



University of the Ozarks
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Academic Year 2016-2017

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.

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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2016-2017 Academic Calendar

Fall 2016

New Student Move-In	Aug 14
Matriculation Convocation	Aug 15
Orientation and Ozarks Experience	Aug 14-21
Returning Student Move-In	Aug 21
Opening Convocation	Aug 22
Classes begin	Aug 23
Last day to register	Aug 30
Labor Day Holiday (Offices closed)	Sept 5
Family Weekend	Sep 24-25
Board of Trustees on campus	Oct 6-8
Mid-Term	Oct 14
Homecoming Weekend	Oct 14-16
Fall Break	Oct 20-21
Last day to drop a class	Nov 8
Advising Week	Nov 7-11
Student Self Serve Pre-Registration	Nov 14-18
Thanksgiving Holiday (offices closed)	Nov 23-25
Last day of classes	Dec 7
Study day	Dec 8
Final exams (fall housing closes on last exam day)	Dec 9-14
Commencement (10:30 a.m.)	Dec 17

Spring 2017

Spring housing opens for move-in	Jan 15
Martin Luther King Holiday	Jan 16
Classes begin	Jan 17
Last day to register	Jan 24
Mid-Term	Mar 10
Spring Break	Mar 20-24
Good Friday Holiday (Offices Closed)	Apr 14
Last day to drop a class	Apr 4
Advising Week	Apr 3-7
Student Self Serve Pre-Registration	April 10-14
Board of Trustees on campus	April 27-29
Last day of classes	May 3
Study day	May 4
Final exams (spring housing closes on last exam day)	May 5-10
Baccalaureate & Commencement	May 13

Summer 2017

Summer I and II classes begin	May 15
Memorial Day Holiday (offices closed)	May 29
Summer I classes end	Jun 2
Summer III classes begin	Jun 5
Summer II and III classes end	Jun 23

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.

Mission

True to our Christian heritage, we prepare students from diverse religious, cultural, educational, and economic backgrounds to live life fully.

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 gain knowledge of humanity and the natural world through multiple scholarly disciplines.
2. Students will practice the skills of inquiry, investigation, analysis, creativity, and communication throughout their respective courses of study.
3. Students will apply the above skills in examining and honoring their moral, ethical, social, and spiritual responsibilities.
4. Students will integrate their knowledge, skills, and responsibilities into their personal and professional development.

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. The ISOs for majors and minors are published in the University Catalog with the description and required courses of the curriculum. Each discipline is required to assess the ISOs on a consistent basis and provide a comprehensive report to the Provost and Assessment Committee every five years.

The Student Life Office conducts assessment of the co-curricular programs based upon the following 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.

TUITION DEPOSIT To hold their place in the incoming class, new students must make a deposit of \$200 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.

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 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). 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.

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

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 originally from countries outside the United States are encouraged to attend Ozarks. In order to be consider for admission, international student would need to follow a specific process:

1. Fill out the international application form on line: www.ozarks.edu/admissions/apply
2. Send supporting documents. Students can send all the documents first by email (scans). All documents must be submitted *before it will be processed*. After admission, the international office will **need official copies. Supporting documents include:**

- Demonstrated English proficiency (IELTS or TOEFL score) -Regardless of citizenship, applicants whose first language is not English must generally take one of the following exams and achieve the indicated scores in order to demonstrate English proficiency.

• TEST	•	• Direct admission
• IELTS (Academic)	•	• 6.0 (no band less than 5.5)
• TOEFL (Paper based)	•	• 520

• TOEFL (Internet Based Test – iBT)	•	• Overall score of 65
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- Official transcripts and certified English translations if applicable
- Official copy of secondary school diploma (if available)
- Photocopy of passport page(s) showing name, date of birth, passport number and expiration date OR Official Identification (ID) if you do not have a passport yet).
- Personal statement – Attach a one-page essay in your own handwriting, commenting on your background, your educational objectives at the University of the Ozarks and your career goal(s)
- Financial plans: Please complete the document **Plans for financing your study at** University of the Ozarks
- *If you have been a student at an accredited university in your home country:* Certified (English) course descriptions, documented hours of instruction, and an official transcript

Application deadline:
July 1st for Fall – December 1st for Spring Admission.

3. International Merit scholarships are awarded in the amounts of \$2,500-\$15,000 per year. Applicants are considered AUTOMATICALLY upon acceptance to University of the Ozarks. A separate application is not required. Eligible students will be notified of any scholarship award with their acceptance letter. University of the Ozarks will also evaluate if students are eligible for any additional scholarship available for applicants at University of the Ozarks.

4. Acceptance: If application is successful, University of the Ozarks will send a formal **university acceptance letter** within approximately three weeks. To confirm acceptance, students will:

- **pay a \$500 deposit** (refundable if visa is denied less \$100 of processing fees) .
- submit a **CONFIRMATION OF FINANCIAL RESOURCES form** in the amount indicated on the student acceptance letter, which is an estimate of the annual tuition, educational and living expenses for an academic year (breakdown of the estimated tuition and living expenses available at <http://admissions.ozarks.edu/faid/tuition.asp>).

University of the Ozarks will accept an original government or company letter of sponsorship in lieu of the Confirmation of Financial Resources.

5. I-20 and visa: University of the Ozarks will release the I-20 immigration document to apply for a student visa when all the original documents required above, the deposit and the confirmation of financial resources form have been received.

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 Admission Committee and the chief academic officer. 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 2016-17 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	\$1,950	\$3,900

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	One Time Fee
New Student Tuition Deposit ¹		\$200
Applied Music Fee ²	\$315	

¹ To hold their place in the incoming class, new students must make a deposit of \$200 within thirty days after admission. 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.

Communications Practicum Fee	\$25
First Aid Certification Fee	\$20
Graduation Fee	\$75
Jones Learning Center Two Day Testing Fee	\$800
Late Graduation Application Fee	\$100
Payment Arrangements Fee	\$40
Returned Check Fee	\$25
Science Lab Fee (not including breakage)	\$25
Teaching Internship Fee	\$100
Tuition Fee (per credit hour and in excess of 17)	\$996
Living Learning Community Fee	\$2,000

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

Financial Aid Policies

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

TYPES OF FINANCIAL AID Students eligible for financial aid will receive a package which may include scholarships, grants, loans, and work study. Since institutional funds are limited in supply and must meet as many needs as possible, students should not expect to receive cash payments from institutional sources. Generally, institutional aid will not be awarded in excess of the amount of full-time tuition for the regular academic year. If the verification process alters the amount of financial aid for which a student is eligible, that student must repay any aid released in excess of the eligible amount. 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 ACT or SAT score.

DISTINGUISHED GOVERNOR SCHOLARSHIPS are given to Arkansas students who score at least 32 ACT composite, or 1420 SAT combined Math and Critical Reading.

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 will be subject to the Federal Aid Refund and Returns policy as stated in the next section. 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 Students who withdraw who are receiving private scholarships 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 Student Accounts Coordinator 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, cross country, softball, soccer, shooting sports, swimming, tennis, track (indoor and outdoor), 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. 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.

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.

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.

OTHER GROUPS: To help engage students through a variety of interests, there are a number of university sanctioned student groups, each with a faculty or staff mentor, including religious organizations, publications/media, theatrical and musical groups, academic organizations, special interest groups, and recreational groups.

INTRAMURAL SPORTS: 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.

OZARKS OUTDOORS: Ozarks Outdoors is the outdoor recreation of University of the Ozarks. 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.

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 the award of credit hours.

Degrees

BACHELOR OF ARTS degrees may be earned by students with majors in art, communication, English, history, music, philosophy, psychology of human behavior, religion, sociology, Spanish, or theatre.

BACHELOR OF SCIENCE degrees may be earned by students with majors in biology, business administration, business education, chemistry, elementary or secondary education, environmental studies, health science, 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 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 dean 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
- Complete all courses in the major with a minimum of C- (or P in courses offered only on a P/D/F basis)
- Complete all courses in the minor with a minimum grade of C- (or P)
- 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
- In addition to major(s) and minor(s), first year students must complete all Ozarks Experience requirements and all students must complete courses which demonstrate competencies in writing, oral communication, and quantitative reasoning
- Complete the last 30 semester hours in residence at Ozarks
- Attain a 2.00 or higher grade point average on all college-level* work attempted at Ozarks**
- Make formal application for the degree to the registrar at least one semester prior to expected graduation

* “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,” satisfactory progress, “academic college level,” 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.

**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.

Total Degree 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.

Major and Minor Requirements

In addition to all degree requirements, students seeking a bachelor of science or a bachelor of arts degree must choose a major field of study and two minors from each of the fields of study outside of the major. Those students seeking a Bachelor of General Studies must complete 40 upper level hours at C- or higher and three minors from each of the fields of study. Sophomore students transferring greater than 45 semester hours, transfer juniors, and transfer seniors must choose one major and one minor.

The specified course requirements for majors and minors 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 minors.

MAJORS The following **22 majors are offered:** art, biology, business administration, business education, chemistry, communication studies, elementary education, English, environmental studies, history, health science, mathematics, music, philosophy, physical education with teacher licensure, political science, psychology, psychology of human behavior, religion, sociology, Spanish, and theatre.

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 will be awarded the degree assigned to their primary major. 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 **40 minors are offered:** American studies, accounting, art, biology, business administration, chemistry, classics, communication (film studies, media production, strategic planning, writing and promotion, or communication studies), computer science, creative writing & thought, criminal justice, economics, education, English, environmental studies, health science, history, interfaith studies, international

business, management, marketing, mathematics, music (church music, music studies, or performance), physical education, philosophy, physics, political science, psychology, quantitative reasoning, religion, sociology, Spanish, sustainable agriculture, and theatre.

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 grade

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).

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. 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. 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 Registrar in the Academic Calendar.

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 AUF (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, etc.).

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 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.

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 Experience 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 sophomore 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(s) 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 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 and minor(s) throughout at least the last six ~~the eight~~ consecutive semesters.
- No additional minor(s) or second major, unless stipulated as part of the plan of study.

These eight consecutive semester courses of study are included on the university website along with this catalog.

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 COLLEGE LEVEL 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 twenty 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 Experience: 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.

Student Success Center

The University of the Ozarks is committed to providing academic and social support for incoming students. The 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 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/hyperactivity disorder (AD/HD), or autism spectrum disorder (ASD). 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, AD/HD, or ASD 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, AD/HD, or ASD 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. 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, AD/HD, or ASD; and 3) does the applicant have a strength in at least one academic area. If it is determined that there is an appropriate match, an applicant will be eligible for admission. 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 social skills or independent living skills deficits 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

LENS

Learning Environment for New Syntheses

For B.A. or B.S. degree: Students will be required to major in one program from within one of the three areas (Humanities and Fine Arts, Social Sciences and Social Applications, and Natural Science and Mathematics), and they also would be required to minor in a program from within each of the two non-major areas. Students who pursued a double-major in two programs within the same area will be required to minor in a program from within each of the two non-major areas (minimum of two minors). Students who pursued a double-major in two programs from different areas would be required to minor in a program from within the remaining area (minimum of one minor). All students will be required to complete at least 124 hours, at least 40 of which must be upper-level.

For B.G.S. degree: Students would be required to minor in a program from within each of the three areas (minimum of three minors). Students would be required to complete at least 124 hours, at least 40 of which would have to be upper-level with grades of C- or higher.

For all degrees: Students would be required to complete the Ozarks Experience sequence deemed appropriate to their status at the time of matriculation. Students would be required to pass, with grades of C- or higher, at least one class designated Writing Intensive (W), at least one class designated Quantitative Intensive (Q), and at least one class designated Speech Communication Intensive (OC).

HUMANITIES & FINE ARTS	SOCIAL SCIENCES & SOCIAL APPLICATIONS	NATURAL SCIENCES & MATHEMATICS
MAJORS	MAJORS	MAJORS
Art	Business Administration	Biology**
English	Business Education	Chemistry
History	Communication Studies*	Environmental Studies
Music	Elementary Education	Health Science (Clinical)
Philosophy	Health Science (Promotion)***	Mathematics
Religion	Physical Education, Health, & Leisure K-12 (Licensure)****	Psychology
Spanish	Political Science	
Theatre	Psychology of Human Behavior***	
	Sociology	
MINORS	MINORS	MINORS
American Studies	BUSINESS:	Biology
Art	Accounting	Chemistry
Classics	Business Administration	Computer Science
Creative Writing/Thought	Economics	Environmental Studies
English	International Business	Health Science
History	Management	Mathematics
Interfaith Studies	Marketing	Physics
MUSIC:	COMMUNICATION:	Psychology
Church Music	Film Studies	Quantitative Reasoning
Music Studies	Media Production	Sustainable Agriculture

Performance	Strategic Planning	
Philosophy	Writing and Promotion	
Religion	Communication Studies	
Spanish	Criminal Justice	
Theatre	EDUCATION:	
	Education	
	Physical Education	
	Political Science	
	Sociology	

*Inc

cludes required track in Film, RTV, or Strategic Communication

**Includes required track in Biomedical, Ecology/Wildlife, or Secondary Education

***Students majoring in these programs may not choose a similar area in Natural Science and Mathematics to fulfill a minor requirement.

****Students majoring in this program may complete only one minor which must be from the Humanities & Fine Arts area of study.

Majors and Minors in Humanities & Fine Arts

American Studies

Minor: American Studies is the interdisciplinary study of American culture and life, traditionally including history, literature, and other aspects of critical analysis of life in the United States from multiple and diverse perspectives. The minor consists of 18 hours, 9 of which must be upper level coursework. To complete the minor, courses must be taken across three disciplines: English, History, and at least one other discipline chosen in consultation with the minor advisor (Faculty, Dr. Steven Oatis).

Courses that fit the minor might include the following:

ENG 2013 Themes in Literature (Provided theme is suitable)
ENG 3213 American Romanticism .
ENG 3223 American Realism
ENG 3233 Modern American Literature
ENG 3243 Contemporary Literature (Provided theme is suitable)
ENG 4203 Literature of Early America
HIS 2113 United States History
HIS 2123 United States History II
HIS 2153/4153 Colonial and Revolutionary America
HIS 2163/4163 Civil War and Reconstruction
HIS 2173/4173 American Regional History
HIS 2183/4183 Modern United States History
HIS 4003 Arkansas History
MUS 2203 Themes in Music (Provided theme is suitable)
MUS 3003 Movie Music (Provided theme is suitable)
MUS 3013 Themes in Film Music (Provided theme is suitable)
PHL 4203 American Philosophy
PLS 2013 American National Government.
PLS 3053 American Constitutional Law I.
PLS 3093 American Constitutional Law II.
PLS 3233 The American Presidency.
PLS 3243 Congress and the Legislative Process.
PLS 3253 American Political Parties.
PLS 3263 Survey of American Diplomatic History. .

PLS	4043	Contemporary Issues in U.S. Foreign Policy and National Security.
REL	4103	Religion in America
REL	4303	Advanced Topics in World Religions (Provided theme is suitable)
THR	2033	The Great Broadway Musical
THR	3073	Modern American Drama

SEE: English Course Descriptions
Music Course Descriptions
Political Science Course Descriptions
Theatre Course Descriptions

History Course Descriptions
Philosophy Course Descriptions
Religion Course Descriptions

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 (Faculty, Ms. Tammy Harrington, Ms. Dawn Holder).

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:

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 and Contemporary 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 to take 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 18 hours to include the following:

ART 1013 Design

2033 Ceramics I

2113 Art History I

2123 Art History II

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

SEE: Art Course Descriptions

Education Course Descriptions

Classics

The Greeks ushered in a new era of human culture, perhaps even of human mental development. In virtually every field of endeavor and inquiry, they asked questions that had never before been asked, arrived at answers that would go unchallenged for millennia. The Romans grafted Greek culture onto their native stock and produced a civilization that is still very much with us. You can study the classics in translation, of course. However, if you do, you forfeit the mental agility and versatility that come from mastering the intricacies of the original. (If you don't see the practical value in that, classics students perform better on the Law School Admissions Test than students from any other discipline.) For a thousand years, higher education in the West *was* classical education. Some things last for a reason. (Faculty, Dr. David Strain).

MINOR:

- All classics minors will complete the introductory ten-hour sequence in either Latin (LAT 1105 and LAT 2105) **OR** classical Greek (GRK 1105 and GRK 2105)
- They will take an additional six hours of courses in classical languages (the other introductory sequence), classical literature (LAT 3103 or 3203; GRK 3113, 3123, or 3203), classical history (HIS 4253 Ancient and Medieval History), or classical philosophy (PHL 3013 Plato and Aristotle, or PLS 3073 History of Political Thought I). Special Studies on topics relevant to the classics may also fulfill this requirement if approved by the minor advisor.
- At least one of their courses must be upper level.

GRK 1104-5 Intensive Elementary Greek
GRK 2105 Intensive Intermediate Greek
GRK 3113 Homer's *Iliad*
GRK 3123 Homer's *Odyssey*
GRK 3203 Greek Tragedy
HIS 4253 Ancient and Medieval History
LAT 1104-5 Intensive Elementary Latin
LAT 2105 Intensive Intermediate Latin
LAT 3103 Latin Lyric Poetry
LAT 3203 Virgil's *Aeneid*
PHL 3013 Plato and Aristotle

Creative Writing & Thought

As an interdisciplinary minor, Creative Writing and Thought engages with and develops students' abilities in three Humanities course areas: Philosophy, English, and Creative Writing. More specifically, writing and thinking are dynamic and often interrelated practices. The minor's curriculum will further student understanding of the various issues in and points of intersection between Philosophy and Literary Arts through the composition of their own creative writing. Students will pay special attention to the examination of traditional and contemporary philosophical problems and questions (Faculty, Dr. William Eakin).

MINOR: The minor consists of 18 required hours.

ENG 2043 Introduction to Creative Writing

ENG 2313 Literary Theory

PHL 2103 Creative Writing and Thought I

At least one course or similar course from each of the following groups:

- | | |
|-------------------|--|
| Philosophy: | PHL 1113, Ethics, Religions, Cultures
PHL 2013 Pursuit of Wisdom
PHL 4113 Hegel to Nietzsche
PHL 4783 Existentialism and Literature |
| Creative Writing: | ENG 3083 Special Topics in Creative Writing
PHL 3103 Creative Writing and Thought II |
| English: | ENG 2013 Themes in Literature, when topic is appropriate
ENG 2233 Literary Perspectives on the Bible
ENG 3233 Modern American Literature
ENG 3243 Contemporary Literature |

SEE: English Course Descriptions

Philosophy Course Descriptions

English

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 (Faculty, Dr. Brian Hardman, Ms. Amy Oatis, Dr. David Strain).

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.

SEE: English Course Descriptions

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 (Faculty, Dr. Steven Oatis, Dr. Karen Frank).

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: Consists of 36 semester hours to include the following:

HIS 2013 World Civilization I
HIS 2023 World Civilization II
HIS 2113 United States History I
HIS 2123 United States History II
Two US History Electives
Two European History Electives
One Non-western History Elective
(Note: 12 of previous 15 hours must be taken at upper level)
HIS 2411 Professional Preparation in History
HIS 3311 Junior Colloquium in History
HIS 4013 Historiography
HIS 4901 Senior Seminar

MINOR: Consists of 15 hours to include the following:

HIS 2013 World Civilization I **or** HIS 2023 World Civilization II

HIS 2113 US History I **or** HIS 2123 US History II

One European History Elective (upper level)

One US History Elective (upper level)

HIS 4013 Historiography

SEE: History Course Descriptions

Interfaith Studies

This minor prepares students for leadership in settings marked by religious and cultural diversity. Students pursuing this minor will have the opportunity to learn the theory and practice of engagement with others across differences in religion and worldview. The minor culminates in a practicum in which students lead an interfaith project (Faculty, Dr. David Daily, Dr. William Eakin).

MINOR: Consists of 18 hours to include the following:

PHL 1113 Ethics, Religions, and Cultures OR PHL 1013 Ethics

REL/PHL 2073 Hinduism and Buddhism

REL 2083 Judaism, Christianity, and Islam

REL/PHL 3043 Perspectives on Religious Pluralism

REL 3411-3 Practicum in Interfaith Leadership (totaling 3 hours)

3 hrs advisor approved electives in cross-cultural studies in an outside discipline (e.g. history, international business, political science, or sociology).

SEE: Religion Course Descriptions

Philosophy Course Descriptions

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 (Faculty, Dr. Sharon Gorman, Dr. Jonathan Ledger).

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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: The Music Major consists of 39 hours to include the following:

MUS 1023 Musicianship I

MUS 1033 Musicianship II

MUS 2113 Music Literature I

MUS 2123 Music Literature II

MUS 2131 Professional Preparation in Music

MUS 4101 Senior Seminar in Music

Senior Project (MUS 4102 Senior Recital **OR** MUS 4122 Internship **OR** MUS 4133 Senior Thesis **OR** MUS 4143 Interdisciplinary Project)

10 hrs Applied Lessons in Voice, piano, or organ

8 hrs Ensembles*

MUS 2500, 2501, 3500, 3501: Chapel Choir

MUS 3600, 3601: Women's Ensemble

MUS 4500, 4501: Chamber Singers

3 Upper Level Electives from the following:

MUS 3003 Movie Music

MUS 3013 Themes in Film Music

MUS 3023 Musical Repertoire

MUS 3102 Basic Conducting

MUS 3123 Medieval World

MUS 3133 Renaissance & Baroque

MUS 3143 Classicism & Romanticism

MUS 3153 World of the 20th Century

MUS 3163 Themes in Music

MUS 3173 Topics in Church Music

MUS 3783 Special Studies Topics

*Music Majors must enroll and perform in an ensemble every semester. A maximum of eight (8) credits of ensemble may be counted toward the degree.

MUSIC PERFORMANCE MINOR: Performance may be in piano, organ, voice, or choir. The music performance minor consists of 16 hours to include the following:

MUS 1023 Musicianship I

MUS 2113 Music Literature I **OR** MUS 2123 Music Literature II

4 semesters of applied lessons or ensembles

6 hrs of upper level electives from the music major.

Suggested options: MUS 3023 Musical Repertoire
MUS 3102 Basic Conducting

MUSIC STUDIES MINOR: Consists of 18 hours to include the following:

MUS 2113 Music Literature I

MUS 2123 Music Literature II

12 hrs of upper level elections from the music major.
Suggested options: MUS 3023 Musical Repertoire
 MUS 3123 Medieval World
 MUS 3133 Renaissance & Baroque
 MUS 3143 Classicism & Romanticism
 MUS 3153 World of the 20th Century.

CHURCH MUSIC MINOR: Consists of 18 semester hours to include the following:

MUS 1023 Musicianship I or 3 semesters of applied piano

MUS 3173 Topics in Church Music

MUS 3102 Basic Conducting

4 semesters of Applied Lessons or Ensembles

6 hrs upper level electives.

Suggested options: MUS 3023 Musical Repertoire
 MUS 3173 Topics in Church Music (topic different from course above)
 Religion course, with advisor approval

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.

SEE: Music Course Descriptions

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.

(Faculty, Dr. William Eakin, Dr. David Daily)

MAJOR The major in philosophy consists of 36 hours to include the following:

PHL 1003 Logic

1013 Ethics or PHL 1113, Ethics, Religions, Cultures

3013 Plato and Aristotle

3023 Descartes to Kant

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).

MINOR A minor in philosophy consists of 15 elective hours in philosophy (or in courses cross-listed with PHL)

SEE: Philosophy Course Descriptions

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.

(Faculty, Dr. David Daily, Dr. William Eakin)

MAJOR The requirements for a major in religion are as follows:

PHL	1013	Ethics, or PHL 1113 Ethics, Religions, and Cultures
REL	2073	Hinduism and Buddhism
	2083	Judaism, Christianity, and Islam
	3013	Biblical Interpretation: New Testament
	3053	Approaches to the Study of Religion
	4902-4901	Senior Seminar in Religion

15 elective hours in religion, at least 9 of which must be upper-level (some of these hours may be in philosophy, with the advisor's approval)

MINOR: The minor in religion consists of 18 hours from 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, at least six of which must be upper-level

(some of these hours may be in related disciplines with the religion advisor's approval).

SEE: Religion Course Descriptions

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.

(Faculty, Dr. William Clary)

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: After Intensive Elementary Spanish and Intensive Intermediate Spanish or demonstrated language proficiency, this minor consists of 12 hours to include the following:

SPN 2203 Conversation

3113 Advanced Grammar and Composition

3123 Latin American Civilization

3 hr elective (Spanish Conversation, Introduction to Literature, or an upper level literature course)

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.

SEE: Spanish Course Descriptions

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. (Faculty, Mr. Bruce Brown)

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: Consists of 42 hours to include the following:

THR 1013 Introduction to Theatre

1023 Stagecraft

1033 Fundamentals of Theatre Design

1111-4113 Production Practicum (minimum of six hours)

2013 Fundamentals of Acting

2031 Internship Process

2093/3093 Topics in Performance

3013 Theatre History I

3023 Theatre History II

3123 Directing

3133 Costume Design and Technology

3143 Lighting Design and Technology

3153 Scene Design and Technology

4032 Internship

MINOR: A minor consists of 18 hours to include the following:

THR 1013 Introduction to Theatre

1023 Stagecraft

2013 Fundamentals of Acting

9 hrs of theatre courses chosen in consultation with a member of the theatre faculty

SEE: Theatre Course Descriptions

Majors and Minors in Social Sciences & Social Applications

Business Administration

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:

The Business Enterprise department offers a Bachelor of Science degree with a major in Business Administration. Students who wish to further their professional preparation or to prepare for graduate studies may complete concentrations in their chosen disciplines of accounting, economics, international business, management, and marketing. Minors in accounting, economics, international business, management, and marketing are offered for students who are majoring in other disciplines but who wish to expand their knowledge of business or of specific business disciplines.

FEATURES

- **Co-Curricular Program** The Business Enterprise department 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.

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 (Faculty, Dr. Rickey Casey, Dr. Deborah Sisson, Mr. Robert Wofford, Mr. Joel Rossmaier, Ms. Cindy Lanphear, Ms. Christine Farrell).

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.

MAJOR: Consists of 39 semester hours to include the following required courses:

BSA 1103 Introduction to Business
 ACC 2003 Principles of Accounting I
 ACC 2013 Principles of Accounting II
 ECN 2003 Principles of Macroeconomics
 ECN 2013 Principles of Microeconomics
 MKT 2003 Marketing Concepts
 MGT 2003 Survey of Management
 BSA 3003 Business Communication
 BSA 3013 The Legal Environment of Business
 BSA 3023 Applied Statistics
 BSA 4004 Business Finance
 BSA 4013 Business Strategy
 BSA 4333 Business Administration Internship or course from the professional core

In addition to the requirements above, students may choose to complete courses from a discipline specific concentration or a professional core. Concentrations will help prepare students for vocational discernment, where the professional core is intended for preparation for graduate studies or other post baccalaureate needs.

BUSINESS ADMINISTRATION PROFESSIONAL CORE:

BSA 3303 Advanced Statistics
 MGT 3203 Organizational Behavior
 MGT 3313 Managerial Accounting
 MTH 2014 Calculus I

ACCOUNTING CONCENTRATION

ACC 3103 Intermediate Accounting I
 ACC 3203 Intermediate Accounting II
 ACC 3213 Cost Accounting
 ACC 4123 Auditing
 ACC Elective I from Professional Core
 ACC Elective II from Professional Core

ACCOUNTING PROFESSIONAL CORE:

ACC 4103 Advanced Accounting I*
 ACC 4123 Advanced Accounting II
 ACC 3113 Governmental Accounting
 ACC 3113 Fundamentals of Fed Income Taxation*
 ACC 4333 Accounting Internship
 *Suggested for graduate studies in Accounting.

ECONOMICS CONCENTRATION

ECN 3103 Intermediate Macroeconomic Theory
 ECN 3203 Intermediate Microeconomic Theory
 ECN 3303 Money and Banking
 ECN 3013 Investments
 ECN 4213 Comparative Economic Systems

ECONOMICS PROFESSIONAL CORE:

BSA 3033 Advanced Statistics
 ECN 3333 Labor Economics
 ECN 4303 Public Finance
 ECN 4223 Econometrics
 ECN 4333 Economics Internship

**INTERNATIONAL BUSINESS
CONCENTRATION**

ECN 4213 Comparative Economic Systems
INB 4203 Global Business
INB 4333 International Internship
INB Elective from Professional Core
1 yr or equivalent of same foreign language

MANAGEMENT CONCENTRATION

MGT 3103 Human Resource Management
MGT 3203 Organizational Behavior
MGT 3303 Operations Management
MGT 4033 Information Systems
MGT 4223 Organizational Theory
MGT Elective I from Professional Core

MARKETING CONCENTRATION

MKT 3103 Consumer Behavior
MKT 4013 Marketing Strategy
MKT 4113 Promotion Strategies
Research Course (One of the following):
 MKT 3213 Marketing Research
 COM 3183 Research Methods & Writing
 SOC 2023 Social Research Methods
MKT Elective from Professional Core

**INTERNATIONAL BUSINESS
PROFESSIONAL CORE**

ACC 4313 International Accounting
GEO 2033 Human/Cultural Geography
INB 4203 International Leadership
MGT 3783 International Ethics
MGT 4023 International Management
MKT 4213 International Marketing

MANAGEMENT PROFESSIONAL CORE

MGT 3123 Supervisory Management
MGT 3313 Managerial Accounting
MGT 3323 Managerial Leadership & Ethics
MGT 4023 International Management
MGT 4783 Small Business Management
MGT 4333 Management Internship

MARKETING PROFESSIONAL CORE

MKT 3113 Service Marketing
MKT 4213 International Marketing
SCM/MKT 4313 Public Relations Principles
SCM/MKT 4323 Persuasion Theory
MKT 4783 Marketing Special Studies
MKT 4333 Marketing Internship

Accounting

MINOR: The accounting minor consists of 15 hours to include the following:

ACC 2003 Principles of Accounting I
ACC 2013 Principles of Accounting II
ACC 3203 Intermediate Accounting I
ACC 3203 Intermediate Accounting II
ACC Elective or ACC 4333 Internship

Business Administration

MINOR: Consists of 15 hours to include the following:

BSA 1103 Introduction to Business
ACC 2003 Principles of Accounting I
ECN 2003 Principles of Macroeconomics OR ECN 2013 Principles of Microeconomics
MGT 2003 Survey of Management
MKT 2003 Marketing Concepts

Economics

MINOR: Consists of 15 hours to include the following:

ECN 2003 Principles of Macroeconomics

ECN 2013 Principles of Microeconomics
ECN 3103 Intermediate Macroeconomic Theory
ECN Elective from the Professional Core

International Business

MINOR: Consists of 15 hours to include the following:

INB 4203 Global Business
MGT 2003 Survey of Management
MKT 2003 Marketing Concepts
Elective from the Professional Core
1 yr or equivalent of same Foreign Language

Management

MINOR: Consists of 15 hours to include the following:

MGT 2003 Survey of Management
MGT 3103 Human Resource Management
MGT 3203 Organizational Behavior
MGT 3303 Operations Management
MGT Elective from Professional Core

Marketing

MINOR: Consists of 15 hours to include the following:

MKT 2033 Marketing Concepts
MKT 3103 Consumer Behavior
MKT 4013 Marketing Strategy
MKT 4113 Promotion Strategies
MKT Elective from Professional Core

SEE: Business Administration Course Descriptions Accounting Course Descriptions
Error! Reference source not found. Course Descriptions International Business
Course Descriptions
Management Course Descriptions Marketing Course Descriptions

Communication Studies

MAJOR: Consists of 41-42 hours to include the following:

Communication Studies Core (20 hours):

COM 1033 Communication Skills for Professionals
RTV 11024 Media Production I
COM2023 Communication and Leadership
COM 2043 Issues in Media Law and Ethics
COM 4102/4103 Capstone Project

Students majoring in Communication Studies must complete at least one of the following three tracks:

Film Studies Track (21 hrs)
RTV 1023 – Intro to Mass Comm

Possible Electives:
COM 3103 Interviewing

RTV 2093 – Art of Watching Film
RTV 3203 – Documentary Film/Video
RTV 2193 – Video Editing
9 hours of electives

Radio/TV/Video Track (22 hrs)

RTV 1023 – Intro to Mass Comm
RTV 2034 – Media Production II
RTV 4024 – Backpack Journalism
RTV 2193 – Video Editing
RTV 3303 – Radio Production
6 hours of electives

Strategic Communication Track (21 hrs)

SCM 1033 – Intro to Rhetoric/Soc Inf
SCM 4313 – PR Principles
SCM 4323 – Strategic Comm Planning
COM 3013 – Advanced Public Speaking
6 hours of writing electives and 3 hours other elective

RTV 4023 Film Theory
RTV 4143 Directing...Documentary
RTV 4133 Film Making Seminar
RTV 2063 Media Writing
MUS 3003 Movie Music
RTV 3003 The Story & the Script

Possible Electives:

COM 3103 Interviewing
RTV 2053 News Writing
RTV 2063 Media Writing
RTV 3023 Sport Broadcasting
RTV 4033 Seminar (Special Topics)

Possible writing electives:

RTV 2053 News Writing
RTV 2063 Media Writing
SCM 3213 Feature Writing
SCM 4213 PR Writing/Design
COM 3103 Interviewing
COM 3183 Research Methods
SCM 3013 Web-based PR
SCM 3023 Advertising Fund.
SCM 3033 Persuasion Theory
SCM 4003 Seminar

COMMUNICATION STUDIES MINORS:

Students who choose the **COMMUNICATION STUDIES** minor are generally aspiring to become a well-rounded communication generalist. Required classes include interviewing, advanced public speaking, and intercultural communication.

Communication Studies (18 hrs)

COM2023 Communication & Leadership
COM 3103 Interviewing
SCM 3033 Persuasion Theory
COM 3023 Intercultural Communication
COM 3013 Advanced Public Speaking
Elective (any)

Possible Electives:

COM 1033 Com Skills for Professionals
COM 3183 Research Methods
COM 4003 Seminar
RTV 1023 Intro to Mass Comm
SCM 1033 Intro to Rhetoric/SI

Students who choose a minor in **FILM STUDIES** will explore various critical, historical, and theoretical approaches to the medium in pursuit of becoming discerning scholars, consumers, and producers of movies that matter. Attendance at area film festivals is encouraged.

Film Studies (19 hours)

RTV 1024 Media Production I
RTV 1023 Introduction to Mass Comm
RTV 2093 The Art of Watching Film
RTV 3203 Documentary Film/Video
RTV 4113 Directing the Documentary OR RTV 2193 Video Editing

Relevant UL elective outside Communication Department (such as Movie Music)

Students who choose the **MEDIA PRODUCTION** minor will first complete foundational courses in ethics, theory, and practice, and then proceed to advanced courses in media production.

Media Production (20 hrs)

RTV 1023 Introduction to Mass Comm
RTV 1024 Media Production I
RTV 2024 Media Production II
RTV 2043 Media Law & Ethics
RTV 3033 Radio Production
Elective (UL)

Possible Electives:

COM 3103 Interviewing
RTV 2053 News Writing
RTV 2063 Media Writing
RTV 2193 Video Editing
RTV 3303 Radio Production
RTV 3013 Sport Broadcasting
RTV 4983 Seminar (Special Topics)
RTV 4024 Backpack Journalism

Students who choose the **STRATEGIC PLANNING** minor will define objectives, develop strategies, and implement plans. Public relations and event planning are included in the core classes for this minor.

Strategic Planning (18 hrs)

COM 1033 Communication Skills for Professionals
SCM 1033 Intro to Rhetoric & Social Influence
SCM 4313 PR Principles
SCM 4323 Strategic Comm Planning
SCM 3073 Event Planning
Elective (UL)

Possible Electives:

COM 3103 Interviewing
COM 3183 Research Methods
SCM 3013 Web-based PR
SCM 3023 Advertising Fundamentals
SCM 3033 Persuasion Theory
SCM 4003 Seminar

Students who choose the **WRITING AND PROMOTION** minor are grounded in the crucial communication skills of public speaking and writing before moving on to electives such as advertising, persuasion, or web-based public relations.

Writing & Promotion (18 hrs)

COM 1033 Communication Skills for Professionals
COM 3013 Advanced Public Speaking
RTV 2053 News Writing
RTV 2063 Media Writing
Writing/Promotion Elective*
Writing/Promotion Elective*

Possible Electives:

SCM 3213 Feature Writing
SCM 4213 PR Writing/Design
SCM 3013 Web-based PR
SCM 3023 Advertising Fundamentals
SCM 3033 Persuasion Theory
SCM 4003 Seminar

SEE: Communication Course Descriptions
Strategic Communication Course Descriptions

Radio/Television/Video Course Descriptions

Criminal Justice

A criminal justice minor consists of 18 hours and provides students an interdisciplinary approach to the study of the criminal justice system. Students will have the opportunity to take courses in Political Science, Psychology and Sociology. Students will have the opportunity to study the American Criminal Justice System and become familiar with the concepts and research methods necessary to work in criminology or criminal justice. A minor in Criminal Justice can be useful preparation for careers in social service, counseling, law, law enforcement, corrections, and graduate studies.

MINOR: Consists of 18 hours, to include the following:

PLS	2063	Criminal Law I
	3093	American Constitutional Law II
PSY	1003	General Psychology
	3153	Psychology and the Law
SOC	2003	Introduction to Criminal Justice
	3083	Sociology of Deviant Behavior

SEE: Political Science Course Descriptions
Sociology Course Descriptions

Psychology Course Descriptions

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:

Education minor

Physical Education Minor

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

INTENDED STUDENT OUTCOMES FOR TEACHER EDUCATION

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

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

FIVE PHASES OF THE PAT WALKER TEACHER EDUCATION PROGRAM

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

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

During the freshman or sophomore year, any student pursuing teacher education should enroll in EDU 1003, Theories of Human Learning, the initial course in the sequence. Students also are expected to apply for formal admission to the Pat Walker Teacher Education Program and to complete the PRAXIS I exam during their sophomore year. Application materials are available at the Hurie Teacher Education Center.

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

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

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

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

- Have acquired sophomore standing.
- Maintain an overall cumulative grade point average of 2.75 or better as determined by the Office of the University Registrar.
- Have a C- or better in Composition I and II or an Ozarks equivalent "W" intensive course, Basic Oral Communication or an equivalent "OC" intensive course, and College Algebra or an equivalent "Q" intensive course.
- 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
	3411	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
	3422	Physical Education and Health for K-6
SPE	3233	Planning, Instruction, and Assessment for Students with Disabilities

REQUIREMENTS FOR STUDENT SEEKING SECONDARY LICENSURE:

Students seeking licensure from the state of Arkansas 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 education minor; 3) the requirements for licensure; 4) and completion of the discipline-specific methods courses.

EDUCATION MINOR: The Education Minor provides the professional preparation and behavioral dispositions necessary for all individuals interested in pursuing a career in the teaching profession. In addition, the Education Minor offers students the opportunity to complete two methodology courses in their specific content area of interest.

EDU	1003	Theories of Human Learning
	3021	Educational Technology
	3333	Behavior Management in the Classroom

	3053	Principles of Learning and Teaching
	4212	Secondary School Principles and Practices
	4403	Educational Assessment
SPE	2013	Families in a Diverse Society

REQUIREMENTS FOR ALL STUDENTS SEEKING SECONDARY LICENSURE:

EDU	3021	Education Technology in the Discipline
	4101	Current Educational Practices, concurrently with EDU 4302
	4302	Teaching Internship I
	4311	Teaching Internship II, concurrently with EDU 4791
	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:

EDU	3084	Learning to Teach Science to Diverse Learners
EDU	4084	Reflection and Inquiry in Teaching Science

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:

EDU	4034	Secondary Mathematics Methods
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SEE: Education Course Descriptions
 Special Education Course Descriptions
 Mathematics Course Descriptions
 Art Course Descriptions

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.

HEALTH & PHYSICAL EDUCATION LICENSURE K-12

Students seeking licensure from the state of Arkansas in Health and Physical Education must complete the following: 1) the relevant courses in the PE major as stipulated in the disciplinary catalog listings; 2) the Education minor; and 3) the requirements for licensure. Students seeking a bachelor of science in Physical Education Licensure K-12 must also complete a minor in the Humanities & Fine Arts.

A coaching endorsement requires additional hours.

PHYSICAL EDUCATION MAJOR (42 credits):

HSC	1031	Health Science & PE Majors Class*
	1023	Personal Health and Safety*

	1031	Medical Terminology
	2003	Nutrition*
	2014	Anatomy & Physiology I*
	2034	Anatomy & Physiology II
	2503	Drug Education*
	3101	Physical Activity in Public Health*
PHE	1011	Introduction to Physical Education
	1121	First Aid
	3024	Physical Education and Health for K-6
	3044	Methods of Teaching Secondary Physical Education
	3063	Health Education*
	3123	Kinesiology
	3222	Measurement and Evaluation
	4011	Public and Community Health Promotion*
	4103	Exercise Physiology*

REQUIRED ELECTIVES FOR STATE LICENSURE:

BIO	1104	Biology Concepts with Lab
GEO	2013	Human/Cultural Geography
HIS	3003	Arkansas History**
PHS	1023	Earth Science
PLS	1023	American National Government**
SOC	1013	Introduction to Sociology

EDUCATION MINOR:

EDU	1003	Theories of Human Learning
	3333	Behavior Management in the Classroom
	3423	US History, Economics, and Social Studies for K-6**
	3053	Principles of Learning and Teaching
	4403	Educational Assessment
SPE	2013	Families in a Diverse Society
	3013	Planning, Instruction, and Assessment for Students with Disabilities

REQUIREMENTS FOR ALL STUDENTS SEEKING LICENSURE:

EDU	3411	Education Technology for K-6
	4101	Current Educational Practices (taken concurrently with EDU 4302, Teaching InternshipI)
	4302	Teaching Internship I
	4311	Teaching Internship II(taken concurrently with EDU 4791 Cultural Perspectives)
	4971	Cultural Perspectives: Family, School, and Community Partnerships

*Courses apply towards the requirement for study in the Natural Sciences & Mathematics

**Courses apply towards the requirements for study in the Humanities and Fine Arts

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.

PHE	3013	Theories of Coaching Athletics
	3073	Care and Prevention of Athletic Injuries

PHYSICAL EDUCATION MINOR (18 hrs):

HSC	2014	Anatomy / Physiology I
	3123	Kinesiology
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
	3223	Measurement and Evaluation

SEE: Health Science Course Descriptions
Education Course Descriptions

Physical Education Course Descriptions
Special Education Course Descriptions

Political Science

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 (Faculty, Dr. Stewart Dippel, Dr. Mark Scully).

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.

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 (Faculty, Ms. Karen Jones, Dr. Joel Hagaman).

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

MAJOR:

- PSY 1003 General Psychology
1013 Psychology of Adjustment OR PSY 3053 Health Psychology
2023 Abnormal Psychology
2043 History and Systems of Psychology
2053 Group Dynamics
3033 Positive Psychology
3043 Social Psychology
4133 Clinical Psychology
2 hours of Clinical Experience (PSY 2101-4101)

13 hours of advisor-approved electives

SEE: Psychology Course Descriptions

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 (Dr. Jesse Weiss).

MAJOR A sociology major consists of 33 hours to include the following:

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
3073 Race, Class, and Gender
4023 Social Theory
4443 Senior Seminar in Sociology
3 hr Research Methods **course** (in consultation with advisor)

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

ENS 1013 Introduction to Environmental Studies
3013 Environmental Ethics
3043 Environmentalism
PSY 3043 Social Psychology
SOC 2003 Introduction to Criminal Justice
2013 Social Problems
3033 Environment, Natural Resources, and Community
3113 Sociology of Religion
4033 The Sociology of Deviant Behavior
4983 Seminar in Sociology (can be repeated provided the topic is be different)

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 consists of 18 hours to include the following:

SOC 1013 Introduction to Sociology
SOC 2023 Social Research Methods
SOC 4023 Social Theory
9 hrs of electives from Sociology Options

SEE: Sociology Course Descriptions
Psychology Course Descriptions

Environmental Studies Course Descriptions

Majors and Minors in Natural Sciences & Mathematics

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 (Faculty, Dr. Frank Knight, Dr. Sean Coleman, Dr. Warren Sconiers).

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 40-41 hours, including the following:

BIOLOGY CORE:

- | | |
|----------|---|
| 12 hours | Three 1000 or 2000 level biology courses, at least one of which <u>must</u> be 2000 level |
| 2 hours | Biology Capstone |

ALLIED COURSES:

- | | |
|----------|-------------------------|
| CHM 1014 | General Chemistry I |
| 4 hours | Physical Science Course |
| 3 hours | Statistics course |

BIOMEDICAL AND PRE-PROFESSIONAL TRACK:

- | | |
|---|-------------------|
| BIO 3024 | Genetics |
| 3 of the following classes (11 hour minimum): | |
| BIO 3134 | Microbiology |
| 3444 | Physiology |
| 4024 | Molecular Biology |
| 4334 | Anatomy |
| 4633 | Bioethics |
| 3 HRS | Animal Nutrition |

ECOLOGY AND WILDLIFE BIOLOGY TRACK*:

- | | |
|-----------------------------|------------------|
| 4 hours | Advanced Ecology |
| 3 of the following classes: | |
| BIO 3034 | Botany |
| 3134 | Microbiology |

3334 Arkansas Wildlife
4543 Animal Behavior

***MARINE BIOLOGY** courses taken at GCRL may substitute for some courses pending advisor approval.

SECONDARY EDUCATION LICENSURE TRACK:

BIO 3024 Genetics
3444 General Physiology

2 of the following classes:

BIO 1146 Cell Biology
3034 Botany
3134 Microbiology
3334 Arkansas Wildlife
4054 Embryology
4543 Animal Behavior

Recommended courses for Secondary Education:

ENS 1023 Environmental Science
CHM 1024 General Chemistry II

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

BIOLOGY MINOR Students may earn a minor in biology by taking three of the core biology courses and two advisor approved upper level biology electives.

SEE: Biology Course Descriptions Education Course Descriptions
Marine Biology Course Descriptions

SUGGESTED COURSES FOR STUDENTS PURSUING GRADUATE STUDIES:

Chemistry minor including Biochemistry
Second semester of physical science
Calculus

UAMS MEDICAL SCHOOL MATRICULATIONS REQUIREMENTS

2 semesters of Biology
3 semesters of Chemistry (including Organic with lab and Biochemistry)
2 semesters of Physics
2 semesters of English
Statistics
2 semesters of Social Science, preferably Sociology and Psychology

TEXAS A&M SCHOOL OF VETERINARY MEDICINE MATRICULATION REQUIREMENTS

1 semester of introductory biology with lab
1 semester of Microbiology with lab
1 semester of Genetics
1 semester of Animal Nutrition
2 semesters of General Chemistry with Lab
2 semesters of Organic Chemistry with Lab
1 semester of Biochemistry
2 semesters of Composition
1 semester of General Psychology

COURSES REQUIRED FOR UTHS/UT/OU DENTAL SCHOOL MATRICULATION

Biology Major Pre-Professional Track with Microbiology
Chemistry Minor with Biochemistry
English Composition: 6 semester hours
Physics (Lecture and Lab): 8 semester hours

COURSES REQUIRED FOR UAMS PHARMACY SCHOOL MATRICULATION

Pre-Professional Biology Track
Chemistry Minor with Biochemistry
College or General Physics I and II
9 hours of English and Communications
Economics or Accounting

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 (Dr. Befrika Murdianti, Dr. Bal Khatiwada).

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
4201 Chemistry Professional Preparation
6 hours of advisor-approved upper-level chemistry electives

ADDITIONAL REQUIREMENTS:

MTH 2015 Calculus I

MINOR Students may earn a minor in chemistry by taking CHM 1014, General Chemistry I and CHM 1024, General Chemistry II plus 8 additional hours approved by a chemistry advisor.

SEE: Chemistry Course Descriptions

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

(Faculty, Dr. Shaymaa Al-Shukri)

MINOR (19 hrs): Students seeking a minor in Computer Science must have completed MTH 1033 College Algebra OR have an ACT math sub score of 21 or higher OR instructor permission. The minor consists of 19 hours, and includes the following:

CSC	1013	Introduction to Computer Science
	2023	Introduction to Programming
	2033	Programming II
MTH	2014	Calculus I
	2123	Discrete
Three hours from the following:		
CSC	3513	HTML
CSC/MTH	3113	Data Structures
	3213	Numerical Methods
CSC	3783	Computer Networking

SEE: Computer Science Course Descriptions

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 (Faculty, Dr. Jesse Weiss, Dr. Kim Van Scoy).

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:

ENS 1013 Introduction to Environmental Studies
1023 Environmental Science
4003 Senior Research Capston

1 course in statistics, determined by advisor

1 course in research methods, determined by advisor

Natural and Biological Sciences Requirement (10-12 hours):

BIO 1114 Reproduction & Development OR BIO 1146 Cell Biology
1124 Ecology and Evolution OR BIO 2024 Plant Diversity & Ecology
2324 Genes & Genomics
3334 Arkansas Wildlife OR BIO 3344 Entomology
4543 Animal Behavior
ENS 3023 Conservation Studies
PHS 1023/1024 Earth Science

Social and Cultural Studies (12 hours):

ENG 2013 Literature and the Environment
ENS 3033 Environment, Natural Resources, and Community
3043 Environmentalism
4013 Land Use and Place
PLS 2053 Public Policy Analysis
SOC 1013 Introduction to Sociology
2013 Social Problems

MINOR: An Environmental Studies minor shall consist of 16 hours:

BIO 1124 Ecology and Evolution OR BIO 2024 Plant Diversity & Ecology
ENG 2013 Literature and the Environment
ENS 1013 Introduction to Environmental Studies
1023 Environmental Science
3033 Environment, Natural Resources, and Community

SEE: Environmental Studies Course Descriptions	Biology Course Descriptions
Physical Science Courses	English Course Descriptions
Political Science Course Descriptions	Sociology Course Descriptions

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 (Faculty, Dr. Brett Stone, Dr.Charles “Pete” LeRoy).

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.

MAJOR: A Health Science major consists of 41 total credit hours. Student must complete all courses in the Health Science Core and 18 credits within one, focused concentration of courses in either Health Promotion or Professional/Clinical Preparation:

Health Science Core (Required for all Health Science majors):

HSC	1001	Health Science and Physical Education Majors Class
	1023	Personal Health and Safety
	2014	Anatomy / Physiology I
	4013	Public and Community Health Promotion
	4023	Health Intervention / Planning (capstone)\
	4033	Health Economics
PLS	2043	Public Policy Analysis
PSY	3053	Health Psychology

Health Promotion Concentration, 18 hours from:

HSC	2503	Drug Education
	2033	Health Culture Diversity
	3023	US/Mexico Border Health Issues
	3033	Environmental Health
	3043	Grief and Bereavement
	4043	Human Diseases
	4053	Complementary and Alternative Medicine
	4063	Stress Management
	4073	Gerontology
PHE	3033	Mental and Emotional Health
	3064	Health Education

Pre-Professional/Clinical Concentration, 18 hours from:

HSC	1031	Medical Terminology
	2034	Anatomy and Physiology II

	3003	Nutrition
PHE	3123	Kinesiology
	4103	Physiology of Exercise
	4204	Biomechanics

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

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

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

SEE: Health Science Course Descriptions
 Political Science Course Descriptions
 Biology Course Descriptions

Physical Education Course Descriptions
 Psychology Course Descriptions
 Chemistry Course Descriptions

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 (Faculty, Mr. Stacy Key, Dr. Buddy L. Smith, Dr. Matt Myers).

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

*Students seeking secondary licensure must take MTH 1043 College Trigonometry; the Internship II experience will fulfill the requirement for Senior Seminar.

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

MTH	2015	Calculus I
	2024	Calculus II
	2123	Discrete Mathematics

6 hours of mathematics above the 2000-level

SEE: Mathematics Course Descriptions
Physics Course Descriptions

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

6 hours of advisor-approved upper-level physics electives

SEE: Physics Course Descriptions

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.

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 (Faculty Dr. Joel Hagaman, Ms. Karen Jones).

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 Statistics for the Behavioral Sciences
 2023 Abnormal Psychology
 2043 History and Systems of Psychology
 3043 Social Psychology OR 2013 Psychology of Personality
 3113 Developmental Psychology-Childhood **or** PSY 3123, Developmental Psychology-Adolescence
or PSY 3133 Lifespan Development
 4023 Experimental Methods in the Behavioral Sciences
 3033 Sensation & Perception **or** 4033 Cognitive Psychology
 4443 Senior Seminar in Psychology
 3 hours of Clinical Experience (PSY 2101-4101)
 2 additional Psychology electives

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

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.

MINOR: A minor in psychology consists of 18 semester hours approved by a psychology advisor, but to include the following courses:

PSY 1003 General Psychology
 2013 Psychology of Personality, 2053 Group Dynamics, or 3043 Social Psychology
 1013 Psychology of Adjustment or 3053 Health Psychology
 9 hours of advisor approved electives

SEE: Psychology Course Descriptions

Quantitative Reasoning

The purpose of the minor in Quantitative Reasoning is to provide students with the skills to solve quantitative problems that arise in day-to-day life. Topics include numeration systems and computation, financial mathematics, voting techniques, probability, statistics, and the use of technology (Faculty, Mr. Stacy Key).

MINOR: The minor consists of 15 hours to include the following courses:

CSC 2013 Concepts of Computer Systems and Programming
 MTH 2053 Numeration Systems and Computations
 1053 Introduction to Statistics I
 3053 Introduction to Statistics II
 3143 Survey of Mathematics: Geometry, Measurement, Probability, and Statistics

SEE: Mathematics Course Descriptions
 Computer Science Course Descriptions

Sustainable Agriculture

The goal of sustainable agriculture is to meet the food and fiber needs of the present without compromising the ability of future generations to do the same. To achieve this goal, sustainable agriculture must be environmentally sound (preserving or improving the quality of soil, water and air, while minimizing reliance on non-renewable resources), economically viable (providing a secure living for farm families and workers while providing access to good food for all) and socially just (supporting communities and being fair to all involved). The sustainable agriculture minor will address these dimensions through an integrated curriculum including coursework, practical experience and community involvement (Faculty, Dr. Kim Van Scoy).

MINOR: The minor consists of 18 hours to include the following:

BIO 2024 Plant Diversity & Ecology
MGT 3003 Small Business Management
SCM 4323 Strategic Communication Planning*
SUS 2003 Principles and Practices of Sustainable Agriculture
3003 Agroecology
4892 Internship in Sustainable Agriculture*

SEE: Sustainable Agriculture Course Descriptions

*these courses will be offered without pre-requisites with instructor permission

Course Descriptions

Accounting

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

ACC 2013 Principles of Accounting II A continuation of Principles of Accounting I with an emphasis in corporation accounting. Includes financial statement analysis, accounting for stocks and bonds. Prerequisite: ACC 2003, Principles of Accounting I (C- or better in Principles of Accounting I).

ACC 3103 Intermediate Accounting I Intermediate accounting theory for the balance sheet accounts covering plant and equipment, intangible assets, long-term liabilities, and capital accounts. Also, the structure and principles followed in preparing the income statement and statement of changes in financial position. Prerequisite: ACC 2013, Principles of Accounting II.

ACC 3113 Governmental Accounting A consideration of the basic procedures underlying the treatment of the public and government accounts and of the scope and nature of financial statements for governments, schools, and hospitals. Prerequisite: ACC 2013, Principles of Accounting II.

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

ACC 3203 Intermediate Accounting II A continuation of Intermediate Accounting I. A study of intangible assets, deferred charges, long-term debt, capital stock, retained earnings, statement of change in financial position, leases, price level and fair-value accounting, and analysis of financial position. Prerequisite: ACC 3103, Intermediate Accounting I.

ACC 3213 Cost Accounting A study of the elements of production under the job cost, process cost, and standard cost systems; inventory of materials; payrolls and taxes; budgets; wage plans; and other related topics. Prerequisite: ACC 3103, Intermediate Accounting I.

ACC 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 or instructor 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.

Art

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. Prerequisite: Senior status and permission of the instructor.

Biology

BIO 1114 Reproduction and Development Reproduction is a characteristic of all life. Multicellular organisms start out as one cell and through development become the many cooperating specialized cells

of the body. In this course students will learn how single-celled organisms such as bacteria and amoebae reproduce and multicellular fungi, plants and animals reproduce, develop and grow. While some processes and patterns of reproduction and development are very similar, there is also much variety among organisms on Earth. Variation in reproduction and development has important implications for evolution and for health. In the laboratory students will observe and manipulate the reproduction and development of a variety of organisms

BIO 1124 Ecology and Evolution Students will learn the mechanics of ecology and evolution and how they intertwine to shape the world we live in. We will start from the founding of ecology, the development of evolutionary theory through to experimental design. The lab section of this course will have students outside in the woods or greenhouse working on experiments and collecting data with self or class-directed projects.

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 1146 Cell Biology This course is an introduction to the study of cellular structure and function with a primary focus on eukaryotic cells. Many 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

BIO 2024 Plant Diversity and Ecology This course will introduce students to plant diversity and how interactions with other organisms (e.g., insects, animals) and the environment have influenced plant diversity. This course will emphasize botany, plant physiology, and ecology. Students will also explore the mechanics of evolution, ecology, and experimental design. The lab section will have students outside in the woods and/or in the greenhouse running experiments and collecting data with self or class-directed projects.

BIO 2034 Animal Diversity and Evolution There are more than 750,000 species of insects, and almost three-quarters of all known species alive on Earth are animals—and those alive today are probably less than 1% of all animals that have lived on Earth. What makes us all animals, what are the distinguishing features of the major groups of animals and where did all this diversity come? These are some of the key questions addressed in this course. In the laboratory, activities will include collecting and identifying a variety of local animals, dissecting and studying the anatomical variety of major groups of animals, and observing animal behavior.

BIO 2334 Genes and Genomics With the increase in the importance of genetic and genomic techniques in medicine, biomedical research, and agriculture, understanding the structure and function of genes and genomes is nearly ubiquitous in the sciences. This course will serve as an introduction to molecular genetics and genomics. This will include the topics: replication, transcription, translation, RNA editing, genome structure, and genome evolution.

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

BIO 3024 Genetics The principles of inheritance in plants and animals are presented with special attention devoted to the specific aspects of human heredity. The goal of this course is to give the student

a broad background in the science of heredity. The course includes advanced topics in Mendelian genetics, molecular genetics, and population genetics. Prerequisites: Junior class rank and two biology courses.

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 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 3344 Entomology This course will introduce students to the expansive world of insects that are all around us and how they influence our everyday lives. We will learn all of the insect orders and their ecology in natural, agricultural, and urban systems. In the laboratory section students will collect insects and create their very own insect collection. Pre-requisites: Two biology courses.

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 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 4014 Disease Ecology This is a broad course on what diseases are and how interactions between organisms spread disease. Students in this course will learn these concepts through computer modeling, problem-solving with case studies and current events, and collaborative projects with other students. In addition, we will explore how human culture (e.g., politics, anthropology) influence the spread of disease. Pre-requisites: Junior class rank and BIO 1124 Ecology and Evolution or BIO 2024 Plant Diversity and Ecology.

BIO 4054 Embryology This is the study of animal development, including human, from gamete formation to hatching or birth of the new individual. Students study the theories and concepts as well as the anatomy and physiology involved in the ultimate expression of genetic information. Laboratory emphasizes microscope study of embryonic anatomy and histology, supplemented with films and experiments. Prerequisite: BIO 3534, Cell Biology or permission of instructor.

BIO 4234 Lichenology This is an upper-level applied botany course that investigates the anatomy, physiology, and taxonomy of lichens. The course will also explore the relationship between the fungi and algae that form the lichen symbiosis. A survey of other cryptogamic organisms will also be presented. This course is application intensive and will include field trips and laboratory experiences. Prerequisites: BIO 1204, Principles of Ecology, BIO 2324, Principles of Evolution, and CHM 1024, General Chemistry II.

BIO 4334 Anatomy This is a laboratory intensive course in which 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. The laboratory will meet twice a week. Lecture will meet once a week to introduce, reinforce and support the laboratory work. Prerequisites: Junior class rank and two biology courses.

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.

Business Administration

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.

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 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.

BSA 3013 The Legal Environment of Business 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.

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.

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.

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.

Chemistry

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

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

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 1033 Communication Skills for Professionals This course helps provide students the writing and speaking skills needed to succeed in the field of communication. Skills in concise, coherent writing will be taught through application to several different types of documents, including business reports, memos, and proposals. Students will also learn oral communication skills through presentations such as an oral report or a proposal pitch. AP style and APA style/formatting will be introduced. Students will review grammar and mechanics and will learn basic editing and proofreading skills.

COM 1024 Media Production I Students will be introduced to the fundamentals of field and studio television production. This core program is designed to provide practical knowledge and skill in preparation for a career in video/television production. Units covered will include: Fundamentals of Television: An Overview, Pre-Production, Writing, Videography, Audio, Lighting, Job Descriptions, Editing, Production, Post Production, and Workplace Skills Development.

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 2023 Communication and Leadership This course examines the interpersonal communication skills and leadership strategies necessary to lead effective teams. Through self-assessment, case analysis, and strategic planning, the student will devise an instructor-approved project and lead a team in its implementation.

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 2761/3761 Practicum An application of communication theory in practical settings. Topics may include but are not limited to roundtable discussions, forensics, equipment usage, C.A.S.E. implementation, rehearsals, and strategy sessions.

COM 2893/3893 Tutorial Practicum: Sports Broadcasting The aim of this course is to provide specific and experiential guidance from professionals in the field of sports broadcasting, to students interested in pursuing this field. Primarily, this is a hands-on course in which students will crew and produce live and recorded broadcasts of U of O home contests and possibly some area high school contests. Each week students will receive instruction, guidance, and constructive feedback. When available, professional announcers will be paired with students to provide an informal apprenticeship during part of the semester. The course also includes a classroom and text component. Students will have the opportunity to work in the following capacities: talent, camera operator, director, technical director, audio, graphics, and radio board operator.

COM 2043 Issues in Communication Law and Ethics This course focuses on the legal and ethical framework defining media freedoms and constraints in the United States, including copyright and trademark issues. Historical context and focus on the evolution of constitutional, statutory, judicial, and ethical standards.

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

COM 3013 Advanced Public Speaking This course is designed to offer students advanced experience in the practice of researching, planning, constructing, delivering, and analyzing all four methods of speech delivery. Prerequisite: COM 1003 or COM 1033. Preference given to Communication Majors. (Limit 15)

COM 3023 Intercultural Communication The aim of this course is to help the student develop effective intercultural communication skills by acquiring new ways of thinking and interacting, based on the insight provided by researching, observing, and interviewing individuals with different cultural perspectives and experiences.

Computer Science

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 2013 Concepts of Computer Systems and Programming This course introduces algorithms and basic programming constructs, operating systems, application software and simulations. Prerequisites: MTH 1033 College Algebra or MTH 2053 Numeration Systems and Computations.

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 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 3503 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 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.

Developmental

DEV 0001 Study Skills and Strategies This course is for students who have the desire to explore a variety of tools and techniques to help them discover their own unique learning styles in a supportive and positive environment. These skills will prepare the receptive student for a lifelong learning journey. Requirements for this course include individual and group meetings with the instructor, and full participation in academic support services offered in the Student Success Center.

DEV 0011 Reading and Writing Strategies This course fulfills developmental requirements in reading and writing. It is designed to help students develop reading and writing strategies necessary to master the content of college course requirements. Topics covered will include reading comprehension skills, elements of paragraph and essay writing, and other study techniques necessary to succeed at the collegiate level. Students who pass Reading and Writing Strategies with a grade of "C-" or better may enroll in Academic Writing or a "W" Intensive

Course. Students who make below a “C-” in Reading and Writing 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 Academic Writing or a ‘W’ Intensive Course. 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 Academic Writing or a ‘W’ Intensive course. The grade will be computed in grade point averages but may not be used to satisfy general education requirements nor degree requirements.

Economics

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

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

ECN 3003 International Political Economy An introduction to contending perspectives on the international political economy, production, money and finance, trade, development. Emphasis will be placed on current problems in international political economy. Prerequisite: PLS 2013, American National Government.

ECN 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.

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 or instructor permission, BSA 3033, Advanced Statistics, ECN 3103, Intermediate Macroeconomic Theory, ECN 3203, Intermediate Microeconomic Theory, ECN 3303, Money and Banking, and BSA 4003, Business Finance. 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.

Education

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 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 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 4034 Secondary Mathematical Methods This course, designed for prospective junior and senior high mathematics teachers, will provide the student with knowledge of current research and practice in mathematics education, a setting in which to apply that knowledge, and the opportunity to assess their teaching performance and formulate a plan for improvement.

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 4213 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.

English

ENG 1033 Academic Writing This course introduces students to college-level academic writing. Its primary emphasis is on effective composition strategies in response to readings (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 evaluation of readings from across the curriculum, whether the readings are assigned or independently gathered in research. Careful documentation of source materials is expected of all students, with MLA style emphasized in class. Grammar and usage are reviewed as needed, and standard, edited English is expected of all students.

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. .

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.

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.

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 2043: Introduction to Creative Writing: This course will introduce students to basic concepts and practices involved in the reading and writing of imaginative literature in multiple genres, including fiction, poetry, drama, and creative nonfiction. Students will read and respond to the writing of their peers, professional creative writers, and literary/critical theorists. Students will produce graded critical and creative writing in the form of exercises, multiple drafts of works, evaluations, and reactions. They will produce a portfolio of their work. No prerequisite.

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.

ENGL 3083 Special Topics in Creative Writing: This course allows students to further develop the body of knowledge acquired in Introduction to Creative Writing. Students will both read and respond to the writing of their peers, professional creative writers, and literary/critical theorists, and also produce numerous pages of graded critical and creative writing in the form of exercises, multiple drafts of individual works, evaluations, and reactions. All readings and writings will address a particular singular topic as established by the professor (e.g. Ecopoetry and Poetics, Formal Poetry, Screenwriting, Philosophy of Language, Poetics of Play, Speculative and Genre Fiction, etc.) Course may be taken for repeat credit when the topics differ. Prerequisite: Introduction to Creative Writing or consent of the instructor.

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.

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.

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.

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 survey 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.

Environmental Studies

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 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 1105 Intensive Elementary Greek This course will focus on the grammar and vocabulary necessary for students to begin reading classical Greek poetry and prose. In addition, it will introduce elements of Greek history and culture. It will also emphasize English vocabulary derived from Greek.

GRK 2105 Intensive Intermediate Greek This course will afford students the opportunity to complete their mastery of classical Greek Grammar. They will do so by reading selections of classical Greek poetry and prose. Prerequisite: GRK 1104-05 Intensive Elementary Greek or instructor's permission

GRK 3113 Homer's *Iliad* In this course, students will read substantial portions of Homer's *Iliad*. The course will also explore the literary, cultural, and philosophical underpinnings of this seminal work of western poetry.

GRK 3123 Homer's *Odyssey* In this course, students will read substantial portions of Homer's *Odyssey*. The course will also explore the literary, cultural, and philosophical underpinnings of the seminal work of western poetry.

GRK 3203 Greek Tragedy In this course, students will read one Greek tragedy in its entirety. They will also study portions of other works by the Greek tragedians Aeschylus, Sophocles, and Euripides. The course will also explore the literary, cultural, and religious underpinnings of these seminal works of western drama.

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 Elementary Latin This course will focus on the grammar and vocabulary necessary for students to begin reading Latin poetry and prose. In addition, it will introduce elements of Roman history and culture. It will also emphasize English vocabulary derived from Latin.

LAT 2105 Intensive Intermediate Latin This course will afford students the opportunity to complete their mastery of Latin grammar. They will do so by reading selections of Latin poetry and prose. Prerequisite: LAT 1104-5 Intensive Elementary Latin or instructor's permission.

LAT3102 Latin Lyric Poetry This course will introduce students to the poetry of Ovid, Catullus, and Horace.

LAT 3203 Virgil's *Aeneid* In this course, student will read substantial portions of Virgil's *Aeneid*. The course will also explore the literary cultural and philosophical underpinnings of the seminal work of western poetry.

Spanish

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.

Geography

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.

Health Science

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 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 2033 Health, Culture, Diversity This course delves into various aspects of health as it pertains to minorities within the United States. Special attention is given to efforts at eliminating health disparities among these groups.

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 3023 US/Mexico Border Health Issues A problem-based approach to case study analysis designed to instill a broader appreciation of health issues and multidisciplinary collaboration. Instruction and research reflects upon the physical, mental, emotional, social, judicial, psychological, racial, cultural, financial, spiritual, occupational, and International concerns of those living along the United States-Mexico border. Attention is given to the broader ramifications of such issues for all United States citizenry, as well as those from other countries. No previous background in health or any specific discipline is required (e.g., there are no pre-requisites to this course).

HSC 3033 Environmental Health Studies health issues, scientific understanding of causes, and possible future approaches to control of major environmental health problems in both industrialized and developing countries. Topics include, but are not limited to, how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; the scientific basis for policy decisions; and emerging global environmental health problems.

HSC 3043 Grief and Bereavement This course aims to develop conceptual frameworks and cognitive theories about death, dying, bereavement, and grief; to increase affective development and sensitivity to issues concerning death, dying, and grief; to become aware and sensitized to one's personal assumptions, biases, attitudes, and reactions to death, dying, bereavement, and grief; and to increase death competency and lower death anxiety.

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 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.

HSC 4033 Health Economics The study of decisions (as they pertain to the nations' health) —the incentives that lead to them, and the consequences from them—as they relate to production, distribution, and consumption of goods and services when resources are limited and have alternative uses.

HSC 4043 Human Diseases Human Diseases (3 credit hours). This course introduces the student to important concepts related to human diseases. The most common diseases and disorders of each body system are presented along with a review of the anatomy and physiology pertinent to the content. Additionally, the effects of aging on the system and the relationship of aging to disease are presented.

HSC 4053 Complementary and Alternative Medicine This course educates students about the many complementary and alternative medicine (CAM) modalities that are available, in addition to the more traditional methods that exist. A thorough overview of CAM practices employed today is discussed. Topics covered include acupuncture, meditation, herbals and aromatherapy. Also, the course is an exploration of the traditional health care field including allopathic/osteopathic health care plus a variety of alternative and complementary healthcare treatments and therapies.

HSC 4063 Stress Management This course includes an overview of the body of literature available on the topic of stress and the techniques required to manage stress effectively. With interactive discussions, the course reviews health promotion objectives as they relate to stress. Course modules include:

a) the nature of stress; b) the mind and soul; c) coping strategies; and d) relaxation techniques.

Comprehensive focus is on strategies designed to help one cope with the stressors of life.

HSC 4073 Gerontology This course introduces the current theories, policies, and practices in gerontology and explores professional opportunities in the field. Discussions will focus on the concerns of practitioners, and current directions in service delivery, programs, and policy.

History

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.

Humanities

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

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

International Business

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.

Interdivisional

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 Experience Ozarks Experience 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 Ozarks Experience 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 Experience: 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

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.

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

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.

Mathematics

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

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 1023 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 1033 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 Music Literature I 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 2123 Music Literature II This course is a survey of classical art music from the 19th century through to the present day that focuses on coverage of major composers, genres and standard concert repertoire, both vocal and instrumental. Completion of MUS 1013 Musicianship I and MUS 1023 Musicianship II prior to taking this course is recommended but not required.

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

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 3173 Topics in Church Music These courses will examine church music from a variety of perspectives, exploring important issues, surveying its history, and examining current practice. Topics might include: History of Sacred Choral Music, Congregational Song, Contemporary Music in the Church, Sacred Keyboard Music and others. The course may be repeated for elective credit provided the theme or topic is different.

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.

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 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 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 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).

Physical Education

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.

PHE 3024 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. .

PHE 3044 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. This course includes such topics as classification of students, organization of classes, choice and selection of material, the making of lesson plans, and techniques of teaching activities.

PHE 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.

Philosophy

PHL 1003 Logic An introductory course in reasoning which will integrate the skills of analysis, evaluation, and argumentation. The various uses of language, informal fallacies, syllogistic reasoning, and the principles of formal logic, including sentential and quantification logic, will be examined.

PHL 1013 Ethics This course considers classical and modern discussions of ethical ideas and moral judgments in religious and secular perspectives. Contemporary moral problems also are examined in light of ethical theories taken from the history of thought.

PHL 1113 Ethics, Religions, 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.

PHL 2103 Creative Writing and Thought I. This interdisciplinary course examines and analyzes traditional and contemporary problems and questions in the writings of philosophers, and then analyzes and practices imaginative writing, primarily genre short fiction writing, focusing on those questions. While short fiction will be its emphasis, it may include some poetry and longer work as well. The course features workshop in and outside of the classroom. Problem areas will include: Philosophy of Mind, Personhood, Epistemology and Religion. When taught in the spring, students also will be required to attend workshops and submit to/assist with *Falstaff*. When taught in the fall, students also will be required to attend workshops and participate in Project Poet.

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

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

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

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

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

PHL 3043 Perspectives on Religious Pluralism This course examines the writings of thinkers from a variety of backgrounds to understand how they used their religious and intellectual traditions as the basis for positive engagement with religious differences.

PHL 3103 Creative Writing and Thought II This interdisciplinary course examines and analyzes traditional and contemporary problems and questions in the writings of philosophers, and then analyzes and practices imaginative writing, primarily genre short fiction writing, focusing on those questions. While short fiction will be its emphasis, it may include some poetry and longer work as well. The course features workshop in and outside of the classroom. Problem areas will include: Ethics, Social-political philosophy, and Aesthetics. When taught in the spring, students also will be required to attend workshops and submit to/assist with *Falstaff*. When taught in the fall, students also will be required to attend workshops and participate in Project Poet.

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

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

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

PHL 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.

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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 4403 Advanced Topics in Modern and 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, Pragmatism, Hermeneutics or Deconstruction, Philosophy of Mind, Feminist Philosophy, Analytic or Continental philosophies. Students may repeat the course for credit provided the topic is different.

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 a significant project in consultation with their advisor. This project may involve reflection on and participation in an internship or study abroad. Or it may involve research on a philosophy topic that leads to the writing of a senior thesis and an oral presentation. All Philosophy majors will also complete a comprehensive exam in philosophy. Religion-and-philosophy combined majors will complete an exam in the combined areas. Students must register for both parts of the course. Prerequisite: Senior status.

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. . Students must register for both parts of the course. Prerequisite: Senior status.

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

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 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

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. Topically, 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.

Psychology

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 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

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

RTV 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 2084 Media Production II This course is the second level in a production based core program designed to provide the student with practical knowledge and advanced skills for a career in video production. Building on foundational blocks of shot composition, camera operation, interviewing, news judgement, editing, and multiple camera production acquired in Media Production I, students will utilize the medium to tell stories and produce programming for KUOZ Channel 6 and for the web. Students will also begin to work with advanced television systems such as Inception News, Blackstorm playout server, Xpression graphics, the Carbonite switcher, and digital audio. Prerequisite: RTV 1024 Media Production I.

RTV 2013 Announcing A course designed to meet specific needs of the radio-television announcer. Instruction includes drills to develop effective vocal communications as a means of improving radio-television presentation and delivery.

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 3501-3503 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/SCM 3893 Practicum Utilizing acquired communication theory and skills, students will collaborate to devise fieldwork projects, which will be implemented under instructor supervision. Instructor permission required.

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 4023 Film Theory In this intensive seminar, students will incorporate film theory and criticism in their exploration of various topics in the production, reception, and cultural impacts of cinema. Prerequisite: RTV 2093 The Art of Watching Film

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 or instructor permission

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 or instructor permission; RTV/SCM 4102, Professional Ethics and Planning.

Religion

REL 1003 Old Testament This course introduces students to the literature of the Hebrew Bible (the Christian Old Testament), with special attention given to historical, literary, and theological approaches to the study of the Bible.

REL 1013 New Testament Set within the framework of the Old Testament, this course introduces students to the literature of the New Testament, with special attention given to historical, literary, and theological approaches to the study of the Bible.

REL 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 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 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 3053 Approaches to the Study of Religion This course surveys the major academic theories that seek to define, explain, and interpret religious phenomena.

REL 3043 Perspectives on Religious Pluralism This course examines the work of leaders who have used their religious and intellectual traditions as the basis for constructive engagement with other religions.

REL 3401-3 Practicum in Interfaith Leadership This course is designed to provide students with leadership experience in the work of community-building in an interfaith context. Students may earn credit through service in on-campus interfaith programs, internships, or study abroad.

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 A two-semester seminar designed to be the culmination of the course of study for majors in religion. Students will define a significant project in consultation with their advisor. This project may involve participation in and reflection on an internship, a service project, or study abroad. It may also consist of research on a religion topic that leads to the writing of a senior thesis and an oral presentation. Religion majors will also complete a comprehensive exam in religion. Students must register for both parts of the course. Prerequisite: Senior status.

Sociology

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.

SOC 2003 Introduction to Criminal Justice This course introduces the components and processes of criminal justice system by examining the historical development, current operation, and future trends of criminal justice.

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.

Special Education

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.

Strategic Communication

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.

Sustainable Agriculture

SUS 3003 Principles and Practices of Sustainable Agriculture Sustainable agriculture refers to a farming system that is profitable, environmentally sound and good for people and communities. This course will examine the major challenges faced by contemporary industrial agriculture, explore resource management with an emphasis on soil and water, explore the importance of biodiversity in agriculture and address productivity and economic viability of sustainable food systems. This course will involve a substantial field based component as students will plan, prepare, and plant a spring garden.

SUS 4003 Agroecology This course will focus on agricultural systems from an ecological perspective with an emphasis on how agroecosystems can contribute to a more sustainable society. Topics covered in this course will include basic ecological concepts and their applications to agricultural systems. This course will involve a substantial field based component as students will participate in the campus *Food for Thought Garden*.

SUS 4892 Internship in Sustainable Agriculture Students will explore the practice of sustainable agriculture through an off-campus internship working on either sustainable farm or with a community organization approved by their advisor. This internship should be completed after two semester of working the campus garden and completing SUS 3003 and SUS 4003.

Theatre

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

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 2093/3093 Topics in Performance This class will offer students the opportunity to develop their performance 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 3123 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 3133 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 3143 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 3153 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 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.

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, Associate 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;
Ph.D., Stanford University

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

Karen M. Jones, Professor of Psychology, 1980

B.A., Washburn University;
M.S., Pittsburgh State University

Stacy Key, Dean, Division of Sciences and Mathematics, and Associate 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

Jonathan Ledger, Assistant Professor of Music, 2016

D.M.A., University of Alabama;
M.M., Bowling Green State University;
B.A., Emory and Henry College;
B.S., Emory and Henry College

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
- 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**, Chair, Department of Mathematics and Professor of Mathematics, 2002
B.S., Mississippi University for Women;
M.S., 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**, Dean, Division of Fine Arts, Humanities, and Social Science and Professor of History, 1999
B.A., University of Vermont;
M.A., Emory University;
Ph.D., Emory University
- Joel Rossmaier**, 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
- Warren Sconiers**, Assistant Professor of Biology, 2016
Ph.D., Texas A&M University;
B.S. Ecology and Evolutionary Biology, University of California at Irvine
- 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, 2013
B.A., Southern Illinois University
M.L.A., Arkansas Tech University
Ph.D., Southern Illinois University
- Deborah Sisson**, Associate 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**, Dean, Division of Business, Communication, and Education; Chair, Department of Education, and 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, 2015
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
- Javier Taylor**, Assist Professor of Practice of Education/ Math Education, 2016
M.A., University of Arkansas at Monticello;
B.A., Thomas A Edison State College
- Jesse Weiss**, 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

B.S., University of the Ozarks;
M.Ed., University of Arkansas

Ruby Reynolds, Professor of Biology, 1948-1991

B.S., University of the Ozarks;
M.A., University of Arkansas

Betty Robinson, Professor of Education, 1981-2006

B.S.E., University of Tulsa;
M.T.A., University of Tulsa;
M.S., University of Central Arkansas;
Ed.D., University of Arkansas

Noel Rowbotham, Professor of Physics and Math, 1964-1990, 2003-2006

B.S., University of the Ozarks;
M.S., University of Arkansas;
Ed.D., University of Arkansas

George Shellenberger, Professor of Natural Science, 1966-1995

B.S.E., Emporia State University;
M.S., Emporia State University;
Ed.S., Emporia State University

Thomas R. Stephenson, Professor of Psychology, 1978-2008

B.A., Henderson State University;
M.A., University of Arkansas;
Ph.D., Utah State University

George Stone, Professor of Education, 2001-2009

B.A., Southern Illinois University;
M.A., Southern Illinois University;
Ph.D., Southern Illinois University

Loyce Ann Taylor, Associate Professor of Business Education, 1974-2000

B.S., The College of the Ozarks;
M.Ed., University of Arkansas

Administration

Richard L. Dunsworth, J.D.

President

Travis Feezell, Ed.D

Provost

Steve Edmisten, M.A.

Special Assistant to the President

Jeff Scaccia, M.B.A.

Vice President for Finance and Administration

Lori McBee

Vice President for Advancement

Staff

Stephen Adams, Systems Analyst

Albert Hap Adkins, College Coach

Vickie Alston, Director of Computer Operations

Blaise Andrepont, Maintenance Technician, National Management Resources

Marian Askins, Office Manager, Division of Mathematics and Sciences

Felicia Atkinson, Learning Disabilities Assistant

Robert Bell, Public Safety

Amanda Bohannon, Housekeeping, National Management Resources

Connie Booty, Executive Assistant to the President

Aaron Brueckner, Head Men's Soccer Coach

Carrie Callahan, Writing Specialist

Debbie Carlton, Academic Support Coordinator

Shelby Carter, Housekeeping,, National Management Resources

Lou Chapman, Academic Program Coordinator

Jimmy Clark, Director of Athletics

Debra Cline, Academic Support Coordinator

Ramona Cogan, Office Manager for Public Relations

Michael Collins, Maintenance Technician, National Management Resources

Brandon Cooper, Public Safety

Emma Curry, Director of Campus Activities

Denice Davis, Housekeeping, National Management Resources

Janice Davis, Houskeeping, National Management Resources

Cullen Dees, Head Mens's & Women's Tennis Coach

David DeGeus, Head Men's and Women's Swimming Coach

Doug Denné, Resource Librarian

Heather Dickerson, Student Accounts Coordinator

Mary Doss, Housekeeping, National Management Resources

Natalie Dreyer, Women's Soccer Coach

Dawn Dvoracek, Director of Church Relations

Kody Eakin, Annual Fund/Advancement Services Manager

Scott Eibes, Assistant Tennis Coach

Debbie Eldridge, Office Manager, Division of Humanities, Fine Arts, and Social Sciences

Matthew Eubanks, Coordinator of Autism Spectrum Services

David Ferrell, Men's Basketball Coach

Cara Flinn, University Webmaster

Chad Floyd, Athletic Trainer

Faith Franks, Office Manager, Student Life Office

Donald Frost, Assistant Director of Physical Plant , National Management Resources

Julia Frost, Director, Jones Learning Center

Bo Funderburk, Assistant Director of Public Safety

LeRoy Gardner, Head Wrestling Coach

Aaron Gentry, Head Baseball Coach

Laura Gentry, Advisor and Skills Coach, Student Success Center

Chris Goodman, Assistant Men's Basketball Coach

Lisa Gruben-Inness, Office Manager for Jones Learning Center

Wilma Harris, Registrar

Allison Hayes, Area Coordinator and Assistant Director of Campus Activities

Karla Harkreader, Development Officer

Connie High, Director of Student Success Center & Student Support Services

John Hodge, Maintenance

Samantha Hoing, Academic Support Coordinator

Vanessa Hollowell, Director of Auxiliary Services

Jackie Howell, Grounds, National Management Resources

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Kaleb Melson, Grounds, National Management Resources
Suzannah Mickan, Housekeeping Coordinator, National Management Resources
Deborah Mooney, Academic Support Coordinator
Larry Moore, Public Safety
Christina Moya, Assistant Athletic Trainer
EmmaLee Morrow, Office Manager for Admission
Cory Ostendorf, Public Safety Officer
Phyllis Parsons, Graphic Designer and Publications Assistant
Patricia Pearson, Alumni Office Secretary
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Josh Peppas, Sports Information Director
Debbie Pfeiffer, Assistant Registrar
Taylor Plugge, Admission Counselor
Jeremy Provence, Head Men's and Women's Cross Country and Indoor/Outdoor Distance Coach
Karen Raburn, Housekeeping, National Management

Resources

Lisa Raburn, Housekeeping, National Management Resources
Ana Ramos, Assistant Women's Soccer Coach
Carl Ramsey, Women's Basketball Coach
Kelby Robinson, Public Safety
Roland Rodriguez, Head Softball Coach
Karen Schluterman, Senior Accountant /Human Resource Manager
Patti Schuh, Enrollment Data Manager
Jason Schweer, Assistant Wrestling Coach
Debbie Siebenmorgen, Accountant
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Erin Smith, Assistant Softball Coach
Kimberly Spicer, Program Coordinator for Student Support Services
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Bendex Stephenson, Director of Ozarks Outdoors
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Kourtni Williams, Assistant Women's Basketball Coach
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