details.

SECONDARY EDUCATION CERTIFICATION TRACK:

BIO	3034	Botany
	3134	Microbiology
	3334	Arkansas Wildlife
	3444	General Physiology
CHM	1014	General Chemistry I
	1024	General Chemistry II
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
	1023	Earth Science
	1044	Astronomy

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

A **BACHELOR OF ARTS IN BIOLOGY** requires the following:

BIO	1214	Principles of Evolution **or** BIO 1104, Biology Concepts
	1324	Principles of Cell and Developmental Biology
	2224	Principles of Ecology
	2314	Principles of Genetics
	3001	Professional Preparation

BIO 4801-3 Biology Experience
4901 Biology Colloquium
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.

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 Science Degree in the Major of BIOLOGY
Molecular and Cellular Physiology Track

FRESHMAN YEAR

Fall Semester: (15-17 credit hours)
Principles of Evolution
Composition I
Critical Inquiry

Math ACT 20-22*:
College Algebra

Math ACT 23 or higher*:
General Chemistry I
(No Math)

Spring Semester: (15-17 credit hours)
Principles of Cell and Developmental Biology
Composition II

Math ACT 20-22*:
Trigonometry

Math ACT 23-24*:
General Chemistry II
Trigonometry

Math ACT 25 or higher*:
General Chemistry II
(No Math)

Either Semester:
Basic Oral Communication
General Education courses from Distribution Requirements to total 15 to 17 hours

SOPHOMORE YEAR

Fall Semester: (16 credit hours)
Principles of Genetics
Calculus I
World Civilization I **or** Humanities I

Math ACT 20-22*:
General Chemistry I

Math ACT 23 or higher*:
Organic Chemistry I

Spring Semester: (15-17 credit hours)
Principles of Ecology
World Civilization II **or** Humanities II

Math ACT 20-22*:
General Chemistry II

Math ACT 23 or higher*:
Organic Chemistry II

Either Semester:
General Education courses from Distribution Requirements to total 15 to 17 hours

JUNIOR YEAR

Fall Semester: (15-17 credit hours)
Cell Biology **or** General Physiology
Organic Chemistry I, if not previously completed, **or** General Physics I **or** College Physics I (if Organic Chemistry I previously completed)

Spring Semester: (15-17 credit hours)
Molecular Genetics, if offered
Organic Chemistry II, if not previously completed, **or** General Physics II **or** College Physics II (if Organic Chemistry II previously completed)

Either semester:
Professional Preparation **or** Colloquium **or** Biology Experience **or** MCP option
General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs

SENIOR YEAR

Fall Semester: (15-17 credit hours)
Cell Biology **or** General Physiology
General Physics I **or** College Physics I, if not previously completed

Spring Semester: (15-17 credit hours)
Molecular Genetics, if not completed
General Physics II **or** College Physics II, if not previously completed

Either Semester:
Professional Preparation **or** Colloquium **or** Biology Experience **or** MCP option, whichever is not completed
General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs

*Recommended course sequence based on ACT/SAT equivalent

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of BIOLOGY
Pre-Professional Health Care Track

FRESHMAN YEAR

Fall Semester: (15-17 credit hours)
Principles of Evolution
Composition I

Spring Semester: (15-17 credit hours)
Principles of Cell and Developmental Biology
Composition II

Either Semester:
Basic Oral Communication
General Education courses from Distribution

Critical Inquiry Math ACT 20-22*: College Algebra Math ACT 23 or higher*: General Chemistry I (No Math)	Math ACT 20-22*: Trigonometry Math ACT 23-24*: General Chemistry II Trigonometry Math ACT 25 or higher*: General Chemistry II (No Math)	Requirements to total 15 to 17 hours
SOPHOMORE YEAR		
Fall Semester: (15-17 credit hours) Principles of Genetics Calculus I World Civilization I **or** Humanities I Math ACT 20-22*: General Chemistry I Math ACT 23 or higher*: Organic Chemistry I	Spring Semester: (15-17 credit hours) Principles of Ecology World Civilization II **or** Humanities II 4-6 hours General Education courses Math ACT 20-22*: General Chemistry II Math ACT 23 or higher*: Organic Chemistry II	Either Semester: General Education courses from Distribution Requirements to total 15 to 17 hours
JUNIOR YEAR		
Fall Semester: (15-17 credit hours) General Physiology Organic Chemistry I, if not previously completed General Physics I **or** College Physics I Anatomy** Anatomy lab, if offered	Spring Semester: (15-17 credit hours) Organic Chemistry II, if not previously completed General Physics II*** **or** College Physics II Microbiology, if offered	Either semester: Professional Preparation **or** Colloquium **or** Biology Experience **or** PPH option General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs
SENIOR YEAR		
Fall Semester: (15-17 credit hours) General Physiology Anatomy lab, if not previously completed	Spring Semester: (15-17 credit hours) Microbiology, if not previously completed	Either Semester: Professional Preparation **or** Colloquium **or** Biology Experience **or** PPH option, whichever is not completed General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs

*Recommended course sequence based on ACT/SAT equivalent
**Concurrent enrollment in Anatomy and Anatomy Lab is recommended
***Calculus II is the pre-requisite or co-requisite course

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of BIOLOGY
Ecology and Wildlife Biology Track

FRESHMAN YEAR		
Fall Semester: (16-17 credit hours) Principles of Evolution Composition I Critical Inquiry Math ACT 20-22*: College Algebra Math ACT 23 or higher*: General Chemistry I (No Math)	Spring Semester: (16-17 credit hours) Principles of Cell and Developmental Biology Composition II Math ACT 20-22*: Trigonometry Math ACT 23-24*: General Chemistry II Trigonometry Math ACT 25 or higher*: General Chemistry II (No Math)	Either Semester: Basic Oral Communication General Education courses from Distribution Requirements to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester: (15-17 credit hours) Principles of Genetics World Civilization I **or** Humanities I Math ACT 20-22*: General Chemistry I	Spring Semester: (15-17 credit hours) Principles of Ecology Biostatistics, if offered World Civilization II **or** Humanities II Math ACT 20-22*: General Chemistry II	Either Semester: Earth Science w/lab **or** Introductory Physical Science General Education courses from Distribution Requirements to total 15 to 17 hours

Math ACT 25 or higher*:
Calculus I

JUNIOR YEAR

Fall Semester: (15-17 credit hours)
Botany, if offered
Arkansas Wildlife **or** Animal Behavior

Spring Semester: (15-17 credit hours)
Lichenology, if offered
Biostatistics, if offered

Either semester:
Earth Science w/lab **or** Introductory Physical Science, whichever is not completed
Professional Preparation **or** Colloquium **or** Biology Experience **or** EWB option
General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs

SENIOR YEAR

Fall Semester: (15-17 credit hours)
Botany, if not previously completed
Arkansas Wildlife **or** Animal Behavior

Spring Semester: (15-17 credit hours)
Lichenology, if not previously completed

Either Semester:
Professional Preparation **or** Colloquium **or** Biology Experience **or** EWB option, whichever is not completed
General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hrs

*Recommended course sequence based on ACT/SAT equivalent

Four-Year Plan of Study for a Bachelor of Science Degree in the Major of
BIOLOGY and SECONDARY EDUCATION – Secondary Education Certification Track

FRESHMAN YEAR

Fall Semester:
Principles of Evolution
Astronomy, if offered
Composition I
Critical Inquiry

Math ACT 20-22:
College Algebra

Math ACT 23 or higher:
General Chemistry I
(No Math)

Spring Semester:
Principles of Cell and Developmental Biology
Composition II

Math ACT 23 or higher:
General Chemistry II
Trigonometry

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

SOPHOMORE YEAR

Fall Semester:
Principles of Genetics
Astronomy, if not previously completed
Families & Students in a Diverse Society
World Civilization I **or** Humanities I

Math ACT 20-22:
General Chemistry I

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

Math ACT 20-22:
General Chemistry II

Either Semester:
Praxis I exam, Application to the Pat Walker Teacher Education Program
General Education courses from Distribution Requirements

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:
Botany, if offered
Arkansas Wildlife **or** General Physiology
Behavior Management in the Classroom

Spring Semester:
Microbiology, if not previously completed
Environmental Science **or** Introductory Physical Science
Survey of Mathematics – Geometry, Measurement, Probability and Statistics
Principles of Learning & Teaching

Either semester:
Professional Preparation **or** Colloquium **or** Biology Experience
General Education courses from Distribution Requirements

SUMMER TERM:
Middle & Secondary Principles and Practices II

OR

SUMMER TERM:
Middle & Secondary Principles and Practices I

Educational Technology in the Discipline Laboratory and Classroom Techniques in Secondary Science		Educational Technology: Mathematics/Science Mathematics Pedagogy Science Pedagogy
SENIOR YEAR		
Fall Semester: Botany, if not previously completed Arkansas Wildlife **or** General Physiology Current Education Practices Educational Assessment Teaching Internship I Praxis II, Application to Teaching Internship II	Spring Semester: Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	Either semester: Professional Preparation **or** Colloquium **or** Biology Experience, whichever is not completed General Education courses from Distribution Requirements

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

FRESHMAN YEAR		
Fall Semester: (15 to 17 credit hours) Principles of Evolution **or** Biology Concepts Composition I Critical Inquiry Math ACT 20-22*: College Algebra Math ACT 23 or higher*: No Math	Spring Semester: (15 to 17 credit hours) Principles of Cell and Developmental Biology Composition II Math ACT 23-24*: Trigonometry Math ACT 25 or higher*: No Math	Either Semester: Basic Oral Communication General Education courses from Distribution Requirements to total 15 to 17 hours
SOPHOMORE YEAR		
Fall Semester: (15 to 17 credit hours) Principles of Genetics World Civilization I **or** Humanities I Math ACT 25 or higher*: Calculus I	Spring Semester: (15 to 17 credit hours) Principles of Ecology World Civilization II **or** Humanities II	Either Semester: Minor course(s)** General Education courses from Distribution Requirements to total 15 to 17 hours
JUNIOR YEAR		
Fall Semester: (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	Spring Semester: (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	Either semester: Professional Preparation **or** Biology Experience **or** Colloquium (whichever is not completed) General Education courses from Distribution Requirements **or** elective courses to total 15 to 17 hours
SENIOR YEAR		
Fall Semester: (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	Spring Semester: (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	Either Semester: Professional Preparation **or** Biology Experience **or** Colloquium, whichever is not completed General Education courses from Distribution Requirements or elective courses to total 15 to 17 hours

*Recommended course sequence based on ACT/SAT equivalent

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

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 1154 Botany Concepts This is an introductory course designed for non-science majors which deals with the basic concepts of botany as they relate to humans. Topics include the nature of science, agriculture, horticulture, ethnobotany, and medicinal plants. There is one 2-hour laboratory per week.

BIO 1214 Principles of Evolution 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, and taxonomy. 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 Cell and Developmental Biology This course is a 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 physiology. There is one 3-hour laboratory per week. Prerequisite: BIO 1104, Biology Concepts, or BIO 1214, Principles of Evolution.

BIO 2224 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 1214, Principles of Evolution.

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 2314 Principles of 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 1324, Principles of Cell and Developmental Biology.

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 3034 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 1214, Principles of Evolution, BIO 2224, Principles of Ecology and junior status, or permission of the instructor.

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: Two biology courses (including BIO 1324, Principles of Cell and Developmental Biology), CHM 1014, General Chemistry I, and at least junior classification or permission of instructor.

BIO 3334 Arkansas Wildlife In this course, students will learn about the diversity of animals in Arkansas with a focus on species in the Ozark Mountains and Arkansas River valley. Students will learn to identify and study the natural history, behavior and ecology of many species from insects to mammals, including animals that occur only in Arkansas and those listed as rare, threatened or endangered species. Most laboratory activities will be in the field. During laboratory activities students will use micro-chip mark-and-recapture methods, radio track animals, video-record animals in the field with a digital automatic

infrared wildlife camera, and study behavior in the laboratory with a computer video tracking and analysis system. Prerequisites: BIO 1214, Principles of Evolution and BIO 2224, Principles of Ecology and at least junior classification, or permission of instructor.

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 Cell and Developmental Biology and CHM 1014, General Chemistry I.

BIO 3534 Cell Biology This course is a study of cellular structure and function with a primary focus on eukaryotic cells. Many advanced topics in cellular biology will be covered including cellular biochemistry, enzymes, membrane structure and function, cytoskeleton, organelle structure, transport, signaling, energetics, cell division, and cancer. The laboratory will focus on biochemical, cytological, and immunological techniques. Prerequisites: Two biology courses (including BIO 1324, Principles of Cell and Developmental Biology), CHM 1014, General Chemistry I and at least junior classification or permission of instructor.

BIO 3643 Biostatistics and Experimental Design This course will examine the use of inferential statistics in the design of experiments used in research in the biological sciences. Analysis of Variance (ANOVA), Linear and Non-linear regression, Correlation Analysis, and Multiple Regression Analysis will be applied to biological data using the computer-based program SPSS. Prerequisites: Three biology Principles courses (BIO 1214, 1324, 2224, 2314) and MTH 1033, College Algebra, 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 3534, Cell Biology or permission of instructor.

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 1214, Principles of Evolution, BIO 2224, Principles of Ecology 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.

BIO 4633 Bioethics This course will be a study of ethical and moral dilemmas associated with biological technology, research, and medicine. The course will begin with a discussion of the scientific method, the link between science and society, morality, ethical theories, and bioethical principles. The majority of the semester will include the study of specific ethical dilemmas in biological research and medicine including: Human and animal research, genetically modified organisms and food, rights to medical information, eugenics, reproductive technologies (stem cell research), and end of life decisions. Prerequisites: One biology course and junior standing or permission of the instructor.

BIO 4644 Molecular Genetics This course is a study of advanced topics in molecular genetics with a focus on eukaryotes, prokaryotes, and viruses. Analyzing gene structure and function through the creation and isolation of mutations will be the core theme of this class. The course will focus on genetic analysis from nucleotide through expression and advanced topics in inheritance. Emphasized topics will include molecular evolution, replication, gene expression and regulation, genomics, chromosome structure, epigenetics, and immune diversity. The laboratory will focus on recombinant DNA techniques and mutational analysis. Prerequisites: Two Biology courses (including BIO 2314, Principles of Genetics), CHM 3014 Organic Chemistry I and at least junior classification or permission of instructor.

BIO 4801-3 Biology Experience Students will explore biology through internships, research or study abroad/away. Internship opportunities from shadowing physicians and observing surgeries at hospitals to assisting U.S. Forest Service biologists in field work are available. Students may conduct original research at Ozarks with an Ozarks' faculty mentor or participate in an undergraduate research program at a research institution. A student may incorporate an additional biology component to any Ozarks study abroad course (with course instructor's permission) for Biology Experience credit. A study abroad course that already includes a biology component offered by Ozarks, or biology coursework taken in an exceptional educational environment in the U.S. or abroad may substitute for this course. The student's biology advisor will determine the credit value of the experience. Prerequisites: Three biology courses **and** advisor permission.

BIO 4901 Biology Colloquium The biology colloquium meets approximately 10 times during the academic year for lectures and discussions led by visiting scholars, faculty, and student researchers. Declared biology majors are expected to attend colloquium as often as possible. Once a Biology major accumulates a recorded attendance at 10 colloquia after his sophomore year and presents one colloquium during his junior or senior year he or she is eligible to receive one hour of credit. Grades for this course will be Pass/Fail. Prerequisites: Three biology courses and junior status or instructor permission.

Business Education

See Business Enterprise section.

Business Enterprise Academic Unit

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

--Peter Drucker

MISSION STATEMENT

The mission of the Business Enterprise academic unit 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.

BROAD 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

In addition to accreditation by the North Central Association of Colleges and Schools, the University of the Ozarks has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Science

- Accounting
- Business Education
- Economics
- General Business
- Management/Administration
- Marketing

The National Council for the Accreditation of Teacher Education (NCATE) and the Arkansas Department of Education also accredit the Business Education major.

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** The Business Enterprise academic unit offers a co-curricular program designed to help students develop the kinds of work-related skills, attitudes, and behaviors employers seek in today's competitive business environment. To that end, the University of the Ozarks PBL-SIFE group has two divisions that work together and separately on a variety of programs and projects. Members learn the value of participating in meaningful service projects, build servant leadership skills, hone networking skills, and experience the synergistic effects of participating in a team environment.
  - **Future Business Leaders of America - Phi Beta Lambda** PBL is a national association of students interested in business. Chartered in 1957 by U of O students and faculty for its distinctive scholastic, service, leadership, and social programs, the Epsilon Psi Chapter is ranked among the top 10 collegiate chapters in the nation. PBL offers its members the opportunity to test their knowledge and skills in a variety of individual, team, and chapter competitive events against their peers at colleges and universities throughout the United States.
  - **Students in Free Enterprise** SIFE is an international association of students that emphasizes the idea that hard work pays, free enterprise works, democracy leads to prosperity, and freedom brings

social responsibility. Participating students utilize their skills in the implementation of business-oriented, outreach projects that improve the overall standard of living within the local and international communities. U of O SIFE, chartered in 1988, provides leadership training, regional and national competitions, and career opportunity fairs for thousands of college students throughout 40 countries. For several years, U of O SIFE has been a first place winner at regional competitions, and a top-performance competitor at the national level.

- **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.
- **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 academic unit. 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 major shall be expected to:

1. Demonstrate an understanding of basic accounting theory as it is applied to the proper recognition of revenue and expense and to the appropriate valuation of current and fixed assets
2. Demonstrate an understanding of basic accounting theory as it is applied to the appropriate valuation of tangible assets, investments, current liabilities, long-term debt and other obligations, and the capital accounts (including retained earnings)
3. Prepare basic examples of the four primary financial statements (balance sheet, income statement, statement of stockholders' equity, and statements 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
4. Demonstrate mastery of cost accounting concepts to be applied by manufacturers, merchandisers, and service providers by demonstrating an understanding of: the costing, the difference between normal and standard costing; the application of ABC costing; the difference between simple and complex costing systems
5. 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

6. Prepare financial statements that appropriately reflect the elimination of the effect of inter-company transactions for entities which must report consolidated operations
7. Demonstrate an understanding of the concepts necessary to properly record and report the formation, operation, and dissolution of partnerships
8. 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 abilities, and professional conduct
9. Demonstrate the ability to conduct a financial audit under GAAS by identifying specific investigative steps to be carried out during an audit. Particular emphasis is placed on testing internal control, statistical sampling, and substantive procedures applied to income statement and balance sheet accounts
10. 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

MAJOR A major in accounting requires 31 hours of the business core and an additional 24 hours of accounting concentration:

BUSINESS CORE

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II

Three of the following four one-hour software courses:

BSA	1011	Word Processing*
	1021	Spreadsheets*
	1031	Database*
	1041	Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	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

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

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

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

FRESHMAN YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:

Complete or demonstrate competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term) Composition I Critical Inquiry	Complete or demonstrate competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term) Composition II	Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 31 credit hours		
Fall Semester: Business and Career Preparation Principles of Accounting I Principles of Macroeconomics Marketing Concepts World Civilization I **or** Humanities I	Spring Semester: Principles of Accounting II Principles of Microeconomics Survey of Management World Civilization II **or** Humanities II	Either Semester: General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 credit hours		
Fall Semester: Intermediate Accounting I Applied Statistics Income Tax elective, if offered in rotation	Spring Semester: Intermediate Accounting II Cost Accounting	Either Semester: 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: Advanced Accounting I Business Finance Income Tax elective, if not previously completed Three hour Accounting elective	Spring Semester: Auditing Business Strategy Three hour Accounting elective	Either Semester: General electives to total 15 or 16 hours

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. Not open to freshmen.

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. Prerequisite: ACC 2003, Principles of Accounting I (C- or better in Principles of Accounting I). Not open to freshmen.

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 4033 Information Systems A study of concepts and issues relating to the design and implementation of information systems. Specific emphasis on management report format and content, data collection, accumulation, and storage techniques. Selected topics within the accounting discipline relative to the impact of advances in information technology on the performance of accounting functions within the organization are addressed. Prerequisite: MGT 2003, Survey of Management.

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-subsidiary 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: financial accounting and reporting, auditing and attestation, regulation, and business environment and concepts. Prerequisite: ACC 4103, Advanced Accounting I.

Business Education

The business education major, offered in conjunction with the Education Division, is designed to meet Arkansas State licensure requirements for secondary business education teachers. The successful business education major shall be expected to achieve the Secondary Teacher Education ISOs (see Education Division), plus:

1. Use computers and various software packages such as word processing, spreadsheets, database, and graphics
2. Apply principles of desktop publishing features and the integration of computer generated photo-ready quality materials
3. Complete successfully the ETS Praxis II Exam
4. Complete successfully the integrative field experience

Business education majors are encouraged to develop leadership skills through active participation in Future Business Leaders of America-Phi Beta Lambda, affording them opportunity for real world interaction with business professionals.

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 academic unit. 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 SPECIALTY AREA

BUSINESS CORE CLASSES

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II
BSA	1011	Word Processing
	1021	Spreadsheet
	1031	Database
	1041	Graphics
	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	Marketing Concepts

BUSINESS EDUCATION CONCENTRATION

BSA	3003	Business/Professional Communications
BSE	2353	Desktop Publishing

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:
Complete any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)
Composition I
Critical Inquiry

Spring Semester:
Complete any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)
Composition II

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

SOPHOMORE YEAR:

Fall Semester:
Business and Career Preparation
Principles of Accounting I
Principles of Macroeconomics
Marketing Concepts
Families in a Diverse Society
World Civilization I **or** Humanities I

Spring Semester:
Principles of Accounting II
Principles of Microeconomics
Survey of Management
Desktop Publishing (on demand)
World Civilization II **or** Humanities II

Either Semester:
Praxis I Exam, Application to the Pat Walker Teacher Education Program
General Education courses from Distribution Requirements

SUMMER TERM:
Middle & Secondary Principles and Practices I
Educational Technology in the Discipline
Language Arts Pedagogy
Social Studies Pedagogy

OR

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

JUNIOR YEAR:

Fall Semester:
Applied Statistics
Business/Professional Communications
Behavior Management in the Classroom

Spring Semester:
The Legal Environment of Business I
Business Finance
Principles of Learning & Teaching

Either Semester:
General Education courses from Distribution Requirements **or** general electives

SUMMER TERM:	OR	SUMMER TERM:
Middle & Secondary Principles and Practices I Educational Technology in the Discipline Language Arts Pedagogy Social Studies Pedagogy		Middle & Secondary Principles and Practices II Educational Technology: Language Arts/Social Studies/Business Methods of Teaching Business

SENIOR YEAR:

Fall Semester:	Spring Semester:	Either Semester:
Business Strategy Current Educational Practices Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II	Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	

BSE 2353 Desktop Publishing This one-semester course is designed to study the process of analyzing information and audiences in order to choose the appropriate visual effects to communicate the desired message. The course includes page composition, layout, design, editing functions, and a variety of printing options. It will prepare students to produce materials of photo-ready quality. 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 academic unit. 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 economics major shall be expected to:

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

MAJOR A major in economics requires 31 hours of the business core and an additional 27 hours of specified economics concentration:

BUSINESS CORE

ACC 2003 Principles of Accounting I
2013 Principles of Accounting II

Three of the following four one-hour software courses:

BSA 1011 Word Processing*
1021 Spreadsheets*
1031 Database*

	BSA	1041 Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	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	Advanced Statistics
ECN	3103	Intermediate Macroeconomic Theory
	3203	Intermediate Microeconomic Theory
	3303	Money and Banking
	4213	Comparative Economic Systems (Capstone)

Nine 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:	Spring Semester:	Either Semester:
Complete or Demonstrate Competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Basic Oral Communication
Composition I	Composition II	College Algebra **or** Math to meet core requirement
Critical Inquiry		One math course above the core requirement, if can be taken
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Business and Career Preparation	Principles of Accounting II	One math course above the core requirement, if not previously completed
Principles of Accounting I	Principles of Microeconomics	General Education courses from Distribution Requirements to total 15 or 16 hours
Principles of Macroeconomics	Survey of Management	
Marketing Concepts	World Civilization II **or** Humanities II	
World Civilization I **or** Humanities I		

JUNIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Applied Statistics	Advanced Statistics	The Legal Environment of Business I
Intermediate Macroeconomic Theory	Intermediate Microeconomic Theory	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
Money and Banking		

SENIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Business Finance	Comparative Economic Systems	General electives to total 15 or 16 hours
Six hours of Economics electives	Business Strategy	
	Three hour Economics elective	

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. Not open to freshmen.

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. Not open to freshmen.

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 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.

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 academic unit. 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. The successful general business major shall be expected to:

1. Articulate the terminology and interpret the results of applied statistical procedures
2. Develop problem solving abilities and the interpretation of the results
3. Understand the various country and cultural factors influencing firms engaged in the international marketplace
4. Develop familiarity with the strategic alternatives available to organizations competing in global markets

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

MAJOR A major in general business requires 31 hours of the business core and an additional 24 hours of general business concentration:

BUSINESS CORE

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II

Three of the following four one-hour software courses:

BSA	1011	Word Processing*
	1021	Spreadsheets*
	1031	Database*
	1041	Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics

BSA	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	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	Advanced Statistics
	4203	Global Business (Capstone)

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. The one-hour BSA computer classes will not count toward the minor or 18-hour requirement in the general business concentration.

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

Fall Semester:	Spring Semester:	Either Semester:
FRESHMAN YEAR: 31 credit hours		
Complete or Demonstrate Competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 31 credit hours		
Business and Career Preparation	Principles of Accounting II	General Education courses from Distribution Requirements to total 15 or 16 hours
Principles of Accounting I	Principles of Microeconomics	
Principles of Macroeconomics	Survey of Management	
Marketing Concepts	World Civilization II **or** Humanities II	
World Civilization I **or** Humanities I		
JUNIOR YEAR: 31 credit hours		
Applied Statistics	Advanced Statistics	The Legal Environment of Business I
Six hours of minor requirements **or** advisor/division chair-approved electives	Three hours of minor requirements **or** advisor/division chair-approved electives	General Education courses from Distribution Requirements to total 15 or 16 hours
SENIOR YEAR: 31 credit hours		
Business Finance	Business Strategy	General electives to total 15 or 16 hours
Six hours of minor requirements **or** advisor/division chair-approved electives	Global Business	
	Three hours of minor requirements **or** advisor/division chair-approved electives	

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 1103 Introduction to Business An introduction to the contemporary business world. Topics addressed include: managing people in organizations, business ethics, the global economy, marketing fundamentals, economic concepts, information management, and financial issues. Not open to junior or senior majors or minors in the Business Enterprise academic unit.

BSA 1113 Personal Finance A survey of personal financial management. This course provides students with tools to make solid financial decisions for their future. Personal finance topics include: budgeting, purchasing, saving, investing, credit, home ownership, insurance, and retirement.

BSA 2101 Business and Career Preparation A course designed to assist students interested in pursuing a career in business. Through this course, students research career interests, explore internship and study abroad opportunities, and identify various curricular and co-curricular programs designed to achieve their educational and professional development goals and objectives. Prerequisite: First semester sophomore.

BSA 3003 Business / Professional Communications A study of communications as related to business. Course includes principles of effective business communication using technology to generate documents including letters, memos, and reports; international, ethical, and interpersonal topics are integrated throughout the course. Students will learn to manage business protocol and etiquette issues.

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 Applied Statistics 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 Advanced Statistics 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, Applied Statistics.

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 4203 Global Business This course is designed as the culmination of the student's studies in general business. Through this capstone experience, students complete an integrative experience or project and a comprehensive exam. Topics include country and cultural differences, global trade, the global monetary system, international business strategies and structures, and international business operations. Prerequisites: Senior status, and instructor and division chair permission.

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 academic unit. 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. The successful management / administration major shall be expected to:

1. Articulate an organization's mission, vision, strategy, goals and objectives
2. Determine the effectiveness of an organizational structure with regard to proper utilization of resources
3. Use appropriate leadership roles to inspire and guide individuals and/or teams toward goal achievement; modifying leader behaviors to accommodate for various tasks, skills, and situations
4. Use relevant behavior management tools to maximize the utility and creativity of human capital
5. Utilize diverse teams to maximize outcomes
6. Create, implement, and use a variety of systems used for the production, delivery and quality of goods and services
7. Create and manipulate data for effective operational decision making

MAJOR A major in management requires 31 hours of the business core and an additional 24 hours of management concentration:

BUSINESS CORE

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II

Three of the following four one-hour software courses:

BSA	1011	Word Processing*
	1021	Spreadsheets*
	1031	Database*
	1041	Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)

ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	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	3103	Human Resource Management
	3203	Organizational Behavior
	3303	Operations Management
	4003	Management Seminar (Capstone)
	4033	Information Systems
	4223	Organizational Theory

Six 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:	Spring Semester:	Either Semester:
Complete or Demonstrate Competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Business and Career Preparation	Principles of Accounting II	General Education courses from Distribution Requirements to total 15 or 16 hours
Principles of Accounting I	Principles of Microeconomics	
Principles of Macroeconomics	Survey of Management	
Marketing Concepts	World Civilization II **or** Humanities II	
World Civilization I **or** Humanities I		

JUNIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Applied Statistics	Human Resource Management	The Legal Environment of Business I
Organizational Behavior	Three hour Management elective	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
Operations Management		

SENIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester
Business Finance	Organizational Theory	General electives to total 15 or 16 hours
Information Systems	Business Strategy	
Three hour Management elective	Management Seminar	

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. Not open to freshmen.

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 3303 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 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 4033 Information Systems A study of the concepts and issues relating to the design and implementation of information systems. Specific emphasis on management report format and content, data collection, accumulation, and storage techniques. Selected topics within the accounting discipline relative to the impact of advances in information technology on the performance of accounting functions within the organization are addressed. 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 academic unit. 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. The successful marketing major shall be expected to:

1. Know marketing terminology, concepts, theory and applications
2. Work with a team perspective developing effective strategies to accomplish marketing objectives
3. Develop a controlled testing experiment, conduct effective survey research, and conduct appropriate statistical analysis using SPSS statistical software
4. Develop a written marketing plan
5. Develop critical thinking skills through Socratic classroom discussion and thought provoking homework assignments, in-class exercises, and application-oriented exams
6. Develop a consumer orientation when developing marketing strategies and making managerial decisions
7. Develop creative marketing strategies
8. Develop a cultural focus
9. Develop an ethical focus in decision making

MAJOR The marketing major requires 31 hours of the business core and an additional 24 hours of marketing concentration:

BUSINESS CORE:

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II

Three of the following four one-hour software courses:

BSA	1011	Word Processing*
	1021	Spreadsheets*
	1031	Database*
	1041	Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	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
3213 Marketing Research
4013 Marketing Strategy and Simulation (Capstone)
4113 Promotion Strategies

Nine hours of advisor and division chair approved marketing electives

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

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

FRESHMAN YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Complete or Demonstrate Competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Business and Career Preparation	Principles of Accounting II	General Education courses from Distribution Requirements to total 15 or 16 hours
Principles of Accounting I	Principles of Microeconomics	
Principles of Macroeconomics	Survey of Management	
Marketing Concepts	World Civilization II **or** Humanities II	
World Civilization I **or** Humanities I		

JUNIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Applied Statistics	Marketing Research	The Legal Environment of Business I
Consumer Behavior	Three hour Marketing elective	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
Channel Strategies		

SENIOR YEAR: 31 hours

Fall Semester:	Spring Semester:	Either Semester:
Business Finance	Business Strategy	General electives to total 15 or 16 hours
Promotion Strategies	Marketing Strategy and Simulation	
Three hour Marketing elective	Three hour Marketing elective	

MKT 2003 Marketing Concepts A survey of the marketing function in organizations. Topics include the competitive, cultural, demographic, technological, and political environments, buyer behavior, segmentation, and strategies for product offerings, pricing, distribution, and promotion. Not open to freshmen.

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 2003, 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 2003, 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 promotion as they apply to the tourism and hospitality industry. Prerequisite: MKT 2003, Marketing Concepts.

MKT 3213 Marketing Research 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: MKT 2003, Marketing Concepts and two upper-level marketing courses.

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 2003, 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 4013 Marketing Strategy and Simulation This course is designed to be the culmination of the student's marketing studies. Through this capstone experience, students complete a major marketing project and a comprehensive exam to demonstrate knowledge of the discipline. An integrative course in marketing strategy, students are expected to bring the theory and concepts learned in the areas of marketing, management, economics and finance to bear on the marketing management process. Students will also participate in a marketing simulation experience. Prerequisites: Senior status, and instructor and division chair permission.

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 2003, Marketing Concepts.

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 2003, 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 2003, 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 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: Spring Semester: Either Semester:

General Chemistry I Calculus I, if Math ACT is 25 or higher, **or** College Algebra if Math ACT is less than 25 Introduction to Chemistry, recommended if enrolled in College Algebra Composition I Critical Inquiry	General Chemistry II **or** Survey of Organic Chemistry, if not enrolled in General Chemistry II Calculus II, if sequenced after Calculus I, **or** Trigonometry, if sequenced after College Algebra Composition II	Basic Oral Communication General Education courses from Distribution Requirements to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester:	Spring Semester:	Either 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	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	General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
Fall Semester:	Spring Semester:	Either 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	Physical Chemistry II, if offered, **or** upper-level chemistry elective Polymer Chemistry, if offered, **or** upper-level chemistry elective, **or** Organic Chemistry II General Physics II, if not previously completed	General Education courses from Distribution Requirements **or** general electives to total 16 or 17 hours
SENIOR YEAR		
Fall Semester:	Spring Semester:	Either Semester:
Physical Chemistry I, if offered, **or** upper-level chemistry elective Quantitative Chemical Analysis, if not previously completed, **or** upper-level chemistry elective	Physical Chemistry II, if offered, **or** upper-level chemistry elective Polymer Chemistry, if not previously completed, **or** upper-level chemistry elective	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: Completion of CHM 1014, General Chemistry I with a grade of C- or better. 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: Completion of CHM 1024, General Chemistry II with a grade of C- or better.

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: Completion of CHM 3014, Organic Chemistry I with a grade of C- or better.

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 II.

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

RTV 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 1721/4774 Practicum
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
4991-4993 Senior Project
THR 1023 Stagecraft

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)	Spring Semester: (16 credit hours)	Either Semester:
Interpersonal Communication	Introduction to Mass Communication	Basic Oral Communication
Composition I	TV Production w/lab	College Algebra
Critical Inquiry	Composition II	General Education courses from Distribution Requirements to total 16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester: (16 credit hours)	Spring Semester: (16 credit hours)	Either Semester:
News writing (recommended) **or** major elective	Broadcast Journalism w/lab	Lab Science course
World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	Practicum, 1-3 hours
		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	Upper-level major electives
		Practicum to total 3-6 hours
	Advanced Reporting (recommended elective)	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

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
		Practicum to total 3-6 hours, if not completed
		General electives to total 12 or 15 hours **or** to complete 124-hour requirement

Strategic Communication

The Strategic Communication major is designed to provide students with skills and knowledge that will allow them to work in a variety of careers in public relations and communication management.

Students who wish to combine a major in Strategic Communication with a second major in a complementary field are encouraged to do so. However, if the two majors lead to two different degrees (Strategic Communication as a Bachelor of Arts and the second major as a Bachelor of Science), the student must choose a primary major and which degree he/she wishes to receive. This choice must be formally recorded with the registrar's office.

Students are allowed to double-dip up to nine hours between the Strategic Communication major and their second major, assuming that the courses to be double-dipped are in either the core/concentration requirements for the majors or on the list of approved electives for the majors. The specific courses that may be double-dipped for a particular combination of majors must be approved by both academic advisors.

If a student wishes to major in Strategic Communication and minor in another area, he/she will be allowed to double-dip only three hours between the major and the minor. The specific courses that may be double-dipped for a particular combination of major and minor must be approved by both academic advisors.

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
	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	2003	Marketing Concepts
	3103	Consumer Behavior

MKT	4113	Promotion Strategies
	3213	Marketing Research
PLS	3043	Public Policy Analysis
	3223	Introduction to 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)	Spring Semester: (16 credit hours)	Either Semester:
Interpersonal Communication	Introduction to Rhetoric and Social Influence	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		General Education courses from Distribution Requirements to total 16 hours
SOPHOMORE YEAR: 32 credit hours		
Fall Semester: (16 credit hours)	Spring Semester: (16 credit hours)	Either Semester:
Communications writing course **or** major elective	Communications writing course **or** major elective	1-2 SCM/COM elective(s)
World Civilization I **or** Humanities I	Public Relations Principles, if offered	Lab Science course
	World Civilization II **or** Humanities II	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:
Communications writing course **or** major elective		Public Relations Principles, if not previously completed
		Persuasion Theory, if offered
		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)	Either Semester:
Persuasion Theory, if not previously completed	Strategic Communication Planning	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 1721-4, 2721-4, 3721-4, 4721-4 Practicum: Television News Production
RTV 1731-4, 2731-4, 3731-4, 4731-4 Practicum: Radio Production
RTV 1741-4, 2741-4, 3741-4, 4741-4 Practicum: Documentary Production
RTV 1751-4, 2751-4, 3751-4, 4751-4 Practicum: Corporate Video Production
RTV 1771-4, 2771-4, 3771-4, 4771-4 Practicum: Multimedia 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. Practica may be repeated for credit.

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.

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 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 C**omposite 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	1214	Principles of Evolution
	1324	Principles of Cell and Developmental Biology
	2224	Principles of Ecology
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.

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)	Spring Semester (15 or 16 credit hours)	Either semester:
Principles of Evolution	Principles of Cell & Developmental Biology	Basic Oral Communication
Composition I	Introductory Physical Science**	General Education courses from Distribution Requirements to total 15 or 16 hours
Critical Inquiry	Composition II	
Math ACT 20-22*: College Algebra	Math ACT 20-24*: Trigonometry	
Math ACT 23-24*: No Math	Math ACT 25 or higher*: No Math	
Math ACT 25 or higher*: Calculus I		

SOPHOMORE YEAR

Fall Semester: (15 or 16 credit hours)	Spring Semester: (15 or 16 credit hours)	Either semester:
General Chemistry I	General Chemistry II	General Education courses from Distribution Requirements to total 15 or 16 hours
Earth Science (non-lab)	Principles of Ecology	
World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either semester:

3 or more credit hours Science **or** Math electives ***	3 or more credit hours Science **or** Math electives***	General Education courses from Distribution Requirements **or** general electives to total 16 or 17 hours
SENIOR YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either semester:
6 or more credit hours Science **or** Math electives***	6 or more credit hours Science **or** Math electives***	General Education courses from Distribution Requirements **or** general electives to total 16 or 17 hours

*Recommended course sequence based on ACT/SAT equivalent.
**Students may substitute College Physics I and College Physics II to be taken in sophomore year for Introductory Physical Science.
***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 4033 Information Systems
CSC 3513 Client-side Scripting
CSC 3523 Advanced HTML and Website Management
3533 ASP.Net
CSC/BSE 2353 Desktop Publishing
CSC/MTH 3113 Data Structures
CSC 4503/MGT 4033 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 Methods

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 2353 Desktop Publishing This one-semester course is designed to study the process of analyzing information and audiences in order to choose the appropriate visual effects to communicate the desired

message. The course includes page composition, layout, design, editing functions, and a variety of printing options. It will prepare students to produce materials of photo-ready quality. Offered on demand.

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 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 Methods 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 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

DEVELOPMENTAL REQUIREMENTS

1. Reading: All 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.
2. Writing: See course descriptions for DEV 0103, Written Communication, and ENG 1013, Composition I.
3. Mathematics: See course descriptions for DEV 0113, Beginning Algebra, and DEV 0123, Intermediate Algebra.

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. 33), satisfactory progress, "academic classification" (pg. 38),

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, First-Year Students).

DEV 0004 Reading, Writing, and Study Strategies This course, which is available only to students who utilize the services of the Jones Learning Center, fulfills developmental requirements in reading and writing. It is designed to help students develop reading, writing, and study strategies necessary to master the content of college course requirements. Topics covered will include reading comprehension skills, elements of paragraph and essay writing, organization and time management, and other study techniques necessary to succeed at the collegiate level. Students who pass Reading, Writing, and Study Strategies with a grade of "B-" or better may enroll in English Composition I. Students who pass Reading, Writing, and Study Strategies with a grade of "C+", "C", or "C-" may enroll in English Composition I, provided that it is taken concurrently with composition supplemental instruction that corresponds to their Composition I class. Students who make below a "C-" in Reading, Writing, and Study Strategies must repeat the course the following semester, 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+", "C", or "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 may enroll in Intermediate Algebra with no restrictions. Students who pass Beginning Algebra with a grade of "C+", "C", or "C-" must enroll in Intermediate Algebra with Supplemental Instruction. Students who make below a "C-" in Beginning Algebra must repeat the course and must concurrently enroll in Supplemental Instruction.

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 may enroll in College Algebra with no restrictions. Students who pass Intermediate Algebra with a grade of "C+", "C", or "C-" must enroll in College Algebra with Supplemental Instruction. Students who make below a "C-" in Intermediate Algebra must repeat the course and must concurrently enroll in Supplemental Instruction.

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 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). Individual licensure programs are also approved by Specialized Professional Associations and/or the Arkansas Department of Education (ADE), as appropriate. 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 a pass rate of 100% on the Arkansas State Report. 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.)

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)

P-8 OR 7-12 LICENSURE

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

CONCURRENT LICENSURE

Special Education: Pre-K- Grade 4
Special Education Instructional Specialist: Grades 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 during their sophomore year. 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 PROGRAM: Students must formally apply to admission to the Teacher Education program, ideally in their sophomore year of study. Delays in application signal candidates who may be *at-risk*. Phase II is a preliminary screening process that ensures prospective candidates demonstrate necessary knowledge, skills, and dispositions consistent with becoming an Ozarks' teacher educator in accordance with the Conceptual Framework. The Teacher Education Council will review each applicant and either admit or deny admittance based on program requirements. Only candidates who are admitted to the program may enroll in upper-level professional courses, unless approved by the advisor and instructor. However, admitted candidates may not enroll in Teaching Internship II as this requires a separate admission process (see Phase III). Faculty expect admitted candidates to continue meeting all program requirements.

The Teacher Education Council requires prospective teacher education candidates to meet a definable list of standards for admission into the Teacher Education Program as follows:

- Have acquired sophomore standing.
- Maintain an overall cumulative grade point average of 2.75 or better as determined by the Office of the University Registrar.
- Have a *C*- or better in Composition I and II, Basic Oral Communication, and College Algebra.
- Submit an application and written clearance from the Student Life Office. Applications older than one calendar year will be made inactive.
- Be taking or have completed *EDU 1003 – Theories of Human Learning* with a *C*- or better
- Have earned a *C* or better on their initial philosophy paper written *EDU 1003*
- Submit a writing sample analyzing the Education Division Conceptual Framework.
- Submit scores from the Praxis I tests that meet or exceed the current cut-off requirement as established by ADE. Candidates with scores below the cut-off are advised to seek remedial help
- Must not have received a negative professional behavior checklist report **or** must have resolved the nature of that report with their education faculty.
- Appear for a personal interview with the Teacher Education Council which will be assessed via an interview protocol and developed rubric.
- Complete required state background check**, child maltreatment clearance and submit clear results from a recent tuberculin test*

Candidates not meeting the Phase II admission requirements may be placed on an *At-Risk Contract*, a policy designed to help the candidate move back onto a satisfactory progress track.

***NOTE:** The fees for these requirements are detailed in the Teacher Education handbook. The TB test and background check should be completed for Phase II admission as well. These are not requirements for admission, but are requirements for continued advancement in the program.*

**Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or a judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. For any questions about this, please call the ADE legal office at (501) 682-4227.

PHASE III – ADMISSION TO TEACHING INTERNSHIP II: Phase III is an intermediary screening process that ensures that all students entering Internship II have shown increased evidence of professional competence and demonstrate necessary knowledge, skills, and dispositions consistent with becoming an Ozarks' teacher educator in accordance with the Conceptual Framework. Phase III also provides opportunities for faculty to advise candidates preparing to complete this final professional segment. The Teacher Education Council will review each applicant and either admit or deny admittance based on program requirements. Only candidates who are admitted may continue into Internship II/Student Teaching.

The Teacher Education Council requires teacher education candidates to meet a definable list of standards for admission into Phase III of the Teacher Education Program as follows:

- Have acquired senior standing
- Have completed one semester in full-time residence at Ozarks
- Have been previously admitted to the Teacher Education Program
- Maintain an overall cumulative grade point average of 2.75 or better as determined by the Office of the University Registrar.
- Have a *C*- or better in any course taken in the program of study to include core, distribution, and professional sequence coursework.
- Obtain satisfactory evaluations of fieldwork on the Pathwise-based observation rubric
- Have written documentation of either completion or application to take the Praxis II content tests. Passing scores for these tests must be received prior to final placement in Internship II and must meet or exceed the current ADE established cut-off requirement. Candidates with scores below the cut-off are advised to seek remedial help
- Complete portfolio of work in professional and teaching field courses in relation to INTASC and SPA standards (portfolio tied to Internship I coursework)
- Must not have received a negative professional behavior checklist report or must have resolved the nature of that report with the coordinator of the program.
- Complete an application for admission to Internship II and obtain written clearance from the Office of Student Life
- Appear for a personal interview with the Teacher Education Council to answer questions and showcase the portfolio to be assessed via an interview protocol and developed rubric.
- Complete required state background check** and submit clear TB test.

Candidates not making satisfactory progress in Phase III or not meeting the criteria for Phase III admission may be placed on an *At-Risk Contract*, a policy designed to help the candidate move back onto a satisfactory progress track. Candidates may appeal any decision on their status according to the policy defined in the Teacher Education Handbook.

***NOTE:** The ADE requires a state background check and a clear tuberculin test before any teacher education student may apply for licensure as of July 1, 1996. The fees for these requirements are detailed in the Teacher Education handbook. The TB test and state background check should be completed for Phase III admission as well. These are not requirements for admission into Internship II, but are requirements for continued advancement in the program.*

**Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or a judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. For any questions about this, please call the ADE legal office at (501) 682-4227.

PHASE IV - GRADUATION AND LICENSURE: Phase IV ensures that all students have met the standards and requirements of the teaching semester. Phase IV is a final screening process that ensures candidates demonstrate necessary knowledge, skills, and dispositions consistent with becoming an Ozarks' teacher educator in accordance with the Conceptual Framework. Graduation, program grade requirements, and successful PRAXIS scores are necessary before a candidate will be considered a program completer and be recommended for licensure.

The Teacher Education Council requires teacher education candidates to meet a definable list of standards for admission into Phase IV of the Teacher Education Program as follows:

- Maintain an overall cumulative grade point average of 2.75 or better as determined by the Office of the University Registrar.
- Have a *C-* or better in any course taken in the program of study to include core, distribution, and professional sequence coursework.
- Complete the professional sequence (**all required content and pedagogy courses**) in their program of study with a minimum grade of *C-*, including the grade for Internship II
- Obtain satisfactory evaluation of fieldwork as defined on the division Pathwise-based observation rubric
- Obtain satisfactory scores on key projects embedded in Internship II
- Have written documentation of scores on all Praxis I and Praxis II exams required for licensure in their major including the **Praxis II pedagogy** test that meet or exceed the current cut-off requirement as established by ADE. Candidates with scores below the cut-off are advised to seek remedial help.
- Must not have received a negative professional behavior checklist report **or** must have resolved the nature of that report with their education advisor.
- Satisfactory evaluation on interview conducted by members of TEC.

Candidates not making satisfactory progress in Phase IV or not meeting the criteria for Phase IV admission may be placed on an *At-Risk Contract*, a policy designed to help the candidate move back onto a satisfactory progress track. They may also be denied graduation and/or licensure opportunity. Candidates encountering difficulties in Phase IV may appeal any decision on their status according to the policy defined in the Teacher Education Handbook.

Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or a judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. For any questions about this, please call the ADE legal office @ (501)682-4227.

PHASE V - RELATIONSHIP WITH GRADUATES: Hurie Teacher Education Center faculty wish to maintain contact with their graduates. Faculty are happy to provide post-graduate assistance to those graduate who request it. Equally important, the Center is eager to learn from their graduates any professional information that might, in turn, improve teacher education at University of the Ozarks. To that end,

- Each graduate is asked to notify the Hurie Center of his or her place of employment.
- A school-personnel survey and a formal teacher follow-up packet will be sent to those graduates who are completing their first year of teaching for completion.
- The Director of the Teacher Education Program will survey each graduate's supervisor about the graduate's' performance during the first year of teaching.

- Praxis III test scores on all first year teachers and graduates of the program will be reported to the Division of Education by the ADE.

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 4003, 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
	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
	3112	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
	3311	Current Educational Practices in Pre-K to Grade Four I
	3321	Current Educational Practices in Pre-K to Grade Four 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

PSY 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
	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
	3112	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
	3311	Current Educational Practices in Pre-K to Grade Four I
	3321	Current Educational Practices in Pre-K to Grade Four II
	4003	Foundations of Early Childhood Education
	4006	Specialty Practicum (Preschool)
	4013	Foundations of Reading
	4043	Developing Content Readers
	4101	Current Educational Practices
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
	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)	Spring Semester: (16 to 17 credit hours)	Either Semester:
General Psychology	Composition II	Theories of Human Learning

Composition I Critical Inquiry		Basic Oral Communication Biology Concepts College Algebra American National Government **or** United States History I **or** United States 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 Families & Students in a Diverse Society 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 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 Integrated Curriculum I Developmentally Appropriate Practices I Current Educational Practices for Birth – Grade Four I Behavior Management in the Classroom Practicum I	Spring Semester: (16 to 17 credit hours) Foundations of Reading Developmental Psychology – Adolescence Integrated Curriculum II Principles of Learning and Teaching Current Educational Practices for Birth – Grade Four II Practicum II	Either Semester: Psychology elective 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 Educational Technology for P – 4 Teaching Internship I* Psychology elective to total 15 or 16 hours Praxis II, Application for Teaching Internship II	Spring Semester: (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II*	Either Semester:

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

NOTE: In selecting courses for distribution credit, students will need to select the following courses, which are required for licensure:
American National Government **or** United States History I **or** United States History II (Civic Awareness or Social Science/Analysis)
Physical Geography (Social Science) **or** 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)

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: Theories of Human Learning Basic Oral Communication Biology Concepts College Algebra American National Government **or** United States History I **or** United States History II General Education courses from Distribution Requirements to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester: (15 credit hours)	Spring Semester: (17 or 18 credit hours)	Either Semester:

Numeration Systems and Computations Families & Students in a Diverse Society World Civilization I **or** Humanities I	Survey of Mathematics – Geometry, Measurement, Probability and Statistics Abnormal Psychology World Civilization II **or** Humanities II	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 Rhythmic Activities and Lead-Up Games Integrated Curriculum I Developmentally Appropriate Practices I Development of Language & Literacy Birth to Grade 4 Current Educational Practices in Pre-K to Grade Four I Behavior Management in the Classroom Practicum I	Spring Semester: (17 credit hours) Developmental Psychology – Adolescence Foundations of Reading Integrated Curriculum II Principles of Learning and Teaching Current Educational Practices in Pre-K to Grade Four II Practicum II	Either Semester: 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 Classroom Psychology elective to total 15 or 16 hours Arkansas History	Spring Semester: (13 credit hours) Developmentally Appropriate Practices II Foundations of Early Childhood Education Specialty Practicum (Preschool)	Either Semester:

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, and Mathematics. 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
	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	4003	Arkansas History (For Art 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, OR ENGLISH:

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
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

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. That means Arkansas does not issue a "stand alone" special education license. 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 license to teach special education in grades P-4 and/or 4-12. 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 3112 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 40 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 3112, Practicum II.

EDU 3311 Current Educational Practices in Pre-K to Grade Four I The course will provide Pre-K teachers the knowledge and skills to create positive and productive classroom climates; prevent challenging behavior; manage disruptive behavior and teach children new skills so they enter kindergarten ready to learn.

EDU 3321 Current Educational Practices in Pre-K to Grade Four II The course will focus on Fine Arts in the Pre-K to Grade 4 classroom. It is an integrated study of developmentally appropriate drama, art, and music curriculum methods.

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.

Teaching methodologies for the business education occupational clusters are presented and practiced. 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 is 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. 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 The requirements for a major in English are as follows:

ENG	1313	Lyric Poetry
	2313	Literary Theory
	2901	Sophomore Colloquium
	3901	Junior Colloquium

ENG 4901 Senior Seminar
4903 Senior Thesis

In addition to these core courses, students must also fulfill the following distribution requirements:
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*

Twelve hours of course work **before** 1800:

ENG 4113 Medieval Literature
4123 Chaucer
4133 Sixteenth-Century Literature
4143 Shakespeare*
4153 Early 17th Century Literature
4163 Milton
4173 Restoration and 18th Century Literature
4203 Literature of Early America
*May be repeated for credit provided the topic is different

In addition, majors will be required to complete an approved plan of study consisting of at least 15 hours outside English (to be chosen in consultation with an English advisor) intended for vocational discernment and professional preparation.

MINOR Students seeking an English minor will complete eighteen hours of courses in English, fifteen of which must focus on literature. Twelve of these literature courses must be upper-level.

VOCATIONAL DISCERNMENT and PROFESSIONAL PREPARATION

The English major seeks to integrate professional preparation and liberal education by providing opportunities for students to engage in an ongoing process of vocational discernment. This process begins in their freshman year, when students are encouraged to complete HUM 1101, Careers for Humanities Majors, in which they learn how a major in the humanities can help them to achieve their personal and professional goals.

As part of ENG 2901, Sophomore Colloquium, students in the English major will identify a career for which they will begin preparing. In consultation with their advisors (and, as appropriate, with mentors outside the university community), they will develop and submit for approval a plan for professional development, including both course work and other learning experiences that will help them acquire the skills they need to pursue their chosen career. This plan may be modified in succeeding years based on the student's evolving sense of vocation. (Any changes to the original plan must be in writing and approved by the student's advisors.) In some cases, specific English courses not required for the major (for example, Grant and Proposal Writing) may be built into the plan and required as well. Students who do not satisfy the requirements of Sophomore Colloquium will not be permitted to register for further course work in English.

Professional Preparation in the major continues in the junior year as students complete ENG 3901, Junior Colloquium. Students update and revise (if necessary) their plans for professional preparation and compile a portfolio of materials preparing them for employment or further studies (personal statements, curriculum vitae, and other materials that demonstrate progress in professional preparation). This portfolio may also include documentation of meetings with professional mentors, shadowing activities, and applications for internships or study abroad. They also begin making preparations for any professional exams they may need to take (e.g., the GRE, the LSAT, the Praxis II). Students who do not satisfy the requirements of Junior Colloquium will not be permitted to register for further course work in English.

GRADUATE SCHOOL PLAN

This plan is intended for students who wish to pursue advanced literary study with the aim of teaching at a college or university. Since academic positions in English are difficult to come by, only students with exceptional abilities and with an exceptional work ethic should consider this plan. Owing to the nature of contemporary literary study, students who elect to pursue this plan are encouraged to consider a minor in history or philosophy. They should also consider courses in political science, economics, and psychology which emphasize a theoretical understanding of society or of the human mind. Finally, students pursuing this plan are strongly encouraged to consider the equivalent of two years of foreign language. All students pursuing this plan must take the Graduate Record Exam (GRE) in order to be eligible for graduation.

LAW SCHOOL PLAN

Reading, writing, and thinking are the skills essential to success in law school, and English hones all three. Not surprisingly, then, English is one of the three most common majors among pre-law students nationwide (after political science and alongside history). Students who elect to pursue a plan of study intended to prepare them for law school will work with a pre-law advisor as well as with an English advisor to select classes outside English that will help prepare them for the LSAT and first-year law classes. Such classes should include courses in philosophy that emphasize logical reasoning and courses in political science that emphasize legal research and writing. In addition, they may include classes that will provide a background for the particular field of law that most interests them (for example, tax law and estate planning, family law, environmental law, real estate law, to name only a few). Whenever possible, pre-law students should plan to pursue internships and other professional experiences beyond the campus. All students pursuing this plan must take the Law School Admissions Test (LSAT) in order to be eligible for graduation.

SECONDARY EDUCATION PLAN

For many English majors, secondary teaching is the default position for professional preparation, the idea being that, if all else fails, they can always teach. This should not be so. For not only does this attitude short-circuit the process of vocational discernment, but it also vastly underestimates what is required for a successful career as a secondary English teacher. Unlike some other schools, Ozarks has long regarded teaching as one of the professions, on a par with law and medicine. For that reason, we are very proud to have educated secondary teachers who have not only enjoyed exceptional success but have even attained national recognition. However, precisely because we regard teaching as a profession, we encourage only those students with a genuine passion for young people to consider pursuing secondary education as a career. Students who elect to pursue this plan will complete a second major in secondary education, the requirements for which are listed elsewhere in this catalog, as are all licensure requirements. In addition, they will be required to choose the following in fulfillment of the requirement for the English courses before 1800:

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

All students pursuing this plan must take the Praxis II content exam in order to be eligible for graduation.

ADVERTISING PLAN

Since advertising is composed of images and texts, the skills English majors develop (particularly in courses emphasizing lyric poetry) provide excellent preparation for careers as copywriters, as some of our English alums have found. Students who elect to pursue a plan of study intended to prepare them for careers in advertising should consider a minor in strategic communication or in marketing (or course work in each). In addition, they are strongly encouraged to pursue courses in art, particularly Basic Design and Graphic Design. For students interested in careers in advertising, an internship in the field is essential.

NONPROFIT PLAN

Nonprofit organizations (NPOs), or not-for-profits, are those whose primary purpose does not involve creating capital for private gain. They include charities, non-governmental organizations (NGOs), private educational institutions, voluntary organizations, and civil society organizations. Although, by definition, NPOs do not exist for profit, they cannot exist without money. For this reason, English majors with expertise and experience in grant writing are regularly in demand. For those who pursue careers in NPOs, the possibility of a meaningful career in the service of social goods not typically met by the for-profit or government sectors of society is typically what most attracts them to this field. Students who elect to pursue a plan of study intended to prepare them for careers in the nonprofit sector should consider course work in grant writing, public policy, and public relations. Those with more particular career aims may well want to consider course work in areas such as international affairs, health care, economic development, sociology, religion or environmental studies. All students planning for careers in nonprofit organizations are strongly encouraged to complete an internship in the nonprofit sector.

PARALEGAL PLAN

One relatively lucrative career path for English majors involves work as a paralegal. Although paralegals are formally prohibited from any activity that falls within the scope of the practice of law, they are vital parts of most law firms, helping attorneys prepare for closings, hearings, trials, or corporate meetings. They may also prepare draft versions of a variety of legal documents. Such work requires a high degree of attention to detail as well as considerable skill in research and writing. It also requires a thorough understanding both of the law and of the legal system. Some firms train paralegals on the job. Most, though, are looking for candidates who already possess the necessary training. This can be obtained either through a degree program in paralegal education or through a certificate in paralegal studies. The American Bar Association maintains a list of recognized paralegal education programs (including two in Arkansas, one at the University of Arkansas at Fort Smith, the other at Northwest Arkansas Community College). Paralegal certificate programs, which may be more attractive for students who already have a bachelor's degree or who are pursuing one, range from 18-60 hours (with longer programs typically including a general education component). For paralegals with experience, a number of national organizations offer various advanced certification programs, including the National Association of Legal Assistants (NALA); the American Alliance of Paralegals, Inc. (AAPI); and the National Federation of Paralegal Associations (NFPA). Because Ozarks offers neither a paralegal studies program nor a paralegal certificate, students who elect to pursue this career option will be preparing for course work to be taken at other institutions, either during the summer or after graduation. (In this respect, the paralegal plan resembles the law school plan. Obviously enough, though, the two plans involve very different commitments of time and money.) Students planning for a career as a paralegal are strongly encouraged to pursue a minor in political science (with emphasis on legal careers) and to pursue an internship at a law firm.

SEMINARY PLAN

Historically, the study of religion and the study of literature have been closely related. (Though sacred, the Bible is a literary text, after all.) For this reason, English majors with strong faith commitments may want to consider a church-related career, as have some recent alums. In addition to the pastorate, these include religious education, youth and children's ministries, church administration, missions, counseling, spiritual direction, Christian media, sacred music, and social work. For most of these careers, seminary study is necessary. Seminaries accept students from virtually any major, but they especially seek students who are broadly educated with skills in critical and reflective thinking, and oral and written communication. In fact, most seminary admissions counselors advise students to choose a major in an area other than religion in order to develop a wider range of academic competencies and professional skills. For this reason, English majors who elect to pursue a plan of study intended to prepare them for seminary are encouraged to pursue course work in religion, psychology, and sociology. Particular career interests may argue for work in Biblical languages, television production, management, or education. Seminaries expect their applicants to be actively involved in their local churches and, where possible, in cross-cultural missions. Students interested in ordained ministry are urged to contact a clergyperson or other official from within their denomination or tradition in order to follow the proper path toward becoming a candidate for ordination.

STUDENT-DESIGNED PROFESSIONAL PLANS

English majors with particular career interests besides those listed above may design a plan for professional preparation that will provide the knowledge, skills, and experiences necessary for success in their chosen field.

Some students, for instance, may be pursuing a major in English purely out of a love for literature even as they are pursuing another major with a career in mind. In such cases, the second major will constitute the student's professional plan of study. Nevertheless, students pursuing this option will be required to present a clear account of how their second major will provide the professional preparation necessary for their chosen career. (For instance, a student pursuing majors in English and art might wish to become an art educator or to open a ceramics studio. Likewise, students majoring in English and psychology might wish to become a certified counselor or to pursue graduate work in psychology.) What students cannot do is to use a second major as a way of avoiding professional preparation. (That is, absent clear professional plans in another field, a second major alone will not satisfy this requirement.)

In other cases, a student may have career goals that flow readily from no particular major but that draw on skills and experiences from a number of different fields. (For instance, a career as a technical writer might suggest an array of course work both in the natural sciences and in various business fields.) In such cases, a student-designed professional plan may consist of a course of study in addition to the major that is tailored in consultation with the major advisor and with community mentors to the student's specific professional goals.

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

FRESHMAN YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Composition I	Lyric Poetry	Basic Oral Communication
Critical Inquiry	Composition II	College Algebra
		Electives* to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Literary Theory	Sophomore Colloquium	Electives* to total 16 or 17 hours
World Civilization I **or** Humanities I	English elective since 1800	
	World Civilization II **or** Humanities II	
JUNIOR YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
English elective before 1800	Junior Colloquium	Electives* to total 16 or 17 hours
English elective since 1800	English elective before 1800	
	English elective since 1800	
SENIOR YEAR		
Fall Semester: (12 or 14 credit hours)	Spring Semester: (12 or 14 credit hours)	Either Semester:
Senior Seminar	Senior Thesis	Electives* to total 16 or 17 hours
English elective before 1800	English elective before 1800	
English elective since 1800	English elective since 1800	

* In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.) Students seeking teacher licensure must also fulfill the requirements of the secondary education major.

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

FRESHMAN YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Composition I	Lyric Poetry	Theories of Human Learning
Critical Inquiry	Composition II	Basic Oral Communication
		College Algebra
		Electives* to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Literary Theory	Sophomore Colloquium	Introduction to Grammar

English elective since 1800 Families and Students in a Diverse Society World Civilization I **or** Humanities I	English elective since 1800 World Civilization II **or** Humanities II	Literature for Young Adults, if offered Praxis I exam, Application to the Pat Walker Teacher Education Program 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: Mathematics/Science Mathematics Pedagogy Science Pedagogy
JUNIOR YEAR		
Fall Semester: (16 or 17 credit hours) English elective before 1800** English elective since 1800 Behavior Management in the Classroom	Spring Semester: (16 or 17 credit hours) Junior Colloquium English elective before 1800** English elective since 1800 Principles of Learning and Teaching	Either Semester: Literature for Young Adults, if not taken English elective before 1800** 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: (12 or 14 credit hours) Senior Seminar English elective before 1800** English elective since 1800 Teaching Internship I Educational Assessment Current Educational Practices Praxis II, Application for Teaching Internship II	Spring Semester: (12 or 14 credit hours) Senior Thesis Teaching Internship II Cultural Perspectives: Family, School, and Community Partnerships	Either Semester:
** Students pursuing licensure must take 1.) Shakespeare, 2.) either Chaucer or Medieval Literature, 3.) either Milton **or** Early 17th-Century Literature, and 4.) one additional course before 1800 (which may include those listed here).		

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 Reading, Writing, and Study Strategies. Students must earn a grade of C- or higher to fulfill the prerequisite for Composition II. Students who earn a grade below C- must enroll in concurrent supplemental instruction when they retake Composition I.

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 1313 Lyric Poetry This course is an introduction to the analysis and interpretation of lyric poetry. Through the practice of close reading and explication, students will strive towards understanding the elements of the lyric (symbolism, imagery, figurative language, sound, rhythm, form, etc.), build a foundation of critical terminology, and begin honing their critical writing skills. Prerequisite: ENG 1013, Composition I.

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 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 2313 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 2901 Sophomore Colloquium This course begins the process of integrating the twin pillars of an Ozarks education: liberal education and professional preparation. With respect to professional preparation, they will develop a specific plan of courses and experiences based on their career interests. This plan will list at least fifteen hours of course work outside English that will further students' professional preparation. It will also identify internships, study-abroad opportunities, and other experiences. With respect to liberal education, students will pursue an independent course of study designed to familiarize them with the breadth of British and American literary history. This is intended to assist them in choosing upper-level course work. Near the end of the course, members of the English faculty will meet with each major to review his or her progress in the program. This review will focus on academic development (based on any literature courses taken to that point) and on professional preparation plans. Any deficiencies will be noted and will be reviewed during Junior Colloquium.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

ENG 3243 Contemporary Literature This course will treat literature written since the Second World War. Students may repeat the course for credit provided the topic is different. Topics might include the literature of a particular time period, the literature of a particular ethnic group, the literature of a particular literary movement. Offerings may focus exclusively on American literature, on British literature, or on postcolonial literature of the British empire; or they may draw on various combinations of these literary traditions. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite or corequisite.

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 3901 Junior Colloquium This course continues the process of integrating liberal education with professional preparation. With respect to professional preparation, students will develop personal statements and curriculum vitae, and participate in mock interviews, and shadow alums or others working in a field of interest identified during Sophomore Colloquium. With respect to liberal education, students will explore a number of possible topics for senior theses and, by the end of the semester, will identify a specific focus for future work. Near the end of the course, members of the English faculty will meet with each major to review his or her progress in the program. This review will focus on progress since the review undertaken in Sophomore Colloquium. Prerequisite: ENG 2901, Sophomore Colloquium.

ENG 4113 Medieval Literature This course will examine various aspects of medieval English literature from its emergence during the Anglo-Saxon era through the end of the Plantagenet era. Topics will vary from semester to semester. Students may repeat the course for credit provided the topic is different. Topics may include *Beowulf* and the Old English literature, Middle English literature of the Ricardian period (excluding Chaucer), medieval romance, or medieval drama. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

ENG 4133 Sixteenth-Century British 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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

ENG 4143 Shakespeare This course will survey the major dramatic works of William Shakespeare. Students may repeat the course for credit provided the topic is different. In some years, the course will focus on histories and tragedies. In other years, it will focus on comedies and romances. In all offerings, a secondary emphasis will be Shakespeare's sonnets and other poetic works. Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

ENG 4153 Early 17th-Century British 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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

ENG 4173 Restoration and 18th-Century Literature This course will examine various aspects of British literature during the Restoration and eighteenth century. Topics will vary from semester to semester. Students may repeat the course for credit provided the topic is different. Topics may include poetry and drama of the Restoration, literature of the Augustan era, or literature of the later eighteenth century (including the origins of the English novel). Prerequisite: ENG 2003, Introduction to Literature; ENG 2013, Themes in Literature; or instructor permission. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

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. For English majors, ENG 2901, Sophomore Colloquium, is a prerequisite and ENG 3901, Junior Colloquium, is a prerequisite or corequisite.

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. Prerequisite: ENG 3901, Junior Colloquium.

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 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 with courses from the social sciences and literature 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 other professional and/or academic settings.

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 32 hours including the following:

ENVIRONMENTAL STUDIES REQUIREMENTS

BIO	1104	Biology Concepts **or** BIO 1214, Principles of Evolution
	2224	Principles of Ecology
ENG	2013	Literature and the Environment
ENS	1013	Introduction to Environmental Studies
	1023	Environmental Science
	3033	Environment, Natural Resources, and Community
	4003	Environmental Studies Thesis
	4103	Land Use and Place
PLS	3043	Public Policy Analysis **or** SOC 2013, Social Problems
SOC	1013	Introduction to Sociology

No more than 6 credit hours of Environmental Studies course requirements may count toward another major or minor.

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 Evolution Introduction to Environmental Studies Composition I Critical Inquiry	Spring Semester: (16 or 17 credit hours) Social Problems, **or** Public Policy Analysis in a later fall semester Environmental Science, if offered Composition II	Either Semester: Basic Oral Communication College Algebra, (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) Introduction to Sociology World Civilization I **or** Humanities I	Spring Semester: (16 or 17 credit hours) Principles of Ecology, if offered Environmental Science, if offered Literature and the Environment, 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: (16 or 17 credit hours) Public Policy Analysis, if Social Problems not taken and, if offered	Spring Semester: (16 or 17 credit hours) Principles of Ecology, if offered Environment, Natural Resources & Community, **or** Land Use & Place, whichever is offered Literature and the Environment, if offered	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) Public Policy, if Social Problems not taken and, if offered	Spring Semester: (12-14 credit hours) Principles of Ecology, if not previously completed Environment, Natural Resources & Community, **or** Land Use & Place, whichever is offered	Either Semester: Environmental Studies Thesis General electives to total 12 or 14 hrs

MINOR: An environmental studies minor shall consist of 20 hours:

BIO	1104	Biology Concepts **or** BIO 1214, Principles of Evolution
	3224	Principles of Ecology
ENS	1013	Introduction to Environmental Studies
	1023	Environmental Science
	3033	Environment, Natural Resources, and Community
	4103	Land Use and Place

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.

ENS 4103 Land Use and Place This seminar explores the relationship between human societies and their physical environments drawing from interdisciplinary perspectives and including a strong experiential component. The specific focus of the course is on value of nature, social construction of nature, strategies of land use, and case specific examples.

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 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 weigh 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	United States History I
	2123	United States History II
	2411	Professional Preparation in History
	3311	Junior Colloquium in History
	4013	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

In addition, majors will be required to complete an approved plan of study consisting of at least 15 hours outside history (to be chosen in consultation with a history advisor) intended for vocational discernment and professional preparation.

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.

MINOR All history minors will complete the following courses:

HIS	2013	World Civilization I
	2023	World Civilization II
	2113	United States History I
	2123	United States 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.

The history major seeks to integrate professional preparation and the liberal arts by providing opportunities for students to engage in an ongoing process of vocational discernment and planning. This process begins in the freshman year when students are encouraged to complete HUM 1101, Careers for Humanities Majors, where they learn how a major in the humanities can help them to achieve their personal and professional goals of intellectual development and meaningful work. Then, as part of HIS 2411, Professional Preparation in History, students in the history major will identify a professional field in which they wish to pursue a career. In consultation with their advisors, they will develop and submit for approval a plan of study, including both coursework and other learning experiences that will help them acquire the skills they need to pursue that career. The plan of study may be modified in succeeding years based on the student's evolving sense of vocation. Any changes, like the original plan of study, must be in writing and approved by the student's advisors.

Professional preparation in the major continues in the junior year as students complete HIS 3311, Junior Colloquium in History. Students update and revise (if necessary) their plans for professional preparation, and compile a portfolio of materials preparing them for employment or further studies (personal statements, curriculum vitae, and other materials that demonstrate the skills they are acquiring). In their senior year, students will update their portfolios as part of HIS 4901, Senior Seminar.

GRADUATE SCHOOL PLAN

All history majors are encouraged to apply to graduate school. The Graduate School Plan, however, is primarily for those students whose interests tend to focus on continuing academic work and/or teacher preparation and licensure in the field of history. In addition to completing the requirements for the major in history, students will be encouraged to think about their areas of potential emphasis as they develop their own plan for graduate study. In addition to preparing for the Graduate Record Exam (GRE), students are strongly encouraged to include in their plans the equivalent of a year of foreign language (Spanish, French, or a language most related to their intended area of emphasis).

LAW SCHOOL PLAN

History helps hone skills central to success in law school. Students who elect to pursue a sequence intended to prepare them for law school will work with an approved pre-law advisor as well as with their history advisor to select classes in addition to those required of the major that will help prepare them for the LSAT and first-year law classes, and that will provide a background for the particular field of law that most interests them. When possible, the student pre-law plan should include internships and other educational programs beyond the campus. As with other plans, the student should consult with a community mentor, when possible.

SEMINARY PLAN

Seminaries accept students from virtually any major, but they especially seek students who, like all Ozarks students, are broadly educated with skills in critical and reflective thinking, and oral and written communication, all of which are skills emphasized in the history major. In fact, most seminary admissions counselors advise students to choose a major in an area other than religion in order to develop a wider range of academic competencies and professional skills. A Seminary Plan will be designed by students who plan to attend seminary after college in order to pursue a calling in church-related careers. Church-related careers include the pastorate, religious education, youth and children's ministries, church administration, missions, counseling, spiritual direction, Christian media, sacred music, and social work. Seminaries expect their applicants to be actively involved in their local churches and, where possible, in cross-cultural missions. Students interested in ordained ministry are urged to contact a clergyperson or other official from within their denomination or tradition in order to follow the proper path toward becoming a candidate for ordination.

PUBLIC HISTORY/MUSEUM STUDIES PLAN

A growing area of employment for trained historians is in the wide range of publicly and privately funded institutions that offer historical interpretation to the public. In recent years, Ozarks history graduates have gone on to work as historic park directors, museum exhibit designers, and historical interpreters both within and beyond Arkansas. While pursuit of a master's degree in public history is recommended for those seeking to

work in this field, a number of entry-level positions are also available to college graduates who have gained experience with public history as part of their undergraduate educations. Students who are interested in public history or museum work are encouraged to complete one or more internships at a museum, historic park, or historic site; these internships may be taken for academic credit as HIS 4411-6, Internship. Students who follow this plan are also encouraged to prepare their senior thesis project on a topic that pertains to issues of public history or historical interpretation.

ARCHIVAL ADMINISTRATION/LIBRARY SCIENCE PLAN

Trained in a discipline that emphasizes research in primary and secondary historical sources, historians tend to feel at home in archives and libraries, and usually develop the skills that are helpful in assisting others in the use of such facilities. Employment opportunities for history graduates abound within archives and libraries in both academic and non-academic settings, but these often require advanced study or certification in the form of a master's degree in library science (MLS) or a graduate certificate in archival administration. Students who are interested in pursuing a career in archival or library work are encouraged to complete an internship or other work-related experience with an archive or library, and they are also encouraged to consult with the Ozarks library staff for further direction on the use and management of various library resources.

OTHER STUDENT-DESIGNED PROFESSIONAL PLAN OPTIONS

Because history involves reflection over a broad area of topics, students may consider designing a plan of professional preparation that involves coursework in other fields besides those listed above. History majors have successfully broadened their professional options by virtue of training both in the critical skills of a history major and in the skills specific to another field. A student-designed professional plan may therefore consist of the history major plus a second, complementary major in a different field (English, Mathematics, Environmental Studies, Political Science, etc.). In such cases, students are advised to consult with an official advisor in the second major and to carefully examine the availability of courses and how a double-major might impact their eight-semester course of study, where applicable; they should also know and consider the requirements of both history and their additional major, especially the (sometimes heavy) requirements of senior-level projects or seminars.

In some cases, specific history courses not required by the general major may be built into the plan and required as well. In all cases of a student-designed professional plan, as part of their sophomore professional preparation course, the student should consult with major and minor advisors and with mentors in the fields of interest, and must gain approval of the plan from the major 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)	Spring Semester: (16 or 17 credit hours)	Either Semester:
United States History I **or** World Civilization I	United States History II **or** World Civilization II	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		Electives* to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
United States History I **or** World Civilization I	United States History II **or** World Civilization II	Professional Preparation in History
	History elective	Intensive Elementary Language, strongly encouraged, (will fulfill Global Awareness)
		Electives* to total 16 or 17 hours
JUNIOR YEAR		
Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Historiography, if offered	American **or** European History elective	Junior Colloquium in History
American **or** European History elective	Non-Western History elective, if offered	Electives* to total 16 or 17 hours
SENIOR YEAR		
Fall Semester: (12 or 14 credit hours)	Spring Semester: (12 or 14 credit hours)	Either Semester:
Historiography, if not previously completed	Non-Western History elective, if not previously completed	Electives* to total 16 or17 hours
American **or** European History elective, if not previously completed	American **or** European History elective, if not	

Senior Seminar	previously completed
	Senior Thesis

* In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)

HIS 1013 Introduction to History Provides students with an overview of the study of history and its various uses, including an introduction to methods of historical inquiry, research, and analysis through the examination of topics and contexts selected by the instructor and/or the students themselves. This course is especially recommended for students interested in pursuing a major or minor in history.

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.

HIS 2113 United States History I Surveys 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.

HIS 2123 United States History II Surveys 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.

HIS 2153/4153 Colonial and Revolutionary America Provides a detailed examination of selected events, themes, and issues relevant to the development of Britain's American colonies and/or the colonial rebellion against British imperial authority. Possible topics include, but are not limited to, the European movement for exploration and colonization, the adoption of forced labor systems, relations between colonists and Native Americans, the comparison of different colonial regions and regimes, and the imperial crisis between the colonies and the British metropolis. Students who take the course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2113, United States History I, or consent of the instructor.

HIS 2163/4163 Civil War and Reconstruction Examines the United States' history between 1846 and 1877, with emphasis on appreciating the magnitude of the causes, costs, and consequences of the United States 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. Students who take the course for upper-level credit will receive additional assignments. Prerequisite: HIS 2113, United States History I, HIS 2123, United States History II, or consent of the instructor.

HIS 2173/4173 American Regional History Provides a detailed examination of selected regional spaces in United States or early American history, and of the human developments and conflicts that occurred therein. Possible topics include, but are not limited to, North American frontiers and borderlands, the North American West, and the United States South. Students who take the course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2113, United States History I, HIS 2123, United States History II, or consent of the instructor.

HIS 2183/4183 Modern United States History Provides a detailed examination of selected events, themes, and issues relevant to the history of the United States from the late nineteenth through the twentieth century. Possible topics include, but are not limited to, the growth of an increasingly activist federal government, the vicissitudes of U.S. foreign policy and international influence, the ongoing movement for civil rights, and the evolution and importance of U.S. popular culture. Students who take the course for upper-level credit will

receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2123, United States History II, or consent of the instructor.

HIS 2223/4223 Revolutionary European History Provides a detailed examination of selected events, themes, and issues in the history of Europe between approximately 1750 and 1900 CE. Possible topics include, but are not limited to, the French Revolution and its legacy, the social, economic, and political effects of industrial capitalism, and the intensification of nationalism. Students who take this course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2023, World Civilization II, or consent of the instructor.

HIS 2233/4233 Modern European History Provides a detailed examination of selected events, themes, and issues in the history of Europe between approximately 1900 CE and the present. Possible topics include, but are not limited to, the social, political, and cultural effects of World War I and World War II, the conflicts between republican and totalitarian governments, and the transformations involved in decolonization and multiculturalism. Students who take this course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2023, World Civilization II, or consent of the instructor.

HIS 2253/4253 Ancient and Medieval History Provides a detailed examination of selected events, themes, and issues in the history of western civilization between approximately 1300 BCE and 1300 CE. Possible topics include, but are not limited to, the rise and fall of classical Greece and Rome, the origins and importance of European Christianity, cross-cultural relations between the west and the Islamic world, and the evolution of European government and society from the early through the high middle ages. Students who take this course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2013, World Civilization I, or consent of the instructor.

HIS 2263/4263 Early Modern European History Provides a detailed examination of selected events, themes, and issues in the history of Europe between approximately 1350 and 1750 CE. Possible topics include, but are not limited to, the Renaissance, the Protestant Reformation, the growth of constitutional and absolutist institutions, the challenges of early capitalism, and Europe's increasing dominance of an expanding world system. Students who take this course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2023, World Civilization II, or consent of the instructor.

HIS 2323/4323 Nonwestern History Provides a detailed examination of regions and/or societies with histories and traditions distinctive from those of Europe and European America. Possible topics include, but are not limited to, the histories of China/East Asia, India/South Asia, Africa, or the world of Islam. This course fulfills the non-western history requirement for history majors. Students who take the course for upper-level credit will receive additional assignments. This course may be repeated for credit provided it covers a different topic. Prerequisite: HIS 2013, World Civilization I, HIS 2023, World Civilization II, or consent of the instructor.

HIS 2333/4333 Comparative History Focuses 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 who take the course for upper-level credit will receive additional assignments. Students may repeat this course for credit provided the topics are different. This course fulfills the non-western history requirement for history majors. Prerequisite: HIS 2013, World Civilization I, HIS 2023, World Civilization II, HIS 2113, United States History I, HIS 2123, United States History II, or consent of the instructor.

HIS 2411 Professional Preparation in History This course engages students in the process of discerning and preparing for a professional field they wish to enter. Students will develop a written plan of study that will allow them to acquire the skills and knowledge they need to pursue a career in their chosen field. Furthermore, students will gather information about and apply for internships, study abroad programs, and other experiential learning opportunities, and they will establish contacts with Ozarks alumni and others who work in their chosen

field. Finally, students will compile a portfolio of their work in the major thus far, to be used to ensure that students are making adequate progress in the major. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Junior Colloquium in History.

HIS 3311 Junior Colloquium in History This course helps to prepare students for the capstone senior seminar in history, with a secondary emphasis on supporting thoughtful preparation for their careers after college graduation. Moreover, if possible, they will attend a professional meeting with sessions in the scholarly field in which they wish to conduct research. Students will also develop personal statements, curriculum vitae, and other materials to help them pursue careers and/or further study after graduation. Required for all majors in history. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Senior Seminar.

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 4003 Arkansas History Examines 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. Note for History majors: This class does not count as an American history elective.

HIS 4013 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 4411-6 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 4901 Senior Seminar The first portion of each student's capstone experience, this course seeks to draw together all of the aims of the History program. The course covers advanced research methodologies; students will select a research topic and prepare a research proposal. Various forms of academic assessment also fall within the scope of this course. They will update the materials in the professional portfolios that they established in HIS 3311, Junior Colloquium in History. 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	1313	Lyric Poetry
HIS	2013	World Civilization I*
	2023	World Civilization II*
	2113	United States History I*
	2123	United States History II
	4013	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 lease one course in American history and at least one course in European or Non-Western history.

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)	Spring Semester: (16 credit hours)	Either Semester:
United States History I **or** World Civilization I	United States History II **or** World Civilization II	Basic Oral Communication
Composition I	Lyric Poetry, if offered	College Algebra
Critical Inquiry	Composition II	General Education courses from Distribution Requirements to total 16 hours
SOPHOMORE YEAR		
Fall Semester: (16 credit hours)	Spring Semester: (16 credit hours)	Either Semester:
United States History I **or** World Civilization I	United States History II **or** World Civilization II	One upper-level History elective*
	Lyric Poetry, if not taken as a freshman	One English elective**
		General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR		
Fall Semester: (15 credit hours)	Spring Semester: (15 credit hours)	Either Semester:
Historiography, if offered		Two upper-level History electives*
		Two English electives**

SENIOR YEAR

Fall Semester: (16 to 17 credit hours)	Spring Semester: (15 credit hours)	Either Semester:
Historiography, if not taken as a junior	Senior Thesis	One upper-level History elective*
Senior Seminar		Two 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 1101 Careers for Humanities Majors This course will explore various career options open to majors in the humanities. The primary emphasis of the course will be to educate students about the preparation necessary for graduate school; law school; secondary and middle-level education [currently in dormant status]; and careers in advertising, public relations, development, or other business or not-for-profit fields. A secondary emphasis will be to make them aware of various social factors that contribute to professional success.

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 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 2013, 4013 Ozarks Abroad A variable topics course that includes foreign travel as a required component of the class. Ozarks Abroad courses will include a significant international cultural component (social, economic, political, geographic, environmental, and/or artistic) and must be approved by the Study Abroad Committee. Course may be repeated for credit provided the topic is different.

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 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 the 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 the 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 the 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 the 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 the 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 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
	3013	Modern Geometry
	3023	Differential Equations
	3114	Calculus III
	3123	Linear Algebra
	3033	Probability and Statistics
	4043	Introduction to Abstract Algebra
	4113	History of Mathematics
	4143	Advanced Calculus
	4213	Senior Project
PHY	2114	General Physics I

One additional science lab course

MINOR A minor in mathematics shall consist of 18 semester hours to include the following:

MTH	2015	Calculus I
	2123	Discrete Mathematics
	2024	Calculus II

6 hours of mathematics above the 2000-level

In order to meet education requirements, students seeking a bachelor of science in Mathematics and Secondary Education will also need to take MTH 1043, College Trigonometry.

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:
Composition I Critical Inquiry	Composition II	Basic Oral Communication General Education courses from Distribution Requirements to total 16 or 17 hours
Math ACT 20-24: College Algebra	Math ACT 20-24: College Trigonometry	
Math ACT 25 or higher: Calculus I	Math ACT 25 or higher: Calculus II	

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either semester:
Discrete Mathematics World Civilization I **or** Humanities I	Linear Algebra World Civilization II **or** Humanities II	Lab Science course **or** General Physics I General Education courses from Distribution Requirements to total 16 or 17 hours
Math ACT 20-24: Calculus I	Math ACT 20-24: Calculus II	
Math ACT 25 or higher: Calculus III	Math ACT 25 or higher: 3-6 hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus	

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Abstract Algebra **or** History of Mathematics

Math ACT 20-24:
Calculus III

Spring Semester: (16 or 17 credit hours)
Math ACT 20-24:
Six hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus

Math ACT 25 or higher:
3-6 hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus

Either Semester:
Lab Science course **or** General Physics I
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
Abstract Algebra **or** History of Mathematics

Spring Semester: (12 or 15 credit hours)
Math ACT 20-24:
Six hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus

Math ACT 25 or higher:
Any not previously completed

Either semester:
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

Fall Semester: (16 or 17 credit hours)
Calculus I
Composition I
Critical Inquiry

Spring Semester: (16 or 17 credit hours)
College Trigonometry
Calculus II
Composition II

Either semester:
Basic Oral Communication
1 or 2 Lab Science courses
Theories of Human Learning
General Education courses from Distribution Requirements to total 16 to 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)
Calculus III
Discrete Mathematics
Families & Students in a Diverse Society
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)
Linear Algebra
6 hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus
World Civilization II **or** Humanities II

Either semester:
Lab Science course, if not previously completed, to cumulative total of 8 hours
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:
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
Techniques of Teaching Secondary School Mathematics

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Abstract Algebra **or** History of Mathematics
Behavior Management in the Classroom

Spring Semester: (16 or 17 credit hours)
6 hours from Differential Equations **or** Modern Geometry **or** Probability & Statistics **or** Advanced Calculus
Principles of Learning & Teaching

Either Semester:
General Education courses from Distribution Requirements **or** general electives to total 15 to 17 hours

SUMMER TERM:
Middle & Secondary Principles and Practices II
Educational Technology in the Discipline
Techniques of Teaching Secondary School Mathematics

OR

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

SENIOR YEAR

Fall Semester: (16 or 17 credit hours)
Abstract Algebra **or** History of Mathematics
Senior Project
Current Educational Practices
Educational Assessment
Teaching Internship I
Praxis II, Application for Teaching Internship

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

Either Semester:

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

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. Students with an ACT Math score of 20 or 21 (or an equivalent SAT Math subscore) and students who are repeating the course are required to take Supplemental Instruction.

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. Prerequisite: MTH 1033, College Algebra.

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 3114, Calculus III.

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 and MTH 2123, Discrete Mathematics.

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 Methods Introduction to the use of technology to solve mathematical problems 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 4043 Introduction to Abstract Algebra An introduction to algebraic structures, primarily groups, rings, and fields. Prerequisite: MTH 2024, Calculus II and MTH 3123, Linear Algebra.

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: MTH2123, Discrete Mathematics and 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	1002	Basic Musicianship*
	1014	Theory I
	1024	Theory II
	2113	Music Literature I
	2123	Music Literature II
	2014	Theory III
	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
	3153	World of the Twentieth Century
	4441, 4451	Senior Performance Seminar

Applied Lessons
Ensembles

*A prerequisite to MUS 1014, Theory I (with option to waive by examination)

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. Music majors may count up to 8 credits of MUS 4501, Chamber Singers, toward the degree.

All music majors must satisfy the keyboard proficiency requirements. All music majors must enroll in Applied Piano lessons until they satisfy the proficiency requirement because keyboard skills strengthen all other aspects of music study.

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);
Successful completion (a grade of C or better) of Introduction to Music Literature (MUS 1113);
Successful completion of the keyboard proficiency examination.

All music majors are required to present evidence of their analytical research and performance abilities during their senior year through the Senior Performance Seminar (MUS 4441-51). All performances/presentations must be heard by the music faculty at least one month before the performance/presentation.

MINOR A minor in music requires 20-22 hours:

MUS	1002	Basic Musicianship*
	1014	Theory I
	1024	Theory II
MUS	2113	Music Literature I
	2123	Music Literature II

4-6 credits of upper-level classroom music courses approved by the music advisor
Applied Lessons
Ensembles

*A prerequisite to MUS 1014, Theory I (with option to waive by examination)

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; students receive credit for attendance by signing, and turning in, a program for each event to the Humanities & Fine Arts Division office. 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. 2012)

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either semester:
Basic Musicianship	Theory I	Basic Oral Communication
Ensemble*: Chapel Choir **and/or** Chamber Singers	Ensemble*: Chapel Choir **and/or** Chamber Singers	College Algebra
Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]	Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]	General Education courses from Distribution Requirements to total 16 or 17 hours
Composition I	Composition II	
Critical Inquiry		

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)	Spring Semester: (16 or 17 credit hours)	Either Semester:
Theory II	Theory III	Satisfy keyboard proficiency requirement (pre-requisite for upper-level music courses)
Music Literature I	Music Literature II	General Education courses from Distribution Requirements to total 16 or 17 hours
Ensemble*: Chapel Choir **and/or** Chamber Singers	Renaissance and Baroque	
	Ensemble*: Chapel Choir **and/or** Chamber	

Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
World Civilization I **or** Humanities I [Humanities I strongly encouraged]

Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
Comprehensive progress review (pre-requisite for upper-level music courses)
World Civilization II **or** Humanities II [Humanities II strongly encouraged]

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Theory IV, elective (recommended for students pursuing graduate studies)
Classism and Romanticism
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ

Spring Semester: (16 or 17 credit hours)
World of the 20th Century
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ

Either Semester:
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 Performance Seminar
Medieval World
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ

Spring Semester: (12 or 15 credit hours)
Senior Performance Seminar
Renaissance and Baroque, if not previously completed
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ

Either semester:
General electives to total 12 or 15 hours

For students starting in the fall semester of an **odd numbered year** (e.g. 2011)

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
Composition I
Critical Inquiry

Spring Semester: (16 or 17 credit hours)
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
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)
Basic Musicianship
Music Literature I
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
World Civilization I **or** Humanities I [Humanities I strongly encouraged]

Spring Semester: (16 or 17 credit hours)
Theory I
Music Literature II
Ensemble*: Chapel Choir **and/or** Chamber Singers
Applied lessons**
Applied Voice **or** Applied Piano **or** Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency]
Comprehensive progress review (pre-requisite for upper-level music courses)
World Civilization II **or** Humanities II [Humanities II strongly encouraged]

Either Semester:
Satisfy piano proficiency requirement (pre-requisite for upper-level music courses)
General Education courses from Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)
Theory II
Medieval World

Spring Semester: (16 or 17 credit hours)
Theory III
Renaissance and Baroque

Either Semester:
General Education courses from Distribution Requirements **or** general electives to total

Ensemble*: Chapel Choir **and/or** Chamber Singers Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ	Ensemble*: Chapel Choir **and/or** Chamber Singers Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ	16 or 17 hours
SENIOR YEAR		
Fall Semester: (12 or 15 credit hours) Theory IV, elective (recommended for students pursuing graduate studies) Classicism and Romanticism Senior Performance Seminar Ensemble*: Chapel Choir **and/or** Chamber Singers Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ	Spring Semester: (12 or 15 credit hours) Senior Performance Seminar World of the Twentieth Century Ensemble*: Chapel Choir **and/or** Chamber Singers Applied lessons** Applied Voice **or** Applied Piano **or** Applied Organ	Either semester: General electives to total 12 or 15 hours
*Maximum 8 hours credit (up to 4 hours for Chapel Choir; up to 8 hours for Chamber Singers) **Students enrolled in applied lessons must satisfy participation requirement (pg. 135)		

MUS 1002 Basic Musicianship This course provides detailed instruction in fundamentals of music theory and aural skills, including but not limited to notation, meters, scales, key signatures, and chords.

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 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. Prerequisite: Students must pass a music fundamentals proficiency examination.

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 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 2113 Music Literature I This course is a survey of classical art music from the Middle Ages through the 18th 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. Prerequisite: Exemption from, successful completion of, or concurrent enrollment in, MUS 1002, Basic Musicianship.

MUS 2123 Music Literature II This course is a continuation of MUS 2123, Music Literature I, a survey of classical art music from the 19th century through to the present day 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. Prerequisite: MUS 2113, Music Literature I and successful completion of, or concurrent enrollment in, MUS 1014, Music Theory I.

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 3123 Medieval World A study of art and music in the Middle Ages – 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, and MUS 2113, Music Literature I, with a grade of C- or better and successful passage of the comprehensive progress review.

MUS 3133 Renaissance and Baroque A study of music and art from 1400-1750 – 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 and MUS 2113, Music Literature I, with a grade of C- or better and successful passage of the comprehensive progress review.

MUS 3143 Classicism and Romanticism A study of music and art in the eighteenth and nineteenth centuries – 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, and MUS 2123, Music Literature II, with a grade of C- or better and successful passage of the comprehensive progress review.

MUS 3153 World of the Twentieth Century A study of music and art in the twentieth century – 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, and MUS 2123, Music Literature II, with a grade of C- or better and successful passage of the comprehensive progress review.

MUS 4441, 4451 Senior Performance Seminar This two-semester 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 research/analysis papers, a practice/rehearsal journal. Prerequisite: Senior status.

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. Attendance and performance in studio seminar are required for all students enrolled. Music majors are required to take a jury examination at the end of 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. 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. Studio seminar attendance will be expected, but no studio seminar or jury performance will be required. Music majors and minors are excluded. 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. Attendance and performance in studio seminar are required for all students enrolled. Music majors are required to take a jury examination at the end of 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. 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. Studio seminar attendance will be expected, but no studio seminar or jury performance will be 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. Prerequisite: Keyboard proficiency examination.

MUS 1500, 1501 University Ringers Instrumental ensemble meeting twice a week to perform standard handbell literature. An annual concert is included in the experiences. May be repeated for credit (maximum: 4 hours total for all ensembles).

MUS 2500, 2501, 3500, 3501 Chapel Choir A non-auditioned ensemble focusing on teaching basic musicianship, voice building, and sight-reading. Prerequisites: Ability to match pitch. May be repeated for credit (maximum: 4 hours total for all ensembles).

MUS 4201-4202 Advanced Voice Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4301-4302 Advanced Piano Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4401-4402 Advanced Organ Advanced private instruction for senior music majors preparing Senior Performance Seminar Recitals. Maximum enrollment is two semesters. Prerequisites: Approval of music faculty through jury performance. May be taken twice for credit.

MUS 4500, 4501 Chamber Singers An ensemble concentrating on the highest possible performance skills through the preparation of a wide variety of choral literature. Open by audition only. Prerequisites: Audition, and for music majors, concurrent enrollment in MUS 2500/2501 **or** MUS 3500/3501, Chapel Choir. May be repeated for credit (maximum: 4 hours total for all ensembles except in programs which specify more).

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 The requirements for a major in philosophy are as follows:

PHL 1003 Logic
1013 Ethics
2101/2100 Professional Preparation in Philosophy
3013 Plato and Aristotle
3023 Descartes to Kant
3101 Junior Colloquium in Philosophy
4902-4901 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).

In addition, majors in philosophy will take at least 15 additional hours outside philosophy (to be chosen in consultation with a philosophy advisor) that are intended for vocational discernment and professional preparation.

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.

PROFESSIONAL PREPARATION

The philosophy major seeks to integrate professional preparation and the liberal arts by providing opportunities for students to engage in an ongoing process of vocational discernment and planning. This process begins in the freshman year when students are encouraged to complete HUM 1101, Careers for Humanities Majors, where they learn how a major in the humanities can help them achieve their personal and professional goals of

intellectual development and meaningful work. Then, as part of PHL 2101, Professional Preparation in Philosophy, students in the philosophy major will identify a professional field in which they wish to pursue a career. In consultation with their advisors, they will develop and submit for approval a plan of study, including both coursework and other learning experiences that will help them acquire the skills they need to pursue that career. The plan of study may be modified in succeeding years based on the student's evolving sense of vocation. Any changes, like the original plan of study, must be in writing and approved by the student's advisors. (For information on some of the professional fields that may be recommended for students in philosophy, suggested plans of study are on file with the philosophy faculty.)

Professional preparation in the major continues in the junior year as students complete PHL 3101, Junior Colloquium in Philosophy. Students update and revise (if necessary) their plans for professional preparation, and compile a portfolio of materials preparing them for employment or further studies (personal statements, curriculum vitae, and other materials that demonstrate the skills they are acquiring). In their senior year, students will update their portfolios as part of PHL 4902-4901, Senior Seminar.

GRADUATE SCHOOL PLAN

All philosophy majors are encouraged to apply to graduate school. The Graduate School Plan, however, is primarily for those students whose interests tend to focus on theoretical and continuing academic professional work in the academic field of philosophy. In addition to completing the requirements for the major in philosophy or the combined major in religion-and-philosophy, students should consider the courses recommended in the model plan, available on file with the philosophy advisor. Because each student's graduate school area of emphasis will be different, students will be encouraged to think about their areas of potential emphasis as they develop their own plan. Students are also strongly encouraged to include in their plans the equivalent of a year of foreign language (German, French, Greek, or a language most related to their intended area of emphasis).

LAW SCHOOL PLAN

Philosophy helps hone skills central to success in law school. Students who elect to pursue a sequence intended to prepare them for law school will work with an approved pre-law advisor as well as with their philosophy advisor to select classes in addition to those required of the major that will help prepare them for the LSAT and 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. Students should examine a model plan for law school preparation while developing their own in consultation with their philosophy and pre-law advisors. When possible, the student pre-law plan should include internships and other educational programs beyond the campus. As with other plans, the student should consult with a community mentor, when possible.

SEMINARY PLAN

A Seminary Plan will be designed by students who plan to attend seminary after college in order to pursue a calling in church-related careers. Church-related careers include the pastorate, religious education, youth and children's ministries, church administration, missions, counseling, spiritual direction, Christian media, sacred music, and social work. Seminaries expect their applicants to be actively involved in their local churches and, where possible, in cross-cultural missions. Students interested in ordained ministry are urged to contact a clergyperson or other official from within their denomination or tradition in order to follow the proper path toward becoming a candidate for ordination.

Seminaries accept students from virtually any major, but they especially seek students who, like all Ozarks students, are broadly educated with skills in critical and reflective thinking, and oral and written communication. In fact, most seminary admissions counselors advise students to choose a major in an area other than religion in order to develop a wider range of academic competencies and professional skills. For this reason, a Seminary Plan should be based on a major in philosophy and include additional coursework as specified in the model plans, available from the philosophy and religion faculty.

NONPROFIT PLAN

Nonprofit organizations (NPOs), or not-for-profits, are organizations whose primary purpose does not involve creating capital for private gain. They include charities, non-governmental organizations (NGOs), private educational institutions, voluntary organizations, and civil society organizations. Students who pursue careers in NPOs are often attracted to the possibility of a meaningful career in the service of social goods not typically met by the for-profit or government sectors of society. A major in religion or philosophy may be especially valuable for students pursuing careers in NPOs because it provides a grounding in the philosophical, spiritual, and ethical traditions that motivate and sustain many of those who work in the field.

NPOs hire individuals to fill a wide range of jobs, but they frequently require employees who are knowledgeable in government policy and international affairs, and adept at social networking, public relations, fundraising, and grant-writing. NPOs who provide services on an international scale require employees who are especially knowledgeable in foreign languages and international affairs. Therefore, an individualized plan of study would include coursework in these areas, as well as the completion of an internship in the non-profit sector.

OTHER STUDENT-DESIGNED PROFESSIONAL PLAN OPTIONS

Because philosophy involves reflection over a broad area of topics, students may consider designing a plan of professional preparation that involves coursework in other fields besides those listed above. Philosophy majors have successfully broadened their professional options by virtue of training both in the critical skills of a philosophy major and in the skills specific to another field. A student-designed professional plan may therefore consist of the philosophy major plus a second, complementary major in a different field (English, Mathematics, Environmental Studies, Political Science, etc.). In such cases, students are advised to consult with an official advisor in the second major and to carefully examine the availability of courses and how a double-major might impact their eight-semester course of study, where applicable; they should also know and consider the requirements of both philosophy and their additional major, especially the (sometimes heavy) requirements of senior-level projects or seminars.

Such a student-designed professional plan may also consist of a philosophy major and a minor, with additional courses selected in consultations with the major and minor advisors. Finally, a student-designed professional plan may also consist of a course of study in addition to the major that is tailored in consultation with the major advisor and with community mentors to the student's specific professional goals.

In all cases of a student-designed professional plan, as part of their sophomore professional preparation course, the student should consult with major and minor advisors and with mentors in the fields of interest, and must gain approval of the plan from the major advisor. In some cases, specific philosophy courses not required by the general major may be built into the plan and required as well.

For example, the philosophy major provides excellent preparation for students interested in business careers. Students learn how to gather, organize and interpret complex data; communicate effectively about perplexing questions; and relate to others whose perspectives or cultural backgrounds may differ. Depending on the student's professional interests, a student-designed professional plan may be built out of a philosophy major with a marketing or management minor. Students interested in careers with connections to computer applications might design their program to include a double-major in philosophy and mathematics with a minor in computer sciences. Such a plan likely would also require upper-level work in Logic and in the philosophy of logic, so PHL 4423, Symbolic Logic, would be a reasonable part of the plan.

Similar student-designed professional plans might be built on any number of other programs. All student-designed professional plans must be submitted to and approved by the 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. 2012)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:

Ethics Composition I Critical Inquiry	Composition II	One elective in Philosophy **or** Religion Professional Preparation in Philosophy, if offered 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: Hinduism & Buddhism World Civilization II **or** Humanities II	Either Semester: One elective in Philosophy **or** Religion Professional Preparation in Philosophy, if not completed *General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 or 32 credit hours		
Fall Semester:	Spring Semester: Descartes to Kant Junior Colloquium in Philosophy Continental Philosophy, **or** other elective	Either Semester: Two upper-level electives in Philosophy **or** Religion towards 18 hours required *General Education courses from Distribution Requirements to total 15 or 16 hours
SENIOR YEAR: 32-33 credit hours		
Fall Semester: Plato and Aristotle Hegel to Nietzsche Senior Seminar in Philosophy	Spring Semester: Senior Seminar in Philosophy	Either Semester: Two upper-level electives in Philosophy **or** Religion to total 18 hours, 12 of which are upper-level *General electives to total 16 to 17 hours

*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)

For students starting in the fall semester of an **odd numbered year** (e.g. 2011)

FRESHMAN YEAR: 31 credit hours		
Fall Semester: Logic Composition I Critical Inquiry	Spring Semester: Hinduism and Buddhism Composition II	Either Semester: One elective in Philosophy **or** Religion Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 + credit hours		
Fall Semester: Ethics World Civilization I **or** Humanities I	Spring Semester: World Civilization II **or** Humanities II	Either Semester: One elective in Philosophy **or** Religion *General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR: 30 or 31 credit hours		
Fall Semester: Plato and Aristotle Hegel to Nietzsche	Spring Semester: Descartes to Kant Junior Colloquium	Either Semester: Two upper-level electives in Philosophy **or** Religion towards 18 hours required *General Education from Distribution Requirements **or** general electives to total 15 or 16 hours
SENIOR YEAR: 30-33 credit hours		
Fall Semester: Senior Seminar in Philosophy	Spring Semester: Senior Seminar in Philosophy	Either Semester: Two upper-level electives in Philosophy **or** Religion to total 18 hours, 12 of which must be upper-level *General electives to total 15 to 17 hours

*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)

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 1113 Ethics Across Cultures This course explores ethics and moral problem solving in the context of differing world-views and cultures. It will examine ethics from the perspective of the traditions of western and non-western cultures. Ethics given shape by Buddhist, Hindu, Chinese, African and Muslim cultures will be examined, while questions of relativism, universalism, subjectivism and cross-cultural discourse will inform the whole.

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 2101/2100 Professional Preparation in Philosophy This course engages students in the process of discerning and preparing for a professional field they wish to enter. Students will develop a written plan of study that will allow them to acquire the skills and knowledge they need to pursue a career in their chosen field. Furthermore, students will gather information about and apply for internships, study abroad programs, and other experiential learning opportunities, and they will establish contacts with Ozarks alumni and others who work in their chosen field. Finally, students will compile a portfolio of their work in the major thus far, to be used to ensure that students are making adequate progress in the major. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Junior Colloquium in Philosophy.

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 3101 Junior Colloquium in Philosophy This course helps to prepare students for the capstone senior seminar in philosophy, with a secondary emphasis on supporting thoughtful preparation for their careers after

college graduation. For the senior seminar, students will explore possible research topics and develop reading lists to address any gaps in their studies as they prepare for their comprehensive exams. Moreover, if possible, they will attend a professional meeting with sessions in the scholarly field in which they wish to conduct research. Students will also develop personal statements, curriculum vitae, and other materials to help them pursue careers and/or further study after graduation. Required for all majors in philosophy, and for religion-and-philosophy majors who plan to do their senior seminar on a topic in philosophy. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Senior Seminar.

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 4902-4901 Senior Seminar in Philosophy A two-semester seminar designed to be the culmination of the course of study for majors in philosophy or in religion-and-philosophy who wish to emphasize philosophical study. Students will define and conduct research on a philosophy 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. Philosophy majors will also complete a comprehensive exam in philosophy. Religion-and-philosophy combined majors will complete an exam in the combined areas. They will update the materials in the professional portfolios that they established in PHL 3101, Junior Colloquium 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 Mabee Sports Complex. The Program services both those students taking academic work in the Ozarks' General Education Curriculum as well as those students who seek a major or minor in the field. (Requirements for Physical Education in the General Studies Program are found elsewhere in this catalog). Students who are interested in a career in physical education may choose to pursue a Bachelor of Science degree with either a teaching or non-teaching focus. A minor is also available in Health and a curriculum is offered that will lead to a Coaching endorsement by the state. Ozarks' Physical Education Program is cited as a nationally recognized program by the National Association for Sport and Physical Education (NASPE) and by the American Association of Health, Physical Education, Recreation and Dance (AAHPERD). The program is also fully accredited by the Arkansas 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

REQUIRED COURSE IN THE SURVIVAL CORE:

PHE	2023	First Aid

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
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:	Spring Semester:	Either Semester:
Introduction to Physical Education	Composition II	Two one-hour Physical Education courses (one in swimming)
Composition I		Basic Oral Communication
Critical Inquiry		College Algebra
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Anatomy	Human Physiology	Two one-hour Physical Education courses (fitness, dance)
World Civilization I **or** Humanities I	First Aid **or** Care and Prevention of Athletic Injuries	General Education courses from Distribution Requirements to total 15 or 16 hours
	World Civilization II **or** Humanities II	

JUNIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Physical Education for the Child	Principles of Physical Education	Two one-hour Physical Education courses (sports)
Rhythmic Activities & Lead-Up Games	Health Education	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
Measurement and Evaluation	Methods of Teaching PE in Secondary Schools	

SENIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either semester:
Kinesiology	Exercise Physiology	General electives to total 15 or 16 hours
Organization & Administration of Health & PE		
Adaptive Physical Education		
Two one-hour Physical Education courses (sports, outdoor education)		

Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of PHYSICAL EDUCATION for Teacher Licensure

FRESHMAN YEAR:

Fall Semester:	Spring Semester:	Either Semester:
Introduction to Physical Education	Drug Education	Two one-hour Physical Education courses (swimming, fitness)
Composition I	Composition II	Basic Oral Communication
Critical Inquiry		College Algebra
		Theories of Human Learning (Social Science)
		General Education courses from Distribution Requirements*

SOPHOMORE YEAR:

Fall Semester:	Spring Semester:	Either Semester:
Anatomy	Human Physiology	Two one-hour Physical Education courses (fitness, dance)
World Civilization I **or** Humanities I	First Aid **or** Care and Prevention of Athletic Injuries	Families and Students in a Diverse Society

	Health Education World Civilization II **or** Humanities II	Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements*
JUNIOR YEAR:		
Fall Semester: Physical Education for the Child Rhythmic Activities & Lead-Up Games Measurement and Evaluation Principles of Learning and Teaching	Spring Semester: Exercise Physiology Principles of Physical Education Nutrition Educational Assessment	Either Semester: Two one-hour Physical Education courses (sports, outdoor education) General Education courses from Distribution Requirements*
SENIOR YEAR:		
Fall Semester: Kinesiology Organization & Administration of Health & PE Adaptive Physical Education Two 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 education courses from Distribution requirements*	Spring Semester: Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	

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, student 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 (see university catalog, Credit Loads).

This plan of study reflects the accumulation of 127 credit hours.

*Remaining Distribution to be completed includes three hours Literature, three hours Fine Arts, three hours Religion, three hours Civic Awareness (American National Government), four hours Lab Science, three hours Math above College Algebra, three hours Global Awareness to total 22 hours.

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 1011 Physical Fitness
PHE 1021 Beginning Swimming
PHE 1031 Intermediate Swimming
PHE 1041 Aerobic Fitness
PHE 1051 Swim for Fitness
PHE 1061 Yoga
PHE 1071 Body Sculpting (females)
PHE 1081 Lifeguarding
PHE 1131 Beginning Jazz Dance
PHE 1141 Ballroom Dance
PHE 1151 Country and Western Dance
PHE 1201 Golf
PHE 1211 Bowling
PHE 1301 Racquetball
PHE 1331 Badminton
PHE 1321 Tennis
PHE 1401 Volleyball
PHE 1411 Rhythmic Activities and Lead-Up Games
PHE 1421 Basketball
PHE 1501 Varsity Practice (graded P or F; may be repeated once for credit)
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 electromotance and magnetic energy, magnetic materials, Maxwell's equations, propagation of electromagnetic waves, and radiation of electromagnetic waves. Three hours lecture and a weekly lab. Prerequisite: PHY 3213, 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

"Man is by nature a political animal."

Aristotle, The Politics

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.

Students are allowed to double-dip up to nine hours between the Political Science major and their second major, assuming that the courses to be double-dipped are in either the core/concentration/track requirements for the majors or on the list of approved electives for the majors. The specific courses that may be double-dipped for a particular combination of majors must be approved by both academic advisors.

If a student wishes to major in Political Science and minor in another area, he/she will be allowed to double-dip only three hours between the major and the minor. The specific courses that may be double-dipped for a particular combination of major and minor must be approved by both academic advisors.

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 37 hours.
A 16-hour core is required of all majors. A concentration in one of three career tracks is required. Students with advisor approval declare career track with the registrar by the start of their junior year. All majors are required to complete an internship approved by the advisor.

CORE:

PLS	1003	Introduction to Political Science
	2101	Political Science and Career Preparation
	2013	American National Government
	2033	International Relations
	3043	Public Policy Analysis
	3073	History of Political Thought I **or** PLS 3083, History of Political Thought II

LEGAL CAREERS TRACK:

PLS	3053	History of American Constitutional Law and Thought I
	4003	International Law and Organization **or** PLS 4013, International Trade Law and Policy
	4053	History of American Constitutional Law and Thought II
	4063	Criminal Law I
	4073	Criminal Law II
	4203	Special Topics Seminar

One upper-level three hour political science course
Law School Admissions Test must be taken in the fall of the senior year.

PUBLIC ADMINISTRATION AND PUBLIC POLICY TRACK:

PLS	2043	State and Local Politics
	3013	Comparative Political Regimes and Ideologies
	3063	Public Policy Problems
	3223	Introduction to Public Administration
	4103	Administrative Law and Process
	4203	Special Topics Seminar

One upper-level three hour political science course
Graduate Record Exam must be taken in the fall of the senior year.

INTERNATIONAL POLITICS AND POLITICAL ECONOMY TRACK:

PLS	3003	International Political Economy
	3203	International Political Economy of Development and Under-development
	4003	International Law and Organization **or** PLS 4013, International Trade Law and Policy
	3013	Comparative Political Regimes and Ideologies
	4013	International Trade Law and Policy
	4203	Special Topics Seminar

One upper-level three hour political science course.
Proficiency in a foreign language. Level of proficiency will be defined by advisor on the basis of a student's specific career goals.

Graduate Record Exam must be taken in the fall of the senior year.

MINOR A minor in political science shall consist of 18 hours – of which 9 are upper-level hours in political science.

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:	Spring Semester:	Either Semester:
Introduction to Politics Composition I Critical Inquiry	Composition II	American National Government **or** International Relations Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 7 to 9 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Political Science & Career Preparation World Civilization I **or** Humanities I	Criminal Law I **or** Criminal Law II World Civilization II **or** Humanities II	American National Government **or** International Relations General Education courses from Distribution Requirements to total 14 to 17 hours

JUNIOR YEAR: 30 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Criminal Law I **or** Criminal Law II International Law & Organization **or** International Trade Law & Policy	Constitutional Law I **or** Constitutional Law II	Special Topics Seminar **or** upper-level elective General Education courses from Distribution Requirements **and/or** Electives to total 20 hours

SENIOR YEAR: 33 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Constitutional Law I **or** Constitutional Law II Public Policy Analysis		History of Political Thought I **or** History of Political Thought II Special Topics Seminar **or** upper-level elective General Education courses form Distribution Requirements **and/or** Electives to total 20 hours

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:	Spring Semester:	Either Semester:
Introduction to Politics Composition I Critical Inquiry	Composition II	International Relations **or** American National Government Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 7 to 9 hours

SOPHOMORE YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Political Science & Career Preparation World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	International Relations **or** American National Government General Education courses from Distribution Requirements **and/or** Electives to total 7 to 10 hours

JUNIOR YEAR: 33 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Public Policy Analysis Introduction to Public Administration	State & Local Politics **or** Public Policy Problems	History of Political Thought I **or** History of Political Thought II Special Topics Seminar **or** upper level elective General Education courses from Distribution

		Requirements **and/or** Electives to total 17 hours
SENIOR YEAR: 31 credit hours		
Fall Semester: Public Policy Problems	Spring Semester: Comparative Political Regimes & Ideology Administrative Law & Practice	Either Semester: Special Topics Seminar **or** upper-level elective (3 hours) General Education courses from Distribution Requirements **and/or** Electives to total 17 hours

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 credit hours		
Fall Semester: Introduction to Politics Composition I Critical Inquiry	Spring Semester: Composition II	Either Semester: International Relations, **or** American National Government Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 7to 9 hours
SOPHOMORE YEAR: 30 credit hours		
Fall Semester: Political Science & Career Preparation World Civilization I **or** Humanities I	Spring Semester: World Civilization II **or** Humanities II	Either Semester: International Relations or American National Government *General Education courses from Distribution Requirements **and/or** Electives to total 7 to 10 hours
JUNIOR YEAR: 32 credit hours		
Fall Semester: Public Policy Analysis	Spring Semester: International Law & Organization **or** International Trade Law & Policy	Either Semester: History of Political Thought I **or** History of Political Thought II Special Topics Seminar and upper level elective *General Education courses from Distribution Requirements **and/or** Electives to total 17 hours
SENIOR YEAR: 32 credit hours		
Fall Semester: International Law & Organization **or** International Trade Law & Policy	Spring Semester: International Political Economy Contemporary Political Regimes & Ideology International Political Economy of Development and Under-development	Either Semester: *General Education courses from Distribution Requirements **and/or** Electives to total 20 hours

*Proficiency in a foreign language is required. Level of proficiency will be defined by the advisor on the basis on a student's specific career goals.

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 2101 Political Science and Career Preparation This course is designed to assist students investigating and planning careers related to political science. This includes a series of projects such as: researching and preparing an application for internships, graduate and off-campus research and study programs;

grant proposal writing; hosting professionals on campus; research of graduate and law school programs and identification of curriculum requirements to attain career goals and objectives. Prerequisite: Sophomore level **or** permission of instructor.

PLS 3003 International Political Economy This course provides classical and new theoretical theories and methodologies for analysis of the international economy. This is accompanied by systematic applications of political economy perspectives to historical and current global economic political issues. Topics include: Trade Theory, International Trade Policy, Regional Economic Arrangements, International Transactions and Financial Markets, Exchange Rates issues, Development and Capital Flows and the Developing Countries are addressed along with contemporary policy issues related to the topics. Prerequisites: ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics **or** PLS 3042, Public Policy Analysis **or** instructor's permission.

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 3042 Public Policy Analysis 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. This course provides an introduction into research methodologies of political analysis.

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 3063 Public Policy Problems This course studies public policy formation by focusing on the interrelationship of government and non-government institutions, the interests and motivations of policy actors and the role of policy analysis in clarifying public policies and helping citizens and policy makers choices. Focus is placed on the following policy arenas: Economic and Budgetary, Health Care, Welfare and Social Security, Education, Environmental and Energy, and Foreign Policy and Homeland Security. Prerequisite: PLS 2013, American National Government, **or** PLS 3042, Public Policy Analysis and junior level.

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 3203 International Political Economy of Development and Under-development This course examines major problems and prospects for human development by focusing specifically on the plight of the half or more of the world's population for whom low levels of living are a fact of life. Specifically, this course focuses on questions concerning international and national differences in standards of living; in areas including

health and nutrition, education, employment, environmental sustainability, population growth, and life expectancies. Prerequisite(s): PLS 2033, International Relations **or** PLS 3042, Public Policy Analysis **or** ECN 2003, Principles of Macroeconomics and ECN 2013, Principles of Microeconomics.

PLS 3213 European Diplomatic History Traces the development of European Great Power relations among themselves and between Europe and non-European states from the Congress of Vienna through the Cold War. Emphasis is placed upon applying theories of international relations to the historical record. Prerequisite: PLS 2033, International Relations.

PLS 3223 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 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 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 4103 Administrative Law and Process This course provides an in-depth study of administrative procedure (e.g., rule-making) and case law. Prerequisite: PLS 3223, Introduction to Public Administration.

PLS 4203 Special Topics Seminar A reading-intensive course on specific issues in political science. Research papers are required in all seminars.

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.S. 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 qualification 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 will both facilitate personal maturation and demonstrate the student's interests and motivation.

The curriculum will include classes from biology, chemistry, physics, mathematics, and English that are normally required for admission into a medical sciences school. The student must plan carefully the scheduling of these 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. Although the pre-medical sciences curriculum focuses heavily on courses in the sciences, a student may major in any area in which he or she has completed all required classes. **The following course guidelines are recommended for those planning on a career in the medical sciences, and meet the admission requirements of most medical science programs. However, students are advised to research the requirements of particular medical science programs that they intend to apply to, and, in conjunction with his/her advisor, craft a schedule that meets those particular requirements.**

Required

BIO	1214	Principles of Evolution
	1324	Principles of Cell and Developmental Biology
CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
	3024	Organic Chemistry II
ENG	1013	Composition I
	1023	Composition II
MTH	2015	Calculus I
PHY	2014	College Physics I **OR** PHY 2114, General Physics I
	2024	College Physics II **OR** PHY 2124, General Physics II

Recommended

BIO	3134	Microbiology
	3444	General Physiology
	3534	Cell Biology* (required in some programs)
	4054	Embryology
	4333	Anatomy
	4432	Anatomy Laboratory
	4644	Molecular Genetics
CHM	4104	Biochemistry* (required in some programs)
CSC	1013	Introduction to Computer Science
PHL	1003	Logic

One year of a foreign language

One of the following:

PSY	1003	General Psychology
SOC	1013	Introduction to Sociology

One of the following:

BIO	3643	Biostatistics and Experimental Design
MTH	3033	Probability and Statistics
PSY	3003	Fundamental Inferential Statistics for the Behavioral Sciences

* = highly recommended

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. **Students intending to apply for admission at other pharmacy schools should contact those schools to ensure that they complete all Pre-Pharmacy coursework required by those programs.**

All of the following:

BIO	1324	Principles of Cell and Developmental Biology
	2314	Principles of Genetics

BIO	3134	Microbiology
CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
	3024	Organic Chemistry II
MTH	2015	Calculus I
PHY	2014	General Physics I

1 of the following:

ACC	2003	Principles of Accounting I
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics

3 courses from the following:

COM	1003	Basic Oral Communication
ENG	1013	Composition I
	1213	Composition II
	Any advisor-approved survey of literature course	

3 courses from the following:

BIO	2314	Cell Biology*
	3444	General Physiology*
	4432	Anatomy Laboratory*
	4644	Molecular Genetics*
CHM	3104	Quantitative Chemical Analysis*
	4104	Biochemistry*
MTH	2024	Calculus II
	3033	Probability & Statistics
PHL	1003	Logic
PHY	2024	General Physics II

Advisor-approved electives from these areas to reach a total of 69 Pre-Pharmacy hours:

American History	Philosophy
Anthropology	Political Science
Art**	Psychology
Ethics	Religion
Foreign Language (Spanish preferred)	Sociology
Geography	Theatre**
Literature	World History
Music**	

*Preferred
**Survey courses only

NOTE: For admission to the UAMS College of Pharmacy, no more than 8 credit hours of AP credit or CLEP credit in the natural sciences and mathematics may be counted in fulfillment of Pre-Pharmacy program requirements, and no more than 12 credit hours of AP credit or CLEP credit in non-science, non-mathematics subjects may be counted in fulfillment of Pre-Pharmacy program requirements.

Toward the end of the program, 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:	Spring Semester:	Either Semester:
General Psychology	Clinical Experience	Science course with lab
Composition I	Abnormal Psychology	Basic Oral Communication
Critical Inquiry	Composition II	College Algebra
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31-32 credit hours

Fall Semester:	Spring Semester:	Either Semester
Clinical Experience	Clinical Experience	Additional psychology major elective, if offered
Fundamental Descriptive Statistics for Behavioral Sciences	History and Systems of Psychology, if offered	General Education courses from Distribution Requirements to total 15 or 16 hours
Concentration elective*	Concentration elective*	
World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	

JUNIOR YEAR: 31-32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Developmental Psychology (Childhood) **or** Developmental Psychology (Adolescence)	Psychometrics	Additional psychology major elective, if offered
Concentration elective*	Experimental Methods	General Education courses from Distribution Requirements **or** general electives to total 15 or 16 hours
	History & Systems of Psychology, if not previously completed	
	Concentration elective*	

SENIOR YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Senior Seminar	Senior Seminar	Additional psychology major electives to total

Clinical Psychology	Concentration elective*	6 hours, if not completed
Concentration elective*		General electives to total 15 or 16 hours

*An 18-hour area of concentration in one or more discipline is required.

Note: See catalog page 163 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
Developmental Psychology: Childhood
Clinical Psychology

Spring Semester Odd Year
General Psychology (one section)
Clinical Experience
Physiological Psychology
Psychometrics
Abnormal Psychology
Experimental Methods
History and Systems of Psychology

Fall Semester Odd Year
General Psychology (2 sections)
Clinical Experience
Social Psychology
Leaving Home
Health Psychology
Descriptive Statistics
Developmental Psychology – Adolescent

Spring Semester Even Year
General Psychology
Clinical Experience
Inferential Statistics
Psychology of Adjustment
Experimental Methods
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 hours

Fall Semester:	Spring Semester:	Either Semester:
General Psychology	Psychology of Adjustment	Science course with lab
Composition I	Group Dynamics	Basic Oral Communication
Critical Inquiry	Composition II	College Algebra
		General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 31-32 credit hours

Fall Semester:	Spring Semester:	Either Semester:

World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	1-2 Psychology electives, if offered 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		
Fall Semester: Health Psychology Social Psychology Behavior Management in the Clinic & Home, if offered	Spring Semester:	Either Semester: 1-2 Psychology electives, if offered 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		
Fall Semester: Behavior Management in the Clinic & Home, if offered	Spring Semester:	Either Semester: Psychology electives to total 12 hours, if not completed General electives to total 15 or 16 hours
Note: See catalog page 163 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 The requirements for a major in religion are as follows:

PHL	1013	Ethics
	3013	Plato and Aristotle
REL	2073	Hinduism and Buddhism
	2083	Judaism, Christianity, and Islam
	2101/2100	Professional Preparation in Religion
	3003	Biblical Interpretation: Old Testament
	3013	Biblical Interpretation: New Testament
	3101	Junior Colloquium in Religion
	3113	Sociology of Religion
	4902-4901	Senior Seminar in Religion

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)

In addition, majors in religion will take at least 15 additional hours outside religion and philosophy (to be chosen in consultation with a religion advisor) that are intended for vocational discernment and professional preparation.

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).

PROFESSIONAL PREPARATION

The religion major seeks to integrate professional preparation and the liberal arts by providing opportunities for students to engage in an ongoing process of vocational discernment and planning. This process begins in the freshman year when students are encouraged to complete HUM 1101, Careers for Humanities Majors, where they learn how a major in the humanities can help them achieve their personal and professional goals of intellectual development and meaningful work. Then, as part of REL 2101, Professional Preparation in Religion, students in the religion major will identify a professional field in which they wish to pursue a career. In consultation with their advisors, they will develop and submit for approval a plan of study, including both coursework and other learning experiences that will help them acquire the skills they need to pursue that career. The plan of study may be modified in succeeding years based on the student's evolving sense of vocation. Any changes, like the original plan of study, must be in writing and approved by advisors. (For information on some of the professional fields that may be recommended for students in religion, see the suggested plans of study listed below and other on file with the religion faculty.)

Professional preparation in the major continues in the junior year as students complete REL 3101, Junior Colloquium in Religion. Students update and revise (if necessary) their plans for professional preparation, and compile a portfolio of materials preparing them for employment or further studies (personal statements, curriculum vitae, and other materials that demonstrate the skills they are acquiring). In their senior year, students will update their portfolios as part of REL 4902-4901, Senior Seminar.

NONPROFIT PLAN

Nonprofit organizations (NPOs), or not-for-profits, provide many of the services that meet the needs of communities throughout the world. They include charities, non-governmental organizations (NGOs), private educational institutions, voluntary organizations, and civil society organizations. Students who pursue careers in NPOs are often attracted to the possibility of a meaningful career in the service of social goods not typically met by the for-profit or government sectors of society. A major in religion or philosophy may be especially valuable for students pursuing careers in NPOs because it provides a grounding in the philosophical, spiritual, and ethical traditions that motivate and sustain many of those who work in the field.

NPOs hire individuals to fill a wide range of jobs, so the range of skills that may be useful for employment in NPOs is virtually unlimited. Nevertheless, they frequently employ graduates who are knowledgeable in government policy and adept at social networking, public relations, fundraising, and grant-writing. NPOs who provide services on an international scale require employees who are especially knowledgeable in foreign languages and international affairs. Therefore, an individualized plan of study would include coursework in these areas, as well as the completion of an internship in the non-profit sector.

PUBLIC ADMINISTRATION PLAN

Careers in public administration have traditionally been concentrated in the government sector (local, state, and federal), although increasingly, public administration has come to be defined as any career that involves the implementation of public policy. Thus the line between careers in public administration and non-profit organizations is not hard and fast. The courses suggested in a Public Administration Plan should be selected on the grounds that they prepare students both for jobs in the field and for entering MPA and other similar degree programs. Students pursuing this field should complete at least one internship in either the public or the non-profit sector.

SEMINARY PLAN

Seminaries accept students from virtually any major, but they especially seek students who, like all Ozarks students, are broadly educated with skills in critical and reflective thinking, and oral and written

communication. In fact, most seminary admissions counselors advise students to choose a major in an area other than religion in order to develop a wider range of academic competencies and professional skills. For this reason, the religion-and-philosophy program bases its Seminary Plan in the philosophy major. For more details, see the Professional Preparation section in the philosophy major.

GRADUATE SCHOOL PLAN

Students planning to pursue graduate studies in religion have two broad (and sometimes overlapping) options to consider. For those who wish to study in a field within the Christian tradition (e.g., systematic theology, historical theology, biblical studies, church history, liturgics, homiletics, or missiology), a seminary degree is typically expected before applying for graduate training at the doctoral level. As a result, those students should consult with the pre-seminary advisor to determine whether they should choose the Seminary Plan in the philosophy major.

The Graduate School Plan, however, is primarily for those students whose interests tend to focus on theoretical or social scientific approaches to the study of religion. In addition to completing the requirements for the major in religion or the combined major in religion-and-philosophy, they should incorporate into their plans ENG 2313, Literary Theory and the equivalent of two years of a foreign language such as French or German. Moreover, students should plan to take one year each of Hebrew and New Testament Greek, if specializing in the history of Israel or early Christianity. Finally, students should plan to take the Graduate Record Examination (GRE) in the fall semester of their senior year.

BUSINESS CAREER PLAN

The religion major provides excellent preparation for students interested in business careers. Students learn how to gather, organize and interpret complex data; communicate effectively about perplexing questions; and relate to others whose perspectives or cultural backgrounds may differ. Depending on the student's professional interests, a student-designed professional plan may consist of a religion major with a minor in marketing or some other field in business. Students should also develop skills in information technology and communications by taking at least six hours in those fields. Finally, students should complete the certification process as a Microsoft Office Specialist.

OTHER STUDENT-DESIGNED PROFESSIONAL PLAN OPTIONS

Students may also consider designing a plan of professional preparation other than those listed above. A student-designed professional plan may therefore consist of the religion major plus a second, complementary major in a different field of study, such as accounting, business administration, environmental studies, political science, psychology, sociology, or strategic communication. In such cases, students are advised to examine carefully the availability of courses and how a double-major might impact their eight-semester course of study, where applicable; they should also know and consider the requirements of both religion and their additional major, especially the possibility of being required to complete two capstone research projects in their senior year.

A student-designed professional plan may also consist of a religion major in conjunction with a carefully chosen minor, with additional courses selected in consultation with the major and minor advisors. Finally, a student-designed professional plan may consist of a course of study in addition to the major that is tailored, in consultation with the major advisor and with community mentors, to the student's specific professional goals. In all cases, students will develop their professional plans in consultation with advisors and mentors in the fields of interest, and will submit them for approval by their advisor in the major.

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. 2012)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Judaism, Christianity, and Islam	Hinduism and Buddhism	One Religion elective
Composition I	Composition II	Basic Oral Communication

Critical Inquiry		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 Professional Preparation in Religion World Civilization II **or** Humanities II	Either Semester: One 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 Junior Colloquium in Religion	Either Semester: 1-2 upper-level electives in Religion, if offered *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 (1 hour)	Either Semester: 1-2 upper-level elective(s) in Religion, if not completed, for a total of 6 hours *General electives to total 16 to 17 hrs
*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)		
For students starting in the fall semester of an **odd numbered year** (e.g. 2011)		
FRESHMAN YEAR: 31 credit hours		
Fall Semester: Composition I Critical Inquiry	Spring Semester: Composition II	Either Semester: One 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 Professional Preparation in Religion 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 Junior Colloquium in Religion	Either Semester: 1-2 upper-level electives in Religion, if offered *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 (1 hour)	Either Semester 1-2 upper-level electives in Religion, if not completed, for a total of 6 hours *General electives to total 15 to 17 hrs
*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)		

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 1103 Bible in American Culture A course that explores the relationship between American culture and Biblical interpretation, including perspectives on the creation accounts in Genesis, the character of Jesus in the gospels, and apocalyptic thought in Revelation.

REL 1113 Christian Spirituality A course that focuses on the genre of spiritual autobiography in order to gain insight into the variety of Christian religious experience. Students will develop skills in interpreting autobiographical narratives and use both classical and modern authors as models for composing autobiographical accounts of their own.

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 2101/2100 Professional Preparation in Religion This course engages students in the process of discerning and preparing for a professional field they wish to enter. Students will develop a written plan of study that will allow them to acquire the skills and knowledge they need to pursue a career in their chosen field. Furthermore, students will gather information about and apply for internships, study abroad programs, and other experiential learning opportunities, and they will establish contacts with Ozarks alumni and others who work in their chosen field. Finally, students will compile a portfolio of their work in the major thus far, to be used to ensure that students are making adequate progress in the major. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Junior Colloquium in Religion.

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 prepares 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 prepares 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 3101 Junior Colloquium in Religion This course helps to prepare students for the capstone senior seminar in religion, with a secondary emphasis on supporting thoughtful preparation for careers after college graduation. For the senior seminar, students will explore possible research topics and develop reading lists to address any gaps in their studies as they prepare for their comprehensive exams. Moreover, if possible, they will attend a professional meeting with sessions in the scholarly field in which they wish to conduct research.

Students will also develop personal statements, curriculum vitae, and other materials to help them pursue careers and/or further study after graduation. Required for all majors in religion, and for religion-and-philosophy majors who plan to do their senior seminar on a topic in religion. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in Senior Seminar.

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.

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 4902-4901 Senior Seminar in Religion A two-semester seminar designed to be the culmination of the course of study for majors in religion or in religion-and-philosophy who wish to emphasize the study of 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. Religion majors will also complete a comprehensive exam in religion. Religion-and-philosophy combined majors will complete an exam in the combined areas. They will update the materials in the professional portfolios that they established in REL 3101, Junior Colloquium 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 The requirements for a major in religion-and-philosophy are as follows:

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
2101/2100 Professional Preparation in Philosophy **or** Professional Preparation in Religion
3101 Junior Colloquium in Philosophy **or** Junior Colloquium in Religion
4902-4901 Senior Seminar in Philosophy **or** Senior Seminar in Religion
12 elective hours in religion or philosophy, at least 6 of which must be upper-level

In addition, majors in religion-and-philosophy will take at least 15 additional hours outside religion-and-philosophy (to be chosen in consultation with the advisor) that are intended for vocational discernment and professional preparation.

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.

PROFESSIONAL PREPARATION

Students in the combined religion-and-philosophy major should consult the information about professional preparation in the catalog entries under Philosophy or Religion.

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. 2012)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Ethics	Hinduism and Buddhism	Religion **or** Philosophy elective (3 hours)
Judaism, Christianity, and Islam	Composition II	Basic Oral Communication
Composition I		College Algebra
Critical Inquiry		*General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 30-32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
World Civilization I **or** Humanities I	Professional Preparation in Philosophy **or** Religion	Religion **or** Philosophy elective
	World Civilization II **or** Humanities II	*General Education courses from Distribution Requirements to total 15 or 16 hours

JUNIOR YEAR: 31 or 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Biblical Interpretation: Old Testament	Biblical Interpretation: New Testament Junior Colloquium in Philosophy **or** Religion	One upper-level elective in Religion **or** Philosophy, if offered *General Education courses from Distribution Requirements to total 15 or 16 hours

SENIOR YEAR: 32-33 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Plato and Aristotle Senior Seminar in Religion **or** Philosophy (2 hours)	Descartes to Kant Senior Seminar in Religion **or** Philosophy (1 hour)	One upper-level elective in Religion **or** Philosophy, to total 6 hours *General electives to total 16 to 17 hrs

*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)

For students starting in the fall semester of an **odd numbered year** (e.g. 2011)

FRESHMAN YEAR: 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Composition I Critical Inquiry	Composition II	Religion **or** Philosophy 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:	Spring Semester:	Either Semester:
Judaism, Christianity, and Islam Ethics World Civilization I **or** Humanities I	Hinduism and Buddhism Professional Preparation in Religion **or** Philosophy World Civilization II **or** Humanities II	Religion **or** Philosophy elective *General Education courses from Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR: 30 or 31 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Plato and Aristotle	Descartes to Kant Junior Colloquium in Religion **or** Philosophy	Upper-level elective in Religion **or** Philosophy, if offered *General Education from Distribution Requirements **or** general electives to total 15 or 16 hours

SENIOR YEAR: 30-33 credit hours

Fall Semester:	Spring Semester:	Either Semester
Biblical Interpretation: Old Testament Senior Seminar in Religion **or** Philosophy (2 hours)	Biblical Interpretation: New Testament Senior Seminar in Religion **or** Philosophy (1 hour)	Upper-level elective in Religion **or** Philosophy, to total 6 hours *General electives to total 15 to 17 hrs

*I n choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)

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	Applied Statistics **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:	Spring Semester:	Either Semester:
Introduction to Sociology	**Social Problems**	Basic Oral Communication
Composition I	Composition II	College Algebra
Critical Inquiry		General Education courses from Distribution Requirements to total 16 hours

SOPHOMORE YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Sociology Option elective	**Social Research Methods** *or* **Research Methods and Writing** *(upon consultation with advisor)*	General Education courses from Distribution Requirements to total 16 hours
World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	

JUNIOR YEAR: 30 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Sociology Option elective	Sociology Option elective	General Education courses from Distribution Requirements **or** general electives to total 15 hours
Applied Statistics *or* **Fundamentals of Descriptive Statistics for Behavioral Sciences** *(upon consultation with advisor)*		

SENIOR YEAR: 30 credit hours		
Fall Semester:	Spring Semester:	Either Semester:
Social Theory	**Senior Seminar in Sociology**	Satisfy Writing Requirement
Sociology Option elective	Sociology Option elective	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:	Spring Semester:	Either Semester:
Intensive Elementary Spanish*	Intensive Intermediate Spanish*	Basic Oral Communication
Critical Inquiry	Composition II	College Algebra
Composition I		General Education courses from Distribution Requirements to total 16 or 17 hours
SOPHOMORE YEAR		
Fall Semester:	Spring Semester:	Either Semester:
Introduction to Literature	Latin-American Civilization	General Education courses from Distribution Requirements to total 16 or 17 hours
Advanced Grammar and Composition	Conversation	
World Civilization I **or** Humanities I	World Civilization II **or** Humanities II	
JUNIOR YEAR		
Fall Semester:	Spring Semester:	Either Semester:
Spanish Literature **or** Spanish elective	Spanish Literature **or** Spanish elective	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:	Spring Semester:	Either Semester:
Senior Seminar	Senior Seminar, continued	
Spanish Literature **or** Spanish elective	Spanish Literature **or** Spanish elective	

*Prospective Spanish majors who do not enter with a strong background in Spanish will need to take Intensive Elementary Spanish and Intensive Intermediate Spanish, as determined by the Spanish advisor, before beginning their course of study.

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, Intensive Elementary Spanish 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 Golds*, *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

THR 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. 2012)

FRESHMAN YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Introduction to the Theatre	Fundamentals of Theatre Design	Basic Oral Communication
Fundamentals of Acting	Stagecraft	College Algebra
Lab Science course	Composition II	General Education courses from Distribution Requirements to total 16 hours
Composition I		
Critical Inquiry		

SOPHOMORE YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Fundamentals of Directing	Lighting Design & Technology	General Education courses from Distribution Requirements to total 16 hours
Costume Design & Technology	Internship Process	
World Civilization I **or** Humanities I	Topics in Acting	
	World Civilization II **or** Humanities II	

JUNIOR YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Scene Design & Technology	Voice & Diction	Internship
Advanced Directing	Theatre History I	General Education courses from Distribution Requirements **or** general electives to total 16 hours
Internship	Topics in Acting, if not previously completed	

SENIOR YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either semester:
	Theatre History II	Internship (if not completed in junior year; however students may complete multiple internships)
	Topics in Acting, if not previously completed	General electives to total 16 hours

For students starting in the fall semester of an **odd numbered year** (e.g. 2011)

FRESHMAN YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Introduction to the Theatre	Stagecraft	Basic Oral Communication
Fundamentals of Acting	Composition II	College Algebra
Lab Science course		General Education courses from Distribution Requirements to total 16 hours
Composition I		
Critical Inquiry		

SOPHOMORE YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
World Civilization I **or** Humanities I	Voice & Diction	General Education courses from Distribution Requirements to total 16 hours
	Fundamentals of Theatre Design	
	Theatre History I	
	Internship Process	
	Topics in Acting	
	World Civilization II **or** Humanities II	

JUNIOR YEAR: 32 credit hours

Fall Semester:	Spring Semester:	Either Semester:
Fundamentals of Directing	Lighting Design & Technology	Internship
Costume Design & Technology	Theatre History II	General Education courses from Distribution

Internship	Topics in Acting, if not previously completed	Requirements **or** general electives to total 16 hours
SENIOR YEAR: 32 credit hours		
Fall Semester:	Spring Semester:	Either Semester:
Scene Design & Technology	Topics in Acting, if not previously completed	Internship (if not completed in junior year; however students may complete multiple internships)
Advanced Directing		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, 3781-3784, 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

Al-Shukri, Shaymaa, Assistant Professor of Computer Science, 2010
B.S., Technology University, Baghdad, Iraq;
Ph.D., University of Arkansas, Little Rock

Bruce Brown, Walton Professor of Theatre, 1996
B.A., Southeastern Oklahoma State University;
M.F.A., University of Virginia

NaLisa Brown, Instructor of Business, 2010
B.S.B.A., University of Arkansas;
M.B.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

William Clary, Associate 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, Associate Professor of Chemistry, 2003
B.S., Lynchburg College;
M.S., Vanderbilt University;
D.A., Middle Tennessee State University

William Eakin, 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

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

Christine Farrell, Instructor of Business, 2010
B.S., University of the Ozarks;
M.B.A., Webster University

Karen Frank, Assistant Professor of History, 2010
B.A., University of Michigan;
M.A., University of Akron;
Ph.D., University of California – Santa Barbara

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, Associate 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 Associate Academic Dean, 1992
B.A., Dickinson College;
M.Phil., New York University;
Ph.D., New York University

Shelli Henehan, Assistant Professor of Education, 2010
B.S., Arkansas Tech University;
M.Ed., University of Arkansas

Lisa Hibbard, Instructor of Physical Education, 2011
B.S., Northeastern State University;
M.A., Sam Houston State University

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

Dawn Holder, Assistant Professor of Art, 2011
B.F.A., University of Georgia;
M.F.A., Rhode Island School of Design

Salomón Itzá, Associate 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

Peter Koprince, Assistant Professor of Communication, 2011
B.A., Wake Forest University;
M.A., University of North Dakota;
Ph.D., University of North Dakota

Cynthia Lanphear, Assistant Professor of Management and Business, 2004
B.A., University of the Ozarks;
M.B.A., University of Central Arkansas

G. Mikael Lindström, Associate 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, Associate 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;
Ph.D., The University of Southern Mississippi

Michael McManus, Assistant Professor of Education, 2010
B.S., Central Michigan University;
M.A., Saginaw Valley State University;
Ph.D., University of Arizona

Fiona Murphy, Assistant Professor of English, 2011
B.A., Kenyon College;
Ph.D., University of California, Berkeley

Matt Myers, Associate Professor of Mathematics, 2002
B.S., Mississippi University for Women;
M.S., Clemson University;
ABD, Clemson University;
Ph.D., Mississippi State University

Rick Niece, President, 1997
B.S., Ohio State University;
M.Ed., Kent State University;
Ph.D., Kent State University

Amy Oatis, Assistant Professor of Rhetoric, 2005
B.A., University of North Carolina, Chapel Hill;
M.A., Emory University

Steven Oatis, Associate Professor of History, 1999
B.A., University of Vermont;
M.A., Emory University;
Ph.D., Emory University

Roy Gilbert Parks, Jr., Associate Professor of Political Science, 1964
A.B., University of the South;
M.A., Fletcher School of Law and Diplomacy, administered by Tufts University and Harvard University;
M.A.L.D., Fletcher School of Law and Diplomacy, administered by Tufts University and Harvard University

Joel Rossmaier, Assistant Professor of Accounting and Business, 2003
B.S.B.A., University of Tennessee;
M.S., University of Arkansas, Fayetteville;
Certified Public Accountant

Deborah Sisson, Assistant Professor of Accounting and Business, 2003
B.S., Lyon College;
M.B.A., University of Central Arkansas

Buddy Smith, Professor of Mathematics, 1980
B.A., Arkansas College;
M.S., West Texas State University;
Ed.D., North Texas State University

Brett Stone, Assistant Professor of Health and Physical Education, 2008
B.A., Lyon College;
M.S., University of Arkansas;
Ph.D. candidate, Walden University

David Strain, Professor of English and Humanities, 1992, Chair, Division of Humanities and Fine Arts
B.A., Ouachita Baptist University;
M.A., University of Arkansas;
A.M., Harvard University;
Ph.D., Harvard University

Daniel Taddie, Sr. Vice President for Academic Affairs and Dean of the Faculty, 2002
B.A., Marycrest College;
M.A., University of Iowa;
M.F.A., University of Iowa;
Ph.D., University of Iowa

Kim Van Scoy, Associate Professor of Life Science Education and Environmental Studies, 2007
B.A., University of California, Santa Cruz;
Ph.D., University of Miami

Jesse Weiss, Associate Professor of Sociology and Environmental Studies, 2004
B.A., University of Arkansas;
M.A., University of Arkansas;
Ph.D., Utah State University

Robert Wofford, Associate Professor of Economics and Business, 1982
B.S., University of the Ozarks;
M.B.A., University of Central Arkansas

Emeritus Faculty

Blaine Caldwell, Professor of Art, 1982-2011
B.A., University of the Ozarks;
M.A., University of Arizona;
M.F.A., University of Arkansas

Jane Cater, Professor of Communications, 1982-2011
B.S.E., Henderson State University;
M.A., Eastern Michigan University;
Ed.D., University of Arkansas

Fritz H. Ehren, President Emeritus, 1982-1991
B.A., University of the Ozarks;
M.Ed., University of Arkansas;
Ed.D., University of Arkansas

Patrick Farmer, Walton Professor of Theatre, 1987-2011
B.A., University of Central Arkansas;
M.A., Kent State University;
Ph.D., Kent State University

Robert French, Professor of Sociology, 1987-2004
B.S., Eastern Illinois University;
M.S., University of Wisconsin;
Ph.D., University of Wisconsin

John R. Hilton, Baum Professor of Marketing, 1977-2011
B.S., University of the Ozarks;
M.B.A., University of Central Arkansas;
Ph.D., University of Arkansas

Billie L. King, Professor of English, 1969-1984
B.A., University of the Ozarks;
M.Ed., University of Arkansas

Francez H. Mitchell, Professor of Philosophy and Religion, 1980-1997
B.A., Southwestern at Memphis;
M.Div., Austin Presbyterian Theological Seminary;
Ph.D., University of Edinburgh

Levada Qualls, Professor of Physical Education, 1962-1996
B.S., University of the Ozarks;
M.Ed., University of Arkansas

Lonnie Qualls, Professor of Physical Education, 1962-1995
B.S., University of the Ozarks;
M.Ed., University of Arkansas

Ruby Reynolds, Professor of Biology, 1948-1991
B.S., University of the Ozarks;
M.A., University of Arkansas

Betty Robinson, Professor of Education, 1981-2006
B.S.E., University of Tulsa;
M.T.A., University of Tulsa;
M.S., University of Central Arkansas;
Ed.D., University of Arkansas

Noel Rowbotham, Professor of Physics and Math, 1964-1990, 2003-2006
B.S., University of the Ozarks;
M.S., University of Arkansas;
Ed.D., University of Arkansas

George Shellenberger, Professor of Natural Science, 1966-1995
B.S.E., Emporia State University;
M.S., Emporia State University;
Ed.S., Emporia State University

Thomas R. Stephenson, Professor of Psychology, 1978-2008
B.A., Henderson State University;
M.A., University of Arkansas;
Ph.D., Utah State University

George Stone, Professor of Education, 2001-2009
B.A., Southern Illinois University;
M.A., Southern Illinois University
Ph.D., Southern Illinois University

Loyce Ann Taylor, Associate Professor of Business Education, 1974-2000
B.S., The College of the Ozarks;
M.Ed., University of Arkansas

Administration

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Business Manager

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Dean of Residential and Campus Life

Jones Learning Center Staff

Julia Frost, Director
B.A., Hendrix College;
M.S., University of Central Arkansas

Elise Cameron, Part-time Reading Specialist
B.S., University of the Ozarks

Debbie Carlton, Program Coordinator
Masters Degree, Secondary Education in Business, University of Central Arkansas

Lou Chapman, Program Coordinator
B.A., Sam Houston State University;
Masters of Library and Information Science, University of Texas

Debra Cline, Program Coordinator
B.S., University of the Ozarks;
M.Ed., University of the Ozarks

Lisa Gruben-Inness, Office Manager

Vanessa Hollowell, Director of Auxiliary Services
B.S., Arkansas Tech University

Pamela A. Jones, Mathematics Specialist
B.S., University of the Ozarks;
M.Ed., Arkansas Technical University

Tina D. McCain, Writing Specialist
B.A., Arkansas Tech University;
MLA., Arkansas Tech University

Tricia Meek, Testing Coordinator

Deborah Mooney, Program Coordinator
B.S., University of the Ozarks;
M.A., Arkansas Tech University

Geanne Newman, Learning Disabilities Assistant
B.S., University of the Ozarks

Dody Pelts, Assistant Director and Diagnostic Specialist
B.A., Arkansas Tech University;
M.S., University of Central Arkansas

Leanita Pelts, Program Coordinator
B.S., University of the Ozarks;
M.Ed., University of Arkansas

Kathy Sexton, Program Coordinator
B.S., University of the Ozarks;
M.Ed., Arkansas Tech University

Melodye Stickley, Auxiliary Services Assistant

Holli Weiss, Learning Disabilities Educational Assistant
B.S., Utah State University;
M.S., Arkansas Tech University

Debbie Williams, Program Coordinator
B.S., University of the Ozarks;
M.Ed., University of the Ozarks

Other Professional and Support Staff

Laurie Adkins, Head Softball Coach
Vickie Alston, Information Services Assistant
Ambrus, Nikki, Assistant Women's Soccer Coach
Blaise Andrepont, Physical Plant
Marian Askins, Office Manager, Division of Sciences and Mathematics
Louis Aszod, Academic & Career Services Coordinator, Student Support Services
Felicia Atkinson, Program Coordinator, Academic Center for Excellence
Nancy Benson-Nicol, University Chaplain
Janice Blackard, Library Technician
Rodnie Bohannon, Resident Director-King Hall, Activities Advisor
Connie Booty, Executive Assistant to the President
Doug Boxell, Head Men's Basketball Coach
Janie Chappell, Director of Field Experiences & Title II Coordinator, Education
Caleb Chrisman, Grounds
Jimmy Clark, Director of Athletics
Ramona Cogan, Office Manager for Public Relations
John Cossaboon, Head Men's Soccer Coach
Harvey Cowell, Grounds
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Chad Cox, Associate Director of Admission
Evia Darter, Computer Services Help Desk
Jason Dicamillo, Grounds
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Coy Doss, Grounds
Mary Doss, Housekeeping
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Hedges, Jamie, Director of Outdoor & Environmental Experiences
Connie High, Director, Student Support Services
Ginger Hodge, Daytime Housekeeping Coordinator
John Hodge, Maintenance
Joe Hoing, Dean of Students
Karla Holt, Administrative Assistant / Special Projects Manager, Advancement
Joey Hughes, Admission Counselor
Brian Hull, Director of Campus Activities and Head Men's and Women's Cross Country Coach
Hunt, Julian, Grounds
Hutchinson, Charmaine, Administrative Assistant, Student Support Services
Larry Isch, Director of University and Public Relations
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Jeanna Knight, Housekeeping
Don Lee, Website Content Writer
Eric Leon, Associate Director of International Studies
Michelle Loving, Secretary, Alumni Relations
Tina Maxwell, Housekeeping
Lori McBee, Alumni Director
Raeann Meier, Admission Data Coordinator
Kay Merritt, Founders Bookstore Manager
Suzannah Mickan, Night Shift Housekeeping Coordinator
Patrick Morgan, Reference and Instruction Librarian
EmmaLee Morrow, Office Manager, Admission
Robert Mummey, Assistant Men's Baseball Coach
Niece, Sherée, Director of Campus and Community Relations
Rick Otto, Director of Information Technology
Phyllis Parsons, Part-time Publications Assistant
Josh Peppas, Sports Information Director and Administrative Assistant to Athletics
Randy Peterson, Director of Institutional Research
Debbie Pfeiffer, Financial Aid Processor
Debora Phillips, Assistant Night Shift Housekeeping Coordinator
Reba Pridgin, Director of Planned and Major Giving
Mike Qualls, Physical Plant Manager
Karen Raburn, Housekeeping
Lisa Raburn, Housekeeping
Carl Ramsey, Head Women's Basketball Coach
Johnny Robinson, Food Services Director, Aramark
Ginny Sain, Director of Walton Arts & Idea Series and Community Service Program Coordinator
Nathan Sain, Coordinator of Instructional Technology
Dawn Scarborough, Director of Church Relations
Karen Schluterman, Assistant Controller, Business Office
Patti Schuh, Enrollment Data Manager
Bristle Shook, Admission Counselor for the Pat Walker Teacher Education Program

Gwen Shores, Part-time Tutor Lab Coordinator, Student Support Services
Debbie Siebenmorgen, Student Accounts Coordinator
Mike Smith, Director of Major Grants
Travis Smith, Assistant Tennis Coach
Kimberly Spicer, Career Services Director for Academic Center for Excellence, and Program Coordinator for Student Support Services
Stuart Stelzer, Director, Robson Library
Greg Stone, Maintenance
Janet Stover, Housekeeping
Kerry Taylor, Development Officer
Charlotte Teague, Housekeeping
Lisa Thomas, Office Manager, Division of Education
Judy Thornton, Office Manager, Division of Business, Communications, and Government
Vinnie Tran, Publications Coordinator
Debbie Tripp, Office Manager, Aramark
Carolyn Walker, Administrative Assistant to the Vice President for Academic Affairs
Linda White, Controller, Business Office
Jeannett Willis, Physical Plant Manager for Safety, Grounds, and Custodial
Tom Willis, HVAC Technician
Shaun Wiseman, Head Men's and Women's Tennis Coach
Eddie Wood, Grounds Foreman
Glenda Wood, Housekeeping
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