



University of the Ozarks

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www.ozarks.edu

Academic Year

2015-2016

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. 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 (IACBE)**, 11374 Strang Line Rd, Lenexa, KS 66215; (913) 631-3009; <http://iacbe.org>. Bachelor of Science degrees in Accounting, Business Administration, Business Education, Economics, Management, and Marketing.

Family Rights and Privacy Act

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

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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July 2015					
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September 2015					
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October 2015					
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November 2015					
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December 2015

FALL SEMESTER

Mentor Workshop
 Opening / Faculty Workshop
 New Student Move-In
 Matriculation
 Orientation
 New student registration
 Returning Student Move-In
 Convocation
 Classes begin
 Last day to register
 Senate, 11:00 a.m.
 Labor Day Holiday
 Provost Council, 11:00 a.m.
 Academic Affairs Committee, 11:00 a.m.
 Senate, 11:00 a.m.
 Family Weekend
 Board of Trustees Weekend
 Provost Council, 11:00 a.m. (Monday)
 Academic Affairs Committee, 11:00 a.m.
 Senate, 11:00 a.m.
 Mid-Term; Grade reminders to faculty
 Provost Council, 11:00 a.m.
 Mid-term grades due by noon
 Grades available
 Fall Break
 Academic Affairs Committee, 11:00 a.m.
 Last day to drop a class
 Advising and priority pre-registration
 Senate, 11:00 a.m.
 Pre-registration (student access closes at noon on Friday)
 Provost Council, 11:00 a.m.
 Thanksgiving Holiday
 Academic Affairs Committee, 11:00 a.m.
 Last day of classes
 Study Day
 Senate, 11:00 a.m.
 Final exams
 Sr Grades by 3:30
 Graduation
 Grades due by noon
 Campus Closed

SPRING SEMESTER

Martin Luther King Holiday
 Classes begin
 Homecoming Week
 Board Retreat
 Scholar Weekend
 Mid-term; Grade reminders to faculty
 Mid-term grades due by noon
 Grades available to students
 Spring Break
 Good Friday Holiday
 Advising and priority pre-registration
 Last day to drop a class
 Pre-registration (student access closes at noon. on Friday)
 Alumni Weekend
 Board of Trustees Weekend
 Last day of classes
 Study Day
 Final Exams
 Senior grades due by 3:30 p.m.
 Graduation
 Grades due
 New Student Preregistration Event

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. 17
 Aug. 19
 Aug. 20
 Aug. 21
 Aug. 21-24
 Aug. 21-22
 Aug. 23
 Aug. 24
 Aug. 25
 Sept. 1
 Sept. 4
 Sept. 7
 Sept. 11
 Sept. 18
 Sept. 25
 Sept. 25-27
 Oct. 2-3
 Oct. 5
 Oct. 9
 Oct. 16
 Oct. 16
 Oct. 23
 Oct. 23
 Oct. 26
 Oct. 29-30
 Nov. 6
 Nov. 10
 Nov. 9-13
 Nov. 13
 Nov. 16-20
 Nov. 20
 Nov. 25-27
 Dec. 4
 Dec. 9
 Dec. 10
 Dec. 11
 Dec. 11-16
 Dec. 17
 Dec. 19
 Dec. 22
 Dec. 24 – Jan 1

Jan. 18
 Jan. 19
 TBA
 TBA
 March 4-5
 Mar. 11
 Mar. 18
 Mar. 22
 Mar. 21-25
 Mar. 25
 Apr. 4-8
 Apr. 5
 Apr. 11-15
 Apr. 15-16
 Apr. 22-23
 May 4
 May 5
 May 6-11
 May 12
 May 14
 May 17
 TBA

May 16
 May 30
 June 3
 June 6
 June 24

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May 2016					
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June 2016					
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The University

History

The University of the Ozarks has undergone several changes of name and ownership in its 180-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, includes a collection of over 100,000 books, 13,000 bound periodicals, 200 current hardcopy periodical subscriptions, and over 80 online databases offering access to over 250,000 books in full text and over 25,000 periodical titles in full text. The library building also houses a 24-hour study room, conference rooms, a computer lab, and both 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 provost, the registrar, the offices of admission, financial aid, university advancement, alumni relations, 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, a racquetball court, wrestling/stunt facility, athletic training, 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.

MUNGER-WILSON 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 in distribution 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 Student Admission and Aid Committee in consultation with the admission staff. The Student Admission and Aid 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 Student Admission and Aid 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 or Autism Spectrum Disorder 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 in their last term and have fifteen transferrable credits 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. 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 Student Admission and Aid Committee will review the application. The Office of Admission or Student Admission and Aid 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 after high school graduation but have attempted or earned (completed courses) fewer than fifteen transferrable 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 fifteen transferrable hours or more and attended college for a term after high school graduation 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 Student Admission and Aid 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, and 5.) evidence of full financial support for the duration of their studies in the United States.

Incoming freshman or transfer students are required to make the \$1,000 deposit at the point of application and prior to the issuance of Form I-20. This deposit is not refundable after a student attends class. In the event the student does not attend the University, the deposit will be returned less a \$250 administrative fee. The balance of the semester fees will be due upon arrival.

Returning students are required to make payment of \$2,500 prior to March 1st for the fall semester and October 1st for the spring semester. If payment is not received by those deadlines, the student will not be allowed to pre-register. The balance of the semester fees will be due prior to the registration of each semester. Credit card payments may be made calling the Business Office at (800) 264-8636.

STUDENTS ADMITTED CONDITIONALLY Students who do not meet minimum admission standards may be admitted conditionally following an interview with members of the Student Admission and Aid Committee. Students so admitted must adhere to the stipulations indicated in their admission letter. For such students, the Student Admission and Aid 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 Student Admission and Aid Committee. By the end of their first semester, students admitted conditionally will be evaluated by the Student Admission and Aid 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 Student Admission and Aid 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 a portion 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 2015-16 academic year. The university reserves the right to revise these expenses at the beginning of any semester or summer term.

TUITION, ROOM, BOARD, AND GENERAL FEES	Per Semester	Per Year
Tuition (12 to 17 hours)	\$11,875	\$23,750
Room: King, Smith, MacLean	\$1,600	\$3,200
Room: Bagwell-Jones / Cary-Wortz / Mabee Hall / Trustee Hall / North Street Apartments	\$1,775	\$3,550
Board: 19 meal, 15 meal, 10 meal, or 160 meal block plan	\$1,950	\$3,900
Residence Hall Activity Fee	\$40	\$80
Activity Fee (9 hours and above)	\$50	\$100
Computer and Technology Resource Fee (9 hours and above)	\$200	\$400
Media Fee (9 hours and above)	\$50	\$100

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.

	Per Semester	Per Year
Jones Learning Center Services	\$11,450	\$22,900

MISCELLANEOUS DEPOSITS AND FEES	Per Semester
Admission Deposit ¹	\$100
Applied Music Fee ²	\$315
Bowling Fee	\$45
Communications Practicum Fee	\$25
First Aid Certification Fee	\$20
Golf Fee	\$20
Graduation Fee	\$75
Gymnastics Fee	\$160
Housing Deposit	\$100
Jones Learning Center Two Day Testing Fee	\$800
Late Graduation Application Fee	\$100
Leadership & Adventure Fee	\$100
Payment Arrangements Fee	\$40
Returned Check Fee	\$25
Science Lab Fee (not including breakage)	\$25
Skeet Shooting Fee	\$50
Teaching Internship Fee	\$100
Transcript Fee	\$5
Tuition Fee (per credit hour and in excess of 17)	\$996
Living Learning Community Fee	\$2,000
Swim for Fitness Fee	\$50

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, with the exception of those living in the North Street Apartments. No university records (including grades, transcripts, and diplomas) will be released to students who have outstanding balances or incomplete documents with any administrative offices.

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

Financial Aid Policies

APPLICATION PROCESS Students applying for financial aid should complete the admission process as soon as possible. All such students should also complete the Free Application for Federal Student Aid (FAFSA) and designate Ozarks as one of its recipients. (Applications are available online at www.FAFSA.ed.gov.) For best consideration for renewal of scholarships and aid, FAFSA forms must be filed each year by March 1.

TYPES OF FINANCIAL AID Students eligible for financial aid will receive a package which may include scholarships, grants, loans, and work study. Since institutional funds are limited in supply and must meet as many

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

² This fee is for one half-hour lesson each week in one area (voice, piano, or organ). Students desiring a one-hour lesson each week in a single area will be charged \$500. Those desiring lessons in more than one area will be charged \$315 for each half-hour lesson in each area and \$500 for each one-hour lesson.

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. State and Federal 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 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.

FEDERAL WORK STUDY allows students to gain valuable work experience while attending classes full time. Although workloads vary according to need and availability of funds, most students are assigned between ten and twelve hours per week.

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

ARKANSAS 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 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 and spouses 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

SCHOLARSHIPS, GRANTS AND LOANS 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 federal 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. The minimum gpa requirement is 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 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 R. A course for which a student received a grade of I will be counted towards the course completion requirements as hours attempted, but not earned. The student's record will be re-evaluated when a letter grade replaces the I; however, in cases where the grade change occurs after the beginning of the semester following the assignment of the I, no adverse determinations will be applied retroactively. 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 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. Students who withdraw from the university and receive grades of W (withdrawal before the last day to drop a class) will be subject to the Federal Aid Refund and Returns policy as stated in the next section. Students who withdraw from the university and receive grades of WP or WF (withdrawal after the last day to drop a class) will not be subject to forfeiture of financial aid for the semester of withdrawal. 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 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. 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
- Federal Supplemental Education Opportunity Grant
- Other Title IV programs

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

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

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

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

OZARKS REFUND POLICY applies to students enrolled fall or spring semester and who officially withdraw from the university. Students who withdraw during the first seven calendar days will be charged 20 percent of tuition; those who withdraw during the 8th to 14th calendar days, 40 percent; those during the 15th to 21st calendar days, 60 percent; and those during the 22nd to 28th calendar days, 80 percent. On the 29th calendar day and after, students withdrawing will be charged full tuition. During a summer term, those who withdraw after a single class

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

Campus Life

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

Religious and Cultural Life

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 Munger-Wilson 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, Chi Alpha, 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 campus publications, like 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, competitive cheer/STUNT, sports shooting, softball, soccer, cross country, tennis, track, and wrestling. 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.

Career Services

Located on the first level of the Seay Student Center, Career Services provides students with tools that empower them to discover their unique calling and prepare them for life after graduation. Career Services encourages students to participate in career development activities such as self-assessment, career exploration, resume writing, job search strategies and interviewing techniques. Career development is a lifelong process which is shaped through a multitude of factors including servant leadership, experiential learning, employment and life experience. Students are encouraged to connect with Career Services during their first year at Ozarks so they can become familiar with services that will be provided throughout their time at Ozarks.

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 Area Coordinator (ACs) and Resident Assistants (RAs). Area Coordinators live in the residence halls and are responsible for the halls' overall operation. The 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 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 parent(s)/legal guardian within a 30 mile radius to campus;
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

The University of the Ozarks has partnered with two different medical service providers to support our university community's medical needs. We have made arrangements for the Clarksville Medical Group and the Lamar Wellness Center to prioritize seeing our students. In the event that a student needs to seek non-emergency medical attention, the student may contact either of these locations to receive attention. To be clear, this is an arrangement made to support students being seen quickly/efficiently, not an agreement that the university will be paying for student medical expenses. There will be a shuttle service available to students on specified days of the week, in the event a student needs assistance getting to one of these medical service providers.

Excuses due to illness are at the discretion of the professor. Students should refer to the syllabus for each class's specific attendance policy. . Students becoming ill and missing classes should notify the Student Life Office, as well as their professors.

Orientation and Ozarks Seminar

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 Ozarks Seminar course. Ozarks Seminar introduces students to what Ozarks stands for: the richness of life provided by the study of the liberal arts and the quality of life provided by professional preparation. The seminar formats promotes discussion and close collaboration, helping students adjust to the rigors of academic life and encourages them to explore, discover, and create ideas that matter, clarify their own interests and values

to help them develop a sense of vocation. The seminar provides a space for students to determine their place in the Ozarks community and the world beyond and to begin developing the personal skills students need for success, both in college life and in the working world. Faculty mentors select upper class peer mentors for their seminars 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, and Winter Formal. 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.

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.

HONOR SOCIETIES:

Alpha Chi, Kappa Delta Pi, and Tri-Beta

RELIGIOUS ORGANIZATIONS:

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

STUDENT PUBLICATIONS/MEDIA:

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

THEATRICAL AND MUSICAL GROUPS:

Fortissimo, University Players

ACADEMIC ORGANIZATIONS:

Ozarks Alchemists, Ozarks Association for Health Science and Physical Education Majors, Ozarks Biological Society, Ozarks Mathematical Society, Ozarks Psychology Club, Ozarks Student Education Association (OSEA), Sigma Alpha

SPECIAL INTEREST GROUPS:

Amnesty International, Aquaholics, ENACTUS, Glee Club, Ozarks Alliance, Omega Nu, OZARTS Art Club, Phi Beta Lambda, Planet Club, Republicans of the Ozarks, Rotaract, Student-Athlete Advisory Committee, Touching Hearts, Young Democrats, Screaming Eagles

RECREATIONAL GROUPS:

Ozarks Anglers, Ozarks Outback,

OZARKS OUTDOORS

Ozarks Outdoors is the outdoor recreation and education program of University of the Ozarks. The program combines the outdoor and environmental experiences offered across University of the Ozarks academics, student life, and administration. Our mission is to enrich our campus and community experience through above-standard outdoor adventure and education programming. We are located in Johnson County, which includes Clarksville and other small Northwestern Arkansas communities, nestled in the Arkansas River Valley amid the Boston, Ozark and Ouachita mountains. We are an hour's drive from five Arkansas state parks, seven wildlife management areas and the nation's first wild and scenic river. Ours is a perfect location for a wealth of adventure experiences: hiking, camping, backpacking, fishing, hunting, shooting sports, canoeing, kayaking, paddle-boarding, climbing, bouldering, rappelling, mountain biking, and watching wildlife.

At Ozarks you can earn a minor in Outdoor Leadership as well as a bachelor's degree in Physical Education, Environmental Studies, or in Biology with an Ecology and Wildlife Biology track. Core courses in these majors and many courses available for general distribution focus on the outdoors and environment, such as God and Nature, Literature and the Environment, and Case Studies in Green Marketing. Field-based courses like Land Use and Place create a valuable, hands-on learning experience for students. In pursuit of your degree, you have the opportunity to participate in research like the NASA Arkansas Space Grant project comparing microbial and biochemical effects of development on the White and Buffalo Rivers. For your internship, Ozarks Outdoors seeks and posts positions available at organizations in outdoor and environmental fields.

In these wilds of northwestern Arkansas, you will find a classroom for independence, self-reliance, and discipline. You will find people who advocate for our communities and our world. Ozarks Outdoors is a source of knowledge and training in technical outdoor skills consistent with national outdoor recreational and environmental standards: outfitting, outdoor recreation, environmental science, environmental education, and firearm education. Our educational clinics build technical skills like fire building, orienteering, knot tying, and survival. Ozarks collaborates with our community organizations—the Clarksville-Johnson County Chamber of Commerce, Johnson County Emergency Management, the USDA Forest Service, National Association of Search and Rescue, Ozark Safety and Rescue Educators, etc.—to provide advanced training such as the Wilderness First Responder, Swift Water Rescue, Single Pitch Climbing Instructor, and Fundamentals of Search and Rescue.

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.

Credit-Hour Policy

One semester hour of credit is awarded for a minimum of each 50-minute period of classroom or direct faculty instruction plus a minimum of two hours of out-of-class student work each week during a 16 week semester.

One semester hour of credit is awarded for an equivalent amount of work during the summer session. At least an equivalent amount of work is required for credit for laboratory work, internships, practica, studio work, physical education, or other academic work leading toward the award of credit hours.

FEDERAL DEFINITION

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

Degrees

BACHELOR OF ARTS degrees may be earned by students with majors in art, biology, English, history, history and literature, international business, music, philosophy, 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, business administration, business education, chemistry, economics, elementary education, environmental studies, health science, management, 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. 24)
- 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. 33)
- Complete the last 30 semester hours in residence at Ozarks (pg. 33)
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks** (pg. 33)
- Make formal application for the degree to the registrar at least one semester prior to expected graduation (pg. 33)

* “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. 34), 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 pp. 89-90, 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 1013	Ozarks Seminar: Exploration and Discovery* (ISO 1, 2, 4)
COM 1003	Basic Oral Communication (ISO 1)
ENG 1013, 1213	Composition I, II (ISO 1)
HIS 1013, 2023/HUM 1013, 2023	World Civilization I OR Humanities I AND World Civilization II OR Humanities II (ISO 2, 3 [humanities])
MTH 1033	College Algebra, or MTH 1043, College Trigonometry, or MTH 2015, Calculus I (ISO 2, 3 [math])

*The Ozarks Seminar 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 Ozarks Seminar 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 Ozarks Seminar 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
	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 th Century British Literature
	4153	Early 17 th Century British Literature
	4163	Milton
	4173	Restoration and 18 th Century Literature
	4783	SS: Yeats and Ireland
	4784	SS: Milton and the Politics of Revolution
LAT	2783	Introduction to Latin Literature
SPN	3983	Indigenous Literature of Spanish America
	4213	Mexican Literature
	4223	Central American Literature
	4233	Caribbean Literature
	4243	Andean Literature

(2) FINE ARTS

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

Criteria for courses in this area:

- Courses with a subject area in the fine/performing arts—drawing, painting, sculpture, ceramics, photography, architecture, music, drama, dancing and film—will fulfill this requirement, as long as the focus of the course is on aesthetic design, performance/creation, interpretation or analysis. In other words, the course should emphasize artistic elements. A course that teaches how to recognize the elements of a film that impact its interpretation would fulfill this requirement; a course using film to study the history of psychological trends would not. A dance course that focuses on choreography as an art form counts; a dance course intended as physical education would not.
- Courses that feature hands-on experiences in which students learn to create or perform works can fulfill this requirement.

- Courses that teach “appreciation” of an art and incorporate listening or aesthetic analysis skills can also fulfill the requirement.
- Courses should explicitly or implicitly include affective objectives and assess such objectives (e.g., increase appreciation of an art, result in students attending more cultural events or taking additional courses in the area).
- It is expected that the course will further the development of at least one general education ISO.

Courses that fulfill this requirement:

ART	1013	Design
	2003	Photography
	2013	Drawing I
	2033	Ceramics I
	2053	Painting I
	2073	Sculpture I
	2093	Watercolor
	2113	Art History I
	2123	Art History II
	2203	Printmaking I
	2303	Graphic Design
	2783/4783	SS: Philosophy and Art
	3293	Classroom Techniques and Methods in Art- Elementary Level
	4093	History of Modern Art
	4783	SS: Contemporary Art
HUM	2783/4783	SS: Introduction to Latin American Film
	3123	Medieval World
	3133	Renaissance and Baroque
	3143	Classicism and Romanticism
MUS	3153	World of the 20 th Century
	1003	Music Appreciation
	2783/4783	SS: The Great Broadway Musical
	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

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

PHL	3133/3134	Philosophy and Art
RTV	2093	The Art of Watching Film
	3203	Documentary Film
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	1113	Religions, Ethics, and Cultures
	2083	Judaism, Christianity and Islam
REL	1003	Old Testament
	1013	New Testament
	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

HSC	2003	Leadership & Adventure
	3003	Nutrition
PHE	1002	Physical Wellness
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 American Revolution (pre-dates constitution)
 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*
 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 2333/4333 Comparative Topics in History
 MKT 4313 Public Relations Principles*
 4323 Persuasion Theory*
 PLS 2003 Introduction to Political Economy
 2013 American National Government (if a History course was taken to fulfill Civic Awareness requirement)
 2033 International Relations
 2053 Public Policy Analysis
 3013 Comparative Political Regimes and Ideologies
 3053 American Constitutional Law and Thought I
 3253 American Political Parties

PLS	4003	International Law and Organization
	4033	Contemporary Political & Legal Philosophy
	4053	American Constitutional Law and Thought II
	4784	SS: Milton and the Politics of Revolution
PSY	1003	General Psychology
	1013	Psychology of Adjustment
	2013	Psychology of Personality
	2023	Abnormal Psychology
	2053	Group Dynamics
	2783/4783	SS: Cross-Cultural Psychology
	3043	Social Psychology
	3063	Psychology of Learning
SCM	3113	Developmental Psychology Childhood
	1033	Introduction to Rhetoric and Social Influence
	2783/4783	SS: Intercultural Communication
	3033	Persuasion Theory
	4013	Political Communication
SOC	4313	Public Relations Principles
	1013	Introduction to Sociology
	2013	Social Problems
	2783	SS: Introduction to Cultural Anthropology
	2783/4783	SS: Sociology of Paranormal Belief
	4783	SS: Cultures of Popular Music

*Students majoring in Accounting, Business Education, Economics, Business Administration, Management, 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:

HIS	1783	SS: China and the Modern World
HIS	2113	United States History I
	2123	United States History II
	2153/4153	Colonial and Revolutionary America
	2163/4163	Civil War and Reconstruction
	2173/4173	American Regional History
	2183/4183	Modern United States History
	2253/4253	Ancient and Medieval History
	2263/4263	Early Modern European History
PLS	2323/4323	Nonwestern History
	4003	Arkansas History
	3213	European Diplomatic History
	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
HSC	3003	Nutrition
PHS	1004	Introductory Physical Science
	1023	Earth Science
	1024	Earth Science with Lab
	1043	Astronomy
	1044	Astronomy with Lab
	2783	SS: Science and Pseudoscience
	2783	SS: Science Communications
PHY	2014	College Physics I
PHY	2024	College Physics I
	2114	General Physics I
	2124	General Physics II
PSY	2782	SS: Cognitive Psychology
	3163	Physiological 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
	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
PSY	3003	Fundamental Inferential Statistics for the Behavioral Sciences

(8) GLOBAL AWARENESS

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

1. Complete one year (or the equivalent) of a foreign language**
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):

ECN	3003	International Political Economy
	4003	International Law and Organization
	4013	International Trade Law and Policy
ENS	1023	Environmental Science
HUM	3123	Medieval World
INB	3783	International Business
	4203	Global Business
IND	2013/4013	Ozarks Abroad
MGT	4023	International Management
MKT	4213	International Marketing
MUS	3123	Medieval World
PHL	1113	Religions, Ethics, & Cultures
	2073	Hinduism & Buddhism
PLS	2003	Introduction to Political Economy
	2013	Comparative Political Regimes and Ideologies
	2033	International Relations
	4003	International Law and Organization
REL	2073	Hinduism & Buddhism
SPN	3123	Latin-American Civilization

Major and Minor 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.

MAJORS The following majors are offered: accounting, art, biology, business administration, business education, chemistry, elementary education, economics, English, environmental studies, history, history and literature, management, 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.

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.

MINORS The following minors are offered: accounting, art, biology, business administration, chemistry, communication, computer applications, computer science, elementary education, economics, education, English, environmental studies, health science, history, management, marketing, mathematics, music, outdoor leadership,

physical education, philosophy, physics, political science, psychology, public health, 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.

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 work⁴ attempted at Ozarks.⁵

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

Grades and Grading Policies

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

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

⁴ "College-level" courses are those whose first digit is 1, 2, 3, or 4. Hence, developmental courses and their grades are excluded from meeting graduation requirements. However, developmental courses and their grades *are* included in computing semester and cumulative grade point averages, "good academic standing" (pg. 34), satisfactory progress, "academic classification" (pg. 38), and eligibility for financial aid and athletics.

⁵ Only courses taken at Ozarks count in the grade point average. However, approved courses taken elsewhere in which the student earns a grade of C- or higher may fulfill course and curricular requirements and may count toward total hours for graduation (pg. 24).

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 maintain the following standards:

- 1) Have a cumulative GPA of 2.0 or better
- 2) Have completed **24 semester credit hours** in the previous two traditional terms and any interim term if applicable
- 3) Have not previously received an academic warning

Academic Warning

Students who do not meet the following standards will receive an academic warning:

- 1) As a first-time, first semester student at the institution, a student must receive a semester GPA of at least 1.7
- 2) All other students must have a cumulative GPA of at least 2.0 and have completed 24 credit hours in the previous two traditional terms and any interim term if applicable

Students also may receive an academic warning at the discretion of the Academic Standing Committee.

Academic Probation

Students will be placed in a status of Academic Probation upon the following:

- 1) Have received a prior Academic Warning; and
- 2) Have not maintained a cumulative GPA of at least 2.0 and have completed 24 credit hours in the previous two traditional terms and any interim term if applicable

OR

- 3) At the discretion of the Academic Standing Committee given a student's semester performance.

Students placed on Academic Probation will not be allowed to participate in intercollegiate athletics and/or student organizations.

Students may appeal this status given extenuating circumstances. All appeals will be directed to the Provost.

Academic Suspension

Students will be placed on a status of Academic Suspension upon the following:

- 1) Have previously been placed in the status of Academic Probation; and
- 2) Have not maintained a cumulative GPA of at least 2.0 and have completed 24 credit hours in the previous two traditional terms and any interim term if applicable

OR

- 3) At the discretion of the Academic Standing Committee given a student's semester performance.

Students may appeal this status given extenuating circumstances. All appeals will be directed to the Provost. Students readmitted upon appeal will be given the status of Academic Probation.

Normally, students academically suspended shall be required to be absent from the institution for at least one traditional (fall or spring) academic semester before applying for readmission. Readmission shall not be automatic. Students must offer convincing documentation for success in continued study at University of the Ozarks. Such documentation might include employment records, academic records, and recommendations. Students readmitted in this capacity will be given the status of Academic Probation.

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 CURRENTLY-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 Registrar. 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 first meet with the Registrar to try to resolve the matter. The student may be asked to provide additional documentation with which the Registrar may reevaluate the equivalency of the course and/or consult with the department chair where the transfer course would be housed. If unresolved with the Registrar, the student may then file a formal written petition with rationale and supporting evidence with the Provost, 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 Ozarks Seminar instructor, and for transfer students other than freshmen, the advisor will be a faculty advisor from within the discipline of their major. When a student formally declares a major, he or she must select an advisor from within the discipline of the major. If the student remains undeclared, then not later than the end of the second semester the student may be assigned to a general advisor. Students should formally declare a major and select an advisor from within the discipline of the major by the end of the sophomore year. If the student declares a double major or declares a minor in a discipline different from the major, then he or she must have a secondary advisor in the second discipline. Each student will meet with his or her advisor prior to registration to plan or confirm the student's class schedule. However, the advisor's role does not end with registration. During the course of the year, the advisor is available for conferences with the student on academic and other matters. Any requests for departure from specific university policy must be initiated by the student through his or her advisor. Declaration/Change of Major and/or Change of Advisor may be accomplished by the discipline advisor through the faculty portal. However, forms, where needed, are available in the Registrar's Office.

ACT 1014 AND THE EIGHT-SEMESTER ACADEMIC PLAN In compliance with Act 1014 of the Regular Session of the 85th General Assembly for the State of Arkansas, 2005, the University of the Ozarks makes available to each incoming freshman who declares a major a written eight consecutive semester course study for that major, signed by the 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 2.50 cumulative grade-point-average for the Arkansas Challenge 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, Ozarks Seminar: 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.

Robson Student Success Center

The University of the Ozarks is committed to providing academic and social support for incoming students. The Robson Student Success Center, located on the first floor of the Robson Library, offers a full array of academic support services to all students. These free services include, tutoring, accommodations for students with disabilities, advising, career exploration, and drop-in math and writing labs.

The Robson Student Success Center also houses the University of the Ozarks' **Trio Student Support Services** program. This comprehensive program provides free services to help eligible students overcome academic, personal, and cultural barriers in order to successfully complete post-secondary education. This program is provided by a Trio grant from the U.S. Department of Education. Services include small group tutoring, course advisement, information on financial literacy, workshops and success sessions addressing non-cognitive behaviors, graduate school advisement, academic counseling, and career counseling. In order to qualify for the Trio Student Support Services program, 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); or
 - Meet financial eligibility guidelines established by the U.S. Department of Education; or
 - Have a documented physical or learning disability.

Jones Learning Center

The Jones Learning Center is an academic support unit that provides comprehensive services for students who have specific learning disabilities attention deficit disorder, or autism spectrum 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, attention deficit disorder, or autism spectrum disorder who are otherwise qualified through its standard admission process. However, otherwise qualified applicants with these disabilities may choose to utilize services of the learning center for an additional fee. These applicants must apply for admission to the center and meet learning center criteria. Applicants with specific learning disabilities, attention deficit disorder, or autism spectrum 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 complete the online application and submit a copy of the most current assessment that documents the disability. The learning center selection committee will review the information to determine whether the applicant will be scheduled to come to the center for interviews and possibly additional psycho-educational assessments to determine whether he or she is an appropriate candidate for admission. Further application materials will also be requested at this time. 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, an attention deficit disorder, or autism spectrum 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.

LIVING AND LEARNING COMMUNITY Students who are admitted to the Jones Learning Center and have autism spectrum disorder will be considered for the Living and Learning Community (LLC). The program provides support that emphasizes social thinking for students with ASD, with specific training in social and life skills as well as comprehensive academic support through the JLC. One of the main components of the LLC is a residential life component for the first year.

Program Mission

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

Intended Student Outcomes for the Jones Learning Center

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

Students with Disabilities

Qualified students with disabilities must have equal access to all university programs. Attention is given to assisting 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 ADA Amendments Act of 2008 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) . 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 accommodations 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.

Academic Programs and Requirements

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. 2014)

FRESHMAN YEAR: 31 credit hours

Fall Semester: (15 or 16 credit hours)
Design
Composition I
Ozarks Seminar

Spring Semester: (15 or 16 credit hours)
Drawing I
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)
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. 2015)

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

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

Ozarks Seminar		Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 credit hours		
<u>Fall Semester:</u> (16 credit hours) History of Modern and Contemporary Art (if Art History I, II taken in freshman year) Art elective(s)* World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Drawing II World Civilization II or Humanities II	<u>Either Semester:</u> 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)		
<u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if not taken in freshman year) Art elective(s)*	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if not taken in freshman yr) Art elective(s)*	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 30 credit hours		
<u>Fall Semester:</u> (15 credit hours) History of Modern and Contemporary Art (if not taken in sophomore year) Advanced Art course Art elective(s)*	<u>Spring Semester:</u> (15 credit hours) Advanced Art course Art elective(s)* Senior Exhibit	<u>Either Semester:</u> 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. 2014)

FRESHMAN YEAR: 31 credit hours

<u>Fall Semester:</u> (15 or 16 credit hours) Design Composition I Ozarks Seminar	<u>Spring Semester:</u> (15 or 16 credit hours) Drawing I Composition II	<u>Either Semester:</u> 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
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SOPHOMORE YEAR: 32 credit hours

<u>Fall semester:</u> (16 credit hours) Art History I Families & Students in a Diverse Society World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Art History II Drawing II Secondary School Principles & Practices World Civilization II or Humanities II	<u>Either Semester:</u> Art elective(s)* Portfolio evaluation after 12 hours studio art Intensive Elementary Language (recommended) Core Academic Skills exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 16 hours
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JUNIOR YEAR: 31 credit hours (emphasis area should be determined)

<u>Fall Semester:</u> (16 or 17 credit hours) History of Modern and Contemporary Art Art elective(s)* Behavior Management in the Classroom	<u>Spring Semester:</u> (16 or 17 credit hours) Art electives* Principles of Learning and Teaching	<u>Either Semester:</u> Physical Science, Earth Science or Astronomy Classroom Techniques & Methods in Art – Elementary Level General Education courses from Distribution Requirements to total 16 or 17 hours
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SENIOR YEAR: 30 credit hours

<u>Fall Semester:</u> (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 hours	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives Teaching Internship II Classroom Techniques & Methods in Art – Secondary Level	<u>Either Semester:</u>
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For students starting in the fall semester of an **odd numbered year** (e.g. 2015)

FRESHMAN YEAR: 31 credit hours		
<u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if Eng ACT is 20+) or Art elective (if Eng ACT is below 20) Design Composition I Ozarks Seminar	<u>Spring Semester:</u> (15 or 16 credit hours) Art History II (if Eng ACT is 20+) Drawing I Composition II	<u>Either Semester:</u> Art elective(s)* Theories of Human Learning Basic Oral Communication Biology Concepts College Algebra General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32 Hours		
<u>Fall Semester:</u> (16 credit hours) History of Modern and Contemporary Art (if Art History I, II taken in freshman year) Families & Students in a Diverse Society World Civilization I or Humanities I	<u>Spring Semester:</u> (16 credit hours) Drawing II Secondary School Principles & Practices World Civilization II or Humanities II	<u>Either Semester:</u> Art elective(s)* Portfolio evaluation after 12 hours studio art Intensive Elementary Language (recommended) Core Academic Skills exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR: 31 credit hours (emphasis area should be determined)		
<u>Fall Semester:</u> (15 or 16 credit hours) Art History I (if not taken in freshman year) 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> Classroom Techniques & Methods in Art – Elementary Level General Education courses from Distribution Requirements to total 15 or 16 hours
SENIOR YEAR: 30 credit hours		
<u>Fall Semester:</u> (18 credit hours) History of Modern and Contemporary 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 hours	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives Teaching Internship II Classroom Techniques & Methods in Art – Secondary Level	<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 3133 Ceramic Surfaces This course will explore various methods to achieve depth and complexity in ceramic surfaces, including the use of slip, glaze, texture, layering, multiple firings, alternative firings, and other unique processes. Students will experiment with both form and surface, developing their own personal voice in clay. Prerequisite: ART 2033, Ceramics I.

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

ART 3293 Classroom Techniques and Methods in Art – Elementary A course which provides the pre-service teacher an opportunity to prepare lessons and teach **art/integrated arts lessons in the elementary classroom** at the Kindergarten – Grade 6 level. **Art majors pursuing licensure will complete a 30-hour practicum in an art classroom. Early Childhood Education majors will complete art observation requirements concurrent with their required education course work or no less than 15 hours.** Both majors will practice effective classroom techniques, methods, and appropriate safety procedures under the supervision of a licensed classroom teacher. Prerequisite: Admission to the Pat Walker Teacher Education Program.

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 and Contemporary Art This is a study of changing styles from the 20th century through the current contemporary schools that reflect our society and environment.

ART 4291 Classroom Techniques and Methods in Art – Secondary Level A course designed to provide the pre-service teacher an intensive exploration of the principles of curriculum construction, teaching methods, use of community resources, and evaluation as related to teaching art at the secondary level. The pre-service teacher will create and implement a unit of study in the assigned classroom under the supervision of the cooperating teacher. Coerequisite: EDU 4101, Current Educational Practices and EDU 4302, Teaching Internship I. Offered in Fall semester.

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	1204	Principles of Ecology
	1324	Principles of Cell and Developmental Biology
	2314	Principles of Genetics
	2324	Principles of Evolution
	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
 CHM 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 132 for more details.

SECONDARY EDUCATION LICENSURE TRACK:

BIO 3034 Botany
 3084 Laboratory and Classroom Techniques in Biology I
 3134 Microbiology
 3444 General Physiology
 4084 Laboratory and Classroom Techniques in Biology II
 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

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 1204 Principles of Ecology
 1324 Principles of Cell and Developmental Biology
 2324 Principles of Evolution **or** BIO 1104, Biology Concepts
 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 Ecology
 Composition I
 Ozarks Seminar

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 Evolution
 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 completed, **or**
 General Physics I **or** College Physics I (if
 Organic Chemistry I completed)

Spring Semester: (15-17 credit hours)

Molecular Genetics, if offered
 Organic Chemistry II, if not completed, **or**
 General Physics II **or** College Physics II (if
 Organic Chemistry II 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 hours

SENIOR YEAR

Fall Semester: (15-17 credit hours)

Cell Biology **or** General Physiology
 General Physics I **or** College Physics I, if not
 completed

Spring Semester: (15-17 credit hours)

Molecular Genetics, if not completed
 General Physics II **or** College Physics II, if not
 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 hours

*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 Ecology
Composition I
Ozarks Seminar

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 Evolution
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 completed
General Physics I **or** College Physics I
Anatomy**
Anatomy lab, if offered

Spring Semester: (15-17 credit hours)

Organic Chemistry II, if not 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 hours

SENIOR YEAR

Fall Semester: (15-17 credit hours)

General Physiology
Anatomy lab, if not completed

Spring Semester: (15-17 credit hours)

Microbiology, if not 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 hours

*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 Ecology
Composition I
Ozarks Seminar

Math ACT 20-22:*

College Algebra

Math ACT 23 or higher:*

General Chemistry I
(No Math)

Spring Semester: (16-17 credit hours)

Principles of Cell & Developmental Biology
Composition II

Math ACT 20-22:*

Trigonometry

Math ACT 23-24:*

General Chemistry II
Trigonometry

Math ACT 25 or higher:*

General Chemistry II
(No Math)

Either Semester:

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

SOPHOMORE YEAR

Fall Semester: (15-17 credit hours)

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

Spring Semester: (15-17 credit hours)

Principles of Evolution
Biostatistics, if offered

Either Semester:

Earth Science w/lab **or** Introductory Physical
Science

<u>Math ACT 20-22.*</u> General Chemistry I <u>Math ACT 25 or higher.*</u> Calculus I	World Civilization II or Humanities II <u>Math ACT 20-22.*</u> General Chemistry II	General Education courses from Distribution Requirements to total 15 to 17 hours
JUNIOR YEAR <u>Fall Semester:</u> (15-17 credit hours) Botany, if offered Arkansas Wildlife or Animal Behavior		
<u>Spring Semester:</u> (15-17 credit hours) Lichenology, if offered Biostatistics, if offered		
<u>Either semester:</u> Earth Science w/lab or Introductory Physical Science, whichever is not completed Professional Preparation or Colloquium or Biology Experience or EWB option General Education courses from Distribution Requirements or elective courses to total 15 to 17 hours		
SENIOR YEAR <u>Fall Semester:</u> (15-17 credit hours) Botany, if not completed Arkansas Wildlife or Animal Behavior		
<u>Spring Semester:</u> (15-17 credit hours) Lichenology, if not completed		
<u>Either Semester:</u> Professional Preparation or Colloquium or Biology Experience or EWB option, whichever is not completed General Education courses from Distribution Requirements or elective courses to total 15 to 17 hours		
*Recommended course sequence based on ACT/SAT equivalent		

<u>FOUR-YEAR PLAN OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF BIOLOGY WITH SECONDARY LICENSURE</u>		
FRESHMAN YEAR <u>Fall Semester:</u> Principles of Ecology Composition I Ozarks Seminar <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 & Developmental Biology Composition II <u>Math ACT 23 or higher:</u> General Chemistry II Trigonometry Career Exploration in Teaching Secondary Science (recommended elective)		
<u>Either Semester:</u> Earth Science Basic Oral Communication Theories of Human Learning General Education courses from Distribution Requirements		
SOPHOMORE YEAR <u>Fall Semester:</u> Principles of Genetics Families & Students in a Diverse Society World Civilization I or Humanities I <u>Math ACT 20-22:</u> General Chemistry I		
<u>Spring Semester:</u> Principles of Evolution Survey of Mathematics Secondary School Principles & Practices World Civilization II or Humanities II <u>Math ACT 20-22:</u> General Chemistry II		
<u>Either Semester:</u> Core Academic Skills exam, Application to the Pat Walker Teacher Education Program General Education courses from Distribution Requirements		
SUMMER TERM: Laboratory and Classroom Techniques in Biology I	OR	SUMMER TERM: Laboratory and Classroom Techniques in Biology II
JUNIOR YEAR <u>Fall Semester:</u> Botany, if offered Behavior Management in the Classroom		
<u>Spring Semester:</u> Environmental Science Survey of Mathematics Principles of Learning & Teaching		
<u>Either semester:</u> Colloquium Introduction to Physical Science General Education courses from Distribution Requirements		
SUMMER TERM: Laboratory and Classroom Techniques in Biology I	OR	SUMMER TERM: Laboratory and Classroom Techniques in Biology II
SENIOR YEAR <u>Fall Semester:</u> Botany, if not completed Current Education Practices Educational Assessment Educational Technology in the Discipline Teaching Internship I		
<u>Spring Semester:</u> Cultural Perspectives Teaching Internship II		
<u>Either semester:</u> General Education courses from Distribution Requirements		

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF BIOLOGY

FRESHMAN YEARFall Semester: (15 to 17 credit hours)

Principles of Ecology

Composition I

Ozarks Seminar

Math ACT 20-22:*

College Algebra

Math ACT 23 or higher:*

No Math

Spring Semester: (15 to 17 credit hours)

Principles of Cell and Developmental Biology

Composition II

Math ACT 23-24:*

Trigonometry

Math ACT 25 or higher:*

No Math

Either Semester:

Basic Oral Communication

General Education courses from Distribution

Requirements to total 15 to 17 hours

SOPHOMORE YEARFall Semester: (15 to 17 credit hours)

Principles of Genetics

World Civilization I **or** Humanities IMath ACT 25 or higher:*

Calculus I

Spring Semester: (15 to 17 credit hours)

Principles of Evolution

World Civilization II **or** Humanities IIEither Semester:

Minor course(s)**

General Education courses from Distribution

Requirements to total 15 to 17 hours

JUNIOR YEARFall Semester: (15 to 17 credit hours)

Upper-level Biology elective(s)

Minor course(s)**

Spring Semester: (15 to 17 credit hours)

Upper-level Biology elective(s)

Minor course(s)**

Either semester:Professional Preparation **or** BiologyExperience **or** Colloquium, whichever is not completed

General Education courses from Distribution

Requirements **or** elective courses to total 15 to 17 hours**SENIOR YEAR**Fall Semester: (15 to 17 credit hours)

Upper-level Biology elective(s)

Minor course(s)**

Spring Semester: (15 to 17 credit hours)

Upper-level Biology elective(s)

Minor course(s)**

Either Semester:Professional Preparation **or** BiologyExperience **or** Colloquium, whichever is not completed

General Education courses from Distribution

Requirements **or** elective courses to total 15 to 17 hours

*Recommended course sequence based on ACT/SAT equivalent

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

BIO 1011 Career Exploration in Teaching Secondary Science This course is designed to introduce prospective secondary science teachers into an exploration of the possible career choices and opportunities in the teaching field. Professional preparation is an integral part of the University Mission and this class is created to benefit students in their professional preparation in this area. Components of this course will include, but are not limited to the following: career opportunities and needs, lectures and discussions with local secondary science teachers, characteristics and qualities needed to teach science and strategies for successful completion of the secondary education licensure program.

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 1204 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.

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 1204, Principles of Ecology.

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 2324 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. Prerequisite: BIO 1204, Principles of Ecology.

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 1204, Principles of Ecology, BIO 2324, Principles of Evolution, 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 1204, Principles of Ecology and BIO 2324, Principles of Evolution 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 types of data used in the biological sciences, the calculation of Descriptive Statistics and Inferential Statistics that can be used in the design of experiments used in research in the biological sciences, and the theoretical mathematical basis for basic statistics. The correct use and evaluation of data employing 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 programs. Prerequisites: Two biology Principles courses (BIO 1324, 2224, 2314, 2324) and MTH 1033, College Algebra or higher, 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 1204, Principles of Ecology, BIO 2324, Principles of Evolution, 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 Department 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. 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 administration, business education, economics, international business, management, and marketing.

BROAD-BASED STUDENT LEARNING GOALS:

1. Student Intellectual Development: Students will acquire the appropriate knowledge and skills necessary for success in their chosen fields of study and for a career in business or a business-related field..
2. Student Social Development: Students will display the ability to effectively interact with others as they prepare to become future business leaders and entrepreneurs.
3. Student Spiritual Development: Students will understand the various moral, ethical, and legal frameworks impacting organizations today, and they will demonstrate the ability to apply those frameworks in making effective business decisions.

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 Lenexa, Kansas. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Science

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

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

FEATURES

- **Co-Curricular Program** The Business Enterprise academic unit offers a co-curricular program designed to help students develop the work-related skills, attitudes, and behaviors employers seek in today's global business environment. To that end, University of the Ozarks PBL-ENACTUS undertakes a variety of programs and projects designed to augment various business theories students learn in the classroom. Active PBL-ENACTUS 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** The Epsilon Psi Chapter of Phi Beta Lambda, chartered in 1957 by U of O business students and faculty for its distinctive state and national competitive events programs, leadership conferences, service programs, and social opportunities, is ranked among the top 10 collegiate chapters in the United States. Phi Beta Lambda offers students the opportunity to test their knowledge, skills, and competencies in wide variety of individual, team, and chapter competitive events. Students compete against their peers from colleges and universities

throughout the United States. Since 1963, U of O's Epsilon Psi Chapter has been a top contender in PBL State and National Leadership Conferences.

- **ENACTUS** To augment U of O's co-curricular program, business students and faculty chartered an ENACTUS chapter in 1988. ENACTUS provides leadership training, national and international competitions, and career fairs for students. It emphasizes the ideals that hard work pays, free enterprise works, democracy leads to prosperity, and freedom brings social responsibility. Through ENACTUS, students utilize their skills in the implementation of business-oriented, outreach projects designed to improve the overall standard of living within the local and international communities. For several years, U of O ENACTUS has been a first place winner at regional competitions, and a top-performance competitor at the national level.
- **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 bachelor of science degree in accounting requires 31 hours of the business core and an additional 24 hours of accounting concentration which is comprised of 15 required accounting hours and nine hours of advisor and division chair approved required electives:

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

Nine hours of business advisor and division chair approved electives from the following:

ACC 3113 Governmental Accounting
 3133 Fundamentals of Federal Income Taxation

ACC 3783/4783 Special Studies
 3983/4983 Seminar
 3993 Directed Study
 4033 Management Information Systems
 4203 Advanced Accounting II
 4313 International Accounting
 4993 Special Problems

ECN 3303 Money and Banking
 3323 Investments

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 hoursFall Semester:

Complete or demonstrate competency in any
 2: Word, Graphics, Spreadsheets, or
 Database (no more than 2 per term)
 Composition I
 Ozarks Seminar

Spring Semester:

Complete or demonstrate competency in any
 1: Word, Graphics, Spreadsheets, or
 Database (no more than 2 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 hoursFall Semester:

Business and Career Preparation

Spring Semester:

Principles of Accounting II

Either Semester:

Principles of Microeconomics

Principles of Accounting I World Civilization I or Humanities I	World Civilization II or Humanities II	Principles of Macroeconomics Marketing Concepts Survey of Management *General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Intermediate Accounting I 3 hour Accounting elective	<u>Spring Semester:</u> Intermediate Accounting II Cost Accounting	<u>Either Semester:</u> Applied Statistics The Legal Environment of Business I *General Education courses from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Advanced Accounting I Business Finance 3 hour Accounting elective	<u>Spring Semester:</u> Auditing Business Strategy 3 hour Accounting elective	<u>Either Semester:</u> General electives to total 15 or 16 hours
*Students majoring in Accounting, Business Administration, Business Education, Economics, International Business, Management, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.		

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 4003 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. Prerequisites: ACC 2013, Principles of Accounting II, MGT 2003, Survey of Management.

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

ACC 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 4313 International Accounting Designed to expose students to the international aspects of accounting and financial management. Topics to be covered include: discussion of the major financial accounting practices across countries, with particular emphasis on International Reporting Standards; financial statement analysis in a global context; international auditing practices and procedures, foreign currency translations. Prerequisites: ACC 3103, Intermediate Accounting I and ACC 3203, Intermediate Accounting II.

Business Administration

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 business administration 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.

Business administration 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.

BUSINESS ADMINISTRATION 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 business administration concentration courses.

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

MAJOR A bachelor of science degree in business administration requires 31 hours of the business core and an additional 24 hours of business administration 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.

BUSINESS ADMINISTRATION CONCENTRATION:

BSA 3003 Business Communication
 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 business administration is designed to complement majors offered by other divisions of the university. The student may choose exposure to the theories and practices of accounting, economics, communication, management, marketing, statistics, law, or finance. A minor in business administration requires 18 hours selected by the student and a business advisor, with approval from the business division chair. The one-hour BSA computer classes will not count toward the minor or 18-hour requirement in the business administration concentration.

**EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF
 BUSINESS ADMINISTRATION**

FRESHMAN YEAR: 31 credit hoursFall Semester:

Complete or demonstrate competency in any
 2: Word, Graphics, Spreadsheets, or
 Database (no more than 2 per term)
 Composition I
 Ozarks Seminar

Spring Semester:

Complete or demonstrate competency in any
 1: Word, Graphics, Spreadsheets, or
 Database (no more than 2 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 hoursFall 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
 World Civilization II **or** Humanities II

Either Semester:

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

JUNIOR YEAR: 31 credit hoursFall Semester:

6 hours of minor requirements **or**
 advisor/division chair-approved electives

Spring Semester:

3 hours of minor requirements **or**
 advisor/division chair-approved electives

Either Semester:

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

SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u>
Business Finance	Business Strategy	General electives to total 15 or 16 hours
6 hours of minor requirements or advisor/division chair-approved electives	Global Business	
	3 hours of minor requirements or advisor/division chair-approved electives	
*Students majoring in Accounting, Business Administration, Business Education, International Business, Economics, Management, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.		

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 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 Communication A study of communication as related to business. The 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: Junior status.

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

BSA 3023 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 international 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: BSA 4003, Business Finance, or instructor and division chair permission. Co-requisite: MGT 4013, Business Strategy.

Business Education

The business education major (bachelor of science degree), 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 ICOs (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:

RECOMMENDED COURSES IN GENERAL EDUCATION CORE REQUIREMENTS:

ENG 3323 Technical Writing* (in lieu of Composition II)

RECOMMENDED COURSES IN GENERAL EDUCATION DISTRIBUTION REQUIREMENTS:

Civic Awareness: *recommend PLS 2013 American National Government*

Social Science: *recommend EDU 1003 Theories of Human Learning and sociology or psychology course*

Lab Science: *recommend BIO 1104Biology Concepts*

Science (non-lab): *recommend ENS 1023 Environmental Science*

Mathematics: *satisfied with MTH 3143 Survey of Mathematics – Geometry, Measuremet, Probability and Statistics*

Global Awareness: *recommend PLS 2033 Intl Relations*

BUSINESS SPECIALTY AREA**BUSINESS EDUCATION CONTENT PREPARATION:**

ACC 2003 Principles of Accounting

BSA 3013 The Legal Environment of Business

ECN 2003 Principles of Macroeconomics

2013 Microeconomics

MGT 2003 Survey of Management

MKT 2003 Marketing Concepts

BSA 1011 Word Processing*

1021 Spreadsheets*

1031 Database*

1041 Graphics*

BSA 1103: Introduction to Business

BSA 1113: Personal Finance

BSA 3003: Business Communication

SCM 3011 Introduction to Adobe Photoshop

3021 Introduction to Adobe Illustrator

3031 Introduction to Adobe InDesign

BUSINESS EDUCATION SPECIALTY AREA:

EDU 4023 Methods of Teaching Business

4153 Science, Technology, Engineering, and Mathematics (STEM) Teaching Methods

PROFESSIONAL EDUCATION FOR SECONDARY-LEVEL TEACHER LICENSURE:

EDU 1003 Theories of Human Learning

3053 Principles of Learning and Teaching

3333 Behavior Management in the Classroom

4101 Current Educational Practices

4212 Secondary School Principles and Practices

4302 Teaching Internship I

4311 Teaching Internship II

4403 Educational Assessment

4971 Seminar in Cultural Perspectives (Family, School, and Community Partnerships)

SPE 2013 Families and Students in a Diverse Society

*These courses may be substituted with Microsoft Certification for credit

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 bachelor of science degree in economics requires 31 hours of the business core and an additional 27 hours of specified economics concentration, comprised of 15 required economics hours and nine hours of advisor and division chair approved required electives:

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:

- ECN 3103 Intermediate Macroeconomic Theory
 3203 Intermediate Microeconomic Theory
 3303 Money and Banking
 3323 Investments
 4213 Comparative Economic Systems (Capstone)

One mathematics course above MTH 1033, College Algebra

Nine hours of business advisor and division chair approved electives from the following:

- ACC 3103 Intermediate Accounting I
 3203 Intermediate Accounting II
 3213 Cost Accounting
 3133 Fundamentals of Federal Income Taxation
 BSA 3033 Advanced Statistics
 ECN 3003 International Political Economy
 3213 International Political Economy of Development and Under-development
 3313 Current Economic Issues
 3333 Labor Economics
 3783/4783 Special Studies
 3983/4983 Seminar
 3993 Directed Study
 4003 International Law and Organization
 4013 International Trade Law and Policy
 4323 Economic Theory
 4303 Public Finance
 4993 Special Problems

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

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF ECONOMICS

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Complete or demonstrate competency in any 2:
 Word, Graphics, Spreadsheets, or Database
 (no more than 2 per term)
 Composition I
 Ozarks Seminar

Spring Semester:

Complete or demonstrate competency in any 1:
 Word, Graphics, Spreadsheets, or Database
 (no more than 2 per term)
 Composition II

Either Semester:

Basic Oral Communication
 College Algebra **or** 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

SOPHOMORE YEAR: 31 credit hours

Fall Semester:

Business and Career Preparation
 Principles of Accounting I
 World Civilization I **or** Humanities I

Spring Semester:

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

Either Semester:

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

JUNIOR YEAR: 31 credit hours

Fall Semester:

Intermediate Macroeconomic Theory
 Money and Banking

Spring Semester:

Investments
 Intermediate Microeconomic Theory

Either Semester:

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

SENIOR YEAR: 31 credit hoursFall Semester:

Business Finance

6 hours of Economics electives

Spring Semester:

Business Strategy

Comparative Economic Systems

3 hour Economics elective

Either Semester:

General electives to total 15 or 16 hours

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

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 3013 Investments A study of fundamental investment concepts, including risk and reward, stocks and bonds, portfolio concepts and construction, investment analysis, management tools, and markets. Prerequisite: Junior status.

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 3213 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 3043, Public Policy Analysis **or** 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 3333 Labor Economics This course is a study 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.

International Business

The International Business major combines studying cultural, political, and economic environments with experiencing an international component. The program's aims are (1) to prepare students for a career in international business whether or not they eventually work for an organization within or outside the United States, and (2) to prepare students for graduate study.

Building on carefully selected university core and distribution courses, the International Business major includes courses within the global dimensions of culture, politics, and economics. Foundational business courses in accounting, economics, finance, management, and marketing prepare students for basic knowledge and skills required in business. Required and elective international courses, and an Ozarks Abroad course or a study or internship abroad experience would allow students to craft their international program of study to meet their specific educational and career goals. By the end of the sophomore year, the student will have developed a strategic plan for at least three fields of interest in international business and identified specific courses to enhance preparation in the junior and senior years for launching a career in the chosen area of interest.

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. Unless otherwise noted, overlapping of courses found in the concentration areas must be substituted with other courses as approved by the student's advisor and the division chair.

PROGRAM INTENDED STUDENT OUTCOMES:

1. 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.

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 develop a second language proficiency at the professional level of competence and immersion and will demonstrate foundational knowledge in the cultural and political environments.
9. Students will demonstrate advanced knowledge and skills in the international business environment.

MAJOR A bachelor of arts degree in international business requires 34 hours of the business core and an additional 25 hours of international 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.

INTERNATIONAL BUSINESS CONCENTRATION:

ECN 3203 International Political Economy of Development and Under Development

GEO 2033 Human / Cultural Geography (Double Dip: Area 6 Distribution)

INB 4203 Global Business (Capstone)

Six hours of international advisor and division chair approved electives from Accounting, Economics, Management, and Marketing

Two years (or the equivalent) of a foreign language [at Ozarks, this is typically 8 to 10 hours]

One course in non-U.S. or non-European History or Literature

Complete an Ozarks Abroad course, or complete a study or internship abroad of at least five weeks (Double Dip: Area 8 Distribution)

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF INTERNATIONAL BUSINESS

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Complete or demonstrate competency in any
2: Word, Graphics, Spreadsheets, or
Database (no more than 2 per term)
Composition I
Ozarks Seminar

Spring Semester:

Complete or demonstrate competency in any
1: Word, Graphics, Spreadsheets, or
Database (no more than 2 per term)
Composition II

Either Semester:

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

SOPHOMORE YEAR: 31 credit hours		
<u>Fall Semester:</u> Business and Career Preparation Principles of Accounting I World Civilization I or Humanities I	<u>Spring Semester:</u> Principles of Accounting II World Civilization II or Humanities II	<u>Either Semester:</u> International Relations Principles of Macroeconomics Principles of Microeconomics Survey of Management Marketing Concepts *General Education courses from Distribution Requirements to total 12 or 13 hours (may include 4 to 6 hours of same foreign language)
JUNIOR YEAR: 31 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u>	<u>Either Semester:</u> Complete an Ozarks Abroad course, or complete a study or internship abroad of at least five weeks Applied Statistics The Legal Environment of Business I International Political Economy of Development and Under-development *General Education courses from Distribution Requirements to total 10 hours (if not completed, must include 4 to 6 hours of same foreign language) Complete 12 hours of general electives
SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Business Finance (capstone) 6 hours of minor requirements or advisor/division chair-approved electives	<u>Spring Semester:</u> Business Strategy (capstone) Global Business (capstone) 3 hours of minor requirements or advisor/division chair-approved electives	<u>Either Semester:</u> *General electives to total 15 or 16 hours
*Students majoring in Accounting, Business Administration, Business Education, Economics, International Business, Management, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.		

INB 3003 International Business Introduces the challenges of global competition and the need to understand differences in the cultural, social, legal, political, technological, physical, and economic environments. The nature of international business trade, monetary systems, cooperation among nations, environmental forces, and the organizational environment are examined.

INB 4203 Global Business This course is designed as the culmination of the student's studies in international 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: BSA 4003, Business Finance, or instructor and division chair permission. Co-requisite: MGT 4013, Business Strategy.

Management

The curriculum of the management major is designed to provide a basic framework within which the management of human, physical, and capital resources occurs. In addition to studying a broad base of business topics, the student is exposed to a specialized curriculum emphasizing the study of information gathering, human relations, communication, production, and funding the organization. The management major prepares the student for graduate school, self-employment, or for entry-level positions in personnel, production, and other management-related areas. Aside from courses listed in the business core, a course may not be used to satisfy the requirements of two different majors within the 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 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 bachelor of science degree in management requires 31 hours of the business core and an additional 24 hours of management concentration:

BUSINESS CORE:

ACC	2003	Principles of Accounting I
	2013	Principles of Accounting II
Three of the following four one-hour software courses:		
BSA	1011	Word Processing*
	1021	Spreadsheets*
	1031	Database*
	1041	Graphics*
BSA	2101	Business and Career Preparation
	3013	The Legal Environment of Business I
	3023	Applied Statistics
	4003	Business Finance (Capstone)
ECN	2003	Principles of Macroeconomics
	2013	Principles of Microeconomics
MGT	2003	Survey of Management
	4013	Business Strategy (Capstone)
MKT	2003	Marketing Concepts

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

MANAGEMENT CONCENTRATION:

MGT	3103	Human Resource Management
	3203	Organizational Behavior
	3303	Operations Management
	4033	Management Information Systems
	4223	Organizational Theory

Nine hours of advisor and division chair approved management electives

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

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF MANAGEMENT</u>		
FRESHMAN YEAR: 31 credit hours		
<u>Fall Semester:</u> Complete or demonstrate competency in any 2: Word, Graphics, Spreadsheets, or Database (no more than 2 per term) Composition I Ozarks Seminar	<u>Spring Semester:</u> Complete or demonstrate competency in any 1: Word, Graphics, Spreadsheets, or Database (no more than 2 per term) Composition II	<u>Either Semester:</u> 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> Business and Career Preparation Principles of Accounting I World Civilization I or Humanities I	<u>Spring Semester:</u> Principles of Accounting II World Civilization II or Humanities II	<u>Either Semester:</u> Principles of Microeconomics Principles of Macroeconomics Survey of Management Marketing Concepts *General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Organizational Behavior Management Information Systems	<u>Spring Semester:</u> Human Resource Management 3 hour Management elective	<u>Either Semester:</u> The Legal Environment of Business I *General Education courses from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Business Finance Operations Management 3 hour Management elective	<u>Spring Semester:</u> Organizational Theory Business Strategy 3 hour Management elective	<u>Either Semester:</u> General electives to total 15 or 16 hours
*Students majoring in Accounting, Business Administration, Business Education, Economics, International Business, Management, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.		

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 3323 Leadership An overview of basic leadership theory and practice. Emphasis is placed on leadership characteristics, traits, behaviors, processes, and skills development. The course also examines leadership effectiveness and followership.

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 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. A study of the theory of organization development and change. Topics include classical, contingency, and alternative organization theories, and planning for change. 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, or instructor and division chair permission.

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 bachelor of science degree in marketing requires 31 hours of the business core and an additional 24 hours of marketing concentration:

BUSINESS CORE:

ACC 2003 Principles of Accounting I
2013 Principles of Accounting II

Three of the following four one-hour software courses:

BSA 1011 Word Processing*
1021 Spreadsheets*
1031 Database*
1041 Graphics*

BSA 2101 Business and Career Preparation
3013 The Legal Environment of Business I
3023 Applied Statistics
4003 Business Finance (Capstone)

ECN 2003 Principles of Macroeconomics
2013 Principles of Microeconomics

MGT 2003 Survey of Management
4013 Business Strategy (Capstone)

MKT 2003 Marketing Concepts

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

MARKETING CONCENTRATION:

MKT 3103 Consumer Behavior
3123 Channel Strategies
3213 Marketing Research
4013 Marketing Strategy and Simulation (Capstone)
4113 Promotion Strategies

Nine hours of advisor and division chair approved marketing electives

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

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF MARKETING

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Complete or demonstrate competency in any

Spring Semester:

Complete or demonstrate competency in any

Either Semester:

Basic Oral Communication

2: Word, Graphics, Spreadsheets, or Database (no more than 2 per term) Composition I Ozarks Seminar	1: Word, Graphics, Spreadsheets, or Database (no more than 2 per term) Composition II	College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 31 credit hours		
<u>Fall Semester:</u> Business and Career Preparation Principles of Accounting I World Civilization I or Humanities I	<u>Spring Semester:</u> Principles of Accounting II World Civilization II or Humanities II	<u>Either Semester:</u> Principles of Microeconomics Principles of Macroeconomics Survey of Management Marketing Concepts *General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 credit hours		
<u>Fall Semester:</u> Consumer Behavior Channel Strategies	<u>Spring Semester:</u> Marketing Research 3 hour Marketing elective	<u>Either Semester:</u> 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		
<u>Fall Semester:</u> Business Finance Promotion Strategies 3 hour Marketing elective	<u>Spring Semester:</u> Business Strategy Marketing Strategy 3 hour Marketing elective	<u>Either Semester:</u> General electives to total 15 or 16 hours
*Students majoring in Accounting, Business Administration, Business Education, Economics, International Business, Management, or Marketing may not double-dip their Social Science distribution requirement with courses offered by the Business Enterprise academic unit.		

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 4013 Marketing Strategy This course is designed to be the culmination of the student's marketing studies. Through this capstone experience, students complete a major marketing project. Students will utilize the knowledge gleaned in previous marketing core courses in a synergistic analysis of the marketing

environment. 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 4223 Global Advertising A study of the effectiveness of national cultural segmentation in advertising. The course views consumer behavior, communication, advertising appeals and execution style from a cultural perspective. Topics include High-Context and Low-Context cultures, Hofstede's Five Dimensions of National Culture, Culture-Specific Values, and Adapting Execution Style to Culture. 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 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. 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
 Ozarks Seminar

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 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 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
 completed, **or** upper-level chemistry
 elective

Spring Semester:

Physical Chemistry II, if offered, **or** upper-
 level chemistry elective
 Polymer Chemistry, if not 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 001, or Math Distribution or a higher-level mathematics course.

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.

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.

Communication

The communication program is designed to provide students with a balanced background in the study of the theories of communication, 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	1001	Communication Career Exploration
RTV	1023	Introduction to Mass Communication
	2074	Television Production w/lab
	3074	Broadcast Journalism w/lab
	4102	Professional Ethics and Planning
	4103	Professional Project

Electives: 22 hours (will be chosen in consultation with an advisor)

COM	1013	Interpersonal Communication
	3103	Interviewing in Professional Settings
	4003	Seminar
	4063	Ethical Issues in Mass Communication
RTV	2053	Newswriting
	2063	Media Writing
	2093	The Art of Watching Film
	2193	Video Editing
	2133	Voice and Diction
	2783/4783	SS: Special Studies
	3203	Documentary Film and Video
	3303	Radio Production
	3501-3	Media Internship
	3781	Documentary Film Studies
	4013	Student Producers
	4024	Backpack Journalism w/lab
	4063	Ethical Issues in Mass Communication
	4991-4993	Special Problems
SCM	3011	Introduction to Adobe Photoshop
	3021	Introduction to Adobe Illustrator
	3213	Feature Writing
THR	1023	Stagecraft

**EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF
RADIO/TELEVISION/VIDEO**

FRESHMAN YEAR:

Fall Semester:

Communication Career Exploration
Composition I
Ozarks Seminar

Spring Semester:

Introduction to Mass Communication
Television Production
Composition II

Either Semester:

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

SOPHOMORE YEAR:

Fall Semester:

World Civilization I **or** Humanities I

Spring Semester:

Broadcast Journalism
World Civilization II **or** Humanities II

Either Semester:

Lab Science course
Major electives **or** General Education courses
from Distribution Requirements to total 16
hours

JUNIOR YEAR:

Fall Semester:

One to two Major electives

Spring Semester:

One to two Major electives

Either Semester:

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

Note: Students are strongly encouraged to complete RTV 3501-3, Media Internship at some point during their sophomore or junior year.

SENIOR YEAR:

Fall Semester:

Professional Ethics and Planning

Spring Semester:

Professional Project

Either Semester:

Major electives
General Education courses from Distribution
Requirements **or** general electives to total
12-16 hours

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 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 1001 Communication Career Exploration

- SCM 1033 Introduction to Rhetoric and Social Influence
 3033 Persuasion Theory
 4102 Professional Ethics and Planning
 4103 Professional Project
 4313 Public Relations Principles
- 2 writing courses selected from the following courses:
- COM 3183 Research Methods and Writing
 RTV[†] 2053 Newswriting
 2063 Media Writing
 SCM 3213 Feature Writing
 4213 Public Relations Writing and Design

ELECTIVES: 18 hours (selected from the following courses or in consultation with an advisor):

- BSA 3003 Business Communications
- COM 1013 Interpersonal Communication
 2083 Small Group Discussion
 3103 Interviewing in Professional Settings
 3183 Research Methods and Writing
 4003 Seminar
- MGT 3203 Organizational Behavior
- MKT 2003 Marketing Concepts
 3103 Consumer Behavior
 4113 Promotion Strategies
- PLS 2043 Public Policy Analysis
- PSY 2053 Group Dynamics
 3043 Social Psychology
- RTV 2053 Newswriting
 2063 Media Writing
 2074 Television Production w/lab
- SCM 2033 Argumentation and Debate
 2783/4783 SS: Special Studies in Communication
 3011 Introduction to Adobe Photoshop
 3013 Web-based Public Relations
 3021 Introduction to Adobe Illustrator
 3023 Advertising Fundamentals
 3031 Introduction to Adobe InDesign
 3051-3 Communication Internship
 3213 Feature Writing
 4013 Political Communication
 4213 Public Relations Writing and Design
 4323 Strategic Communication Planning
 4991-4993 Special Problems

Note: Students will be strongly advised to do at least one internship during their academic career.

**EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF
STRATEGIC COMMUNICATION**

FRESHMAN YEAR:

Fall Semester:

Communication Career Exploration
 Composition I
 Ozarks Seminar

Spring Semester:

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:

Fall Semester:

SCM writing course **or** Major elective

Spring Semester:

SCM writing course **or** Major elective

Either Semester:

Lab Science course

World Civilization I or Humanities I	Public Relations Principles, if offered in rotation World Civilization II or Humanities II	Major electives or General Education courses from Distribution Requirements to total 16-17 hours
Note: Students are strongly encouraged to take SCM 3501-3, Communication Internship at some point during their sophomore or junior year		
JUNIOR YEAR:		
<u>Fall Semester:</u> Public Relations Principles, if not taken as a sophomore Persuasion Theory, if offered in rotation SCM writing course or Major elective	<u>Spring Semester:</u> SCM writing course or Major elective	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR:		
<u>Fall Semester:</u> Professional Ethics and Planning Persuasion Theory, if not taken as a junior	<u>Spring Semester:</u> Professional Project	<u>Either Semester:</u> Upper-level Major electives General Education courses from Distribution Requirements or general electives to total 12 or 16 hours

COMMUNICATION 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 Communication courses (including RTV or SCM 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 Communication 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 Communication advisor.

COM 1001 Communication Career Exploration A course for students interested in exploring careers in the communication field. Students will identify their interests, research possible careers and educational opportunities, and learn goal-setting skills. Instructors will introduce students to APA and AP styles as the standard for work in the field. The course will include a communication project of the student's choice.

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 any major in the Communication program. 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 communication 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 communication 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 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. Students who enroll at Ozarks and have received a certificate of completion for Fundamentals of Television/Film, Intermediate Television/Film, and Advanced Television/Film in high school, will receive college credit for this course.

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 using a digital editing system. 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 3501-3 Media Internship Students are strongly encouraged to complete an internship as part of their major program to allow them to apply their communication skills in a professional setting. This course provides students the opportunity to apply for an on-campus internship or to submit a written proposal for placement with an external organization. Students must complete 45 hours of internship work for each hour of academic credit. At the conclusion of the internship, the student must submit a written report that documents completion of the required number of hours, and the internship supervisor at the participating organization will evaluate the student's performance.

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 Communication 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 4024 Backpack Journalism w/lab This course will cover the history and rise of "one-man-band" mobile journalism – individual reporters/photogs who shoot and edit their work and deliver the news product in multiple formats. Students will have weekly, and sometimes daily, reporting assignments on deadline. They will format work for the class blog, following prescribed procedures and protocol for labeling, tagging, and branding.

RTV 4063 Ethical Issues in Mass Communication The course examines ethical practices in many areas of mass media, including print and broadcast journalism, electronic media, advertising, public relations, and film.

RTV/SCM 4102 Professional Ethics and Planning This course will serve as the first portion of the student's major capstone experience. Students will consider personal and professional codes of ethics, as well as compile a portfolio of work appropriate for their chosen career. With the aid of a communication advisor, students will also complete the planning phase of their capstone project. Prerequisite: Senior status and completion of all core requirements for the RTV or SCM major.

RTV/SCM 4103 Professional Project This course is intended as the culmination of the student's work in the Communication program. Students will complete a major communication-related project and will present the results of the project in an appropriate public forum. Prerequisite: Senior status; RTV/SCM 4102, Professional Ethics and Planning.

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 3011 Introduction to Adobe Photoshop This course provides an overview of the features of Adobe Photoshop, including use of the tools, use of layers, and basic filter manipulation. The course will use a tutorial approach.

SCM 3013 Web-based Public Relations This course will examine the use of web-based communication in public relations. Emphasis will be placed on planning and research as key components to successful use of online communication. The course will also provide opportunities to practice skills in creating web-based public relations messages.

SCM 3021 Introduction to Adobe Illustrator This course is intended to give students an overview of the basic features of Adobe Illustrator, including understanding of vector graphics and use of the basic Illustrator tools. The course will use a tutorial approach.

SCM 3023 Advertising Fundamentals This course will introduce students to important concepts in the field of advertising, as well as give students opportunities to practice skills associated with creating advertising and to consider the social impact of advertising.

SCM 3031 Introduction to Adobe InDesign This course gives students an overview of the basic features of Adobe InDesign, including tools for creating page layouts, manipulating text and graphics, and preparing layout for production. The course will use a tutorial approach.

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 3213 Feature Writing This course will focus on reporting and writing different types of feature stories for a variety of media. The class will be taught in a workshop format.

SCM 3501-3 Communication Internship Students are strongly encouraged to complete an internship as part of their major program to allow them to apply their communication skills in a professional setting. This course provides students the opportunity to apply for an on-campus internship or to submit a written proposal for placement with an external organization. Students must complete 45 hours of internship work for each hour of academic credit. At the conclusion of the internship, the student must submit a written report that documents completion of the required number of hours, and the internship supervisor at the participating organization will evaluate the student's performance.

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. Prerequisite: MKT 2003, Marketing Concepts.

SCM 4323 Strategic Communication Planning This course examines the management aspects of communications, from identifying a problem/opportunity to creating a strategic plan to address the problem/opportunity. Students will be expected to apply a wide range of skills in planning, designing, and evaluation of messages. Students will also consider ethical implications of their strategic choices.

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 2353 Desktop Publishing
 3513 Client-side Scripting
 CSC 3523 Advanced HTML and Website Management
 3533 ASP.Net
 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 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 1013, Introduction to Computer Science.

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. Writing: All students with an ACT writing score of 17 or below are required to enroll in DEV 0103, Written Communication during their first semester and each subsequent semester until successfully completed grade of C- or higher).
2. Mathematics: Students with an ACT score of 16-19 are required to take DEV 0123, Intermediate Algebra. Students with an ACT score of 15 or below are required to take DEV 0113, Beginning 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. 34), 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 “C-” or better may enroll in English Composition I. 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 “C-” or better may enroll in English Composition. Students who make below a “C-” in Written Communication must repeat the course.

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 “C-” or better may enroll in Intermediate Algebra. Students who make below a “C-” in Beginning Algebra.

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 “C-” or better may enroll in College Algebra. Students who make below a “C-” in Intermediate Algebra must repeat the course.

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) and the National Council for Accreditation of Teacher Education (NCATE); and approved by the Arkansas Department of Education (ADE). Individual licensure programs are also nationally recognized by Specialized Professional Associations and/or approved by the Arkansas Department of Education (ADE), as appropriate. The university is also a member of the American Association of Colleges for Teacher Education (AACTE) and the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE).

Title II of the Higher Education Act (HEA) requires all institutions of higher education to report the passage rate of their teacher education program completers. The University of the Ozarks reported to the Arkansas Department of Higher Education a pass rate of 100% on the Arkansas State Report. Additional information is available on request.

Pat Walker Teacher Education Program

THE DR. WILEY LIN HURIE TEACHER EDUCATION CENTER

The Division of Education is housed in the Dr. Wiley Lin Hurie Teacher Education Center. The Center is a modern, state-of-the-art, high-tech, facility designed to prepare teachers of public and private school students to spend productive lives in the 21st century.

PAT WALKER TEACHER EDUCATION PROGRAMS OFFERED AT THE DR. WILEY LIN HURIE TEACHER EDUCATION CENTER

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

ELEMENTARY EDUCATION TEACHER LICENSURE: GRADES K-6

(Bachelor of Science)

K-12 LICENSURE:

Art (Bachelor of Arts)

Physical Education/Wellness/Leisure (Bachelor of Science)

SECONDARY LICENSURE

Biology (Bachelor of Science) (7-12)

Business Education (Bachelor of Science) (4-12)

English (Bachelor of Arts) (7-12)

Mathematics (Bachelor of Science) (7-12)

ENDORSEMENT AREAS:

Coaching

NON-LICENSURE PROGRAMS:

Elementary Education minor

Secondary Education minor

Outdoor Leadership Minor
Physical Education Minor
Public Health 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.

Elementary Education (K-6)

The Bachelor of Science in Elementary Education program at Ozarks is approved by the Arkansas Department of Education, leading to Arkansas licensure K through grade six. The program of study prepares

candidates to meet the Praxis II licensure requirements. Candidates will have multiple opportunities to interact with students in the public school settings.

REQUIREMENTS FOR BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION WITH TEACHER LICENSURE

PROFESSIONAL EDUCATION COURSES:

EDU	1003	Theories of Human Learning
	3053	Principles of Learning and Teaching
	3333	Behavior Management in the Classroom
	3412	Educational Technology for K-6
	4302	Teaching Internship I
	4310	Teaching Internship II for K-6
	4403	Educational Assessment
	4972	Internship II Seminar
SPE	2013	Families and Students in a Diverse Society

SPECIALTY AREA COURSES:

ART	3293	Classroom Techniques and Methods in Art – Elementary Level
EDU	3222	Integrating the Three Dimensions of Science
	3232	Diagnosis and Assessment of Elementary Students
	3343	Integrated Curriculum I – Methods for Teaching K-Grade 2
	3401	Practicum I – K-Grade 2
	3402	Practicum II – Grades 3-6
	3413	Child and Adolescent Literature
	3423	U.S. History, Economics, and Social Studies for K-6
	4011	Literacy Assessment and Intervention
	4013	Foundations of Reading
	4053	Disciplinary Reading and Writing
	4112	Fine Arts for K-6 Teachers
	4121	Data Organization and Interpretation
	4143	Integrated Curriculum II – Methods for Teaching Grades 3-6
	4153	Teaching Methods for STEM
MTH	2053	Numeration Systems and Computations
	3143	Survey of Mathematics – Geometry, Measurement, Probability and Statistics
PHE	1411	Rhythmic Activities and Lead-Up Games
	3422	Physical Education and Health for K-6
SPE	3233	Planning, Instruction, and Assessment for Students with Disabilities

REQUIREMENTS FOR ELEMENTARY EDUCATION MINOR:

To complete a minor in Elementary 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 Elementary Education should complete 9 hours from the following course offerings (pre-requisites and concurrent enrollment requirements may be waived, if deemed appropriate by faculty advisor and instructor, for those individuals seeking a minor):

EDU	3222	Integrating the Three Dimensions of Science
	3232	Diagnosis and Assessment of Elementary Students
	3343	Integrated Curriculum I – Methods for Teaching K-Grade 2
	3401	Practicum I K-Grade 2
	4013	Foundations of Reading
PHE	1411	Rhythmic Activities and Lead-Up Games

3422 Physical Education and Health for K-6 Teachers
 SPE 3233 Planning, Instruction and Assessment for Students with Disabilities

**EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF
 ELEMENTARY EDUCATION K-6**

FRESHMAN YEAR

Fall Semester: (16 to 17 credit hours)
 Introduction to Sociology
 Composition I
 Ozarks Seminar

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
 Religion
 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
 Families & Students in a Diverse Society
 Human/Cultural Geography **or** Regional
 Geography
 Earth Science
 World Civilization I **or** Humanities I

Spring Semester: (15 to 18 credit hours)
 Arkansas History
 Survey of Mathematics
 Physical Education & Health for K-6
 Rhythmic Activities & Lead-Up Games
 World Civilization II **or** Humanities II

Either Semester:
 Literature
 CORE Academic Skills 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 credit hours)
 Integrating the 3 Dimensions of Science
 Diagnosis & Assessment of Elementary
 Students
 Planning, Instruction & Assessment for
 Students with Disabilities
 Integrated Curriculum I – Methods for
 Teaching K-Grade 2 Art, Music &
 Movement, Language Arts, Mathematics,
 Science, Social Studies
 Practicum I K-Grade 2
 Educational Technology for K-6
 Foundations of Reading

Spring Semester: (17 credit hours)
 Child & Adolescent Literature
 Integrated Curriculum II – Methods for
 Teaching Grades 3-6 Art, Music &
 Movement, Language Arts, Mathematics,
 Science, Social Studies
 Principles of Learning and Teaching
 Behavior Management in the Classroom
 Practicum II Grades 3-6
 U.S. History, Economics & Social Studies for
 K-6 Teachers

Either Semester:
 General Education courses from Distribution
 Requirements **or** general electives to total
 16 or 17 hours
 Praxis II Content Exam(s)

SENIOR YEAR

Fall Semester: (16 credit hours)
 Disciplinary Reading & Writing*
 Literacy Assessment & Intervention*
 Data Organization & Interpretation*
 Educational Assessment*
 Data Organization & Interpretation*
 Fine Arts for K-6 Teachers
 Teaching Internship I*
 Praxis II Principles of Learning and Teaching
 Exam

Spring Semester: (12 credit hours)
 STEM Teaching Methods
 Internship II Seminar
 Teaching Internship II*

Either Semester:

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

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 secondary education minor; 3) the requirements for licensure; 4) the discipline-specific methods courses shown below.

REQUIREMENTS FOR A SECONDARY EDUCATION MINOR:

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

	3333	Behavior Management in the Classroom
	4212	Secondary School Principles and Practices
	4403	Educational Assessment
SPE	2013	Families and Students in a Diverse Society

REQUIREMENTS FOR ALL STUDENTS SEEKING SECONDARY LICENSURE (in addition to the discipline specific courses listed below):

EDU	4101	Current Educational Practices (<i>taken concurrently with EDU 4302, Teaching Internship I</i>)
	4302	Teaching Internship I
	4311	Teaching Internship II (<i>taken concurrently with EDU 4791 Cultural Perspectives</i>)
	4971	Cultural Perspectives: Family, School, and Community Partnerships

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

ART	3293	Classroom Techniques and Methods in Art – Elementary Level
	4291	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.

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 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. *This course is taken concurrently with Discipline Specific Methods courses. (Note: This course is dormant.)*

EDU 3222 Integrating the Three Dimensions of Science Pre-service teachers will understand how the vision and guiding principles behind the National Research Council's, *Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* can be implemented to help K-6 students develop a more coherent and usable understanding of science. Pre-service teachers will plan instruction designed to support the integration of the scientific and engineering practices and the disciplinary core ideas of science and engineering (life science, physical science, earth and space science, and engineering technology, and applications of science) to enable K-6 student to not just understand science content, but to also develop an appreciation of the wide range of approaches used to investigate, model, and explain the world. Pre-service teachers will plan instruction to support the purposeful and repeated integration of the crosscutting concepts within and across grade levels to enable K-6 students to understand how various science disciplines overlap and interact. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3342 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

EDU 3232 Diagnosis and Assessment of Elementary Students This course involves a study of the development and fundamental observation, assessment, and evaluation concepts and tools: qualitative and quantitative methods of measuring and reporting student progress and learning. It provides pre-service teachers with a background in the collection, analysis, and interpretation of data to guide data-driven decisions of practice in both instruction and assessments. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3342 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

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 3343 Integrated Curriculum I – Methods for Teaching K-Grade 2 Art, Music & Movement, Language Arts, Mathematics, Science, Social Studies This course emphasizes developmentally appropriate practices for children in K-Grade 2. Pre-service teachers have the opportunity to analyze and

develop integrated curricula within the context of professional, state, and local standards. The course involves rigorous study of reading, language, speaking/listening, and writing, and how to integrate them in model units/lessons with the purpose of building deep content knowledge about a topic. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children K-Grade 2 by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts, and technology. Candidates will use digital media for research and collaboration. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-driven decision making. The course emphasizes developmentally appropriate curriculum that includes Common Core and other nationally recognized standards, as well as state adopted standards; focuses on integration on literacy throughout content courses and adapting curriculum for diverse learners. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3342 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

EDU 3401 Practicum I K-Grade 2 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 Kindergarten through Grade 2 classrooms. Pre-service teachers will be oriented to the structure of the K-Grade 2 classroom setting by completing 20 hours in an assigned classroom at that level. 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 block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3342 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

EDU 3402 Practicum II Grades 3-6 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 Grades 3-6 classrooms. Pre-service teachers will be oriented to the structure of the Grades 3-6 classroom setting by completing 30 hours in an assigned classroom at that level. 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 block of courses must be taken concurrently: EDU 3053, Principles of Learning and Teaching, EDU 3333, Behavior Management in the Classroom, EDU 3402, Practicum II Grades 3-6, EDU 3413, Child and Adolescent Literature, EDU 4143, Integrated Curriculum II – Methods for Teaching Grades 3-6, EDU 3423, US History, Economics, and Social Studies for K-6 Teachers.)*

EDU 3412 Educational Technology for K-6 A required course that introduces technology applications for use in the classroom with a particular focus on K-Grade 6 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 K-Grade 6 curriculum and instruction to include e-mail, Smartboards, Internet resources, digital camera/video camcorder, software, web quests, webpage development, blogs, podcasts, I-Pads, and other research supported innovations. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU, 3232, Diagnosis and Assessment of Elementary Students, EDU 3342 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

EDU 3413 Child and Adolescent Literature This course deals with the history and development of children's literature. Both literary and informational, from classics to current titles, will be studied. Emphasis will be placed on picture books, traditional literature, fantasy, poetry, fiction, nonfiction, biography, multicultural, and the various awards given for children's literature. Topics include how to apply measures of text complexity to determine grade-band level of text; censorship, public domain titles, and digital resources; and text types (genres). Candidates will practice writing text-based questions that are

appropriate to grade-band level and align to the grade-level standards. Candidates will develop writing and/or speaking activities based on the text that are appropriate to grade level and reflect expectation of the standard(s). 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. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3053, Principles of Learning and Teaching, EDU 3333, Behavior Management in the Classroom, EDU 3402, Practicum II Grades 3-6, EDU 3413, Child and Adolescent Literature, EDU 4143, Integrated Curriculum II – Methods for Teaching Grades 3-6, EDU 3423, US History, Economics, and Social Studies for K-6 Teachers.)*

EDU 3423 US History, Economics, and Social Studies for K-6 Teachers This course provides candidates with an overview of the fields of US history, economics, and social studies. The course will emphasize best practice strategies for teaching those subject areas to elementary school children. Candidates will become familiar with current literature and research in economics and social studies. They will research problems and issues of current interest and importance in economics and social studies education. The US history component of the course is tailored to elementary education majors and provides a broad survey of United States history from European exploration and colonization through the twentieth-century concentrating on the causal relationship between major events and developments that have shaped this country, including but not limited to wars and conflicts, geographic/economic relationship, expansion, industrialization, the Great Depression, technological and scientific advancements. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3053, Principles of Learning and Teaching, EDU 3333, Behavior Management in the Classroom, EDU 3402, Practicum II Grades 3-6, EDU 3413, Child and Adolescent Literature, EDU 4143, Integrated Curriculum II – Methods for Teaching Grades 3-6, EDU 3423, US History, Economics, and Social Studies for K-6 Teachers.)*

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

EDU 4011 Literacy Assessment and Intervention This course will address the following topics: Assessment systems which include screeners, diagnostic tools, progress monitoring, formative and summative assessments; studying and interpreting student data; diagnosis and treatment of reading problems to identify patterns of weaknesses for determining appropriate types of intervention; scaffolding students in use of reading strategies as they move toward independence and self-regulation; and, understanding and appropriately applying writing models and rubrics. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3293, Classroom Techniques and Art – Elementary Level, EDU 4011, Literacy Assessment and Intervention, EDU 4053, Disciplinary Reading and Writing, EDU 4112, Fine Arts for K-6 Teachers, EDU 4121, Data Organization and Interpretation, EDU 4302, Teaching Internship I, EDU 4403, Educational Assessment.)*

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. *This course is taken concurrently with EDU 4302, Teaching Internship I.*

EDU 4053 Disciplinary Reading and Writing This course prepares candidates 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. Topics covered include determining text complexity; understanding the two major categories of writing; writing to learn; writing to demonstrate learning; scaffolding; Socratic questioning; explicit instruction; differentiation; understanding text structures and features for the different disciplines and how to apply discipline-related texts; facilitating standards-based instruction across disciplines; and, evaluating sources for credibility. Field experience required. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3293, Classroom Techniques and Art – Elementary Level, EDU 4011, Literacy Assessment and Intervention, EDU 4053, Disciplinary Reading and Writing, EDU 4112, Fine Arts for K-6 Teachers, EDU 4121, Data Organization and Interpretation, EDU 4302, Teaching Internship I, EDU 4403, Educational Assessment.)*

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 4112 Fine Arts for K-6 Teachers The emphasis of this course is on the integration of the components of art and music with English, Language Arts, Mathematics, Social Studies, Science, and other Common Core State Standards as they evolve and develop. Connections are made between art and music and reading/writing skills, basic music notation and fractional mathematics, music forms/periods and social studies, and frequencies/vibration and physics. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3293, Classroom Techniques and Methods in Art – Elementary Level, EDU 4011, Literacy Assessment and Intervention, EDU 4053, Disciplinary Reading and Writing, EDU 4112, Fine Arts for K-6 Teachers, EDU 4121, Data Organization and Interpretation, EDU 4302, Teaching Internship I, EDU 4403, Educational Assessment.)*

EDU 4121 Data Organization and Interpretation This course addresses the following topics: visual displays of quantitative data (e.g., picture graphs, bar graphs, pie charts, line plots); simple probability and intuitive concepts of chance; fundamental counting techniques; and basic descriptive statistics (e.g., mean, median, mode, and range). Candidates will apply the concepts in the Action Research Project completed in the Educational Assessment course taken concurrently with this course. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: ART 3293, Classroom Techniques and Art – Elementary Level, EDU 4011, Literacy Assessment and Intervention, EDU 4053, Disciplinary Reading and Writing, EDU 4112, Fine Arts for K-6 Teachers, EDU 4121, Data Organization and Interpretation, EDU 4302, Teaching Internship I.)*

EDU 4143 Integrated Curriculum II – Methods for Teaching Grades 4-6 Art, Music and Movement, Language Arts, Mathematics, Science, Social Studies This course emphasizes developmentally appropriate practices for children in grades 3-6. Pre-service teachers have the opportunity to analyze and develop integrated curricula within the context of professional, state, and local standards. The course involves rigorous study of reading, language, speaking/listening, and writing, and how to integrate them in model units/lessons with the purpose of building deep content knowledge about a topic. Pre-service teachers build a working knowledge of curriculum strategies and techniques on which to base wise curriculum decision making for children in grades 3-6 by creating and teaching a unit of study that integrates mathematics, science, social studies, literacy, the arts, and technology. Candidates will use digital media for research and collaboration. Additionally, the course will emphasize methods of measuring and reporting student progress with the goal of making valid data-driven decision making. The course emphasizes developmentally appropriate curriculum that includes Common Core and other nationally recognized standards, as well as state adopted standards; focuses on integration on literacy throughout content courses and adapting curriculum for diverse learners. Prerequisite: Admission to the Pat Walker Teacher Education Program. *(This block of courses must be taken concurrently: EDU 3053, Principles of Learning and Teaching, EDU 3333, Behavior Management in the Classroom, EDU 3402, Practicum II Grades 3-6, EDU 3413, Child and Adolescent Literature, EDU 4143, Integrated Curriculum II – Methods for Teaching Grades 3-6, EDU 3423, US History, Economics, and Social Studies for K-6 Teachers.)*

EDU 4153 Science, Technology, Engineering, and Mathematics (STEM) Teaching Methods STEM is the integration of science, technology, engineering, and math. STEM has been a movement in education for over a decade. Its importance as an instructional strategy for developing 21st century learners has been recognized and endorsed by Career and Technology Education standards documents as well as the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas*, which is the guiding force behind the development of the *Next Generation Science Standards (NGSS)*. The purpose of this course develop an appreciation for the importance of the integration of science, technology, engineering, and math in the 21st century elementary classroom and prepare elementary educators to create learning activities that allow their students to engage in real world problems and experiences through performance- and project-based, experiential learning activities that lead to higher level thinking. Candidates develop a STEM activity for one or more of the grade levels and implement the lesson in an actual classroom while being recorded on video and under the supervision of the cooperating teacher and university supervisor. Prerequisites: Admission to the Pat Walker Teacher Education Program, Internship II, and passage of Praxis II Content Area tests. *This course is taken concurrently with EDU 4310, Internship II for K-6 Elementary Teachers and EDU 4322, Internship II Seminar.*

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 4310 Internship II for K-6 Elementary Teachers (10 hours) 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 intern 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. Prerequisites: Admission to the Pat Walker Teacher Education Program, passage of the Praxis II Content Area Test and approval of the Teacher Education Council. *This course is taken concurrently with EDU 4322, Internship II Seminar and EDU 4153, STEM Teaching Methods.*

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 candidate 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 4322 Internship II Seminar This course will cover current educational research and practices. Additionally, the course will enable candidates to complete licensure requirements prior to applying for their teacher license. The Arkansas Department of Education now requires teacher licensure candidates to complete professional development module trainings on the ADE IDEAS prior to their teacher licensure application submission as a requirement for licensure. Candidates complete the trainings and submit the training certificates with their licensure application. The course topics will change as necessary to allow candidates to meet updated licensure requirements. Prerequisites: Admission to the Pat Walker Teacher Education Program, Internship II, and passage of Praxis II Content Area tests. *This course is taken concurrently with EDU 4310, Internship II for K-6 Elementary Teachers and EDU 4153, STEM Teaching Methods.*

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 3013 Planning, Instruction and Assessment for Student with Disabilities This course will address the Universal Design for Learning (UDL), a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL principles addressed in the course are multiple means of representation; multiple means of action and expression; multiple means of engagement; learning objectives

that are measurable and appropriately challenging; identifying means of providing access to the curriculum; organizing the learning environment; understanding and supporting students with challenging behaviors; instructional strategies/techniques that are appropriate; considering students' ages and abilities; instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings; instructional strategies that facilitate maintenance and generalization of concepts; selection and implementation of research-based interventions for at-risk learners, and an in-depth study of all aspects of assessment. *(This block of courses must be taken concurrently: EDU 3222, Integrating the Three Dimensions of Science, EDU 3232, Diagnosis and Assessment of Elementary Students, EDU 3343 Integrated Curriculum I – Methods for Teaching K-Grade 2, EDU 3401, Practicum 1, K-Grade 2, EDU 3412, Educational Technology for K-6, EDU 4013, Foundations of Reading, SPE 3013, Planning, Instruction, and Assessment for Students with Disabilities.)*

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.

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 have a sophisticated awareness of the social and historical contexts of 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 Students seeking an English major must complete the following requirements:

ENG 2313 Literary Theory
4903 Senior Thesis

Thirty (30) additional hours of courses in English approved by an English advisor, at least twenty-four (24) of which must consist of upper-level literature courses.

MINOR Students seeking an English minor must complete the following requirements:

ENG 2313 Literary Theory

Fifteen (15) additional hours of courses in English approved by an English advisor, at least twelve (12) of which must consist of upper-level literature courses.

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 and professional preparation. Students will pursue these aims through their choice of minors in other fields. The following suggestions are intended to guide students in the selection process. Advisors will, of course, provide additional guidance.

GRADUATE SCHOOL

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 planning to pursue graduate work should take the Graduate Record Exam (GRE).

LAW SCHOOL

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 minors and other course work 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 planning to attend law school must take the Law School Admissions Test (LSAT).

SECONDARY EDUCATION

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).

ADVERTISING

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 ORGANIZATIONS

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 WORK

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

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.

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
Ozarks Seminar

Spring Semester: (16 or 17 credit hours)
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)
2 English electives
World Civilization II **or** Humanities II

Either Semester:
Electives* to total 16 or 17 hours

JUNIOR YEAR

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

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

Either Semester:
Electives* to total 16 or 17 hours

SENIOR YEAR

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

Spring Semester: (16 or 17 credit hours)
English electives to total 30 hours (24 UL hrs)

Either Semester:
Electives* to total 16 or 17 hours

FOUR-YEAR PLAN 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
Ozarks Seminar

Spring Semester: (16 or 17 credit hours)
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
Families and Students in a Diverse Society
World Civilization I **or** Humanities I

Spring Semester: (16 or 17 credit hours)
1-2 English electives
Secondary School Principles & Practices,
(spring of either sophomore **or** junior year)
World Civilization II **or** Humanities II

Either Semester:
Introduction to Grammar as ENG elective, if offered
CORE Academic Skills 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)

Spring Semester: (16 or 17 credit hours)

Either Semester:

2-3 UL English Electives Behavior Management in the Classroom	2-3 UL English Electives Methods of Teaching English in the Secondary Schools Principles of Learning and Teaching Secondary School Principles & Practices, (spring of either sophomore or junior year	Literature for Young Adults as ENG elective, if offered General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
Fall Semester: (16 credit hours) Senior Thesis UL English Electives to total 30 hrs (24 UL) 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) Teaching Internship II Cultural Perspectives	<u>Either Semester:</u>

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 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 2313, Literary Theory, or instructor permission.

ENG 3253 Romantic Poetry This course will trace the development of British poetry during the late eighteenth and early nineteenth centuries. It will examine the work of poets such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3263 Victorian Novel This course will trace the development of British novel from the 1830s through the 1890s. It will examine the work of novelists such as Dickens, the Brontes, Thackeray, Eliot, Trollope, and Hardy. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3273 Modern British Novel This course will trace the development of British novel during the Modernist movement, from its origins in the 1890s through the 1920s. It will examine the work of novelists such as Conrad, Joyce, Lawrence, Woolf, and Forster. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3213 American Romanticism This course will trace the development of American literature from the emergence of a distinctly American literary culture, in the work of Irving and Cooper, through the end of Civil War. Major writers featured include Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3223 American Realism This course will trace the development of American literature from the beginning of the Industrial Revolution through the 1890s. A major focus will be the novels of writers such as Howells, Twain, Dreiser, Norris, Wharton, and James. The course will also trace the development of the

poetic tradition from popular and experimental poets of the 1870s through the “genteel” poets of the 1890s. Prerequisite: Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3233 Modern American Literature This course will trace the development of American literature from turn of the century through the Second World War. A major focus will be the novels of writers such as Fitzgerald, Faulkner, Hemingway, and Steinbeck. The course will also trace the development of the poetic tradition in the work of writers such as Frost, Pound, Eliot, Stevens, and Williams. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

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, and 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 or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 3313 Feature Writing This course will teach students to report and write features for various newspapers, magazines, and other publications. Emphasizing storytelling, 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 4073 Early Modern Drama This course will trace the development of British drama (excluding Shakespeare) from the establishment of permanent London theaters through the Elizabethan, Jacobean, and Caroline eras. It will examine the work of playwrights such as Kyd, Marlowe, Jonson, Webster, For, and Middleton. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4093 Early Modern Poetry This course will trace the development of British poetry (excluding Shakespeare) during the Elizabethan, Jacobean, and Caroline eras. It will examine the work of poets such as Wyatt, Sidney, Marlowe, Spenser, Donne, Jonson, Herbert, and Marvell. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4114 Beowulf This course will offer an intensive study of Beowulf. Students will learn Old English syntax and vocabulary as they progress through the text, slowly at first and then with increasing speed. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4123 Chaucer This course will survey the major poetic works of Geoffrey Chaucer, particularly *Troilus and Criseyde* and *The Canterbury Tales*. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4143 Shakespeare This course will survey the major dramatic works of William Shakespeare. The course may focus on histories, tragedies, or comedies and romances. Students may repeat the course for credit provided the topic is different. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4163 Milton This course will the major works of John Milton. Although some attention will be paid to his prose writings, the bulk of the course will focus on his poetry, particularly on *Paradise Lost*. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4203 Literature of Early America This course will trace the development of America through its literature. Beginning with the public and private letters of the settlers in the Jamestown, Plymouth, and Massachusetts Bay colonies, the course will treat at some length the literature of colonial America, including works by such writers as Jonathan Edwards and Benjamin Franklin. Its principal emphasis, though, will be on the literature of the early republic, including *Common Sense*, the Declaration of Independence, the Constitution, and the *Federalist Papers* as well as various letters, speeches, and other papers of the Founders. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4303 The Restoration This course will survey the drama, poetry, and prose fiction of the Restoration (1660-1700), excluding Milton. The course will focus on the work of writers such as Dryden, Rochester, Wycherley, Etherege, Congreve, and Behn. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4313 Pope and Swift This course will examine the work of two British writers of the early eighteenth century, Alexander Pope and Jonathan Swift. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

ENG 4323 The Eighteenth-Century Novel This course will trace the development of the British novel during the eighteenth century. The course will focus on the work of novelists such as Defoe, Richardson, Fielding, and Sterne. Prerequisite or corequisite: ENG 2313 Literary Theory, or instructor permission.

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 history and literature. 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 2313 Literary Theory or the permission of the instructor is a prerequisite or corequisite for all courses offered as special studies (ENG 2783 or 4783) or seminars (ENG 3983).

Environmental Studies

The environmental studies program offered at the University of the Ozarks is a unique degree program that focuses on the study of both the natural process of the environment as well as the social and political contexts that effect and are affected by the environment. This program combines courses from the natural sciences with courses from the social sciences and literature to form a truly interdisciplinary program. Students will have the opportunity to work with faculty from diverse disciplinary backgrounds, enabling them to gain a wide perspective on human/environment interaction.

This program offers students an opportunity to study the technical and theoretical background of environmental issues, which includes laboratory experience and field methods relevant to environmental monitoring and research. Students are also given the opportunity to study the human (i.e. social) dimensions of the physical environment, with a focus on human/environment interaction as well as policy-making.

This program is intended to provide students with a basis for advanced study in a number of areas (sociology, natural resource management, public policy, environmental planning, etc.). This program will also prepare students for careers in environmentally related professions such as government agencies, consulting firms, advocacy groups, or other professional and/or academic settings.

INTENDED STUDENT OUTCOMES FOR THE ENVIRONMENTAL STUDIES PROGRAM:

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

MAJOR Environmental Studies major shall consist of 32 hours including the following:

ENVIRONMENTAL STUDIES REQUIREMENTS:

BIO	1104	Biology Concepts or BIO 2324, Principles of Evolution
	1204	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	2043	Public Policy Analysis or SOC 2013, Social Problems
SOC	1013	Introduction to Sociology

No more than two courses 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)

Principles of Ecology
Introduction to Environmental Studies
Composition I
Ozarks Seminar

Spring Semester: (16 or 17 credit hours)

Biology Concepts **or** Principles of Evolution
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)

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 completed
Environment, Natural Resources &
Community, **or** Land Use & Place,
whichever is offered

Either Semester:
Environmental Studies Thesis
General electives to total 12 or 14 hours

MINOR An environmental studies minor shall consist of 20 hours:

BIO 1104 Biology Concepts **or** BIO 2324, Principles of Evolution
1204 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.

Business Administration

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.

Health Science

The Health Science Program at the University of the Ozarks is administratively housed in the Division of Education as the focus of the curriculum is on the education and promotion of health in all populations. The Health Science curriculum is interdisciplinary in nature, and seeks to develop the student in closely related fields of study including sociology, psychology, philosophy, political science, communications, business, and biology. Moreover, the curriculum develops the student intellectually, socially, and spiritually and thus provides a unique perspective for the identification and elimination of social injustices relating to the advancement of health in all populations. The Health Science major will be able to empower communities to achieve optimal health and is an advocate and leader for social change.

The Health Science Program requires the completion of 38 hours in the Health Science Core, and an additional 18 hour completion of a minor in a closely related field. The creation of a Health Science Major would prepare students for both graduate programs in the health sciences or entry level positions in the health

promotion professions including: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, or Business and Industry.

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

1. The student will develop a career plan in consultation with department faculty that is relevant to their career choice.
2. The student will demonstrate basic knowledge in health science and in their chosen sub-field including terminology, methodology, and assessment.
3. The student will demonstrate the ability to interpret relevant literature including vital statistics, methodology in public health surveillance, and health assessment data to make inferences to the greater population.
4. The student will demonstrate the ability to analyze a health phenomenon, apply an appropriate theory, synthesize knowledge relative to community health planning, and develop a health intervention for a specific population.
5. The student will prepare for graduate programs in Health Science or entry-level positions in the health promotion professions including: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, or Business and Industry.

HEALTH SCIENCE CORE: (Required for all Health Science majors)

HSC	1001	Health Science and Physical Education Majors Class
	1023	Personal Health and Safety
	1032	Medical Terminology
	2014	Anatomy / Physiology I
	2024	Anatomy / Physiology II
	2503	Drug Education
	3003	Nutrition
	3013	Principles of Epidemiology
	4013	Public and Community Health Promotion
	4023	Health Intervention / Planning (capstone)
PHE	1123	First Aid
PSY	3053	Health Psychology
PLS	2043	Public Policy Analysis

REQUIRED: Advisor-approved minor or area of concentration of 18 credit hours or more.

No more than 12 credit hours may be double-dipped between other majors and no more than 6 credit hours may be double-dipped between minors.

HEALTH SCIENCE MINOR:

A minor in Health Science shall consist of the following 18 credit hours:

HSC	1023	Personal Health and Safety
	2014	Anatomy / Physiology or HSC 2024, Anatomy / Physiology II
	2503	Drug Education
	3003	Nutrition
PHE	1123	First Aid
	3123	Kinesiology or PHE 4103, Exercise Physiology or BIO, 3134 Microbiology

PUBLIC HEALTH MINOR:

HSC	3013	Principles of Epidemiology
	4013	Principles of Community Health Promotion
	4023	Health Intervention and Planning

In addition, a total of nine advisor-approved credit hours.

RECOMMENDED:

BIO	3134	Microbiology
EDU	1003	Theories of Human Learning
HSC	1023	Personal Health and Safety
	2503	Drug Education
	3003	Nutrition
MKT	2003	Marketing Concepts
MGT	2003	Survey of Management
PHL	1013	Ethics
	2013	Pursuit of Wisdom
PLS	3063	Public Policy Problems
	3223	Introduction to Public Administration
	4103	Administrative Law and Process
SOC	1013	Introduction to Sociology
	3033	Environment, Natural Resources & Community
	3073	Race, Class and Gender

PRE-PROFESSIONAL THERAPY CONCENTRATION: (18 HOURS)

The Pre-Professional Therapy Concentration is designed for students with a major in Health Science, who wish to complete the matriculation requirements for admission into a graduate program in Physical Therapy or Occupational Therapy. Students should review the matriculation requirements of their intended graduate program and then work with their faculty advisors to choose the courses best suited to their intended graduate program.

REQUIRED COURSES FOR THE PRE-PROFESSIONAL THERAPY CONCENTRATION:

BIO	1104	Biology Concepts
	3134	Microbiology, or other advisor-approved upper-level biology course
CHM	1014	General Chemistry I
At least 6 credit hours of advisor-approved electives		

RECOMMENDED:

CHM	1024	General Chemistry II
PHY	2014	College Physics I
	2024	College Physics II
PSY	1003	General Psychology
	3053	Health Psychology
		3 credit-hour statistics course

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF HEALTH SCIENCE

FRESHMAN YEAR

<u>Fall Semester:</u> (15 to 17 credit hours) Health Science and PE Majors Class Personal Health and Safety Composition I Ozarks Seminar	<u>Spring Semester:</u> (15 to 17 credit hours) Medical Terminology Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 15 to 17 hours
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SOPHOMORE YEAR

<u>Fall Semester:</u> (15-17 credit hours) Anatomy/Physiology I World Civilization I or Humanities I	<u>Spring Semester:</u> (15 to 17 credit hours) Anatomy/Physiology II First Aid Drug Education World Civilization or Humanities II	<u>Either Semester:</u> General Psychology (prerequisite for Health Psychology) 6 hours advisor-approved electives towards concentration or courses for advisor-approved minor
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JUNIOR YEAR

Fall Semester: (15-17 credit hours)

Principles of Human Movement

Principles of Epidemiology

Health Psychology, if offered

Spring Semester: (15-17 credit hours)

Nutrition

Either Semester:

6 hours advisor-approved electives towards
concentration or courses for advisor-
approved minor

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

SENIOR YEAR

Fall Semester: (15 to 17 credit hours)

Public and Community Health Promotion

Health Psychology, if not completed

Public Policy Analysis

Spring Semester: (15-17 credit hours)

Health Intervention/Planning (capstone)

Either Semester:

Advisor-approved electives towards 18 hour
concentration or remaining courses for advisor-
approved minor

General electives to total 16 or 17 hours

HSC 1001 Health Science and Physical Education Majors Class This course is designed to provide students with an overview of a liberal arts Health Science and Physical Education Major. Students will develop a plan based on their career interests that will best prepare them for professional practice in the health professions. Opportunity is given to observe various career options.

HSC 1023 Personal Health and Safety Basic concepts and principles of healthful lifestyles 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.

HSC 1032 Medical Terminology Study of terms that relate to the body systems, anatomical structures, medical processes and procedures, drugs and a variety of diseases that afflict humans. This course includes medical word construction, definitions, spellings, and the use of terms in the medical field.

HSC 2003 Leadership & Adventure This course is designed to equip students in developing the skills, critical thinking, and sense of responsibility necessary to demonstrate leadership in an outdoor education context as well as broader vocational and social contexts. Topics will include outdoor living skills, event planning and design, and risk management. The curriculum will emphasize core leadership competencies within group dynamics, including self-assessment, group assessment, collaborative decision making and effective communication. The student will be asked to participate in planning, leading, and evaluating an outdoor event in order to learn with their own personal styles of interacting with others. Both indoor and outdoor classrooms are used. Field trips are required. Ozarks Outdoors student staff must successfully complete this course.

HSC 2014 Anatomy / Physiology I This course deals with the various systems of the human body that are relevant for human physical activity. Focus is on the skeleton, joints, muscular system, and the respiratory system.

HSC 2024 Anatomy / Physiology II This course deals with the various systems of the human body that are relevant during human physical activity. Specific content includes the circulatory system, digestive system, urinary system, endocrine system, and nervous system.

HSC 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.

HSC 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.

HSC 3013 Principles of Epidemiology A course designed to acquaint students with the principles of epidemiology including an introduction to vital statistics, adverse health effects from various environmental factors, and the methods used in public health surveillance to study human behavior.

HSC 3053 Internship A carefully planned, short-term work experience of at least 60 clock hours in an organization related to the broader field of Health and Human Performance. Evaluation is focused on the application of theory and methodologies from the student's academic courses. A journal with a final paper and/or presentation is required. Student is supervised by an appropriate professional from the host organization, and with their assistance, evaluated by the university instructor for course grade and three semester hours of credit. Prerequisite: Acceptance by organization in consultation with advisor.

HSC 4003 Leadership & Community This course will focus on applying principles of effective leadership and small group dynamics toward resolving community-based conflicts. Course time is spent on the examination of theories, case studies of health and environmental issues as well as solutions. The course requires a direct service learning project where students are expected to apply leadership skills toward a community-based intervention. It is the intent of this course that students are able to transfer skills learned in the course to real-life settings where group leadership is required. Prerequisite: PHE 2003, Leadership & Adventure or instructor permission.

HSC 4013 Public and Community Health Promotion An in-depth study of the methods and strategies employed by various agencies to promote the public's health. An introduction to the barriers contributing to behavior change is also given. Areas of focus include: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Secondary Schools, and Business/Industry.

HSC 4023 Health Intervention/Planning An in-depth study of the various processes involved with community health planning. An introduction to community capacity and mapping is provided. Students will develop a health intervention for a specific population of interest based on relevant assessment data.

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
HIS	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.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF HISTORY</u>		
FRESHMAN YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) United States History I or World Civilization I Composition I Ozarks Seminar	<u>Spring Semester:</u> (16 or 17 credit hours) United States History II or World Civilization II Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra Electives* to total 16 or 17 hours
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) United States History I or World Civilization I	<u>Spring Semester:</u> (16 or 17 credit hours) United States History II or 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
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Historiography, if offered American or European History elective	<u>Spring Semester:</u> (16 or 17 credit hours) American or European History elective Non-Western History elective, if offered	<u>Either Semester:</u> Junior Colloquium in History Electives* to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 14 credit hours) Historiography, if not completed American or European History elective, if not completed Senior Seminar	<u>Spring Semester:</u> (12 or 14 credit hours) Non-Western History elective, if not completed American or European History elective, if not 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:

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***

HIS 4911 Senior Seminar in History and Literature
 HIS 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.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF HISTORY AND LITERATURE</u>		
FRESHMAN YEAR		
<u>Fall Semester:</u> (16 credit hours) United States History I or World Civilization I Composition I Ozarks Seminar	<u>Spring Semester:</u> (16 credit hours) United States History II or World Civilization II Lyric Poetry, if offered Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 hours
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 credit hours) United States History I or World Civilization I	<u>Spring Semester:</u> (16 credit hours) United States History II or World Civilization II Lyric Poetry, if not taken as a freshman	<u>Either Semester:</u> 1 upper-level History elective* 1 English elective** General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (15 credit hours) Historiography, if offered	<u>Spring Semester:</u> (15 credit hours)	<u>Either Semester:</u> 2 upper-level History electives* 2 English electives**
SENIOR YEAR		
<u>Fall Semester:</u> (16 to 17 credit hours) Historiography, if not taken as a junior Senior Seminar	<u>Spring Semester:</u> (15 credit hours) Senior Thesis	<u>Either Semester:</u> 1 upper-level History elective* to total 12 hours 2 English electives** to total 15 hours, 12 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 20th century. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in twentieth-century culture. Although Western classical culture will be emphasized, attention will also be paid to popular culture American ethnic cultures.

Interdivisional Courses

IND 1001 Tutoring Techniques This one-hour course is designed to train students in the techniques they need to be peer tutors. Through readings, class discussions, group work, video, critiques, and activities students will be introduced to strategies for tutoring individuals and small groups. Students will also become aware of the academic and personal skills that have helped them to become successful students and will develop methods of sharing similar skills with the tutees. Each student must be working as a tutor during the semester the course is taken. Instructor permission is required.

IND 1013 Ozarks Seminar: Exploration and Discovery Ozarks Seminar introduces you to what Ozarks stands for: the richness of life provided by study of the liberal arts and the quality of life provided by professional preparation. Your journey of exploration and discovery begins with your choice from an array of topics designed to help you identify what you love, what you love doing, and what you need to do it: initiative, knowledge, experience, and skills. The seminar format promotes discussion and interaction among students and between you and your professor, and this close interaction helps you adjust to the rigors of academic life.

The seminar will help you strive to the following core goals:

- explore, discover, and create ideas that matter
- clarify your own interests and values in order to develop these into a sense of vocation
- obtain the information, skills, and opportunities you need to realize your ambitions
- create a place for yourself in the Ozarks community and the world beyond

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 3002 Job Search & Graduate School Strategies This two-hour course is designed to assist students in maximizing their liberal arts education while pursuing their immediate goal toward employment and/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 learn how to market themselves to employers and graduate schools. Students will also learn about current hiring practices, long-term career planning, and graduate school preparation. Emphasis of subject matter will vary

according to special interests, majors, and goals 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.

IND 3013 Ozarks Seminar: Peer Mentor The peer mentor's place in the Ozarks Seminar 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 Ozarks Seminar 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

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.

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
MTH	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.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF MATHEMATICS</u>		
FRESHMAN YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Composition I Ozarks Seminar <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
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Discrete Mathematics World Civilization I or 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 or Humanities II <u>Math ACT 20-24:</u> Calculus II <u>Math ACT 25 or higher:</u> 3 to 6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus	<u>Either semester:</u> Lab Science course or General Physics I General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra or 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> 6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus <u>Math ACT 25 or higher:</u> 3 to 6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus	<u>Either Semester:</u> Lab Science course or General Physics I General Education courses from Distribution Requirements or general electives to total 16 or 17 hours
SENIOR YEAR		
<u>Fall Semester:</u> (12 or 15 credit hours) Senior Project	<u>Spring Semester:</u> (12 or 15 credit hours) <u>Math ACT 20-24:</u>	<u>Either semester:</u> General Education courses from Distribution

Abstract Algebra or History of Mathematics	6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus <u>Math ACT 25 or higher:</u> Any not previously completed	Requirements or general electives to total 12 or 15 hours
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**FOUR-YEAR PLAN OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF
MATHEMATICS WITH SECONDARY LICENSURE**

FRESHMAN YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus I Composition I Ozarks Seminar	<u>Spring Semester:</u> (16 or 17 credit hours) College Trigonometry Calculus II Career Exploration in Teaching Secondary Mathematics (recommended elective) 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
SOPHOMORE YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Calculus III Discrete Mathematics General Physics I Families & Students in a Diverse Society World Civilization I or Humanities I	<u>Spring Semester:</u> (16 or 17 credit hours) Linear Algebra 6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus Secondary Schools Principles and Practices World Civilization II or Humanities II	<u>Either semester:</u> Lab Science course, to cumulative total of 8 hours Core Academic Skills exam, Application for the Pat Walker Teacher Education Program General Education courses from Distribution Requirements to total 15 to 17 hours
SUMMER TERM: Teaching Techniques & Practicum in Secondary Mathematics I	OR	SUMMER TERM: Teaching Techniques & Practicum in Secondary Mathematics II
JUNIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra or History of Mathematics Behavior Management in the Classroom	<u>Spring Semester:</u> (16 or 17 credit hours) 6 hours from Differential Equations or Modern Geometry or Probability & Statistics or Advanced Calculus Principles of Learning & Teaching	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 15 to 17 hours
SUMMER TERM: Teaching Techniques & Practicum in Secondary Mathematics I	OR	SUMMER TERM: Teaching Techniques & Practicum in Secondary Mathematics II
SENIOR YEAR		
<u>Fall Semester:</u> (16 or 17 credit hours) Abstract Algebra or History of Mathematics Senior Project Current Educational Practices Educational Technology in the Discipline Educational Assessment Teaching Internship I Praxis II, Application for Teaching Internship II General Education courses from Distribution Requirements or general electives to total 16 to 17 hours	<u>Spring Semester:</u> (12 credit hours) Cultural Perspectives Teaching Internship II	<u>Either Semester:</u>

MTH 1011 Career Exploration in Teaching Secondary Mathematics This course is designed to introduce perspective secondary mathematics teachers into an exploration of the possible career choices and opportunities in the teaching field. Professional preparation is an integral part of the University Mission and this class is created to benefit students in their professional preparation in this area. Components of this course will include, but are not limited to the following: career opportunities and needs, lectures and discussions with local secondary mathematics teachers, characteristics and qualities needed to teach mathematics and strategies for successful completion of the secondary education licensure program.

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

A major in music requires 37-59 hours of music course work:

MUS 1014 Musicianship I (can be waived by examination)

MUS 1024 Musicianship II

MUS 2113 Introduction to Music Literature

MUS 2131 Professional Preparation in Music

Four upper-level music electives, which must include two of the following:*

*MUS 3123 Medieval World

3133 Renaissance and Baroque

3143 Classicism and Romanticism

3153 World of the Twentieth Century

MUS 4101 Senior Seminar in Music

One of the following Senior Projects:

MUS 4102 Senior Recital

MUS 4122 Internship

4133 Senior Thesis

MUS 4143 Interdisciplinary Project

Applied Lessons

Ensembles**

*At least two electives must be music history period courses (Medieval World; Renaissance and Baroque; Classicism and Romanticism; World of the Twentieth Century). Courses in conducting, film music and other topical courses count toward this requirement but extra applied lessons and ensemble enrollment do not.

**Music majors must enroll in ensemble each semester. Four (4) credits of Chapel Choir or up to eight (8) credits of MUS4501, Chamber Singers, may be counted toward the degree, with a maximum of eight (8) credits total for ensembles.

Students pursue a Bachelor of Arts degree in music, but this degree is not a stand-alone professional degree--those wishing to pursue careers as professional musicians will need further training. Instead, this is a degree--in the tradition of the liberal arts and interdisciplinary cooperation--in which students are encouraged to combine music with studies in a secondary field(s) in order to create an enriching and financially viable career.

Performance instruction is offered in either voice or keyboard. All music majors must participate in at least one ensemble each semester they are enrolled in a curriculum leading to a degree in music. Four (4) credits of Chapel Choir or up to eight (8) credits of MUS 4501, Chamber Singers, may be counted toward the degree, with a maximum of eight (8) credits total for ensembles.

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). This review is embedded in the required Professional Preparation in Music course required of all music majors.

All music majors are required to present evidence of their analytical research and/or performance abilities during their senior year through the Senior Seminar in Music (MUS 4441) and Senior Project. All presentations of senior projects must be approved by the music faculty at least one month before a public hearing before the campus community.

MINOR A minor in music requires 25 hours:

MUS 1014 Musicianship I
1024 Musicianship II
2113 Introduction to Music Literature

Two upper-level classroom music courses approved by the music advisor*

Four semesters of Applied Lessons

Four semesters of Ensembles

*Additional applied lessons, ensembles or professional preparation courses do not count toward this requirement.

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. Four (4) credits of Chapel Choir or up to eight (8) credits of MUS 4501, Chamber Singers, may be counted toward the degree, with a maximum of eight (8) credits total for ensembles.

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. 2014)

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)

Musicianship I

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ [Applied Piano is strongly encouraged for those without previous keyboard training]

Composition I

Ozarks Seminar

Spring Semester: (16 or 17 credit hours)

Introduction to Music Literature

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ [Applied Piano is strongly encouraged for those without previous keyboard training]

Composition II

Either semester:

Professional Preparation in Music, if offered
Basic Oral Communication
College Algebra

General Education courses from Distribution Requirements **and/or** courses in secondary field to total 16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours)

Musicianship I

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ

World Civilization I **or** Humanities I

[Humanities I strongly encouraged]

Spring Semester: (16 or 17 credit hours)

Musicianship II

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ

World Civilization II **or** Humanities II

[Humanities II strongly encouraged]

Either Semester:

Professional Preparation in Music, if not taken in freshman year

General Education courses from Distribution Requirements **and/or** courses in secondary field to total 16 or 17 hours

JUNIOR YEAR

Fall Semester: (16 or 17 credit hours)

Ensemble*: Chapel Choir **and/or** Chamber Singers

Upper-level music elective

Applied lessons**

Applied Voice **or** Applied Piano **or** Applied Organ

Spring Semester: (16 or 17 credit hours)

Upper-level music elective

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 **and/or** courses in secondary field to total 16 or 17 hours

SENIOR YEAR

Fall Semester: (12 or 15 credit hours)

Senior Seminar in Music

Ensemble*: Chapel Choir **and/or** Chamber Singers

Upper-level music elective

Applied lessons**

Applied Voice **or** Applied Piano **or** Applied Organ

Spring Semester: (12 or 15 credit hours)

Senior Project

Senior Recital **or** Internship **or** Senior Thesis or Interdisciplinary Project

Upper-level music elective

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 **and/or** courses in secondary field to total 16 or 17 hours

* Music majors must enroll in ensemble each semester. Four (4) credits of Chapel Choir or up to eight (8) credits of MUS 4501, Chamber Singers, may be counted toward the degree, with a maximum of 8 credits total for ensembles.

**Students enrolled in applied lessons must satisfy participation requirement (catalog, page 138)

For students starting in the fall semester of an **odd numbered year** (e.g. 2015)

FRESHMAN YEAR

Fall Semester: (16 or 17 credit hours)

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ [Applied Piano is strongly encouraged for those without previous keyboard training]

Composition I

Ozarks Seminar

Spring Semester: (16 or 17 credit hours)

Introduction to Music Literature

Ensemble*: Chapel Choir **and/or** Chamber Singers

Applied lessons**

Applied Voice **and/or** Applied Piano **or** Applied Organ [Applied Piano is strongly encouraged for those without previous keyboard training]

Composition II

Either semester:

Professional Preparation in Music, if offered
Basic Oral Communication
College Algebra

General Education courses from Distribution Requirements **and/or** courses in secondary field to total to total 16 or 17 hours

SOPHOMORE YEAR

Fall Semester: (16 or 17 credit hours) Musicianship I Ensemble*: Chapel Choir and/or Chamber Singers Applied lessons** Applied Voice and/or Applied Piano or Applied Organ World Civilization I or Humanities I [Humanities I strongly encouraged]	Spring Semester: (16 or 17 credit hours) Musicianship II Ensemble*: Chapel Choir and/or Chamber Singers Applied lessons** Applied Voice and/or Applied Piano or Applied Organ Professional Preparation in Music World Civilization II or Humanities II [Humanities II strongly encouraged]	Either Semester: Professional Preparation in Music, if not taken in freshman year General Education courses from Distribution Requirements and/or courses in secondary field to total 16 or 17 hours
JUNIOR YEAR		
Fall Semester: (16 or 17 credit hours) Upper-level music elective Ensemble*: Chapel Choir and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ	Spring Semester: (16 or 17 credit hours) Upper-level music elective 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 and/or courses in secondary field to total 16 or 17 hours
SENIOR YEAR		
Fall Semester: (12 or 15 credit hours) Senior Seminar in Music Upper-level music elective Ensemble*: Chapel Choir and/or Chamber Singers Applied lessons** Applied Voice or Applied Piano or Applied Organ	Spring Semester: (12 or 15 credit hours) Senior Project Senior Recital or Internship or Senior Thesis or Interdisciplinary Project Upper-level music elective 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 and/or courses in secondary field to total 16 or 17 hours
* Music majors must enroll in ensemble each semester. Four (4) credits of Chapel Choir or up to eight (8) credits of MUS 4501, Chamber Singers, may be counted toward the degree, with a maximum of eight (8) credits total for ensembles. **Students enrolled in applied lessons must satisfy participation requirement (pg. 138)		

MUS 1003 Music Appreciation This course examines music from a number of viewpoints, 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 Musicianship I A study of the fundamental vocabulary of the language of music focusing on practical application of skills. Note: Students with sufficient background can be exempted from this course by passing a fundamentals proficiency examination.

MUS 1024 Musicianship II A study of the syntax of the language of music that builds on the skills acquired in Musicianship I and continues to focus on practical application. Prerequisite: Student must have passed MUS1014, Musicianship I with a grade of C- or better or successfully completed the fundamentals proficiency examination.

MUS 2113 Introduction to Music Literature This course is a survey of classical art music that focuses on coverage of major composers, genres and standard concert repertoire, both vocal and instrumental. A portion of the class will also be devoted to the art of concert attendance; students will be required to prepare for, attend and write about select concerts that occur during the term.

MUS 2131 Professional Preparation in Music In this course students will explore the role of music in preparing for their careers, creating a written plan of study (including 30 hours of course work outside music) that will help them acquire the skills and knowledge needed for work in their chosen field and begin to compile a professional portfolio. Students will also research the possibilities for experiential learning in the form of internships, study abroad programs and performing opportunities. The course is graded on a Pass-D-Fail basis. The course will culminate in a comprehensive review of academic and musical progress, conducted during a private meeting with each student; the student must pass this review in order to continue in the music major. A Pass in this course is needed in order to enroll in the Junior Colloquium in Music.

MUS 2203 Themes in Music This variable-topic course introduces students to music while focusing on a particular theme, genre or style. In the process students will acquire basic listening and analysis skills and broaden their appreciation for music. Offerings may include (but are not limited to): The Symphony, Popular Music, World Music, Choral Music, The Song, The Broadway Musical and Sacred Music. This course may be repeated for elective credit provided the theme or topic is different. There are no prerequisites; no previous training in music is expected or necessary. Courses offered under this title will fulfill the area 2 Fine Arts distribution requirement.

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.

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.

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.

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.

MUS 3153 World of the Twentieth Century A study of music and art in the twentieth century – as well as popular music, jazz and some ethnic traditions – in depth, using sophisticated musical terminology and analysis. Careful attention will be paid to establishing the historical context for the works studied, drawing on religious and philosophical ideas, political/social developments and contemporary literature as needed to assure a full understanding of the arts in the 20th Century.

MUS 4101 Senior Seminar in Music This course will provide academic preparation for a capstone experience in music. While enrolled in the Senior Seminar, each student will plan a senior project in keeping with their interests, career aspirations and abilities. The course will also require completion of a portfolio,

journal and reflective essay. Following the course, the student will enroll in a capstone course for a senior recital, senior thesis or internship. Prerequisite: Senior status.

MUS 4102 Senior Recital The student will demonstrate his/her musical skills in a solo recital at least 45 minutes in length. Prerequisite: MUS 4101, Senior Seminar in Music.

MUS 4122 Internship Through placement in an organization that lines up with their career goals, the student will practice his/her music skills in a professional setting. Prerequisite: MUS 4101, Senior Seminar in Music.

MUS 4133 Senior Thesis Students will write a senior thesis representing original research on a topic of their own choosing and present their results in a public forum. Prerequisite: MUS 4101, Senior Seminar in Music.

MUS 4143 Interdisciplinary Project The student will demonstrate his/her skills both in music and in another related field through an interdisciplinary project. This project can potentially serve as a capstone experience in both disciplines. Prerequisite: MUS 4101, Senior Seminar in Music.

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 that serves as the primary choir for weekly worship services, performing music from a wide variety of religious traditions and musical styles. 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 **or** PHL 1113, Religions, Ethics, and Cultures
 2101/2100 Professional Preparation in Philosophy
 3013 Plato and Aristotle
 3023 Descartes to Kant
 3101 Junior Colloquium in Philosophy
 4902-4901 Senior Seminar in Philosophy

PHL/REL 2073 Hinduism and Buddhism

18 additional elective hours in philosophy, at least twelve of which must be upper-level (some of these hours may be in other related disciplines, with the philosophy advisor's approval).

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

MINOR A minor in philosophy consists of the following:

18 elective hours in philosophy (some of these hours may be in other related disciplines with the philosophy advisor's approval)

All work leading toward a minor must be approved by a student's philosophy advisor.

PROFESSIONAL PREPARATION

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

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

GRADUATE SCHOOL PLAN

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

LAW SCHOOL PLAN

Philosophy helps hone skills central to success in law school. Students who elect to pursue a sequence intended to prepare them for law school will work with an approved pre-law advisor as well as with their philosophy advisor to select classes in addition to those required of the major that will help prepare them for the LSAT and first-year law classes, and that will provide a background for the particular field of law that most interests them. All students pursuing this sequence should make course selections that balance abstract reasoning, theory, and application. Students should examine a model plan for law school preparation while developing their own in consultation with their philosophy and pre-law advisors. When possible, the student pre-law plan should include internships and other educational programs beyond the campus. As with other plans, the student should consult with a community mentor, when possible.

SEMINARY PLAN

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

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

NONPROFIT PLAN

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

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

OTHER STUDENT-DESIGNED PROFESSIONAL PLAN OPTIONS

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

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

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

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

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

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF PHILOSOPHY

For students starting in the fall semester of an **even numbered year** (e.g. 2014)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:

Ethics **or** Ethics, Religions, Cultures
Composition I
Ozarks Seminar

Spring Semester:

Composition II

Either Semester:

1 elective in Philosophy
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:

1 elective in Philosophy
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:

Plato and Aristotle

Spring Semester:

Descartes to Kant
Junior Colloquium in Philosophy
Continental Philosophy, **or** other elective

Either Semester:

2 upper-level electives in Philosophy towards 18 hours required
*General Education courses from Distribution Requirements to total 15 or 16 hours

SENIOR YEAR: 32-33 credit hours

Fall Semester:

Hegel to Nietzsche
Senior Seminar in Philosophy

Spring Semester:

Senior Seminar in Philosophy

Either Semester:

2 upper-level electives in Philosophy to total 18 hours, 12 of which are upper-level
*General electives to total 16 to 17 hours

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

For students starting in the fall semester of an **odd numbered year** (e.g. 2015)

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Logic
Composition I
Ozarks Seminar

Spring Semester:

Hinduism and Buddhism
Composition II

Either Semester:

1 elective in Philosophy
Basic Oral Communication
College Algebra
*General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 32 + credit hours

Fall Semester:

Ethics **or** Ethics, Religions, Cultures
Plato and Aristotle, or senior year
World Civilization I **or** Humanities I

Spring Semester:

Descartes to Kant, or senior year
World Civilization II **or** Humanities II

Either Semester:

1 elective in Philosophy
*General Education courses from Distribution Requirements to total 16 or 17 hours

JUNIOR YEAR: 30 or 31 credit hours

Fall Semester:

Hegel to Nietzsche

Spring Semester:

Junior Colloquium

Either Semester:

2 upper-level electives in Philosophy towards 18 hours required
*General Education from Distribution Requirements **or** general electives to total 15 or 16 hours

SENIOR YEAR: 30-33 credit hours

Fall Semester:

Senior Seminar in Philosophy
Plato and Aristotle, if not completed

Spring Semester:

Senior Seminar in Philosophy
Descartes to Kant, if not completed

Either Semester:

2 upper-level electives in Philosophy to total 18 hours, 12 of which must be upper-level
*General electives to total 15 or 16 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 Religions, Ethics, and Cultures This comparative ethics course explores the interplay of philosophy and religion in the development of ethical theory and in the context of differing world-views and cultures. This will include examining the Biblical text and Christian ethics, non-theistic or atheistic thinkers, philosophers from Augustine and Aquinas to Russell, Sartre and Marx, and Divine Command theory. Finally, it will examine ethics and scriptures in Buddhist, Hindu, Chinese and other cultures. It will examine relativism, cross-cultural discourse, and how comparative ethics can inform and clarify a student's responsibility to the creator, the world and others.

PHL 2013 Pursuit of Wisdom An introductory inquiry into the major areas of philosophy, including epistemology, metaphysics, and ethics; traditional and contemporary problems of philosophy are analyzed and discussed.

PHL 2023 Critical Thinking for Pre-Law Students Intended for students planning to study law, this course reviews basic elements of critical thinking and then applies them to the three sorts of exercises that compose the Law School Admissions Test (LSAT): Logical Reasoning, Analytical Reasoning, and Reading Comprehension. Prerequisite: PHL 1003, Logic.

PHL 2073 Hinduism and Buddhism A course intended to acquaint students with the origins, historical development and essential beliefs and practices of Hinduism and Buddhism. Directly related traditions will also be examined.

PHL 2083 Judaism, Christianity and Islam A course intended to acquaint students with the origins, historical development and essential beliefs and practices on Judaism, Christianity and Islam. Directly related traditions will also be examined.

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

PHL 3013 Plato and Aristotle A critical study of important contributions to the history of western thought, emphasizing key figures from the pre-Socratics, Plato and Aristotle to Augustine and Aquinas.

PHL 3023 Descartes to Kant A critical study of philosophy from Descartes through rationalism and empiricism, to Kant and into the 19th century.

PHL 3033 Philosophy of Religion This course investigates the philosophical dimensions of religion, such as the nature of religious language, the relation between reason and revelation, and the nature and existence of God.

PHL 3073 History of Political Thought I A critical study of the major theories and concepts of political and social thought in the western heritage from Plato to the present.

PHL 3083 History of Political Thought II A continuation of the critical study of the major theories and concepts of political and social thought in the western heritage from Plato to the present.

PHL 3101 Junior Colloquium in Philosophy This course helps to prepare students for the capstone senior seminar in philosophy, with a secondary emphasis on supporting thoughtful preparation for their careers after college graduation. For the senior seminar, students will explore possible research topics and develop reading lists to address any gaps in their studies as they prepare for their comprehensive exams. Moreover, if possible, they will attend a professional meeting with sessions in the scholarly field in which they wish to conduct research. Students will also develop personal statements, curriculum vitae, and other materials to help them pursue careers and/or further study after graduation. Required for all majors in philosophy, and for religion-and-philosophy majors who plan to do their senior seminar on a topic in philosophy. Offered on a Pass-D-Fail basis. Students must earn a Pass in order to receive permission to enroll in the Senior Seminar.

PHL 3133 Philosophy and Art This variable topics course examines the relationship of philosophy and the arts. It will begin with general questions in aesthetics, looking at both traditional and contemporary thinkers. It will then examine specific periods or styles from the history of the arts about which aesthetic theory can aid critical reflection. Themes may include, for example: Ancient Greece, German Romanticism, French Medieval Art, Renaissance Italy, Chinese Art, Contemporary Art. This course may be taken more than once where the topic is different.

PHL 3134 Philosophy and Art This variable topics course examines the relationship of philosophy and the arts. It will begin with general questions in aesthetics, looking at both traditional and contemporary thinkers. It will then examine specific periods or styles from the history of the arts about which aesthetic theory can aid critical reflection. Themes may include, for example: Ancient Greece, German Romanticism, French Medieval Art, Renaissance Italy, Chinese Art, Contemporary Art. This course may be taken more than once where the topic is different. PHL 3134 will involve foreign travel.

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

PHL 4033 Contemporary Political and Legal Philosophy This course examines representative selections of readings from current political philosophy, including the following: John Rawls, R and A Dworkin, H. Arendt, R. Lakoff, M. Nussbaum, R. Nozick, M. Sandel, B. Berry, J. Derrida, M. Foucault, A. Naess, P. Singer, M. Walzer, and C. Taylor.

PHL 4113 Hegel to Nietzsche This course is designed to examine, in some detail, selected 19th century thinkers, movements, and topics, prominent after Kant, including the German Idealists, Hegel, Marx, Mill, Kierkegaard and Nietzsche.

PHL 4123 20th Century Philosophy, Analytic This course is designed to continue the historical course of study in PHL 3013 and PHL 3023 and will examine, in some detail, selected thinkers, movements, and topics, important in the 20th century. Representatives of the so-called analytic tradition such as Russell, Wittgenstein, Ayer, Lewis, Ryle and Quine will be studied.

PHL 4133 20th Century Philosophy, Continental This course is designed to continue the historical course of study in PHL 3013, PHL 3023 and PHL 4103 and will examine, in some detail, selected thinkers, movements, and topics, important in the 20th century continental traditions (such as phenomenology and existentialism). Thinkers such as Husserl, Heidegger, Sartre, Gadamer, Derrida and Foucault will be featured.

PHL 4203 American Philosophy An examination of the contributions to philosophy by Americans in the 19th and 20th centuries, focusing on such figures as James and Dewey.

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

PHL 4403 Advanced Topics in Contemporary Philosophy This variable-topic course provides students with the opportunity to explore contemporary issues, movements and thinkers. It may focus on particular philosophical traditions or problem areas such as the Philosophy of Language, Hermeneutics or Deconstruction, Philosophy of Mind or Feminist Philosophy. Students may repeat the course for credit provided the topic is different.

PHL 4413 Advanced Topics in Contemporary Ethics This variable-topic course provides students with the opportunity to explore contemporary issues, movements and thinkers in the field of ethical theory and moral problem solving. It may focus on particular issues or problem areas such as meta-ethical theory, Bio-medical Ethics, Business Ethics, and so on. Students may repeat this course for credit provided the topic is different.

PHL 4423 Introduction to Symbolic Logic This course serves as an introduction to the standard formal notations and methods used by contemporary logicians to determine the validity or invalidity of arguments.

PHL 4902-4901 Senior Seminar in Philosophy A two-semester seminar designed to be the culmination of the course of study for majors in philosophy or in religion-and-philosophy who wish to emphasize philosophical study. Students will define and conduct research on a philosophy topic in consultation with their advisor, and they will present the conclusions of their work in the form of a senior thesis and an oral presentation. Philosophy majors will also complete a comprehensive exam in philosophy. Religion-and-philosophy combined majors will complete an exam in the combined areas. They will update the materials in the professional portfolios that they established in PHL 3101, Junior Colloquium in Philosophy. Students must register for both parts of the course. Prerequisite: Senior status.

Physical Education

The Physical Education Program is administratively housed in the Division of Education and is physically located in the 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. The program is fully accredited by the Arkansas Department of Education (ADE) and the National Council for the Accreditation of Teacher Education (NCATE).

INTENDED CANDIDATE 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 eight 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. Understands and uses assessment strategies to foster physical, intellectual, social, and emotional development of students.
7. Is reflective, evaluating the effect of his or her actions on others, and seeks opportunities for professional growth.
8. Uses information technology to enhance learning.

Note: Students pursuing Health and Physical Education Licensure must demonstrate professional competence in the Intended Candidate Outcomes (ICOs) for the Division of Education as established on page 91.

REQUIRED COURSES FOR THE PHYSICAL EDUCATION MAJOR:

HSC	1001	Health Science and Physical Education Majors Class
	1032	Medical Terminology
	2014	Anatomy / Physiology I
	2024	Anatomy / Physiology II
PHE	1013	Introduction to Physical Education
	1123	First Aid or PHE 3073, Care and Prevention of Athletic Injuries
	3103	Principles of Human Movement
	3123	Kinesiology
	4023	Organization and Administration of Health and Physical Education
	4103	Physiology of Exercise

12 hours of advisor-approved electives

REQUIRED PHYSICAL ACTIVITY:

PHE	1411	Rhythmic Activities and Lead-Up Games
		1 course in outdoor recreation
		1 course in swimming
		1 course in dance
		1 course in fitness (i.e., Weight Training, Aerobic Fitness, or Physical Fitness)
		1 course in sport (i.e., Golf, Bowling, Racquetball, Tennis, Badminton, Team Sports)

REQUIRED COURSES FOR THE PHYSICAL EDUCATION MINOR:

HSC	2014	Anatomy / Physiology I
PHE	1411	Rhythmic Activities and Lead-Up Games
	3023	Physical Education for the Child
	3043	Methods of Teaching Physical Education & Health in Secondary Schools
	3051	Internship
	3103	Principles of Human Movement
	3123	Kinesiology
	3223	Measurement and Evaluation

Note: No more than 2 courses hours may be double-dipped across minors or between a major and a minor.

REQUIRED COURSES FOR THE OUTDOOR LEADERSHIP MINOR:

HSC	2003	Leadership & Adventure
	4003	Leadership & Community
PHE	3053	Internship

In addition, a total of nine advisor-approved credit hours.

Note: No more than 2 courses may be double-dipped across minors or between a major and a minor.

Health & Physical Education Licensure K-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 FOR TEACHER LICENSURE:

HSC	1001	Health Science and Physical Education Majors Class
	1032	Medical Terminology
HSC	2014	Anatomy / Physiology I
PHE	1013	Introduction to Physical Education
	3023	Physical Education for the Child
	3043	Methods of Teaching Physical Education & Health in Secondary Schools
	3051	Internship
	3103	Principles of Human Movement
	3123	Kinesiology
	3223	Measurement and Evaluation
	4023	Organization and Administration of Health and Physical Education
	4103	Physiology of Exercise

REQUIRED COURSES FOR PROFESSIONAL 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
	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 PHYSICAL ACTIVITY:

PHE	1411	Rhythmic Activities and Lead-Up Games
		1 course in outdoor recreation
		1 course in swimming
		1 course in dance
		1 course in fitness (i.e., Weight Training, Aerobic Fitness, or Physical Fitness)
		1 course in sport (i.e., Golf, Bowling, Racquetball, Tennis, Badminton, Team Sports)

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 candidates must meet ADE Praxis II licensure requirements, the coaching endorsement 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:

HSC	2014	Anatomy / Physiology I
PHE	3013	Theory of Coaching Athletics
	3043	Methods of Teaching Physical Education and Health in Secondary Schools
	3051	Internship
	3073	Care and Prevention of Athletic Injuries
	3103	Principles of Human Movement
	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:

Fall Semester: (15 to 17 credit hours)
Health Science & PE Majors Class
Introduction to Physical Education
1-credit Physical Activity Course (swimming or sport)
Composition I
Ozarks Seminar

Spring Semester: (15 to 17 credit hours)
Medical Terminology
1-credit Physical Activity course (swimming or sport)
Composition II

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

SOPHOMORE YEAR:

Fall Semester: (15 to 17 credit hours)
Anatomy/Physiology I
1 credit Physical Activity course (fitness)
World Civilization I **or** Humanities I

Spring Semester: (15 to 17 credit hours)
Anatomy/Physiology II
First Aid **or** Care and Prevention of Athletic Injuries
1 credit Physical Activity course (dance)
World Civilization II **or** Humanities II

Either Semester:
3 to 6 hours advisor-approved electives
General Education courses from Distribution
Requirements to total 15 to 17 hours

JUNIOR YEAR:

Fall Semester: (15 to 17 credit hours)
Principles of Human Movement
3 credits of advisor-approved electives

Spring Semester: (15 to 17 credit hours)
3 credits of advisor-approved electives
1-credit Physical Activity course (outdoor)

Either Semester:
3 to 6 hours advisor-approved electives
General Education courses from Distribution
Requirements **or** general electives to total 16 or 17 hours

SENIOR YEAR:

Fall Semester: (15 to 17 credit hours)
Kinesiology

Spring Semester: (15 to 17 credit hours)
Physiology of Exercise
Organization & Administration of Health and Physical Education

Either semester:
Advisor-approved electives to meet total of 12 hours

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF PHYSICAL EDUCATION WITH TEACHER LICENSURE

FRESHMAN YEAR:

Fall Semester: (16 to 17 credit hours)
Health Science and PE Majors Class
Introduction to Physical Education
1 credit Physical Activity Course (swimming or sport)
Composition I
Ozarks Seminar

Spring Semester: (16 to 17 credit hours)
Medical Terminology
1 credit Physical Activity course (swimming, or sport)
Composition II

Either Semester:
Basic Oral Communication
College Algebra
Theories of Human Learning
General Education courses from Distribution
Requirements to total 16 to 17 hours

SOPHOMORE YEAR:

Fall Semester: (16 to 17 credit hours)
Anatomy/Physiology I
Families and Students in a Diverse Society
1 credit Physical Activity course (fitness)
World Civilization I **or** Humanities I

Spring Semester: (15 to 17 credit hours)
Care & Prevention of Athletic Injuries, if pursuing coaching endorsement)
1 credit Physical Activity course, (dance)
World Civilization II **or** Humanities II

Either Semester:
Core Academic Skills 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)
Physical Education for the Child
Rhythmic Activities & Lead-Up Games
Principles of Human Movement
Kinesiology
Theory of Coaching Athletics, if pursuing coaching endorsement
Behavior Management in the Classroom

Spring Semester: (16 to 17 credit hours)
Methods for Secondary Health/PE
Internship
Exercise Physiology
Organization & Administration of Health & Physical Education
1 credit Physical Activity course (outdoor)
Principles of Learning and Teaching

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

SENIOR YEAR:

Fall Semester: (15 to 17 credit hours)

Measurement & Evaluation

Current Educational Practices

Teaching Internship I*

Educational Technology in the Discipline

Educational Assessment

Praxis II, Application for Teaching Internship

II

Spring Semester: (12 credit hours)

Cultural Perspectives

Teaching Internship II*

Either Semester:

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

American National Government **or** American History I **or** American History II (Civic Awareness or Social Science/Analysis)

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)

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

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

ACTIVITY COURSES FOR BOTH GENERAL EDUCATION AND MAJOR PROGRAMS:

PHE 1001 Weight Training

PHE 1011 Physical Fitness

PHE 1021 Beginning Swimming

PHE 1031 Intermediate Swimming

PHE 1041 Aerobic Fitness

PHE 1051 Swim for Fitness

PHE 1061 Yoga

PHE 1071 Body Sculpting (females)

PHE 1081 Lifeguarding

PHE 1131 Beginning Jazz Dance

PHE 1141 Ballroom Dance

PHE 1151 Country and Western Dance

PHE 1201 Golf

PHE 1211 Bowling

PHE 1301 Racquetball

PHE 1321 Tennis

PHE 1331 Badminton

PHE 1401 Volleyball

PHE 1411 Rhythmic Activities and Lead-Up Games

PHE 1421 Basketball

PHE 1501 Varsity Practice (graded P or F; may be repeated once for credit)

PHE 1611 Outdoor Education and Recreation: Camping

PHE 1621 Outdoor Education and Recreation: Camping II

PHE 1631 Outdoor Education and Recreation: Hiking

PHE 1641 Outdoor Education and Recreation: Fishing

PHE 1651 Outdoor Education and Recreation: Shooting Sports

PHE 1671 Outdoor Education and Recreation: Adventure Challenge

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 1123 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 1671 Outdoor Education and Recreation: Adventure Challenge This course provides students an opportunity to explore outdoor education and recreation events through Ozarks Outdoors for one (1) Physical Education credit. Students will participate in at least twenty four (24) program hours in the course of the semester that would not otherwise result in academic credit(s) or certification(s). The university instructor will communicate with Ozarks Outdoors staff to assess student's participation and evaluate course grade based on participation as well as a required written journal with entries reflecting on their experiences during each activity. May not be repeated for credit. Prerequisite: Permission of Ozarks Outdoors staff.

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 3022 Physical Education and Health for K-6 Teachers This course is designed to provide the pre-service K-6 classroom teacher with a knowledge base in the principles of physical fitness, physical education curriculum planning and appropriate selection of physical activities for elementary students. Candidates will complete hands-on projects working with children and integrating physical education with other subjects found in the grades K-6 curriculum. Course presents instruction in mental and emotional health, drug education, diet, exercise, sexuality, and diseases, and safety concepts as they relate to quality and longevity of life. This course is concurrent with PHE 1411, Rhythmic Activities and Lead-Up Games.

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 3043 Methods of Teaching Physical Education & Health in Secondary Schools The basic purpose of this course is to prepare the secondary physical education instructor to deliver the coordinated school health curriculum. Focus will be on developmentally appropriate content for teaching students in grades seven through twelve. Theoretical constructs for promoting physical, mental, emotional, and social health are included. 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. Concurrent with PHE 3051, Internship.

PHE 3051-3 Internship To be taken concurrently with Methods of Teaching Health and Physical Education in Secondary Schools. Focus is on the application of theory and methodologies from course discussions.

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: HSC 2014, Anatomy / Physiology I.

PHE 3103 Principles of Human Movement An in-depth study of the basic principles of human movement. These principles include the areas of exercise training, biomechanics, and the application movement to sport skill development.

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: HSC 2014, Anatomy / Physiology I and HSC 1023, Personal Health and Safety, **or** consent from the instructor.

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 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: HSC 1023, Personal 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*

"You can't always get what you want; but if you try sometime, you just might find, you get what you need." *The Rolling Stones*

Thinking about politics is what we do. This involves making choices consistent with human dignity. The effectiveness of this activity is contingent upon a thoughtful combination of personal and societal purposes and the skill set and information context necessary to achieve these ends. Our program provides an opportunity to think, participate, and acquire the requisite skills and knowledge for political action in careers ranging from public administration and policy, law, political consulting, international relations, and teaching.

With the approval of their advisor, students in the major may take up to nine hours of coursework in a major field outside of the Political Science program and receive political science credit for that coursework.

Political Science Intended Student Outcomes

1. Students must acquire and articulate basic knowledge relevant to the discipline. This includes understanding of technical concepts and language, theory, and practice regarding specific institutions and processes.
2. Students must be able to analyze a problem, apply a theory, synthesize knowledge, and formulate position proposals with regards to the subject matter of one or more subfields.
3. Students must be able to organize their values and identify how differing contexts in civic and personal life engage those values and at times produce ethical conflict. Students will reflect on values from a professional, community, and religious perspective.

MAJOR A bachelor of science in political science requires 34 hours. Students majoring in political science will complete the core of 13 hours. In addition, students will take 21 hours that provide training in the traditional subfields of the discipline. In consultation with their advisor, students will form a plan of study. Students with more developed or specific interests will concentrate their coursework in one subfield. Those students interested in a wider application across the discipline may disperse their credits among all three subfields. They will take at least one course from each subfield. **Additionally, majors must complete an off-campus course of study and/or internship.** Again, this is to be done after discussion with the advisor and must be approved by the advisor. In most cases, students will be able to secure substantial financial support for their off-campus work by benefit of the Clayton Russell Endowment, which is an endowment specifically designated for the major.

CORE

PLS 2013 American National Government
2033 International Relations
3073 History of Political Thought I or 3083 History of Political Thought II
4001 Comprehensive Exams*
4203 Special Topics Seminar
Internship or off-campus course of study

AMERICAN POLITICS

PLS 2053 Public Policy Analysis
2223 Introduction to Public Administration
3233 The American Presidency
3243 Congress and the Legislative Process
3253 American Political Parties
4043 Contemporary Issues in U.S. Foreign Policy and National Security

PUBLIC LAW

PLS 2063 Criminal Law and Procedure I
2073 Criminal Law and Procedure II
3053 American Constitutional Law I: government institutions and separation of powers
3093 American Constitutional Law II: civil rights and liberties
4033 Contemporary Political and Legal Philosophy
4103 Administrative Law and Process

INTERNATIONAL RELATIONS/COMPARATIVE POLITICS

PLS 2003 Introduction to Political Economy
3013 Comparative Political Regimes and Ideologies
3213 European Diplomatic History
3263 Survey of American Diplomatic History
4003 International Law and Organization
4043 Contemporary Issues in U.S. Foreign Policy and National Security

MINOR A minor in political science shall consist of 18 hours. Students must take PLS 2013 American National Government and PLS 2033 International Relations. Of the remaining 12 hours, 9 hours must be taken in upper level courses.

*Students must pass PLS 4001 with a minimum grade of C or better in order to graduate with the major.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS OR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF POLITICAL SCIENCE</u>		
FRESHMAN YEAR: 30 credit hours		
<u>Fall Semester:</u> Composition I Ozarks Seminar American National Government or International Relations	<u>Spring Semester:</u> Composition II American National Government or International Relations	<u>Either Semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 7 to 9 hours
SOPHOMORE YEAR: 30-32 credit hours		
<u>Fall Semester:</u> World Civilization I or Humanities I	<u>Spring Semester:</u> World Civilization II or Humanities II	<u>Either Semester:</u> 6-9 hrs of PLS electives General Education courses from Distribution Requirements and/or electives to total 14 to 17 hours
JUNIOR YEAR: 32 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u> Comprehensive Exams	<u>Either Semester:</u> 6-9 hr of PLS electives Special Topics Seminar History of Political Thought I or History of Political Thought II Internship or off campus program of study (academic credits may be applied as PLS electives) General Education courses from Distribution Requirements and/or electives to total 20 hours
SENIOR YEAR: 30-32 credit hours, for total 124		
<u>Fall Semester:</u>	<u>Spring Semester:</u> Comprehensive Exams, if not completed	<u>Either Semester:</u> 6-9 hrs of PLS electives to total 21 total hrs Special Topics Seminar, if not completed Internship or off campus program of study, if not completed (academic credits may be applied as PLS electives) General Education courses form Distribution Requirements and/or electives to total 20 hours

PLS 2003 Introduction to Political Economy. An introduction to the core concepts of international political economy. This course will focus on prevalent theories of political economy, including liberalism, Keynesianism, and Marxism, to analyze contemporary institutions or problems in international political economy. Offered fall, odd years.

PLS 2013 American National Government. A survey of major facets of the U.S. political system, including its national institutions, federalism, public opinion, parties and interest groups, campaigns and elections, political culture, civil liberties and rights, and public policy issues. This course addresses perennial issues of political science, including questions of authority, power, and justice, through an examination of American institutions and contemporary issues. Offered every semester.

PLS 2033 International Relations. An introduction to the nation state international political system. including major topics like war, international economy and organizations, and human rights. The course will leverage the analytic framework of the prominent international relations theories, as well as the three levels of analysis, to examine the formation and implementation of foreign policies. Offered every semester.

PLS 2053 Public Policy Analysis. An analytical examination of policy-making and implementation, focusing on the interaction of governmental and non-governmental organizations. Although the course focuses on policy within the United States, comparisons are made with policy making theories and practices in other systems. Offered spring, even years.

PLS 2063 Criminal Law I. As the introductory course in the Public Law subfield this course begins with a discussion of the techniques of case briefs and legal writing. It then considers the history, structure and process of criminal law. Students are introduced to the elements of criminal liability [notably *Actus Reus* and *Mens rea*] and defenses to criminal liability [notably justification and excuse]. Offered fall, even years.

PLS 2073 Criminal Law II. This course is a detailed study of the elements of criminal liability and the defenses to criminal liability. Topically, the course focuses on murder and manslaughter, assault and battery, sex offenses, crimes against property, and crimes against public order. Additional emphasis is placed upon trial organization and procedures, with particular attention paid to search and seizure questions, rules of evidence, sentencing and appeals. Offered spring, odd years.

PLS 2223 Introduction to Public Administration. This course examines the theory of public administration with a focus on the structure of bureaucracy, intergovernmental relations, management, decision makers and group dynamics, and ethical choices. The course examines these areas first from a theoretical perspective and then through application by the case study method. Offered fall, odd years.

PLS 3013 Comparative Political Regimes and Ideologies. This course is comparative on two levels: [1] it examines the relationship between theory and ideology with the actual institutions and political culture and practices of given states, including the historical development of that relationship, and [2] it compares different regimes as classified by type and geographical region. Case studies are balanced between large and small states and Western and non-Western states. Offered fall, even years.

PLS 3053 American Constitutional Law I. This course begins with an examination of the structure and processes of the federal judiciary. Particular notice is paid to the procedures and jurisdictions of the Supreme Court. Topically, the course focuses on the relationship, from the perspective of powers and restraints, between Congress and the Executive Branch [especially concerning separation of powers and checks and balances] as well as on the constitutional relationship between federal and state government. Offered fall, odd years.

PLS 3073 History of Political Thought I. This course examines the development of political thought in the West during classical antiquity and the middle ages. The focus is on such thinkers and perspectives as Plato/Socrates, Aristotle, Polybius, St Augustine, Scholasticism, and the Conciliar Movement. Students are asked to engage with the ethical dimension of the various perspectives in political thought and in so doing to clarify their own ethical identity. Offered fall, odd years.

PLS 3083 History of Political Thought II. This course examines the development of political thought in the West from the Renaissance to World War I. The focus is on such thinkers as Machiavelli, Hobbes, Milton, Locke, Rousseau, Burke, Bentham, Mill, Marx, and Nietzsche. Students are asked to engage with the ethical dimension of the various perspectives in political thought and in so doing to clarify their own ethical identity. Offered spring, even years.

PLS 3093 American Constitutional Law II. This course focuses on civil rights and liberties. It begins with an examination of the 14th amendment and selective incorporation. Topically, the emphasis is on issues

of personal autonomy. Included here is an examination of the issues relative to expression, religion, property, and personal liberty relative to police powers. Offered spring, even years.

PLS 3233 The American Presidency. This course examines the theoretical, historical, and institutional aspects of the American presidency. This course will trace the development of the executive office and presidential power in a number of areas, including the president's role as a leader of the political party, commander-in-chief, legislative agenda-setter, and administrative leader. Offered fall, odd years.

PLS 3243 Congress and the Legislative Process. This course considers the power, structure, and function of legislative bodies, with special attention to the nature and theory of representative responsibility, the development of the organizational structure and decision making processes in Congress, relations with intergovernmental agencies as well as interest groups and lobbyists. This course also surveys contemporary approaches to studying Congress within the political science literature. Offered fall, even years.

PLS 3253 American Political Parties. An examination of the role of political parties as mediating institutions between mass preferences and governmental action. This course is organized by V.O. Key's classic analytic framework, focusing on political parties in the electorate, party organizations, and parties in government. Special attention is paid to the development of political parties and institutional changes over time. Offered spring, odd years.

PLS 3263 Survey of American Diplomatic History. This course traces the practice of diplomacy and war in the U.S. from the colonial origins through the Cold War. However, emphasis is placed on the period from World War I through the origins and early years of the Cold War. Readings are based on the documentary record. Focus seeks to place the issues of U.S. foreign policy within the larger international context and with attention to various theories in international relations. Offered fall, even years.

PLS 4001 Comprehensive Exams. Students will take this course the last term they are registered. They will prepare for and take a comprehensive exam in the discipline. The exam shall cover all of the material taught in the core as well as the coursework in their subfield[s]. Students will meet with the professor during the first week of term to determine the specific topics and readings that they will be responsible for on the exam. The exam will be administered during mid-term week. If the student scores C- or lower, the student will have another opportunity to pass the exam during finals week. Offered every spring semester.

PLS 4003 International Law and Organization. This course examines the status, growth and effectiveness of a world-legal order from Grotius on to the present. Emphasis is placed upon the development of international law as theory, norms, and institutions. Offered spring, odd years.

PLS 4033 Contemporary Political and Legal Philosophy. This course examines representative selections from current, from the mid-twentieth century on, philosophers whose work engages topics of legal and moral rights and obligations. Philosophers discussed include John Rawls, Robert Nozick, Michael Sandel, Michael Foucault, Peter Singer, Michael Walzer and Charles Taylor. Offered spring, odd years

PLS 4043 Contemporary Issues in U.S. Foreign Policy and National Security. An upper level course that considers American grand strategy in light of contemporary views and disagreements about American foreign policy interests, national threats, and defensive resources and policies. Students will identify and evaluate the values, objectives, institutions, and processes that inform the national security apparatus. Offered spring and fall, even years.

PLS 4103 Administrative Law and Process. The course begins with an examination of the origins, purpose, and scope of administrative law. Typically, the course focuses on the constitutional and legislative authority of governmental agencies, judicial review of administrative law, agents and processes of rule-making, and the procedures of administrative hearings. Offered spring, even years.

PLS 4203 Special Topics Seminar. As a seminar the focus of this course is a research paper employing political science methodology. Topics will focus on the subject matter germane to the discipline, and will be offered at the discretion of the faculty in consideration of student interest [e.g. topics will fall within the three subfields as the norm]. Students will have to master a common syllabus and reading list relative to that topic and then craft a research project and paper relative to that topic. Offered every semester.

Pre-Professional Curricula

Ozarks offers instruction in areas which prepare students to take professional training elsewhere to complete their baccalaureate degree at Ozarks or to pursue their bachelor's or advanced degrees at professional schools.

PRE-ENGINEERING Ozarks and the College of Engineering of the University of Arkansas at Fayetteville have entered into a cooperative program of study that enables the student to pursue a combined curriculum leading to degrees in both arts and engineering at the baccalaureate level. Students in this program typically spend three years at Ozarks studying the arts and sciences, followed by two years of concentrated engineering studies at the University of Arkansas. At the completion of the program, they receive a B.S. in mathematics from Ozarks and a B.S. in an engineering discipline from the University of Arkansas. Students who complete the dual- degree program have a competitive edge over single-degree engineering graduates because of their broad-based, multifaceted education.

PRE-MEDICAL SCIENCES This curriculum is recommended for students who wish to pursue such careers as traditional human medicine, veterinary medicine, dentistry, optometry or nontraditional medical arts that require intensive undergraduate preparation in biology and chemistry. Professionals in these areas must be capable of assimilating a voluminous body of knowledge and accessing efficiently specific information from that mental data base. The premedical sciences curriculum begins building the student's data base and testing the student's qualification for medical or veterinary school through diverse, challenging courses. However, to become a good physician (of humans or animals), the student must possess or develop compassion, integrity, and dedication to service, in addition to intellect and stamina. Participation in co-curricular programs at Ozarks will both facilitate personal maturation and demonstrate the student's interests and motivation.

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

Required:

BIO	1324	Principles of Cell and Developmental Biology
	2324	Principles of Evolution
CHM	1014	General Chemistry I
	1024	General Chemistry II
	3014	Organic Chemistry I
	3024	Organic Chemistry II
ENG	1013	Composition I
	1023	Composition II
MTH	2015	Calculus I
PHY	2014	College Physics I OR PHY 2114, General Physics I
	2024	College Physics II OR PHY 2124,

Recommended:

BIO	3134	Microbiology
	3444	General Physiology
	3534	Cell Biology* (required in some programs)
	4054	Embryology
	4333	Anatomy
	4432	Anatomy Laboratory
	4644	Molecular Genetics
CHM	4104	Biochemistry* (required in some programs)
CSC	1013	Introduction to Computer Science
PHL	1003	Logic
		One year of a foreign language
		One of the following:
PSY	1003	General Psychology

General Physics II

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*
	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.

PRE-PROFESSIONAL THERAPY CONCENTRATION The Pre-professional Therapy Concentration is designed for students with a major in Health Science, who wish to complete the matriculation requirements for admission into a graduate program in Physical Therapy or Occupational Therapy. Students should review the matriculation requirements of their intended graduate program and then work with their faculty advisors to choose the courses best suited to their intended graduate program. Please see pg. 120 for more information.

Psychology

People must solve people problems. Today's society experiences stress and tension due to people-related problems, such as advanced technology, scarcity of natural resources, and changing social structures and mores. Psychology is the logical profession to help people learn the skills necessary to cope with rapid changes in an already complex society. The primary reason to choose psychology as a career is that it provides an opportunity to help people enjoy more productive and meaningful lives. The helping skills learned in psychology may be applied professionally in mental health, industrial and academic settings. However, some people may use their acquired skills to enhance their personal adjustment with themselves, their marriages, their families or their friendships.

INTENDED STUDENT OUTCOMES OF THE PSYCHOLOGY PROGRAM:

1. Psychology majors will receive orientation, training and education in the "Scientist-Practitioner" model of psychology proposed by the American Psychological Association.
2. Psychology majors will understand, adhere to, and insure compliance with the University of the Ozarks "Psychology Ethics Code: Code of Ethics and Behavioral Standards AND Rules and Procedures."
3. Psychology majors will develop a better understanding of the relationship between their intrapersonal and interpersonal adjustments and their personal lives and psychology work goals.

A **bachelor of science in Psychology** requires 36 semester hours of psychology to include the following courses:

PSY 1003 General Psychology
2003 Fundamentals of Descriptive Statistics for the Behavioral Sciences
2023 Abnormal Psychology
2043 History and Systems of Psychology
3 hours of Clinical Experience (PSY 2101-4101)
3013 Psychometrics
3113 Developmental Psychology-Childhood or PSY 3123, Developmental Psychology-Adolescence
4023 Experimental Methods in the Behavioral Sciences
4113 Clinical Psychology
4443 Senior Seminar in Psychology
2 additional Psychology electives

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

All psychology majors are strongly encouraged to enroll in one hour of Clinical Experience each semester following completion of General Psychology or declaration as a psychology major. To meet graduation

requirements, every psychology major will have a minimum of 3 hours of Clinical Experience. The area of concentration is selected by the student majoring in psychology. The academic experience of the concentration is customized to the needs and interests of the student through consultation between the student, major advisor, and an advisor from the concentration area. Students majoring in psychology are strongly encouraged to be a student member of the American Psychological Association.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF SCIENCE DEGREE IN THE MAJOR OF PSYCHOLOGY</u>		
FRESHMAN YEAR: 31-32 credit hours		
<u>Fall Semester:</u> General Psychology Composition I Ozarks Seminar	<u>Spring Semester:</u> Clinical Experience Abnormal Psychology, if offered Composition II	<u>Either Semester:</u> 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		
<u>Fall Semester:</u> Clinical Experience Fundamental Descriptive Statistics for Behavioral Sciences Concentration elective* World Civilization I or Humanities I	<u>Spring Semester:</u> Clinical Experience History and Systems of Psychology, if offered Abnormal Psychology, if not completed Concentration elective* World Civilization II or Humanities II	<u>Either Semester:</u> Additional psychology major elective, if offered General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31-32 credit hours		
<u>Fall Semester:</u> Developmental Psychology – Childhood or Developmental Psychology – Adolescence Concentration elective*	<u>Spring Semester:</u> Psychometrics Experimental Methods History & Systems of Psychology, if not completed Concentration elective*	<u>Either Semester:</u> 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		
<u>Fall Semester:</u> Senior Seminar Clinical Psychology Concentration elective*	<u>Spring Semester:</u> Senior Seminar Concentration elective*	<u>Either Semester:</u> Additional psychology major electives to total 6 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 pages 166-167 for Psychology course rotation.		

Psychology of Human Behavior

The psychology of human behavior program broadens the student's appreciation for the impact of psychology principles in his/her personal life and relationships with the world (eg, marriage, parenting, citizenship, workplace). The program is designed to provide opportunities to learn skills and knowledge needed to enhance understanding and management of the human condition in a variety of everyday life situations. The psychology of human behavior program is typically a terminal, bachelor's level degree.

A **bachelor of arts in the psychology of human behavior** requires 30 semester hours to include the following courses:

PSY	1003	General Psychology
	1013	Psychology of Adjustment
	2053	Group Dynamics
	3043	Social Psychology
	3053	Health Psychology
	4003	Behavior Management in the Clinic and Home

12 hours of advisor-approved electives

The student working in the psychology of human behavior program will complete 4-6 hours of a foreign language. International students will request approval from a psychology advisor for the appropriate foreign language course required to complete the B.A. degree in psychology.

MINOR: A minor in psychology consists 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
Ozarks Seminar

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:

1 to 2 Psychology electives, if offered
General Education courses from Distribution
Requirements to total 15 or 16 hours (may include 4 to 6 hours of same foreign language)

JUNIOR YEAR: 31-32 credit hours

Fall Semester:

Health Psychology
Social Psychology
Behavior Management in the Clinic & Home, if offered

Spring Semester:

Either Semester:

1 to 2 Psychology electives, if offered
General Education courses from Distribution
Requirements **or** general electives to total 15 or 16 hours (if not completed, must include 4 to 6 hours of same foreign language)

SENIOR YEAR: 31 credit hours

Fall Semester:

Behavior Management in the Clinic & Home, if 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 pages 166-167 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.

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF RELIGION</u>		
For students starting in the fall semester of an even numbered year (e.g. 2014)		
FRESHMAN YEAR: 31 or 32 credit hours		
<u>Fall Semester:</u> Judaism, Christianity, and Islam Composition I Ozarks Seminar	<u>Spring Semester:</u> Hinduism and Buddhism Composition II	<u>Either Semester:</u> 1 Religion elective Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 30-32 credit hours		
<u>Fall Semester:</u> Ethics or Ethics, Religions, Cultures World Civilization I or Humanities I	<u>Spring Semester:</u> Hinduism and Buddhism, if not completed Sociology of Religion Professional Preparation in Religion World Civilization II or Humanities II	<u>Either Semester:</u> 1 Religion elective *General Education courses from Distribution Requirements to total 15 or 16 hours
JUNIOR YEAR: 31 or 32 credit hours		
<u>Fall Semester:</u> Biblical Interpretation: Old Testament Plato and Aristotle	<u>Spring Semester:</u> Biblical Interpretation: New Testament Junior Colloquium in Religion	<u>Either Semester:</u> 1 to 2 upper-level electives in Religion, if offered *General Education courses from Distribution Requirements to total 15 or 16 hours
SENIOR YEAR: 32-33 credit hours		
<u>Fall Semester:</u> Senior Seminar in Religion (2 hours)	<u>Spring Semester:</u> Senior Seminar in Religion (1 hour)	<u>Either Semester:</u> 1 to 2 upper-level elective(s) in Religion, if not completed, for a total of 6 hours *General electives to total 16 to 17 hours
*In choosing their electives, students should bear in mind that these must fulfill all distribution requirements (29+ hours) as well as the		

requirements of their career plan (15+ hours). (These are not mutually exclusive since courses taken in fulfillment of distribution requirements may, if approved, fulfill the requirements of a student's career plan.)		
For students starting in the fall semester of an odd numbered year (e.g. 2015)		
FRESHMAN YEAR: 31 credit hours		
<u>Fall Semester:</u> Composition I Ozarks Seminar	<u>Spring Semester:</u> Hinduism and Buddhism Composition II	<u>Either Semester:</u> 1 Religion elective Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32+ credit hours		
<u>Fall Semester:</u> Judaism, Christianity, and Islam Ethics or Ethics, Religions, Cultures Plato and Aristotle, or senior year World Civilization I or Humanities I	<u>Spring Semester:</u> Hinduism and Buddhism, if not completed Professional Preparation in Religion World Civilization II or Humanities II	<u>Either Semester:</u> *General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR: 30 or 31 credit hours		
<u>Fall Semester:</u>	<u>Spring Semester:</u> Sociology of Religion Junior Colloquium in Religion	<u>Either Semester:</u> 1 to 2 upper-level electives in Religion, if offered *General Education from Distribution Requirements or general electives to total 15 or 16 hours
SENIOR YEAR: 30-33 credit hours		
<u>Fall Semester:</u> Plato and Aristotle, if not completed Biblical Interpretation: Old Testament Senior Seminar in Religion (2 hours)	<u>Spring Semester:</u> Biblical Interpretation: New Testament Senior Seminar in Religion (1 hour)	<u>Either Semester:</u> 1 to 2 upper-level electives in Religion, if not completed, for a total of 6 hours *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.)		

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. 2014)

FRESHMAN YEAR: 31 or 32 credit hours

Fall Semester:

Ethics **or** Ethics, Religions, Cultures
 Judaism, Christianity, and Islam
 Composition I
 Ozarks Seminar

Spring Semester:

Hinduism and Buddhism
 Composition II

Either Semester:

Religion **or** Philosophy elective (3 hours)
 Basic Oral Communication
 College Algebra
 *General Education courses from Distribution Requirements to total 15 or 16 hours

SOPHOMORE YEAR: 30-32 credit hours

Fall Semester:

World Civilization I **or** Humanities I

Spring Semester:

Hinduism and Buddhism, if not completed
 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
 Plato and Aristotle

Spring Semester:

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

Either Semester:

1 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:

Senior Seminar in Religion **or** Philosophy (2 hours)

Spring Semester:

Senior Seminar in Religion **or** Philosophy (1 hour)

Either Semester:

1 upper-level elective in Religion **or** Philosophy, to total 6 hours
 *General electives to total 16 to 17 hours

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

For students starting in the fall semester of an **odd numbered year** (e.g. 2015)

FRESHMAN YEAR: 31 credit hours

Fall Semester:

Composition I

Spring Semester:

Hinduism and Buddhism

Either Semester:

Religion **or** Philosophy elective

Ozarks Seminar	Composition II	Basic Oral Communication College Algebra *General Education courses from Distribution Requirements to total 15 or 16 hours
SOPHOMORE YEAR: 32+ credit hours		
<u>Fall Semester:</u> Judaism, Christianity, and Islam Ethics or Ethics, Religions, Cultures World Civilization I or Humanities I	<u>Spring Semester:</u> Descartes to Kant, or senior year Hinduism and Buddhism, if not completed Professional Preparation in Religion or Philosophy World Civilization II or Humanities II	<u>Either Semester:</u> Religion or Philosophy elective *General Education courses from Distribution Requirements to total 16 or 17 hours
JUNIOR YEAR: 30 or 31 credit hours		
<u>Fall Semester:</u> Plato and Aristotle, or senior year	<u>Spring Semester:</u> Junior Colloquium in Religion or Philosophy	<u>Either Semester:</u> 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		
<u>Fall Semester:</u> Plato and Aristotle, if not completed Biblical Interpretation: Old Testament Senior Seminar in Religion or Philosophy (2 hours)	<u>Spring Semester:</u> Descartes to Kant, if not completed Biblical Interpretation: New Testament Senior Seminar in Religion or Philosophy (1 hour)	<u>Either Semester:</u> Upper-level elective in Religion or Philosophy, to total 6 hours *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.)		

Sociology

The sociologist . . . is a person intensively, endlessly, shamelessly interested in the doings of men. His natural habitat is all the human gathering places of the world. . . . His consuming interest remains in the world of men, their institutions, their history, their passions. . . . The fascination of Sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives.

--Peter L. Berger, *Invitation to Sociology*

Sociology is the study of groups of persons. Social psychology is the study of relationships of a person to groups of persons. Anthropology is the study of our man-made inheritance. The sociologist, as a scientist, collects data systematically, develops ideas about relationships, and produces guidelines for predicting human activity. Sociology may provide a foundation for graduate study in theology, political science, the medical sciences, the arts, the humanities, and the service professions, as well as graduate study in sociology.

MAJOR A sociology major shall consist of 33 hours, including the following:
Students must take all of the Sociology Core courses

SOCIOLOGY CORE:

BSA	3023	Applied Statistics or (upon consultation with advisor) PSY 2003, Fundamentals of Descriptive Statistics for Behavioral Science I
SOC	1013	Introduction to Sociology
	2013	Social Problems
	2023	Social Research Methods or (upon consultation with advisor) COM 3183, Research Methods and Writing
	4023	Social Theory
	4443	Senior Seminar in Sociology

SOCIOLOGY OPTIONS: Students must take at least 15 hours of the sociology options courses.

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
SOC	4023	Social Theory
		Sociology Options (9 hours)

<u>EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF SOCIOLOGY</u>		
FRESHMAN YEAR: 32 credit hours		
<u>Fall Semester:</u> Introduction to Sociology Composition I Ozarks Seminar	<u>Spring Semester:</u> Social Problems Composition II	<u>Either Semester:</u> Basic Oral Communication College Algebra General Education courses from Distribution Requirements to total 16 hours
SOPHOMORE YEAR: 32 credit hours		
<u>Fall Semester:</u> Sociology Option elective World Civilization I or Humanities I	<u>Spring Semester:</u> Social Research Methods or Research Methods and Writing (upon consultation with advisor) World Civilization II or Humanities II	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 hours
JUNIOR YEAR: 30 credit hours		
<u>Fall Semester:</u> Sociology Option elective Applied Statistics or Fundamentals of Descriptive Statistics for Behavioral Sciences (upon consultation with advisor)	<u>Spring Semester:</u> Sociology Option elective	<u>Either Semester:</u> General Education courses from Distribution Requirements or general electives to total 15 hours
SENIOR YEAR: 30 credit hours		
<u>Fall Semester:</u> Social Theory Sociology Option elective	<u>Spring Semester:</u> Senior Seminar in Sociology Sociology Option elective	<u>Either Semester:</u> 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

AIMS OF THE SPANISH PROGRAM:

1. Students will be able to converse naturally in Spanish
2. They will be able to read a variety of literary and non-literary texts in Spanish with a high level of proficiency.
3. They will be able to read and write in Spanish with a high level of proficiency.
4. They will be familiar with prominent movements and authors that have influenced the development of Latin American literature.
5. They will understand the generic conventions of lyric and narrative as they inform the literature of Latin America.

6. They will be aware of the cultural, social, political, economic, geographic, and environmental diversity of Latin America.

MAJOR:

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

9 hours of advisor-approved Spanish literature courses*

9 hours of advisor-approved Spanish electives*

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

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

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

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

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

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

3 hours of advisor-approved courses in Spanish literature*

3 hours of advisor-approved Spanish electives*

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

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

OZARKS IN MEXICO

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

EIGHT CONSECUTIVE SEMESTER COURSE OF STUDY FOR A BACHELOR OF ARTS DEGREE IN THE MAJOR OF SPANISH

FRESHMAN YEAR

Fall Semester:

Intensive Elementary Spanish*
 Ozarks Seminar
 Composition I

Spring Semester:

Intensive Intermediate Spanish*
 Composition II

Either Semester:

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

SOPHOMORE YEAR

Fall Semester:

Introduction to Literature
 Advanced Grammar and Composition

Spring Semester:

Latin-American Civilization
 Conversation

Either Semester:

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

World Civilization I or Humanities I	World Civilization II or Humanities II	
JUNIOR YEAR		
<u>Fall Semester:</u> Spanish Literature or Spanish elective	<u>Spring Semester:</u> Spanish Literature or Spanish elective	<u>Either Semester:</u> General Education courses from Distribution Requirements to total 16 or 17 hours
SUMMER TERM: Spanish Literature or Spanish elective Spanish Literature or Spanish elective		
SENIOR YEAR		
<u>Fall Semester:</u> Senior Seminar Spanish Literature or Spanish elective	<u>Spring Semester:</u> Senior Seminar, continued Spanish Literature or 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*, *Unfair Arguments with Existence*, *Sylvia*, *The Shape of Things*, *The Spitfire Grill*, *Vincent River*, and *Good Boys and True* 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 shops, 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. 2014)

FRESHMAN YEAR: 32 credit hours

Fall Semester:

Fundamentals of Acting
Lab Science course
Composition I
Ozarks Seminar

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:

Introduction to the Theatre
Costume Design & Technology
World Civilization I **or** Humanities I

Spring Semester:

Lighting Design & Technology
Voice & Diction
Internship Process
World Civilization II **or** Humanities II

Either Semester:

Play Production*
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:

Play Production*
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:

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

*A minimum of six hours of play production is required for the major.

For students starting in the fall semester of an **odd numbered year** (e.g. 2015)

FRESHMAN YEAR: 32 credit hours

Fall Semester:

Introduction to the Theatre
Fundamentals of Acting
Lab Science course
Composition I
Ozarks Seminar

Spring Semester:

Voice & Diction
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:

Play Production*
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

Either Semester:

Play Production*
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:

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

*A minimum of six hours of play production is required for the major.

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

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

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

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

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

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

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

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

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

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

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

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

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

THR 3043 Lighting Design and Technology History, theory and practice of lighting design. Makes use of lecture, practical experience, and personal exploration through a variety of artistic media to help each student

understand both the art and technology of lighting design. Laboratory experience required. Prerequisites: THR1023, Stagecraft; THR 1033, Fundamentals of Design; and THR 2031, Internship Process.

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

THR 3073 Modern American Drama This course surveys major plays and playwrights of the 20th Century American Theatre. Through the reading of scripts and through viewing recorded versions of selected plays, students will be introduced to the major playwrights of the modern American theatre through an investigation of theme, structure, character, dialogue, and action.

THR 3083 Modern British Drama This course surveys major plays and playwrights of the 20th Century British Theatre. Through the reading of scripts and through viewing recorded versions of selected plays, students will be introduced to the major playwrights of the modern British theatre through an investigation of theme, structure, character, dialogue, and action.

THR 4003 Advanced Directing Building upon the beginning theories and techniques of Fundamentals of Directing, students will investigate directing approaches to directing period/classical plays and ethical problems of directing. The final project for the class will include the direction of a one-act play. Prerequisites: THR 2003, Fundamentals of Directing, and THR 2031, Internship Process

THR 4032 Internship Provides students an opportunity to implement professional applications of acquired theatrical skills. All theatre majors are required to secure a job with a professional producing organization. This employment may be in the form of summer internships or apprenticeships. The experience may be in performance, directing, management, design or technology. Faculty will assist students in attaining internships and will collaborate with on-site supervisors to evaluate internships. Students are required to submit a written proposal to theatre faculty. Prerequisite: THR 2031, Internship Process.

THR 4233 Senior Honors Upon invitation from the theatre faculty, students may undertake a major project which most often will be in conjunction with the regularly scheduled University Theatre seasons of plays. Areas for project consideration may include, but are not limited to, directing, costume design, lighting design, set design, theatre management, and technical direction. Students with a particular interest in acting may choose to present a senior recital/one person show. All projects require a supporting paper.

Other Courses

1781-1784, 2781-2784, 3781-3784, 4781-4784 Special Studies A study of selected topics in the discipline.

1891-1893, 2891-2893, 3891-3893, 4891-4893 Practicum Practicum is a practical and applied learning experience in a discipline or profession. It may be repeated to a maximum of 12 hours total credit.

3981-3983, 4981-4983 Seminar Seminar courses including special classes and/or programs which are added to the curriculum on an irregular basis. Seminars are designed to provide an opportunity for the strengthening of individual discipline areas.

3991-3993 Directed Study The student may choose to initiate a self-directed reading research project or undertake tutorial study of a course offered in the catalog. Prerequisites for such a study are as follows: 1.) a minimum grade point average of 2.00 must have been attained prior to petitioning; 2.) a written petition must be submitted to the sponsoring professor for approval (standards for such a petition are furnished by the sponsoring faculty member); 3.) the division chair in the discipline(s) in which the study is proposed must approve the project; and 4.) a copy of the approved petition is filed with the 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

Rickey Casey, Professor of Management and Business, 1987
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

David Daily, Chair, Department of Humanities, and Professor of Religion, 2000
B.A., Ouachita Baptist University;
M.Div., Yale University;
Ph.D., Duke University

Stewart Dippel, Chair, Department of Social Science, and Professor of Political Science, 1992
B.A., Miami University;
M.A., Miami University;
Ph.D., Ohio 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

Susan Edens, Assistant Professor of Practice of Communication, 1997
B.A., University of the Ozarks
M.A., Arkansas Tech University

Christine Farrell, Assistant Professor of Practice of Economics and 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

Allison Freed, Assistant Professor of Education/Science Education, 2015
B.S., Central Michigan University
Ph.D., Michigan State University

Sharon Gorman, Chair, Department of Fine Arts, and Walton Professor of Music, 1996
B.M., Westminster Choir College;
M.M., Westminster Choir College;

Joel Hagaman, Chair, Department of Psychology, Health Science, and Environmental Science and Associate 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, Professor of Art, 2002
B.F.A., University of South Dakota;
M.F.A., Wichita State University

Lucas Hoiland, Assistant Professor of Practice in Theatre, 2012
B.A., Central Washington 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

Karen M. Jones, Associate Professor of Psychology, 1980
B.A., Washburn University;
M.S., Pittsburgh State University

Stacy Key, Dean, Division of Sciences and Mathematics, and Assistant Professor of Practice in Mathematics, 1999
B.S., Southern Arkansas University;
M.S. Southern Arkansas University

Bal K. Khatiwada, Assistant Professor of Chemistry, 2014
B.S., Tri-Chandra College, Kathmandu, Nepal;
M.S., Tribhuvan University, Kathmandu, Nepal;
Ph.D., Oklahoma State University

- Frank Knight**, Professor of Biology, 1990
B.S., Clemson University;
M.S., Michigan State University;
Ph.D., Indiana University
- Cynthia Lanphear**, Assistant Professor of Practice in Management and Business, 2004
B.A., University of the Ozarks;
M.B.A., University of Central Arkansas
- Charles “Pete” LeRoy**, Assistant Professor of Physical Education, 2013
B.S.E., Henderson State University
M.S.E., Henderson State University
Ed.M., Oregon State University
Ph.D., Oregon State University
- Greta Marlow**, Professor of Communication, 1990
B.A., University of the Ozarks;
M.A., University of Arkansas;
Ph.D., The University of Kansas
- Michael McManus**, Assistant Professor of Education, 2010
B.S., Central Michigan University;
M.A., Saginaw Valley State University;
Ph.D., University of Arizona
- Befrika Murdianti**, Assistant Professor of Chemistry, 2013
B.S., Institut Teknologi, Bandung, West Java, Indonesia;
M.S., University of Tulsa;
Ph.D., Oklahoma State University
- Matt Myers**, Professor of Mathematics, 2002
B.S., Mississippi University for Women;
M.S., Clemson University;
ABD, Clemson University;
Ph.D., Mississippi State University
- Amy Oatis**, Assistant Professor of Practice 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
- Joel Rossmailer**, Assistant Professor of Practice in Accounting And Business, 2003
B.S.B.A., University of Tennessee;
M.S., University of Arkansas, Fayetteville;
Certified Public Accountant
- Mark Scully**, Assistant Professor of Political Science, 2014
B.A., St. John’s College;
M.S., Baylor University;
Ph.D., Baylor University
- Rhonda Shook**, Chair, Department of Communication, and Assistant Professor of Communication
B.A., Southern Illinois University
M.L.A., Arkansas Tech University
Ph.D., Southern Illinois University
- Deborah Sisson**, Assistant Professor of Business and Baum Professor of Marketing, 2003
B.S., Lyon College;
M.B.A., University of Central Arkansas
D.B.A., Southeastern University
- Buddy Smith**, Professor of Mathematics, 1980
B.A., Arkansas College;
M.S., West Texas State University;
Ed.D., North Texas State University
- Sammie Stephenson**, Assistant Professor of Education, 2014
B.A., Henderson State University;
M.S.E., University of Central Arkansas;
Ed.D., University of Arkansas
- Brett Stone**, Associate Professor of Health and Physical Education, 2008
B.A., Lyon College;
M.S., University of Arkansas;
Ed.D., Walden University
- David Strain**, Professor of English and Humanities, 1992
B.A., Ouachita Baptist University;
M.A., University of Arkansas;
A.M., Harvard University;
Ph.D., Harvard University
- Pam Terry**, Assistant Professor of Practice of Education/Director of Field Experience
B.S., University of the Ozarks
M.S. Arkansas Technical University
- Kim Van Scoy**, 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**, Chair, Department of Business, and Associate Professor of Economics, 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

Troy Clark, Associate Professor of Business, 1966-1996

B.B.A., Texas Technological University

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

Roy Gilbert Parks, Jr., Professor of Political Science, 1964-2014

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

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

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