



## University of the Ozarks

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[www.ozarks.edu](http://www.ozarks.edu)

## Academic Year

2012-13

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; <http://www.ncahlc.org>.

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](http://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, re-licensure, 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; <http://iacbe.org>. 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.

## *Diversity Statement*

The University of the Ozarks is committed to diversity. Our first priority is the education of students who come to us from diverse religious, cultural, educational, and economic backgrounds. Guided by our Christian heritage and the values of lifelong learning, community, and respect, we are mindful of diverse points of view and of what it means to be an academic community working for social integrity. We honor human dignity, equality, and differences that include, but are not limited to, religion, age, class, gender, physical abilities, learning differences, sexual orientation, race, and ethnicity.

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# 2012-2013 Academic Calendar

## July 2012

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

## August 2011

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

## September 2012

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

## October 2012

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

## November 2012

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

## December 2012

Su	Mo	Tu	We	Th	Fr	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## FALL SEMESTER

Mentor Workshop  
 Opening Day / Faculty Workshop  
 New student registration  
 Matriculation Convocation  
 Orientation  
 Registration for returning students  
 Night classes begin  
 Day classes begin  
 Last day to register/add classes  
 Labor Day Holiday  
 Assessment Day  
 Five-week alerts due by noon  
 Five-week alerts posted  
 Board of Trustees Weekend  
 Mid-Term – Grade reminders to faculty  
 Family Weekend  
 Mid-term grades due by noon  
 Mid-term grades available  
 Fall Break  
 Advising and priority pre-registration  
 Last day to drop a class  
 Fall Preview Day  
 Pre-registration (student access closes at 1pm Fri)  
 Thanksgiving Break  
 Last day of classes  
 Final exams  
 Graduation  
 Final grades due

## SPRING SEMESTER

Night classes begin  
 Registration  
 Classes Begin  
 Martin Luther King Holiday  
 Homecoming Week  
 Last day to register/add classes  
 Assessment Day  
 Five-week alerts due by noon  
 Presbytery Meeting  
 Five-week alerts posted  
 Scholar Weekend  
 Mid-term – Grade reminders to faculty  
 Mid-term grades due by noon  
 Mid-term grades available  
 Spring Break  
 Good Friday Holiday  
 Advising & priority pre-registration  
 Last day to drop a class  
 Spring Preview Day  
 Pre-registration (student access closes at 1pm Fri)  
 New student pre-registration  
 Earth Day Chapel  
 Alumni Weekend  
 New student pre-registration  
 Awards Day  
 Board of Trustees Weekend  
 New student pre-registration  
 Student Leadership Awards  
 Last day of classes  
 New student pre-registration  
 Final Exams  
 Graduation  
 Final grades due  
 Daily pre-registration of new students begins

## SUMMER TERM

Summer I and II classes begin  
 Memorial Day Holiday  
 Summer I classes end  
 Summer III classes begin  
 Summer II and III classes end

Aug. 15  
 Aug. 16  
 Aug. 16  
 Aug. 17  
 Aug. 17-19  
 Aug. 20  
 Aug. 20  
 Aug. 21  
 Aug. 27  
 Sept. 3  
 Sept. 11  
 Sept. 21  
 Sept. 24  
 Oct. 5-6  
 Oct. 12  
 Oct. 12-13  
 Oct. 19  
 Oct. 22  
 Oct. 25-26  
 Nov. 5-9  
 Nov. 6  
 Nov. 10  
 Nov. 12-16  
 Nov. 21-23  
 Dec. 7  
 Dec. 10-13  
 Dec. 12  
 Dec. 18

Jan. 14  
 Jan. 14-15  
 Jan. 15  
 Jan. 21  
 Feb. 4-9  
 Feb. 1  
 Feb. 5  
 Feb. 15  
 Feb. 15-16  
 Feb. 18  
 Mar. 1-2  
 Mar. 8  
 Mar. 15  
 Mar. 18  
 Mar. 18-22  
 Mar. 29

Apr. 1-5  
 Apr. 2  
 Apr. 6  
 Apr. 8-12  
 Apr. 13  
 Apr. 17  
 Apr. 19-20  
 Apr. 20  
 Apr. 24  
 Apr. 26-27  
 Apr. 27  
 Apr. 29  
 May 3  
 May 4  
 May 6-9  
 May 11  
 May 14  
 May 20

May 13  
 May 27  
 May 31  
 June 3  
 June 21

## January 2013

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## February 2013

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## March 2013

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## April 2013

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## May 2013

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## June 2013

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# *The University*

## *History*

The University of the Ozarks has undergone several changes of name and ownership in its 178-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 9,200 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 chief academic officer, 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, the Rogers 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

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

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 the ISOs for Student Social Development and reports its findings to the Student Government Association, the Dean of Residential and Campus Life, the Student Affairs Committee, and the Assessment Steering Committee.

#### **Student Social Development: Intended Student Outcomes (ISOs)**

- 1) Students will demonstrate an ability to interact effectively with others in a variety of social, professional and intellectual settings.
- 2) Students will demonstrate (recognize) an appreciation of human differences, cultural diversity, and show respect for others' points of view.
- 3) Students will demonstrate skills of leadership, civic responsibility, teamwork and diplomacy.
- 4) Students will demonstrate growth towards a personal identity, develop purpose in life, and integrity in actions.

## *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 1<sup>st</sup>.

Returning students are required to make payment of \$2,500 prior to March 1<sup>st</sup> for the fall semester and October 1<sup>st</sup> for the spring semester. If payment is not received by those deadlines, the student will not be allowed to pre-register. The balance of the semester fees will be due prior to the registration of each semester. Credit card payments may be made 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 Chief academic officer (see pg. 34). 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 2012-13 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**

	<b>Per Semester</b>	<b>Per Year</b>
Tuition (12 to 17 hours)	\$11,325	\$22,650
Room: King, Smith, MacLean	\$1,550	\$3,100
Regular Board: 19 meal, 15 meal, 10 meal, or 160 meal block plan	\$1,800	\$3,600
Room: Bagwell-Jones / Cary-Wortz / Mabee Hall / Trustee Hall / North Street Apartments	\$1,725	\$3,450
Apartment Board: 7 meal plan	\$1,500	\$3,000
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

**JONES LEARNING CENTER SERVICES**

Students who enroll in the enhanced program offered through the Jones Learning Center will incur the following costs in addition to those listed above.

	<b>Per Semester</b>	<b>Per Year</b>
Jones Learning Center Services	\$10,975	\$21,950

**MISCELLANEOUS DEPOSITS AND FEES**

	<b>Per Semester</b>
Admission Deposit <sup>1</sup> - Regular Program	\$100
Admission Deposit <sup>1</sup> - Jones Learning Center	\$200
Application Fee – Regular Program	\$30
Application Fee – Jones Learning Center	\$75
Applied Music Fee <sup>2</sup>	\$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
Jones Learning Center Two Day Testing Fee	\$800
Late Graduation Application Fee	\$100
Late Registration Fee <sup>3</sup>	\$5
Leadership & Adventure Fee	\$100
Outdoor Education Fee	\$10
Payment Arrangements Fee – Regular Program	\$40
Payment Arrangements Fee – Jones Learning Center	\$100
Reinstatement Fee	\$50
Returned Check Fee	\$25

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<sup>1</sup> To hold their place in the incoming class, new students must make a deposit of \$100 (or \$200 for JLC applicants) 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.

<sup>2</sup> 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.

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

Science Lab Fee (not including breakage)	\$25
Scuba Fee	\$250
Skeet Shooting Fee	\$50
Teaching Internship Fee	\$100
Transcript Fee	\$5
Tuition Fee (per credit hour and in excess of 17)	\$950
Withdrawal Fee	\$100

## *Payment Policies*

Payment for tuition, room, board, and fees is due at registration each semester. Students will not be officially registered until their accounts are paid or satisfactory arrangements for deferred payment are made. Students not officially registered at the end of the ninth week will be dismissed. If students have outstanding balances, all compensation due them, except for work performed under the Federal College Work Study Program, will be applied to their accounts. All students in university housing are required to participate in the campus meal plan. No university records (including grades, transcripts, and diplomas) will be released to students 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](http://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 case 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 29<sup>th</sup> calendar day and after, students withdrawing will be charged full tuition. During a summer term, those who withdraw

after a single class will be charged 50 percent of tuition. Thereafter, students will be charged full tuition. No refunds will be given for room charges, fees (including fees for the Jones Learning Center), or miscellaneous expenses. Board charges will be prorated according to the date of official withdrawal.

## *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 Wednesday, 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; 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, early childhood education, economics, environmental studies, management/administration, marketing, mathematics, physical education, political science, or psychology.

**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 chief academic officer.

## *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. 24-32)
- 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. 87, 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 <i>or</i> 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 chief academic officer 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	16 <sup>th</sup> Century British Literature
	4153	Early 17 <sup>th</sup> Century British Literature
	4163	Milton
	4173	Restoration and 18 <sup>th</sup> 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

**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
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**(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	Design
	2003	Photography
	2013	Drawing I
	2033	Ceramics I
	2053	Painting I

ART	2073	Sculpture I
	2093	Watercolor
	2113	Art History I
	2123	Art History II
	2203	Printmaking I
	2783/4783	SS: Philosophy and Art
	4093	History of Modern Art
	4783	Contemporary Art
HUM	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
	3153	World of the 20 <sup>th</sup> Century
MUS	1003	Music Appreciation
	3003	Movie Music
	3013	Themes in Film Music
	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
	3153	World of the 20th Century

Previously offered courses that fulfill this requirement:		
ART	4783	SS: Renaissance and Baroque Italy
	2783/4783	Art and Buddhist Thought
COM	2093	The Art of Watching Film
	2783	SS: Introduction to Oral Interpretation
	3203	Documentary Film
ENG/THR	4783	SS: Survey of 20 <sup>th</sup> Century American Drama
HUM	3113	Ancient World
	2783/4783	SS: Hollywood Directors' Visions
MUS	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
PHL	2783/4783	SS: Art and Buddhist Thought
RTV	2093	The Art of Watching Film
	3203	Documentary Film and Video
THR	1783	SS: The Great American Film
	2783	SS: The Great Broadway Musical
	2033	The Great Broadway Musical
	3073	Modern American Drama

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

PHL 3133/3134 Philosophy and Art

THR 1013 Introduction to Theatre  
 1033 Fundamentals of Theatre Design  
 1111-4111, 1112-4112, 1113-4113 Play Production\*\*  
 2013 Fundamentals of Acting  
 2783 SS: Introduction to Playwriting  
 3013 Theatre History I  
 3023 Theatre History II

\*\* 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

Previously offered courses that fulfill this requirement:		
PHL	2003	World Religions
REL	1783	SS: Christian Spirituality
	1783	SS: Bible in American Culture
	2003	World Religions

REL	1103	Bible in American Culture
	1113	Christian Spirituality
	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

#### **(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 Social Science 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
	4783	SS: Environmental Leadership
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

**Previously offered courses that fulfill this requirement:**

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

**Currently offered courses which no longer satisfy this requirement**

BSA	3013	The Legal Environment of Business I
	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

PLS	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
	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
	2783	SS: Introduction to Cultural Anthropology

\*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 Social Analysis requirement:**

EDU	3133	Education and Growth of the American Republic
	3143	Philosophy of Education
HIS	1783	SS: China and the Modern World
	2113	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: 20 <sup>th</sup> 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

**Previously offered courses that fulfill this requirement:**

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

**Currently offered courses which no longer meet this requirement:**

HIS	4783	SS: Sports in Modern American History
SOC	4023	Social Theory

REL	4003	Religion in Late Antiquity
	4103	Religion in America
RTV	1023	Introduction to Mass Communication
SPN	3123	Latin-American Civilization

### **(7) NATURAL SCIENCE AND MATHEMATICS**

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

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

Criteria for Science courses:

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

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

BIO	1104	Biology Concepts
	1154	Botany Concepts
	1214	Principles of Evolution
	1784	SS: Genetics Concepts and Issues
	4783	SS: Bioethics
CHM	1014	General Chemistry I
	1024	General Chemistry II
ENS	1023	Environmental Science
PHE	3003	Nutrition
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	2782	Cognitive Psychology
	3163	Physiological Psychology

#### **Previously offered courses that fulfill this requirement:**

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

#### **Currently offered courses that no longer fulfill this requirement**

BIO	2223	Human Physiology
	3034	Botany
	4543	Animal Behavior
PHE	2603	Human Physiology
	3123	Kinesiology
	4103	Physiology of Exercise
PSY	2783/3053	Health Psychology

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

#### **Previously offered courses that fulfill this requirement:**

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

CSC	3783	SS: Computer Networking
MTH	1043	College Trigonometry
	2015	Calculus I
	2024	Calculus II (if Calculus I was taken for the core requirement)
	2123	Discrete Mathematics
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics

### **(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	2783/4783	Modern African History
	3983	The French Revolution
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

#### **Currently offered courses which no longer satisfy this requirement:**

ECN	4213	Comparative Economic Systems
HIS	2783/4783	SS: The City in History
	3983	The Great War
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: 20 <sup>th</sup> Century British History on Film
	4233	20 <sup>th</sup> Century Europe
	4333	Comparative Topics in History
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 2783/4783 Art and Buddhist Thought  
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, 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, 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, education, 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<sup>4</sup> attempted at Ozarks.<sup>5</sup>

**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.

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<sup>4</sup> "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.

<sup>5</sup> 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).



## *Grades and Grading Policies*

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

A	4.0	C	2.0	I	Incomplete	H	Honors
A-	3.7	C-	1.7	W	Withdrawal	R	Satisfactory Progress
B+	3.3	D+	1.3	WP	Withdrawal Passing	S	Satisfactory
B	3.0	D	1.0	WF	Withdrawal Failing	U	Unsatisfactory
B-	2.7	D-	.7	P	Pass	AU	Audit
C+	2.3	F	0		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 chief academic officer 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<sup>6</sup>

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

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<sup>6</sup> 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.

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

Students academically suspended may not apply for readmission prior to the end of the following fall or spring semester. A student receiving a second suspension will be eligible to apply for readmission one year from the date of suspension. A student receiving a third suspension will be dismissed from the university and may not apply for readmission. All applications for readmission will be considered on an individual basis by the chief academic officer 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 chief academic officer.

**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 chief academic officer.

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 chief academic officer. 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 chief academic officer, 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 chief academic officer. 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 chief academic officer. Students should contact the Registrar for more information.

**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 chief academic officer.

**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 85<sup>th</sup> 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 chief academic officer, 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 chief academic officer 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 chief academic officer 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 chief academic officer. (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 chief academic officer.

## *Academic Center for Excellence (ACE)*

The University of the Ozarks is committed to providing academic and social support for incoming students. The ACE program supports the Ozarks mission to prepare students, from diverse backgrounds, to live life fully, the result of a liberal arts education that enhances professional preparation. ACE strives to empower students to become independent learners and leaders through three avenues of intellectual, vocational, and social development: 1. a full array of academic support services; 2. a variety of student leadership and mentoring opportunities; career service advisement. ACE 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 chief academic officer, 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 chief academic officer 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	Design
	2013	Drawing I
	2033	Ceramics I
	2053	Painting I or ART 2093, Watercolor
	2073	Sculpture I
	2113	Art History I
	2123	Art History II
	2203	Printmaking I or ART 2303, Graphic Design
	3003	Drawing II
	4093	History of Modern Art
	4601	Senior Exhibit

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

A student should emphasize one of the following areas in choosing his or her elective courses: drawing, ceramics, painting, printmaking/graphic media, 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) by fulfilling the requirements for a bachelor of arts in art and completing the required education courses for Secondary Licensure. 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.

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

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

ART 1013 Design  
2013 Drawing I  
2113 Art History I  
2123 Art History II

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

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

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

**FRESHMAN YEAR: 31 credit hours**

Fall Semester: (15 or 16 credit hours)  
Design  
Composition I  
Critical Inquiry

Spring Semester: (15 or 16 credit hours)  
Drawing I  
Composition II

Either Semester:  
Art electives(s)\*  
Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 15 or 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester: (16 credit hours)  
Art History I  
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  
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)  
History of Modern Art  
Art elective(s)\*

Spring Semester: (15 or 16 credit hours)  
Art elective(s)\*

Either Semester:  
General Education courses from Distribution  
Requirements **or** general electives to total  
15 or 16 hours

**SENIOR YEAR – 30 credit hours**

Fall Semester: (15 credit hours)  
Advanced Art course  
Art elective(s)\*

Spring Semester: (15 credit hours)  
Senior Exhibit  
Advanced Art course  
Art elective(s)\*

Either Semester:  
General electives to total 15 hours

For students starting in the fall semester of an **odd numbered year** (e.g. 2013)

**FRESHMAN YEAR: 33 credit hours**

Fall Semester: (16 or 17 credit hours)  
Design  
Art History I (if Eng ACT is 20+) **or** Art  
elective (if Eng ACT is below 20)  
Composition I  
Critical Inquiry

Spring Semester: (16 or 17 credit hours)  
Drawing I  
Art History II (if Eng ACT is 20+)  
Composition II

Either Semester:  
Art elective(s)\*  
Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 15 or 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester: (16 credit hours)  
History of Modern Art (if Art History I, II  
taken in freshman yr)  
Art elective(s)\*  
World Civilization I **or** Humanities I

Spring Semester: (16 credit hours)  
Drawing II  
World Civilization II **or** Humanities II

Either Semester:  
Art electives(s)\*  
Portfolio evaluation after 12 hours studio art  
General Education courses from Distribution  
Requirements to total 16 hours

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

Fall Semester: (15 or 16 credit hours)  
Art History I (if not taken in freshman year)  
Art elective(s)\*

Spring Semester: (15 or 16 credit hours)  
Art History II (if not taken in freshman year)  
Art elective(s)\*

Either Semester:  
General Education courses from Distribution  
Requirements **or** general electives to total  
15 or 16 hours

**SENIOR YEAR: 30 credit hours**Fall Semester: (15 credit hours)History of Modern Art (if not taken in  
sophomore year)  
Advanced Art course  
Art elective(s)\*Spring Semester: (15 credit hours)Advanced Art course  
Art elective(s)\*  
Senior ExhibitEither Semester:

General electives to total 15 hours

\*\*The Art electives must include the following required courses: Ceramics I, Sculpture I, Painting I or Watercolor, and Printmaking I or Graphic Design

**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)Design  
Composition I  
Critical InquirySpring Semester: (15 or 16 credit hours)Drawing I  
Composition IIEither Semester: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 credit hours**Fall semester: (16 credit hours)Art History I  
Families & Students in a Diverse Society  
World Civilization I **or** Humanities ISpring Semester: (16 credit hours)Art History II  
Drawing II  
Secondary School Principles & Practices  
World Civilization II **or** Humanities IIEither 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:**

Classroom Techniques &amp; Methods in Art – Elementary Level

**JUNIOR YEAR: 31 credit hours** (emphasis area should be determined)Fall Semester: (16 or 17 credit hours)History of Modern Art  
Art elective(s)\*  
Behavior Management in the ClassroomSpring Semester: (16 or 17 credit hours)Art electives\*  
Principles of Learning and TeachingEither Semester:Physical Science, Earth Science **or** Astronomy  
General Education courses from Distribution  
Requirements to total 16 or 17 hours**SUMMER TERM:**

Classroom Techniques &amp; Methods in Art – Secondary Level

**SENIOR YEAR: 30 credit hours**Fall Semester: (18 credit hours)Senior Exhibit  
Advanced Art course  
Educational Technology in the Discipline  
Current Educational Practices  
Educational Assessment  
Teaching Internship I  
Praxis II, Application for Teaching Internship  
II  
General electives to total 16 or 17 hoursSpring Semester: (12 credit hours)Cultural Perspectives: Family, School, and  
Community Partnerships  
Teaching Internship IIEither Semester:For students starting in the fall semester of an **odd numbered year** (e.g. 2013)**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)  
Design  
Composition I  
Critical InquirySpring Semester: (15 or 16 credit hours)Art History II (if Eng ACT is 20+)  
Drawing I  
Composition IIEither Semester: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

<b>SOPHOMORE YEAR: 32 Hours</b>		
<u>Fall Semester:</u> (16 credit hours) History of Modern Art (if Art History I, II taken in freshman year) Elementary Language I (recommended) Families & Students in a Diverse Society World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> (16 credit hours) Drawing II Elementary Language II (recommended) Secondary School Principles & Practices World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> 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
<b>SUMMER TERM:</b> Classroom Techniques & Methods in Art – Elementary Level		
<b>JUNIOR YEAR: 31 credit hours</b> (emphasis area should be determined)		
<u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if not taken in freshman year) Art elective(s)* Behavior Management in the Classroom	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if not taken in freshman year) Art elective(s)* Principles of Learning & Teaching	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 15 or 16 hours
<b>SUMMER TERM:</b> Classroom Techniques & Methods in Art – Secondary Level		
<b>SENIOR YEAR: 30 credit hours</b>		
<u>Fall Semester:</u> (18 credit hours) History of Modern Art (if not taken in sophomore year) Advanced Art course Senior Exhibit Educational Technology in the Discipline Current Educational Practices Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II General electives to total 16 or 17 hrs	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	<u>Either Semester:</u>
*The Art electives must include the following required courses: Ceramics I, Sculpture I, Painting I or Watercolor, and Printmaking I or Graphic Design.		

**ART 1013 Design** A course intended to introduce students to the elements and principles 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 Drawing I** An introduction to visual arts concepts, vocabulary, tools, materials, drawing skills and attitudes through the drawing experience. This course will develop perceptual skills and the ability to represent objects in space and organize them into a coherent pictorial statement along with technical and expressive competence with a limited range of media.

**ART 2033 Ceramics I** A course in the fundamental methods of hand-building including pinch, slab, and coil. Surface design will be explored through carving, modeling, slip, and glaze.

**ART 2053 Painting I** An introduction to the principles and techniques of the oil painting medium. The study of design, color theory, color mixing and composition will be explored.

**ART 2073 Sculpture I** An introduction to fundamental sculpting techniques, such as additive and subtractive processes, as well as mold-making.

**ART 2093 Watercolor** Development of skills in watercolor painting using transparent media. The study of design, color theory, color mixing and composition will be explored.

**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** An introductory 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 computer design software to create graphic images. This course will also explore design formats used in commercial art applications.

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

**ART 3013-3023 Figure Drawing I-II** Introduction to drawing fundamentals with emphasis upon human figure studies. Concepts and techniques will cover anatomy, line quality, tonality, gesture, composition and includes the use of various drawing media. Students will work from the human figure. Prerequisite: ART 3003, Drawing II, ART 3013 required for ART 3023.

**ART 3033 Ceramics II** Introduction of wheel throwing techniques with a focus on functional forms. Prerequisite: ART 2033, Ceramics I.

**ART 3053 Painting II** Exploration of intermediate 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 3194 Classroom Techniques and Methods in Art – Elementary Level** A course which provides the student the opportunity to prepare lessons and teach in the elementary classroom at Kindergarten – Grade 6 level. The pre-service teacher will practice effective classroom techniques and methods in an assigned classroom under the supervision of a licensed classroom teacher and in collaboration with the Ozarks' Art Faculty teaching the course. Prerequisite: Admission to the Pat Walker Teacher Education Program and a grade C or above in EDU 4212, Secondary School Principles and Practices.

**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 3403 Advanced Print/Graphic Media I** A course designed for advanced students to develop and build a thematic portfolio of prints, photographs or graphic work. Prerequisites: ART 2003, Photography or ART 2203, Printmaking I, or ART 2303, Graphic Design, and permission of the instructor.

**ART 3413 Advanced Drawing I** A course designed for advanced students to develop and build a thematic portfolio of drawings. Prerequisites: ART 3003, Drawing II, and permission of the instructor.

**ART 3433 Advanced Ceramics I** A course designed for advanced students to develop and build a thematic portfolio of ceramic work. Prerequisites: ART 2033, Ceramics I, and permission of the instructor.

**ART 3453 Advanced Painting I** A course designed for advanced students to develop and build a thematic portfolio of paintings. Prerequisites: ART 2053, Painting I or ART 2093, Watercolor, and permission of the instructor.

**ART 3473 Advanced Sculpture I** A course designed for advanced students to develop and build a thematic portfolio of sculptural work. Prerequisites: ART 2073, Sculpture I, and permission of the instructor.

**ART 3503 Advanced Print/ Graphic Media II** A continuation of Advanced Print/Graphic Media I. Prerequisite: ART 3403, Advanced Print/Graphic Media I.

**ART 3513 Advanced Drawing II** A continuation of Advanced Drawing I. Prerequisite: ART 3413, Advanced Drawing I.

**ART 3533 Advanced Ceramics II** A continuation of Advanced Ceramics I. Prerequisite: ART 3433, Advanced Ceramics I

**ART 3553 Advanced Painting II** A continuation of Advanced Painting I. Prerequisite: ART 3453, Advanced Painting I.

**ART 3573 Advanced Sculpture II** A continuation of Advanced Sculpture I. Prerequisite: ART 3473, Advanced Sculpture I.

**ART 4013-4023 Figure Drawing III-IV** This course is designed to further strengthen and refine compositional and drawing abilities as it applies to the human figure. Students will work from the human figure. 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 19<sup>th</sup> century through the current schools that reflect our society and environment.

**ART 4194 Classroom Techniques and Methods in Art – Secondary Level** A course which provides the student the opportunity to prepare lessons and teach in the art classroom at Junior or Senior High School level. The pre-service teacher will practice effective classroom techniques and methods in an assigned classroom under the supervision of a licensed classroom teacher and in collaboration with the Ozarks' Art Faculty teaching the course. Prerequisite: Admission to the Pat Walker Teacher Education Program and a grade C or above in EDU 3053, Principles of Learning and Teaching.

**ART 4403 Advanced Print/Graphic Media III** A continuation of Advanced Print/Graphic Media II. Prerequisite: ART 3503, Advanced Print/Graphic Media II.

**ART 4413 Advanced Drawing III** A continuation of Advanced Drawing II. Prerequisite: ART 3513, Advanced Drawing II.

**ART 4433 Advanced Ceramics III** A continuation of Advanced Ceramics II. Prerequisite: ART 3533, Advanced Ceramics II.

**ART 4453 Advanced Painting III** A continuation of Advanced Painting II. Prerequisite: ART 3553, Advanced Painting II.

**ART 4473 Advanced Sculpture III** A continuation of Advanced Sculpture II. Prerequisite: ART 3573, Advanced Sculpture II.

**ART 4503 Advanced Print/Graphic Media IV** A continuation of Advanced Print/Graphic Media III. Prerequisite: ART 4403, Advanced Print/Graphic Media III.

**ART 4513 Advanced Drawing IV** A continuation of Advanced Drawing III. Prerequisite: ART 4413, Advanced Drawing III.

**ART 4533 Advanced Ceramics IV** A continuation of Advanced Ceramics III. Prerequisite: ART 4433, Advanced Ceramics III.

**ART 4553 Advanced Painting IV** A continuation of Advanced Painting III. Prerequisite: ART 4453, Advanced Painting III.

**ART 4573 Advanced Sculpture IV** A continuation of Advanced Sculpture III. Prerequisite: ART 4473, Advanced Sculpture III.

**ART 4601 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 an Advanced Studio course (ART 3403, 3413, 3433, 3453, 3473, 3503, 3513, 3533, 3553, 3573, 4403, 4413, 4433, 4453, 4473, 4503, 4513, 4533, 4553, or 4573). Prerequisite: Senior status and permission of the instructor.

## *Biology*

The B.S. curriculum in Biology is designed first to help the student explore the diversity of life, and how it works, and to discover for themselves how the scientific approach to understanding life provides reliable, trustworthy explanations for why things are the way they are. After learning about the variety of subjects covered by biology, each student chooses a professional preparation track, a set of courses focused on a more specific area of biology in which the student wants to become an expert and to have a career. Without exception, our most successful biology graduates participated in a variety of educationally enriching experiences outside of the classroom. Therefore, the Biology curriculum includes course credit hours for student research projects, internships and study abroad experiences. All of the biology faculty are excited to mentor students individually in their biology experiences. Students will learn about each other's biology experiences in our Colloquium course. In this class students will share what they have learned and practice giving professional oral presentations. Finally, the curriculum provides time and structure for students to explore career options, practice taking professional school entrance exams (e.g. the MCAT for medical schools), experience having an interview, and create documents required to apply for the next step—advanced training or job. The “Intended Student Outcomes” below summarize what every student can expect to achieve if they take advantage of the biology major.

### **Intended Student Outcomes of the Biology Program**

1. Students will gain a broad knowledge of biology.
2. Students will develop a deep knowledge in a specific area of biology.
3. Students will communicate effectively in formal scientific writing and oral presentation.
4. Students will know the general standards of ethics for biology professionals.
5. Students will have professional experiences and be professionally prepared to pursue advanced study in graduate or professional schools, or to acquire careers in biology related professions.

**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 LICENSURE 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

PHS 1044 Astronomy

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

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  
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

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: (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\*:

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

Either Semester:

Basic Oral Communication

General Education courses from Distribution

Requirements to total 16 or 17 hours

General Chemistry I (No Math)	Trigonometry <u>Math ACT 25 or higher*:</u> General Chemistry II (No Math)	
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> (15-17 credit hours) Principles of Genetics World Civilization I <b>or</b> Humanities I <u>Math ACT 20-22*:</u> General Chemistry I <u>Math ACT 25 or higher*:</u> Calculus I	<u>Spring Semester:</u> (15-17 credit hours) Principles of Ecology Biostatistics, if offered World Civilization II <b>or</b> Humanities II <u>Math ACT 20-22*:</u> General Chemistry II	<u>Either Semester:</u> Earth Science w/lab <b>or</b> Introductory Physical Science General Education courses from Distribution Requirements to total 15 to 17 hours
<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> (15-17 credit hours) Botany, if offered Arkansas Wildlife <b>or</b> Animal Behavior	<u>Spring Semester:</u> (15-17 credit hours) Lichenology, if offered Biostatistics, if offered	<u>Either semester:</u> Earth Science w/lab <b>or</b> Introductory Physical Science, whichever is not completed Professional Preparation <b>or</b> Colloquium <b>or</b> Biology Experience <b>or</b> EWB option General Education courses from Distribution Requirements <b>or</b> elective courses to total 15 to 17 hrs
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> (15-17 credit hours) Botany, if not previously completed Arkansas Wildlife <b>or</b> Animal Behavior	<u>Spring Semester:</u> (15-17 credit hours) Lichenology, if not previously completed	<u>Either Semester:</u> Professional Preparation <b>or</b> Colloquium <b>or</b> Biology Experience <b>or</b> EWB option, whichever is not completed General Education courses from Distribution Requirements <b>or</b> elective courses to total 15 to 17 hrs
*Recommended course sequence based on ACT/SAT equivalent		
<b><u>Four-Year Plan of Study for a Bachelor of Science Degree in the Major of BIOLOGY with Secondary Licensure</u></b>		
<b>FRESHMAN YEAR</b>		
<u>Fall Semester:</u> Principles of Evolution Astronomy, if offered Composition I Critical Inquiry <u>Math ACT 20-22:</u> College Algebra <u>Math ACT 23 or higher:</u> General Chemistry I (No Math)	<u>Spring Semester:</u> Principles of Cell and Developmental Biology Composition II <u>Math ACT 23 or higher:</u> General Chemistry II Trigonometry	<u>Either Semester:</u> Earth Science Basic Oral Communication Theories of Human Learning General Education courses from Distribution Requirements
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> Principles of Genetics Families & Students in a Diverse Society World Civilization I <b>or</b> Humanities I <u>Math ACT 20-22:</u> General Chemistry I	<u>Spring Semester:</u> Principles of Ecology Survey of Mathematics – Geometry, Measurement, Probability and Statistics <b>or</b> Introductory Physical Science Secondary School Principles & Practices World Civilization II <b>or</b> Humanities II <u>Math ACT 20-22:</u> General Chemistry II	<u>Either Semester:</u> Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements
<b>SUMMER TERM:</b> Laboratory and Classroom Techniques in Biology I	<b>OR</b>	<b>SUMMER TERM:</b> Laboratory and Classroom Techniques in Biology II

<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> Botany, if offered Behavior Management in the Classroom	<u>Spring Semester:</u> Environmental Science <b>or</b> Introductory Physical Science Survey of Mathematics – Geometry, Measurement, Probability and Statistics <b>or</b> Introduction to Physical Science Principles of Learning & Teaching	<u>Either semester:</u> Colloquium General Education courses from Distribution Requirements
<b>SUMMER TERM:</b> Laboratory and Classroom Techniques in Biology I	<b>OR</b>	<b>SUMMER TERM:</b> Laboratory and Classroom Techniques in Biology II
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> Botany, if not previously completed Current Education Practices Educational Assessment Teaching Internship I Praxis II, Application to Teaching Internship II	<u>Spring Semester:</u> Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	<u>Either semester:</u> General Education courses from Distribution Requirements
<b><u>Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of BIOLOGY</u></b>		
<b>FRESHMAN YEAR</b>		
<u>Fall Semester:</u> (15 to 17 credit hours) Principles of Evolution <b>or</b> Biology Concepts Composition I Critical Inquiry <u>Math ACT 20-22*:</u> College Algebra <u>Math ACT 23 or higher*:</u> No Math	<u>Spring Semester:</u> (15 to 17 credit hours) Principles of Cell and Developmental Biology Composition II <u>Math ACT 23-24*:</u> Trigonometry <u>Math ACT 25 or higher*:</u> No Math	<u>Either Semester:</u> Basic Oral Communication General Education courses from Distribution Requirements to total 15 to 17 hours
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> (15 to 17 credit hours) Principles of Genetics World Civilization I <b>or</b> Humanities I <u>Math ACT 25 or higher*:</u> Calculus I	<u>Spring Semester:</u> (15 to 17 credit hours) Principles of Ecology World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> Minor course(s)** General Education courses from Distribution Requirements to total 15 to 17 hours
<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	<u>Spring Semester:</u> (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	<u>Either semester:</u> Professional Preparation <b>or</b> Biology Experience <b>or</b> Colloquium (whichever is not completed) General Education courses from Distribution Requirements <b>or</b> elective courses to total 15 to 17 hours
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	<u>Spring Semester:</u> (15 to 17 credit hours) Upper-level Biology elective(s) Minor course(s)**	<u>Either Semester:</u> Professional Preparation <b>or</b> Biology Experience <b>or</b> 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 3084 Laboratory and Classroom Techniques in Biology I** The purpose of this course is to prepare candidates for successful junior high level classroom teaching in the fields of science and will provide candidates with knowledge of the basic principles of instructional planning, presentation, and safety. This is an experiential learning course in which students will spend at least two weeks in a junior high school. Students will observe and actively participate in the instruction of junior high school science students. This course serves as a study of pedagogy used in the teaching of junior high school science curriculum. It addresses basic models, strategies, and skills necessary for teaching junior high school science

content. In addition to the experiential component, this course will emphasize the planning and preparation of lesson plans, unit plans and assessment. In addition each student will construct a lesson plan demonstrating effective communication of laboratory safety to students and produce a safety contract to be shared with students and parents. In addition each student will design a safe and efficient floor plan for a typical Life and Earth Science classroom. The experiential portion of this course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science.

**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 4084 Laboratory and Classroom Techniques in Biology II** The purpose of this course is to prepare candidates for successful senior high level classroom teaching in the fields of science and will provide candidates with knowledge of the basic principles of instructional planning, presentation, and safety. This is an experiential learning course in which students will spend at least two weeks in a senior high school. Students will observe and actively participate in the instruction of senior high school science students. This course serves as a study of pedagogy used in the teaching of senior high school science curriculum. It addresses basic models, strategies, and skills necessary for teaching senior high school science content. In addition to the experiential component, this course will emphasize the planning and preparation of lesson plans, unit plans and assessment. Each student will research the legal issues related to liability in the science classroom including the need to provide accessible and safe environments for students with special needs. Additionally, students will provide a review of the principles and practices related to the ethical care of animals in the classroom and legal restrictions on collection of living things from the wild. The experiential portion of this course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science.

**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 through the development of business career skills necessary for their future. We teach skills and encourage attitudes which develop competencies in students for employment in positions requiring executive and/or teaching abilities, we prepare students for graduate studies, and we help instill Christian ideals and values into personal and business relationships. 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, business education, economics, finance, management, and marketing.

### **BROAD-BASED STUDENT LEARNING GOALS**

1. Students will acquire the appropriate knowledge and skills necessary for success in business and in their chosen fields of study.
2. Students will gain abilities to explain the impact of relevant issues in the ethical, legal, social, economic, and global environments for profit and not-for-profit organizations.
3. Students will demonstrate effective communication skills in business and professional settings.
4. Students will experience personal growth in leadership, organizational citizenship, and teamwork.

### **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.

#### **Accounting Intended Student Learning Outcomes:**

1. Students will demonstrate knowledge of core accounting concepts.
2. Students will demonstrate foundational knowledge in the following eight content domains: Accounting, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
3. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
4. Students will demonstrate effective written communication skills.
5. Students will deliver effective oral presentations in business and professional settings.
6. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
7. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
8. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
9. Students will demonstrate advanced knowledge and skills in the required accounting concentration courses.

**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:

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

##### Spring Semester:

Complete or demonstrate competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)  
Composition II

##### Either Semester:

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, **or** three-hour Accounting elective

##### 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, **or** 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. Co-requisite: BSA 2101, Business and Career Preparation, if not already completed.

**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 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, ACC 3103, Intermediate Accounting I, ACC 3203, Intermediate Accounting II, ACC 3213, Cost Accounting, ACC 4103, Advanced Accounting I, and BSA 4003, Business Finance, or instructor and division chair permission. Co-requisite: MGT 4013, Business Strategy.

**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:

**Business Education Intended Student Learning Outcomes:**

1. Students will demonstrate foundational knowledge as required by the discipline and its governing bodies.
2. Students will demonstrate foundational knowledge in the following eight content domains: Accounting, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
3. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
4. Students will demonstrate effective written communication skills.
5. Students will deliver effective oral presentations in business and professional settings.
6. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
7. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
8. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
9. Students will demonstrate effective teaching skills and competencies through successfully completing the integrative field experience (Teaching Internship I and II).

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 Licensure.

**Four-Year Plan of Study for a Bachelor of Science Degree in the Major of  
BUSINESS EDUCATION with Secondary Licensure**

**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 and Students 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)  
Secondary School Principles and Practices  
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

**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

**Praxis II Content Exam – June or July**

**SENIOR YEAR:**

Fall Semester:

Business Strategy  
Current Educational Practices  
Educational Assessment  
Educational Technology in the Discipline  
Teaching Internship I  
Praxis II, Application for Teaching Internship  
II

Spring Semester:

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

Either Semester:

**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.

**Economics Intended Student Learning Outcomes:**

1. Students will demonstrate knowledge of core economic concepts.

2. Students will demonstrate foundational knowledge in the following eight content domains: Accounting, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
3. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
4. Students will demonstrate effective written communication skills.
5. Students will deliver effective oral presentations in business and professional settings.
6. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
7. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
8. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
9. Students will demonstrate advanced knowledge and skills in the required economics concentration courses.

**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*
	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**



<u>Fall Semester:</u> Complete or Demonstrate Competency in any two: Word, Graphics, Spreadsheets, or Database (no more than two per term) Composition I Critical Inquiry	<u>Spring Semester:</u> Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term) Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra <b>or</b> Math to meet core requirement One math course above the core requirement, if can be taken General Education courses from Distribution Requirements to total 15 or 16 hours
<b>SOPHOMORE YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Business and Career Preparation Principles of Accounting I Principles of Macroeconomics Marketing Concepts World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> Principles of Accounting II Principles of Microeconomics Survey of Management World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> One math course above the core requirement, if not previously completed General Education courses from Distribution Requirements to total 15 or 16 hours
<b>JUNIOR YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Applied Statistics Intermediate Macroeconomic Theory Money and Banking	<u>Spring Semester:</u> Advanced Statistics Intermediate Microeconomic Theory	<u>Either Semester:</u> The Legal Environment of Business I General Education courses from Distribution Requirements <b>or</b> general electives to total 15 or 16 hours
<b>SENIOR YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Business Finance Six hours of Economics electives	<u>Spring Semester:</u> Business Strategy Comparative Economic Systems Three-hour Economics elective	<u>Either Semester:</u> General electives to total 15 or 16 hours

**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. Co-requisite: BSA 2101, Business and Career Preparation, if not already completed. (Co-requisite applies only to Business Enterprise majors.)

**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. Co-requisite: BSA 2101, Business and Career Preparation, if not already completed.

**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, BSA 3033, Advanced Statistics, ECN 3103, Intermediate Macroeconomic Theory, ECN 3203, Intermediate Microeconomic Theory, ECN 3303, Money and Banking, and BSA 4003, Business Finance, or instructor and division chair permission. Co-requisite: MGT 4013, Business Strategy.

**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.

#### **General Business Intended Student Outcomes:**

1. Students will demonstrate foundational knowledge in the following eight domains: Accounting, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
2. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
3. Students will demonstrate effective written communication skills.
4. Students will deliver effective oral presentations in business and professional settings.
5. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
6. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
7. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
8. Students will demonstrate advanced knowledge and skills in the required general business concentration courses.

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
	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**

**FRESHMAN YEAR: 31 credit hours**

Fall Semester:

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

Spring Semester:

Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)  
Composition II

Either Semester:

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:

Applied Statistics  
Six hours of minor requirements or advisor/division chair-approved electives

Spring Semester:

Advanced Statistics  
Three hours of minor requirements or advisor/division chair-approved electives

Either Semester:

The Legal Environment of Business I  
General Education courses from Distribution Requirements to total 15 or 16 hours

**SENIOR YEAR: 31 credit hours**

Fall Semester:

Business Finance  
Six hours of minor requirements or advisor/division chair-approved electives

Spring Semester:

Business Strategy  
Global Business  
Three hours of minor requirements or advisor/division chair-approved electives

Either Semester:

General electives to total 15 or 16 hours

**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. Prerequisite: Sophomore status.

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

**BSA 3023 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, ACC 2003, Principles of Accounting I, ACC 2013, Principles of Accounting II, BSA 2101, Business and Career Preparation, BSA 3013, The Legal Environment of Business I, BSA 3023, Applied Statistics, ECN 2003, Principles of Macroeconomics, ECN 2013, Principles of Microeconomics, MGT 2003, Survey of Management, MKT 2003 Marketing Concepts, three of the four one-hour software courses: BSA 1011, Word Processing\*, BSA 1021, Spreadsheets\*, BSA 1031, Database\*, BSA 1041, Graphics\*, or instructor and division chair permission. \*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.

**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, BSA3033, Advanced Statistics and BSA 4003, Business Finance, or instructor and division chair permission. Co-requisite: MGT 4013, Business Strategy.

## *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.

### **Management/Administration Intended Student Learning Outcomes:**

1. Students will demonstrate knowledge of core management concepts.
2. Students will demonstrate foundational knowledge in the following eight content domains: Accounting, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
3. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
4. Students will demonstrate effective written communication skills.
5. Students will deliver effective oral presentations in business and professional settings.
6. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
7. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
8. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
9. Students will demonstrate advanced knowledge and skills in the required management concentration courses.

**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\*

	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.

### MANAGEMENT / ADMINISTRATION CONCENTRATION

MGT	3103	Human Resource Management
	3203	Organizational Behavior
	3303	Operations Management
	4003	Management Seminar (Capstone)
	4033	Management 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:

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

###### Spring Semester:

Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)  
Composition II

###### Either Semester:

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:

Applied Statistics  
Organizational Behavior  
Management Information Systems

###### Spring Semester:

Human Resource Management  
Three-hour Management elective

###### 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:

Business Finance  
Operations Management  
Three-hour Management elective

###### Spring Semester:

Organizational Theory  
Business Strategy  
Management Seminar

###### Either Semester:

General electives to total 15 or 16 hours

**MGT 2003 Survey of Management** An overview of basic management principles, organizational behavior and productions/operations management. A study of the management functions of planning, organizing, leading and control; the behavioral aspects of the individual, the team, and the organization; and the production/operations aspects of systems development, resource planning, job design, work measurement, and quality control. Not open to freshmen. Co-requisite: BSA 2101, Business and Career Preparation, if not already completed.

**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, MGT 3103, Human Resource Management, MGT 3203, Organizational Behavior, MGT 3303, Operations Management, MGT 4033, Management Information Systems, and BSA 4003, Business Finance. Co-requisites: MGT 4013, Business Strategy and MGT 4223, Organizational Theory, or 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: Senior status, BSA 4003, Business Finance, or 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 Management 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. 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.

### **Marketing Intended Student Learning Outcomes:**

1. Students will demonstrate knowledge of core marketing concepts.
2. Students will demonstrate foundational knowledge in the following eight domains: Account, Economic Environment, Finance, International Business, Legal Environment, Management, Marketing, and Social/Ethical Environment.
3. Students will demonstrate the ability to use software applications and decision tools to aid in decision making and communication.
4. Students will demonstrate effective written communication skills.
5. Students will deliver effective oral presentations in business and professional settings.
6. Students will demonstrate knowledge of various leadership methods and the ability to work with individuals from diverse backgrounds.
7. Students will demonstrate the ability to analyze problems, apply theory, synthesize information, and evaluate business policies and actions.
8. Students will demonstrate advanced knowledge and skills in Business Finance and Business Strategy.
9. Students will demonstrate advanced knowledge and skills in the required marketing concentration courses.

**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

BSA	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:

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

###### Spring Semester:

Complete or Demonstrate Competency in any one: Word, Graphics, Spreadsheets, or Database (no more than two per term)  
Composition II

###### Either Semester:

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:

Applied Statistics  
Consumer Behavior  
Channel Strategies

###### Spring Semester:

Marketing Research  
Three-hour Marketing elective

###### 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 hours**

###### Fall Semester:

Business Finance  
Promotion Strategies  
Three-hour Marketing elective

###### Spring Semester:

Business Strategy  
Marketing Strategy and Simulation  
Three-hour Marketing elective

###### Either Semester:

General electives to total 15 or 16 hours

**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. Co-requisite: BSA 2101, Business and Career Preparation, if not already completed.

**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, MKT 3103, Consumer Behavior and MKT 3123, Channel Strategies.

**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, MKT 3103, Consumer Behavior, MKT 3123, Channel Strategies, MKT 3213, Marketing Research, MKT 4113, Promotion Strategies, and BSA 4003, Business Finance. Co-requisite: MGT 4013, Business Strategy, or 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: MKT 2003, Marketing Concepts.

**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: MKT 2003, Marketing Concepts.

## *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:

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

Spring Semester:

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

Either Semester:

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

**SOPHOMORE YEAR**

Fall Semester:

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

Spring Semester:

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

Either Semester:

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

**JUNIOR YEAR**

Fall Semester:

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

Spring Semester:

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

Either Semester:

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

**SENIOR YEAR**

Fall Semester:

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

Spring Semester:

Physical Chemistry II, if offered, **or** upper-  
level chemistry elective  
Polymer Chemistry, if not previously  
completed, **or** upper-level chemistry  
elective

Either Semester:

General electives to total 16 or 17 hours

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

**CHM 1024 General Chemistry II** Continuation of CHM 1014. Continued introduction to the fundamental concepts of chemistry. Three hours lecture and three hours laboratory per week. Prerequisite: 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
	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)  
Interpersonal Communication  
Composition I  
Critical Inquiry

Spring Semester: (16 credit hours)  
Introduction to Mass Communication  
TV Production w/lab  
Composition II

Either Semester:  
Basic Oral Communication  
College Algebra  
General Education courses from Distribution Requirements to total 16 hours

#### **SOPHOMORE YEAR: 32 credit hours**

Fall Semester: (16 credit hours)  
News writing (recommended) **or** major elective  
World Civilization I **or** Humanities I

Spring Semester: (16 credit hours)  
Broadcast Journalism w/lab  
World Civilization II **or** Humanities II

Either Semester:  
Lab Science course  
Practicum, 1-3 hours  
Major electives **or** General Education courses from Distribution Requirements to total 16 hours

#### **JUNIOR YEAR: 33 credit hours**

<u>Fall Semester:</u> (17 credit hours)	<u>Spring Semester:</u> (16 credit hours) Ethical Issues in Mass Communication, if offered in rotation Advanced Reporting (recommended elective)	<u>Either Semester:</u> Upper-level major electives Practicum to total 3-6 hours General Education courses from Distribution Requirements <b>or</b> general electives to total 16 or 17 hours
Note: Students are encouraged to complete an internship between the junior and senior years		
<b>SENIOR YEAR: 27-28 credit hours</b>		
<u>Fall Semester:</u> (15 credit hours)	<u>Spring Semester:</u> (12 credit hours) Ethical Issues in Mass Communication, if not completed in junior year	<u>Either Semester:</u> 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 <b>or</b> 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 Communication 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
	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	Newsriting
	2063	Media Writing
	2074	Television Production w/lab
	3603	Advanced Television Production
SCM	2033	Argumentation and Debate
	4013	Political Communication
	4213	Public Relations Writing and Design
	4783	SS: Special Studies in Communication
	4991-4993	Senior Project

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

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

**FRESHMAN YEAR: 32 credit hours**

Fall Semester: (16 credit hours)

Interpersonal Communication  
Composition I  
Critical Inquiry

Spring Semester: (16 credit hours)

Introduction to Rhetoric and Social Influence  
Composition II

Either Semester:

Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester: (16 credit hours)

Communications writing course **or** major  
elective  
World Civilization I **or** Humanities I

Spring Semester: (16 credit hours)

Communications writing course **or** major  
elective  
Public Relations Principles, if offered  
World Civilization II **or** Humanities II

Either Semester:

1-2 SCM/COM elective(s)  
Lab Science course  
General Education courses from Distribution  
Requirements to total 16 hours

**JUNIOR YEAR: 33 credit hours**

Fall Semester: (17 credit hours)

Communications writing course **or** major  
elective

Spring Semester: (16 credit hours)

Either Semester:

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)

Persuasion Theory, if not previously completed

Spring Semester: (12 credit hours)

Strategic Communication Planning

Either Semester:

Upper-level electives for major, to complete requirements

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

**COMMUNICATIONS MINORS**

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

COM 1013 Interpersonal Communication

2083 Small Group Discussion

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

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

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

RTV 1023 Introduction to Mass Communication

2053 Newswriting

2074 Television Production

9 hours of electives chosen in consultation with a Communications advisor

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

SCM 1033 Introduction to Rhetoric and Social Influence

15 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.

## *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:

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 Management 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 Management 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. 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. 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 with mandatory supplemental instruction.

**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 21<sup>st</sup> 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. Ozarks students interested in pursuing a teaching career 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.)

#### **P-8, 7-12 LICENSURE**

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

#### **SECONDARY LICENSURE (7-12)**

Biology (Bachelor of Science)  
Business (Bachelor of Science)  
English (Bachelor of Arts)  
Mathematics (Bachelor of Science)

## **CONCURRENT LICENSURE**

Special Education Instructional Specialist: 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. **Learner Development:** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments:** The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.
7. **Planning for Instruction:** The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **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:** 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 Danielson-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.

**For admission into Internship II/Student Teaching, candidates must also complete the following:**

- 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.
- Must have completed all core and distribution course work and have written clearance from the Education division advisor.

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 Danielson-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
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EDU	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
	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)

General Psychology  
 Composition I  
 Critical Inquiry

Spring Semester: (16 to 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 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)

Numeration Systems and Computations  
 Families & Students in a Diverse Society  
 World Civilization I **or** Humanities I

Spring Semester: (17 or 18 credit hours)

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

Either Semester:

Introductory Physical Science **or** Earth Science  
**or** Astronomy  
 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  
 Arkansas History  
 Psychology elective to total 15 or 16 hours

Spring Semester: (13 credit hours)

Developmentally Appropriate Practices II  
 Foundation of Early Childhood Education  
 Specialty Practicum (Preschool)

Either Semester:

**SECONDARY LICENSURE:**

Students seeking licensure in art (P-8, 7-12), biology/life-earth science (7-12), business (7-12), English (7-12), mathematics (7-12), must complete: 1) the relevant courses in the major as stipulated in the disciplinary catalog listings; 2) the minor in education; 3) the requirements for licensure; 4) the discipline-specific methods courses shown below.

**REQUIREMENTS FOR A MINOR IN EDUCATION:**

EDU	1003	Theories of Human Learning
	3021	Educational Technology in the Discipline
	3053	Principles of Learning and Teaching
	3333	Behavior Management in the Classroom

EDU	4212	Secondary School Principles and Practices
	4403	Educational Assessment
SPE	2013	Families and Students in a Diverse Society

**REQUIREMENTS FOR LICENSURE** (in addition to the discipline specific courses listed below):

EDU	4101	Current Educational Practices taken concurrently with EDU 4302, Teaching Internship I
	4311	Teaching Internship II taken concurrently with EDU 4971-4, Cultural Perspectives: Family, School, and Community Partnerships

**FOR STUDENTS PURSUING LICENSURE IN ART EDUCATION P-8, 7-12:**

ART	3194	Classroom Techniques and Methods in Art – Elementary Level
	4194	Classroom Techniques and Methods in Art – Secondary Level

**FOR STUDENTS PURSUING LICENSURE IN LIFE / EARTH SCIENCE:**

BIO	3084	Laboratory and Classroom Techniques in Biology I
	4084	Laboratory and Classroom Techniques in Biology II

**FOR STUDENTS PURSUING LICENSURE IN BUSINESS EDUCATION:**

EDU	4023	Methods of Teaching Business
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**FOR STUDENTS PURSUING LICENSURE IN ENGLISH:**

EDU	4033	Methods of Teaching English in the Secondary Schools (concurrent with EDU 4302, Teaching Internship I
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**FOR STUDENTS PURSUING LICENSURE IN MATHEMATICS 7 - 12:**

MTH	3084	Teaching Techniques and Practicum in Secondary Mathematics I
	4084	Teaching Techniques and Practicum in Secondary Mathematics II

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

## *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 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 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 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 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. (**Note: This course is dormant.**)

**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 Danielson 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 4023 Methods of Teaching Business** This course is composed of principles and philosophy of business education relating to such factors as objectives, curriculum, and preparation of business teachers. Teaching methodologies for the business education occupational clusters are presented and practiced.

**EDU 4033 Methods of Teaching English in the Secondary Schools** A study of current approaches to the teaching of grammar, composition, and literature in junior and senior high school. Prerequisites: ENG 2023 Introduction to Grammar. Concurrent with EDU 4302, Internship I.

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

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

limited to, the following: assessment, diversity, parental involvement, technology, constructivism, teacher collaboration, student motivation, and individualized instruction.

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

**EDU 4133 Methods of Teaching Foreign Language** This course introduces methods of instruction in foreign language and culture from middle school through high school. Materials, planning, and classroom techniques are stressed. Concurrent with EDU 4302, Teaching Internship I.

**EDU 4212 Secondary Schools Principles and Practices** 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 secondary educators and to develop an understanding of the unique cognitive, behavioral, and affective needs of secondary students. It will emphasize the development and implementation of interdisciplinary thematic units and lessons relevant to the adolescent learner, including accommodation strategies for diversity. The course will be differentiated according to the need of the candidate. Students will focus a majority of their time on issues relevant to secondary education. Required field placements in this course will be made according to the candidate's intended licensure area with experiences provided throughout the grade range of the intended licensure area. For those students who are required to complete a Maymester experience, the field placement for this course will transition into the Maymester.

**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
	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 17 <sup>th</sup> Century Literature
	4163	Milton
	4173	Restoration and 18 <sup>th</sup> 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 LICENSURE 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 the requirements for secondary licensure (see under Education – Secondary Licensure). 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

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 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)  
Composition I  
Critical Inquiry

Spring Semester: (16 or 17 credit hours)  
Lyric Poetry  
Composition II

Either Semester:  
Basic Oral Communication  
College Algebra  
Electives\* to total 16 or 17 hours

#### **SOPHOMORE YEAR**

Fall Semester: (16 or 17 credit hours)  
Literary Theory  
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)  
Sophomore Colloquium  
English elective since 1800  
World Civilization II **or** Humanities II

Either Semester:  
Electives\* to total 16 or 17 hours

#### **JUNIOR YEAR**

Fall Semester: (16 or 17 credit hours)  
English elective before 1800  
English elective since 1800

Spring Semester: (16 or 17 credit hours)  
Junior Colloquium  
English elective before 1800  
English elective since 1800

Either Semester:  
Electives\* to total 16 or 17 hours

#### **SENIOR YEAR**

Fall Semester: (12 or 14 credit hours)  
Senior Seminar  
English elective before 1800  
English elective since 1800

Spring Semester: (12 or 14 credit hours)  
Senior Thesis  
English elective before 1800  
English elective since 1800

Either Semester:  
Electives\* to total 16 or 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.)

**Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of ENGLISH with SECONDARY LICENSURE**

**FRESHMAN YEAR**

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

Spring Semester: (16 or 17 credit hours)  
Lyric Poetry  
Composition II

Either Semester:  
Theories of Human Learning  
Basic Oral Communication  
College Algebra  
Electives\* to total 16 or 17 hours

**SOPHOMORE YEAR**

Fall Semester: (16 or 17 credit hours)  
Literary Theory  
English elective since 1800\*\*  
Families and Students in a Diverse Society  
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)  
Sophomore Colloquium  
Two English electives since 1800  
Secondary School Principles & Practices,  
(spring of either sophomore or junior year)  
World Civilization II **or** Humanities II

Either Semester:  
Introduction to Grammar, 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

**JUNIOR YEAR**

Fall Semester: (16 or 17 credit hours)  
Directed English elective before 1800\*\*  
English elective since 1800  
Behavior Management in the Classroom

Spring Semester: (16 or 17 credit hours)  
Junior Colloquium  
Directed English elective before 1800\*\*  
English elective since 1800  
Methods of Teaching English in the Secondary  
Schools  
Principles of Learning and Teaching

Either Semester:  
Literature for Young Adults, if offered  
General Education courses from Distribution  
Requirements **or** general electives to total  
16 or 17 hours

**SENIOR YEAR**

Fall Semester: (12 or 14 credit hours)  
Senior Seminar  
English elective before 1800, if not previously  
completed\*\*  
English elective since 1800  
Educational Technology in the Discipline,  
(taken concurrently with Teaching  
Internship I)  
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 this sequence must take 1.) Shakespeare (offered in even falls), 2.) either Chaucer (offered in odd springs) **or** Medieval Literature (offered in even springs), 3.) either Milton (offered in odd falls) **or** Early 17th-Century British Literature (offered in even springs), and 4.) one additional course for the period **before 1800**.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 co-requisite.

**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 <b>or</b> 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 <b>or</b> 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 Analysis, 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 <b>or</b> 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.

<b><u>Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of HISTORY</u></b>		
<b>FRESHMAN YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) United States History I <b>or</b> World Civilization I Composition I Critical Inquiry	<u>Spring Semester:</u> (16 or 17 credit hours) United States History II <b>or</b> World Civilization II Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra Electives* to total 16 or 17 hours
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) United States History I <b>or</b> World Civilization I	<u>Spring Semester:</u> (16 or 17 credit hours) United States History II <b>or</b> World Civilization II	<u>Either Semester:</u> Professional Preparation in History Intensive Elementary Language, strongly encouraged, (will fulfill Global Awareness) Electives* to total 16 or 17 hours

<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Historiography, if offered American <b>or</b> European History elective	<u>Spring Semester:</u> (16 or 17 credit hours) American <b>or</b> European History elective Non-Western History elective, if offered	<u>Either Semester:</u> Junior Colloquium in History Electives* to total 16 or 17 hours
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> (12 or 14 credit hours) Historiography, if not previously completed American <b>or</b> European History elective, if not previously completed Senior Seminar	<u>Spring Semester:</u> (12 or 14 credit hours) Non-Western History elective, if not previously completed American <b>or</b> European History elective, if not previously completed Senior Thesis	<u>Either Semester:</u> Electives* to total 16 or 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.)		

**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 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 least 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)

United States History I **or** World Civilization I  
 Composition I  
 Critical Inquiry

Spring Semester: (16 credit hours)

United States History II **or** World Civilization II  
 Lyric Poetry, if offered  
 Composition II

Either Semester:

Basic Oral Communication  
 College Algebra  
 General Education courses from Distribution Requirements to total 16 hours

#### **SOPHOMORE YEAR**

Fall Semester: (16 credit hours)

United States History I **or** World Civilization I

Spring Semester: (16 credit hours)

United States History II **or** World Civilization II  
 Lyric Poetry, if not taken as a freshman

Either Semester:

One upper-level History elective\*  
 One English elective\*\*  
 General Education courses from Distribution Requirements to total 16 hours

#### **JUNIOR YEAR**

Fall Semester: (15 credit hours)

Historiography, if offered

Spring Semester: (15 credit hours)

Either Semester:

Two upper-level History electives\*  
 Two English electives\*\*

**SENIOR YEAR**

Fall Semester: (16 to 17 credit hours)  
Historiography, if not taken as a junior  
Senior Seminar

Spring Semester: (15 credit hours)  
Senior Thesis

Either Semester:  
One upper-level History elective\* to total twelve hours  
Two English electives\*\*, to total fifteen hours, twelve of which must be upper-level

\*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 20<sup>th</sup> 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.

For a list of Marine Biology courses offered at the University of Southern Mississippi, please visit their website: [http://www.usm.edu/gcrl/coastal\\_sciences/course\\_descriptions.php](http://www.usm.edu/gcrl/coastal_sciences/course_descriptions.php).

## *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 with secondary licensure 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**



<b>FRESHMAN YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Composition I Critical Inquiry <u>Math ACT 20-24:</u> College Algebra <u>Math ACT 25 or higher:</u> Calculus I	<u>Spring Semester:</u> (16 or 17 credit hours) Composition II <u>Math ACT 20-24:</u> College Trigonometry <u>Math ACT 25 or higher:</u> Calculus II	<u>Either semester:</u> Basic Oral Communication General Education courses from Distribution Requirements to total 16 or 17 hours
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Discrete Mathematics World Civilization I <b>or</b> Humanities I <u>Math ACT 20-24:</u> Calculus I <u>Math ACT 25 or higher:</u> Calculus III	<u>Spring Semester:</u> (16 or 17 credit hours) Linear Algebra World Civilization II <b>or</b> Humanities II <u>Math ACT 20-24:</u> Calculus II <u>Math ACT 25 or higher:</u> 3-6 hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus	<u>Either semester:</u> Lab Science course <b>or</b> General Physics I General Education courses from Distribution Requirements to total 16 or 17 hours
<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra <b>or</b> History of Mathematics <u>Math ACT 20-24:</u> Calculus III	<u>Spring Semester:</u> (16 or 17 credit hours) <u>Math ACT 20-24:</u> Six hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus <u>Math ACT 25 or higher:</u> 3-6 hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus	<u>Either Semester:</u> Lab Science course <b>or</b> General Physics I General Education courses from Distribution Requirements <b>or</b> general electives to total 16 or 17 hours
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> (12 or 15 credit hours) Senior Project Abstract Algebra <b>or</b> History of Mathematics	<u>Spring Semester:</u> (12 or 15 credit hours) <u>Math ACT 20-24:</u> Six hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus <u>Math ACT 25 or higher:</u> Any not previously completed	<u>Either semester:</u> General Education courses from Distribution Requirements <b>or</b> general electives to total 12 or 15 hours
<b><u>Four-Year Plan of Study for a Bachelor of Science Degree in the Major of MATHEMATICS with Secondary Licensure</u></b>		
<b>FRESHMAN YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus I Composition I Critical Inquiry	<u>Spring Semester:</u> (16 or 17 credit hours) College Trigonometry Calculus II Composition II	<u>Either semester:</u> Basic Oral Communication Theories of Human Learning General Education courses from Distribution Requirements to total 16 to 17 hours
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus III Discrete Mathematics Families & Students in a Diverse Society World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Linear Algebra 6 hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus Secondary Schools Principles and Practices World Civilization II <b>or</b> Humanities II	<u>Either semester:</u> Lab Science course, to cumulative total of eight hours Praxis I exam, Application for the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 15 to 17 hours
<b>SUMMER TERM:</b> Teaching Techniques & Practicum in Secondary Mathematics I	<b>OR</b>	<b>SUMMER TERM:</b> Teaching Techniques & Practicum in Secondary Mathematics II
<b>JUNIOR YEAR</b>		

<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra <b>or</b> History of Mathematics Behavior Management in the Classroom	<u>Spring Semester:</u> (16 or 17 credit hours) 6 hours from Differential Equations <b>or</b> Modern Geometry <b>or</b> Probability & Statistics <b>or</b> Advanced Calculus Principles of Learning & Teaching	<u>Either Semester:</u> General Education courses from Distribution Requirements <b>or</b> general electives to total 15 to 17 hours
<b>SUMMER TERM:</b> Teaching Techniques & Practicum in Secondary Mathematics I	<b>OR</b>	<b>SUMMER TERM:</b> Teaching Techniques & Practicum in Secondary Mathematics II
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra <b>or</b> History of Mathematics Senior Project Current Educational Practices Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II General Education courses from Distribution Requirements <b>or</b> general electives to total 16 to 17 hrs	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	<u>Either Semester:</u>

**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 3084 Teaching Techniques and Practicum in Secondary Mathematics** This course serves as a study of pedagogy used in the teaching of the secondary school Mathematics curriculum and is designed to study the methods and materials used in teaching Mathematics to junior high students. It addresses basic models, strategies and skills necessary for teaching Mathematics content. The course is an experiential learning opportunity where future educators spend full-day sessions at a local public school working with and teaching public school students, under the direction and supervision of Mathematics faculty. The purpose of this course is to prepare candidates for successful secondary level classroom teaching in the various branches of Mathematics and will provide candidates with knowledge of the basic principles of instructional planning and presentation. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science, in addition to the use of knowledge of Mathematics to select and use appropriate technological tools. This course will focus on working with and teaching students at a junior high level and use appropriate Mathematics pedagogy and technology for this group of students.

**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 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 4084 Teaching Techniques and Practicum in Secondary Mathematics II** This course serves as a study of pedagogy used in the teaching of the secondary school Mathematics curriculum and is designed to study the methods and materials used in teaching Mathematics to high school students. It addresses basic models, strategies and skills necessary for teaching Mathematics content. The course is an experiential learning opportunity where future educators spend full-day sessions at a local public school working with and teaching public school students, under the direction and supervision of Mathematics faculty. The purpose of this course

is to prepare candidates for successful secondary level classroom teaching in the various branches of Mathematics and will provide candidates with knowledge of the basic principles of instructional planning and presentation. The course will emphasize methods that actively engage students in learning and offer specific consideration for the integration of Mathematics and science, in addition to the use of knowledge of Mathematics to select and use appropriate technological tools. This course will focus on working with and teaching students in grades 9-12 and use appropriate Mathematics pedagogy and technology for this group of students.

**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  
 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)

Basic Musicianship

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)

Theory 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]

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)

Theory II

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 III

Music Literature II

Renaissance and Baroque

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 keyboard 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 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 20<sup>th</sup> 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**

<b>Fall Semester:</b> (12 or 15 credit hours) Senior Performance Seminar Medieval World Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Spring Semester:</b> (12 or 15 credit hours) Senior Performance Seminar Renaissance and Baroque, if not previously completed Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Either semester:</b> General electives to total 12 or 15 hours
For students starting in the fall semester of an <b>odd numbered year</b> (e.g. 2013)		
<b>FRESHMAN YEAR</b>		
<b>Fall Semester:</b> (16 or 17 credit hours) Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency] Composition I Critical Inquiry	<b>Spring Semester:</b> (16 or 17 credit hours) Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency] Composition II	<b>Either semester:</b> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 or 17 hours
<b>SOPHOMORE YEAR</b>		
<b>Fall Semester:</b> (16 or 17 credit hours) Basic Musicianship Music Literature I Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ [Applied Piano required for music majors until they pass the keyboard proficiency] World Civilization I <b>or</b> Humanities I [Humanities I strongly encouraged]	<b>Spring Semester:</b> (16 or 17 credit hours) Theory I Music Literature II Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> 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 <b>or</b> Humanities II [Humanities II strongly encouraged]	<b>Either Semester:</b> Satisfy keyboard proficiency requirement (pre-requisite for upper-level music courses) General Education courses from Distribution Requirements to total 16 or 17 hours
<b>JUNIOR YEAR</b>		
<b>Fall Semester:</b> (16 or 17 credit hours) Theory II Medieval World Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Spring Semester:</b> (16 or 17 credit hours) Theory III Renaissance and Baroque Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Either Semester:</b> General Education courses from Distribution Requirements <b>or</b> general electives to total 16 or 17 hours
<b>SENIOR YEAR</b>		
<b>Fall Semester:</b> (12 or 15 credit hours) Theory IV, elective (recommended for students pursuing graduate studies) Classicism and Romanticism Senior Performance Seminar Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Spring Semester:</b> (12 or 15 credit hours) Senior Performance Seminar World of the Twentieth Century Ensemble*: Chapel Choir <b>and/or</b> Chamber Singers Applied lessons** Applied Voice <b>or</b> Applied Piano <b>or</b> Applied Organ	<b>Either semester:</b> General electives to total 12 or 15 hours
*Maximum eight hours credit (up to four hours for Chapel Choir; up to eight hours for Chamber Singers) **Students enrolled in applied lessons must satisfy participation requirement (pg. 134)		

**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 18<sup>th</sup> 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 19<sup>th</sup> 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 20<sup>th</sup> 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 clergy person 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:

Ethics  
Composition I  
Critical Inquiry

Spring Semester:

Composition II

Either Semester:

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

Spring Semester:

Senior Seminar in Philosophy

Either Semester:

Two upper-level electives in Philosophy **or**

Hegel to Nietzsche Senior Seminar in Philosophy		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 <b>odd numbered year</b> (e.g. 2013)		
<b>FRESHMAN YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Logic Composition I Critical Inquiry	<u>Spring Semester:</u> Hinduism and Buddhism Composition II	<u>Either Semester:</u> One elective in Philosophy <b>or</b> Religion Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
<b>SOPHOMORE YEAR: 32 + credit hours</b>		
<u>Fall Semester:</u> Ethics World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> One elective in Philosophy <b>or</b> Religion *General Education courses from Distribution Requirements to total 16 or 17 hours
<b>JUNIOR YEAR: 30 or 31 credit hours</b>		
<u>Fall Semester:</u> Plato and Aristotle Hegel to Nietzsche	<u>Spring Semester:</u> Descartes to Kant Junior Colloquium	<u>Either Semester:</u> Two upper-level electives in Philosophy <b>or</b> Religion towards 18 hours required *General Education from Distribution Requirements <b>or</b> general electives to total 15 or 16 hours
<b>SENIOR YEAR: 30-33 credit hours</b>		
<u>Fall Semester:</u> Senior Seminar in Philosophy	<u>Spring Semester:</u> Senior Seminar in Philosophy	<u>Either Semester:</u> Two upper-level electives in Philosophy <b>or</b> 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 19<sup>th</sup> 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 19<sup>th</sup> century thinkers, movements, and topics, prominent after Kant, including the German Idealists, Hegel, Marx, Mill, Kierkegaard and Nietzsche.

**PHL 4123 20<sup>th</sup> 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 20<sup>th</sup> century. Representatives of the so-called analytic tradition such as Russell, Wittgenstein, Ayer, Lewis, Ryle and Quine will be studied.

**PHL 4133 20<sup>th</sup> 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 20<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> centuries, focusing on such figures as James and Dewey.

**PHL 4303 Advanced Topics in World Religions** This variable-topic course provides students opportunities to explore a major religious tradition or group of traditions in-depth (such as Buddhism or Native American religions), or to examine a broad issue across several world religions (such as Religion and Violence, or Women and Religion). Students may repeat the course for credit provided the topic is different.

**PHL 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 Mabree 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

PHE 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-8; 7-12)*

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

- PHE 3103 Principles of Physical Education  
 3223 Measurement and Evaluation  
 4003 Adaptive Physical Education  
 4023 Organization and Administration of Health and Physical Education

**REQUIRED COURSES IN THE SCIENCE CORE:**

- PHE 2013 Anatomy  
 2603 Human Physiology  
 3123 Kinesiology  
 4103 Exercise Physiology

**REQUIRED COURSE IN THE SURVIVAL CORE: (1 of 2)**

- PHE 2023 First Aid  
 3073 Care and Prevention of Athletic Injuries

**REQUIRED COURSES IN THE HEALTH CORE:**

- PHE 2503 Drug Education  
 3003 Nutrition  
 3063 Health Education

**REQUIRED ACTIVITIES COURSES: (9 hours total)**

- PHE 1411 Rhythmic Activities and Lead-Up Games  
 1631 Hiking **or** PHE 1611, Camping, **or** PHE 1621, Camping II  
 1 course in swimming  
 1 course in fitness (Weight Training, Aerobic Fitness, or Physical Fitness)  
 1 course in dance  
 3 courses in sport activity  
 1 elective activity course

**COACHING ENDORSEMENT, GRADES 7-12**

Candidates for coaching football, basketball, and track and field in Arkansas must hold coaching endorsement, which is in addition to one's initial or standard teaching license. Although Praxis II: Physical Education: Content Knowledge, test #0091 (minimum score: 141) is required for the coaching endorsement, this area cannot be added by testing only. Therefore, our curriculum shall be founded on a knowledge base that includes movement forms and analyses, physical conditioning, biomechanics, injury care and prevention, organization of athletics, and coaching individual and team sports. To satisfy these objectives, we offer the following curriculum, totaling 21 hours.

- PHE 2013 Anatomy  
 3013 Theory of Coaching Athletics  
 3043 Methods of Teaching Physical Education in Secondary Schools  
 3073 Care and Prevention of Athletic Injuries  
 3103 Principles of Physical Education  
 3123 Kinesiology  
 4023 Organization and Administration of Health and Physical Education

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

**FRESHMAN YEAR: 31 credit hours**

Fall Semester:

Introduction to Physical Education  
 Composition I  
 Critical Inquiry

Spring Semester:

Composition II

Either Semester:

Two one-hour Physical Education courses  
 (one in swimming)  
 Basic Oral Communication  
 College Algebra  
 General Education courses from Distribution  
 Requirements to total 15 or 16 hours

**SOPHOMORE YEAR: 31 credit hours**

<u>Fall Semester:</u> Anatomy World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> Human Physiology First Aid <b>or</b> Care and Prevention of Athletic Injuries World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> Two one-hour Physical Education courses (fitness, dance) General Education courses from Distribution Requirements to total 15 or 16 hours
<b>JUNIOR YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Physical Education for the Child Rhythmic Activities & Lead-Up Games Measurement and Evaluation	<u>Spring Semester:</u> Principles of Physical Education Health Education Methods of Teaching PE in Secondary Schools	<u>Either Semester:</u> Two one-hour Physical Education courses (sports) General Education courses from Distribution Requirements <b>or</b> general electives to total 15 or 16 hours
<b>SENIOR YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Kinesiology Organization & Administration of Health & PE Adaptive Physical Education Two one-hour Physical Education courses (sports, outdoor education)	<u>Spring Semester:</u> Exercise Physiology	<u>Either semester:</u> General electives to total 15 or 16 hours
<b><u>Eight Consecutive Semester Course of Study for a Bachelor of Science Degree in the Major of PHYSICAL EDUCATION for Teacher Licensure</u></b>		
<b>FRESHMAN YEAR:</b>		
<u>Fall Semester:</u> Introduction to Physical Education Composition I Critical Inquiry	<u>Spring Semester:</u> Drug Education Composition II	<u>Either Semester:</u> Two one-hour Physical Education courses (swimming, fitness) Basic Oral Communication College Algebra Theories of Human Learning (Social Science) General Education courses from Distribution Requirements*
<b>SOPHOMORE YEAR:</b>		
<u>Fall Semester:</u> Anatomy World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> Human Physiology First Aid <b>or</b> Care and Prevention of Athletic Injuries Health Education World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> Two one-hour Physical Education courses (fitness, dance) Families and Students in a Diverse Society Praxis I exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements*
<b>JUNIOR YEAR:</b>		
<u>Fall Semester:</u> Physical Education for the Child Rhythmic Activities & Lead-Up Games Measurement and Evaluation Principles of Learning and Teaching	<u>Spring Semester:</u> Exercise Physiology Principles of Physical Education Nutrition Educational Assessment	<u>Either Semester:</u> Two one-hour Physical Education courses (sports, outdoor education) General Education courses from Distribution Requirements*
<b>SENIOR YEAR:</b>		
<u>Fall Semester:</u> 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	<u>Spring Semester:</u> Cultural Perspectives: Family, School, and Community Partnerships Teaching Internship II	

requirements\*

Students wishing to take more than eighteen hours during the fall or spring term must obtain the approval of the chief academic officer. 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 (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 1211 Bowling
PHE 1011 Physical Fitness	PHE 1301 Racquetball
PHE 1021 Beginning Swimming	PHE 1331 Badminton
PHE 1031 Intermediate Swimming	PHE 1321 Tennis
PHE 1041 Aerobic Fitness	PHE 1401 Volleyball
PHE 1051 Swim for Fitness	PHE 1411 Rhythmic Activities and Lead-Up Games
PHE 1061 Yoga	PHE 1421 Basketball
PHE 1071 Body Sculpting (females)	PHE 1501 Varsity Practice (graded P or F; may be repeated once for credit)
PHE 1081 Lifeguarding	PHE 1611 Outdoor Education and Recreation: Camping
PHE 1131 Beginning Jazz Dance	PHE 1621 Outdoor Education and Recreation: Camping II
PHE 1141 Ballroom Dance	PHE 1631 Outdoor Education and Recreation: Hiking
PHE 1151 Country and Western Dance	PHE 1641 Outdoor Education and Recreation: Fishing
PHE 1201 Golf	

**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 1043 Astronomy** A non-mathematical survey of astronomy. Topics will include the solar system, stars, and galaxies. Three hours of lecture per week.

**PHS 1044 Astronomy** A non-mathematical survey of astronomy. Topics will include the solar system, stars, and galaxies. Three hours of lecture and two hours laboratory per week.

## *Physics*

**MINOR** A physics minor is for students who desire a strong background in this field, including students planning graduate study in chemistry, mathematics, or physics; pre-professional students in engineering, or pre-medicine and students planning careers in secondary-school science education.

PHY 2114 General Physics I  
2124 General Physics II  
3134 General Physics III

6 hours of advisor-approved upper-level physics electives

**PHY 2014 College Physics I** A survey course in elementary physics for students majoring in biology, environmental science, the health professions, or the social sciences. Stress is placed on basic principles. Topics include vectors, kinematics, Newton's laws, circular motion, work, energy, impulse, momentum, rotational motion, elasticity, simple harmonic motion, fluids, thermodynamics, kinetic theory, waves, and

sound. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisites: MTH 1033, College Algebra and MTH 1043, College Trigonometry.

**PHY 2024 College Physics II** A continuation of PHY 2014. Topics include electric fields, Gauss' law, electric potential, capacitance and dielectrics, current and resistance, D.C. circuits, magnetic fields, Faraday's law, inductance, A.C. circuits, electromagnetic waves, light, geometric optics, interference, particles and waves, quantum theory, and nuclear structure and reactions. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2014, College Physics I.

**PHY 2114 General Physics I** A survey course in physics for science and engineering students. Introduces the use of calculus in interpreting physical phenomena. Problem solving and problem solving logic are an important part of this course. Topics include vectors, kinematics, Newton's laws, circular motion, work, energy, impulse, momentum, rotational motion, elasticity, simple harmonic motion, fluids, waves, and sound. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite or corequisite: MTH 2015, Calculus I.

**PHY 2124 General Physics II** A continuation of PHY 2114. Topics include thermodynamics, kinetic theory, electric fields, Gauss' law, electric potential, capacitance and dielectrics, current and resistance, D.C. circuits, magnetic fields, Faraday's law, inductance, and A.C. circuits. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2114, General Physics I. Prerequisite or corequisite: MTH 2024, Calculus II.

**PHY 3134 General Physics III** A continuation of PHY 2124. Topics include electromagnetic waves, light, geometric optics, interference, diffraction, quantum theory, atomic structure, wave properties of matter, the hydrogen atom, many-electron atoms, and nuclear structure and reactions. Three hours lecture, one hour recitation and two hours laboratory per week. Prerequisite: PHY 2124, General Physics II.

**PHY 3213 Classical Mechanics** Intermediate problems in the classical mechanics of particles, systems of particles, and rigid bodies. Topics include matrices, vector calculus, linear oscillations, driven oscillations, Lagrangian and Hamiltonian dynamics, central-force motion, collisions, noninertial reference frames, dynamics of rigid bodies, coupled oscillations, and the wave equation. Prerequisite: PHY 2114, General Physics I and/or concurrent MTH 3114, Calculus III.

**PHY 3413 Electrodynamics** An intermediate introduction to the basic concepts of electromagnetism. Topics include electrostatic fields, dielectric materials, Laplace's and Poisson's equations, electric and magnetic fields of moving electric charges, steady currents and nonmagnetic materials, induced electromotive force and magnetic energy, magnetic materials, Maxwell's equations, propagation of electromagnetic waves, and radiation of electromagnetic waves. Three hours lecture and a weekly lab. Prerequisite: PHY 3213, Classical Mechanics.

**PHY 4114 Introduction to Quantum Mechanics** An introduction to the theoretical concepts of quantum physics. Topics include the experimental basis of quantum theory, the postulates of quantum mechanics, operators, superposition, Schrodinger's equation, angular momentum, matrix mechanics, spin, and atomic and molecular physics. Prerequisites: PHY 3134, General Physics III, PHY 3213, Classical Mechanics, and PHY 3413, Electrodynamics.

**PHY 4991-3 Special Problems** Independent study and/or research related to a specific problem or project in physics. By special arrangement with the Instructor.

## *Political Science*

“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 <b>or</b> 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  
 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:**

Introduction to Politics  
 Composition I  
 Critical Inquiry

**Spring Semester:**

Composition II

**Either Semester:**

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:**

Political Science & Career Preparation  
 World Civilization I **or** Humanities I

**Spring Semester:**

Criminal Law I **or** Criminal Law II  
 World Civilization II **or** Humanities II

**Either Semester:**

American National Government **or**  
 International Relations  
 General Education courses from Distribution  
 Requirements **and/or** electives to total 14  
 to 17 hours

**JUNIOR YEAR: 30 credit hours****Fall Semester:**

Criminal Law I **or** Criminal Law II  
 International Law & Organization **or**

**Spring Semester:**

Constitutional Law I **or** Constitutional Law II

**Either Semester:**

Special Topics Seminar **or** upper-level elective  
 General Education courses from Distribution

International Trade Law & Policy		Requirements <b>and/or</b> electives to total 20 hours
<b>SENIOR YEAR: 33 credit hours</b>		
<u>Fall Semester:</u> Constitutional Law I <b>or</b> Constitutional Law II Public Policy Analysis	<u>Spring Semester:</u>	<u>Either Semester:</u> History of Political Thought I <b>or</b> History of Political Thought II Special Topics Seminar <b>or</b> upper-level elective General Education courses from Distribution Requirements <b>and/or</b> electives to total 20 hours
<b><u>Eight Consecutive Semester Course of Study for a Bachelor of Arts or a Bachelor of Science</u></b> <b><u>Degree in the Major of POLITICAL SCIENCE – Public Administration Track</u></b>		
<b>FRESHMAN YEAR: 30-33 credit hours</b>		
<u>Fall Semester:</u> Introduction to Politics Composition I Critical Inquiry	<u>Spring Semester:</u> Composition II	<u>Either Semester:</u> International Relations <b>or</b> American National Government Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 7 to 9 hours
<b>SOPHOMORE YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Political Science & Career Preparation World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> International Relations <b>or</b> American National Government General Education courses from Distribution Requirements <b>and/or</b> electives to total 7 to 10 hours
<b>JUNIOR YEAR: 33 credit hours</b>		
<u>Fall Semester:</u> Public Policy Analysis Introduction to Public Administration	<u>Spring Semester:</u> State & Local Politics <b>or</b> Public Policy Problems	<u>Either Semester:</u> History of Political Thought I <b>or</b> History of Political Thought II Special Topics Seminar <b>or</b> upper level elective General Education courses from Distribution Requirements <b>and/or</b> electives to total 17 hours
<b>SENIOR YEAR: 31 credit hours</b>		
<u>Fall Semester:</u> Public Policy Problems	<u>Spring Semester:</u> Comparative Political Regimes & Ideology Administrative Law & Practice	<u>Either Semester:</u> Special Topics Seminar <b>or</b> upper-level elective (3 hours) General Education courses from Distribution Requirements <b>and/or</b> electives to total 17 hours
<b><u>Eight Consecutive Semester Course of Study for a Bachelor of Arts or a Bachelor of Science</u></b> <b><u>Degree in the Major of POLITICAL SCIENCE –International Politics &amp; Political Economy Track</u></b>		
<b>FRESHMAN YEAR: 30 credit hours</b>		
<u>Fall Semester:</u> Introduction to Political Science Composition I Critical Inquiry	<u>Spring Semester:</u> Composition II	<u>Either Semester:</u> International Relations, <b>or</b> American National Government Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 7 to 9 hours
<b>SOPHOMORE YEAR: 30 credit hours</b>		
<u>Fall Semester:</u> Political Science & Career Preparation World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> International Relations <b>or</b> 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. 1<sup>st</sup> Semester: Constitutional Institutions & Principles. 2<sup>nd</sup> 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.**

<b>Required</b>			<b>Recommended</b>		
BIO	1214	Principles of Evolution	BIO	3134	Microbiology
	1324	Principles of Cell and Developmental Biology		3444	General Physiology
CHM	1014	General Chemistry I		3534	Cell Biology* (required in some programs)
	1024	General Chemistry II		4054	Embryology
	3014	Organic Chemistry I		4333	Anatomy
	3024	Organic Chemistry II		4432	Anatomy Laboratory
ENG	1013	Composition I		4644	Molecular Genetics
	1023	Composition II	CHM	4104	Biochemistry* (required in some programs)
MTH	2015	Calculus I	CSC	1013	Introduction to Computer Science
PHY	2014	College Physics I <b>OR</b> PHY 2114, General Physics I	PHL	1003	Logic
	2024	College Physics II <b>OR</b> PHY 2124, General Physics II	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
	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*

CHM	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 <b>or</b> PSY 3123, Developmental Psychology-Adolescence
	4023	Experimental Methods in the Behavioral Sciences
	4113	Clinical Psychology



PSY 4443 Senior Seminar in Psychology  
2 additional Psychology electives

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

All psychology majors are strongly encouraged to enroll in one hour of Clinical Experience each semester following completion of General Psychology or declaration as a psychology major. To meet graduation requirements, every psychology major will have a minimum of 3 hours of Clinical Experience. The area of concentration is selected by the student majoring in psychology. The academic experience of the concentration is customized to the needs and interests of the student through consultation between the student, major advisor, and an advisor from the concentration area. Students majoring in psychology are strongly encouraged to be a student member of the American Psychological Association.

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

**FRESHMAN YEAR: 31-32 credit hours**

Fall Semester:

General Psychology  
Composition I  
Critical Inquiry

Spring Semester:

Clinical Experience  
Abnormal Psychology  
Composition II

Either Semester:

Science course with lab  
Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 15 or 16 hours

**SOPHOMORE YEAR: 31-32 credit hours**

Fall Semester:

Clinical Experience  
Fundamental Descriptive Statistics for  
Behavioral Sciences  
Concentration elective\*  
World Civilization I **or** Humanities I

Spring Semester:

Clinical Experience  
History and Systems of Psychology, if offered  
Concentration elective\*  
World Civilization II **or** Humanities II

Either Semester

Additional psychology major elective, if  
offered  
General Education courses from Distribution  
Requirements to total 15 or 16 hours

**JUNIOR YEAR: 31-32 credit hours**

Fall Semester:

Developmental Psychology (Childhood) **or**  
Developmental Psychology (Adolescence)  
Concentration elective\*

Spring Semester:

Psychometrics  
Experimental Methods  
History & Systems of Psychology, if not  
previously completed  
Concentration elective\*

Either Semester:

Additional psychology major elective, if  
offered  
General Education courses from Distribution  
Requirements **or** general electives to total  
15 or 16 hours

**SENIOR YEAR: 31 credit hours**

Fall Semester:

Senior Seminar  
Clinical Psychology  
Concentration elective\*

Spring Semester:

Senior Seminar  
Concentration elective\*

Either Semester:

Additional psychology major electives to total  
six hours, if not completed  
General electives to total 15 or 16 hours

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

Note: See catalog page 162 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

PSY 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:

General Psychology  
 Composition I  
 Critical Inquiry

Spring Semester:

Psychology of Adjustment  
 Group Dynamics  
 Composition II

Either Semester:

Science course with lab  
 Basic Oral Communication  
 College Algebra  
 General Education courses from Distribution  
 Requirements to total 15 or 16 hours

**SOPHOMORE YEAR: 31-32 credit hours**

Fall Semester:

World Civilization I or Humanities I

Spring Semester:

World Civilization II or Humanities II

Either Semester:

One to two Psychology electives, if offered  
 General Education courses from Distribution  
 Requirements to total 15 or 16 hours (may  
 include four to six 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:

One to two 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 four to six hours  
 of same foreign language)

**SENIOR YEAR: 31 credit hours**

Fall Semester:

Behavior Management in the Clinic & Home,  
 if not completed

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 162 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:

Judaism, Christianity, and Islam  
Composition I  
Critical Inquiry

##### Spring Semester:

Hinduism and Buddhism  
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: 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:

One to two 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:

One to two upper-level elective(s) in Religion, if not completed, for a total of six 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. 2013)

**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:  
One to two 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 (two hours)

Spring Semester:  
Biblical Interpretation: New Testament  
Senior Seminar in Religion (one hour)

Either Semester:  
One to two 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:

Ethics  
 Judaism, Christianity, and Islam  
 Composition I  
 Critical Inquiry

##### Spring Semester:

Hinduism and Buddhism  
 Composition II

##### Either Semester:

Religion **or** Philosophy elective (three hours)  
 Basic Oral Communication  
 College Algebra  
 \*General Education courses from Distribution  
 Requirements to total 15 or 16 hours

#### **SOPHOMORE YEAR: 30-32 credit hours**

##### Fall Semester:

World Civilization I **or** Humanities I

##### Spring Semester:

Professional Preparation in Philosophy **or**  
 Religion  
 World Civilization II **or** Humanities II

##### Either Semester:

Religion **or** Philosophy 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

##### Spring Semester:

Biblical Interpretation: New Testament  
 Junior Colloquium in Philosophy **or** Religion

##### Either Semester:

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:

Plato and Aristotle  
 Senior Seminar in Religion **or** Philosophy  
 (two hours)

##### Spring Semester:

Descartes to Kant  
 Senior Seminar in Religion **or** Philosophy (one  
 hour)

##### Either Semester:

One upper-level elective in Religion **or**  
 Philosophy, to total six 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. 2013)

**FRESHMAN YEAR: 31 credit hours**

Fall Semester:  
Composition I  
Critical Inquiry

Spring Semester:  
Composition II

Either Semester:  
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:  
Judaism, Christianity, and Islam  
Ethics  
World Civilization I **or** Humanities I

Spring Semester:  
Hinduism and Buddhism  
Professional Preparation in Religion **or**  
Philosophy  
World Civilization II **or** Humanities II

Either Semester:  
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:  
Plato and Aristotle

Spring Semester:  
Descartes to Kant  
Junior Colloquium in Religion **or** Philosophy

Either Semester:  
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:  
Biblical Interpretation: Old Testament  
Senior Seminar in Religion **or** Philosophy  
(two hours)

Spring Semester:  
Biblical Interpretation: New Testament  
Senior Seminar in Religion **or** Philosophy (one  
hour)

Either Semester:  
Upper-level elective in Religion **or**  
Philosophy, to total six 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.)

## 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 <b>or</b> (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 <b>or</b> (upon consultation with advisor) COM 3183, Research Methods and Writing
	4023	Social Theory

SOC 4443 Senior Seminar in Sociology

Students must take at least 15 hours of the Sociology Options courses.

**SOCIOLOGY OPTIONS:**

ENS 1013 Introduction to Environmental Studies  
3013 Environmental Ethics  
PSY 3043 Social Psychology  
SOC 3033 Environment, Natural Resources, and Community  
3073 Race, Class, and Gender  
3113 Sociology of Religion  
4033 The Sociology of Deviant Behavior  
4983 Seminar: Sociology (can be repeated, but the topic must be different each time.)

**WRITING REQUIREMENT** To fulfill the Sociology degree requirement, each sociology major will submit, prior to graduation, a substantial research or analytical paper, with a grade of “A” or “B”. This paper will be completed during the semester in which the student takes SOC 4443, Senior Seminar in Sociology. This paper will be guided by and evaluated by the sociology faculty.

**MINOR** A sociology minor shall consist of 18 hours, including the following:

**SOCIOLOGY CORE:**

SOC 1013 Introduction to Sociology  
2023 Social Research Methods  
4023 Social Theory  
Sociology Options (9 hours)

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

**FRESHMAN YEAR: 32 credit hours**

Fall Semester:

**Introduction to Sociology**  
Composition I  
Critical Inquiry

Spring Semester:

**Social Problems**  
Composition II

Either Semester:

Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester:

Sociology Option elective  
World Civilization I **or** Humanities I

Spring Semester:

**Social Research Methods or Research  
Methods and Writing** (*upon consultation  
with advisor*)  
World Civilization II **or** Humanities II

Either Semester:

General Education courses from Distribution  
Requirements to total 16 hours

**JUNIOR YEAR: 30 credit hours**

Fall Semester:

Sociology Option elective  
**Applied Statistics or Fundamentals of  
Descriptive Statistics for Behavioral  
Sciences** (*upon consultation with advisor*)

Spring Semester:

Sociology Option elective

Either Semester:

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

**SENIOR YEAR: 30 credit hours**

Fall Semester:

Social Theory  
Sociology Option elective

Spring Semester:

**Senior Seminar in Sociology**  
Sociology Option elective

Either Semester:

Satisfy Writing Requirement  
General electives to total 15 hours

Note: **Bold** indicates required core sociology classes.

**SOC 1013 Introduction to Sociology** A survey of the terms, research methods, and theoretical bases of sociology. The dynamics of human interaction, societal institutions, and development of the human community are considered. Prerequisite: None.

**SOC 2013 Social Problems** A general study of social deviance, institutional failure, and cataclysmic events resulting in social problems for society. Specific problems are considered, including: crime and justice, environmental degradation, and breakdowns of societal functions.

**SOC 2023 Social Research Methods** Introduction to the design and data gathering techniques used by sociologists, political scientists and anthropologists. Secondary analysis of historical, census, market and current media data, will be followed by field techniques of quantitative and qualitative research. Quantitative research will include sampling, interview/questionnaire construction, and completion of a survey. Qualitative research will include fieldwork by participant observation.

**SOC 3033 Environment, Natural Resources, and Community** Environment, Natural Resources, and Community is an overview of the relationship between human populations and their physical environments. This class involves the sociological study of a variety of environmental problems and issues including but not limited to natural resource scarcity and use, overpopulation, urbanization, the environmental movement, and global warming. Prerequisite: SOC 1013, Introduction to Sociology, or ENS 1013, Introduction to Environmental Studies.

**SOC 3073 Race, Class, and Gender** This course is a survey of the objective and subjective dimension of social stratification and inequality in the United States. This includes the examination of both historical and contemporary perspectives and involves the study of factors such as social mobility, ethnicity, conflict, race, social class, and gender. Prerequisite: SOC 1013, Introduction to Sociology.

**SOC 3083 Sociology of Deviant Behavior** This course involves the study of aspects of social life that are defined as socially unacceptable. Specific focus is given to the prevalence, theories, stereotypical responses, and social definitions of behaviors that deviate from or violate social norms. Prerequisite: SOC 1013, Introduction to Sociology.

**SOC 3113 Sociology of Religion** Religion is one of the most influential institutions in society and a major topic of study and theory within sociology. This class assess religions role in both contemporary and historical societies from a sociological standpoint. This includes the use of sociological concepts and theories as tools to understand the impact of religion as an institution. Prerequisite: Junior standing, or permission of the Instructor required.

**SOC 4023 Social Theory** A study of the ideas and philosophies that shape the sociological perspective. The various contemporary theoretical orientations of sociologists are considered. Prerequisites: SOC 1013, Introduction to Sociology, SOC 2023, Social Research Methods, and 2 upper-level sociology courses.

**SOC 4443 Senior Seminar in Sociology** A research course designed to be the culmination of the social sciences student's college experiences. An examination of the forms of sociological writing and research methodologies. Prerequisite: Senior Sociology major.

**SOC 4983 Seminar: Sociology** 01) Criminology—A study of the theories of criminality, societal reactions to the deviant, and corrections/rehabilitation of criminal behavior. Prerequisites: SOC 1013, Introduction to Sociology, or PSY 1003, General Psychology, SOC 202,3 Social Research Methods, and consent of the Instructor. 02) Sociology of Art—A study of art as a form of work. Consideration of the art world, with its traditions, support systems, and practicing artists. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor. 03) Environmentalism—A study of the origins, ideologies, and social movements relating to the problems of environmental degradation. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor. 04) Selected Topics in Social Anthropology—e.g., Consequences of Technological Change, The American Experience through Film, etc. Prerequisites: SOC 1013, Introduction to Sociology and consent of the Instructor.

## *Spanish*

**Program aims for the Spanish major are:**

1. Students will be able to converse naturally in Spanish

2. They will be able to read a variety of literary and non-literary texts in Spanish with a high level of proficiency.
3. They will be able to read and write in Spanish with a high level of proficiency.
4. They will be familiar with prominent movements and authors that have influenced the development of Latin American literature.
5. They will understand the generic conventions of lyric and narrative as they inform the literature of Latin America
6. They will be aware of the cultural, social, political, economic, geographic, and environmental diversity of Latin America.

#### **MAJOR:**

SPN 2203 Conversation  
 3103 Introduction to Literature  
 3113 Advanced Grammar and Composition  
 3123 Latin-American Civilization

9 hours of advisor-approved Spanish literature courses\*

9 hours of advisor-approved Spanish electives\*

An approved immersion experience in a Spanish-speaking country\*\*

\*6 hours of course work may be taken during the immersion experience

\*\* This experience, intended to be the capstone of the major, will last for at least five weeks and must be approved in advance by a student's Spanish advisor. Although it will normally occur during the summer before a student's senior year, it is intended to play the same role in a student's intellectual development as the senior thesis plays in other disciplines in the humanities.

**Note:** Prospective Spanish majors and minors who do not enter with a strong background in Spanish will need to take Intensive Elementary Spanish and Intensive Intermediate Spanish before beginning their course of study. None of these introductory courses may be counted toward the Spanish electives required for the major or minor.

**MINOR** Students seeking a minor in Spanish are urged strongly to participate in a five-week summer program through Ozarks Abroad or a similar approved program in a Spanish-speaking country.

SPN 2203 Conversation  
 3023 Latin-American Civilization  
 3113 Advanced Grammar and Composition

3 hours of advisor-approved courses in Spanish literature\*

3 hours of advisor-approved Spanish electives\*

\*6 hours of coursework may be taken during an immersion experience.

**Note:** Prospective Spanish majors and minors who do not enter with a strong background in Spanish will need to take Intensive Elementary Spanish and Intensive Intermediate Spanish before beginning their course of study. None of these introductory courses may be counted toward the Spanish electives required for the major or minor.

#### **OZARKS IN MEXICO**

One option for students' immersion experience is the Ozarks Abroad program in Morelia, Mexico. Morelia, with its spectacular colonial architecture, its traditional culture, and its friendly ambiance, provides students with a vibrant atmosphere for their immersion as well as an authentic experience of Mexican culture. At the *Centro Universitario Michoacan*, students will follow a 3 to 6 hour course of study tailored to their particular needs and interests. Courses may include the study of literature, history, culture, or advanced language studies. Students will have a home-stay experience that will complement their studies.

#### **Eight Consecutive Semester Course of Study for a Bachelor of Arts Degree in the Major of SPANISH**

##### **FRESHMAN YEAR**

Fall Semester:

Spring Semester:

Either Semester:

Intensive Elementary Spanish* Critical Inquiry Composition I	Intensive Intermediate Spanish* Composition II	Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 or 17 hours
<b>SOPHOMORE YEAR</b>		
<u>Fall Semester:</u> Introduction to Literature Advanced Grammar and Composition World Civilization I <b>or</b> Humanities I	<u>Spring Semester:</u> Latin-American Civilization Conversation World Civilization II <b>or</b> Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 or 17 hours
<b>JUNIOR YEAR</b>		
<u>Fall Semester:</u> Spanish Literature <b>or</b> Spanish elective	<u>Spring Semester:</u> Spanish Literature <b>or</b> Spanish elective	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 or 17 hours
<b>SUMMER TERM:</b> Spanish Literature <b>or</b> Spanish elective Spanish Literature <b>or</b> Spanish elective		
<b>SENIOR YEAR</b>		
<u>Fall Semester:</u> Senior Seminar Spanish Literature <b>or</b> Spanish elective	<u>Spring Semester:</u> Senior Seminar, continued Spanish Literature <b>or</b> Spanish elective	<u>Either Semester:</u>
*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 Gods*, *Aesop: Fables for Our Times*, *Unfair Arguments with Existence*, *Sylvia*, *The Shape of Things*, *The Spitfire Grill*, and *Benefactors* each deal with the ethical and moral issues which face humanity. University Theatre is proud of the fact that not only are theatre students involved with these concerns but students who participate as audiences are as well.

The theatre program seeks to educate students in all aspects of the theatrical arts. Analytical skills, problem solving, and cooperative endeavors are promoted through the creative process of theatre productions. The collaborative process of play production is the basis for all theoretical and practical work. The program prepares students for graduate study and for professional employment in the theatre and related fields. Although it is hoped students will pursue a career in either educational or professional theatre, the program also provides students with a wide range of skills and experience which can be used in a variety of careers.

University Theatre productions serve as a laboratory where students practice classroom theories. However, this does not mean that participation is limited only to theatre majors or students enrolled in theatre classes. All interested students are encouraged to become involved in any aspect of theatrical activity. Theatrical seasons are selected to provide university and community audiences with the opportunity to experience plays from a wide range of periods and genres which are presented in a variety of production styles. All theatre majors and minors must participate in every University Theatre production (either as cast or crew member) each semester they are enrolled in a curriculum leading to a degree in theatre. All such students must audition for all theatre productions. If cast, all such students are required to accept the role and act in a maximum of three university theatre productions each year. Students may choose to act in more than three productions a year if they so desire. All theatre majors and minors must participate in afternoon labs, 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 45 required hours. The following courses are required:

THR	1013	Introduction to Theatre
	1023	Stagecraft
	1033	Fundamentals of Design
	1111-4113	Play Production (minimum of six hours)
	2003	Fundamentals of Directing
	2013	Fundamentals of Acting
	2023	Voice and Diction
	2031	Internship Process
	3003	Topics in Acting
	3013	Theatre History I
	3023	Theatre History II
	3033	Scene Design and Technology
	3043	Lighting Design and Technology
	3053	Costume Design and Technology
	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:

Fundamentals of Acting  
Lab Science course  
Composition I  
Critical Inquiry

Spring Semester:

Fundamentals of Theatre Design  
Stagecraft  
Composition II

Either Semester:

Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester:

Costume Design & Technology  
World Civilization I **or** Humanities I

Spring Semester:

Introduction to the Theatre  
Lighting Design & Technology  
Voice & Diction  
Internship Process  
World Civilization II **or** Humanities II

Either Semester:

General Education courses from Distribution  
Requirements to total 16 hours

**JUNIOR YEAR: 32 credit hours**

Fall Semester:

Fundamentals of Directing  
Scene Design & Technology  
Internship

Spring Semester:

Theatre History I  
Topics in Acting

Either Semester:

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

**SENIOR YEAR: 32 credit hours**

Fall Semester:

Spring Semester:

Theatre History II

Either semester:

Internship (if not completed in junior year;  
however students may complete multiple internships)  
General electives to total 16 hours

For students starting in the fall semester of an **odd numbered year** (e.g. 2013)

**FRESHMAN YEAR: 32 credit hours**

Fall Semester:

Fundamentals of Acting  
Lab Science course  
Composition I  
Critical Inquiry

Spring Semester:

Introduction to the Theatre  
Composition II

Either Semester:

Basic Oral Communication  
College Algebra  
General Education courses from Distribution  
Requirements to total 16 hours

**SOPHOMORE YEAR: 32 credit hours**

Fall Semester:

Fundamentals of Directing  
World Civilization I **or** Humanities I

Spring Semester:

Stagecraft  
Fundamentals of Theatre Design  
Topics in Acting  
Internship Process  
World Civilization II **or** Humanities II

Either Semester:

General Education courses from Distribution  
Requirements to total 16 hours

**JUNIOR YEAR: 32 credit hours**

Fall Semester:

Costume Design & Technology  
Internship

Spring Semester:

Lighting Design & Technology  
Theatre History II  
Voice & Diction

Either Semester:

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

**SENIOR YEAR: 32 credit hours**

Fall Semester:

Scene Design & Technology

Spring Semester:

Theatre History I

Either Semester:

Internship (if not completed in junior year;  
however students may complete multiple internships)  
General electives to total 16 hours

**THR 1013 Introduction to Theatre** Theatre as an art form. A survey of diverse theatrical and dramatic theories and production styles in relationship to current events in world theatre. Production participation and laboratory hours required.

**THR 1023 Stagecraft** Theory and practical experience in the techniques of planning and preparing the technical aspects of theatrical production. Emphasis on theatre architecture and on building, painting, mounting, and shifting all types of scenery. Production participation and laboratory hours required.

**THR 1033 Fundamentals of Theatre Design** This course will introduce students to the basic elements and principles of design while allowing them practical experience with a variety of artistic media as well as an introduction to script analysis. Fundamentals of Theatre Design will introduce the concept of the collaborative process. The focus of this course will be to give students a foundation for the other design courses that are required in their major. Laboratory experience is required, as with all design courses offered.

**THR 1111-4111, 1112-4112, 1113-4113 Play Production** A student may earn up to fifteen hours credit for participation in play production activities. Students majoring in the theatre sequence must enroll for a minimum of 6 hours. Depending on the nature and scope of the task, from one to three hours credit may be earned in such diverse areas as performance, stage management, directing, design (lighting, scenery, and/or costume), management, makeup or technical run crews. Credit cannot be earned for repetition or duplication of tasks. Each time a student enrolls a contract must be signed with the supervising faculty member.

**THR 2003 Fundamentals of Directing** Director as literary analyst and production critic. Play analysis, production concepts, staging theory and techniques, rehearsal methods and procedures. Prerequisite: THR 2013, Fundamentals of Acting.

**THR 2013 Fundamentals of Acting** Theory and practice of modern performance techniques with emphasis on character analysis and development, imagination, creativity, and movement.

**THR 2023 Voice and Diction** Study of the processes of vocal production and exercises for improvement of pronunciation and articulation. Prerequisite: Consent of the Instructor.

**THR 2031 Internship Process** This course is designed to assist students in obtaining a summer internship. All declared theatre majors are required to enroll in this course during the spring semester of their sophomore year.

**THR 2033 The Great Broadway Musical** This appreciation course is a survey of the American Musical Theatre. Topics include historical development as well as investigations of major performers, composers, lyricists, directors, choreographers, directors, and producers. This is not a performance class.

**THR 3003 Topics in Acting** This class will offer students the opportunity to develop their acting skills through investigation of selected topics. Possible topics might include musical theatre performance, period acting styles, improvisation, or application of a specific acting theory to a performance. This class may be repeated for credit provided the topic is different. Prerequisite for all Topics in Acting classes: THR 2013, Fundamentals of Acting. Prerequisite for the musical theatre performance class: THR 2033, The Great Broadway Musical

**THR 3013 Theatre History I** The development of the theatre and dramatic literature; critical study of representative plays of the period covered.

**THR 3023 Theatre History II** The development of the theatre and dramatic literature; critical study of representative plays of the period covered.

**THR 3033 Scene Design and Technology** Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand both the art and technology involved in theatrical scenic design. Laboratory experience required. Prerequisites: THR 1023, Stagecraft; THR1033, Fundamentals of Design; and THR 2031, Internship Process.

**THR 3043 Lighting Design and Technology** History, theory and practice of lighting design. Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand both the art and technology of lighting design. Laboratory experience required. Prerequisites: THR1023, Stagecraft; THR 1033, Fundamentals of Design; and THR 2031, Internship Process.

**THR 3053 Costume Design and Technology** History, theory, and practice of costume design. Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student understand the art and technology of costume design. Laboratory experience required. Prerequisite: THR 1023, Stagecraft and THR 1033, Fundamentals of Design.

**THR 3073 Modern American Drama** This course surveys major plays and playwrights of the 20<sup>th</sup> 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 20<sup>th</sup> 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 chief academic officer.

**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 chief academic officer 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**, Professor of Biology, 2000

B.A., Luther College;  
Ph.D., University of Iowa

**John Dailey**, Assistant Professor of Radio/Television/Video,  
2012

B.G.S., University of Kentucky;  
M.A., University of Kentucky;  
Ph.D., University of Missouri

**David Daily**, 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**, Professor of Education, 2006, Chair,  
Division of Education

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  
Ed.D., 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

**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 English, 2005

B.A., University of North Carolina, Chapel Hill;  
M.A., Emory University

**Steven Oatis**, 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**, Provost, 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*

**Rick Niece, Ph.D.**  
President

**Darrell Williams, B.S.**  
Business Manager

**Reba Pridgin, M.S.E.**  
Interim Director of Development

**Daniel Taddie, Ph.D.**  
Provost

**Sherrie Arey, M.S.**  
Dean of Residential and Campus  
Life

**Brian Hull, M.S.**  
Director of Admission

**Jeff Scaccia, M.B.A.**  
Chief Financial Officer

**Elissa Heil, Ph.D.**  
Associate Academic Dean

## *Jones Learning Center Staff*

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

**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

**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**

**Betty Stockton, Coordinator of Autism Spectrum Disorder  
Services**  
B.A., University of Houston  
M.S., University of Central Arkansas

**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  
**Sarah Anglin**, Part-time Post Office Assistant  
**Marian Askins**, Office Manager, Division of Sciences and Mathematics  
**Louis Aszod**, Academic & Career Services Counselor, Student Support Services; Part-time Campus Counselor  
**Felicia Atkinson**, Program Coordinator, Academic Center for Excellence  
**Nancy Benson-Nicol**, University Chaplain  
**Aaron Bergeron**, Theatre Assistant and Manager of the Walton Arts and Ideas Series  
**Brittany Bergeron**, Residence Director, and Student Development Counselor/Coordinator  
**Connie Booty**, Executive Assistant to the President  
**Emma Bottorff**, Director of Student Activities  
**Doug Boxell**, Head Men's Basketball Coach  
**Kursty Boydston**, Development Officer  
**Janie Chappell**, Director of Field Experiences & Title II Coordinator, Education  
**Jimmy Clark**, Director of Athletics  
**Ramona Cogan**, Office Manager for Public Relations  
**Lawanda Coombs**, Housekeeping  
**John Cossaboon**, Head Men's Soccer Coach  
**Jason Dicamillo**, Grounds  
**Heather Dickerson**, Business Office Assistant  
**Coy Doss**, Grounds  
**Mary Doss**, Housekeeping  
**Bryan Drotar**, Head Women's Soccer Coach  
**Dawn Dvoracek**, Director of Church Relations  
**Kody Eakin**, Gift Records Coordinator  
**Susan Edens**, Director of Broadcasting  
**Debbie Eldridge**, Office Manager, Division of Humanities and Fine Arts  
**Megan FinCannon**, Residence Hall Director and Coordinator of Campus Activities and Residential Education  
**Johnny Fitts**, Maintenance Technician  
**Cara Flinn**, University Webmaster  
**Chad Floyd**, Athletic Trainer  
**Monica Frizzell**, Assistant Registrar  
**Bo Funderburk**, Coordinator of Recreational Activities and Assistant Director of Residential Life  
**Kelly Funderburk**, Part-time Campus Nurse  
**Kristen Giffin**, Admission Counselor  
**Glenda Gibson**, Office Manager, Student Life Office  
**Wilma Harris**, Registrar  
**Jana Hart**, Dean of Admission and Financial Aid  
**Jamie Hedges**, Director of Outdoor & Environmental Experiences  
**Connie High**, Director, Student Support Services  
**Ginger Hodge**, Daytime Housekeeping Coordinator  
**John Hodge**, Maintenance  
**Joe Hoing**, Dean of Students  
**Joey Hughes**, Admission Counselor  
**Brian Hull**, Director of Admission and Head Men's and Women's Cross Country Coach  
**Levon Hunt**, Grounds  
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**Eric Leon**, Associate Director of International Studies  
**Michelle Loving**, Secretary, Alumni Relations  
**Jared Magee**, Associate Program Coordinator, Academic Center for Excellence  
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**Lori McBee**, Director of Alumni Relations  
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**Shawn Newton**, Maintenance Technician  
**Rick Otto**, Director of Information Technology  
**Sarah Parker**, Part-time Tutor Lab Coordinator  
**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  
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**Lisa Raburn**, Housekeeping  
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**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

**Kimberly Spicer**, University Career Services Director and  
Program Coordinator for Student Support Services  
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**Janet Stover**, Housekeeping  
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**Lisa Thomas**, Office Manager, Division of Education  
**Judy Thornton**, Office Manager, Division of Business,  
Communications, and Government  
**Vinnie Tran**, Publications Coordinator  
**Deb Tripp**, Office Manager, Aramark

**Carolyn Walker**, Administrative Assistant to the Provost  
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